Fraction Strips

Print at actual size, the same way each time. Color each row a different color. Cut out each row, then cut the row into pieces.

1

$\frac{1}{2}$	$\frac{1}{2}$

$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$

$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$

$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$

$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$

For Grown-Ups: How to Use These Pieces

Print at actual size, the same way each time, on card stock if you have it. For third grade, when Common Core and Texas both work with denominators 2, 3, 4, 6, and 8.

Why use it

Fraction strips, also called fraction bars or fraction tiles, show a fraction as a length measured against one whole strip. A piece is worth 1/4 because 4 of them fill the whole strip, which is why the whole stays on the table. Common Core builds 3/4 as 3 parts of size 1/4 (3.NF.A.1), and Texas as a sum of parts 1/b (TEKS 3.3(D)). If you learned a fraction as a top number and a bottom number, this way will look different.

What it is good for

- Naming a piece by how many of it fill the whole strip.
- Building a fraction one piece at a time.

How to use it

1. Color each row a different color. Cut out each row, then cut the row into pieces.
2. Lay the whole strip on the table and leave it there.
3. Have your child lay all 4 fourths along it, end to end, with no gaps and no overlaps, and say that each one is one fourth.
4. Build a fraction: 3 fourths against the whole strip, from its left edge.
5. Ask how much of the whole strip they cover. Write 3/4 only after your child says three fourths.

> **Try saying:** “How much of the whole strip is this?”

Tip: Keep one printing as one set: two printings can give two different wholes.