Group Members: _____

Task 1 Recorder: _____

Ms. Easton asked students to draw a bar that is 1/6 the length of this bar:

Michelle's answer

Nick's answer

Whose bar is a closer estimate of 1/6 of the yellow bar – Michelle or Nick?

Explain how your group decided.

Task 2 Recorder: _____

Is the bar above divided into thirds? Explain how your group decided.

What does it mean for one whole to be divided into thirds?

Task 3 Recorder: _____

Fill in the blank squares in the fractions below. Remember that the equals sign means "the same as".

$$\frac{1}{3} = \frac{\quad}{6} = \frac{3}{\quad}$$

Explain how your group found your answers.

Task 4 Recorder: _____

Use your fraction strips to rewrite these fractions from **smallest** to **largest**.

$$\frac{1}{2} \quad \frac{3}{7} \quad \frac{3}{5} \quad \frac{1}{3} \quad \frac{11}{12} \quad \frac{9}{10}$$

Imagine you didn't have your fraction bars. How would you compare $\frac{1}{8}$ to $\frac{1}{10}$ to decide which fraction is bigger? (Check your work with the fraction bars after you decide your answer.)