

5 TAKE A PIECE OF STRING

- three pieces of string or strips of paper for each pair of students
- a pair of scissors

- 1 Cut **three** pieces of string or **three** paper strips the same length. The **first** piece is the **whole**. **Don't cut this.**
- 2 Cut the **second piece** exactly in **half**.
 - a How many **pieces** do you have?
 - b How many of these pieces do you need to make a whole?
- 3 Cut **one** of the halves in **half again**.
 - a How many of these pieces do you need to make a whole?
 - b What **fraction** of the whole is this piece?
- 4 Cut the other piece from **step 3** in **half again**.
 - a How many of these pieces do you need to make a whole?
 - b What **fraction** of the whole is each piece?
- 5 Put the pieces from **steps 1 - 4** in order from **shortest to longest**.
- 6 Take the **third** long piece of string or strip of paper. Cut this piece into **3 equal** sized pieces. What **fraction** of the whole is each piece?
- 7 Cut **one** of the pieces from **step 6** in half.
 - a How many of these pieces do you need to make a whole?
 - b What fraction of the whole is each piece?
- 8 Place one of the fraction pieces from each of **steps 6** and **7** with the others from **step 5** so that all the pieces are arranged shortest to longest. What do you notice about the size of the denominators and the fraction pieces you have ordered?



Check with your partner that it is **exactly half** before you cut.

