

Teacher Name:	Katja Schatte	Date:	May 15, 2018
Subject:	Math	Grade Level:	Sixth grade
Lesson Length:	40 minutes	Topic of Instruction:	Basics Review
Lesson Standards	<p>CCSS.MATH.CONTENT.2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.</p> <p>CCSS.MATH.CONTENT.5.NF.A.1 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. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>CCSS.MATH.CONTENT.6.EE.B.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</p>		
Lesson Objective	<p>Students will be able to apply what they have learned recently and in previous years regarding:</p> <ul style="list-style-type: none"> • Place value • Adding and subtracting fractions with unlike denominators • Solving simple equations <p>Student-friendly wording: I understand place value and know how to add and subtract fractions with unlike denominators and how to solve simple equations.</p>		
Pre-requisite knowledge and Common Misconceptions	<p>Prerequisite knowledge</p> <ul style="list-style-type: none"> • Students learned about the concept of place value in elementary school. • Students have learned how to add and subtract fractions with unlike denominators in fifth grade and have reviewed it in the course of the current school year • Students have begun to solve simple algebraic equations <p>Common Misconceptions</p> <ul style="list-style-type: none"> • Assumption that all students will readily be able to access their knowledge of the three math areas covered in this class. • Assumption that students will remember important terms (e.g. place value, numerator and denominator, equation) 		
Lesson Agenda	<p>INTRODUCTION (10 min.) Divide the board in three parts, one for each of the three areas to be covered in this class.</p> <p>Introduce each area by asking students:</p> <ul style="list-style-type: none"> ➤ What do you remember about xyz? ➤ Do you remember what xyz word means? 		

	<p>Subsequently, demonstrate how to apply the different concepts on one problem in each area to be covered.</p> <p>GROUP (30 min.) In three groups of 4 or 5 students, students will solve problems in each of the three areas:</p> <ul style="list-style-type: none"> • Place value • Adding and subtracting fractions with unlike denominators • Solving simple equations <p>Students will be grouped based on ability level, with the strongest group working independently and the other two groups working with the TA and myself.</p> <p>Students will switch assignments after ten minutes. If one area proves to be very difficult for a group, the period to work on it can also be doubled and another area can be left out.</p>
Lesson Assessment	<p>Students demonstrate understanding through:</p> <ol style="list-style-type: none"> 1) Supervised solution of the assigned problems. 2) Gradually less need for support in solving the assigned problems.
Materials Needed	<ul style="list-style-type: none"> • White board & markers • Worksheets