Unit 4: Fractions

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

Unit 4 focuses on the foundational fraction concepts. It begins by building upon the Grade 2 expectation that learners partition circles and rectangles into two, three, or four equal shares, and describe the shares using the words halves, thirds, or fourths. Learners also build upon their work with the area in the previous unit to partition shapes into parts with equal areas. They come to understand unit fractions as quantities formed by partitioning a whole into equal parts. They use visual fraction models to represent simple fractions, generate simple equivalent fractions, and compare two fractions by reasoning about their size. Learners also come to understand fractions as numbers by placing them on the number line, and that all fractions are built from unit fractions.

ESSENTIAL QUESTIONS

Module 13

* How can you represent a fraction?

* How can you name a fraction?

Module 14

* How can you relate shapes, fractions, and areas?

* How can you compare fractional parts?

Module 15

* How do you compare fractions with the same denominator?

* How do you compare fractions with the same numerator?

Module 16

* How can you find equivalent fractions?

* How can you model equivalent fractions?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

MATH.3.NF.A.1	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
MATH.3.NF.A.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram.
MATH.3.NF.A.2.a	Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
MATH.3.NF.A.2.b	Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
MATH.3.NF.A.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
MATH.3.NF.A.3.a	Understand two fractions as equivalent (equal) if they are the same size. Understand two fractions as equivalent if they are located at the same point on a number line.
MATH.3.NF.A.3.b	Recognize and generate simple equivalent fractions by reasoning about their size, (e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent with the support of a visual fraction model.
MATH.3.NF.A.3.c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
MATH.3.NF.A.3.d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions with the support of a visual fraction model.
MATH.3.M.B.4	Measure areas by counting unit squares (square cm, square m, square in, square ft, and non-standard units).
MATH.3.G.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.3-5.8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.

PRE-ASSESSMENTS

Module 14 Are You Ready? page 352

Module 15 Are You Ready? page 384

Module 16 Are You Ready? page 400

Module 17 Are You Ready? page 420

INSTRUCTIONAL PLAN

MODULE 13

LESSON 13.1

Lesson 13.1 Describe Equal Part of the Whole

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to use visual models of whole shapes partitioned into equal-sized parts to identify and represent halves, thirds, fourths, sixths, and eights.
Student Learning Strategies	Students will Use Grid Paper to make Visual Models
Success Criteria	I can identify, draw, and name equal parts of a whole that is divided in different ways.
Formative Assessment (drives instructional decisions)	Turn and Talk pages 353, 354, 355 Check Understanding page 354
Activities and Resources	Warm Up Spark Your Learning page 353 Mini Lesson Build Understanding page 354-355 Guided Practice Check Understanding page 355 Independent Practice Own Your Own page 356 Differentiated Practice page 353c Small Group Options On Track page 353c Almost There page 353c

	Ready for More page 353c Math Center Options On Track * More Practice/Homework 13.1 * Fluency Builder Division with 3 & 4 * Interactive Glossary * Reader *The Whole Picture* Almost There *Reteach 13.1 * Interactive Reteach 13.1 * RtI Tier 2 Skills 19 Equal Shares Ready for More * Challenge 13.1 * Interactive Challenge 13.1 Resources *IntoMath* Teacher Edition Module 13/14
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of

important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself,

"How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way t intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.NF.A.1	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
MA.3.G.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

LESSON 13.2

Lesson 13.2 Represent and Name Unit Fractions

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to represent and Identify one equal part of a whole as a unit fraction and use fraction notation to name unit fractions that correspond to par of a whole or a single item in a group of items.
Student Learning Strategies	Students will use Grid paper, square tiles, scissors, colored paper to show equal parts
Success Criteria	I can represent and identify one equal part of a whole or group as a unit fraction.
Formative Assessment (drives instructional decisions)	Turn and Talk pages 357, 358, 359 Check Understanding 359 On Your Own page 360 Exit Ticket (Online Resources)
Activities and Resources	Warm Up Spark Your Learning page 357 Mini Lesson Build Understanding page 358 - 359 Guided Practice Check Understanding page 359 Independent Practice On Your Own page 360 Differentiated Practice page 357c Small Group Options On Track 357c Almost There 357c Ready for More 357c Math Center Options On Track

	* More Practice/Homework 13.2 * Interactive Glossary * Reader *The Whole Picture* Almost There * Reteach 13.2 * Interactive Reteach 13.2 * RtI Tier 2 Skill 19 Equal Shares Ready for More * Challenge 13.2 * Interactive Challenge 13.2 Resources *Into Math* Teacher Edition Module 13/14
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:** Chunking: The teacher presents information in a way that makes it easy for students to understand and remember.

Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are

	working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way t intervene as the need presents itself. Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs. Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself. Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.NF.A.1	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
MA.3.G.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

LESSON 13.3

13.3 Represent and Name Fractions of the Whole

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to use visual models to represent and identify fractional parts of a whole or group that are composed of one or more unit fractions.

Student Learning Strategies	Students will use fraction circles to represent a visual model of a fraction
Success Criteria	I can use a fraction to name an equal part of a whole or an equal part of a group.
Formative Assessment (drives instructional decisions)	Turn and Talk pages 361, 363 Check Understanding page 363 On Your Own page 364 Exit Ticket (Online Resources)
Activities and Resources	Warm Up Spark Your Learning page 361 Mini Lesson Build Understanding pages 362-363 Guided Practice Check Understanding page 363 Independent Practice On Your Own page 364 Differentiated Practice page 361c Small Group Options On Track page 361c Almost There page 361c Ready for More page 361c Math Center Options On Track * More Practice/Homework 13.3 * Interactive Glossary * Reader *The Whole Picture* Almost There * Reteach 13.3

	* Interactive Retreat 13.3 * RtI Tier 2 Skill 20 Parts of a Whole Ready for More * Challenge 13.3 * Interactive Challenge 13.3 Resources *Into Math* Teacher Edition Module 13/14
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:** Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them. Checking for Understanding: It is important to constantly

check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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Gifted & Talented Strategies

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Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

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Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks

	that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs. Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself. Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.NF.A.1	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.

LESSON 13.4

13.4 Represent and Name Fractions on a Number Line

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to identify, describe, and represent fractions on a number line, and relate fractions on a number line to parts of a whole and group fraction models.
Student Learning Strategies	Students will Use fraction strips, number lines, color sheets of paper to divide number line and identify fractions, identify unit fractions
Success Criteria	I can identify, describe, represent and locate fractions on a number line.

Formative Assessment (drives instructional decisions)	Turn and Talk pages 365, 367 Check Understanding page On Your Own page 368 Exit Ticket (Online Resources)
Activities and Resources	Warm Up Spark Your Learning page 365 Mini Lesson Build Understanding page 366-367 Guided Practice Check Understanding page 367 Independent Practice On Your Own page 368 Differentiated Practice page 365c Small Group Options On Track page 365c Almost There page 365c Ready for More page 365c Math Center Options On Track * More Practice/Homework 13.4 * My Learning Summary * Standard Practice Fraction Parts Almost There * Reteach 13.4 * Interactive Reteach 13.4 * RtI Tier 2 Skill 21 Fractions of a Whole Ready for More * Challenge 13.4

	* Interactive Challenge 13.4 Resources *Into Math* Teacher Edition Module 13/14
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:** Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them. Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them. Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It

is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

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Gifted & Talented Strategies

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Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or
instructions are given in limited numbers. Give
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Ask students to repeat the instructions or directions to
ensure understanding occurs. Check back with the student
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the task, reduce the length of the assignment or allow for a
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and your students at risk. This helps prioritize the tasks
that need to be done and ensure completion happens.
Each day write down what needs to be completed, as the
tasks are done, provide a checkmark or happy face. The
goal of using contracts is to eventually have the student
come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms

	and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself. Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MATH.3.NF.A.2.a	Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
MATH.3.NF.A.2.b	Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.

LESSON 13.5

13.5 Express Whole Numbers as Fractions

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to relate fractions and whole numbers by expressing whole numbers as fractions and recognizing fractions that are equivalent to whole numbers.
Student Learning Strategies	Students will use fraction circles, and fraction strips to represent and identify the Number as Whole
Success Criteria	I can draw visual models to show how to write fractions that name whole numbers.
Formative Assessment (drives instructional decisions)	Turn and Talk pages 369, 371 Check Understanding page 371 On Your Own page 372

	Exit Ticket (Online Resources)
Activities and Resources	Warm Up Spark Your Learning page 369 Mini Lesson Build Understanding page 370-371 Guided Practice Check Understanding page 371 Independent Practice On Your Own page 372 Differentiated Practice page 369c Small Group Options On Track page 369c Almost There page 369c Ready for More page Math Center Options On Track * More Practice/Homework 13.5 * Fluency Builder Division * Standard Practice Fractions and Wholes Almost There * Reteach 13.5 * Interactive Reteach 13.5 * RtI Tier 2 Skill 22 Locate Numbers on a Number Line Ready for More * Challenge 13.5 * Interactive Challenge 13.5 Resources

	Into Math Teacher Edition Module 13/14
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:** Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them. Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them. Extra time: The teacher provides students with special need extra time to complete work or answer questions. It is important to give students enough time to process their thoughts. Oral Reading: The teacher will read work orally to students.

Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Extra time: The teacher provides students with special need extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and giv you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of

	reading it him/herself. Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MATH.3.NF.A.3.a	Understand two fractions as equivalent (equal) if they are the same size. Understand two fractions as equivalent if they are located at the same point on a number line.
MATH.3.NF.A.3.c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.

LESSON 13.6

13.6 Represent and Name Fractions Greater than 1

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to identify, name, and represent fractions greater than 1 and write a fraction greater than 1 as a mixed number.
Student Learning Strategies	Students will use fraction circles to show and name fractions
Success Criteria	I can identify fractions greater than 1 on a number line and write them in fraction form and as mixed numbers.
Formative Assessment (drives instructional decisions)	Turn and Talk pages 373, 375 Check Understanding page 375 On Your Own page 376 Exit Ticket (Online Resources)
Activities and Resources	Warm Up Spark Your Learning page 373 Mini Lesson Build Understanding page 374-375 Guided Practice Check Understanding page 375

	Independent Practice On Your Own page 376 Differentiated Practice page 373c Small Group Options On Track page 373c Almost There page 373c Ready for More page 373c Math Center Options On Track * More Practice/Homework 13.6 * Fluency Builder Multiplication with 9 and 10 * Interactive Glossary * Standard Practice Naming Fractions Almost There * Reteach 13.6 * Interactive Reteach 13.6 * RtI Tier 2 Skill 23 Different Ways to Show Equal Shares Ready for More * Challenge 13.6 * Interactive Challenge 13.6 Resources *Into Math* Teacher Editon Module 13/14
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or

written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that make sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble

completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

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Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give

directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students a risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and

	the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.NF.A.1	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
MATH.3.NF.A.2.b	Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.

LESSON 13.7

13.7 Use Fractions to Measure Lengths

Student Learning Intentions (SLI) **WALT: (We are learning to…)**	We are learning to measure lengths using a ruler that is marked off in fractional units to the nearest half or fourth of an inch.
Student Learning Strategies	Students will Use an inch ruler to measure the Length to the Nearest Fourth Inch and Half Inch
Success Criteria	I can measure lengths to the nearest half or fourth of an inch using a ruler.
Formative Assessment (drives instructional decisions)	Turn and Talk pages 377, 378, 379 Check Understanding page 379 On Your Own page Exit Ticket (Online Resources)
Activities and Resources	Warm Up Spark Your Learning page 377 Mini Lesson Build Understanding and Step It Out page 378-379 Guided Practice Check Understanding page 379 Independent Practice On Your Own page 380

	Differentiated Practice page 377c Small Group Options On Track page 377c Almost There page 377c Ready for More page 377c Math Center Options On Track * More Practice/Homework 13.7 * Fluency Builder Addition Level 1 * My Learning Summary * Standards Practice Measurement Almost There * Reteach 13.7 * Interactive Reteach 13.7 * RtI Tier 3 Skill 16 Measure to Nearest Inch Ready for More * Challenge 13.7 * Interactive Challenge 13.7 Resources *Into Math* Teacher Edition Module 13/14
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or writte content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Clas work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

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Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students

by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

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Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

MODULE 14

LESSON 14.1

14.1 Relate Fractions and Area

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to explore and identify equal areas o whole shapes.
Student Learning Strategies	Students will use 1 Centimeter Grid Paper and scissors to make a Visual Model of Equal Parts
Success Criteria	I can use a fraction to show that equal parts of a whole shape have the same area.
Formative Assessment (drives instructional decisions)	Turn and Talk pages 385, 386, 387 Check Understanding page 387 On Your Own page 388 Exit Ticket (Online Resources)
Activities and Resources	Warm Up Spark Your Learning page 385 Mini Lesson Build Understanding page 386-387 Guided Practice Check Understanding page 387 Independent Practice On Your Own page 388 Differentiated Practice page 385c Small Group Options On Track page 385c Almost There page 385c

	Ready for More page 385c Math Center Options On Track * More Practice/Homework 14.1 Almost There * Reteach 14.1 * Interactive Reteach 14.1 * RtI Tier 2 Skill 23 Different Ways to Show Equa Shares Ready for More * Challenge 14.1 * Interactive Challenge 14.1 Resources *Into Math* Teacher Edition Module 13/14
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught.

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Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.G.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

LESSON 14.2

14.2 Partition Shapes into Equal Areas

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to partition shapes into parts with equal areas.
Student Learning Strategies	Students will use 1-centimeter grid paper, and scissors to divide into Parts with Equal Areas
Success Criteria	I can divide shapes into parts with equal areas and write each equal part as a fraction.
Formative Assessment (drives instructional decisions)	Turn and Talk pages 389, 390, 391 Check Understanding page 391 On Your Own page 391 Exit Ticket (Online Resources)
Activities and Resources	Warm Up Spark Your Learning page 389 Mini Lesson Build Understanding page 390-391 Guided Practice Check Understanding page 391 Independent Practice On Your Own page 392 Differentiated Practice page 389c Small Group Options On Track page 389c Almost There page 389c Ready for More page 389c Math Center Options On Track * More Practice/Homework 14.2 * My Learning Summary Almost There

	* Reteach 14.2 * Interactive Reteach 14.2 * RtI Tier 2 Skill 19 Equal Shares Ready for More * Challenge 14.2 * Interactive Challenge 14.2 Resources *Into Math* Teacher Edition Module 13/14
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:** Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

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Students with 504 Plans:

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MA.3.G.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

LESSON 14.3

14.3 Use Unit Fractions to Describe Area

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to identify the unit fraction that names the area of each part of a shape partitioned into equal areas.
Student Learning Strategies	Students will Use rulers, 1-centimeter grid paper, pattern blocks, tracing paper, and scissors to divide into Equal Parts for Unit Fractions

Success Criteria	I can write a unit fraction to represent the area of each equal part of a whole shape.
Formative Assessment (drives instructional decisions)	Turn and Talk pages 393, 394, 395 Check Understanding page 395 On Your Own page 396 Exit Ticket (Online Resources)
Activities and Resources	Warm Up Spark Your Learning page 393 Mini Lesson Build Understanding page 394-395 Guided Practice Check Understanding page 395 Independent Practice On Your Own page 396 Differentiated Practice page 393c Small Group Options On Track page 393c Almost There page 393c Ready for More page 393c Math Center Options On Track * More Practice/Homework 14.3 * Fluency Builder Multiplication with 6,7, and 8 * My Learning Summary * Standards Practice Partition Area Almost There * Reteach 14.3 * Interactive Reteach 14.3 * RtI Tier 2 Skill 20 Parts of a Whole

	Ready for More * Challenge 14.3 * Interactive Challenge 14.3 Resources *Into Math* Teacher Edition Module 13/14
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:** Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them. Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students

understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something

in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the

	tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs. Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself. Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.G.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

MODULE 15

LESSON 15.1

15.1 Compare Fractions Using Concrete and Visual Models

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to use concrete and visual models to compare two fractions.
Student Learning Strategies	Students will use fractions strips, fraction circles, 1-centimeter grid paper to compare with a visual model
Success Criteria	I can use concrete and visual models to compare

	fractions.
Formative Assessment (drives instructional decisions)	Turn and Talk pages 401, 403 Check Understanding page 403 On Your Own page 404 Exit Ticket (Online Resources)
Activities and Resources	Warm Up Spark Your Learning page 401 Mini Lesson Build Understanding page 402 - 403 Guided Practice Check Understanding page 403 Independent Practice On Your Own page 404 Differentiated Practice page 401c Small Group Options On Track page 401c Almost There page 401c Ready for More page 401c Math Center Options On Track * More Practice/Homework 15.1 * Interactive Glossary * Game: Wall Splat! Almost There * Reteach 15.1 * Interactive Reteach 15.1 * RtI Tier 2 Skill 20 Parts of a Whole

	Ready for More * Challenge 15.1 * Interactive Challenge 15.1 Resources *Into Math* Teacher Edition Module 15/16
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:** Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them. Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that

makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The

	goal of using contracts is to eventually have the student come to you for completion sign-offs. Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself. Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.NF.A.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
MA.3.NF.A.3d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

LESSON 15.2

15.2 Compare Fractions with the Same Denominator

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to use concrete or visual models and reasoning strategies to compare two fractions with the same denominator.
Student Learning Strategies	Students will Use fraction strips, fraction circles, and fraction number lines to compare fractions with the same denominator
Success Criteria	I can compare fractions that are divided into an equal number of same-sized parts.

Formative Assessment (drives instructional decisions)	Turn and Talk pages 405, 406, 407 Check Understanding page 407 On Your Own page 408 Exit Ticket (Online Resources)
Activities and Resources	Warm Up Spark Your Learning page 405, 406, 407 Mini Lesson Build Understanding page 406, Step It Out page 407 Guided Practice Check Understanding page 407 Independent Practice On Your Own page 408 Differentiated Practice page 405c Small Group Options On Track page 405c Almost There page 405c Ready for More page 405c Math Center Options On Track * More Practice/Homework 15.2 * My Learning Summary * Game: Wall Splat! Almost There * Reteach 15.2 * Interactive Reteach 15.2 * RtI Ready for More * Challenge 15.2

	* Interactive Challenge 15.2 Resources *Into Math* Teacher Edition Module 15/16
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:** Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them. Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them. Extra time: The teacher provides students with special

needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be

challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

	Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself. Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

LESSON 15.3

15.3 Compare Fractions with the Same Numerator

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to use concrete or visual models and reasoning strategies to compare two fractions with the same numerator.
Student Learning Strategies	Students will Use fraction strips, fraction circles, and fraction number lines to compare fractions with the same numerator.
Success Criteria	I can compare fractions that count the same number of equal parts when the whole is divided into a different number of equal parts.
Formative Assessment (drives instructional decisions)	Turn and Talk pages 409, 410, 411 Check Understanding page 411 On Your Own page 412 Exit Ticket (Online Resources)

Activities and Resources	Warm Up Spark Your Learning page 409 Mini Lesson Build Understanding page 410, Step It Out page 411 Guided Practice Check Understanding page 411 Independent Practice On Your Own page 412 Differentiated Practice page 409c Small Group Options On Track page 409c Almost There page 409c Ready for More page 409c Math Center Options On Track * More Practice/Homework 15.3 * Fluency Builder Addition Level 2 * Game Wall Splat! Almost There * Reteach 15.3 * Interactive Reteach 15.3 Ready for More * Challenge 15.3 * Interactive Challenge 15.3 Resources *Into Math* Teacher Edition Module 15/16
Suggested Modifications	**English Language Learners Native language support:**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be.

	Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

LESSON 15.4

15.4 Use Reasoning Strategies to Compare Fractions

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to use strategies to compare two fractions by reasoning with the same-sized pieces or the same number of pieces.
Student Learning Strategies	Students will Use fraction strips, and fraction circles to compare fractions.
Success Criteria	I can use different reasoning strategies to compare fractions.
Formative Assessment (drives instructional decisions)	Turn and Talk pages 413, 414, 415 Check Understanding page 415 On Your Own page 416 Exit Ticket (Online Resources)
Activities and Resources	Warm Up Spark Your Learning page 413 Mini Lesson Build Understanding page 414, Step It Out page 415 Guided Practice Check Understanding page 415 Independent Practice On Your Own page 416 Differentiated Practice

	page 413c Small Group Options On Track page 413c Almost There page 413c Ready for More page 413c Math Center Options On Track * More Practice/Homework 15.4 * Fluency Builder Subtraction Level 2 * My Learning Summary * Game Wall Splat! * Standards Practice Equal Parts Almost There * Reteach 15.4 * Interactive Reteach 15.4 Ready for More * Challenge 15.4 * Interactive Challenge 15.4 Resources *Into Math* Teacher Edition Module 15/16
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most

important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

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Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

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Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way t intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near

	the front.

MATH.3.NF.A.3.d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions with the support of a visual fraction model.

MODULE 16

LESSON 16.1

16.1 Represent Equivalent Fractions with Smaller Parts

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to use concrete and visual models and generate equivalent fractions in which the same whole is divided into a greater number of smaller equal parts.
Student Learning Strategies	Students will use sheets of paper, and fraction strips to represent, compare and explain equivalent fractions
Success Criteria	I can represent a fraction with equal parts that are smaller in size than the equal parts of an equivalent fraction.
Formative Assessment (drives instructional decisions)	Turn and Talk pages 421 Check Understanding page 423 On Your Own page 424 Exit Ticket (Online Resources)
Activities and Resources	Warm Up Spark Your Learning page 421 Mini Lesson Build Understanding page 422- 423 Guided Practice Check Understanding page 423 Independent Practice On Your Own page 424

	Differentiated Practice page 421c Small Group Options On Track page 421c Almost There page 421c Ready for More page 421c Math Center Options On Track * More Practice/Homework 16.1 * Interactive Glossary * Standards Practice Equivalent Fractions Almost There * Reteach 16.1 * Interactive Reteach 16.1 * RtI Tier 2 Skill 21 Fractions of a Whole Ready for More * Challenge 16.1 * Interactive Challenge 16.1 Resources *Into Math* Teacher Edition Module 15/16
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most

important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

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Gifted & Talented Strategies

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Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

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Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near

	the front.

MATH.3.NF.A.3.a	Understand two fractions as equivalent (equal) if they are the same size. Understand two fractions as equivalent if they are located at the same point on a number line.
MATH.3.NF.A.3.b	Recognize and generate simple equivalent fractions by reasoning about their size, (e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent with the support of a visual fraction model.

LESSON 16.2

16.2 Represent Equivalent Fractions with Larger Parts

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to use concrete and visual models to recognize and generate equivalent fractions in which the same whole is divided into a smaller number of larger equal parts.
Student Learning Strategies	Students will Use fraction stripes to show equivalent fractions Use a rectangle to show equivalent fractions
Success Criteria	I can represent a fraction with equal parts that are larger in size than the equal parts of an equivalent fraction.
Formative Assessment (drives instructional decisions)	Turn and Talk pages 425, 426, 427 Check Understanding page 427 On Your Own page 428 Exit Ticket (Online Resources)
Activities and Resources	Warm Up Spark Your Learning page 425 Mini Lesson Build Understanding page 426 - 427 Guided Practice Check Understanding page 427 Independent Practice On Your Own page 428 Differentiated Practice page 425c

	Small Group Options On Track page 425c Almost There page 425c Ready for More page 425c Math Center Options On Track * More Practice/Homework 16.2 * My Learning Summary * Game: Wall Splat! * Standards Practice Equivalent Fractions Almost There * Reteach 16.2 * Interactive Reteach 16.2 Ready for More * Challenge 16.2 * Interactive Challenge 16.2 Resources *Into Math* Teacher Edition Module 15/16
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand

and comprehend the subjects at hand.

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MATH.3.NF.A.3.a	Understand two fractions as equivalent (equal) if they are the same size. Understand two

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MATH.3.NF.A.3.b	Recognize and generate simple equivalent fractions by reasoning about their size, (e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent with the support of a visual fraction model.

LESSON 16.3

16.3 Recognize and Generate Equivalent Fractions

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to recognize and generate equivalen fractions using visual models in which the same whole is divided into a smaller number of larger equa parts or a greater number of smaller equal parts.
Student Learning Strategies	Students will Use fraction strips to find equivalent fractions Use fraction stripes to show equivalent fractions as smaller parts
Success Criteria	I can represent a fraction with equal parts that are smaller or larger in size than the equal parts of an equivalent fraction.
Formative Assessment (drives instructional decisions)	Turn and Talk pages 429, 430 Check Understanding page 431 On Your Own page 432 Exit Ticket (Online Resources)
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MATH.3.NF.A.3.d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify

the conclusions with the support of a visual fraction model.

REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.