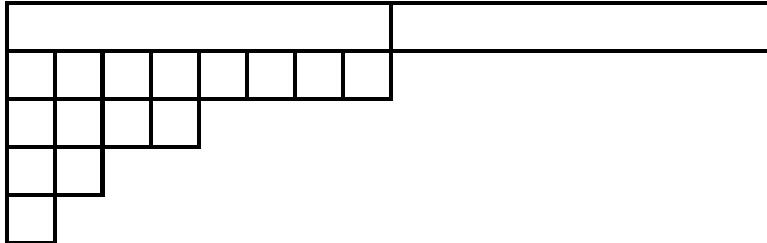
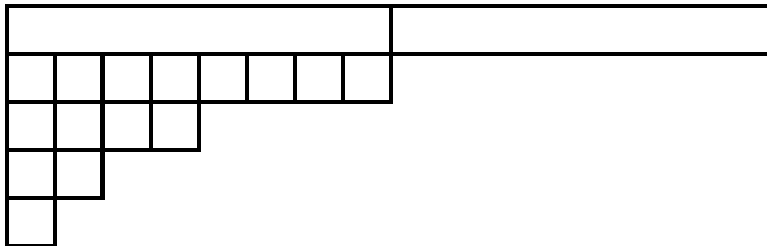


What's ONE?

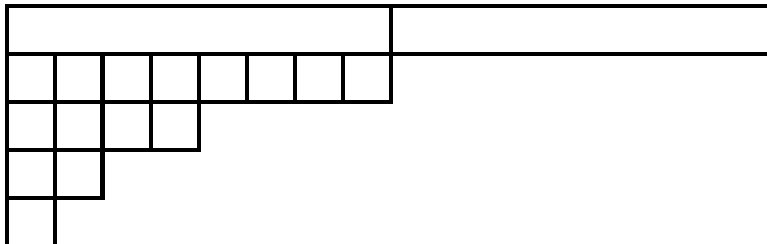
1. Label each of the following rows so that
 - i. The shortest row represents the fraction $\frac{1}{8}$.
 - ii. What is the value of the longest row?
 - iii. What row is the model for 1?



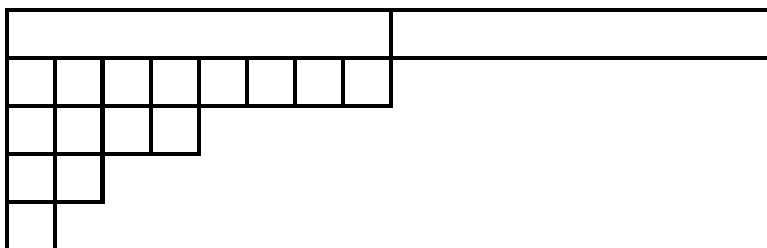
2. Label each of the following rows so that
 - i. The shortest row represents the fraction $\frac{1}{4}$.
 - ii. What is the value of the longest row?
 - iii. What row is the model for 1?



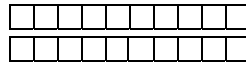
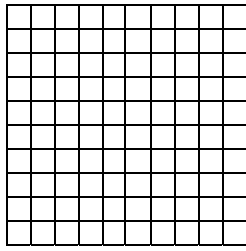
3. Label each of the following rows so that
 - i. The shortest row represents the fraction $\frac{1}{2}$.
 - ii. What is the value of the longest row?
 - iii. What row is the model for 1?



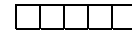
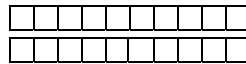
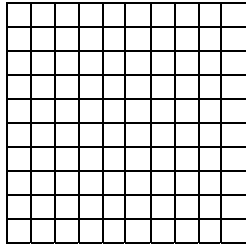
4. Label each of the following rows so that
 - i. The shortest row represents the model for 1.
 - ii. What is the value of the longest row?



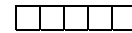
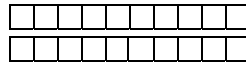
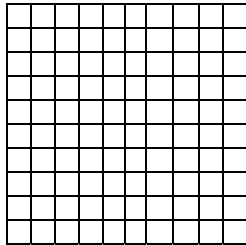
5. Label the following to represent 125. What is the model for ONE?



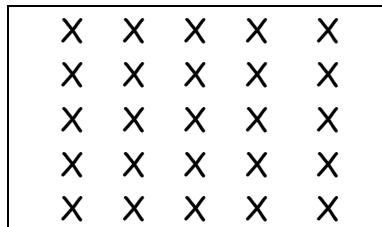
6. Label the following to represent 12.5. What is the model for ONE?



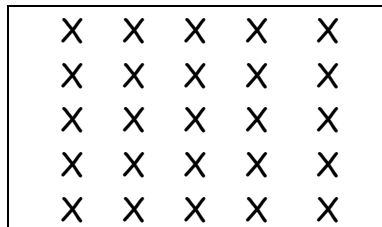
7. Label the following to represent 1.25. What is the model for ONE?



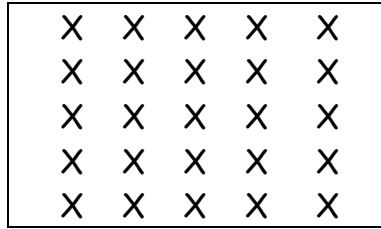
8. Circle and label all of the following to represent 25 (as two 10s + one 5).
What is the model for ONE?



9. Circle and label all of the following to represent 2.5. (as two 1s + one 0.5). What is the model for ONE?



10. Circle and label all of the following to represent 0.25 (as two 0.1s + one 0.05). What is the model for ONE?



➤ *Materials: PATTERN BLOCKS*

- ❖ Use pattern blocks to explore the following.
- ❖ Draw pictures and make notes for future reference.
- ❖ You may wish to use the HEXAGON PAPER on the next page.
- ❖ There are no limitations here, you get to pick your sets!

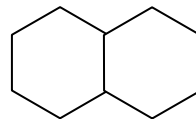
12. Can you pick a pattern block for "one" and then find other blocks that represent some or all of the following?

$1/2, 1/3, 1/4, 1/5, 1/6, 1/7, 1/8, 1/9, 1/10, 1/11, 1/12?$

Do you have more than one option for "one" or for any of the fractions?

13. What if you allow a grouping of blocks to be "one"? Now what fractions can you represent?

For example: This is a DOUBLE HEXAGON



See NB Resource Section for
Double Hexagons & Chevrons.

The point of this class activity is to get you to think about why the rest of the class activities will always ask, "What's ONE?" and to give you some examples that show the importance of this question.'