

# Smarties Worksheet Follow-Up Lesson

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**Grade Level:** This worksheet has been used with Grades 3–5 as a follow-up to the Introduction to Fractions Lesson and Activity.

**Objective:** For students to be able to identify fractions between 0 and 1 as being less than 1, and to find where these fractions actually live on the number line.

**Materials:** Enough packs of small Smarties candy to give everyone in the class a pack. You also will need to make copies of the worksheet on the next page.

**Background:** Make sure you have done the Introduction to Fractions Lesson and Activity before doing this worksheet. This worksheet is designed as a follow-up to introducing fractions between 2 and 3. This worksheet has students focus on the fractions that are less than 1, and ideally it should be done **after** discussions dealing with fractions larger than 1. I believe it is important to begin fraction discussions in this manner because it allows for there to be a focus on the unit (1), and it gives the students something to refer to when they are deciding how many pieces make up the “1.”

I believe that when teachers start with fractions between 0 and 1, we make students confused instead of having them focus on what fractions really are, *numbers!* It is always amazing to me to have a brainstorming session with students on the word *fraction* and what it means to them. I always follow this with the question, “Where do fractions live on the number line?” Most students will say that fractions do not belong on the number line with 1, 2, 3, 4, and other numbers; they think fractions have their own separate place, a completely separate number line. So it is extremely important to include the physical action of having students actually place the bags of Smarties where the fractions “live” on the number line so that they see the relationship of fractions to the other (whole) numbers. All of this experience occurs in the lesson mentioned earlier, Introduction to Fractions Lesson and Activity.

Name: \_\_\_\_\_

**Directions:** Work with a partner! Look at your pack of Smarties candy to answer the following questions. When you are finished with question 9, you may eat your candy! 😊

1. How many Smarties does it take to make **one** pack? \_\_\_\_
2. What is the fraction name for **one** piece of this candy? \_\_\_\_
3. How many different colors are there in your pack? \_\_\_\_
4. Tell the fraction name for each color: Blue \_\_\_\_ Pink \_\_\_\_  
Yellow \_\_\_\_ Orange \_\_\_\_ Green \_\_\_\_ Purple \_\_\_\_ White \_\_\_\_
5. What is the largest fraction you wrote in question 4? \_\_\_\_
6. What is the smallest fraction you wrote in question 4? \_\_\_\_
7. What is the fraction name for the **whole pack** of Smarties? \_\_\_\_ This is another name for what number? \_\_\_\_
8. You may share the pack of Smarties with your partner, but first tell what the fraction name is for how much you will get to eat! \_\_\_\_  
  
(Do question 9 **before** you eat your candy!)
9. On the back of this paper, make a graph to show what colors were in your pack. Then write three questions for the teacher to answer about your graph. For example: How many more green Smarties are there than purple Smarties?