

## **TASK #1: DECIMALS, FRACTIONS, PERCENTS**

STUDENTS ARE ORGANIZED IN GROUPS, SITTING AT TABLES FACING EACH OTHER. THE TEACHER BRIEFLY REVIEWS PREVIOUS WORK THE STUDENTS HAVE DONE ON COMPUTING FRACTIONS, DECIMALS, AND PERCENTAGES. THE TEACHER DISTRIBUTES A WORKSHEET WITH A LIST OF SEVEN DIFFERENT TYPES OF VEGETABLES AND TEN-BY-TEN GRID. SHE EXPLAINS THAT STUDENTS SHOULD MAKE THEIR OWN DECISIONS ABOUT HOW THEY WOULD LIKE TO PLANT THEIR GARDENS, ASSIGNING ANY VEGETABLE THEY WOULD LIKE TO ANY NUMBER OF SQUARES ON THE GRID, BUT ONLY ONE VEGETABLE PER SQUARE. SHE ADDS THAT THEY MUST USE AT LEAST FOUR VEGETABLES. AFTER THEY HAVE THEY HAVE PLANTED THEIR GARDENS, THE TEACHER EXPLAINS THAT THEY SHOULD STATE, FOR EACH VEGETABLE THEY HAVE PLANTED, THE FRACTION OF THE GARDEN THAT THE VEGETABLE REPRESENTS, THE DECIMAL EXPRESSION OF THAT FRACTION, AND THE PERCENTAGE.

THE STUDENTS THEN GO TO WORK ON THEIR WORKSHEETS AND THE TEACHER CIRCULATES AROUND THE ROOM CHECKING STUDENT PROGRESS AND ANSWERING QUESTIONS. WHEN STUDENTS SEEM TO BE HAVING DIFFICULTY, HER MOST FREQUENT RESPONSE IS TO REMIND STUDENTS HOW THEY HAD PREVIOUSLY COMPUTED THE ANSWERS AND TO GUIDE THEM THROUGH THE COMPUTATIONAL PROCESS. AS STUDENTS FINISH, SHE ASKS THEM TO WORK IN PAIRS AND CHECK EACH OTHERS' WORK. AT THE END OF CLASS, SHE COLLECTS THE WORKSHEETS, CHECKS THE ANSWERS, AND RECORDS THE GRADES .