

# Diagrams and fractions - lesson 6 - Closure

## Summary

The objective is to review everything that was studied during this sequence of lessons and to produce material for the students to keep in their notebooks, so it can be consulted in the future. The tasks are based on previous lessons, so this is, at the same time, a review and a wrap up of this sequence of lessons.

**Material:** each student should receive one of each small sheet and one sheet with the squares. The students will also need scissor, glue and pencil to colour the diagrams.

## Outline of the lesson

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### Starter

The goal is to produce the diagrams that will be stuck in the students' notebooks and used as reference to solve the tasks below.

*You can leave the slide with the starter in the screen and the material on the tables before the students arrive, except by the small sheets to be glued that should be distributed as they start to get good diagrams. It is important to clarify the goal of this task in order to guarantee that they will produce good diagrams. Emphasize that they should discard wrong or misshapen diagrams before cut and glue them. It is very important to explain that we will prefer squared diagrams instead of only vertical or horizontal stripes (the stripes may become too narrow), triangular (harder to compare) or radial (can be wrong depending on the number of parts).*

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### Task 1

Similar to tasks solved on lessons two and three.

*Emphasize the importance of using the diagrams they just produced. There are two items comparing fractions that do not have multiples as denominators, so the students may struggle with them.*

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### Task 2

Similar to tasks solved on lessons two and three.

*All the items are composed of fractions with multiples as denominators. If the students have problems to solve, show that they can use the answers from the last task (such as  $1/2 = 4/8$ ) to compare the fractions.*

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### Task 3

Similar to a task solved on lesson four.

*Ask the students to get more than one equivalent fraction to each item, although it is not essential that they get all the possibilities. It is possible to find 5, 2, 2, 2, 2, 4, 4 equivalent fractions on each item, respectively.*

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### Task 4

Similar to a task solved on lesson four.

*It is expected that the students will use the lists from the previous task to identify fractions with the same numerator in order to compare the given fractions.*

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