Andrew Schwarz

Math 304

Dr. Olsen

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Idea File #6

Factoring has never been so sweat

Mathematical topic- Adding, multiplying, and creating fractions

Purpose or objective(s)- the purpose of this activity is to encourage the students to make fractions, and also have fun with it.

Overview- I will give each student a bag of M&Ms (allergy check first) and have them count how many there are of each color and how many there are total. After that I will have them make fractions, such as how many orange are there, or orange times red gives you what fraction total.

Common Core State Standards- CCSSM.NF5.1/4a. The idea is that students will be adding and multiplying fractions to get either a whole number or another fraction.

Mathematical Practice- Model with mathematics, because the students are doing the activity which will engage them in understanding of the material.

Grade Levels-7th and 8th grade.

Background Knowledge required of the students- The students will need to know how to multiple, add and subtract fractions.

Source of the activity- <https://www.teacherspayteachers.com/Product/Fun-Fractions-with-MMs-346003> , worksheet is by Andrew Schwarz

Materials needed- The students will need to bring a pencil, and a piece of paper. I will supply the M&Ms for them.

Type of activity- This activity is a lab, because the students will be performing and all getting different results. The students will work alone because I don’t want anyone touching anyone else’s M&Ms.

Why you picked the activity- I picked this activity because it is a fun way for the students to understand fractions. I also picked it because it involves candy and students like working and engaging more when candy is involved.

Follow up activity and/or extensions- For an extension I could challenge the students to go home and try the activity with 2 bags of M&Ms. Also a follow up question could be what on an assessment using some of the results from the activity.

Strengths of the activity- The strengths are that the students will have a lot of fun during this activity and learn from it. The students will get to eat candy and learn fractions at the same time.

Weakness of the activity- If a student doesn’t like M&Ms they might not want to participate, and sometimes a student might forget to simplifying the fraction. Since we will be dealing with higher numbers the students slip up on simplifying.

Procedure –Detail of what the teacher and students will be doing

The procedure is as followed:

I will had out the worksheet first, and go over it. Once the students have a good understanding of what is being asked I will hand out the M&Ms. Before the students open the M&Ms I will have each student wipe down their desk with a disenfectent wipe to kill germs. I will then have the students open their M&Ms and begin the worksheet. If a student has a question I will have them raise their hand and I will come to them. If a student finishes early I will have him or her create their own fractions using their numbers. Once the period is over I will have the students throw their wrappers away and enjoy the M&Ms.

Fractions worksheet #1 Name.

How many total M&Ms do you have?

How many Blue M&Ms?

How many Orange M&Ms?

How many Red M&Ms?

How many Green M&Ms?

How many Yellow M&Ms?

How many Brown M&Ms?

What is the fraction (Blue + Yellow + Red) over total?

What is the fraction of the (Blue\*Brown) over Red?

What is the fraction of the (Blue over Brown) + (Yellow over Green)?

What is half of the Blue+ Red over half the Orange?

What is the red over the total?

What is the red- the total over Yellow?

What is your favorite color over your least favorite color?