

What Size!?

Day 2

Activity # 2

Duration 15 mins

Standards of Learning (SOL)

2.20 Identify and create patterns

3.19 Extend Pattern Representations

4.2a Compare and order Fractions

4.2b Identify Equivalent Fractions

6.2 Order, Equivalence, and representation form of fractions

relevant picture

Materials

- Previous representations
- Pens
- Pencils
- Paper

Setup

Have students' representations labeled with their names to easily grab if they want to use it.

Facilitator

Ask about the parts AND the whole

DO

Teacher:

Take a rhythm you are familiar with, or make another one and get familiar with it. You can use a rhythm you tapped and make a representation or a representation you have made prior.

Identify the beats in your rhythm and label them on a separate piece of paper them.

Share your rhythm representation with a partner nearby. Identify their beats in their measure.

note : Try and get them to pair with a student that has different beat numbers and sizes.

Show the diagram of representations and labels (medical)

ASK

How do you label a bigger beat?

How do you know the size of a beat?

Did your names/labels match?

What labels do you need to include so that your partner can recreate the rhythm by tapping?

note : They may not label the whole, and ask them to

TAKEAWAY

Recognizing different units