MSTAR INTERVENTION

Lesson: Closure

Lesson Objective

- Students will engage in a discussion of how fractions are used in the real world, connecting the material taught in the course to the information presented in the video.

Instructional Materials

Material	Quantity	Description
Computer with Internet access, Apple's QuickTime, and speakers	1	For highest quality, download the video and use Apple's QuickTime: http://www.apple.com/quicktime/download/
Projector	1	
Display Master	1 (optional)	Questions for Discussion

Preview

This lesson provides students with an opportunity to connect the mathematical ideas taught throughout the course with the video clip presented at the beginning of the course. Students will discuss the examples presented, incorporating the knowledge they have gained from the course.

Engage Acquired Knowledge

Ask students questions about their learning experiences in this course, such as:

- What did you learn about fractions?
- How does a fraction compare to a whole? Can a fraction be more than a whole? (yes) Equal to a whole? (yes) Less than a whole? (yes)
- What does a fraction look like? Describe the different parts.
- What are equivalent fractions?
- When do you see or use fractions in your life?
- What was your favorite part of the course? What was your least favorite part? Explain.
- What was the easiest part of the course? What was the hardest part of the course? Explain.

Revisitation of the Hook

Remind students of the video clip they watched at the beginning of the course.

It may be helpful to show the video to the students again. The video can be found at: http://www.tv411.org/preview/show.asp?title=Fractions%20and%20Rhythm&mov=mathfractions.mov

In this video, students learn that fractions are used in music and dance. In music, a measure can be divided into parts to let the musician know when to play a note. In dance, a count can be divided into parts to let the dancers know when to take steps.

Discussion

After watching the video, engage students in discussion using questions such as:

- Do you think that fractions are important to musicians and dancers? Explain.
- What mathematical ideas and concepts that you have learned did you see in the video?
- What is the whole for a day? (1 day, 24 hours) An hour? (1 hour, 60 minutes)
- What fraction of a day is an hour ($\frac{1}{24}$)? What fraction of an hour is 1 minute ($\frac{1}{60}$)
- How many quarter notes make up 1 whole? (4)
- When the whole count is divided into halves, how many are added together to equal 1? (2) Into thirds? (3) Into quarters? (4)
- This is the second time you have watched the video. Is there anything you noticed this time that you did not notice before? Did you think about the information differently? Explain.
- How do you think using fractions will help you in math class? In the real world? Explain.
- Use the Questions for Discussion DM display master as needed.

Closure

Review examples of how fractions are used in the real world. Summarize the concepts presented in the video and in the course.