

DIGITAL SCHOOLS

Lesson Plans and Student Work Samples

Music-SeeSaw

First Grade
Manzo, Seesaw Activity on Sorting Instruments among All Four Families

Scheduled to be taught on 05/25
Created by Merlucci, Nicola


Objective
Students watch the beginning of Young Person's Guide to the Orchestra where each family plays the theme.
Students complete "Sorting Instruments into All Four Families" Seesaw activity.
Essential Questions
Who can name 1 Family of the Orchestra?
Anticipatory Set/Direct Instruction
Teacher will instruct the students how to complete the Seesaw activity.
Learning Activities
The class names the different Families of the Orchestra.
Students look at the posters of each family and name the instruments.
Students listen to the beginning of Young Person's Guide to the Orchestra where each family plays the theme.
Students sort the instruments now in all four families in a Seesaw Activity.
Closure
What was your favorite instrument you heard today?
Standards
1. 1.1B Grade 2 CPI 4 Categorize families of instruments and identify their associated musical properties.
Lesson Documents
No documents have been uploaded to this lesson

Student Work


In response to: Sort from All Instruments from All Four Families for Gr 1 & 2

INSTRUCTIONS: Drag and drop each instrument to the correct family.


Percussion




Brass



Woodwinds



String

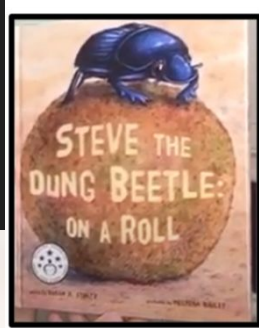


❤️ NICOLA MERLUCCI
👍 NICOLA MERLUCCI Excellent!
💖 Liked Comment 📷 📧 📩

Student Work

Dung Beetles

- Reduce, recycle, reuse
 - Clean up the environment
 - Remove the poo
 - Less flies
 - Reuse for baby Dung Beetle nesting
 - Eat the poo
 - Keep poo out of water
 - Rolling th poo collects seeds and the seeds grow
 -



Strategy ★ Ask Questions
Skill ★ Make inferences
& classify information



Questions About Dung Beetles

Do Dung Beetles eat anything other than poo?

Are Dung Beetles real?

Where can I find a Dung Beetle?

Where did Dung Beetles come from?

Do Dung Beetles go in the poo?

Why do they roll the poo?

Grade 1-Google Classroom, SeeSaw, Jamboard ELA and Writing

The screenshot shows the Genesis software interface. The top navigation bar includes tabs for Student Data, Attendance, Gradebook, Elem. G, Lesson Books, Calendar, Setup, and Reports. A message states: "All plans have been submitted for review". The main area displays a calendar for 03/15/2021. Below the calendar, there are sections for "Zoom Link for the Year" and "Zoom Link (3 Days)". The lesson plan details for "English/ELA 10:25-10:55" are shown, including "Unit 5", "unit 4 week 2, day 2", and a "Change" button. Below this, the "ELA Small Group 10:55-11:45" section is visible, including "Unit 4", "Epic and ELA small groups (5 Days)", and another "Change" button. The bottom section shows "Small Group Math 9:35-10:25" with "Unit Vol. 2" and "Small groups math (3 Days)".

The screenshot shows the SeeSaw software interface. The top navigation bar includes tabs for Lesson Book, Lesson Plan, Unit Plan, and View Unit Fields. A message states: "Scheduled to be Taught: 3/15". The main area displays a lesson plan for "Lesson 7-7" with "Unit Plan: Vol. 2". The "Lesson Template" is set to "Default Lesson Plan". The "Standards" section shows "View and Remove Standards (5 Attached)" and a "Search for Standards" button. The "Objective" section shows "Custom 1" with the text: "Sw define attributes of shapes", "SW practice addition , subtraction", and "SW draw shapes with different attributes". The "Essential Questions" section shows "Custom 2" with the text: "Lesson 7-7 Defining and Non-defining attributes" and "See Daily lesson google slides, material from connect Ed". The "Direct Instruction" section shows "Custom 3" with the text: "p. 631 readiness" and "p. 6032 Warm up , math message". The "Student Activities" section shows "Custom 4" with the text: "p. 632 Identifying defining and non defining attributes of shapes" and "p. 634 defining a rectangle". The "Closure" section shows "Custom 5" with the text: "p. 605 Practice, math boxes (seesaw)". The "Homework" section shows "Custom 6" with the text: "Home link 7-2, seesaw".

Student Work

Jamboards



- Listen to directions, write what the teacher tells you
- Only draw on your sticky note
- No silly business! I will help you make a jamboard you can work with after school.



Write about it

Writing Connection



Write About It

Have children complete this sentence about what they like to do with their families: *As a family we _____ together.* Children may wish to add this piece to their Writing Portfolio.

As a family we _____ together.



Monday, March 15,
2021



[zoom rules](#), [video](#), [zoom](#)

[Good morning Song](#) [pledge](#)

Lunes, 15 de marzo, 2021
segunda-feira, 15 de marco de
2021



Math Lesson 7-7

Warm up-fact families (white boards)

$$\begin{array}{ccccccc} & & 2,6,8 & & & & \\ 2+6=8 & 6+2=8 & 8-2=6 & 8-6=2 & & & \\ & & 2,4,6 & & & & \\ 2+4=6 & 4+2=6 & 6-2=4 & 6-4=2 & & & \end{array}$$

Word problem challenges !! p. 632

$$10 - 2 = 8$$

Grade 2-Flipgrid Social Studies Current Events

The screenshot shows a web browser window with multiple tabs open, including 'Long Branch', 'Lesson Planner', 'What Will I Do When I Gr...', 'ClassDojo for Teachers', 'Grade 2 Student Samples', and 'Specially Dyed Sleeves'. The active tab is 'genesis.genesisedu.com/longbranch/sis/view?module=lessonplanner&category=mybooks&tab1=lessons&action=showLesson&lessonObjectId=2797183&courseCode=...'. The page displays a lesson plan for 'Grade 2-Flipgrid Social Studies Current Events'. The lesson plan is divided into three main sections: 'Anticipatory Set/Direct Instruction', 'Learning Activities', and 'Closure'. Each section has a title, a custom label, and a list of activities or resources. The 'Anticipatory Set/Direct Instruction' section includes questions about recycling and a list of YouTube videos. The 'Learning Activities' section includes a link to a website with Earth Day activities and a Google Docs link. The 'Closure' section includes a reflection prompt. The page also features a rich text editor with various formatting options like bold, italic, underline, and font color.

What do you recycle?
Why is recycling important?
Why should we care about the Earth?

Anticipatory Set/Direct Instruction:
(Custom 3)

<https://youtu.be/8DJ45Yc3urg> Earth Day songs for kids
<https://youtu.be/8DJ45Yc3urg> Going Green
https://youtu.be/OasbYWF4_S8 The Three R's in Recycling
<https://youtu.be/-0jMPvly-U> Sesame Street visits a Recycling Center
<https://youtu.be/X6BE4VcYngQ> Five Oceans Song
<https://youtu.be/yI3zocL8Tv8> Earth Day for Kids

Learning Activities:
(Custom 4)

<https://tinkerlab.com/fifty-earth-day-activities/>
Various Earth Day Activities from this site depending on materials and weather and students choice
Students will use flipgrid to complete their own answers/videos to give their views about turtles and the earth
<https://docs.google.com/document/d/1YSSCFdVnlgg5JDUk3TnX8dwh6HwAhRK1oPFjZTW0/edit> Earth Day Activities

Closure:
(Custom 5)

What stuck with you today reflections, students share their flipgrids with the class.

Student Work



Grade 2-Calendar Math

Activities in the morning are am or pm?

23

GOOD MORNING

1 Answer

go to school

eat breakfast

wake up

brush teeth

4/5

kahoot.it Game PIN: 7503495

SeeSaw/Class Dojo Third Grade Science

Trees

NJ Trees Scavenger Hunt

[Scheduled to be taught on 06/04](#)

Standards

03.MD.02, Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).6 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

1.21 Grade 3 CPI 3.1, Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

1.21 Grade 3 CPI 3.2, Use evidence to support the explanation that traits can be influenced by the environment.

Objective

SWBAT complete an internet scavenger hunt searching for trees indigenous to New Jersey and complete a recording sheet categorizing the types of trees and their attributes.

Essential Questions

What trees are indigenous to New Jersey (Monmouth County)?

Anticipatory Set/Direct Instruction

-Book read-aloud on Youtube: <https://www.youtube.com/watch?v=c5p-fuvUYBM>

-Visuals/Vocabulary

Learning Activities

1. Students will research the Internet for trees indigenous to New Jersey; Monmouth County specifically.

2. Based on the students' findings, they will complete a recording sheet categorizing the types trees and the following information: tree, leaf type, deciduous/coniferous (evergreen), seed.

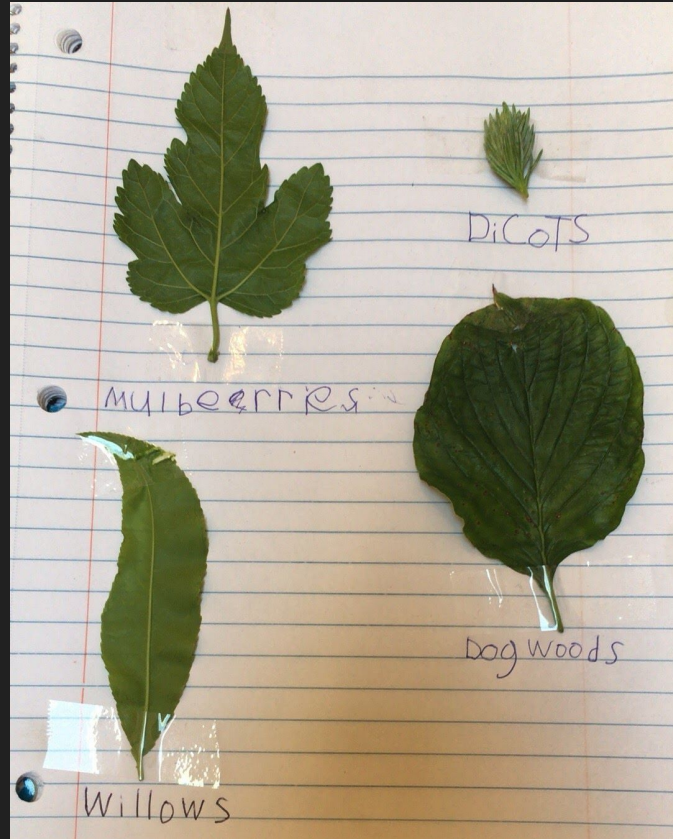
3. Leaf Sorting/Leaf Rubbing Activity to be completed and uploaded to Seesaw or Class Dojo as a picture.

4. **Extension:** To promote and incorporate cross-curriculum, Math specifically, the students will find the weight of leaf/needle, and/or seed pod (acorn/pine cone)

Closure

-Students will turn in (electronically) their findings noted on the recording sheet and leaf sorting/leaf rubbing activity.

Student Work



Grade 3-Reading SeeSaw

The screenshot shows the Genesis Lesson Planner interface. At the top, the URL is genesis.genesisedu.com/longbranch/sis/view?module=lessonplanner&category=calendar&action=showLesson&lessonObjectid=2770715. The page is titled "Poetry & Dr. Seuss" and is scheduled to be taught on 03/04. The interface includes a navigation bar with tabs for Student Data, Attendance, Gradebook, Elem. Grading, Web Desk, and Lesson Planner. The Lesson Planner tab is active, showing a calendar view. The lesson plan content is displayed in a yellow box with a red border. The content includes Standards, Objectives, Essential Questions, Anticipatory Set/Direct Instruction, Learning Activities, Closure, and Homework.

Year: 2020-21

Long Branch Public Schools
George L. Caltrambone School

Student Data Attendance Gradebook Elem. Grading Web Desk Lesson Planner

Lesson Books Calendar Setup Reports

Lesson Planner: Calendar

<< Back to Calendar

Poetry & Dr. Seuss
Poetry & Dr. Seuss
Scheduled to be taught on 03/04

Standards

- 03.RF.04.B, Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- 03.RL.10, By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- 03.W.01.D, Provide a concluding statement or section
- 03.W.02.A, Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- 03.W.02.B, Develop the topic with facts, definitions, and details.
- 03.W.03.D, Provide a sense of closure.
- 03.W.04, With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- 03.W.05, With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29.)
- 03.W.07, Conduct short research projects that build knowledge about a topic.
- 03.W.10, Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Objective

SWBAT be introduced to the features of poetry and Dr. Seuss' style of writing.

Essential Questions

What makes Dr. Seuss special?

Anticipatory Set/Direct Instruction

Brainpop: Dr. Seuss

Learning Activities

Immersion process of Dr. Seuss' writing will occur through modeling and sharing of various Dr. Seuss texts.

Closure

Students will share favorites of Dr. Seuss.

Homework

none

6/4/21 9:42AM - 2.0.5781

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Student Work

In response to: Dr. Seuss Text Evidence


Dr. Seuss

Theodor Seuss Geisel was born on March 2, 1904 in Springfield, Massachusetts. As a father and a young Theodor, or Ted, liked to go and draw pictures of the animals. They never looked exactly like the real animals, and Ted's mother encouraged him to use his imagination. When Ted entered high school, he had trouble following his art teacher's many rules, and finally dropped out. He never took another art class.

Theodor graduated from Dartmouth College, and he thought he would become an English teacher. However, his wife Helen thought he was clever and should concentrate on his drawings. He sold cartoons to magazines and advertisers on t.v.




His first book was *And to Think That I Saw It on Mulberry St.* Theodor sent it to 27 publishers before they made it into a book. Later a publisher challenged him to write a book using only 250 words, and he created *The Cat in the Hat*. His stories have delighted readers for over 80 years. Some of his books have been made into movies and t.v. shows. Today many schools and libraries celebrate his birthday as Read Across America Day.

- When is Read Across America Day?
- Where was Ted born?
- Why did he write *The Cat in the Hat*?
- How many publishers turned his first book down?
- Who thought Ted was clever?
- What did Dr. Seuss like to draw when he was young?



Altice LTE 9:55 AM

AA app.seesaw.me

 2 Activities  


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Dr. Seuss Text ...

1. Tap the  button.
2. Read the text about Dr. Seuss.
3. Each question is in a different color. Use the  button to draw a circle around the answer in the text. Make sure the color you draw in matches the question.
4. Tap the  button and tell one fact you learned from the text.
5. Tap  to submit to your teacher.

Grade 4 Vocabulary

Reading Group A

Unit 1, week 2


Scheduled to be taught on 10/05 10/06 10/07 10/08 10/09

Created by Pandora, Diana

Objective
SWBAT summarize, identify main ideas and details, build robust vocabulary, and practice spelling words.
SWBAT use strategies before, during, and after reading to aid in the construction and enhancement of meaning.
Essential Questions
In what ways do we change as we get older?
Anticipatory Set/Direct Instruction
Introductory theme video from connect ED
Whole Group Teaching / Actively Engaging Students (Read Aloud, Think Aloud, Shared Reading, Modeled Reading) Use of Jamboard
Small Group Teaching (2 Guided Reading Lessons and...-Strategy Lesson)
Learning Activities
Center 1 – Listen to Reading - www.getepic.com , Center 2 - Work on Writing - Fall writing prompt, Center 3 – Word Work -Vocabulary Words, Center 4 – Ed-Puzzle strategy lesson, Center 5 - Read to Self - Independent Reading
Closure
What stuck with you? (Jamboard exit slip)
Homework
Article of the day
Standards
1. 04.RF.03.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
2. 04.RF.04.B Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
3. 04.RI.01 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4. 04.RI.02 Explain how an author uses reasons and evidence to support particular points in a text.
Lesson Documents
No documents have been uploaded to this lesson

Student Work

Vocabulary Four Square by Ana Marquess

Definition	Synonym or Antonym
NOT TAKEN CARE OF	
Used in a Sentence use a palavra em uma frase I seem to always neglect my laundry	Image 

Word
neglected

Drag the red line around the label that matches your example.

Brainy Bonus: Can you add context clues to your sentence?

Grade 4-NearPod Math

Lesson 5-5

Objective

SWBAT add unlike fractions with tenths and hundredths.

Zoom Link: <https://us02web.zoom.us/j/4049114393?pwd=R3VzRFhLeFRkUi9XQk5dStidWFiZz09>

Essential Questions

Why is it important to identify what the whole is before trying to solve the problem?

Anticipatory Set/Direct Instruction

Mental Math Fluency: Students participate in collaborative boards on nearpod to find equivalent fractions and represent fractions as decimals.

Math Message: Students write a number model with an unknown on a draw it board in nearpod.

Learning Activities

Focus: Students discuss different methods for adding tenths and hundredths. Students write equations to solve addition problems with unlike denominators and post their responses on their draw it board in nearpod.

Assessment Check-In: Students complete math journal page 164, problems will be answered on nearpod draw-it boards.

Practice: Students solve multiplication multistep number stories.

Closure

Math Boxes: 5-5 Students practice and maintain skills.

Homework

Home Links 5-5 – Students add tenths and hundredths.

Standards

04.NF.01
04.NF.03.A
04.NF.05

Student Work

nearpod Engage your students with Collaborate Board [Learn More](#)

$2/10 = ?/100$

vinicius araujo 20 2 ❤️	Carolina 20 2 ❤️	giulia 20 2 ❤️	Anaciara 20 2 ❤️	Davi 20 2 ❤️	Isabella 🇧🇷 20 0 ❤️
Yasmim 20 0 ❤️	miguel 20 0 ❤️	Anna 20 0 ❤️	Sofia 20 0 ❤️	(*)*(*)mania(*) 20 0 ❤️	

5.5 Adding Tenth and Hundredths
Author: Kelly Vargas - Slides: 16 - Date: Wednesday, February 3, 2021 10:40:03 AM

SUMMARY [Draw It](#) [Matching Pairs](#) [Collaborate Board](#)

giulia

Equation:

$$\frac{1}{10} + \frac{5}{100} + \frac{20}{100} + \frac{55}{100} = \frac{270}{100}$$

$$\frac{10}{100} + \frac{5}{100} + \frac{200}{100} + \frac{55}{100} = \frac{270}{100}$$

$4/10 = ?/100$

Carolina 40 2 ❤️	vinicius araujo 40 1 ❤️	Isabella 🇧🇷 40 1 ❤️	Matheus 40 0 ❤️	victor 40 0 ❤️	Anaciara 40 0 ❤️
Davi 40 0 ❤️	miguel 40 0 ❤️	giulia 40 0 ❤️	Sofia 40 0 ❤️	Anna 40 0 ❤️	Yasmim 40 0 ❤️

5.5 Adding Tenth and Hundredths
Author: Kelly Vargas - Slides: 16 - Date: Tuesday, February 2, 2021 10:34:41 AM

SUMMARY [Draw It](#) [Matching Pairs](#) [Collaborate Board](#)

add

add: Show your work.

$$3\frac{1}{2} + 3\frac{1}{2} = 8\frac{2}{2} = 8$$

$$3\frac{1}{2} + 3\frac{1}{2} = 3\frac{8}{8} = 4$$

$$3\frac{1}{2} + 3\frac{1}{2} = 5\frac{6}{4} = 6\frac{3}{2}$$

$$3\frac{1}{2} + 3\frac{1}{2} = 6\frac{9}{5}$$

5.5 Adding Tenth and Hundredths
Author: Kelly Vargas - Slides: 16 - Date: Wednesday, February 3, 2021 10:40:03 AM

SUMMARY [Draw It](#) [Matching Pairs](#) [Collaborate Board](#)

Match the problem with the correct sum. Combine o problema con a soma correta. Empezar al problema con la suma correcta.

Student	Matches	Tries	Activity Completed
(*)*(*)mania(*)	4	7	Yes
Alton	-	-	No
Alon	4	9	Yes
Anaciara	4	9	Yes
Anna	4	12	Yes
bruno	-	-	No
Caroline	4	9	Yes
Davi	4	4	Yes
Enzo(*)	0	52	No
giulia	4	6	Yes
Isabella Faria Lages	-	-	No
Isabella 🇧🇷	4	18	Yes
Matheus	4	7	Yes
miguel	4	8	Yes
nearpod hatheem	4	15	Yes
Sofia	4	4	Yes
victor	4	17	Yes
vinicius araujo	4	9	Yes

Complete Incomplete

Grade 5-Blooket Small Group Work

Unit Plan 1

Unit 4 Week 5

[Scheduled to be taught on 06/01_06/02_06/03_06/04_](#)

Standards
None

Objective
SWBAT explain the roles and functions of characters and setting in a story.

Essential Questions
How can a character affect a story? How can we find character traits? How can a setting affect a story?

Anticipatory Set/Direct Instruction
TW explain and model how to discover the roles and functions of characters and setting in a literary text by using: Flocabulary, Jamboard, Anchor Charts, and various passages.

Learning Activities
SW explain the function of characters and setting using various teacher made activities: Jamboards, Seesaw, Blooket, Google Slides, and FlipGrid

Closure
Blooket for Character Traits

Student Work

Blooket

Character Traits

Identifying Character Traits.

Edited 4 months ago 20,255 Plays 559 Favorites

Kevin found a wallet full of money while he was walking to school. He decided to hand it over to a police officer at his school. In response, the officer praised for his action. What type of person is Kevin? He is

25 sec
Time Limit
Answer Correct

Show Answers

Omod In most of his classes, Omod always listened to his teachers and followed their directions. In addition, he always came to class on time and took his notebook, pencil and iPad to learn. What type of person is Omod? He is a

30 sec
Time Limit
Answer Correct

Show Answers

Mr. Moo Whenever Mr. Moo saw a homeless person, he donated a few dollars. He wanted to do this to make a difference in his community. By doing this, he felt peaceful. What type of person is Mr. Moo?

30 sec
Time Limit
Answer Correct

Show Answers

Blooket 10:18 ID: 895061

1st emely 183

2nd luiz 180

3rd Kelly 126

4th Kamily 50

5th Any 37

6th kerim 18

7th SOUF 10

604

Family just swapped gold with Any
luiz just stole 13 gold from Any
Kelly just stole 2 gold from kerim
luiz just swapped gold with emely

You are screen sharing Stop Share

Grade 5- PearDeck Math

Unit 7

7.11 

[Scheduled to be taught on 05/26](#)

Standards

05.G.01, Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

05.G.02, Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

05.MD.01, Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

05.OA.03, Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.

Objective

Students analyze patterns and rules in tables of values, create graphs to represent the data, and answer questions using rules, tables, and graphs.

Essential Questions

Why is it helpful to display data on a graph?

Can we use a grid to plot ordered pairs?

How can drawing a line help us answer questions about our data?

Anticipatory Set/Direct Instruction

An airplane traveled 480 miles in 1 hour. If it traveled the same speed for the entire hour, how many miles did it travel in 1 minute? - How can we solve this problem?

T.Ed. p.728-733

Learning Activities

Math Journal 2: pp. 264–268

Math Masters: pp. 282–285

Activities can be completed on Pear Deck or Connect Ed.

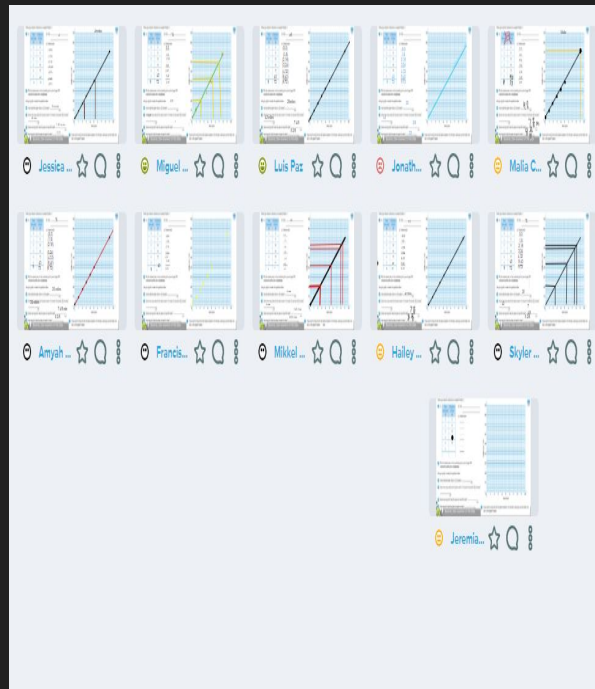
Closure

Exit Slip on Pear Deck

Homework

7.11

Student Work



Follow your teacher's directions to complete Problem 1.

1. a.

Time (minutes) (x)	Distance (miles) (y)
0	0
1	8
2	16
3	24
4	32
5	40
9	72

b. Rule: $\times 8$

c. Ordered pairs:

(0,0)

(1,8)

(2,16)

(3,24)

(4,32)

(5,40)

(9,72)

2. Plot the ordered pairs on the coordinate grid on journal page 265. Connect the points with a straightedge.

Use your graph to answer the questions below.

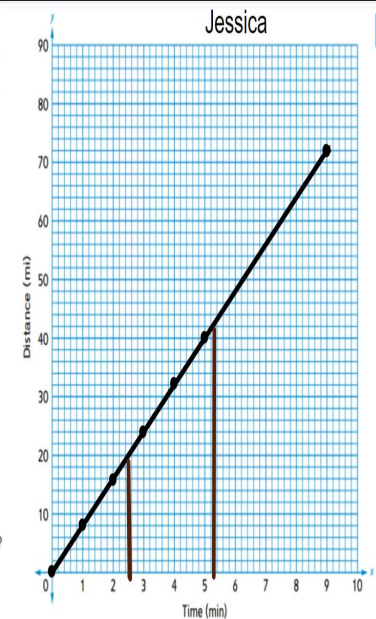
3. How far did the plane travel in $2\frac{1}{2}$ minutes? 20 minutes

4. About how many miles did the plane travel in 5 minutes 24 seconds ($5\frac{2}{5}$ minutes)?
42 miles

5. About how long did it take the plane to travel 60 miles? 7 $\frac{4}{5}$ minutes

6. How long did it take the plane to travel 64 miles? 8 $\frac{2}{5}$

Students, draw anywhere on this slide!



7. If you want to know how far the plane traveled in 15 minutes, would you use the table, the rule, or the graph? Explain.

Grade 5-Seesaw

Unit 5

5.4

Scheduled to be taught on 02/17

Standards

05.NF.01, Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)

05.NF.02, Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.

Objective

Students solve problems involving the subtraction of fractions and mixed numbers.

Essential Questions

- How can we find equivalent fractions?
- In what ways can we model equivalent fractions?
- How can we find equivalent fractions and simplify fractions?
- How can identifying factors and multiples of denominators help to identify equivalent fractions?
- How can the denominator tell me if a fraction is in the smallest equivalent fraction?

Anticipatory Set/Direct Instruction

Four in a Row

T.Ed. p.464-469

Learning Activities

Math Journal 2: pp. 163-166

Math Masters: pp. 176-177

Activity Cards: 60

Activities will be completed on SEESAW

Closure

Exit Slip in Google Forms

Homework

5.4

H

Hailey Spinelli

In response to: Lesson 5-4 Subtracting Mixed Numbers

Math Message

1

Estimate: _____

$$\begin{array}{r} 4\frac{4}{5} \\ - 1\frac{1}{5} \\ \hline 3\frac{3}{5} \end{array}$$

2

Estimate: _____

$$\begin{array}{r} 2\frac{4}{3} \\ - 1\frac{2}{3} \\ \hline 1\frac{2}{3} \end{array}$$

Sarah Choi

You did awesome! You just subtracted the numerators on the last one. $5/12 - 8/12 = ?$

Like

Comment

February 17, 2021, 9:42 AM

