Academic Language Supplementary Lesson Plan

For H-M *Math,* Chapter 19, Lesson 1, pp. 491-492

IDENTIFY

Decide Main Idea and Objective	Find Language	Materials
A fraction names part of a whole or part of a group. Read, write, and identify fractions.	*fraction* *equal part* *whole* *numerator* *group* *denominator* fraction names part of a whole *is,* parts of a group *are* *Suppose* you had 2 more red apples …	1 graham cracker (optional) 12 small snack crackers (optional) sheets of paper counters plastic numbers or number cards

TEACH Front-load Main Idea

Main Idea and Essential Vocabulary

Show students a graham cracker. Ask them what they would do if they wanted to share it with three friends. (Break it into four pieces.)

Break the graham cracker (or fold and tear a sheet of paper) into 4 pieces. Explain: There are 4 pieces, each piece is the same size, each piece is a quarter of a graham cracker, each quarter is an *equal part* of the cracker

When you break something into *equal parts,* each equal part is a *fraction* of the *whole.*

Then ask about sharing a bunch of small crackers (dividing them equally). Divide a group of small snack crackers (or counters) into equal parts. Explain that when you break a group of things into *equal parts,* each equal part is a *fraction* of the *group.*

Have pairs of students fold sheets of paper into equal parts and describe them to their partner, using the words *fraction, whole, equal parts.*

Repeat with 12 counters, using the words *fraction, group, equal part.*

Summarize the main idea: *A fraction names equal parts of a whole or of a group.*

Integrate Language

Concepts and Vocabulary

Use *fraction, equal parts, whole, group* throughout the lesson.

Provide extra practice pronouncing *numerator* and *denominator.*

Reinforce *numerator* and *denominator* with plastic numbers or number cards and a piece of paper with a line in the middle of it. Have students place numbers above and below the line and identify them.

During Practice and Problem Solving, ask students whether a pictured fraction shows equal parts of a whole or equal parts of a group.

Mini-lesson 1

Before doing Guided Practice, review ordinal numbers by lining students up and having them count off. Show how to add *–th* to *four* and all higher numbers. Call attention to the pronunciation of *fifth.*

Explain that when a fraction has a numerator of 1, we use these words for the denominator. With a numerator greater than 1, we add *–s.*

Model and practice pronunciation of *–ths,* with the tongue between the teeth for /th/ and then closing the teeth to make the hissing /s/ sound.

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CONNTesol, November 7, 2009

Academic Language Supplementary Lesson Plan (contd.)

Mini-lesson 2

During Guided Practice, as needed, point out that we use *is* with parts of a whole because a whole is one thing (singular); we use *are* with parts of a group because a group is made up of more than one thing (plural).

Monitor student use of the correct verb during Practice and Problem Solving.

Functions/Hands-on Activities

Before doing problem #24, have students fold a piece of paper in fourths. Ask them to draw green peppers and red peppers on the appropriate parts. Help them use correct vocabulary to describe the fraction of red peppers and the fraction of green peppers.

Say: *Suppose the pizza was divided into eighths.* Help them fold the paper into eighths and answer the question in the problem. Explain that the word *suppose* means to pretend or imagine.

Assessment Task

After students have completed the textbook lesson, model how pairs of students should show fractions with counters, describe them, create a problem using *suppose,* and solve the problem. Then guide students through the same process as they draw, explain, and solve *suppose* problems with parts of a whole.

Have pairs of students create fractions of wholes and groups, and then create problems using *suppose.* Students then describe the fractions and solve the *suppose* problems.

ASSESS

Link Task

Task	Objectives	Standards (Adapted TESOL Performance Indicators)
Recycle activity	Math: Read, write, and identify fractions. Academic language: Explain fractions using appropriate words and structures.	L3: Describe a fraction to a partner, using appropriate fraction vocabulary and phrases. L4: Explain a fraction to a partner, using appropriate fraction vocabulary and phrases.

Evaluate with Rubric

Language	Intermediate	Advanced
Concept	Description shows understanding of the concept of fraction	Explanation shows understanding of the concept of fraction
Vocabulary	Uses most lesson vocabulary appropriately	Uses all lesson vocabulary appropriately
Fraction names	Fraction names are generally comprehensible	Fraction names are pronounced clearly and correctly
Is/are	Correct verb used sometimes	Correct verb always used
Suppose	Responds to the *suppose* statement using counters or drawing	Responds to the *suppose* statement using mental images or a written representation