*COMP Summer 2016 – Elementary Wednesday, June 22, 8:00 – 9:30*

*Materials: Chocolate Bar Task handouts, paper strips (length of chocolate bar), bags of supplies (chocolate bars, plastic knives, napkins, fraction cards), Student Reasoning about Comparing Fractions handout*

*Chocolate Bar Task (strategies for comparing fractions) …*

*Give handout … Chocolate Bar Task ~ Cutting the Chocolate Bar …*

* We are going to use what we understand about fractions to do some work with chocolate bars (yum!). Our goal is to make one cut (parallel to the shorter edge) so that the length of one piece represents a given fraction of the length of the whole bar. Let’s practice using the paper strips. Suppose your fraction is 5/6. Decide as a table how you would accurately cut the chocolate bar (paper strip) so that the length of one piece is 5/6 of the length of the whole bar (strip).
* Discuss some strategies as a class as needed. Then give each table a bag of supplies. Each teacher will take a fraction card, make one cut on their chocolate bar, and save the piece that represents their fraction of the length of the whole bar. Put that piece on a napkin along with the fraction card. If there are extra fractions, work as a group to cut the other bars.
* Discuss possible questions about the pieces of chocolate bar.

*Give handout … Chocolate Bar Task ~ Comparing the Pieces …*

* Now, ask the teachers who has the longest piece? Who has the shortest? Put your pieces in order from shortest to longest, and write the corresponding fractions. Using the meaning of fractions, does this order make sense? Why or why not? Use reasoning to explain why each fraction is larger/smaller than another.

*\*When sharing, be sure to discuss common denominators, common numerators, sizes of pieces, and benchmark fractions (0, 1, ½).*

* What are some common procedures that we teach for comparing fractions? Use the chocolate bar situation to explain why they work.

*Analyzing Student Reasoning …*

* Ask teachers to analyze each student’s reasoning. Is the student’s reasoning correct? If so, why does it work? If not, why is it incorrect and how would you address the student’s misconception?