LESSON 1: Indpendent Activities

**Contents:**
the Odds of Wealth *(Discussion)*
Have you ever wondered who stands better chances of becoming rich? Use what you know about fractions to understand and discuss these statistics.

Show or Tell - SHEET 1 & 2\* *(Game)*
Two styles of this game allow players to get creative about describing fraction-related math and vocabulary to their team members.

 \* Remove the following cards for Lesson 1 review: *simplify,* *compose, decompose*



## Discussion: *The Odds of Wealth*

## Review the infographic “[What Are Your Odds of Becoming a Millionaire?](https://www.dailyinfographic.com/likelihood-of-becoming-a-millionaire)” Have a discussion with your group focused on one or more of the five question sets below. Be specific and use your fraction language when discussing the data. Use your “I see/think/notice/believe…” statements and invite others to share their thoughts.

* Which populations are most likely to be millionaires? Describe a person who would be most likely to be a millionaire, according to this poster. Do these characteristics align with people you imagine to be the wealthiest?
* Which populations are *least* likely? How does the reality of people’s likelihood to obtain millionaire status actually compare to people’s attitude that “anyone could make it”? How might we describe and explain this distinction?
* What surprised you about this data? Why did it surprise you? Which categories would you have assumed (before reading it) displayed a different stat. What‘s a fraction that would be closer to your guess?
* What categories did not surprise you? Why not? What do you suppose those fractions would look like? What are some new ideas or thoughts you have after reading this chart? What are you now wondering about?
* Why do you think the author compiled this data? What does it tell the audience? What are some other related factors or categories this infographic could have also included? Why?

## Game: Show-or-Tell

**Overview:** This game has two versions in which it can be played: Pictionary-style and Catch Phrase-style. For both versions, the teams will be two evenly-numbered groups who are competing against each other. Teams alternate the rounds of gameplay (i.e.: team A plays, then team B, team A, etc.), with the opposing team being given a chance to “steal” at the end of each round.

**Pictionary version:**

**Setup:** Divide all players up evenly into two teams. Place precut Show/Tell cards in a pile face-down. If drawing, choose whether the group is using pen and paper or dry erase markers and boards. Have drawing tools within reach of all players. If sculpting, have Play-Doh or clay of choice ready. Decide the order in which players will take turns at creating, alternating between teams.

**Directions:** Players take turns creating drawings or sculptures that their team members have to correctly interpret. The round begins when the player of that round picks up a Show/Tell card. That player’s team then has one minute to correctly guess what that player is drawing. If the team guesses correctly within one minute, that team gets one point and the round ends. After one minute, if the team has not guessed correctly, the opposing team can “steal” the point by guessing correctly. The opposing team gets one guess to try to steal.

**Catch-Phrase version:**

**Setup:** Divide all players up evenly into two teams. Place precut Show/Tell cards in a pile face-down. Decide the order in which players will take their turns, alternating between teams.

**Directions:** Draw a S/T card. Describe the term or phrase that is on the card so that your team members can guess correctly. You cannot use any gestures, any of the words that are part of that card’s prompt, or any words that are **closely** related (e.g.: *parts* and *parted* are too closely related to *part,* but *partition* is okay to say). If a player breaks a rule, that round ends immediately (no points for either side).

SHOW/TELL CARDS (SHEET 1 - back)

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |

SHOW/TELL CARDS (SHEET 1 - fACE)

| fraction | unit | part |
| --- | --- | --- |
| equal parts | partition | unit fraction |
| fractional units | numerator | denominator |
| fourths | halves | Unequal parts |



SHOW/TELL CARDS (SHEET 2 - back)

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |

SHOW/TELL CARDS (SHEET 2 - fACE)

| halves | quarters | eighths |
| --- | --- | --- |
| equal | greater than | Less than |
| modeling | SHAPES | compose |
| compare | shaded | Ordinal numbers |

SHOW/TELL CARDS (SHEET 3 - back)

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |

SHOW/TELL CARDS (SHEET 3 - fACE)

| ONE-HALF | ONE-FOURTH | ONE WHOLE |
| --- | --- | --- |
| WHOLE NUMBERS | HALVES | THIRDS |
| FOURTHS | FIFTHS | EIGHTHS |
| ONE-HALF | ONE-FOURTH | ONE-EIGHTH |

SHOW/TELL CARDS (back)

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |

SHOW/TELL CARDS (fACE)

| 2/3 | 3/4 | 1/8 |
| --- | --- | --- |
| 1/3 | 1/4 | 1/2 |
| 1/5 | 3/8 | 3/1 |
| 2/4 | 2/8 | 4/5 |