

Learning Management Plan for: Grade 4.

Learning Management Plan Focus: Fractions

(1) What does my Learner Already Know?
Addition, subtraction, short division, partitioning to 3 places.

(2) Where does my learner(s) need / want to be?
Understand fractions through being able to:
Recognise a portion in terms of a fraction
Name the fraction
Record the correct representation of the fraction
Count using fractions
Understand equivalent fractions
Understand improper fractions

(5) What will constitute the learning journey?

LEP Sequence No.	LEP/ Lesson sequence/ Outcome focus (LMQ2)	Learning Experiences What is to be taught? What are the Sequential Strategies	Main focus Fractions	Time Frame (LMQ4)
	Understand fractions	Introduction to fractions – (LP1) Numerator, Denominator Shapes on smartboard	Ordering/ knowledge	1.0hr
		(LP 2) Fraction Wall	Ordering/ understanding	1.0hr
		(LP 3) Making/ Folding Strips	Ordering/ application of knowledge	1.0hr

			J4	Understand equivalent fractions	Equivalent fractions Draw pictures Bottle tops into groups.	Comparison /understanding	1.0hr		
			5	Understand fractions	Improper fractions Discuss and model.	Analysis	1.0hr		
			6	Understand fractions	Recognising fraction parts	Analysis	1.0hr		
			7	Understand fractions	Counting with fractions	Application	1.0hr		
			<p>(6) Who will do what? Teacher models on board Students answer questions. Learning is scaffolded Student have a turn with teacher support Students carry out activity Student activity provides portfolio evidence of achievement (plus formative assessment). Students' complete worksheet for consolidation and assessment (summative).</p>						
			<p>(3) How does my learner best learn? Teacher modelling Hands on manipulative practice Visual and kinaesthetic In collaboration with a partner Teacher scaffolding.</p>						
			<p>(4) What resources do I have at my disposal? Smart board, internet, textbooks, ACARA Australian curriculum framework.</p>						
			<p>(7) How will I check to see my learner has achieved the defined learning outcomes? Observation, questioning, worksheet</p>						
			<p>(8) How will I inform the learner and others of the learner's progress? Verbal feedback, written report, portfolio of evidence, written test.</p>						