

## Lesson 4: Readiness for Equality and Inequality

**Purpose:** To compare bars for determining inequalities and equalities

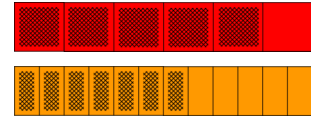
**Materials:** Fraction Bars

### TEACHER MODELING/STUDENT COMMUNICATION

#### Activity 1 Comparing bars to determine unequal shaded amounts

Fraction  
Bars

Hold up a red bar with 5 parts shaded and an orange bar with 7 parts shaded to show students how to hold bars side-by-side to compare their shaded amounts.



- Which has the greater shaded amount? (red bar)
- Which bar is closest to a whole bar? (red bar)

Point out that even though the orange bar has 7 parts shaded and the red bar has only 5 parts shaded, the red bar has the greater shaded amount because its parts are bigger.

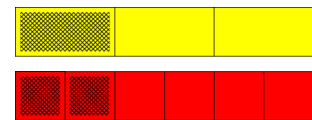
- Select a bar and place it beside your partner's bar to see who has the greater shaded amount.

Ask a few students to describe their bars and say which has the greater shaded amount. Discuss special cases such as comparing a zero bar to a whole bar or comparing two bars with the same shaded amount.

#### Activity 2 Comparing bars to determine equal shaded amounts

Fraction  
Bars

1. Hold up a yellow bar with one part shaded beside a red bar with two parts shaded. Ask students to find these bars. Describe the two bars by saying:



- A yellow bar with 1 part shaded has the same amount of shading as a red bar with 2 parts shaded.
- Find the orange bar that has the same amount of shading as your red bar and describe this bar. (orange bar with 4 parts shaded)
- Is there a blue bar with the same amount of shading as your red bar? (No)