

06. Understanding Fractions

Content Area: **Math**
Course(s):
Time Period: **Full Year**
Length: **4 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

In this unit, students will continue to develop an understanding of fractions as numbers. Students will represent fractions as distances on a number line.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Essential Questions:

- Why do we need fractions?

Enduring Understandings:

- Other numbers exist in addition to whole numbers.
- The number one can be broken down into fractional parts that are also numbers.

CONTENT AREA STANDARDS

3.NBT

- A. Use place value understanding and properties of operations to perform multi-digit arithmetic

3.NF

- A. Develop understanding of fractions as numbers

3.M

- A. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects
- B. Geometric measurement: understand concepts of area and relate area to multiplication and to addition
- C. Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures

MA.3.OA.A.2	Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.
MA.K-12.4	Model with mathematics.
MA.K-12.5	Use appropriate tools strategically.
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.NF.A.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram.
MA.3.NF.A.2a	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.
MA.3.NF.A.2b	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.
MA.3.NF.A.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
MA.3.NF.A.3a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
MA.3.NF.A.3b	Recognize and generate simple equivalent fractions (e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent, e.g., by using a visual fraction model.
MA.3.NF.A.3c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
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.
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.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

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.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CS.K-12.3	Recognizing and Defining Computational Problems
CS.K-12.5	Creating Computational Artifacts
CS.K-12.6	Testing and Refining Computational Artifacts
TECH.9.4.5.CT	Critical Thinking and Problem-solving
TECH.9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g.,

STUDENT LEARNING TARGETS

- Compare two fractions with the same numerator or the same denominator by reasoning about their size.
- Justify the conclusions of fraction comparisons and record the results.
- Explain why the fractions are equivalent.
- Express the area of each part as a unit fraction of the whole.
- Express whole numbers as fractions.
- Interpret whole-number quotients of whole numbers.
- Partition shapes into parts with equal areas.
- Recognize and generate simple equivalent fractions.
- Represent a fraction $1/b$ on a number line diagram.
- Represent a fraction a/b on a number line diagram.
- 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 $1/b$.
- Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
- Recognize fractions that are equivalent to whole numbers.
- Recognize that comparisons of two fractions are valid only when the two fractions refer to the same whole.

Declarative Knowledge

Students will understand that:

- Express the area of each part as a unit fraction of the whole
- Express whole numbers as fractions
- Interpret whole number quotients of whole numbers
- Recognize and generate simple equivalent fractions
- Represent a fraction $1/b$ on a number line diagram
- Represent a fraction a/b on a number line diagram
- 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 $1/b$
- Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line
- Recognize fractions that are equivalent to whole numbers
- Recognize that comparisons of two fractions are valid only when the two fractions refer to the same

whole

Procedural Knowledge

Students will be able to:

- Compare two fractions with the same numerator or same denominator by reasoning about their size
- Justify the conclusions of fraction comparisons and record the results
- Explain why fractions are equivalent
- Partition shapes into parts with equal areas

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments, Summative, and Benchmark Assessments' sections.

Alternate Assessments

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Formative Assessments

- Journal Pages
- Math Boxes
- Math Talks
- Open Response Activities
- Student Friendly Proficiency Scales
- Exit/Entrance Tickets
- Performance Tasks
- Teacher Observations

Summative Assessments

- End of Unit Assessment
- Projects

Benchmark Assessments

- IXL Screener / Diagnostic Snapshot BOY
- Interim Assessment 1
- IXL Diagnostic Snapshot MOY
- Interim Assessment 2
- IXL Diagnostic Snapshot EOY

RESOURCES (Instructional, Supplemental, Intervention Materials)

- Core Instructional Materials:
 - Everyday Math Unit 3 Resources
 - Math Masters
 - Student Journal Volume 1
 - [ConnectED](#)

Supplemental Materials:

- [IXL](#)
- Illustrative Math Tasks
- EM Games

EM Lessons:

- 7.2 (c)
- 7.4
- 7.5
- 7.6
- 7.7
- 7.8
- 7.9
- 7.10
- 7.11

- 7.12

INTERDISCIPLINARY CONNECTIONS

Social Studies:

Timelines in history

Career Readiness

Utilize critical thinking to make sense of problems and persevere in solving them

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

- Repeat directions
- Provide scaffolds
- Use graphic organizers
- Use wait time
- Provide manipulatives, grid paper
- Provide additional time

See link to Accommodations & Modifications document in course folder.