

	Understanding	Acquisition Lessons	Assessment
MA	A whole can be different sizes (student will have to enter into this with knowledge of what a fraction is)	<p>Concept: Whole pizza...large, medium, or small...if all cut into $\frac{1}{4}$'s the $\frac{1}{4}$'s would not be the same size.</p> <p>Whole pizza...$\frac{1}{2}$ cut into 4 pieces and $\frac{1}{2}$ cut into 8 pieces. $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{16} + \frac{1}{16} + \frac{1}{16} + \frac{1}{16} + \frac{1}{16} + \frac{1}{16} = 1$</p> <p>Have each student choose something that can be broken into equal or unequal pieces to represent visually. Possibly represent the entire class as a whole and break into $\frac{1}{2}$ and then a $\frac{1}{4}$. If the class doesn't split even—what would have to be done to the left over students? Now the school—still a whole but a much bigger one.</p>	<p>Formative/Informal: Observation, discussion, participation</p> <p>Summative: Illustrate the concept of two wholes of different sizes broken into the same fraction. (Answer the question: Why does $\frac{1}{4}$ NOT equal $\frac{1}{4}$ sometimes?)</p> <p>Illustrate the concept of different size pieces adding up to a whole showing the relative size and algorithm with it.</p>
MA Art	<p>Even vs. uneven pieces</p> <p>Additive visual and numerical model (naturally leads into compare and order)</p> <p>This one digs deeper into the lesson above.</p>	Fraction Kingdoms. Design a kingdom using fractional pieces of a whole. $\frac{1}{4}$ castle, $\frac{1}{4}$ residency, $\frac{1}{4}$ shopping, $\frac{1}{4}$ food sources but the $\frac{1}{4}$'s must be broken down into sub categories. Show math on a notecard glued next to the artwork. (Order the fractions AND show the algorithm of fractions they put on there that equal 1)	<p>Formative/Informal: Fraction Kingdom implementation and questioning as they create.</p> <p>Summative: Notecard</p>
MA	Convert percent to fractions and vice-verse	Survey students for any topic they find interesting...sports, hair color, travel plans, jobs, etc... calculate the percent on a calculator. Find a fraction that is close to that percent. Show how they add up to 1 when all data put back together.	<p>Formative/Informal: Math Talk, observation, and participation</p> <p>Summative: Have students take information from pre-made surveys to</p>

		12 % = 12/100 = 3/25. Math talk this one out...is it over or under 1/5...how do you know? (5/25-1/5 so 3/25 must be smaller)	convert the percent's into fractions and vice-verse. OR have them create surveys of their own and use those.
SCI Art LA	Ecosystem, Community, Population, Individual	Create a large bull's-eye chart of chosen ecosystem. In each ring depict (through words and drawings) what is in each section. (In the individual section depict the animals habitat)	Formative/Informal: questioning and discussion through project implementation Summative: Bulls-Eye Ecosystem and presentation
SCI LA TNG	Interdependency	Web of Life Game RAFT Web of Life Simulation game: http://dnr.wi.gov/org/caer/ce/eeek/teacher/invasivesguide/Web%20of%20Life.pdf	Formative/Informal: Discussion after Web of Life simulation. Research process and discussions and questions that arise from it. Summative: Presentation of what they learned off focused research. (Rubric) RAFT (Rubric)
SCI TNG LA	Specific Animal Knowledge	Have students create a TACKK or Lino Board that has the following components: information about the chosen animal, it's habitat, it's ecosystem, and how it is interdependent with other living things. They need to include at least one video, one online article, 3-5 informational post-it's or blogs, and a place for others to answer two thoughtful questions (either in a forum or on a post-it).	Formative/Informal: research process questions and discussions Summative: partially completed TACKK board (see Rubric)
SCI LA TNG	Human Effect	Research ways that humans affect the world: deforestation, pollution, toxic waste, CFC's, etc... Use 6 Thinking Hats to discuss major aspects of	Formative/Informal: research process, questions and discussions

		<p>each. I do, we do, all do... Bioaccumulation, food Chain, and other great topics can be explored on Eco Kids website. Have them research the site and write what they would like to know more about. Discuss how to use Google Tips to search more accurately about interesting topics. Oral Report on Findings Add to TACKK Can also add anything to TACKK they have done thus far (photograph bulls-eye, RAFT, etc...)</p>	<p>Summative: Oral presentation, TACKK</p>
LA SCI	Chosen Reading Skills/Strategies to align to need	<p>Trade Books on topics Magazine and/or online articles on topics (stretch reading limit) Poetry on topic Book reviews on TACKK Reciprocal Teaching, World Café, etc...</p>	<p>Informal: Reciprocal Teaching, World Café discussions Summative: Final TACKK board with book/article reviews</p>
MA LA Art SCI TNG	CPT	**See handout	**See Rubric