# Math & Science Collaborative Lesson Plan

Northwest Educational Service District 189
*Together We Can*

Lesson Title: Adding unlike fractions

**Unit Learning Target (Standard/Performance Expectation(s))** **5.2.E** Fluently and accurately, add and subtract fractions, including mixed numbers.**(CCSSM 5.NF.1)**

**Building Block or Lesson Learning Target**: Adding common fractions with unlike denominators / Applying LCM and GCF for common denominators to simplify work.

**Previous Lesson Learning Target:** Adding common fractions with like denominators / Applying LCM and GCF for common denominators to simplify work.

**Student Success Criteria:**
Finding and using equivalent fractions
Calculating addition of fractions correctly

**Target Introduction/ Thinking Question *** How large is my array for 1/6 and 4/9?

**Lesson Progression (Flow) with Talk-Structures (Student Discourse)**

Opening Question : What would the array look like for ¼ and 3/5?
( Student pair share to Large group discussion)

2nd question: What would the array look like to add $\frac{7}{8}$ and $\frac{5}{6}$
(students solve individually and then small group discussions)
Numbered heads share solution

Check for understandings questions

Assign practice problems

**Key terms for this lesson**
mixed numbers GCF
LCM simplify
least common denominator
reduce array
equivalent division
equal parts factors

**Formative Task or Question***
*Designed to elicit student misconception(s)*

**Forms of Student Discourse to include:**
Student to Teacher
Large Group
Small group discussion
Student to Student

**Lesson Closure** Compare various equivalent fractions (include at least one that is incorrect)

**Exit Task***
Calculate fraction addition within a story problem

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| **Do the Math for the Thinking Question** | **Lesson Anticipated Misconceptions:** |
|---|---|
| | Adding denominators<br><br>Using equivalent fractions as the answers |

| **Lesson Instructional Adjustment(s)** (if needed)<br>*Tied to common misconception(s)* | **Manipulatives and materials to include and have ready to support the lesson *** |
|---|---|
| Employ color tiles to address misconceptions<br><br>Make transfers to graph paper<br><br>Use overhead projector dominoes to demonstrate common denominators | Paper and Pencil<br><br>Color tiles<br><br>Graph paper<br><br>Double-Nine OHP Dominoes |

* Opportunity for formative assessment