

Students traverse the wall while reducing a certain number of fractions along the way.

materials needed:

2 sets Discovery Plates™

OR 2 sets Erasa Plates™ (see Product Resource Guide, page 109)

Chalk OR Dry-Erase Marker (one per student)

Die

prior to the activity:

Install Discovery Plates™ or Erasa Plates™ across the length of your Traverse Wall in a variety of places, high, low and in between, keeping in mind students will need to be able to write. Label plates with a variety of unreduced fractions.

activity:

Inform students that for this activity they must traverse the wall, but stop along the way to reduce fractions. The roll of a die determines how many fractions they must reduce while they climb.

To begin, have students form a line to the left of the wall. Pass out chalk or a marker to each student. The first climber rolls a die and will reduce that number of fractions as s/he traverses the wall. The next climber rolls the die and begins climbing when the first climber is a few moves away. If the climber does not reduce to lowest terms or incorrectly reduces a fraction, a subsequent climber may correct it. Once a climber completes the traverse, they should watch/cheer on their classmates. This activity could become more challenging for later climbers who will be doing more “checking/correcting” than reducing. They could place a star next to answers they find correct.

after the activity:

After everyone has had one turn, evaluate work done and discuss. Make corrections as needed.

variation:

Write two fractions on plates, in a variety of ways—both reduced, neither reduced, one reduced, one not. Have students circle the reduced fraction(s) and reduce where possible.

Refer to pages 1 - 4 for descriptions of abbreviated skills listed here:

**Skills Developed : SES5 - SES8 - SES10 - CS3 - CS5 - CS8
PS1 - PS2 - PS3 - PS5**