MP3a-Extend Understanding Of Fraction Equivalence And Ordering

Content Area: **Mathematics**
Course(s): **Math 4 Resource Room**
Time Period: **Marking Period 3**
Length: **MP3 Topic 8 8-1 to 8-7**
Status: **Published**

Essential Questions

- What are some ways to name the same part of a whole?
- How can you compare fractions with unlike denominators?

Big Ideas

- **Equivalent Fractions:** Students learn how to recognize and generate equivalent fractions.
- **Visual Models:** Students use area models and number lines to find equivalent fractions and to compare fractions. They also use models or manipulatives to justify their thinking.

Enduring Understandings

Number and Operations—Fractions

4.NF.A.1 [M] Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

4.NF.A.2 [M] Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

Mathematical Practices Focus

3. Construct viable arguments and critique the reasoning of others.