

# SIOP<sup>®</sup> Lesson Plan Template 1

PEARSON

**Date:** Oct. 27, 2008

**Grade/Class/Subject:** 6<sup>th</sup> grade math

**Unit/Theme:** Pre-fraction Meaningful Activities

**Standards:** NUMBER AND NUMBER SENSE

Number Theory

SOL 6.3.. Students will..

.. explain divisibility rules for

2,3,5,6,9, & 10

.. identify prime & composite numbers

to 50

.. identify common factors and

greatest common factors for up to 3 numbers

to 50

**Content Objective(s):** Students will

1. use divisibility rules that apply for a given number.

2. identify common factors and greatest common factors for numbers up to 50.

HOTS: Students will be analyzing the implementation of the divisibility rules as they play "Divisibility War",

..evaluating their partner's implementation of the divisibility rules

..applying strategies to determine GCF of numerator and denominator of a given fraction

**Language Objective(s):** Students will be able to

1. identify a prime number and a composite number

2. write some numbers that are divisible by 2,3,4,6,9,10.

3 explain to a classmate the greatest common factor of 2 numbers.

Students will..

..explain orally why a given integer is divisible by 2,3,5,6,9, or 10

..express why fractions are equivalent when simplified

<b>Key Vocabulary</b> prime, composite, divisibility, factor, greatest common factor, numerator, denominator, fraction	<b>Supplementary Materials</b> random number cubes (a.k.a. dice) "Ten Tallies Win" score sheet "Divisibility War" recording sheet and cards
<b>SIOP FEATURES</b>	
<b>Preparation</b> <input checked="" type="checkbox"/> Adaptation of content <input checked="" type="checkbox"/> Links to background <input checked="" type="checkbox"/> Links to past learning <input checked="" type="checkbox"/> Strategies incorporated	<b>Scaffolding</b> <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Comprehensible Input
<b>Integration of Processes</b> <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening	<b>Application</b> <input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives <input checked="" type="checkbox"/> Promotes engagement
<b>Group Options</b> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Small groups <input checked="" type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent	<b>Assessment</b> <input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Oral

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## **Lesson Sequence:**

Connections to Prior Knowledge/Building Background:

Teacher will lead students in..

..Review of key vocabulary words

..go over responses to homework assignments (find GCF & its use for simplifying fraction)

..review of divisibility rules for 2,3,4,6,9 & 10

..demonstrate the procedures for "Divisibility War" game and for "Ten Tallies Win"

Meaningful Activities:

"Divisibility War" Card Game (groups of 3 or 4)

"Ten Tallies Win" (PAIRS using 4 die teacher led)

## **Reflections:**

(Reproduction of this material is restricted to use with Echevarria, Vogt, and Short, 2008. *Making Content Comprehensible for English Learners: The SIOP<sup>®</sup> Model.*)