#### 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

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

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| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** | |
| High Five’s  Energizers | 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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| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** | |
| * 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 |

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

MOVEMENT-BASED LESSON PLANNING – MATH

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| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** | |
| Flocabulary | 4 Corners Game | Go Noodle | Define the behavioral or functional knowledge, action/skill, or ability that will be measured : Comparing Fractions  Describe the data collection method/tool: Teacher Observation  Describe 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: |  |