

UNE Standards-Based Lesson Plan – EDU 373 – Spring 2026

Description: When you teach in a math block, both general education and special education, you will need to create effective lessons for the whole group, small group, and intervention groups to ensure all learning needs are met. In this template, I have taken our UNE lesson plan and formatted it to include space for whole group and small group planning. Additionally, you will take the plans for the small groups to potentially use as a springboard to creating intervention.

Task: Over the semester, you will work with your mentor teacher at C.K. Burns to determine when the appropriate time will come for you to plan and implement these three types of lessons. Over the first week or two of your fieldwork, you will get an idea of the machinations of the classroom and may begin to pinpoint when your lessons would work. You are required to submit three lesson plans to me, highlighting the appropriate grouping.

Maine CCTS	Standard 1 - Learner Development Standard 2 - Learning Differences Standards 3 - Learning Environments Standard 4 - Content Knowledge Standard 6 - Assessment	Standard 7 - Planning for Instruction Standard 8 - Instructional Strategies Standard 9 - Reflection and Continuous Growth Standard 10 - Collaboration		
School of Education Vision Statement	<ul style="list-style-type: none"> ● Knowledge of content and instructional practice ● Professional Dispositions ● Pedagogical Skills 	<table border="1"> <tr> <td>School of Education Core Values</td> <td> <ul style="list-style-type: none"> ● Knowledgeable Professionals ● Collaborative Practitioners ● Inclusive and Culturally Competent Educators ● Reflective Life-Long Learners </td> </tr> </table>	School of Education Core Values	<ul style="list-style-type: none"> ● Knowledgeable Professionals ● Collaborative Practitioners ● Inclusive and Culturally Competent Educators ● Reflective Life-Long Learners
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Student Learning Outcome	<ul style="list-style-type: none"> ● Examine a variety of formative and summative assessment possibilities. ● Design and implement lessons embedding differentiated instruction, including formative assessment and reflection. ● Determine needs of students in small learning groups based on the analysis and evaluation of formative assessment data. 			

SPRING 2026 Lesson Plan - Aligned to Eureka 2 Math

[LINK](#)

Content: Math

Grade Level: 3

Lesson Title: Identifying Equivalent Fractions

Duration: 60 Minutes

Highlight One Option:

Whole Group: Fluency and Launch

Whole Group: Fluency, Launch, and Learn

Whole Group: Whole 60 minute lesson

	Standard	
Before Lesson <i>Where am I going?</i>	Student Learning Objective (SLO)/Target: <ul style="list-style-type: none">○ Skills/knowledge○ Conditions - How they show you○ Criteria - how you measure their learning	Students will identify and generate equivalent fractions using tape diagrams and number lines.
	Meaningful Formative Assessment of Student Learning in meeting the daily learning objective: <ul style="list-style-type: none">● During the lesson (informal) and at the end of the lesson (more formal)	Observing partner discussions Responses during questioning Exit ticket identifying equivalent fractions Completed workbook
	Materials:	Fraction strips Colored pencils Chart paper and whiteboards
During Lesson <i>How will I get there?</i>	Opening Procedures: <ul style="list-style-type: none">● Hook● Activation of prior knowledge● Warm up You Might Say: <p>“Last week we...Today we are going to...” “Last week I noticed...” “Do you remember when we...? Today we will...” “Tell me what you already know about.... Today we’re going to add to what you know.”</p>	“Do you remember working with fractions like halves and fourths? Today we are going to discover how different fractions can actually be the same amount.” Count fractions on tape diagrams (halves, thirds, sixths, eighths) Identify shaded fractions on tape diagrams

	<p>Instructional Strategies: Allotted Time for each activity: I Do (Direct teaching) Explicit Focus Stated in I Do: “Today I want to teach you...” “One thing math experts do is...” “Watch how I...”</p> <p>We Do (Teaching but pulling the students into the conversation) We Do Comments: “Who can come and help me practice for our friends?” “What do you notice about ...?” “What are you thinking as you watch this?”</p> <p>You Do (Students work on their own) You Do Comments: “Now it’s your turn to...” “I noticed...” “What strategy are you using that you learned?” “Don’t forget you also know...” “Remember, today you learned...”</p>	<p>I do</p> <p>“Today I want to teach you how to find fractions that are equal, even though they look different.”</p> <p>Model equivalent fractions using fraction strips</p> <p>Show: $1/2 = 2/4$ using visual alignment on number line</p> <p>Introduce vocab: equivalent fractions</p> <p>“Watch how these fractions line up to the same length.”</p>	<p>We do</p> <p>Use tape diagrams to match equivalent fractions</p> <p>Complete equations (e.g., $1/2 = 2/4$, $2/2 = 4/4$)</p> <p>Discuss reasoning</p> <p>“Who can help me find an equivalent fraction?”</p> <p>“What do you notice about these two fractions?”</p> <p>“Why are they the same?”</p> <p>Transition to number lines</p>	<p>You do</p> <p>Partition number lines (halves, fourths, sixths, eighths)</p> <p>Identify and box equivalent fractions</p> <p>Complete workbook pages</p> <p>Now it’s your turn to find equivalent fractions.”</p> <p>“Remember, equivalent fractions are the same size.”</p>	
	<p>UDL: Plan for obvious barriers that will come up, anticipate.</p> <p>Differentiation and other instructional/ management considerations:</p> <ul style="list-style-type: none"> ● <u>Content</u> - what they read, write ● <u>Process</u> - how they learn ● <u>Product</u> - how they show you what they 	<p>Anticipate Barriers:</p> <p>Confusing numerator/denominator relationships Difficulty partitioning number lines evenly</p> <p>Differentiating for Particular Student Needs:</p> <p>Use visuals (fraction strips, diagrams)</p> <p>Partner work and discussion Guided scaffolding questions</p> <p>Collaborative learning</p>			

	<p>have learned</p> <ul style="list-style-type: none"> • Environment 	<p>Hands-on materials</p>
<p>After Lesson</p> <p><i>How will I know if my students have arrived?</i></p>	<p>Evaluation of Student Learning Objective:</p> <p>Did the students meet the objective according to the criteria you set?</p>	<p>Correctly identify equivalent fractions</p> <p>Use models accurately</p> <p>Explain equivalence as “same size/value”</p>
	<p>Reflection:</p> <ul style="list-style-type: none"> • Are they ready to move on to the next step in the progression or do they need more time with this objective? • What did you learn about the skills and the needs of my students? Think about the whole child. • What do I need to remember/change for the next lesson? Are there additional or alternative supports you can implement? • Did you need to extend the rigor of the lesson at all? How could you have done that? 	<p>Do students understand that equivalent fractions represent the same amount?</p> <p>Are students able to use both tape diagrams and number lines?</p> <p>Do students rely more on visuals or reasoning?</p> <p>Do some students need more support with partitioning?</p>