#### Grade 4: Math: Number & Operations-Fractions: Extend understanding of fraction equivalence and ordering:

[CCSS.Math.Content.4.NF.A.2](http://www.corestandards.org/Math/Content/4/NF/A/2/)
Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

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| **FINAL DRAFT** (PLEASE WRITE LEGIBLY SO WE CAN ADD THIS TO THE LESSON PLAN COLLECTION) |
| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** |
| Act out movements describing the math symbols | * Have students stand then explain fraction using action of students

(ex: two students stand then one squats making ½) | -Me Moves: activity to calm class prior to assessment | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :Describe the data collection method/tool: Describe how often, what time of day, where, and by whom student progress will be assessed: | - Measuring knowledge of fractions- Ability to compare fractions- Exit slip- Evaluation through assessments- Student worksheets- Teacher notes- Quiz mid-unit - Test End-unit |

**Incorporating Movement into Classroom Instruction - Fall 2015**

MOVEMENT-BASED LESSON PLANNING – MATH

**Incorporating Movement into Classroom Instruction - Spring 2016**

MOVEMENT-BASED LESSON PLANNING – MATH

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| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** |
| Fraction song or Cha Cha slide | Make greater than, less than, equal symbols with arms and hold up as teacher displays a fraction; alligator arms “chomp” other students holding fraction cards | Graded squat using body or arms to show fraction of height called out by teacher | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :Describe the data collection method/tool: Describe how often, what time of day, where, and by whom student progress will be assessed: |  |

**Incorporating Movement into Classroom Instruction - Spring 2016**

MOVEMENT-BASED LESSON PLANNING – MATH

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| High Five’sEnergizers | Group students throughout the room to represent the fraction groups - stand up/sit down to designate fractions and mathematical symbols (2/5 + 3/5 = ??) | Simon says | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :Describe the data collection method/tool: Describe how often, what time of day, where, and by whom student progress will be assessed: |  |

**Incorporating Movement into Classroom Instruction - Fall 2015**

MOVEMENT-BASED LESSON PLANNING – MATH

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| * Numerator: jump
* Denominator: squat
* Greater than: arms in high V
* Less than: arms in low V
* Equal: arms in T
 | * Student have to act out greater than, less than, or equal to whatever the problem is on the board
* Stomp out number in common denominator
* Simplifying fractions going to an area in the room that is marked for the simple version (have to find 1/2, ¼, 3/4., etc…)

  | * Stretching break
* yoga movements
 | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :Describe the data collection method/tool: Describe how often, what time of day, where, and by whom student progress will be assessed: | * pretest/post-test
* create a fraction project
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| Flocabulary  | 4 Corners Game | Go Noodle  | Define the behavioral or functional knowledge, action/skill, or ability that will be measured : Comparing FractionsDescribe the data collection method/tool: Teacher ObservationDescribe how often, what time of day, where, and by whom student progress will be assessed:Math Block/Classroom, Teacher Assessed, 2+ times |  |

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| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** |
| -Question for kids to answer by moving to different sides of room. Example: Pizza lovers to the right, Mac & Cheese to the left, and Hot dogs in the middle. Compare fractions-1/2= 5/10 of the students-Throwing balls into target, students to identify and discuss success/attempts---Billy made 3/5 shots, Tony made 4/5.  | -Factor It In energizer to expand original concept from Warm-Up Activity | -12 Days of Fitness energizer | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :Describe the data collection method/tool: Describe how often, what time of day, where, and by whom student progress will be assessed: |  |