FRaction Strips Kit

**Making the Fraction Kit**

1. Distribute a red, light-blue, purple, brown, and blue strip to each student. Take a red strip and (model for the students) fold it in half, cut it into two pieces, and label each piece $\frac{1}{2}$.

$$\frac{1}{2}$$

$$\frac{1}{2}$$

**Note:** This is a good time to explain the meaning of the fraction one-half. The whole was cut into two pieces the same size (represented by the 2 in the fraction), and each piece is one of the two pieces (which is what the 1 means). Explain the terms *numerator* and *denominator*.

1. Take a light-blue strip, (model for the students) fold and cut into four equal pieces and label each piece $\frac{1}{4}$ .

$$\frac{1}{4}$$

$$\frac{1}{4}$$

$$\frac{1}{4}$$

$$\frac{1}{4}$$

**Note:** Explain the meaning of one-fourth as you did for one-half.

1. Take the purple strip, (model for the students) fold and cut into eight equal pieces and label each piece $\frac{1}{8}$ .

$$\frac{1}{8}$$

$$\frac{1}{8}$$

$$\frac{1}{8}$$

$$\frac{1}{8}$$

$$\frac{1}{8}$$

$$\frac{1}{8}$$

$$\frac{1}{8}$$

$$\frac{1}{8}$$

**Note:** Explain the meaning of one-eighth as you did for one-half and one-fourth.

1. Take the brown strip, (model for the students) fold and cut into sixteen equal pieces and label each piece $\frac{1}{16}$ .

$$\frac{1}{16}$$

$$\frac{1}{16}$$

$$\frac{1}{16}$$

$$\frac{1}{16}$$

$$\frac{1}{16}$$

$$\frac{1}{16}$$

$$\frac{1}{16}$$

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$$\frac{1}{16}$$

$$\frac{1}{16}$$

$$\frac{1}{16}$$

$$\frac{1}{16}$$

$$\frac{1}{16}$$

$$\frac{1}{16}$$

**Note:** Explain the meaning of one-sixteenth as you did for one-half, one-fourth, and one- eighth.

1. Instruct the students to leave the dark-blue strip whole and label them as $1 $and $\frac{1}{1}$ .

**Note:** Have the students put their names or initials on the back of ALL their pieces.