



Who Should Get What?

Part 1

A THINKLAW MATH LAB

OBJECTIVE

Thinkers will **use fractions** to determine how FEMA should allocate disaster relief money.

Lesson Outline



1. In the thinkstarter, thinkers will consider a scenario where the school catches on fire. What help would the school need to recover from the fire?
2. Thinkers are introduced to FEMA. Thinkers will rank ways that FEMA can assist after disasters to help communities.
3. Thinkers will examine 3 different natural disasters. Thinkers will determine what help the communities will need, rank the help in order of importance, and use fractions to determine how the disaster relief money should be divided.
4. In the thinkBigger, thinkers will justify to the public how they allocated the money. Thinkers will use fractions as part of their written explanation.



Indiana Academic Standards



3.NS.2: Model unit fractions as the quantity formed by 1 part when a whole is partitioned into equal parts; model non-unit fractions as the quantity formed by iterations of unit fractions. [In grade 3, limit denominators of fractions to 2, 3, 4, 6, 8.] (E)

4.NS.2: Model mixed numbers and improper fractions using visual fraction models such as number lines and area models. Use a visual fraction model to show the equivalency between whole numbers and whole numbers as fractions.

4.NS.3: Use fraction models to represent two equivalent fractions with attention to how the number and size of the parts differ even though the fractions themselves are the same size. Use this principle to generate equivalent fractions. [In grade 4, limit denominators of fractions to 2, 3, 4, 5, 6, 8, 10, 25, 100.] (E)

5.NS.2: Explain different interpretations of fractions, including as parts of a whole, parts of a set, and division of whole numbers by whole numbers.

E: Essential IDOE standards

Standards for Mathematical Practice



PS.1

Make sense of problems and persevere in solving them.

PS.2

Reason abstractly and quantitatively.

PS.3

Construct viable arguments and critique the reasoning of others

PS.4

Model with mathematics.

PS.5

Use appropriate tools strategically.

PS.6

Attend to precision.

PS.7

Look for and make use of structure.

PS.8

Look for and express regularity in repeating reasoning.

Lesson Materials



- thinkLaw Student Work pages
- Writing Utensils
- Calculators
- Colored Pencils or Crayons

PowerPoint Presentation:



Instructor's Note:

thinkLaw Math Labs have been created with 5 warm-up problems designed to serve multiple purposes: pre-assessment tool, a review tool, an activation of learning, or a readiness tool.

The purpose of the warm-up section is to offer students a brief but effective practice session, lasting approximately 5-10 minutes. If students encounter difficulties with any of the problems, it's perfectly fine to proceed, as the Math Lab is

structured to provide support and scaffold their learning.

In the slides provided, you'll find a designated prompt indicating where to incorporate the warm-up section with your students. The slide can also serve as an opportunity to review the answers to the warm-up problems together with your students before continuing on with the math lab.

For convenience, we recommend printing the warm-up and cool-down sections front to back on a single sheet of paper, facilitating easy access and organization during the Math Lab session.

Name _____

Who Should Get What? (Part 1)

A thinkLaw Math Lab Warm-Up

1. Edgar and Abby's shared a pizza cut into 8 equal slices. Edgar eats 2 slices of pizza and Abby eats 4 slices of pizza. Use different colors to shade in how much Edgar ate and how much Abby ate.

Edgar ate: $\frac{1}{4}$

Abby ate: $\frac{1}{2}$

How much pizza is left? $\frac{1}{4}$



2. Lucy is making fruit salad for her family. She uses 4 apples and 6 oranges.

What fraction of the fruit salad is made up of apples?

Answer: $\frac{2}{5}$

What fraction of the fruit salad is made up of oranges?

Answer: $\frac{3}{5}$

3. Write the whole number that is equal to each fraction:

$\frac{3}{3}$	1
$\frac{5}{1}$	5
$\frac{6}{3}$	2

4. Delilah has two models each divided into equal-sized sections. The first model has been shaded to represent a fraction.

Shade in sections on the second model to show a fraction equivalent to the one in the first model.



Write a true comparison of the 2 fractions: $\frac{1}{2} = \frac{1}{2}$

5. You get a \$20 allowance. Explain how you'll use your \$20 allowance using fractions.

Student answers may vary. Students may decide to spend $\frac{2}{4}$ which would be \$10 on a toy or something else they want to buy. They could spend $\frac{1}{4}$ or \$5 on snacks. Students may also decide to save $\frac{1}{4}$ or \$5.

Name _____

Who Should Get What? (Part 1)

A thinkLaw Math Lab

thinkStarter

Imagine that the school was on fire. The fire department can come and put out the fire, but the fire department would not be able to help you with anything else. For example, the fire department would not be able to help replace textbooks or school supplies.



What help would the school need to recover from the fire?

What does the school need?	Who could help?
The school could need new desks and chairs if they were burned or damaged.	There may be other school districts or buildings that could donate extra chairs and desks.
The building would need significant repairs. Smoke damage would need to be repaired.	Many repairs would need to be done by professionals, but there are many tasks, like painting or cleaning, that could be completed by volunteer groups.
Teachers and students may have lost personal belongings in the fire. They may need help replacing those items.	The school could create an Amazon wish list to replace lunchboxes, water bottles, backpacks, and other items.
The school may need to replace technology like iPads or laptops.	The school could reach out to the technology companies. Many large companies are open to helping during disasters.

thinkStarter Summary

Disasters can cause a lot of damage. Sometimes it requires extra help to rebuild.

PowerPoint Presentation:



Instructor's Note:

It may be helpful to take a moment to brainstorm all the damage that can be caused by a fire.

- How can a fire damage a building?
- How can a fire damage the items inside a building?
- What damage can be caused by just the smoke of a fire?
- What injuries or health problems might be caused by a fire? What help will people need for those injuries?
- What mental health problems might occur as the result of a fire?

How will those issues need to be addressed?

Probing Questions:

- Schools have insurance. If a school experiences a fire, the school will receive money from the insurance company. Can all of these needs be solved with money? Why or why not?
- If you were asked to organize volunteers to help after a school fire, what would you ask the volunteers to do? Why?
- How long do you think it will take for the needs to be met? Do you think the school can reopen before all the needs are met? How would this impact the education of the students at the school?
- Every school is required to practice fire drills. Why do you think fire drills are a requirement? What could happen if all fire drills were canceled?

Instructor's Note:

The front page of the FEMA webpage allows visitors to "search your location." If you enter the zip code of your community, you will be able to see how FEMA has helped in your area.
www.fema.gov

Instructor's Note:

Ranking is a fast, effective way to have your students develop nuanced thinking and think about their thinking.

Another strategy to add to a ranking exercise is to ask thinkers to rank based on the perspectives of other people.

- How would a doctor rank these examples?

How would a business owner rank these examples?

Probing Questions:

- Why does FEMA exist? What would the world look like if we did not have organizations like FEMA that are dedicated to helping with disasters?
- At the beginning of each year, do we know all the disasters that will occur? How can we plan for disasters in advance if we don't know when and how they will strike?
- What natural disasters could your community experience? How does your community prepare for disasters?
- Does your family prepare for disasters? If yes, what do they do? If no, what could your family do to prepare for an emergency?
- Movies about natural disaster are very popular. Why do people like to watch movies or shows about disasters? Do you like to watch movies or shows about disasters?

Where are the Helpers?

FEMA stands for **Federal Emergency Management Agency**. FEMA is part of the U.S. government that helps people who have been impacted by natural disasters, such as hurricanes, floods, and earthquakes.

FEMA provides help. Here are a few examples of how FEMA helps. Rank the three examples from most important to least important.

Financial Assistance	Temporary Housing	Crisis Counseling
FEMA can help people pay for the cost of repairing their homes and businesses, as well as for other expenses such as food and clothing.	FEMA can provide temporary housing to people who have lost their homes in a disaster.	FEMA can provide crisis counseling to people who have been traumatized by a disaster.
Rank:	Rank:	Rank:

Why did you pick that order?

Thinkers may choose any order. Thinkers need to explain their reasoning.

What makes one type of help more important than other types? This is a tough choice. All areas of help are important.

Who Gets What?

When FEMA arrives to help with a disaster, they have a set amount of money to use. FEMA must decide how to divide the money. Splitting the money evenly between every need is not practical. Some needs are more expensive than others. In this thinkLaw math lab you will consider several real-life disasters and determine how FEMA should divide the money.



Disaster: Hawaii Wildfires (2023)

What happened?

In the summer of 2023, Hawaii had a series of wildfires that burned thousands of acres of land and destroyed many homes and businesses. It took several weeks to put out the fires. Wildfires are a serious problem in Hawaii because the islands are dry and windy. This allows fires to spread quickly.



What was the impact?

- Thousands of people were displaced from their homes.
- At least 30 people suffered serious injuries or burns. Other people have gotten sick from breathing the smoke.
- Hundreds of businesses were destroyed.
- There was a lot of environmental damage. The fires burned native forest and grasslands. The fire released pollution into the air and water.

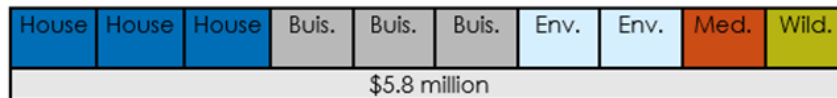
How much money did FEMA have to spend?

\$5.8 million

What resources will the people of Hawaii need? List your top 5 ideas and then rank them by importance. 1 is the most important.

Rank	Need	Fraction
4	Environmental Clean up	$\frac{2}{10}$
1	Rebuilding Houses	$\frac{3}{10}$
3	Rebuilding Businesses	$\frac{3}{10}$
2	Medical Treatments	$\frac{1}{10}$
5	Helping Wildlife	$\frac{1}{10}$

The bar model below represents the total amount of money. How much money would you use on each need. Do not split the money evenly.



Explain your reasoning.

Rebuilding houses and businesses will cost a lot of money. We need to rebuild businesses so people will have jobs. There were injuries, but not a huge number of people will need medical treatments, so I chose that area to receive less money.

Instructor's Note:

Go through the first disaster together.

First, read the description.

- Do you remember this disaster? What do you remember?
- Do you think FEMA had enough money? (For the Hawaii Wildfires, this was the amount allocated at the time of the publishing. This amount likely will increase.)

Second, take a moment to brainstorm a list of needs on the board. Thinkers may select their top five needs from the larger list. There may be times throughout this lesson where you can offer suggestions of needs that might exist. For example, when discussing water disasters, thinkers may not realize that mold will be a problem. Feel

free to contribute to the list of needs.

- What environmental problems are created by wildfires?
- How are animals impacted?
- What needs do people experience if they lose their house?
- What ongoing medical treatments do people need when they are burned?
- What businesses or public buildings should be rebuilt first? Why?

Third, ask thinkers to rank their list from most important to least important. This can be a difficult task because each of the needs are serious.

- If you could only address one need, what would you pick? Why?
- If you could speak to the people of the community, which needs do you think they would identify as the most important? Why?

Fourth, thinkers should label and color the bar graph.



How many sections would you allocate to each need? Encourage thinkers to NOT split the money evenly between the categories.

Which need will cost the most money to address? Why?

- Which need will cost the least amount of money to address? Why?
- Are there other resources that will help with any of the needs? For example, there may be nonprofit wildlife rescue groups that will help with the needs of the wildlife. If there are other groups that will help, FEMA might not need to spend as much money on that need.

Fifth, ask thinkers to record the fraction in the “fraction” column of the


table. If you are working with 3rd grade thinkers, simply ask them to record fractions using the number of boxes on the bar graph as the denominator. So, for the Hawaii example, all fractions will have a denominator of 10. If you are working with thinkers in 4th or 5th grade, you may ask thinkers to reduce the fractions to their simplest form or even ask thinkers to write their final decision as both a fraction and percent.

Sixth, ask thinkers to explain their reasoning. When we ask thinkers to complete this final step, we are asking thinkers to synthesize the first five steps.

- If you were explaining this problem to a friend, what would you say?
- What questions might someone ask you about your plan? How does thinking about what questions people will have help you write a better explanation?

Instructor's Note:

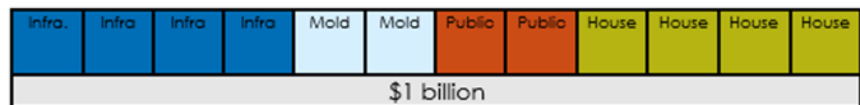
There are two remaining disaster scenarios. Thinkers may complete the scenarios on their own, with a partner, or in a small group. Ask thinkers to report back to the group.

Disaster: Cedar Rapids Flood (2008)	
What happened? In the summer of 2008, Cedar Rapids, Iowa, experienced heavy rains over several days. The heavy rain led to a flood. Flood waters were over 31.12 feet high.	
What was the impact? <ul style="list-style-type: none"> • Over 5,000 homes and businesses were destroyed. • Many public buildings were damaged in the flood, including schools, libraries, and government offices. • There was tremendous damage to infrastructure, such as roads, bridges, water, and sewer lines. • When everything is covered in water, there becomes a problem with mold. When people are exposed to mold, they can become sick. 	How much money did FEMA have to spend? \$1 billion

What resources will the people of Cedar Rapids need? List your top 4 ideas and then rank them by importance. 1 is the most important.

Rank	Need	Fraction
1	Rebuilding Infrastructure	$\frac{4}{12}$
4	Mold Problem	$\frac{2}{12}$
2	Rebuilding Houses	$\frac{4}{12}$
3	Rebuilding Public Buildings	$\frac{2}{12}$

The bar model below represents the total amount of money. How much money would you use on each need? Do not split the money evenly.



Explain your reasoning.

I think we need to fix the infrastructure first. If roads and sewer lines are not replaced, it will be difficult to rebuild houses and other public buildings. I do not think we should ignore the mold problem. It might not be the first problem that needs addressed, but if it is not taken care of, then people will get sick, and it could cause long term damage.

Disaster: Joplin Tornado (2011)

What happened?

On May 22, 2011, a tornado struck the city of Joplin, Missouri. The tornado was rated EF5, which is the highest possible rating for a tornado. The tornado had winds of up to 200 miles per hour and was more than a mile wide.



What was the impact?

- The tornado destroyed more than 8,000 homes and businesses and damaged even more. The tornado flattened entire neighborhoods.
- The storm destroyed the city's powerlines. It damaged roads and bridges.
- Over 1,000 people were injured by the tornado.
- This tornado was one of the costliest tornadoes in U.S. history, it caused about \$2.8 billion in damages.

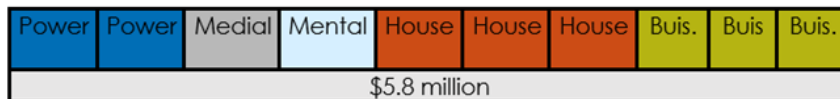
How much money did FEMA have to spend?

\$1.5 billion

What resources will the people of Hawaii need? List your top 5 ideas and then rank them by importance. 1 is the most important.

Rank	Need	Fraction
1	Repair Powerlines	$\frac{2}{10}$
2	Medical Treatments	$\frac{1}{10}$
4	Rebuild Homes	$\frac{1}{10}$
5	Rebuild Businesses	$\frac{3}{10}$
3	Counseling/Mental Health	$\frac{3}{10}$

The bar model below represents the total amount of money. How much money would you use on each need? Do not split the money evenly.



Explain your reasoning.

People need their neighborhoods rebuilt, but there were also many injuries. Medical needs and mental health needs are important to address. If we can't quickly rebuild houses and businesses, we can't have a city. You cannot start to rebuild without repairing the powerlines, so that also needs to be quickly addressed.

Probing Questions:

- In this math lab, we looked at three different types of examples, are there certain needs that occur in every disaster? How can that help FEMA plan?
- Are there certain needs that are unique to specific natural disasters? What is an example of a need that is specific to just one type of natural disaster?
- What other types of natural disasters did we not look at today? What unique needs might those disasters have?
- How did a bar model help you visualize the problem? Did you know that you can draw diagrams to help you solve math problems?

How can drawing diagrams help you?

- When there is a major natural disaster, the president will often visit the site. Why do you think the president visits? Do you think it is a good idea for the president to visit? Why or why not?

SEL Instructor's Note:

Throughout this lesson, you were asked to make tough decisions.

- Did anyone have trouble deciding what need was the most important or what need should get the most money? How did that feel?
- Do problems like the ones we look at today have one correct answer? Why can it feel tricky to solve a problem that doesn't have one right answer? How does that make you feel?
- In life, we sometimes have to make really tough decisions. One thing that can help is to ask someone for advice. Who in your life can give you good advice? How could that person help you make a tough decision? There are two remaining disaster scenarios. Thinkers may complete the scenarios on their own, with a partner, or in a small group. Ask thinkers to report back to the group.

Probing Questions:

- Why should the government be able to explain to taxpayers how tax money is spent?
- If you were going to ask FEMA questions about how they spent relief money, what questions would you ask? Why are the answers to these questions important?

Instructor's Note:

If you have time, thinkers can read their statements to the class, and their classmates can ask them questions about their plan.

thinkBigger

When the government gives money to FEMA, FEMA needs to be responsible with the money. FEMA employees need to explain to the public how they spent the money. Pick 1 of the disasters. How would you explain how you spent the money? Be sure to use your fractions as part of your explanation.

How did you spend the money?

Thinker responses will vary.

When the Joplin tornado hit, over 1,000 people were injured.

These people will need medical treatment and physical therapy. I decided to spend $\frac{1}{10}$ of the money to help with those needs. A tornado is very scary, and entire

were knocked down. People will need mental health support to recover, so I decided to spend $\frac{1}{10}$ of the money to help with mental health needs. We need to rebuild homes and

businesses, but we cannot rebuild until the powerlines are repaired. I decided $\frac{2}{10}$ of the money should go to rebuild powerlines. So many buildings were destroyed that will cost a lot to rebuild. That's why I decided to spend $\frac{3}{10}$ to rebuild houses and $\frac{3}{10}$ to rebuild businesses.

Instructor's Note:

A **stakeholder** is anyone who has an interest or concern with an issue.

Who are the stakeholders in this issue? Why is that person interested in this issue? Why is that person concerned about this issue? It may be helpful to brainstorm a list of stakeholders before releasing thinkers to work on their problems.

Potential stakeholders could include victims of natural disasters, taxpayers, nonprofit groups, wildlife groups, construction workers, politicians, doctors, and many more. Each stakeholder will have a different perspective. An easy way to make any discussion involve more critical thinking is to ask what concerns different stakeholders might have with the issue or decision.

Name _____

Who Should Get What? (Part 1)

A thinkLaw Math Lab

Disaster: Hurricane Harvey (2017)

What happened?

In August 2017 Hurricane Harvey made landfall in Texas as a Category 4 hurricane. Hurricane Harvey had sustained winds up to 130 miles per hour and had heavy rain which caused major flooding. Harvey remained over Texas for 117 hours.



What was the impact?

- 204,000 homes were damaged.
- Thousands of people received medical treatment.
- 75 of the 275 schools in Houston were closed because of flood damage.

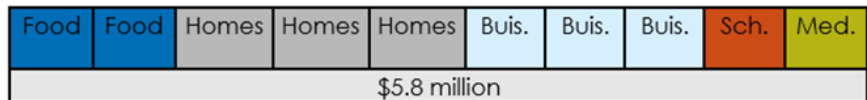
How much money did FEMA have to spend?

\$2.3 billion

What resources will the people of Texas need? List your top 5 ideas and then rank them by importance. 1 is the most important.

Rank	Need	Fraction
1	Provide Food and Water	$\frac{2}{10}$
2	Rebuild Homes	$\frac{3}{10}$
3	Rebuild Business	$\frac{3}{10}$
5	Reopen Schools	$\frac{1}{10}$
4	Help with Medical Treatments	$\frac{1}{10}$

The bar model below represents the total amount of money. How much money would you use on each need? Do not split the money evenly.



After the Lesson:

thinkLaw math labs include exit tickets for additional practice.

Who Should Get What? (Part 1)

Disasters can cause a lot of damage. Sometimes it requires extra help to rebuild.

FEMA stands for Federal Emergency Management Agency. FEMA is part of the U.S. government that helps people who have been impacted by natural disasters, such as hurricanes, floods, and earthquakes.

FEMA provides help. Here are a few examples of how FEMA helps. Rank the three examples from most important to least important.

Financial Assistance	Temporary Housing	Crisis Counseling
FEMA can help people pay for the cost of repairing their homes and businesses, as well as for other expenses such as food and clothing.	FEMA can provide temporary housing to people who have lost their homes in a disaster.	FEMA can provide crisis counseling to people who have been traumatized by a disaster.
Rank:	Rank:	Rank:

Why did you pick that order?

Who Gets What?

When FEMA arrives to help with a disaster, they have a set amount of money to use. FEMA must decide how to divide the money. Splitting the money evenly between every need is not practical. Some needs are more expensive than others. In this thinkLaw math lab you will consider several real-life disasters and determine how FEMA should divide the money.

Disaster: Hawaii Wildfires (2023)

What happened?

In the summer of 2023, Hawaii had a series of wildfires that burned thousands of acres of land. It took several weeks to put out the fires. Wildfires are a serious problem in Hawaii because the islands are dry and windy. This allows fires to spread quickly.



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¿Quién debería recibir qué? (Parte 1)

Los desastres pueden causar mucho daño. A veces se requiere ayuda adicional para reconstruir.

FEMA son las siglas en inglés de la Agencia Federal para el Manejo de Emergencias. FEMA es parte del gobierno de los EE. UU. que ayuda a las personas que han sido afectadas por desastres naturales, como huracanes, inundaciones y terremotos.

FEMA proporciona ayuda. Estos son algunos ejemplos de cómo ayuda FEMA. Clasifica los tres ejemplos del más importante al menos importante.

Asistencia Federal	Alojamiento Temporal	Consejería de Crisis
FEMA puede ayudar a las personas a pagar el costo de la reparación de sus hogares y negocios, así como otros gastos como alimentos y ropa.	FEMA puede proporcionar vivienda temporal a las personas que han perdido sus hogares en un desastre.	FEMA puede proporcionar asesoramiento en caso de crisis a las personas que han sido traumatizadas por un desastre.
Rango:	Rango:	Rango:

¿Por qué elegiste este orden?

¿Quién recibe qué?

Cuando FEMA llega para ayudar con un desastre, tienen una cantidad fija de dinero para usar. FEMA debe decidir cómo dividir el dinero. Dividir el dinero en partes iguales entre cada necesidad no es práctico. Algunas necesidades son más caras que otras. En este laboratorio de matemáticas de thinkLaw, considerará varios desastres de la vida real y determinará cómo FEMA debe dividir el dinero.

Desastre: Incendios Forestales en Hawái (2023)

¿Qué pasó?

En el verano de 2023, Hawái tuvo una serie de incendios forestales que quemaron miles de acres de tierra. Se necesitaron varias semanas para apagar los incendios. Los incendios forestales son un problema grave en Hawái porque las islas están secas y ventosas. Esto permite que los incendios se esparzan rápidamente.



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Instructor's Note:

thinkLaw math labs also include take-home student sheets that are available in English and Spanish. Encourage thinkers to try a mini version of the lesson at home with their families! Asking thinkers to reteach the lesson to their parents helps thinkers to practice synthesis and gives them additional practice with the material.

After the Lesson:

thinkLaw math labs
include exit tickets for
additional practice.

Disaster: Easter Tornadoes (2020)

What happened?

In the Spring of 2020 four tornadoes moved across East Tennessee. The biggest of the 3 tornadoes was classified as an EF-3 with winds of 145 miles per hour. Another tornado was an EF-2 with winds of 115 miles per hour. The final two tornadoes were classified as EF-1 with winds of 105 miles per hour.



What was the impact?

- More than 85,000 residents were left without power.
- More than 550 homes were damaged or destroyed.
- The strong winds caused trees and power lines to go down and block some roads.

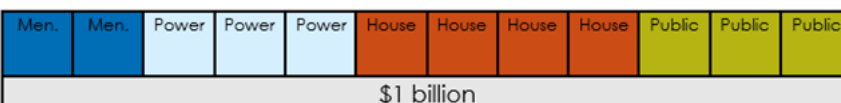
How much money did FEMA have to spend?

\$54.7 Million

What resources will the people of Tennessee need? List your top 4 ideas and then rank them by importance. 1 is the most important.

Rank	Need	Fraction
4	Counseling/Mental Health	$\frac{2}{12}$
1	Repair Powerlines	$\frac{3}{12}$
2	Rebuilding Houses	$\frac{4}{12}$
3	Rebuilding Public Buildings	$\frac{3}{12}$

The bar model below represents the total amount of money. How much money would you use on each need? Do not split the money evenly.



Pick 1 of the disasters and explain how you spent the money. Be sure to use fractions as part of your explanation.

You cannot start to rebuild without repairing the powerlines, so that also needs to be quickly addressed and I would spend $\frac{3}{12}$ of the money for powerlines. We need to offer a lot of help for rebuilding houses because that will be very expensive. I set aside $\frac{4}{12}$ of the money for rebuilding houses.

Name _____

Who Should Get What? (Part 1)

A thinkLaw Math Lab Cool-Down

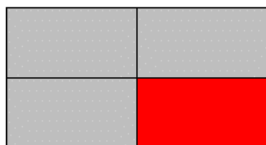
1. Shade in the regions in the model to show a fraction less than $\frac{6}{8}$.



Student answers will vary. $\frac{1}{2}$

Write your fraction in the simplest form: _____

2. If this rectangle represents $\frac{3}{4}$ of a whole, what could the whole look like? Draw the rest of the rectangle.

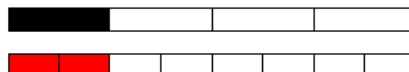


3. Write the whole number as a fraction in the simplest form.

$\frac{7}{7}$	1
$\frac{9}{1}$	9
$\frac{6}{2}$	3

4. Joaquin has two models each divided into equal-sized sections. The first model has been shaded to represent a fraction.

Shade in sections on the second model to show a fraction equivalent to the one in the first model.



Write a true comparison of the 2 fractions: $\frac{1}{4} = \frac{1}{4}$

5. In this lesson, you decided how to divide the money that FEMA set aside for a disaster. Some would argue that you should not spend the whole amount. What's the best argument for why the community should only use up to $\frac{9}{10}$ of the total FEMA money?

Student answers may vary. Students may say that with global warming we are facing more and more

natural disasters. It would be a good idea to save $\frac{1}{10}$ of the FEMA money to have immediate funds to help the community when the next natural disaster happens.

6. How did going through this lesson change the way you think about dividing objects into equal parts?

Student answers may vary. Students may say that they can now see how fractions are used in the real

world. It's important to understand how things are divided, that helps us know if it's fair. Students may also realize that ranking is helpful to help us decide how we want to divide things up.

Instructor's Note:

Within thinkLaw Math Labs, you'll find 5 Cool-down problems strategically integrated to serve as a demonstration of learning or a post-activity assessment.

The goal of a math lab is to help students redefine their math identity – reshaping how they perceive and interact with math.