

MATH MENU: L-E-A-R-N

Student Name: _____

REPRESENT AND INTERPRET DATA, INCLUDING DATA WITH FRACTIONS			
Learning Stations RECORD YOUR WORK IN YOUR MATH JOURNAL.			Learning Log RECORD YOUR REFLECTIONS BELOW.
L Looking Back	CHOICE 1	CHOICE 2	Reviewing this concept, I remembered...
	Roll two dice to create a proper fraction. Record your fraction and repeat 4 times, creating 5 different fractions. Order your fractions from least to greatest on a number line.	Which is larger $\frac{5}{6}$ or $\frac{7}{8}$? Explain your reasoning using number lines.	
E Engaging Practice	CHOICE 1	CHOICE 2	Something new I learned...
	Play <i>Flip It, Plot It</i> using playing cards and grid paper. Directions for the game are in Box E.	Play <i>Cotton Toss and Plot</i> , a measurement game where you will practice creating line plots. Directions for the game are in Box E.	
A Analyzing Problems	CHOICE 1	CHOICE 2	I tackled this task by...
	Examine the line plot posted in the room. If the total height of the flowers doubled, what could the line plot look like?	Find a real-world example of a line plot that includes fractions. Develop 2 questions that could be asked about the line plot and then answer the questions.	
R Representing Concepts	CHOICE 1	CHOICE 2	Now I understand...
	Measure the diameter of ten circles to the nearest eighth of an inch. Make a line plot to represent the data. Develop 2 questions that could be asked about this line plot and solve.	Examine the line plot posted in the room. Develop a presentation to describe what the data is telling us mathematically.	
N Navigating Numbers	CHOICE 1	CHOICE 2	Something I found interesting was...
	Investigate and record all the ways you can make the number 1 by adding fractions.	Play <i>Fraction War: Closer to 1</i> with a partner. Directions are in Box N.	