Grade: 6th | **Subject:** Math

Materials: Scratch Paper and a Pencil | **Technology Needed:** None

Instructional Strategies:

- ☒ Direct instruction
- ☒ Guided practice
- ☐ Socratic Seminar
- ☐ Learning Centers
- ☒ Lecture
- ☐ Technology integration
- ☐ Other (list)
- ☒ Peer teaching/collaboration/ cooperative learning
- ☐ Visuals/Graphic organizers
- ☐ PBL
- ☒ Discussion/Debate
- ☒ Modeling

Guided Practices and Concrete Application:

- ☒ Large group activity
- ☒ Independent activity
- ☒ Pairing/collaboration
- ☒ Simulations/Scenarios
- ☐ Other (list)

Explain:

- ☒ Hands-on
- ☐ Technology integration
- ☒ Imitation/Repeat/Mimic

Standard(s)

6.NS.1 -
Use visual fraction models and equations to interpret and compute quotients of fractions.

Objective(s)

Students are able to multiply fractions together

Students are able to turn mixed numbers into improper fractions

Students are able to multiply mixed numbers together

Students are able to simplify

Bloom's Taxonomy Cognitive Level: Analyzing / Evaluating

Differentiation

Below Proficiency:

Students are unable to turn mixed numbers into improper fractions correctly, as well as are unable to multiply fractions and cannot simplify.
=> Have these students work with me in the back of the classroom for one-on-one help.

Above Proficiency:

Students are able to turn mixed numbers into improper fractions, can multiply fractions, as well as simplify with ease.
=> Have these students continue their work and have them try harder problems in the book.

Approaching/Emerging Proficiency:

Students are able to turn mixed numbers into improper fractions, multiply fractions with little struggle, and can identify they need to simplify.
=>Have these students work with their pods to collaborate on the process.

Modalities/Learning Preferences:

Repetition, Visual, Lecture, Collaboration, and Discussion

Classroom Management- (grouping(s), movement/transitions, etc.)

Students will work collaboratively with others during turn and talks during the lesson with their pods that they are in.

Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules, and expectations, etc.)

Students are expected to follow school rules as well as being respectful towards others, participating during turn and talks, and to ask questions when they do not understand a concept.

Minutes	Procedures
1	**Set-up/Prep:** Set up notes and grab entrance and exit tickets
2	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** Entrance Ticket: Attached at bottom
25 - 35	**Explain: (concepts, procedures, vocabulary, etc.)** Review concept of how to turn mixed numbers into improper fractions

	I do: 2 2/3 x 3 1/2 => 8/3 x 7/2 => 56/6 => 9 2/6 => 9 1/3 1 1/5 x 2 2/3 => 6/5 x 8/3 => 48/15 => 3 3/15 => 3 1/5 We do: 5/9 x 3 3/5 => 5/9 x 18/5 => 1/1 x 2/1 => 2/1 => 2 2 1/3 x 1 1/5 => 7/3 x 6/5 => 42/15 => 2 13/15 They do: **Simplify!!!** 2 3/4 x 2 2/3 => 11/4 x 8/3 => 88/12 => 7 4/12 => 7 1/3 k = 1 5/16 k x 2/3 => 1 5/16 x 2/3 => 21/16 x 2/3 => 7/8 x 1/1 => 7/8 X brand coffee contains 10 1/2 grams of caffeine per cup of coffee. You drink 2 1/2 cups of X brand coffee every morning. How much caffeine do you drink every morning? 10 1/2 x 2 1/2 => 21/2 x 5/2 => 105/4 => 21 1/4 grams of caffine
10-15	**Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)** Homework for Section 2.4 debatable Pg 66 #8-14e, 26,28 Dreambox
2	**Review (wrap up and transition to next activity):** Exit ticket: Attached at bottom

Formative Assessment: (linked to objectives) **Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.** Walking around during turn and talks to see what each group can collectively do and understand during collaboration. **Consideration for Back-up Plan:** Khan Academy for multiplying fractions activity	**Summative Assessment (linked back to objectives)** **End of lesson:** Exit ticket Pg 66 #8-14e, 26,28 **If applicable- overall unit, chapter, concept, etc.:** Summative quiz on Chapter 2

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

Entrance Ticket Name:_____

Turn the following Mixed Numbers into Improper Fractions, then **SIMPLIFY**:

$2\frac{3}{4}$ $3\frac{2}{5}$

Exit Ticket Name:_____

Multiply the following mixed numbers, then **SIMPLIFY**:

$2\frac{2}{3} \ x \ 1\frac{2}{4}$