
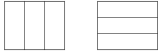
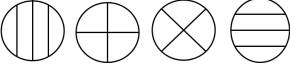


5E Components	Lesson
Student Expectation: What is the student expectation? What are the verbs in the SE?	Student Expectation: TEKS 3.3E The student is expected to <i>solve</i> problems involving <i>partitioning</i> an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8. CCSSM 3.NFA1: <i>Understand</i> a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. CCSSM 3.GA2 <i>Partition</i> shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
Engage: How will you engage students with the lesson? A piece of literature a video? Students should be exposed to literature, a video, or even a real world problem.	<div>  </div> <p>Show students an image:</p> <p>Retrieved from: http://www.cfa5k.com/students-run-streets/</p> <p>Create an anchor chart with the headings: What do you notice? What do you wonder? Record all student responses (notice & wonder) on the anchor chart.</p>
Explore: How will students explore the concept? What manipulatives or models will students use? Students should be active and collaborative.	<p>Provide more information about the image. "These four girls were running a relay race. The girls divided the route into four equal parts. If each girl ran an equal part of the race, what fraction of the race did each girl run?"</p> <p>Provide students with Cuisenaire rods, bar models and paper strips to model and represent the fraction of the girls running the race. Students will work with a partner to build a model that represents the race. As students build a model, ask them to represent the models with pictures in their math journals.</p>
5E	Example
Explain: How will students explain their thinking or practice their strategies with others?	<p>Students will share their models and strategies for partitioning the race into four equal parts. Look for student pairs who are using different models to represent the fractional part that are different but connected to 1 equal part of 4.</p>
Extend/Elaborate: Students extend what they've learned or apply what they have learned to a new setting. Like the Explore, this stage should also be	<p>Provide students with choice in 3 problems to solve with a partner with concrete models (Cuisenaire rods, bar models, paper strips) and drawing pictorial models on a poster to share with the class:</p> <p>Problem 1: Three friends are sharing one brownie equally. What fraction of the brownie will each friend get?</p> <p>Problem 2: There are six children sharing one ribbon. If they share the ribbon equally, what fraction of the ribbon will each child get?</p> <p>Problem 3: There are 8 students sharing one large candy bar. If they share the</p>

active, collaborative, and hands-on.	candy bar equally, what fraction of the candy bar will each student get? Students will share, justify and explain their solutions. Direct students attention to sharing equally and strategies that are similar using different models: 
Evaluate: The assessment should: 1. Reveal student thinking. 2. Focus on meaningful mathematics. 3. Support multiple representations. 4. Be accessible to all students.	Ask students: What did we learn about today? Students should discuss the learning objective: partitioning objects, solving problems with fractional parts of a whole. Option 1: There are 4 friends sharing a small pizza equally. Each student will get $\frac{1}{4}$ of the pizza. Which of the models below represent each student getting $\frac{1}{4}$ of the pizza? Explain your thinking.  Option 2: There are 6 drivers in the race. If each one drives the same distance, what fraction of the race will each driver go?

What is the **academic vocabulary** in the lesson?

What **language structures** will students be able to use? (sentence stems)

What **learning strategies** will support students?

Sensory Supports	Graphic Supports	Interactive Supports	Verbal and Textual Supports
<ul style="list-style-type: none">Real-life objects or concrete objectsPhysical modelsManipulativesPicturesVisual representations	<ul style="list-style-type: none">GraphsChartsNumber linesGraphic organizer - Frayer Model	<ul style="list-style-type: none">Whole group discussionSmall group discussionTurn-and-talkCooperative learning	<ul style="list-style-type: none">Sentence stemsSentence startersWord banksPrecise use of mathematical language