

Algebra/Geometry Institute Summer 2004

Lesson Plan 1

Faculty Name: Melissa Childress

School : Oakhurst Junior High School

Clarksdale, Mississippi

Grade Level: 7th

Teaching Objective

The student will write/recognize equivalent fractions.

Instructional Activities

1. The teacher will introduce the lesson with the following word problem on the overhead:

The seventh graders were to sell raffle tickets as a fund raiser for their class trip. On Monday, the teacher gave each student 20 raffle tickets to be sold by Friday. On Tuesday, the teacher asked the students how they were doing selling their tickets. Darryl said that he had already

sold $\frac{1}{2}$ of his tickets. Anthony said he had sold $\frac{2}{5}$ of his. Kara said

she had sold $\frac{10}{20}$ of her tickets.

Which two students sold the same amount of tickets? Explain.

2. After allowing the students time to find a solution, the teacher will ask for a volunteer to read the word problem.
3. The teacher will then ask for a volunteer to come to the overhead and work the problem, explaining his/her work along the way. When finished, the other students will be allowed to agree or disagree. If someone disagrees, he/she will come to the overhead and model their strategy. The teacher and class will discuss and decide upon the correct answer.

4. The teacher will have the students work in pairs to play “Fraction Bingo.” Each pair will have one bingo card which they will make. A bingo card is made by folding a piece of paper in half four times which makes sixteen rectangles. The pair will choose sixteen fractions from a list of twenty fractions that the teacher has placed on the overhead. The pair will decide where they will write the fractions on their card.

Each pair will be given eight red disks, eight white disks, and a pair of dice. The object is to get four disks in a row either vertically, horizontally, or diagonally. Each student will roll the dice to determine who will go first. The one with the highest number goes first.

Rules of the game

1. The player will roll the dice and make a proper fraction with the numbers rolled. The player will find an equivalent fraction on their card and cover it with a disk.
 2. If the other player’s disk is already there, it is removed.
 3. If a player rolls a double, he/she loses a turn.
 4. The first player to get four disks in a row wins.
5. After students have been given an adequate amount of time to play, all materials will be collected, and the teacher will ask students to write in their journals.

Journal question: What have you learned about equivalent fractions? Give an example of equivalent fractions, and explain why they are equivalent.

Materials

overhead projector, transparencies, markers, red and white disks, dice, journals

Assessment

checklist(correct or incorrect oral responses), word problem solutions (correct answer), journal entries(example of equivalent fractions and explanation)