

Lesson 148

Objective

Students will determine equivalent fractions using models.

Preparation

For each student: Fraction Pieces I and II (*masters on pages M8 and M9*), Number Lines in Fractional Increments (*masters on pages M8 - M9 and M28*), scissors

Lesson Plan

Have the students cut out the pieces. Work through #1 - #8 together, having the students model the problems with their pieces.

For #1 - #6 they should lay one set of pieces on top of a one-half piece. For #7 have them lay four of the twelfths on top of a one-third piece and for #8 have them lay two of the eighths on top of a one-fourth piece.

Have the students draw a point on each of the number lines to show the answers to #1, #4 and #8. (*Draw a point on the $\frac{1}{2}$ mark of the top number line, on the $\frac{2}{4}$ or $\frac{1}{2}$ mark of the middle number line and on the $\frac{1}{4}$ mark of the bottom number line.*)

Stretch 148

Write these four sentences on the board. Ask the students to read them:

1. Many people like chocolate.
2. Some people eat too much chocolate.
3. Some tall people eat too much food.
4. Tall people eat too much chocolate.

Ask students to consider the last sentence and to choose a, b or c:

- a. The sentence is true.
- b. The sentence is false.
- c. There's not enough information to decide.

Answer: b. False. The second and third sentences both refer to only some people and the third sentence refers only to food in general.