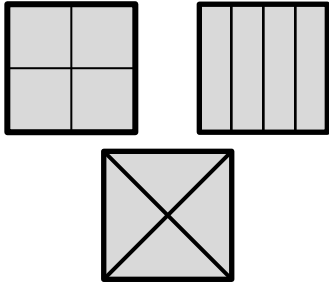


# Math & Science Collaborative Lesson Plan

**Lesson Title:** Squares - Folding and folding again

<p><b>Unit Learning Target (Standard/Performance Expectation(s))</b> Interpret a fraction as a number of equal parts of a whole or a set</p>		
<p><b>Building Block or Lesson Learning Target:</b> Learning <math>\frac{1}{4}</math> - Seeing different ways to make fourths of a square</p>	<p><b>Student Success Criteria:</b>  Students can demonstrate and explain how to divide a square into four equal parts</p>	
<p><b>Previous Lesson Learning Target:</b> Recognizing halves</p>		
<p><b>Target Introduction/ Thinking Question *</b> How many pieces will we have if we fold our square paper two times?</p>		
<p><b>Lesson Progression (Flow) with Talk-Structures</b></p> <p>Given pieces of square paper,</p> <ul style="list-style-type: none"> <li>- Fold into halves. How many ways can you show?</li> <li>- What happens if we fold our paper two times?</li> <li>- Describe fourths. Show different ways to fold a square into fourths.</li> <li>- Label the divided parts of a square</li> <li>- Do all of the above again with a different sized square piece of paper.</li> </ul>	<p><b>Anticipated Misconceptions:</b></p> <p>Some pieces (4ths) may <i>look</i> larger than others</p>	<p><b>Formative Task or Question*</b> <i>Designed to elicit student misconception(s)</i></p> <p>Ask the students, “If these marked squares were sandwiches, which way of folding or cutting would give you more. Which way would give you the least?”</p>
	<p><b>Key Terms In Lesson:</b></p> <p><b>fraction</b> <b>one fourth</b> <b>one quarter</b> <b>fourths</b></p>	
<p><b>Lesson Closure</b> Build fraction strips – whole, halves and fourths</p>		<p><b>Exit Task*</b></p> <p>Correctly label sections of the fraction strips</p>

# Math & Science Collaborative Lesson Plan

**Lesson Title: Squares - Folding and folding again**

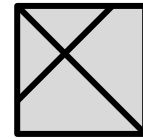
## Do the Math for the Thinking Question

There will be four equal pieces if the folding is accurately done.

Some students may try and cut apart the different fourths in order to fit them together.

## Anticipated Misconceptions:

Some students may not have a clear understanding of what *equal* really means.



## Instructional Adjustment(s) (if needed) *Tied to common misconception(s)*

Try using other shapes of paper such as circles, rectangles, etc.

## Manipulatives and materials to include and have ready to support the lesson \*

Square paper  
Circle paper

\* Opportunity for formative assessment