

Unit : Math (Fractions and Decimals)		Level : 5
Subject of lesson	Fractions and Mixed Numbers	
Duration	40 mins	
IRP Prescribed learning objectives (page)	SWBAT <ul style="list-style-type: none"> represent and describe proper fractions concretely, pictorially, and symbolically demonstrate and describe equivalent fractions 	
Objectives	SWBAT <ul style="list-style-type: none"> Identify that mixed numbers and improper fractions are equal amounts Write both the mixed number and improper fraction for various fractions Write a mixed number as an improper fraction and vice versa 	
Materials/Resources	Pattern blocks, worksheet, MMS p. 264-265	
Time (min)	PROCEDURE	
	What the teacher says/Does	What the students do
10	Introduction: <ul style="list-style-type: none"> Hand out pattern blocks. Ask students to use the yellow hexagon as 1 whole. Do one example as a whole class, then ask students to try a few in their groups. Ask them what fraction is shown if you use 3 red pattern blocks? 7 green? 4 blue? Ask them to write each fraction in two ways. Discuss answers as a class. Draw fractions on the board and ask students to give the improper fraction and the mixed number. 	<ul style="list-style-type: none"> Students use pattern blocks to describe what fractions are being shown. Talk in groups to come up with ways that they could write the fractions. Share with class. Students look at examples on the board and give the answers to both types of fractions.
15	Activity: <ul style="list-style-type: none"> Review the worksheet with the class. Review the homework questions with the class. Ask them to work on the worksheet; in 10 minutes, we will correct it and I will be checking to see who finished it. If they finish the worksheet, they should start the homework. 	<ul style="list-style-type: none"> Students do the worksheet and then correct their work.

15	<ul style="list-style-type: none"> • Circulate to assist with worksheet. • Mark worksheet. Clarify lesson if necessary. <p>Conclusion:</p> <ul style="list-style-type: none"> • Circulate to assist with homework. 	<ul style="list-style-type: none"> • Students work on the homework questions from MMS.
Evaluation	<p>Formative: Student participation; students' ability to complete worksheet</p> <p>Summative: Students will mark the homework in the following class.</p>	
Link with other subjects:		
Extension Activity: <i>(for early finishers)</i>	Students who finish early may challenge themselves with the pattern blocks fraction activity sheet. If students completed it already on Monday, then they may move on to To-Do.	
Adapted activity:	The worksheet will help students with difficulty understand the main idea behind mixed numbers and improper fractions. This should help them when they complete the homework. I will circulate to assist the students with both the worksheet and homework, so I believe all students will be able to complete the activity.	
Teacher reflections):	N.B. <i>Students did not have time to complete the worksheet in class. They started work on it and we marked it the following day instead.</i>	
Plan « B »):	N.B. Plan « B »: If students are having a difficult time understanding the concept, we may return to the board and do some more examples as a whole class and in groups before moving on to the homework.	