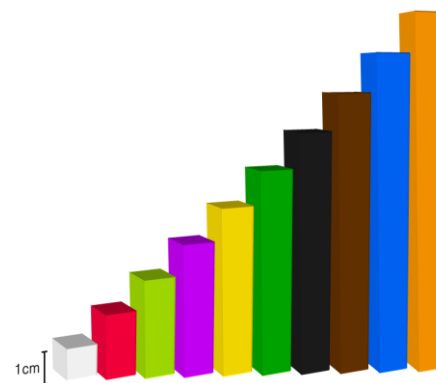# Station: Cuisenaire Rods

Before you begin this activity take a moment to read p. 4 of your booklet.

Working with a partner, can you use the rods to represent

- halves?
- quarters?
- thirds?

Can you work out the answers to the following questions? Which rod is

- $\frac{1}{2}$ of the red block?

- $\frac{1}{4}$ of the brown block?

- $\frac{1}{3}$ of the blue block?

- $\frac{1}{5}$ of the orange block?

- $\frac{2}{3}$ if the dark green rod is one whole unit?

- $\frac{3}{2}$ if the dark green rod is one whole unit?

- 1 unit, if the brown block is $\frac{4}{3}$?

Compose three questions to ask the other pairs in your group.

1cm

Strand:	Number
Strand unit:	Fractions
Objective:	Find, compare, order, count and identify fractions and equivalent fractions with denominators 2, 3, 4, 5, 6, 8, 9, 10.
Skill:	Applying & problem solving; Communicating & Expressing; Integrating & Connecting; Reasoning; Implementing, Understanding & Recalling

Station: Empty Number Lines

Work with a partner. Draw 4 empty number lines of equal length; show thirds on one, sixths on another, ninths on another, and twelfths on the final ENL.

What do you notice? How could you check that your fractions are correct?

Take note of the questions you, as the teacher, would ask to prompt mathematical thinking in your pupils as they engage in this activity.

Strand:	Number
Strand unit:	Fractions
Objective:	Compare, order, count and identify fractions and equivalent fractions with denominators 3,6,9,12
Skill:	Applying & problem solving; Communicating & Expressing; Integrating & Connecting; Reasoning; Implementing

Station: Paper Strips - Fractions

Working with a partner and 4 equal-length strips of paper, can you represent 1 whole on one strip, $\frac{1}{2}$ s on one strip, $\frac{1}{4}$ s on another strip, $\frac{1}{8}$ on another on the final strip?

Order your fractions from smallest to largest. What do you notice?

Take note of the questions you, as the teacher, would ask to prompt mathematical thinking in your pupils as they engage in this activity.

Strand:	Number
Strand unit:	Fractions
Objectives:	Find, compare, order, count and identify fractions and equivalent fractions with denominators 2, 4, 8, 10.
Skills:	Applying & problem solving; Communicating & Expressing; Integrating & Connecting; Reasoning; Implementing, Understanding & Recalling

Station: Geoboards & Dotted Paper

Working with a partner and a geoboard, how many ways can you find to divide your geoboard into fifths? Record your results on dotted paper.

Explain how you did it. What do you notice?

Take note of the questions you, as the teacher, would ask to prompt mathematical thinking in your pupils as they engage in this activity.

Strand:	Number
Strand unit:	Fractions
Objective:	Compare, order, count and identify fractions and equivalent fractions with denominators 3, 5, 6, 9, 12
Skill:	Applying & problem solving; Communicating & Expressing; Integrating & Connecting; Reasoning; Implementing

Station: String & Paper Clips

Work with a partner. Using 4 equal lengths of string and paper clips, show thirds on one piece, sixths on another piece, ninths on another piece, and twelfths on the final piece.

Can you order them from smallest to largest? What do you notice?

Take note of the questions you, as the teacher, would ask to prompt mathematical thinking in your pupils as they engage in this activity.

Strand:	Number
Strand unit:	Fractions
Objective:	Compare, order, count and identify fractions and equivalent fractions with denominators 3,6,9,12
Skill:	Applying & problem solving; Communicating & Expressing; Integrating & Connecting; Reasoning; Implementing

Station: Paper Strips – Comparing decimals

Working with a partner and 2 unequal length strips of paper, can you represent $\frac{1}{10}$?

Explain how you did it. Compare your tenths to your partner's tenths. What do you notice?

Take note of the questions you, as the teacher, would ask to prompt mathematical thinking in your pupils as they engage in this activity.

Strand:	Number
Strand unit:	Fractions
Objectives:	Find, compare, order, count and identify fractions and equivalent fractions with denominators 2, 4, 8, 10.
Skill:	Applying & problem solving; Communicating & Expressing; Integrating & Connecting; Reasoning; Implementing, Understanding & Recalling