**Content Area:** Math

**Grade Level:** 3rd Grade

**SC Content Standards:**

NSF.1 Develop an understanding of fractions (i.e., denominators 2, 3, 4, 6, 8, 10) as numbers. a. A fraction 1 𝑏 (called a unit fraction) is the quantity formed by one part when a whole

Is partitioned into 𝑏 equal parts;

b. A fraction 𝑎 𝑏 is the quantity formed by 𝑎 parts of size 1 𝑏

c. A fraction is a number that can be represented on a number line based on counts of a

unit fraction;

d. A fraction can be represented using set, area, and linear models.

**ISTE Standards:**

ISTE Standard 5: Designer

5a. Use technology to create, adapt, and personalize learning experiences that foster independent learning and accommodate learner differences and needs

**Objective:**

TSWBAT: The student will be able compare and contrast factions and the length of music notes.

**Evaluation/Assessments:**

**Formative:**

The student will be able to design a four measure song, and then answer how each note would be wrote as a fraction.

**Materials and Literature:**

www.flightnote.com

**Technology:**

The student will use his/her laptop to design a four measure song using the website flightnote.

**Strategies/Procedures:**

**Motivation:**

What are some of your favorite songs? How long are some of your favorite songs?

**Pre-Lesson:**

Show the students a picture of a whole note and explain how it is like a whole fraction (4/4). Show the students a picture of a half note and explain how it is like a fraction (2/4). Show the students a picture of a quarter note and explain how it is like a fraction (1/4).

**During:**

While the student create their own song using the website, I will walk around the classroom and ask the children questions as they complete their short songs.

**Closure:**

Have the class play their songs through the speakers for the entire class. Have the class then discuss each other’s short songs.

**Differentiation:**

**IEP Accommodations:**

For the student with a hearing disability, I will place him/her near the front of the classroom. For the student who has an eye sight disability, I can pull the book up online so that I would be able to zoom it in, that way the student would be able to see it better.

**Learning Styles:**

Visual learners will learn more from seeing the pictures in the book and by pulling the book up on the smart board. Auditory learners will learn more from hearing the story out loud.

**High Performing:**

If a student finish early, I would give him/her another book, by the same author, for them to read.

**Low Performing:**

Allow the students more time to finish their work.

**English Language Learners:**

Print out the key terms in the book in their own original language.

**Critical Thinking:**

Have the students compare the song that they created to a song they may have heard on the radio, or on television.