

## Fractions and Percents in Microsoft Excel

Grade Level: 5

<b>Overview</b>	The purpose of this lesson is to teach the value of technology, specifically Microsoft Excel. While reviewing how to reduce fractions and turn them in to percents, the students will be learning how to put together a spreadsheet in Microsoft Excel.
<b>Objective</b>	Given a list of fractions and Microsoft Excel, the students will make a spreadsheet of their math work, correctly fulfilling the requirements with 100% accuracy.
<b>Standard</b>	Math 5.1.4 Interpret percents as a part of a hundred. Find decimal and percent equivalents for common fractions and explain why they represent the same value. Math 5.1.1 Convert between numbers in words and numbers in figures, for numbers up to millions and decimals to thousandths.
<b>Materials</b>	The students will need a computer with Microsoft Excel, a pencil, a piece of paper, and the paper of procedures.
<b>Procedure</b>	<p>Give each student a paper with the following instructions:</p> <ol style="list-style-type: none"> <li>For each fraction, convert it to a reduced fraction, a percent, and write out the correct wording on a piece of paper: <ul style="list-style-type: none"> <li>4/8</li> <li>8/12</li> <li>11/33</li> <li>25/100</li> <li>20/80</li> <li>9/27</li> </ul> </li> <li>Using the link below, create a spreadsheet to show your answers to the problems in question 1. Print out your work to turn in. Link:<a href="http://www.screentoaster.com/watch/stUEpSRERPRFtYQF9aXVtdX1Zd/how_to_type_things_in_excel">http://www.screentoaster.com/watch/stUEpSRERPRFtYQF9aXVtdX1Zd/how_to_type_things_in_excel</a></li> </ol>
<b>Evaluation</b>	<p>The students should be able to find the answers to all of the questions using their prior math knowledge. They should also be able to put together their spreadsheet after watching the video. They should complete the procedures with 100% accuracy.</p> <p>They will be graded on the following:  Answers to math work= 20 points  Completion of Excel chart= 10 points</p>