

You will be teaching a mathematics lesson on **numbers and operations in fractions** to a student with exceptional needs. Using your knowledge of students with exceptional needs, prepare a response in which you:

- Briefly describe the student you will be teaching (e.g., age/grade level/developmental level, exceptionality, strengths/needs).
- Describe **one** important concept or skill related to numbers and operations in fractions you would include in this lesson.
- Describe **two** instructional activities and **two** instructional resources, including any applicable technological resources, you would use to teach this concept or skill.
- Explain how these activities and resources would be particularly effective for the student you describe and how you would measure the student's success.

#### Student Info:

One important concept related to numbers and operations in fractions is understanding that a fraction represents 1 whole being portioned into equal parts.

One instructional activity that I would use would be "Part/Whole". This would be used to teach the numerator and the denominator, and to explain the numerator is how many out of the total amount. In this activity I would give the students fraction strips and model with them what I am asking them to do. The fraction strip would represent the whole. The students would also be given equal colored overlays to use on the fraction strip, I would have these already together in halves, thirds, fourths, and so on. We would begin by finding the colored halves. I would instruct them to count how many halves we have that would fit on the fraction strip (For example, how many blue portions do you have? They would say 2). The student being able to see that there are two blues, or halves would allow them to determine how many make a whole (2), This would be taught as the denominator. I would have them remove one of the blue strips, leaving 1. Then ask, how many blue strips do you have now? They would be able to see 1. This would show them that 1 is a part of the whole 2. The instructional resources used would be fraction strips and equal groups of colored overlays.

The next instructional activity I would use is "Show me Equal Groups". The students would use dry erase boards and be instructed to draw shapes such as circles, squares, and rectangles. On their board I would first demonstrate how to divide the shapes into equal pieces. I would start with a circle and relate it to a pie or a pizza. The resource used would be dry erase boards and markers.

These activities would be effective for the student because they both are visual and hands on to meet multiple learning needs. I'm also using the "We do, you do, I do" approach to help scaffold instruction.

Inorder to measure the student's progress towards the skill I would complete informal observations to include their response from the lesson, I would also complete a formative assessment at the end of each lesson as an exit ticket.