

15. Handout: **Creating Equivalent Fractions** (1 per student)
16. Handout: **Different Forms of Rational Numbers** (1 per student)
17. Handout: **Percent Grids** (1 per student – cut out 2 percent grids per student)
18. Handout: **Percent Model Recording Sheet** (1 per student)
19. Card Set: **Equivalent Forms** (copy on cardstock – 1 set for every 2 students)
20. Handout: **Equivalent Forms Recording Sheet** (1 per student)
21. Handout: **Percent Bars** (1 per student)
22. Handout: **Cracking the Code** (1 per student)
23. Handout: **Numerator and Denominator Relationships for One Half** (1 per student)
24. Transparency: **Consider This!** (1 per teacher)
25. Handout: **Equivalent Fractions and Beyond** (1 per student)
26. Handout: **Station A – Fraction Circles** (copy on cardstock – 3 copies)
27. Handout: **Station B – Fraction Strips** (copy on cardstock – 3 copies)
28. Handout: **Station C – Number Line/Ruler** (copy on cardstock – 3 copies)
29. Handout: **Station D – Paper Folding** (copy on cardstock – 3 copies)
30. Handout: **Station E – Percent Models** (copy on cardstock – 3 copies)
31. Handout: **Station F – Shaded Grids** (copy on cardstock – 3 copies)
32. Handout: **Stations Recording Sheet** (1 per student)
33. Handout: **Rational Number Evaluation** (1 per student)

Background Information:

Different models for fractions and decimals are used to generate equivalent fractions and decimals. Students have generated equivalent fractions in previous grade levels. Percents are investigated using models and related to fractions and decimals. A process table is used to explore the relationship between the numerator and denominator of fractions equivalent to one half so students may look at fractions and determine if the fraction is less than, equal to, or greater than one half.

GETTING READY FOR INSTRUCTION SUPPLEMENTAL PLANNING DOCUMENT

Instructors are encouraged to supplement, and substitute resources, materials, and activities to differentiate instruction to address the needs of learners. The Exemplar Lessons are one approach to teaching and reaching the Performance Indicators and Specificity in the Instructional Focus Document for this unit. A Microsoft Word template for this planning document is located at www.cscope.us/sup_plan_temp.doc. If a supplement is created electronically, users are encouraged to upload the document to their Lesson Plans as a Lesson Plan Resource in your district Curriculum Developer site for future reference.

INSTRUCTIONAL PROCEDURES

Instructional Procedures

ENGAGE

1. Display the transparency: **Pizza Challenge**. Read the problem and give each student a copy of the handout: **Pizza Challenge Models**. Students work in pairs.
 - **What information from the problem do you need to work this problem? Explain.** *The part of the whole pizza model to be shaded. The same pizza model may not be shaded to represent two different fractions. The information "50% off the bill" and "Tuesday evening" is not needed to work the problem.*
 - **What two pizza models can you shade to represent $\frac{2}{3}$? Explain.**
Answers may vary. A: 4 of the 6 equal parts in the whole are shaded. B: 2 of the 3 equal parts in the whole are shaded.
 - **How can you verify that your shaded model represents $\frac{2}{3}$? For two thirds, the whole is divided into 3 equal size fractional parts called thirds. Two of the three fractional parts are shaded ($\frac{2}{3}$). For four sixths, the whole is divided into 6 equal size fractional parts called**

Notes for Teacher

NOTE: 1 Day = 50 minutes

Suggested Day 1

SPIRALING REVIEW

MATERIALS

- Transparency: **Pizza Challenge**
- Handout: **Pizza Challenge Models** (1 per student)
- Transparency: **Pizza Challenge Models**
- map pencils
- Optional: **Fraction Circle Models** (1 set per student)

TEACHER NOTE

While students work in pairs, ask students about the information given in the problem.
What is necessary to work the problem?