

Synchronize your Rhythm

Day 2

Activity # 1

Duration 20 Mins

Standards of Learning (SOL)

2.3 Identify Fractions as Real Numbers

4.2a Compare and order Fractions

4.2b Identify Equivalent Fractions

4.5 Factors and Simplification

5.2 Equivalence and order of Fractions

Materials

SECOND TASK

DO

Student A:

Create your own rhythm that is different from your partner.

Student B:

Create your own rhythm that is different from your partner.

Teacher:

Play your rhythms together. Make sure they start AND stop at the same time.

Write down what you did to make this happen

Student A:

Create a new rhythm, different from your partner and before.

Student B:

Create a new rhythm, different from your partner and before.

Teacher:

Follow your process you wrote down from last time.

Show the two ways you can adjust it: shrink/expand || trim/add

Setup

ASK

What was hard about this activity?
What did you do to make them both start and stop at the same time?
Are there other ways? How are they similar or different?

What worked about your process?
Did you do the EXACT same thing?
What didn't work?

Facilitator

Look at how the students are manipulating their rhythms. If they complete it quickly, ask them to try to do it in a different way.

TAKEAWAY

Exposure and experience that you can manipulate the whole, the parts, or both.