



# Simplifying Fractions Lesson Plan: Grade 4

Grade Level: **Fourth Grade** | Duration: **Two days, 30 minutes per lesson**

## Objective:

In this lesson plan, fourth graders use BrainPOP resources to learn why and how to simplify fractions to their smallest possible numerator and denominator.

Students will:

- 1. Build Background Knowledge:**
  - Watch the BrainPOP Simplifying Fractions movie..
- 2. Think and Do:**
  - Vocabulary: Define vocabulary and use in a sentence.
  - Related Reading: Calculate the simplest form of each of eight fractions.
- 3. Assess**
  - Take the Simplifying Fractions quiz.

## Preparation

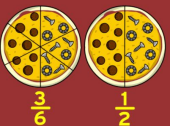
- Preview the BrainPOP movie [Simplifying Fractions](#) to plan for any adaptations.
- Create and schedule Day 1 assignment: [Simplifying Fractions Movie](#) and [Vocabulary](#)
- Create and schedule Day 2 assignment: [Simplifying Fractions Movie](#), [Related Reading](#), and [Quiz](#)

## Before the Lesson

Background knowledge helps students make sense of new ideas and experiences. To activate prior knowledge, ask these questions:

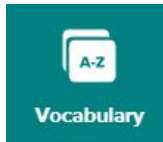
- *What's a fraction? Which part is the numerator? Denominator?*
- *What do you think it means to simplify a fraction? Why would you do this?*

## DAY 1: Build Background (10 minutes)

Lesson Steps	Offline Modifications	Personalization	ELL/Language Development
<div style="text-align: center;">  </div> <p>1. Watch <a href="#">Simplifying Fractions</a>.</p> <p>Click pause at noted time codes to discuss key ideas:</p> <p>Time code 0:45: What does it mean to simplify a fraction?</p> <p>Timecode 1:24: What's an example of an equivalent fraction?</p> <p>Timecode 3:12: How do you simplify a fraction?</p>	<ul style="list-style-type: none"> <li>Print the <a href="#">movie transcript</a> and highlight evidence that answers each of the discussion questions.</li> <li>Two students act out the transcript, one as Tim and the other as Moby.</li> </ul>	<ul style="list-style-type: none"> <li>Set a <b>specific viewing purpose</b> for individual students or small groups based on <b>lesson objectives and student readiness</b>. For example, have students focus on different steps in reducing or simplifying a fraction.</li> <li>Pause at two key points and prompt students to <b>summarize</b>.</li> <li><b>Support recall</b> by having students draw one or two key ideas from the movie.</li> </ul>	<ul style="list-style-type: none"> <li>Pause for new <b>vocabulary</b>. Use the word in a sentence. Prompt students to say the word and repeat the sentence. Invite them to draw a picture of the word.</li> <li>Create a <b>word wall</b> with vocabulary and the drawing.</li> <li>Pause at key points and ask the <b>discussion questions</b> in home language or English</li> </ul>

## DAY 1: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Personalization	ELL/Language Development



2. Students open their Vocabulary assignment. Or, if not using Assignment Builder, model how to open [Vocabulary](#).

Students click Flip All or each term individually.  
To hear a term read aloud, click the speaker icon.



Students type a definition and sentence for each term.

When they finish, students click **Submit To Teacher** and/or print out.

- Print Vocabulary.



- Students write a definition and sentence for each term.

- Assign **appropriately challenging words** to individual students.

- Assign a few of the six terms to individual students to **define** and **use in a sentence**.

- As a challenge, students can **add two additional terms**, writing a definition and sentence for each.

- Say the term(s) in students' **home language**. Then say the words in English. Have the student repeat in English.

- Use the **term in a sentence**. Prompt students to say the word and repeat the sentence.

- Click the speaker icon to hear the term read aloud.

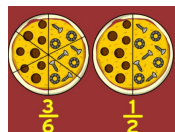
## DAY 2: Build Background (5 minutes)

### Lesson Steps

### Offline Modifications

### Personalization

### ELL/Language Development



3. Watch [Simplifying Fractions](#) again.

Prompt students to find a fact or something

- Students return to their drawings of **key concepts from the first viewing** and add new details.

new that they didn't notice the first time.

### DAY 2: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Personalization	ELL/Language Development
<div data-bbox="427 751 585 894" data-label="Image"> </div> <p>4. Students open their Related Reading assignment. Or, if not using Assignment Builder, model how to open the <a href="#">Related Reading</a>.</p> <p>Students calculate the simplest form of each of the listed fractions.</p>	<ul style="list-style-type: none"> <li>Print the Related Reading.</li> </ul> <div data-bbox="938 789 1034 883" data-label="Image"> </div> <ul style="list-style-type: none"> <li>Students calculate the simplest form of each of the listed fractions.</li> </ul>	<ul style="list-style-type: none"> <li>Students speak their responses and <b>brainstorm</b> how they will do their calculations.</li> <li><b>Model</b> how to simplify a fraction by modeling the first one. Demonstrate how to return to the movie to find evidence.</li> <li>Assign <b>one or two fractions</b> to individual students.</li> <li>Support recall by prompting students to <b>revisit the drawings</b> they made after watching the movie.</li> </ul>	<ul style="list-style-type: none"> <li>Read each fraction in students' <b>home language</b> or English. Have them repeat it in English.</li> <li>Before students calculate, have them use their home language or English to <b>discuss what they will do</b>.</li> </ul>

### DAY 2: Assess (5 minutes)

Lesson Steps	Offline Modifications	Personalization	ELL/Language Development
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5. Students open their Quiz assignment. Or, if not using Assignment Builder, model how to open the [quiz](#).

If you assigned the quiz, you will see students' results in your Dashboard. If not assigned, students click **Submit to Teacher**.

- Print the [quiz](#) for students to complete.

- **Read aloud** the questions and answers.
- **Reduce the number** of questions and/or possible answers (using the Quiz Mixer).
- **Support recall** by having students review drawings they made during the movie.

- **Read aloud the quiz** in students' home language.
- **Highlight the key vocabulary** in a printable version of the quiz.