HOUSTON TEXANS STATS CHALLENGE
PRESENTED BY Schlumberger

RATIONAL NUMBER OPERATIONS
TEACHER GUIDE

ACTIVITY STUDENT OBJECTIVE

I can add, subtract, multiply, and divide integers fluently.

DEBRIEFING QUESTIONS

- Why might you change 2/5 to an equivalent fraction with a denominator of 10 for this problem? Why might you change it to a decimal?
- Why might you change 5/8 to a decimal? Why might you keep it as a fraction?
- How did you know where to place the decimal point when multiplying or dividing decimals?
- In the first problem, did you determine the cost of your family's tickets first or did you determine what fraction of the cost your family friends' tickets first? How can both of these strategies be correct?

SCAFFOLDING SUGGESTIONS

- Prompt students to draw a strip diagram to show the 10 tickets that are being purchased. Prompt students to indicate what fraction of the tickets are being purchased by the family. Ask students how they might calculate the cost of one ticket, then two tickets, and continue until students can work independently or answer the question.
- Provide students with grid paper or notebook paper turned sideways to assist students in lining up place values when multiplying or dividing decimal values.
- Provide students with a problem-solving board such as the one included in the activity to assist them in planning their problem-solving process.