Veronica Nevarez
5th Grade
Factors and Mulitples: Vocabulary Mastery Activity

Mastering Math Vocabulary

A. Objectives:

Students will identify factors and multiples of numbers.
Students will complete a concept map about the term "factor.
Students will complete a foldable on the definitions of the word "factor" and "multiple".
Students will complete a Venn Diagram to aid to find the common denominator for two different fractions.

B. State Competencies:

Standard 2: Number Sense

1. Fractions, Decimals, and Percents
   b. Compare, convert, and order common fractions.

C. Lesson Resources:

Teaching Reading in Mathematics 2nd Edition by Mary Lee Barton
Teaching with Foldables by Dinah Zike
Graphic Organizers by Keren Bromley, Linda Irwin-De Vitis, and Marcia Modlo

Materials:

Pencil
Construction Paper for Foldables
Markers.
Graphic Organizer (printed for each student.

D. Instruction:

a. Introduction:

For the introduction of this lesson, the students will be introduced or reviewed about the concepts and/or definitions of factors and multiples. We will discuss the differences. The students will be told that the will be completing some activities to help them remember these terms and concepts.

b. Instructional Process:

1.) Activity One: This activity is what Mary Lee Barton calls M-3 Frayer Model (page 68-71 in Teaching Reading in Mathematics 2nd Edition). We will be using this graphic organizer for the term "factor".

a. I will right the word/book definition of this word on the board so the students can copy this part on their section titled "Definition".
b. The class will discuss together some facts or characteristics about factors that all the students can complete in the area titled: "Facts/Characteristics.
c. As a class we will also come up with some things to include in the part titled "Examples" as well as for the part titled "Nonexamples". (The Concept Map of this for factoring is on page 70 of the book mentioned above.)

2.) Activity 2:

a. Students will create a foldable about the definitions of factor and multiple.
b. They will use the "Shutter Fold" on page 81 of Dinah's book.
c. The foldable papers will already be done for them.
d. We will complete each section of the foldable in class with a step by step procedure.

3.)Activity 3:

a. Students will complete a Venn Diagram for each problem in which they will need to find the Greatest Common Factor in conjunction with reducing fractions.
b. The class will do one as an example and then the students will complete these on their own with other similar problems.

c. Closure:

The closure to the lesson will be done with a review of the term meaning of factors as well as multiples.

E. Assessment: Students will be assessed informally when the teacher monitors progress of completion of various tasks. Students will be assessed for completion of the graphic organizer, the concept map, and the foldable.

F. Modifications/Accomodations

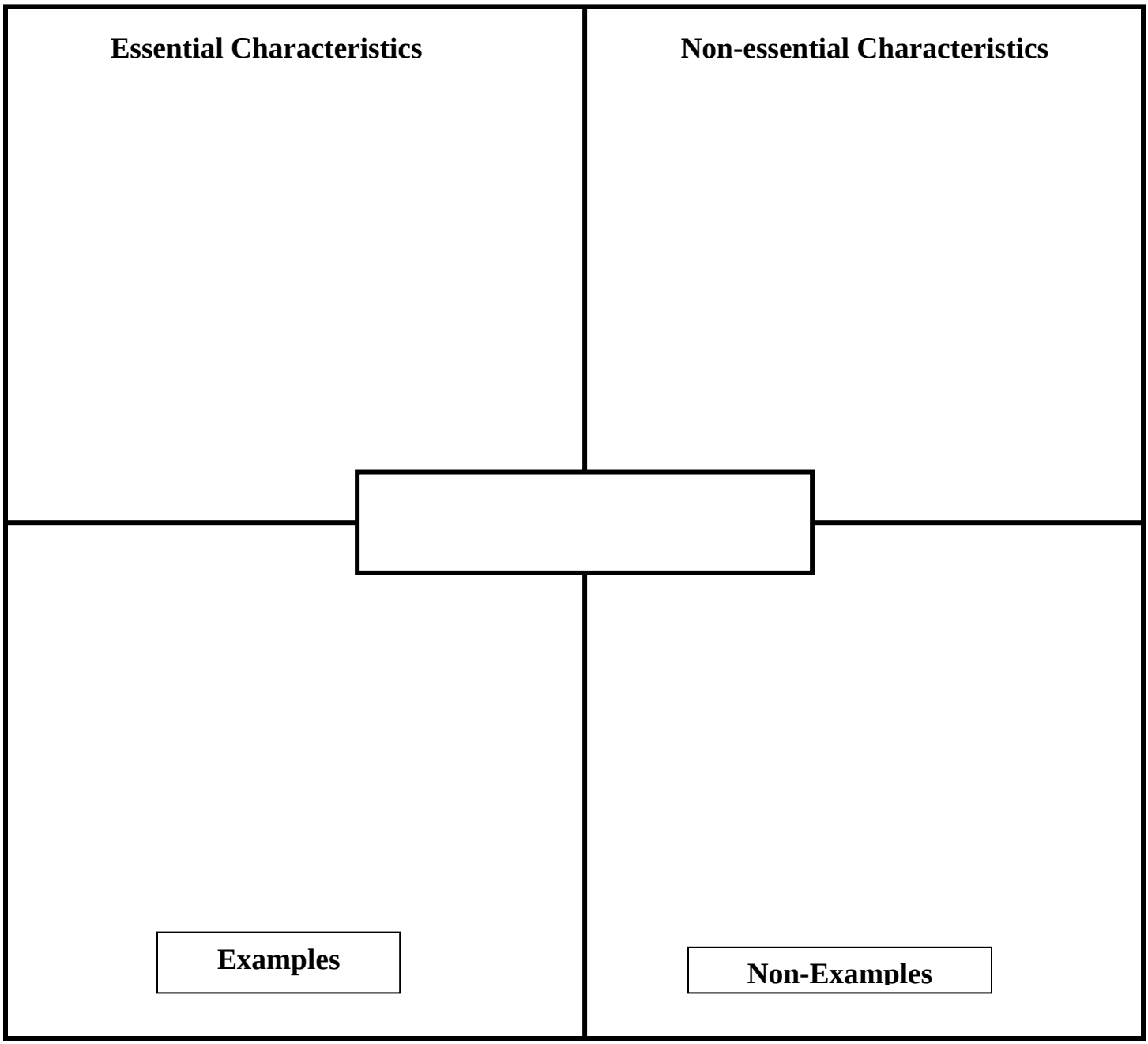
Low Level: Simple Step by Step Directions will be the best for these students. The foldables will be pre-folded assuring less frustration possibilities.

G. Reflection:

This lesson went very well. It took two class days to accomplish. I believe the graphic organizers became a great resource to the students that the used in the future. I say this

because I would see them get these graphic organizers out when they saw problems in which those organizers would refresh the meanings of the vocabulary and concepts. I will be using more graphic organizers as well as concept maps. Few accommodations were needed in this lesson for my low level students because I went step-by-step on everything.

Frayer Model on _____



Name: _____ Date: _____ _____

VENN DIAGRAM (2 Circle)

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