

ACTIVITY 9.3**More, Less, or Equal to One Whole**

Give students a collection of fractional parts (all the same type) and indicate 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 done with Cuisenaire rods or fraction strips, the collection might have seven light green rods/strips with a caption or note indicating "these are eighths." The task is to decide if the collection is less than one whole, equal to one whole, or more than one whole. Students must draw pictures and/or use numbers to explain their answer. They can also tell how close the set is to a complete whole. Several collections constitute a reasonable task.

Try Activity 9.3 with several different fraction models (although pie pieces are too much of a giveaway). Pattern blocks make a good manipulative format and are also easily drawn with a template. The same is true of Cuisenaire rods.

From Van de Walle, J. A. & Lovin, L.H. (2006). *Teaching Student-Centered Mathematics Grades K – 3*. Toronto: Pearson Education, Inc. (p. 258).