

**Activity 12.6 MORE, LESS, OR EQUAL TO ONE WHOLE**

Give students a collection of fractional parts (all the same size pieces) and tell them the kind of fractional part they have. Parts can be drawn on a worksheet, or physical models can be placed in plastic baggies with an identifying card. For example, if using Cuisenaire rods or fraction strips, the collection might have seven light green rods/strips with a note indicating "each piece is $\frac{1}{8}$." The task is to decide whether the collection is less than one whole, equal to one whole, or greater than one whole. Ask students to draw pictures or use symbols to explain their answer. Then try the activity with several different fraction models and then with no model, using mental imagery only.

From Van de Walle et. al. (2014). *Teaching Student-Centered Mathematics Grades: Developmentally Appropriate Instruction for Grades 3 – 5 (2nd Ed.)*. Toronto: Pearson Education, Inc. (p. 214).