	Monday, January 25, 2016	Tuesday, January 26, 2016	Wednesday, January 27, 2016	Thursday, January 28, 2016 SUB	Friday, January 29, 2016 SUB
Content Objective:	**SWBAT demonstrate knowledge of partitioning whole shapes into equal parts by defining key vocabulary.**	**SWBAT demonstrate comprehension of partitioning whole shapes into equal parts by illustrating shapes cut into different parts.**	**SWBAT demonstrate knowledge of comparing fractions by listing the rules to compare fractions.**	**SWBAT demonstrate comprehension of comparing fractions by comparing fractions.**	**SWBAT demonstrate application of GCF and LCM by factors and multiples football.**
Language Objective:	**SW write to describe partitioning whole shapes into equal parts using a flip vocabulary book in their IMN.**	**SW write to describe partitioning whole shapes into equal parts using the flag activity.**	**SW write to describe how to compare fractions using a Type 2.**	**SW orally describe comparing fractions using worksheets.**	**SW orally describe greatest common factors and least common multiples using the factor/multiple game.**
	I can define partition, whole, equal squares (parts). I can cut shapes into different sizes.	I can partition a shape into equal parts.	I can list the rules to comparing fractions.	I can compare fractions.	I can list the factors multiples and find the GCF and LCM of numbers.
Assessment:	IMN	Flag activity	type 2	packet	Factors and Multiples Football
Vocab	partition, whole, equal squares	halves, thirds, fourths	numerator, denominator		GCF LCM
CCSS	CCSS.MATH.CONTENT.2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	CCSS.MATH.CONTENT.2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	CCSS.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.	CCSS.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.	CCSS.MATH.CONTENT.6.NS.B.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4 (9 + 2)..
Accommodations	https://jr.brainpop.com/math/fractions/basicpartsofawhole/	https://www.brainpop.com/math/numbersandoperations/fractions/	https://www.khanacademy.org/math/pre-algebra/fractions-pre-alg/comparing-fractions-pre-alg/e/comparing_fractions_1		
Agenda	1. Moby Max 2. check planner 3. Type 1- what is a fraction? 4. Brain pop 5. IMN-Fractions	1. Moby Max 2. IMN-flag activity 3. Brain Pop 4. IMN-Parts of fractions 5. homework	1. Moby Max 2. rules to compare fractions 3. Type 2	1. Moby Max 2. comparing fractions packet	1. Moby Max 2. collect HW 3. factors/multiples football