Student Teacher Lesson Plan: Example

Grade 4 math, equivalent fractions, with the reason for each choice

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Grade / class	Subject	Lesson in sequence	Length	My target from last observation
Grade 4	Math	2 of 5 (fractions unit)	45 minutes	Check understanding of the whole class, not just volunteers

Objective	Standard
Students will be able to explain why two fractions are equivalent using a fraction model.	CCSS 4.NF.A.1: explain why a fraction a/b is equivalent to (n x a)/(n x b) using visual fraction models.

LESSON SEQUENCE

Phase	Mins	What happens	Why I planned it this way	InTASC
Warm-up	5	Whiteboards: shade 1/2, 1/4 and 1/3 of three shapes. All students show at once.	Checks the prior knowledge this lesson builds on, and shows me who needs the fraction strips from the start.	1, 6
I do	10	Fraction wall: show 1/2 is the same length as 2/4 and 4/8. Think aloud: same whole, more equal parts, smaller parts.	A visual model before symbols, as the standard asks. Tackles the common belief that 2/4 is bigger than 1/2 because the numbers are bigger.	4, 8
We do	10	Pairs find fractions equal to 1/3 on the wall. Hinge question: which is equal to 3/4, 6/8 or 4/5?	Everyone answers the hinge question on whiteboards, so I check the whole class (my target) before anyone works alone.	6, 8
You do	15	Shade shapes to show equivalent families, then a spot-the-mistake question. Strips for support; extension: three fractions equal to 2/3 without the wall.	Same goal for everyone, with support and challenge adjusted, so no group gets an easier objective.	2, 7
Closure	5	Exit ticket: is 2/6 equal to 1/3? Show how you know.	Shows who met the objective and decides how I start tomorrow's lesson.	6

SUPPORTS, ROUTINES AND CHECKS

Area	Plan	InTASC
IEP / 504	Pre-cut fraction strips and a printed wall on the desk; fewer, larger shapes on the practice sheet.	2
English learners	Sentence frame: "___ is equal to ___ because ___." Key words with pictures: whole, equal parts, equivalent.	2
Routines	3-2-1 "show me" whiteboard routine; strips handed out by table monitors to keep transitions short.	3
Misconception	Students who think 2/4 > 1/2: lay the strips side by side and compare lengths, then say it in words.	4, 6

REFLECTION (WRITTEN AFTER THE LESSON)

What worked	What I would change	Next target (with my cooperating teacher)
The hinge question showed 6 students chose 4/5. I re-taught them with strips while the rest started, and 5 of the 6 got the exit ticket right.	The model took 14 minutes, not 10. Next time I will prepare the wall in advance rather than build it live.	Keep whole-class checks; add one more planned question to stretch the most confident.

An example to show the thinking, not a script: plan for your own class, follow your program's template and AI policy, and adapt everything.