Mitchell Beekman

Mike Bownes

Ike Carlson

David Northbird

Rational Number Project

Standard:

 4.1.2.1

Represent equivalent fractions using fraction models such as parts of a set, fraction circles, fraction strips, number lines and other manipulatives. Use the models to determine equivalent fractions

Objectives:

 Students will explore equivalence ideas with paper folding.

 Students will see equivalent fractions with more than one manipulative.

Introduction:

 Talk to students about ordering a pizza among 4 people. The pizza will be split up into fourths. When 4 more friends arrive the students will be sharing the pizza with them also. Ask about how the students will be splitting the pizza even further. How could they do that if the pizza started out in thirds? Draw the pizza on the board to help give the students a visual.

Process:

 Hand out the worksheets that the students will be working on it in groups. Hand out the strips to each student. Explain the Student Page C to the students and what they are going to do with the strips. Fold the strips so that they are able to make equivalent fractions for each of the numbers on the sheets. After they are done with Student Page C the students will cut out the strips on Student Page E to help the answer the question on Student Page D. This will all be done either individually or in groups. Writing the answer on the board and having the students answers displayed.

Assessment:

 Hand out list of games that students can go home and play for practice.

http://www.sheppardsoftware.com/mathgames/fractions/memory\_equivalent1.htm

http://www.mathplayground.com/Triplets/Triplets.html