



Program Information	<i>[Lesson Title]</i> Construction Fractions		TEACHER NAME Shannon Pelsnik		PROGRAM NAME Parma City Schools			
	<i>[Unit Title]</i> Essential Component #6: Instruction and Job Training Services		NRS EFL(s) 1 – 3		TIME FRAME 180 minutes			
Instruction	<u>ABE/ASE Standards – Mathematics</u>							
	Numbers (N)		Algebra (A)		Geometry (G)		Data (D)	
	Numbers and Operation	N.2.12 N.2.14 N.3.16 N.3.17 N.3.20 N.3.21	Operations and Algebraic Thinking		Geometric Shapes and Figures		Measurement and Data	D.2.6 D.3.2
	The Number System		Expressions and Equations		Congruence		Statistics and Probability	
	Ratios and Proportional Relationships		Functions		Similarity, Right Triangles. And Trigonometry		Benchmarks identified in RED are priority benchmarks. To view a complete list of priority benchmarks and related Ohio AB lesson plans, please see the Curriculum Alignments located on the Teacher Resource Center (TRC)	
	Number and Quantity				Geometric Measurement and Dimensions			
				Modeling with Geometry				



Mathematical Practices (MP)			
<input checked="" type="checkbox"/>	Make sense of problems and persevere in solving them. (MP.1)	<input checked="" type="checkbox"/>	Use appropriate tools strategically. (MP.5)
<input checked="" type="checkbox"/>	Reason abstractly and quantitatively. (MP.2)	<input checked="" type="checkbox"/>	Attend to precision. (MP.6)
<input type="checkbox"/>	Construct viable arguments and critique the reasoning of others. (MP.3)	<input checked="" type="checkbox"/>	Look for and make use of structure. (MP.7)
<input checked="" type="checkbox"/>	Model with mathematics. (MP.4)	<input checked="" type="checkbox"/>	Look for and express regularity in repeated reasoning. (MP.8)
LEARNER OUTCOME(S)		ASSESSMENT TOOLS/METHODS	
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognize and generate equivalent fractions • Generate data by measuring lengths using rulers • Read measurements as used in the construction field 		<ul style="list-style-type: none"> • Formative: <ul style="list-style-type: none"> ○ Teacher walks around the room checking for student understanding, completion • Summative: <ul style="list-style-type: none"> ○ Students complete worksheet with 80% accuracy 	
LEARNER PRIOR KNOWLEDGE			
<ul style="list-style-type: none"> • Basic familiarity with a ruler and measuring 			



INSTRUCTIONAL ACTIVITIES	RESOURCES
<ol style="list-style-type: none">1. Handout <i>Reading a Tape Measure</i><ol style="list-style-type: none">a. Give students 10 minutes to complete on their own.b. Review answers as a class. 2. Give each student a copy of <i>Lesson 3.1 Introduction to Fractions</i> from <u>Common core basics: Building essential test readiness skills (Mathematics)</u>.<ol style="list-style-type: none">a. Complete the lesson as a class, demonstrating example problems 3. Handout rulers and <i>Using a Ruler</i><ol style="list-style-type: none">a. Ask students to measure objects around the room using a ruler to complete the handout.b. Project Worksheet on the overhead.c. Once students have finished, fill in answers together as a class. (answers may vary) 4. Handout <i>Measuring</i> (pgs. 4-6) from <u>Using Trades Math</u><ol style="list-style-type: none">a. Provide students time to work together and complete the activity.b. Observe students as they work, answering questions as needed. 5. For additional practice	<p>Student copies of <i>Reading a Tape Measure</i> (attached)</p> <p>Student copies of <i>Lesson 3.1 Introduction to Fractions</i> Common core basics: Building essential test readiness skills (Mathematics). (2015). Columbus OH: McGraw-Hill Education.</p> <p>Rulers for student use</p> <p>Student copies of <i>Using a Ruler</i> (attached)</p> <p>Projector, ability to project</p> <p>Student copies of <i>Measuring</i> (pgs. 4-6) Construction Sector Council. (n.d.). Using Trades Math [PDF file]. Retrieved from http://www.careersinconstruction.ca/sites/cic/files/pdf/Essential_skills/es_using_trades_math.pdf</p> <p>Additional practice: <i>Lesson 3.2 Add and Subtract Fractions, Lesson 3.3 Multiply and Divide Fractions, and Lesson 3 Mixed Numbers</i> Common core basics: Building essential test readiness skills (Mathematics). (2015). Columbus OH: McGraw-Hill Education.</p> <p>Student copies of <i>Preparing for Carpenter Training</i> Construction Sector Council. (n.d.). Preparing for Carpenter Training [PDF file]. Retrieved from https://www.sd43.bc.ca/CareerPrograms/0Documentation/Preparing_for_Carpenter_Training.pdf</p>



	<p>a. <i>Lesson 3.2 Add and Subtract Fractions, Lesson 3.3 Multiply and Divide Fractions, and Lesson 3.4 Mixed Numbers</i> from <u>Common core basics: Building essential test readiness skills (Mathematics)</u>. (2015). Columbus, OH: McGraw-Hill Education.</p> <p>b. Preparing for Carpenter Training</p> <p>c. <i>Fraction and Mixed Numbers Practice Sets</i></p> <ol style="list-style-type: none">i. Go to OhioMeansJobsii. Select <i>Individuals Get Started</i>iii. Select <i>Online Training</i>iv. Select <i>Access Learning Express Anonymously</i>v. Select <i>Prepare for Your High School Equivalency</i>vi. Select <i>Build Your Math Skills</i>vii. Search <i>Fractions and Mixed Numbers</i>	
	<p>DIFFERENTIATION</p> <ul style="list-style-type: none">• Assist students who are having difficulty with rulers• Students can work individually, in pairs, or small groups• Pair lower level learners with higher level learners	



Reflection	TEACHER REFLECTION/LESSON EVALUATION
	ADDITIONAL INFORMATION

Using a Ruler

Use a ruler to measure the following objects around the room:

Label inches or centimeters. Reduce to lowest terms.

1. Length of this paper:



2. Width of this paper:

3. Pen/Pencil:

4. Desk/Table:

5. Choose any object.

Object: _____

Measurement: _____

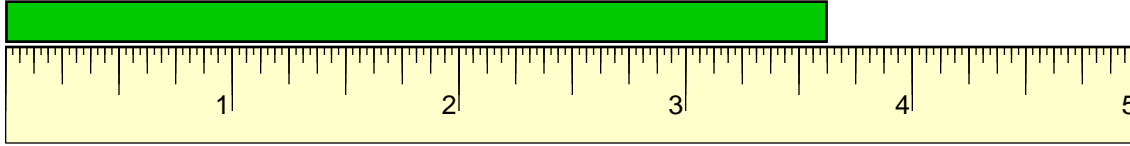
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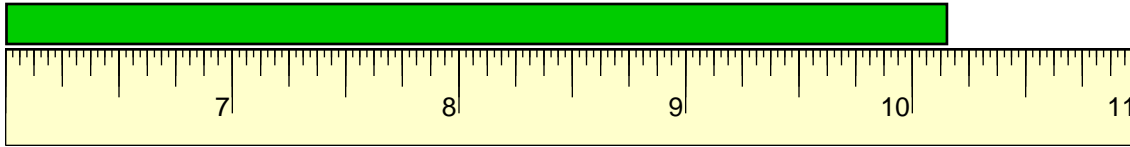
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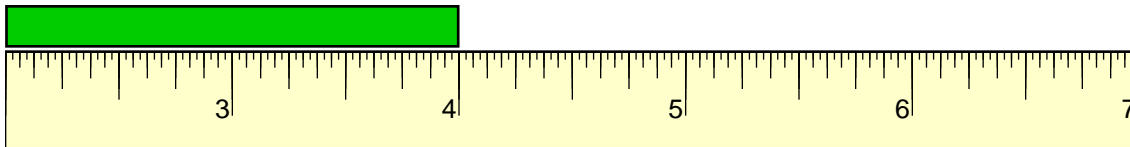
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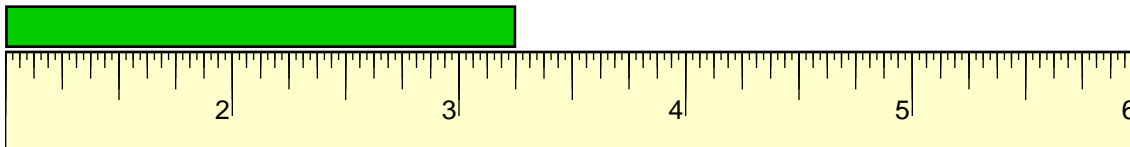
Reading a Tape Measure

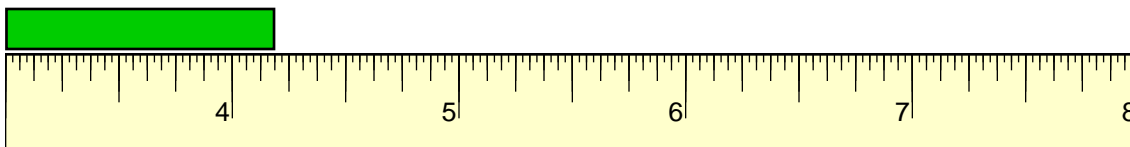


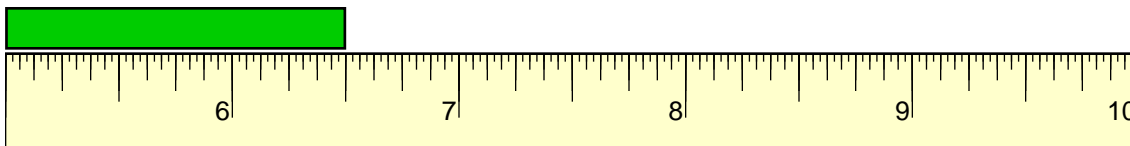
How many Inches ?

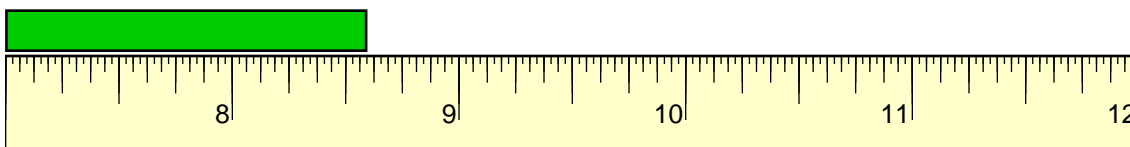


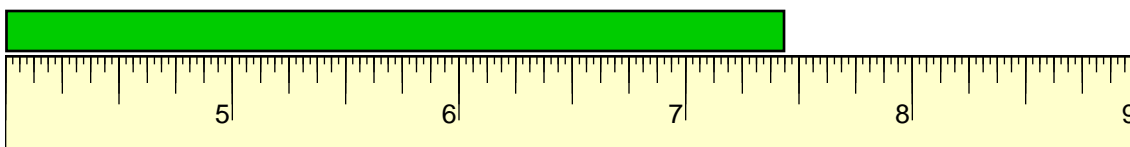














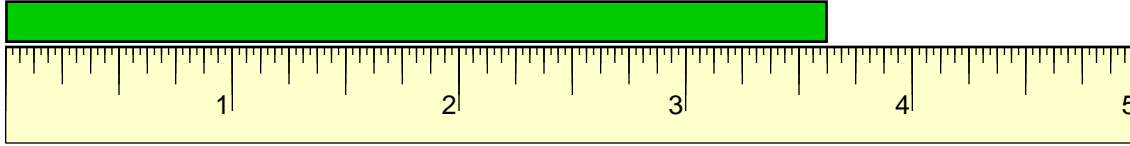
Name : _____

Score : _____

Teacher : _____

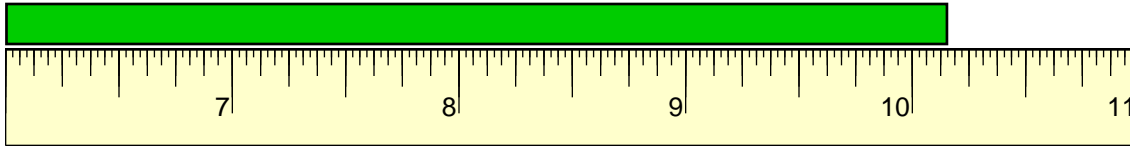
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Reading a Tape Measure

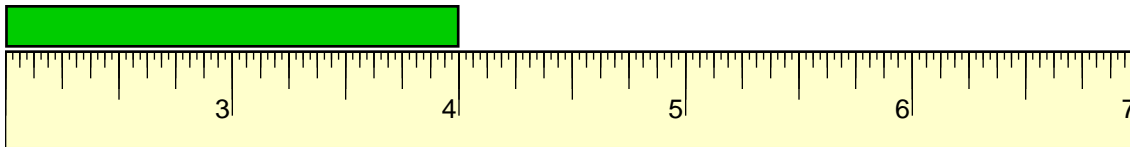


How many Inches ?

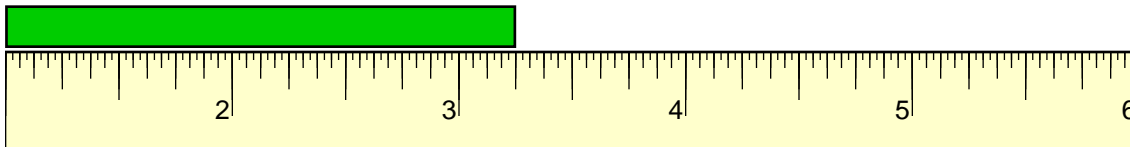
3 $\frac{5}{8}$ in



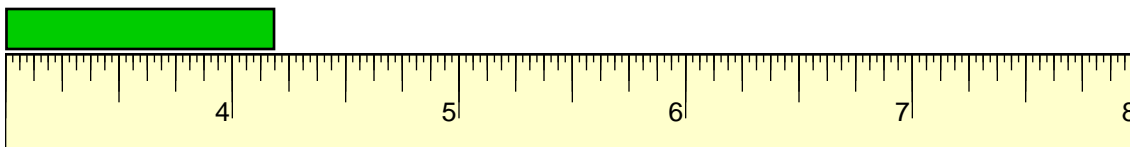
10 $\frac{5}{32}$ in



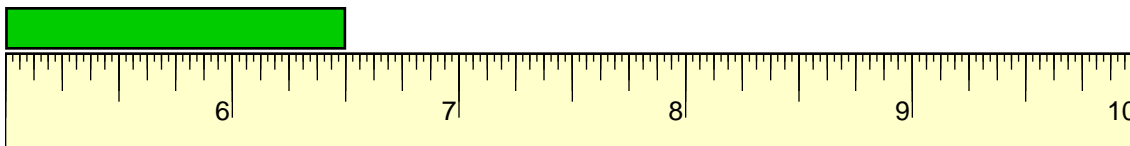
4 in



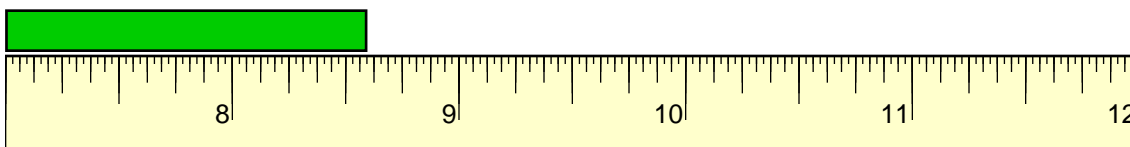
3 $\frac{1}{4}$ in



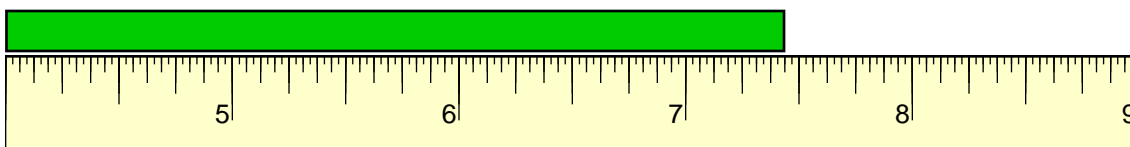
4 $\frac{3}{16}$ in



6 $\frac{1}{2}$ in



8 $\frac{19}{32}$ in



7 $\frac{7}{16}$ in

