A visit to the zoo

Instructions for teacher

INTRODUCTION

This activity is designed to work on the concept of equivalent fractions and simplifying fractions while having fun, with the students being invited to discover animals at a zoo.

Teaching objective	Work on equivalent fractions and simplifying fractions.
Duration	20 minutes
Material	• Activity sheet: *A visit to the zoo* • Document: *Map of the zoo – Answer key*

TASK

The students follow the directions from one of 4 friends to visit part of a zoo. The map of the zoo features different paths that lead to various animals. The instructions are given in the form of fractions that need to be simplified. The students work on the concept of equivalent fractions and simplifying fractions. Once they have completed the activity, they team up with classmates who chose different paths and discuss their respective strategies.

PROCEDURE

1. Print and distribute the activity sheet: *A visit to the zoo* to each student.
2. Ask the students to read the description of each path and choose one.
3. Ask the students to read the directions for the path they chose and draw their trajectory on the map.
4. As they move along the path, the students must write the names of the animals they come across, or draw them.
5. Point out to the students that the shaded circles are intersections; when they arrive at an intersection, they must read the next instruction.
6. Suggest that they draw their trajectory with a pencil so that they can erase mistakes, if any.
7. Once the students have reached the end of their paths, ask them to form teams of 4 with classmates who chose different paths. Have them compare their maps and the location of the animals.
8. Ask the teams to discuss the strategies they used to simplify the fractions and understand the equivalencies.

9. Ask the following questions to stimulate discussion:

- Which operation can you perform on the numerator and the denominator to find an equivalent fraction? (*multiply the numerator and the denominator by the same number*)
- Are there fractions that you can easily compare with ½? (*yes, 4/8, 8/16, 25/50, etc.*)
- Do you think that if you had started by simplifying all of the fractions in the instructions it would have been easier to follow the path? (*personal answer*)

10. Use the document *Map of the zoo – Answer key* to validate the location of the animals.

Variant
It is possible to form the teams of 4 students before starting the activity. In this case, make sure to distribute a different path to each member of the team.