

EDIBLE STORY PROBLEM

STARTING OUT TOGETHER

Is there any kind of food your fraction pieces remind you of? What could they represent? Let's brainstorm to come up with a list of all the different things the fraction pieces could represent.

Record the students' ideas on chart paper.

Let's write some story problems about some of these things. Here's one I can think of: I cut a pizza into pieces. First I ate $\frac{1}{4}$ of the pizza. Then I ate $\frac{1}{4}$ of the pizza. What fraction of the pizza did I eat? What fraction is left?

Have the students work in pairs with their fraction pieces to find a way to model the story problem and answer the questions.

Ask volunteers to share with the class how they modeled the problem and what solutions they came up with.

Now it's your turn. Use the list of ideas of things your fraction pieces could represent. Think of a story problem that you would need to solve by adding or subtracting fractions. Write down your problem and your solution.

The students should work individually to write problems but share fraction pieces with their partner as they model the situations they are writing about.

[Source: Constructing Ideas About Fractions, pages 45-47, 49, Creative Publications]

WHILE THE STUDENTS ARE WORKING

If students are having difficulty getting started, you may want to try writing one or two story problems with the class.

- ◆ What type of food would you like to write a problem about?
- ◆ How can we start our problem?
- ◆ Is our problem finished? Should we add anything else?
- ◆ Is this an addition or a subtraction problem? How do you know?

Give the students time to work on the problem, then ask volunteers to share their thinking and solutions.

REFLECTING TOGETHER

At the end of math time, read aloud one or two of the story problems students have written and have the whole class find ways to solve the problems.

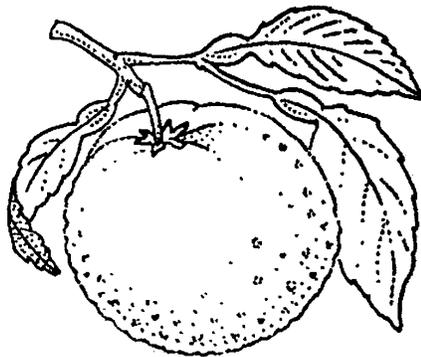
- ◆ How did you solve the problem?
- ◆ Did anyone think about the problem in a different way?
- ◆ Which problems were easy to solve? What made them easy?
- ◆ Which problems were difficult to solve. Tell why.

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You may want to have your students write a final draft of their favorite problem with the answer on a separate sheet of paper. Then collect the problems and answers for a class book titled Edible Story Problems. Challenge students to solve the problems in their spare time.

Edible Story Problems

Here are some things to think about as you write your own edible story problems.

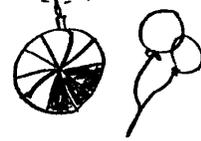
1. Use the list of ideas of things your fraction pieces could represent or think of a new idea for a type of food to write a problem about.
2. Think of a story problem that you would need to solve by adding or subtracting fractions.
3. Write down your problem and your solution. You may want to include an illustration.



[Source: Constructing Ideas About Fractions, pages 45-47, 49, Creative Publications]

At my birthday party I had a cake, my mom cut it in to 10 equal pieces because there were 10 people at my party. $\frac{3}{10}$ of the people said they were allergic to cake but everyone else ate it. How many fractions of the cake was left after my party?

There was $\frac{7}{10}$ of fractions of left after my party



I was cutting up a pie and my sister ran in and grabbed $\frac{2}{5}$ of the pie! How much of the pie is left? My solution is $\frac{3}{5}$!

There are five parts in 1. If you take away $\frac{2}{5}$ you will have $\frac{3}{5}$ left!

I was cutting my pizza and I cut it into thirds. Then suddenly I dropped the knife and it cut all of the thirds into half which numbers do I have? I have sixths.

I was running around in circles I already ran 9 twelfths how much more do I have to run?

I still need to run 3 twelfths.

answer

answer

If you don't look at the answer then think about $3+3$, its 6.

try $12-9=3$

[Source: Constructing Ideas About Fractions, pages 45-47, 49, Creative Publications]