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EDU511 - Week 8 Video Assignment

Prof. - Dr. Ruiz

03/09/2023

**Video title - Formative Assessment: Understanding Fractions Grades 3-4**

**Standards:**

- CCSS Math Practice MP1- Making sense of problems and persevere in solving them.
- CCSS Math Practice MP2 - Reason abstractly and quantitatively.
- CCSS Math 3.NF.A1 - Understand a fraction $\frac{1}{b}$as the quantity formed by one part when a whole is partitioned into b equal parts; understand fraction $\frac{a}{b}$ as the quantity formed by a part of size $\frac{1}{b}$ .

**Materials**

- Drawings, cuisenaire rods, crayons

**Language/discourse**

- Formative assessment, numerator, denominator, justification, learning partner, unit fraction, decomposing fractions, cuisenaire rods

**Teaching steps**

1. Ms. Romano started the lesson by explaining to students that they will be working on unit fractions and making other fractions from unit fractions

2. The teacher followed up by stating, “In order for you to be successful, here's your I can statement. At the end of the lesson today, you should be able to say, "I can use unit fractions and use them to make other fractions."
3. Next, Ms Romano drew a rectangular block on the board. She then posed the question, “If this were a candy bar, how could you share it equally with six people?”
4. A student, who raised her hand, was called to demonstrate how to draw this on the board. She divided the block into six equal pieces.
5. She then shaded in one of the six pieces and asked the students what that one shaded area represented, and they responded $\frac{1}{6}$
6. Ms Romano followed up by explaining that the fraction was a unit fraction because the numerator is 1.
7. Students were then given worksheets and paired with their learning partners, to work on the assigned task. They were given cuisenaire rods and drawings to demonstrate understanding of the task.

**Reflections**

I love the way Ms. Romano used the cuisenaire rods in this lesson. It was a very hands-on and visual way to engage in math(fractions). Students got to see the physical representations of what $\frac{1}{6}$ or $\frac{1}{8}$ looked like. I also liked the way Ms Romano circulated around the classroom to elicit evidence of students’ learning,checking within the groups to make sure that both partners were engaged and contributing to the task at hand. The high order questions that she posed to students helped her in assessing the justifications and strategies used to solve the problems. She also gave students the opportunity to figure out and correct their mistakes, instead of rushing in with a solution. Her use of the Formative Assessment to get actionable feedback was a success.