

Candy Bar Fractions

Purpose

Students will do an activity with unifix cubes to recognize fractions as parts of a whole.

Materials

For the teacher: The Hershey's Milk Chocolate Bar Fraction Book by Jerry Pallotta, 12 overhead centicubes, overhead transparency grid

For each student: 12 unifix cubes, one-inch grid paper, scissors, glue, blank construction paper, pencils, copy of Black Line Master (BLM) Candy Bar Fractions

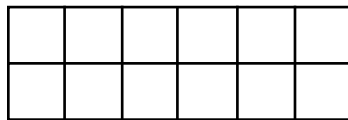
Activity

A. Introduction

1. Read students *The Hershey's Milk Chocolate Bar Fraction Book* by Jerry Pallotta.
2. Tell students they are going to work with unifix cubes to make a model of a candy bar so they can learn more about fractions.

B. Student Activity

1. Distribute unifix cubes and grid paper.
2. Show students how to make a "candy bar" from unifix cubes using overhead centicubes on the overhead projector.



3. Have students make a model of a candy bar using unifix cubes.
4. Emphasize with students that this is a *whole* candy bar.
5. Say: "I have 12 friends who want to share the candy bar. Each wants an equal amount of candy. Can I divide this candy bar into 12 equal pieces?"
6. Using the 12 equal pieces, explain to the students what each piece is called in fraction terms and how the fraction is written.

(continued)



connecting
across the
curriculum

English/ Language Arts

Have students write a fraction story about dividing something equally for friends. Ask students to draw pictures that include the names of the fractions.



EXTENDING
THE
ACTIVITY

Have the students continue to compare fractions by asking questions such as: "Would you rather have $\frac{1}{6}$ of a candy bar or $\frac{1}{3}$?" Ask students if they would prefer $\frac{3}{6}$ or $\frac{1}{2}$ of a candy bar, and discuss equivalent fractions with the class.

Standards Link
2.1.9

Activity (continued)

7. Have students trace their whole “candy bar” onto the grid paper and cut out the 2×6 rectangle. Tell them to glue this to the blank paper and label it a “whole.”
8. On the grid paper, have the students trace around the unifix cube that represents $\frac{1}{12}$, cut it out, glue it to the paper, and label it $\frac{1}{12}$.
9. Repeat steps four through eight, and ask students to divide the candy bar into halves, thirds, fourths, and sixths. Each time students divide the candy bar, ask: “What is the fraction for this piece called? How is it written?” (At the end of the activity the students should have representations for a whole, $\frac{1}{12}$, $\frac{1}{6}$, $\frac{1}{4}$, $\frac{1}{3}$, and $\frac{1}{2}$.)


C. Homework


Ask students to complete the BLM *Candy Bar Fractions* as homework.


Questions for Review

Basic Concepts and Processes

During the activity, discuss the following questions with your students to gauge their understanding of the Standard Indicator:

 Can you divide this candy bar into six equal pieces? Four? Three? Two?

 What would each fraction be called?

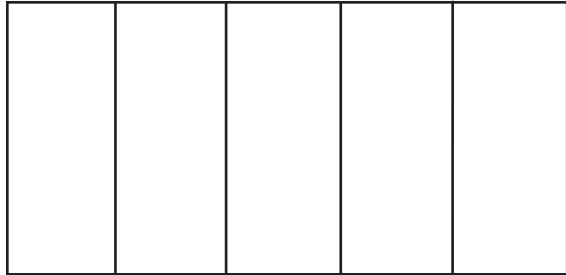
 How did you know the name of the fraction?

Name: _____

Candy Bar Fractions

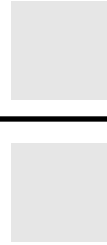
Color the pieces. Write the fractions.

1. I have 5 friends.

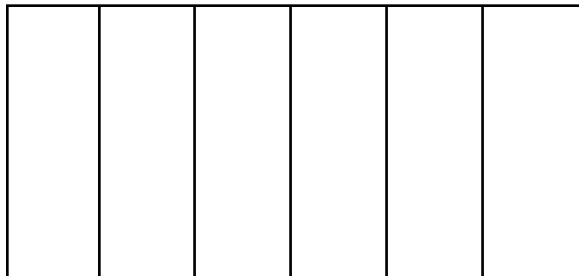


Color the part one friend would get.

The fraction is $\frac{\quad}{\quad}$.



2. I have 6 friends.

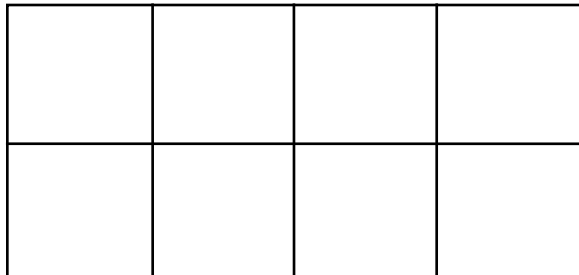


Color the part one friend would get.

The fraction is $\frac{\quad}{\quad}$.



3. I have 8 friends.

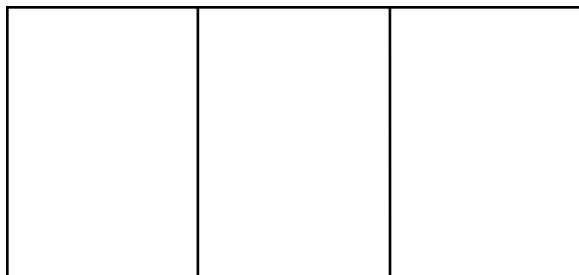


Color the part one friend would get.

The fraction is $\frac{\quad}{\quad}$.



4. I have 3 friends.



Color the part one friend would get.

The fraction is $\frac{\quad}{\quad}$.



Candy Bar Fractions

Teacher Directions

Provide each student with a copy of the BLM *Candy Bar Fractions*. Have students follow the directions in order to complete the activity.

Answer Key

1. $\frac{1}{5}$

2. $\frac{1}{6}$

3. $\frac{1}{8}$

4. $\frac{1}{3}$