Math Activity with Color Tiles

Grade: 5

Introduccion:

Unit 3: Discovering fracctions and decimals

OA7: Show that they understand proper fractions: representing them in a concrete, pictorial and symbolic way; creating groups of equivalent fractions –simplifying and amplifying– in a concrete, pictorial and symbolic way, manually and / or with educational software; comparing proper fractions with the same and different denominator in a concrete, pictorial and symbolic way.

Concreate materisl: Color tiles

Aim of the activity:

1. Represent equivalent fraccions.
2. Represent amplification to create equivalent fractions.
3. Represent simplification to create equivalent fractions.

Activity specific objective:

Students will be able to represent equivalent fraccions with color tiles by amplification or simplification.

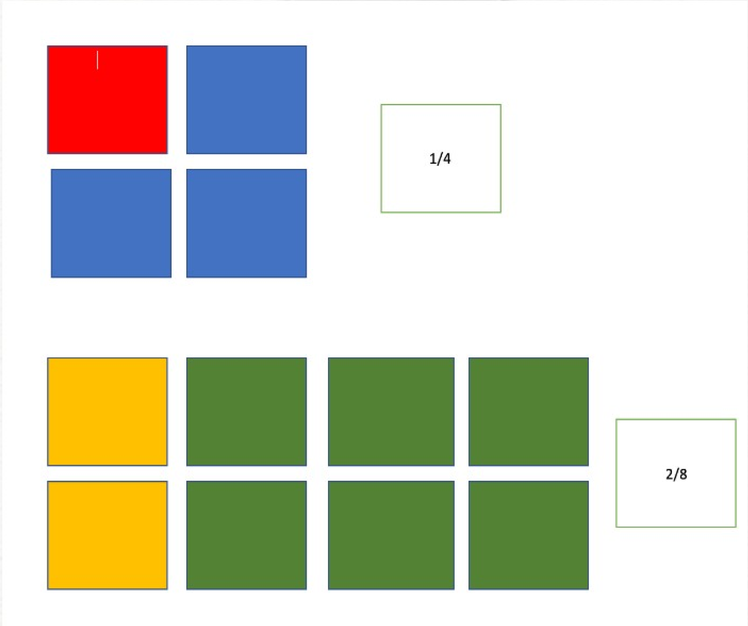
The activity:

Description:

The tecaher will give students different proper fractions and students must represent that fraction with the red(N) and blue(D) color tiles and at the side represent the equivalent fraction with the yellow(N) and green(D) color tiles. The tecaher will say if they must amplify or simplify the original fraction. Once they finish the representation they must write the pair of fractions on their notebook.

Materials:

- Color tiles
- Desk
- Notebook
- Let pencil



Prior knowledge

-Let's discuss what do you know about equivalent fractions? Have you heared them before?

-What is the difference between equivalent and equal?

-Go and search for the menaing of equivalent fractions!

*Write your findings in your personal whiteboards and be ready to share!

Instructions and steps:

1

Recognize the fraction the teacher gaved and if you must amplify it or simplify it.

2

Represent the fraction that the teacher gaved you with the red(N) and blue(D) color tiles in your desk.

3

At the side of the original fraction represent the equivalent fraction(amflifyed or simplifyed) with the yellow(N) and green (D)color tiles in your desk.

4

Write in youre notebook the two fractions that you represented(equivalent fractions) and write if you amplifyed or simplifyed it and by what number.

Example: x/x=x/x
A OR S

5

Check your work with the whole class and the teacher.

Fractions given by the teacher:

1. 1/4 A
2. 9/9 S
3. 2/4 A
4. 5/10 S
5. 9/12 S
6. 1/5 A
7. 4/6 S

S: Simplify
A: Amplify

Questions to guide the activity:

1. How do you represent the original fraction?

2. How do you represent the equivalent fraction(amplifyed or simplifyed)?

3. What color of the color tiles represents the numerator?

4. What color of the color tiles represents the denominator?

5. How do you know the fractions are equivalent?

6. Can we get to equivalent fractions by amplifying and symplifying with different numbers?

Thinking Routine to close:

What did I learned today?

What I still need to practice?

*Write the thinking routine in your notebook and answer. Be ready to share!

¡THANK YOU!