

## **Details of Course Set Up:**

**The course set up will remain the same for each week of the course.**

This course is set up in weekly modules that will be available as you complete each week in order. All agenda items must be complete before the next week's modules will be unlocked. The home page of my course will allow all learners to easily access the weekly module without having to click on the side menu. All assignments will be listed there under their correct headings.

The first resources will be a learning objective for each week. This will help adjust students focus onto what specific content knowledge or skill will be expected of them at the end of the week/unit. I will not provide a to do list because Canvas allows me to add prerequisites to each module, one of which is to complete the assignments/pages in order.

The second resource will be a check-in or discussion prompt to ensure all students are logging on and actively participating in the modules.

The third resources will be Resources. This could include videos, readings, or songs that can help students deepen their understanding of the content prior to the assignment. These will be first to help encourage students to view the content to gain more insight before continuing to work on the assignments for the week.

The fourth resource will be the assignments that are to be completed throughout the week. Some will have videos attached, while others will be Nearpod, Seesaw assignments, or Google assignments. All of which will be student paced and give feedback to the teacher upon completion. These assignments will include practice material and graded material. The prerequisites ensure that students are completing all assignments within the given time frame.

The fifth and final resource is a Live Zoom link that will connect each learner to my direct office hours. This will be a resource for students to use during set times to ask questions, get help, receive reassurance or feedback, or to address common misconceptions students may have over specific concepts. This time is optional but is available to all students.

## **Week 4 Detailed Outline:**

**Big Idea for Week 4:** [https://docs.google.com/presentation/d/1mtkVbswHOxGBaWe7kz-o721-WRNqdEK7Py5GExl2X\\_k/present?ueb=true&slide=id.g798ba51ff9\\_0\\_19](https://docs.google.com/presentation/d/1mtkVbswHOxGBaWe7kz-o721-WRNqdEK7Py5GExl2X_k/present?ueb=true&slide=id.g798ba51ff9_0_19)

Students will view the learning objective before continuing to complete any of the modules.

## **Discussion/Check-in:**

- Students will complete the discussion using Flipgrid. They will look at a model and determine if the model represented the fraction  $\frac{1}{4}$ . This will allow the teacher to recognize any student that does not understand fractions must be equal parts of a whole.
- <https://flipgrid.com/cf19c299>

- Students will respond to 2 classmates.

## Videos:

These videos address the concept of using a number line to show fractions of a whole. Students will watch each video and have the opportunity to attend the Live Zoom during Office Hours each day for additional support. These videos introduce the concept of fractional parts on a number line. This is a strategy that will also be addressed in Live Zoom Office Hours for those students that need to attend.

<https://youtu.be/SZaXtOHNh6s>

[Embed code:](#)

<https://youtu.be/d30xOClj6RA>

[Embed Code:](#)

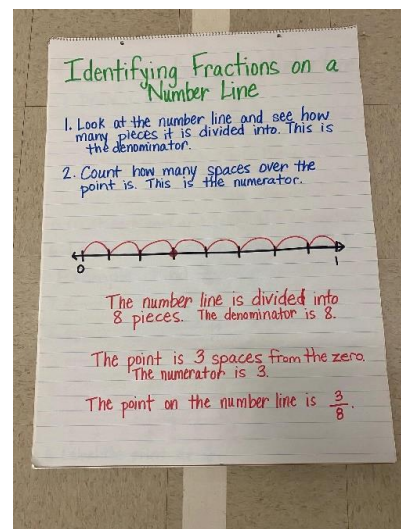
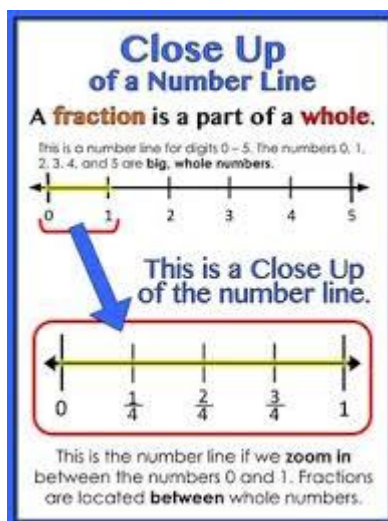
[https://learnzillion.com/lesson\\_plans/5372-place-fractions-on-a-number-line/](https://learnzillion.com/lesson_plans/5372-place-fractions-on-a-number-line/)

Students will view all resources and videos listed underneath this tab for added instruction.

## Resources:

This tab will be a collection of resources that can be viewed, printed, or recreated in a journal to serve as notes. For this week, students will recreate the anchor chart of fractions in their notebook. This will allow them to easily access the notes while working on their assignments. It will also reinforce the ideas presented in the videos.

Anchor Charts:



### **Assignments:**

Nearpod Code: FMPNB

**Nearpod:** This assignment will walk students through the steps of fractions on a number line, it is student paced and they are able to leave and come back to add flexibility. Teachers will have direct feedback on students' progress after completion of this assignment. The teacher will use this as informal assessment.

<https://share.nearpod.com/hsgKFYKhHdb>

### **Embed Code:**

**Seesaw-** Task Cards will allow students to write and draw on the page to practice the number line strategies prior to the week 4 project.

[https://app.seesaw.me/pages/shared\\_activity?share\\_token=ZV9X51C3TOK8j5VKXehJkw&prompt\\_id=prompt.58c5ee48-e963-4a8c-91ff-f322cad2ae81](https://app.seesaw.me/pages/shared_activity?share_token=ZV9X51C3TOK8j5VKXehJkw&prompt_id=prompt.58c5ee48-e963-4a8c-91ff-f322cad2ae81)

### **Embed code:**

**Notes for a Number Line: Bring to Zoom-** This assignment is optional; it will be used to receive direct teach from the teacher in live zoom. Students will either have their Seesaw pulled up to participate or have a copy printed off prior to class.

[https://app.seesaw.me/pages/shared\\_activity?share\\_token=zM6UIOf9R9qTuHAdSKww&prompt\\_id=prompt.5e005b87-fd02-4a35-ac2d-168944f20f49](https://app.seesaw.me/pages/shared_activity?share_token=zM6UIOf9R9qTuHAdSKww&prompt_id=prompt.5e005b87-fd02-4a35-ac2d-168944f20f49)

### **Embed Code:**

### **Office Hours:**

- This will be a resource for students to use during set times to ask questions, get help, receive reassurance or feedback, or to address common misconceptions students may have over specific concepts. This time is optional but is available to all students.
- Join Zoom Meeting – Removed for student safety

### **Week 5 Outline:**

**Big Idea for Week 5:** [https://docs.google.com/presentation/d/1mtkVbswHOxGBaWe7kz-o721-WRNqdEK7Py5GExl2X\\_k/present?ueb=true&slide=id.g798ba51ff9\\_0\\_19](https://docs.google.com/presentation/d/1mtkVbswHOxGBaWe7kz-o721-WRNqdEK7Py5GExl2X_k/present?ueb=true&slide=id.g798ba51ff9_0_19)

Students will view the learning objective before continuing to complete any of the modules.

### **Discussion/Check In:**

- Students will complete the discussion using Flipgrid. They will look at a model and determine what the fractional part is. This will allow the teacher to recognize any student that does not understand fractions on a number line prior to the project.
- <https://flipgrid.com/dd5af5d4>
- Students will respond to 2 classmates.

### Videos:

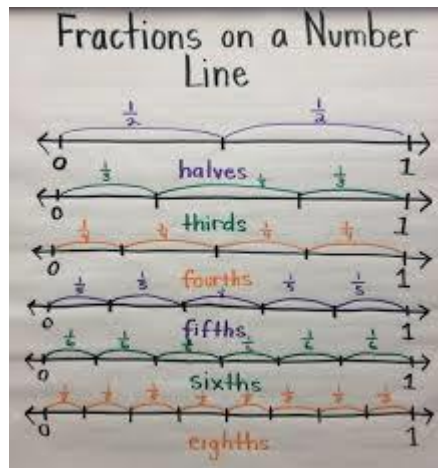
<https://youtu.be/TLkftswm54A>

[Embed Code:](#)

<https://youtu.be/fLY9yRdBObQ>

[Embed Code:](#)

### Resources:



### Assignments:

Nearpod Code: RSE54

**Nearpod:** Students will match fraction vocabulary to their definitions and practice the strategies of representing fractional parts on a number line.

<https://share.nearpod.com/FnSaPOXhHdb>

[Embed Code:](#)

**Seesaw:** Students will be able to practice representing fractional parts on a number line to prepare each child to complete their project.

[https://app.seesaw.me/pages/shared\\_activity?share\\_token=yVJzbPn5SEKAcEqITTTVww&prompt\\_id=prompt.8548f301-f6a8-4d4a-bfed-1ec607837535](https://app.seesaw.me/pages/shared_activity?share_token=yVJzbPn5SEKAcEqITTTVww&prompt_id=prompt.8548f301-f6a8-4d4a-bfed-1ec607837535)

**Embed Code:**

**Project: Word Problem on Slide:**

[https://docs.google.com/presentation/d/1mtkVbswHOxGBaWe7kz-o721-WRNqdEK7Py5GExl2X\\_k/edit#slide=id.gbb8eb4609e\\_0\\_0](https://docs.google.com/presentation/d/1mtkVbswHOxGBaWe7kz-o721-WRNqdEK7Py5GExl2X_k/edit#slide=id.gbb8eb4609e_0_0)

**Project instructions:** Each student will need to explain how to solve the word problem using the features on the following applications. Sock Puppets, Seesaw with audio, Google Slides with audio, ChatterPics. This will allow the teacher to assess each student's true understanding of fractional parts on a number line. Teacher will be available during extended office hours for this week.

**Office Hours:**

- This will be a resource for students to use during set times to ask questions, get help, receive reassurance or feedback, or to address common misconceptions students may have over specific concepts. This time is optional but is available to all students.
- Join Zoom Meeting- Removed for student safety