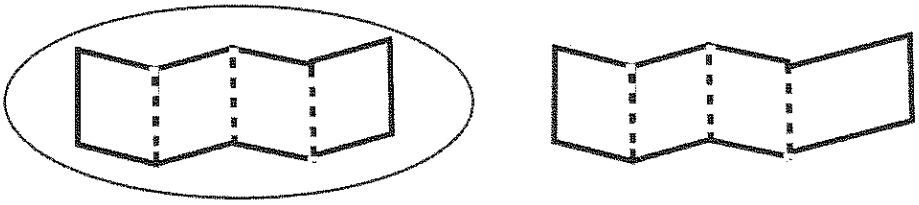
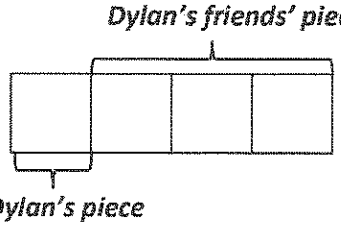
G3-M5-Lesson 2

1. Circle the strip that is folded to make equal parts.



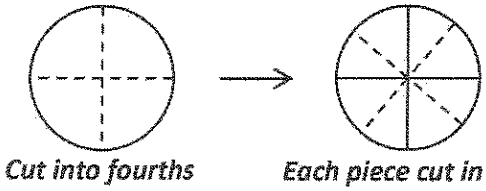
I can see that all of the parts in the strip on the left are the same size. The strip on the right has some small parts and a bigger part.

2. Dylan plans to eat 1 fourth of his candy bar. His 3 friends want him to share the rest equally. Show how Dylan and his friends can each get an equal share of the candy bar.



I know that 4 people are sharing the candy bar. I'll draw a fraction strip to represent the candy bar and split it into fourths. I can label Dylan's piece and the pieces that his friends will eat.

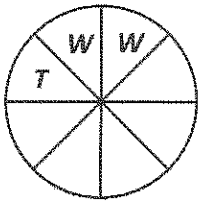
3. Nasir baked a pie and cut it into fourths. He then cut each piece in half.
   a. What fraction of the whole pie does each piece represent?



Each piece represents 1 eighth of the whole pie.

First, I should draw the pie and split it into 4 equal pieces. Then, I need to cut each part in half. Once I do that, I see that each piece is an eighth!

   b. Nasir ate 1 piece of pie on Tuesday and 2 pieces on Wednesday. What fraction of the whole pie was NOT eaten?



Five eighths of the whole pie was not eaten.

I can draw the pie and label the pieces Nasir ate. He ate 3 out of the 8 pieces, so 5 are left. So, 5 eighths of Nasir's pie is left!