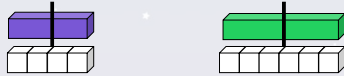


To be able to use Cuisenaire rods and bar models to identify equivalent fractions



Starter:

What's the same? What's different?



Explain your answer.

To be able to use Cuisenaire rods and bar models to identify equivalent fractions

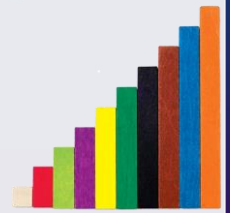


Activity 1:

Using Cuisenaire rods:

- a) If purple represents one whole, what does a red rod represent?
- b) If purple represents one whole, what does a white rod represent?
- c) If purple represents one whole, what does a light green rod represent?

Explain your answers.



To be able to use Cuisenaire rods and bar models to identify equivalent fractions

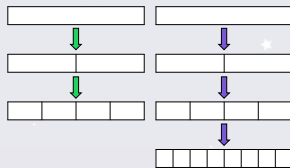


Activity 2:

Take two strips of paper. They must be equal in length.

Fold one strip into quarters and the other into eighths (as shown by the illustration / animation).

Place the strip that has been split into quarters over the strip that has been split into eighths.

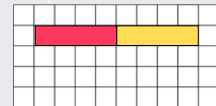


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Activity 3:

Create your own bar model fraction questions using square grid paper.



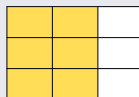
$$\frac{1}{2} = \frac{4}{8}$$

To be able to use Cuisenaire rods and bar models to identify equivalent fractions



Activity 4:

Chen says, "The diagram below shows both $\frac{6}{9}$ and $\frac{2}{3}$."



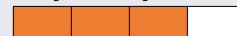
Explain why Chen is correct.

To be able to use Cuisenaire rods and bar models to identify equivalent fractions



Activity 5:

Ruth has made the following fraction using a bar model.

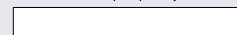


Ahmed says, "I can make an equivalent fraction using a bar model that is made from twelve equal parts."

James says, "You can only make a bar model showing an equivalent fraction made of double 4 (or eight) equal parts."

Who do you agree with?

Use the blank bar model below to help explain your answer.



To be able to use Cuisenaire rods and bar models to identify equivalent fractions



Evaluation:

The bar model doesn't belong.



Do you agree with Astrobee's choice?
Explain your answer.