

Calendar Grid Fractions, Decimals & Money (cont.)

Students *That first one is 1 out of 4. One-fourth.*

Today's is 75 cents.

Hmm. I don't see what they have in common.

Teacher *Any ideas about what tomorrow's marker will be?*

Students *Maybe it'll be a circle with one-half colored in.*

I don't know.

Continuing through the Month

Have a volunteer add a new marker for each day that passes this month. Continue to record students' observations and predictions on talking bubbles or chart paper. Invite them to discard observations and predictions the class agrees are no longer accurate in light of new information.

Early in the month, students may observe that the pattern alternates between money and fractions, without making the connection that money amounts can be expressed as fractions too and that decimal notation, like fractional notation, is a way of showing parts of the whole. As the month progresses, students are likely to make this connection.

May						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
 1	 2	 3	\$ 1.00 4	 5	 6	 7
 8	 9	\$ 1.75 10	 11	 12	 13	

Andre *It goes up 50, down 25, up 50, down 25. Like if you turned all the shapes into money it would be 1 quarter, 3 quarters, 2 quarters, 4 quarters, 3 quarters, 5 quarters, 4 quarters, and on and on.*

Teacher *Hmm. Take a few moments to talk to your neighbor about what Andre said. ... What do you think about Andre's observation?*

Maggie *He was thinking about everything like money. So the first marker is one-fourth. That's like a quarter.*

Teacher *Maggie, how is one-fourth like a quarter?*

Maggie *Well, see? One quarter is a fourth of a dollar.*