

Standards of Learning (SOL)

3.19 Extend pattern representations

4.2.b Identify equivalent fractions

6.2 Order, equivalence, and representation form of fractions

relevant picture

Materials

- Laptops
-

Setup

Do something

Facilitator

Look for something

DO

Teacher:

Student A:

Create a rhythm that has some beats turned off.

Student B:

Create a complementary instrument that plays beats where your partners rhythm does not play a beat.

SECOND TASK

Teacher:

Switch roles.

Student B:

Create a rhythm that is 2 times longer than your previous rhythm

Student A:

Create a complementary instrument that plays beats where your partners rhythm does not play a beat.

ASK

Who is playing more of the rhythm?

How much is each person playing of the rhythm? [try and get in terms of both whole and parts]

Who is playing more of the rhythm?

How much is each person playing of the rhythm? [try and get in terms of both whole and parts]

Why are they the same amount as before?

TAKEAWAY

Percentages and unit fractions don't matter when dealing with wholes of different sizes.