Rational Number Project 2

http://www.cehd.umn.edu/ci/rationalnumberproject/RNP2/Lesson01.pdf

1.  NCTM Standard(s):

* Understand numbers, ways of representing numbers, relationships among numbers, and number systems
* develop understanding of fractions as parts of unit wholes, as parts of a collection, as locations on number lines, and as divisions of whole numbers;
* use models, benchmarks, and equivalent forms to judge the size of fractions;;

2.  Launch:

 Kayla, Amy, Ashley, Lacey, and Glen are going to the candy store. Kayla picked out 4 pieces; Amy picked out 10 pieces; Ashley picked out 15 pieces; Glen picked out 5 pieces; and Lacey picked out 12 pieces. Kayla ate 3 of her 4 pieces; Amy ate 1 of 10 pieces; Ashley ate 14 of her 15 pieces; Glen ate 3 of his 5 pieces; and Lacey ate 5 out of her 12 pieces. Who ate the most candy? Who ate the least? Order them from least to greatest.

3. Explore:

 Students will draw and describe who ate the most, least, and ordering it from least to greatest on the board with a partner; include illustrations.

4. Share:

 Students will share their work and describe how they came to their answers.

5.  Summarize:

 The teacher will introduce fraction circles and show how they could figure out this particular problem using them.

 For tomorrow, students will help us decide how many pieces of candy we should eat if we are only going to eat half. Ashley got a tummy ache from eating too many pieces, Amy and Lacey lost some when they fell out of her pocket, and Glen and Kayla think they can eat more then everyone.