

Lesson Plans	
SUBJECT /PERIOD	4 th grade Math
3 PART OBJECTIVE	After participating and interacting with the PBIL, viewing/working with the Visual Learning Concept video and practicing with the drone, students will be able to fly the drone and land it near appropriate equivalent fractions.
CCCS#	4. NF.1 Explain why a fraction a/b is equivalent to fraction $(nxa)/nxb$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. Also 4.NF.2
HOMEWORK/NOTES	A student will be given a fraction then will find the appropriate equivalent fraction and stand by it. Students will take turns flying the drone and landing on the fraction the first student is standing by. The student standing by the fraction will name both fractions and all others will come to an agreement on whether the fractions are equivalent.