

FRACTIONS & PIZZA	
Learning Target OR Standards & Connections	
- CCSS.MATH.CONTENT.3.NF.A.3.B - Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. - CCSS.MATH.CONTENT.3.NF.A.3.A - Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	
Essential Outcome(s)	Level(s)
Students will... will evaluate and compare equivalent fractions. The learners will use a visual representation to demonstrate the tangible meaning of fractions.	Elementary
Activity/Project	
1. Launch MathScienceMusic.org and click on the Groove Pizza link, then the Groove Pizza app. This is a tool for creating grooves using shapes, angles, and patterns. 2. Click the "Specials" circle and then scroll down to click on the "Rock You" circle. 3. The groove has one "pizza" with the rhythm pattern to We Will Rock You. 4. As a group, change the drums, shapes, speed, angles, etc. - discuss the differences. 5. Have students try it themselves. 6. Once, they are happy with their mathematical beat, lead them to the button that says "Continue in Soundtrap". 7. Allow them to be creative with the editing options within Soundtrap. 8. Reflect, revise, share and celebrate via social media and/or your school/class website.	
Extended Learning	
1. Share the project, using the Collaboration feature, with the parents and/or other classmates. Encourage them to give & receive constructive feedback.	

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