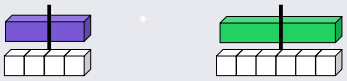
To be able to use Cuisenaire rods and bar models to identify equivalent fractions

MathShed

Starter:

What's the same? What's different?



Explain your answer.

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Activity 1:

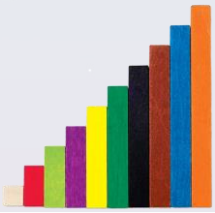
Using Cuisenaire rods:

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.



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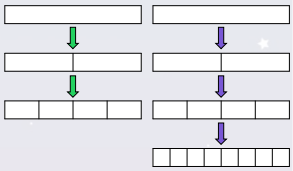
Activity 2:

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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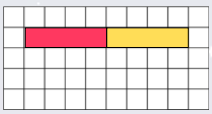
Activity 3:

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



$^1/_2 = {}^4/_8$

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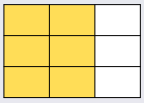
Activity 4:

Chen says, "The diagram below shows both $^6/_9$ and $^2/_3$."



Explain why Chen is correct.

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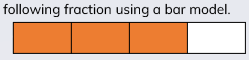
Activity 5:

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.

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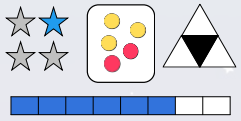
Evaluation:



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