



Eggs for the Bake Sale (SOL # 4.2b) Rich tasks for equivalent fractions

Notes for the teacher-See Task sheet on Page 2

Task 2: Eggs for the Bake Sale

The purpose of the egg task is to have students use what they know about area models to help them to explore fractions of a set. Because eggs come packaged in a carton, the egg carton represents the area model of fractions while the eggs inside the carton represent the set model of fractions.

The use of graph paper as a recording tool will help to support students' thinking as they work to complete this task.

Students should have access to concrete and/or virtual manipulatives to use with this task. Some suggested manipulatives are:

- Counters (2-sided counters, plastic eggs, cereal pieces, etc.)
- Fraction strips

Encourage students to fully explain their thinking using models, symbols and words. The graph paper should help students to keep their work organized.

Some questions to ask students to during this task:

- What equivalent fractions can you find that also represent the fractions of eggs?
- How do you know that your fractions are equivalent?
- Can you draw or create another model to prove that the fractions are equivalent?



Eggs for the Bake Sale (SOL # 4.2b)

Rich Task- Eggs for the Bake Sale

Sammy is baking brownies for the school bake sale. The recipe he has calls for eight eggs. If he has a whole carton of eggs, what fraction of the eggs does he need to make the brownies? What fraction of eggs does Sammy have left?

Explain your thinking using pictures/models, words and symbols.

*This task is adapted from the [Eggsactly Scaffolding Task](#) from the Georgia Department of Education.