Fourth Grade STAAR Review 5E Lesson Plan

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| Teachers: Ms. Moore, Mrs. Pardom, Ms. Clayborne |
| Date: April 28th, 2016  (STEM Thursday) |
| Subject: Math  Grade level: 4th |
| TEKS:  3)  Number and operations. The student applies mathematical process standards to represent and generate fractions to solve problems. The student is expected to:  (A)  represent a fraction *a*/*b* as a sum of fractions 1/*b*, where *a* and *b* are whole numbers and *b*> 0, including when a > b;  (B)  decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations;  (C)  determine if two given fractions are equivalent using a variety of methods;  (D)  compare two fractions with different numerators and different denominators and represent the comparison using the symbols >, =, or <;  (E)  represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations;  (F)  evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, 1/4, 1/2, 3/4, and 1, referring to the same whole; and  (G)  represent fractions and decimals to the tenths or hundredths as distances from zero on a number line  (4)  Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations and decimal sums and differences in order to solve problems with efficiency and accuracy. The student is expected to:  E)  represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations;  (F)  use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor;  (G)  round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers; and  (H)  solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders.  4.8  (C)  solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate. |
| Materials:  Station 1: Trashketball Division   * Trash can * Balls of paper * Dry erase board and marker * Worksheet with problems   Station Two: Fractions   * I have who has cards? * Dry erase boards and marker   Station Three: Time   * Sentence strips labelled in 5 minute increments until 60 * Index cards: 11:00, 12:00, 1:00, 7:00, 8:00 * Students will solve the following problems using the manipulatives:  1. Vivian and her friends had a popcorn popping party at 11:45 it lasted 90 minutes what time was it over 2. Michael started his hike at 7:10 am it took 50 minutes to get to the top and 40 minutes to get back down 3. Sarah has school at 8:15 am. It takes her 30 minutes to get ready and 30 minutes to drive to school. What time should she get up? What time should she leave? |
| Key Vocabulary:   * Equivalent fractions * Numerator * Denominator * Divisor * Dividend * Quotient |
| ENGAGE   1. Students will listen to the “Watch me pass the STAAR test” whip and nae nae parody while dancing along the Elementary cardio video in order to motivate them for the STAAR test coming up.   <https://youtu.be/3tTorHNLBFA>  <https://youtu.be/6b-2wEkhOnk>  Eliciting Question:  Transition Statement: Now that we are excited about STAAR, let’s do some practice in division, time, and fractions. |
| EXPLORE/EXPLAIN  STATION ONE (10 minutes)   1. Students will be working on division problems in small group using the partial wholes strategy. 2. Students will work problems on their dry erase boards. 3. Students will be given a letter: T, R, A, S, H 4. When students are done working a problem, teacher will pick a letter out of the bag. 5. If the student/s whose letter is picked have the problem correct, they get to take a shot. 6. Students will receive a point for getting question correct and an extra point for the basket.   STATION TWO (10 minutes)   1. The students will be working on a I have, Who Has? fraction activity. 2. Teacher will use dry erase boards to model equivalent fractions.   STATION THREE (10 minutes)   1. The students will read a word problem using elapsed time. 2. They will use sentence strips marked in 5 minute increments to model elapsed time. 3. They will mark a beginning point, ending point, and each hour. |
| Transition Statement: Now that you are division, fraction and time experts, we will gather together to share what we learned.  EXPLAIN:  Probing Questions:   * What strategy to solve the problems with time? * Can you give me an example of two equivalent fractions? * Now that you are division experts, tell me why it would be important to know how to divide (other than to do well on your STAAR test)?   Transition Statement: It is now time to test your skills with a Jeopardy game on division, equivalent fractions, elapsed time, and a few surprises! |
| ELABORATION ( 25 minutes)  1. The students will play a jeopardy review game over concepts discussed in small group station work in order to prepare for the STAAR test.  Transition: Now that we have done LOTS of practice and review, it’s time for you to test your knowledge. |
| EVALUATION (15 minutes)    1. |