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Technology Integration Workshop
2021

Unit Title: Equivalent Fractions

Grade Level: 4

Subject Area: Math

Duration/Length/Number of class periods: 2

Description:
Students will be working in this lesson to gain an understanding of fractions and how to find equivalent fractions.

Established Goals (National, State, Local):
Minnesota 4th Grade Standard
4.1.2.1 Represent equivalent fractions using fraction models such as parts of a set, fraction circles, fraction strips, number lines and other manipulatives. Use the models to determine equivalent fractions.

What Enduring Understandings are desired?
I can name fractions using a model. This means I can find the number of equal parts being used over the number of equal parts in the whole using models like fraction circles, fraction strips, number lines, parts of a set, and pattern blocks.
I can find equivalent fractions. This means I can represent a fraction that shows the same amount but is written differently.

What Essential Questions will be considered?
How are fractions related to everyday life?
How does using manipulatives and tools help us to better understand problems?
What is a fraction?

Students will know / be able to:
Students will be able to explain what a fraction is.
Students will be able to represent a fraction in a variety of ways using manipulatives and drawings.
Students will be able to identify equivalent fractions and prove it.

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
Day One:	X		X	X	X	X	1,3

Go through a peardeck together answering questions. Call on multiple students to gain an understanding of what students already know. Review vocabulary if needed (denominator, numerator). Go over real-life examples of fractions and add more if students have ideas. Discuss the importance of being able to do it in your head- not with a calculator! Students will then go to seesaw to complete an assignment to show how well they grasped onto the concept of fractions.							
Day Two: https://www.youtube.com/watch?v=vKXqzpz-G0s Pass out fraction circles and tell students to discuss as teams what they notice about them. Give them time to play around and explore how they fit together. Call on students and record ideas on the board. Go through the problems together (on padlet) having students work as a team to type in responses. Support team conversations to assure they are collaborating and supporting each other. Point out the connections to finding factors in solving with fractions. Students go to seesaw to complete assignment on equivalent fractions.		X	X	X	X	X	1,5

Materials, tools and resources: **Seesaw, Peardeck, Math Journal, Smartboard, YouTube, Fraction Circles**
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Additional credit given to: Seesaw- Jen Harding, Kavita Aul YouTube- Number Rock