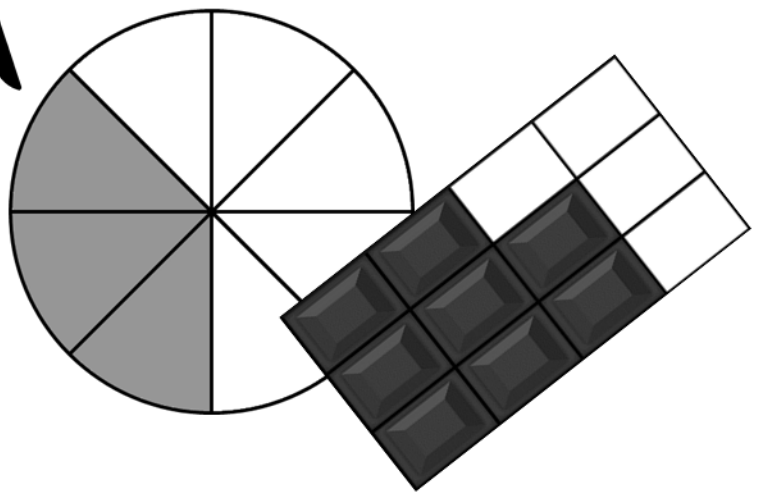
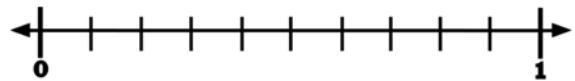
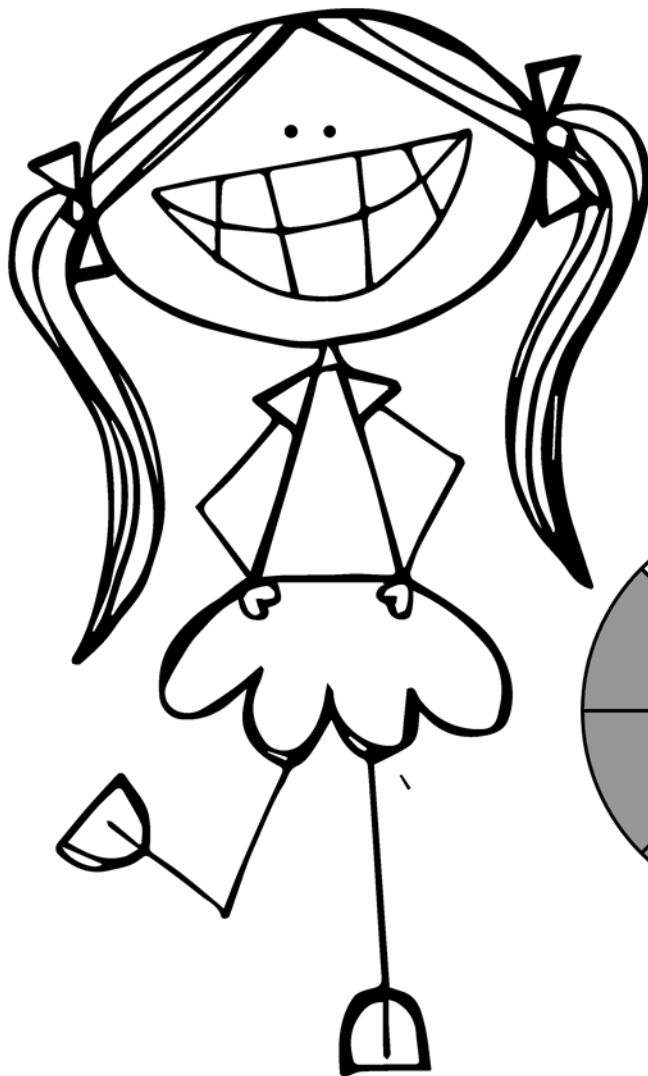


4<sup>th</sup> Grade TEKS ALIGNED

# FRACTION

## LESSON\*PLANS



# Teaching Notes

I'm am SO EXCITED for you to use these lesson plans and the streamlined resources that accompany them with your students!

This unit was created to provide a resource that was solely based on the TEKS. I was spending WAY too much time sifting through lessons in our textbook that were sort-of teaching the TEKS and supplementing them with activities that actually taught the TEKS. Most resources have a mix of common core and previous standards and are poorly aligned to our Texas specific content.

That ends now.

This unit contains the TEKS and nothing but the TEKS (so help me TEA). Time was taken to carefully address the readiness standards and ensure that they are taught to a greater depth than the supporting standards. This unit is packed full of fun and engaging lessons.

I spent countless hours creating this unit and plan to continue creating TEKS-based math units this year. I hope that this resource saves you time and helps you deliver the best lessons possible in your classroom. I work as a math staff developer and I am passionate about developing confident, effective math teachers who teach concepts rather than shallow procedures. Conceptual teaching develops thinkers, while procedural teaching develops step memorizers and followers. Together we can develop the next generation of mathematicians. 😊

Here's to making math everyone's favorite subject!!!

If you see any typos or have suggestions for this unit of future units, please e-mail me at [Melissa@marvelmath.com](mailto:Melissa@marvelmath.com). You will always have access to the updates I make by downloading newer versions from your account.

I hope you and your students have a great month learning fractions!!!

Thanks,  
Melissa

Follow my blog and connect with me at:

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# Fraction Week 1 Overview

| Day 1<br>Compare<br>Fractions 4.3D                                                                                                                                                                                                                                                                                                                           | Day 2<br>Compare<br>Fractions 4.3D                                                                                                                                                                                                                                                                                                            | Day 3<br>Compare<br>Fractions 4.3D                                                                                                                                                                                                                                                                                                                                                                                         | Day 4<br>Compare<br>Fractions 4.3D                                                                                                                                                                                                                                                                                                              | Day 5<br>Compare<br>Fractions 4.3D &<br>Benchmark<br>Fractions 4.3F                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Comparing Unit Fractions</u></b><br>This is one of my favorite lessons and is sure to make an impact on your students' thinking. Understanding unit fractions is the foundation for all work with fractions. Today you work on that foundation. Don't forget to pick up a dozen donuts for this lesson!                                                | <b><u>Comparing Almost Full Fractions</u></b><br>Today's lesson builds off of yesterday's lesson. Today students will study "almost full fractions," which are fractions that are one unit fraction away from one whole.                                                                                                                      | <b><u>Comparing Fractions with Common Denominators</u></b><br>Students have a very easy new strategy today. There is also time for review to allow students to truly absorb the strategies they learned on the first 2 days.                                                                                                                                                                                               | <b><u>Comparing Fractions with Common Numerators</u></b><br>The strategy for today builds on comparing unit fractions. Students will also review the strategies they learned on the first 3 days of this unit.                                                                                                                                  | <b><u>Comparing Fractions to <math>\frac{1}{2}</math></u></b><br>Students will learn how to compare fractions to $\frac{1}{2}$ using models and critical thinking skills. There are some extra printables on this concept included in this resource that are not used in the lesson plans. They can be used later for small group re-teach.                    |
| <b><u>Notebook:</u></b><br>1. Exploring Unit Fractions<br>2. Comparing Unit Fractions<br><br><b><u>Vocabulary:</u></b><br>fraction, numerator, denominator, unit fraction, & one whole<br><br><b><u>Printables:</u></b><br>1. Comparing Unit Fractions<br><br><b><u>Game:</u></b><br>Unit Fraction Comparison War<br><br><b><u>Exit Slip:</u></b><br>4.3D #1 | <b><u>Notebook:</u></b><br>1. Exploring Almost Full Fractions<br>2. Comparing Almost Full Fractions p. 1<br><br><b><u>Printables:</u></b><br>1. Comparing "Almost Full" Fractions<br>2. Comparing unit & Almost Full Fractions<br><br><b><u>Game:</u></b><br>Almost Full Fraction War<br><br><b><u>Exit Slip:</u></b><br>4.3D #2 <u>or</u> #3 | <b><u>Notebook:</u></b><br>1. Comparing "Almost Full Fractions" p.2<br>2. Comparing fractions w/ common denominators (top half only)<br><br><b><u>Printables:</u></b><br>1. Comparing Fractions with Common Denominators<br>2. Comparing unit, almost full fractions & fractions with common denominators<br><br><b><u>Game:</u></b><br>Play either game from previous two days<br><br><b><u>Exit Slip:</u></b><br>4.3D #4 | <b><u>Notebook:</u></b><br>1. Comparing fractions w/ common numerators (bottom half)<br><br><b><u>Printables:</u></b><br>1. Comparing Fractions: common numerators<br>2. Comparing Fractions Maze<br><br><b><u>Game:</u></b><br>1. Unit Fraction Comparison War<br>2. Almost Full Fraction War<br><br><b><u>Exit Slip:</u></b><br>4.3D #5 or #6 | <b><u>Notebook:</u></b><br>1. Fractions equivalent to $\frac{1}{2}$ (with cupcakes)<br>2. Compare fractions to $\frac{1}{2}$<br><br><b><u>Printables:</u></b><br>1. Equivalent Fractions: Fractions equivalent to $\frac{1}{2}$ cut & paste<br><br><b><u>Game:</u></b><br>Emoji Sliders: comparing to $\frac{1}{2}$<br><br><b><u>Exit Slip:</u></b><br>4.3D #7 |

# Fraction Week 2 Overview

| Day 6<br>Compare<br>Fractions 4.3D                                                                                                                                                                                                                                                                                                                                                                  | Day 7<br>Equivalent<br>Fractions 4.3C                                                                                                                                                                                                                                                                                                                                                                                                                                                | Day 8<br>Equivalent<br>Fractions 4.3C<br>Compare 4.3D                                                                                                                                                                                                                                                                                                                                                                                                                                       | Day 9<br>Equivalent<br>Fractions 4.3C                                                                                                                                                                                                                                                                                                                                                                                                                  | Day 10<br>Equivalent<br>Fractions &<br>Simplifying<br>Fractions 4.3C                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b><u>Compare Fractions by Benchmarking to <math>\frac{1}{2}</math></u></b></p> <p>The lesson today is all about developing thinking skills through discussions &amp; student explanations during the whole class exploration. It is important for students to be able to use multiple strategies to justify each comparison.</p>                                                                | <p><b><u>Conceptual Approach to Equivalent Fractions</u></b></p> <p>I love today's lesson. The goal for today is to help students internalize that equivalent fractions are all the same portion of one whole. When we <u>multiply</u> by a fraction equal to one, we are merely slicing pieces into smaller pieces.</p>                                                                                                                                                             | <p><b><u>Review &amp; Extend Understanding of Equivalent Fractions</u></b></p> <p>Students have additional practice today to create equivalent fractions using models that build to fluency with generating equivalent fractions using multiplication.</p>                                                                                                                                                                                                                                  | <p><b><u>New Strategy for Determining Equivalent Fractions</u></b></p> <p>Students will discover that the multiplicative relationship between the numerators and denominators is the same for equivalent fractions. It sounds like the multiply by a fraction equal to 1 method, but it is distinctly different.</p>                                                                                                                                   | <p><b><u>Students will simplify fractions to test for equivalence</u></b></p> <p>Students will tackle the final method they will learn this year to determine if a set of fractions are equivalent. They will learn to simplify fractions today. This lesson will focus on conceptual understanding.</p>                                                                                                                                                                            |
| <p><b><u>Notebook:</u></b></p> <ol style="list-style-type: none"> <li>1. Compare fractions by benchmarking to <math>\frac{1}{2}</math></li> </ol> <p><b><u>Printables:</u></b></p> <ol style="list-style-type: none"> <li>1. Name the Winner</li> </ol> <p><b><u>Game:</u></b></p> <p>Emoji Sliders: comparing to <math>\frac{1}{2}</math></p> <p><b><u>Exit Slip:</u></b></p> <p>4.3D #8 or #9</p> | <p><b><u>Notebook:</u></b></p> <ol style="list-style-type: none"> <li>1. Discover Equivalent Fractions</li> <li>2. Patterns with Equivalent Fractions</li> </ol> <p><b><u>Vocabulary:</u></b></p> <p>equivalent fraction</p> <p><b><u>Printables:</u></b></p> <ol style="list-style-type: none"> <li>1. Generating Equivalent Fractions</li> </ol> <p><b><u>Game:</u></b></p> <p>Equivalent Fractions matching, memory or Go Fish</p> <p><b><u>Exit Slip:</u></b></p> <p>4.3C #1</p> | <p><b><u>Notebook:</u></b></p> <ol style="list-style-type: none"> <li>1. More Equivalent Fractions</li> <li>2. Fractions Equal to One</li> </ol> <p><b><u>Printables:</u></b></p> <ol style="list-style-type: none"> <li>1. Equivalent Fractions: Fractions Equal to 1</li> <li>2. Comparing Fractions: making equivalent fractions to compare</li> </ol> <p><b><u>Game:</u></b></p> <p>Equivalent Fractions matching, memory or Go Fish</p> <p><b><u>Exit Slip:</u></b></p> <p>4.3C #2</p> | <p><b><u>Notebook:</u></b></p> <ol style="list-style-type: none"> <li>1. Hidden Relationships in Equivalent Fractions</li> </ol> <p><b><u>Printables:</u></b></p> <ol style="list-style-type: none"> <li>1. Equivalent Fraction Sort: using multiplicative relationships</li> </ol> <p><b><u>Game:</u></b></p> <ol style="list-style-type: none"> <li>1. Equivalent Fraction Bowling Level 2</li> </ol> <p><b><u>Exit Slip:</u></b></p> <p>4.3C #5</p> | <p><b><u>Notebook:</u></b></p> <ol style="list-style-type: none"> <li>1. Simplifying Fractions to Prove Equivalence</li> </ol> <p><b><u>Vocabulary :</u></b></p> <p>Simplify Fractions</p> <p><b><u>Printables:</u></b></p> <ol style="list-style-type: none"> <li>1. Simplify &amp; Sort</li> </ol> <p><b><u>Game:</u></b></p> <ol style="list-style-type: none"> <li>1. Simplify Fractions to Find Equivalent Fractions</li> </ol> <p><b><u>Exit Slip:</u></b></p> <p>4.3C #7</p> |

# Fraction Week 3 Overview

| <b>Day 11</b><br><b>Review:</b><br><b>Compare</b><br><b>Fractions 4.3D &amp;</b><br><b>Equivalent</b><br><b>Fractions 4.3C</b>                                                                                                                                                                                                                                  | <b>Day 12</b><br><b>Relating</b><br><b>Decimals to</b><br><b>Fractions 4.2G</b>                                                                                                                                                                                                                                                                                            | <b>Day 13</b><br><b>Decimals &amp;</b><br><b>Fractions on a</b><br><b>Number Line</b><br><b>4.2G, 4.2H, &amp; 4.3G</b>                                                                                                                                                                 | <b>Day 14</b><br><b>Fractions &amp;</b><br><b>Mixed Numbers</b><br><b>on a Number</b><br><b>Line 4.3G</b>                                                                                                                                                                                                                                         | <b>Day 15</b><br><b>Review:</b><br><b>Comparing</b><br><b>Fractions &amp;</b><br><b>Fraction/Decimal</b><br><b>Relationships</b>                                                                                                                                                                                                     |
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| <b><u>Review &amp; Extend</u></b><br>Students use all of the strategies they have learned so far, determining which strategies can be used on various sets of fractions and considering which is the most efficient for each pair. If you have never tried guided math instruction, I give you an easy way to try it for a day with today's lesson.             | <b><u>Converting Decimals to Fractions &amp; Fractions to Decimals</u></b><br>Students will learn an easy way to convert fractions to decimals. This is a lesson in place value! If your class went through the Place Value Unit I wrote, today will be a review for them. I added number lines to this lesson, since our students can always use more practice with them. | <b><u>Use Place value relationships to understand decimals on a number line</u></b><br>You will use your phone to "zoom in" on number lines to see that there are actually numbers on a number line between the whole numbers. This lesson integrates 10x and one-tenth relationships. | <b><u>Use fraction bars to build number lines and develop conceptual understanding</u></b><br>Students will see how fraction bars connect to fraction number lines while exploring the relationship between improper fractions and mixed numbers. This is a great hands-on lesson!                                                                | <b><u>Review, Extend &amp; Reteach</u></b> There is no new content today. The day starts with a page of mixed review and then moves into small group work designed to meet individual student needs. You can meet with small groups while the rest of the class engages in activities and games to review and extend their learning. |
| <b><u>Notebook:</u></b><br>1. Methods for comparing fractions<br><br><b><u>Printables:</u></b><br>1. Equivalent Fraction Match<br>2. Selecting a Strategy to Compare Fractions<br><br><b><u>Game:</u></b><br>1. Emoji Sliders<br><br>2. Students may rotate through all of the games played so far to review<br><br><b><u>Exit Slip:</u></b><br>4.3D #10 or #11 | <b><u>Notebook:</u></b><br>1. Fractions to Decimals<br>2. Decimals to Fractions<br><br><b><u>Vocabulary:</u></b><br>decimal, tenth & hundredth<br><br><b><u>Printables:</u></b><br>Popcorn Models<br><br><b><u>Game:</u></b><br>Fraction & Decimal Bingo<br><br><b><u>Exit Slip:</u></b><br>4.2G #1                                                                        | <b><u>Notebook:</u></b><br>1. Decimals & Fractions on Number Lines<br><br><b><u>Printables:</u></b><br>1. Zoom in on Number Lines<br><br><b><u>Game:</u></b> Fraction & Decimal 3-in-a-row<br><br><b><u>Exit Slip:</u></b> 4.2H #1                                                     | <b><u>Notebook:</u></b><br>1. Fractions on a Number Line<br><br><b><u>Vocabulary:</u></b><br>improper fraction & mixed number<br><br><b><u>Printables:</u></b><br>Prickly Fraction Number Lines<br><br><b><u>Hands On:</u></b><br>Build a Fraction Number Line<br><br><b><u>Game:</u></b> Fraction Avenue<br><br><b><u>Exit Slip:</u></b> 4.3G #1 | <b><u>Printables:</u></b><br>Monkey Maze<br>Fraction Review #1<br><br><b><u>Activity:</u></b><br>1. Dinner Guest Line-up<br>2. Dinner Guest Tables<br><br><b><u>Game:</u></b><br>Games from previous lessons<br><br><b><u>Exit Slip:</u></b> Fraction Review: 4.3D, 4.2G & 4.3G                                                      |

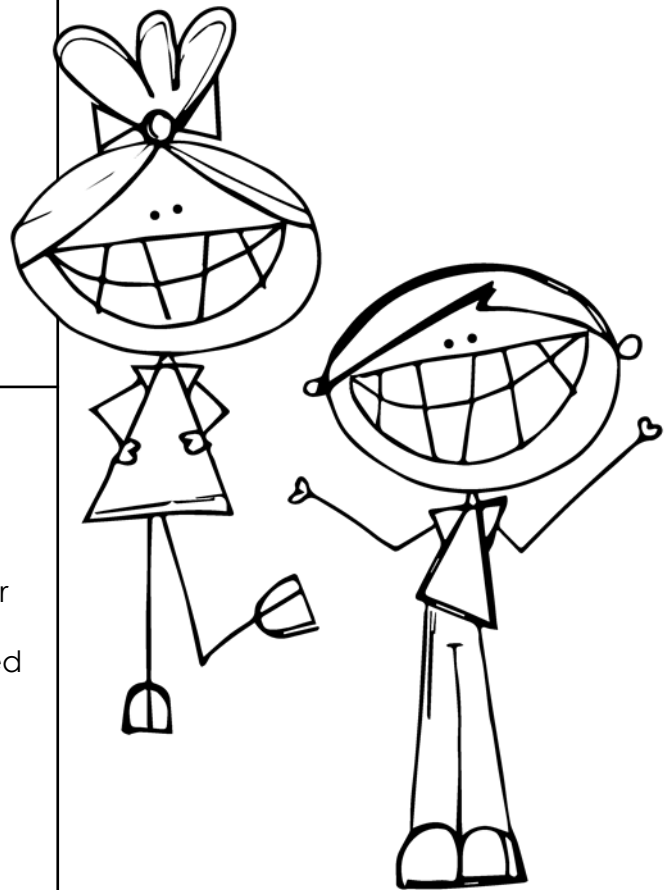
# Fraction Week 4 Overview

| Day 16<br>Fractions as<br>the Sum of Unit<br>Fractions 4.3A                                                                                                                                                                                                                             | Day 17<br>Decompose<br>Fractions 4.3B                                                                                                                                                                                                                                                                                                                                | Day 18<br>Add & Subtract<br>Fractions with<br>Common<br>Denominators<br>4.3E                                                                                                                                                                                                                                                             | Day 19<br>Add & Subtract<br>Fractions with<br>Common<br>Denominators<br>4.3E                                                                                                                                                                                                                                                                                                                                               | Day 20<br>Evaluate<br>Reasonableness<br>of Sums and<br>Differences of<br>Fractions 4.3F                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Prepare, Teach &amp; Connect</b> 4.3A is a fairly easy TEK for most students, so today's lesson focuses on using this TEK to prepare students to add fractions by focusing on the unchanging denominator and connects this TEK to fraction number lines and pictorial models.</p> | <p><b>Decompose with Models &amp; Number Lines</b> Today's lesson is a lot of fun for students. The models and activities offer some fun practice for students while making this TEK visually come to life. The more we use pictorial models, the greater fraction number sense we develop in our students and the easier it is for them to visualize fractions.</p> | <p><b>Taking Sums from Improper Fractions to Mixed Numbers</b> The lesson today works on adding and subtracting fractions with common denominators. The trickiest part of this TEK is converting an improper fraction to a mixed number. This lesson shows how to do that with manipulatives that build to a mathematical procedure.</p> | <p><b>Review &amp; Reteach</b> This lesson is short and sweet, to intentionally give you extended time to meet with small groups who may be struggling with other content from the unit. Today is a great day to use data from exit slips to pull small groups for reteach. Use the games from previous lessons to play against your small groups while offering mini-lessons through "think alouds" during your turn.</p> | <p><b>Use Fraction Bars to Help Estimate Fraction Sums</b> The lesson today shows students how to use benchmark fractions to estimate sums. The focus is on using visual models. If students can't picture or reason about <math>\frac{5}{8}</math>, they can't round to the nearest benchmark fraction. This TEK is all about number sense with fractions, which takes time to develop.</p> |
| <p><b>Notebook:</b><br/>1. Fractions as the Sum of Unit Fractions</p> <p><b>Activity:</b> Fraction City Sky Line</p> <p><b>Printable:</b><br/>Name that Fraction</p> <p><b>Exit Slip:</b> 4.3A #1</p>                                                                                   | <p><b>Notebook:</b><br/>1. Decompose Fractions</p> <p><b>Vocabulary:</b><br/>decompose</p> <p><b>Activity:</b> Jelly Bean Sugar Rush</p> <p><b>Printable:</b><br/>Break it Up: decomposing fractions</p> <p><b>Exit Slip:</b> 4.3B #1</p>                                                                                                                            | <p><b>Notebook:</b><br/>1. Adding and Subtracting Fractions<br/>2. What to do with Improper Fractions</p> <p><b>Printables:</b><br/>Fun in the Family</p> <p><b>Game:</b><br/>Fraction Flip</p> <p><b>Exit Slip:</b> 4.3E #1</p>                                                                                                         | <p><b>Printables:</b><br/>Foxy Friends</p> <p><b>Game:</b><br/>Fraction Flip</p> <p><b>Exit Slip:</b> 4.3E #2</p>                                                                                                                                                                                                                                                                                                          | <p><b>Notebook:</b><br/>1. Reasonable Estimates</p> <p><b>Vocabulary:</b><br/>benchmark fraction</p> <p><b>Printables:</b><br/>Benchmark Fractions Sort</p> <p><b>Game:</b> Emoji Sliders: comparing to <math>\frac{1}{2}</math></p> <p><b>Exit Slip:</b> 4.3F #1</p>                                                                                                                        |

# Fraction Week 4 Overview

| Day 21<br>Evaluate<br>Reasonableness<br>of Sums and<br>Differences of<br>Fractions 4.3F                                                                                                                                                                                                                                                                                 | Day 22<br>Review                                                                                                                                                                                                                                                                                                                                 | Day 23<br>Assess &<br>Extend                                                                                                                                                  |
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| <b><u>Continued practice, catch-up or review</u></b> Students will have another day to practice estimating with fractions. This is a light instructional day, so you have time to catch-up on activities you weren't able to get to on other lessons, or you can have students use the Review Fraction Task Cards to give you data to plan reteach groups for tomorrow. | <b><u>Review &amp; Reteach</u></b><br>I created the key on the fraction review task cards to help you record areas of student need. You can pull students today for reteach as well. For easy, no-prep reteach you could go over the notebook pages, play the no-prep game, or use the journal prompt from the needed TEK with your small group. | <b><u>Assess:</u></b><br>Students will complete Fraction Assessment #1 today. When they are finished they can work on journal prompts from the unit to extend their learning. |
| <b><u>Printable:</u></b><br>Use Benchmark Fractions<br><br><b><u>Game:</u></b><br>Roll to the Top<br><br><b><u>Exit Slip:</u></b> 4.3F #2                                                                                                                                                                                                                               | <b><u>Task Cards:</u></b><br>Fraction Review Task Cards<br><br><b><u>Game:</u></b><br>Any Games from this unit<br><br><b><u>Activity:</u></b><br>Any activities from this unit                                                                                                                                                                   | <b><u>Fraction Assessment #1</u></b><br><br><b><u>Journal Prompts:</u></b><br>You can select a prompt or two for students to complete on lined or blank paper.                |

**WE DID IT!!!!**  
We made it through all of the *fraction* TEKS.



| <b>4<sup>th</sup> Grade Fraction Notebook Topics</b> | <b>Page(s)</b> | <b>TEKS</b>      |
|------------------------------------------------------|----------------|------------------|
| Fraction Vocabulary                                  | 1-3            | All              |
| Exploring Unit Fractions                             | 4              | 4.3D             |
| Comparing Unit Fractions                             | 5              | 4.3D             |
| Exploring Almost Full Fractions                      | 6              | 4.3D             |
| Comparing Almost Full Fractions                      | 7-8            | 4.3D             |
| Comparing Fractions with Common Denominators         | 9              | 4.3D             |
| Comparing Fractions with Common Numerators           | 10             | 4.3D             |
| Fractions Equivalent to One-Half                     | 11             | 4.3D             |
| Compare Fractions to One-Half                        | 12             | 4.3D             |
| Benchmarking to One-Half                             | 13             | 4.3D             |
| Equivalent Fractions                                 | 14-16          | 4.3C             |
| Hidden Relationships in Equivalent Fractions         | 17             | 4.3C             |
| Simplifying Fractions to prove Equivalence           | 18             | 4.3C             |
| Fractions Equal to One                               | 19             | 4.3D             |
| Methods for Comparing Fractions                      | 20             | 4.3C, 4.3D       |
| Fractions to Decimals                                | 21             | 4.2G, 4.3G       |
| Decimals to Fractions                                | 22             | 4.2H, 4.3G, 4.3G |
| Decimals & Fractions on Number Lines                 | 23             | 4.2H, 4.3G       |
| Fractions on a Number Line                           | 24             | 4.3G             |
| Fractions as a Sum of Unit Fractions                 | 25             | 4.3A             |
| Decompose Fractions                                  | 26             | 4.3B             |
| Adding & Subtracting Fractions                       | 27             | 4.3E             |
| Improper Fractions                                   | 28             | 4.3E             |
| Reasonable Estimates                                 | 29             | 4.3F             |

| <b>4<sup>th</sup> Grade Fraction Printables</b>                                                     | <b>Page</b> | <b>TEKS</b>                   |
|-----------------------------------------------------------------------------------------------------|-------------|-------------------------------|
| Comparing Unit Fractions                                                                            | 1           | 4.3D                          |
| Comparing "Almost Full" Fractions                                                                   | 2           | 4.3D                          |
| Comparing Unit & "Almost Full" Fractions                                                            | 3           | 4.3D                          |
| Comparing Fractions with Common Denominators                                                        | 4           | 4.3D                          |
| Comparing Fractions: Unit fractions, Almost full fractions & fractions with common denominators     | 5           | 4.3D                          |
| Comparing Fractions: Common numerators                                                              | 6           | 4.3D                          |
| Comparing Fractions Maze: Using unit, almost full, common numerator & common denominator strategies | 7           | 4.3D                          |
| Equivalent Fractions: Fractions equivalent to $\frac{1}{2}$                                         | 8           | 4.3C, 4.3D                    |
| Comparison Crabs: Comparing fractions to $\frac{1}{2}$                                              | 9           | 4.3D                          |
| Cut, Fold & Compare: Comparing fractions to $\frac{1}{2}$                                           | 10          | 4.3D                          |
| Name the Winner: Comparing fractions by benchmarking to $\frac{1}{2}$                               | 11          | 4.3D, 4.3F                    |
| Generating Equivalent Fractions with models                                                         | 12          | 4.3C                          |
| Equivalent Fractions: A conceptual approach                                                         | 13          | 4.3C                          |
| Equivalent Fractions: Fractions equivalent to 1                                                     | 14          | 4.3C, 4.3F                    |
| Equivalent Fraction Match                                                                           | 15          | 4.3C                          |
| Comparing Fractions: Make equivalent fractions to compare                                           | 16          | 4.3D                          |
| Equivalent Fraction Sort: Using multiplicative relationships                                        | 17          | 4.3C                          |
| Simplify & Sort: Simplify to test for equivalence                                                   | 18          | 4.3C                          |
| Equivalent or Not?: Proving equivalence in a variety of ways                                        | 19          | 4.3C                          |
| Selecting a Strategy to Compare Fractions                                                           | 20          | 4.3D                          |
| Popcorn Models: Relating decimals to fractions with models                                          | 21          | 4.2G, 4.2E                    |
| Zoom-In on Number Lines: Naming fractions and decimals on a number line                             | 22          | 4.2G, 4.2H, 4.3G              |
| Prickly Fraction Number Lines                                                                       | 23          | 4.3G                          |
| Monkey Maze Fraction Review                                                                         | 24          | 4.2G, 4.2H, 4.3C, 4.3D & 4.3G |
| Name That Fraction: Writing fractions as the sum of unit fractions                                  | 25          | 4.3A, 4.3G                    |
| Break it Up: Decomposing fractions                                                                  | 26          | 4.3B, 4.3E                    |
| All in the Family: Adding and subtracting fractions                                                 | 27          | 4.3E                          |
| Foxy Friends: Adding and subtracting fractions                                                      | 28          | 4.3E                          |
| Benchmarking Fractions Sort                                                                         | 29          | 4.3F                          |
| Use Benchmark Fractions ( $0, \frac{1}{4}, \frac{1}{2}, \frac{3}{4}, 1$ ) to estimate sums          | 30          | 4.3F                          |

4<sup>th</sup> Grade TEKS ALIGNED

# FRACTIONS



**NO \* PREP \* GAMES**

| Game                                            | TEK              |
|-------------------------------------------------|------------------|
| Fraction & Decimal 3-in-a-Row                   | 4.2G             |
| Fraction & Decimal Bingo                        | 4.2G, 4.2H, 4.3G |
| Unit Fraction Bump                              | 4.3A             |
| Decompose Fractions                             | 4.3B             |
| Equivalent Fraction Bowling                     | 4.3C             |
| Simplify Fractions to Find Equivalent Fractions | 4.3C             |
| Compare Fractions                               | 4.3D             |
| Add & Subtract Fractions                        | 4.3E             |
| Roll to the Top                                 | 4.3F             |
| Estimate Your Treasure                          | 4.3F             |
| Fraction Avenue                                 | 4.3G             |

# Fraction Journal Prompts

This journal has 2 similar prompts for each TEK.

**THE 1<sup>ST</sup> PROMPT** has fractions named in it for students to use.

**THE 2<sup>ND</sup> PROMPT** has blank boxes for you to fill in any fraction. You can use this set over & over again!

|                                                                                                                                                          |                                                                                                                                    |                                                                                                                                    |      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|------|
| <b>4.3E</b><br>Represent and solve <b>ADDITION &amp; SUBTRACTION OF FRACTIONS</b> using properties of operations & models that build to the number line. | Find the sum of $\frac{5}{4}$ and $\frac{2}{4}$ .                                                                                  | Represent your solution using Fractionbars and a number line. Show how to decompose one of the Fractions to make it easier to add. | 4.3E |
|                                                                                                                                                          | Find the sum of $\frac{5}{4}$ and $\frac{2}{4}$ .                                                                                  |                                                                                                                                    |      |
|                                                                                                                                                          | Find the sum of $\frac{5}{4}$ and $\frac{2}{4}$ .                                                                                  | Represent your solution using Fractionbars and a number line. Show how to decompose one of the Fractions to make it easier to add. | 4.3E |
|                                                                                                                                                          | Find the sum of $\frac{5}{4}$ and $\frac{2}{4}$ .                                                                                  |                                                                                                                                    |      |
|                                                                                                                                                          | Find the sum of $\frac{5}{4}$ and $\frac{2}{4}$ .                                                                                  | Represent your solution using Fractionbars and a number line. Show how to decompose one of the Fractions to make it easier to add. | 4.3E |
|                                                                                                                                                          | Find the sum of $\frac{5}{4}$ and $\frac{2}{4}$ .                                                                                  |                                                                                                                                    |      |
|                                                                                                                                                          | Find the sum of $\frac{5}{4}$ and $\frac{2}{4}$ .                                                                                  | Represent your solution using Fractionbars and a number line. Show how to decompose one of the Fractions to make it easier to add. | 4.3E |
|                                                                                                                                                          | Find the sum of $\frac{5}{4}$ and $\frac{2}{4}$ .                                                                                  |                                                                                                                                    |      |
| Find the sum of $\frac{5}{4}$ and $\frac{2}{4}$ .                                                                                                        | Represent your solution using Fractionbars and a number line. Show how to decompose one of the Fractions to make it easier to add. | 4.3E                                                                                                                               |      |
| Find the sum of $\frac{5}{4}$ and $\frac{2}{4}$ .                                                                                                        |                                                                                                                                    |                                                                                                                                    |      |

The left side of this page lists different fractions that work well with each prompt, including a challenge set for students to use.

|                                                                                                                                                          |                                                                                                                                         |                                                                                                                                         |      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------|
| <b>4.3E</b><br>Represent and solve <b>ADDITION &amp; SUBTRACTION OF FRACTIONS</b> using properties of operations & models that build to the number line. | Find the sum of $\frac{\square}{\square}$ and $\frac{\square}{\square}$ .                                                               | Represent your solution using Fractionbars and a number line. If possible, show how to decompose one Fraction to make it easier to add. | 4.3E |
|                                                                                                                                                          | Find the sum of $\frac{\square}{\square}$ and $\frac{\square}{\square}$ .                                                               |                                                                                                                                         |      |
|                                                                                                                                                          | Find the sum of $\frac{\square}{\square}$ and $\frac{\square}{\square}$ .                                                               | Represent your solution using Fractionbars and a number line. If possible, show how to decompose one Fraction to make it easier to add. | 4.3E |
|                                                                                                                                                          | Find the sum of $\frac{\square}{\square}$ and $\frac{\square}{\square}$ .                                                               |                                                                                                                                         |      |
|                                                                                                                                                          | Find the sum of $\frac{\square}{\square}$ and $\frac{\square}{\square}$ .                                                               | Represent your solution using Fractionbars and a number line. If possible, show how to decompose one Fraction to make it easier to add. | 4.3E |
|                                                                                                                                                          | Find the sum of $\frac{\square}{\square}$ and $\frac{\square}{\square}$ .                                                               |                                                                                                                                         |      |
|                                                                                                                                                          | Find the sum of $\frac{\square}{\square}$ and $\frac{\square}{\square}$ .                                                               | Represent your solution using Fractionbars and a number line. If possible, show how to decompose one Fraction to make it easier to add. | 4.3E |
|                                                                                                                                                          | Find the sum of $\frac{\square}{\square}$ and $\frac{\square}{\square}$ .                                                               |                                                                                                                                         |      |
| Find the sum of $\frac{\square}{\square}$ and $\frac{\square}{\square}$ .                                                                                | Represent your solution using Fractionbars and a number line. If possible, show how to decompose one Fraction to make it easier to add. | 4.3E                                                                                                                                    |      |
| Find the sum of $\frac{\square}{\square}$ and $\frac{\square}{\square}$ .                                                                                |                                                                                                                                         |                                                                                                                                         |      |

## How can I use these in my classroom?

Use the 1<sup>st</sup> prompt **IN CLASS.**



Assign the 2<sup>nd</sup> prompt **FOR HOMEWORK.**

Use the 1<sup>st</sup> prompt **IN A LESSON.**



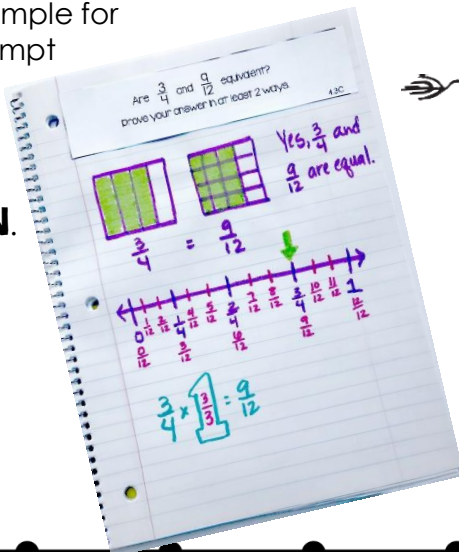
Use the 2<sup>nd</sup> prompt to lead discussions and lesson during **TUTORING** or **RETEACH GROUPS.**

Use the 1<sup>st</sup> prompt **WHEN A CONCEPT IS INTRODUCED.**

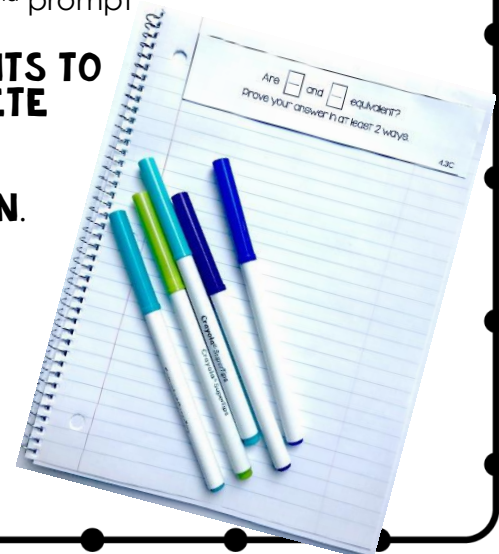


Use the 2<sup>nd</sup> prompt **LATER IN THE YEAR TO REVIEW.**

Use the sample for the 1<sup>st</sup> prompt **AS A MODEL AT A MATH STATION.**



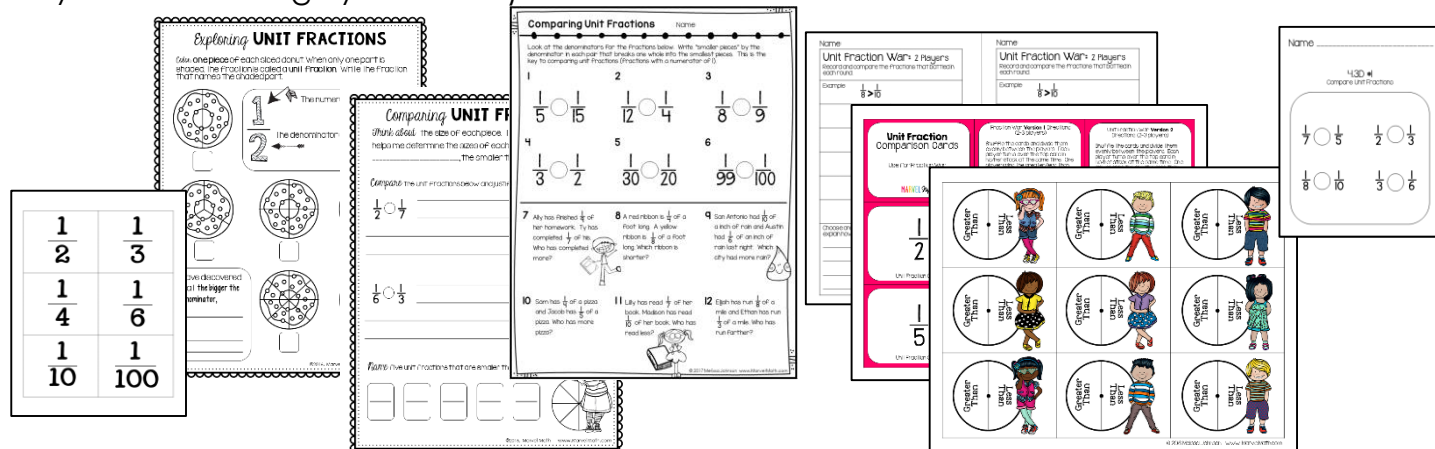
Use the 2<sup>nd</sup> prompt **FOR STUDENTS TO COMPLETE AT A MATH STATION.**



# Day 1: Compare Unit Fractions

**TEK: 4.3D** compare two fractions with different numerators and different denominators and represent the comparison using the symbols  $>$ ,  $=$ , or  $<$

Materials: One dozen donuts that are the same size/type (or bagels, or something that is easy to cut...but highly desirable)



## Lesson (Whole Class Exploration):

1. Divide the class into 6 equal groups. Tape the fraction cards ( $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{6}$ ,  $\frac{1}{10}$ ,  $\frac{1}{100}$ ) to the board. Give groups 5 seconds to grab a card and select the fraction of a donut each group member will receive.
2. Once groups have their cards, ask, "Who thinks they have the largest part of a donut?" Don't give anything away....just ask them to consider their choice and predict who has the best card.
3. Start with the group who selected  $\frac{1}{4}$  and cut 1 (or 2 if needed) donut(s) into four equal parts and give each group member  $\frac{1}{4}$  of the donut. During the process, introduce the vocabulary numerator, denominator and unit fraction. Using the vocabulary in context creates meaning for students.
4. Repeat this process for the  $\frac{1}{3}$  group. Before slicing the donut ask students to predict if this group will have larger or smaller pieces and explain their thinking. Compare one of these pieces to a  $\frac{1}{4}$  piece.

\*For many students, we are creating dissonance in their thinking. They are so accustomed to larger numbers correlating to a larger amount. With unit fractions, just the opposite is the case. The larger the denominator, the smaller the piece. It is best if we let students discover this relationship during this activity instead of explicitly stating it. When students discover a pattern on their own, they deepen their thinking and they remember what they have learned.

5. Repeat this process for  $\frac{1}{2}$ ,  $\frac{1}{6}$ , &  $\frac{1}{10}$ .
6. When it is time to cut the  $\frac{1}{100}$  piece, take a  $\frac{1}{100}$ th piece and slice it into 10 tiny slivers. This is a great time to talk about place value relationships!  $\frac{1}{100}$ th is  $\frac{1}{10}$ th of  $\frac{1}{10}$ th.
7. At the end of this exploration, ask students who got the biggest piece and who received the smallest piece. Was it what they thought from the beginning?

## Day 1: Compare Unit Fractions

**TEK: 4.3D** compare two fractions with different numerators and different denominators and represent the comparison using the symbols  $>$ ,  $=$ , or  $<$

Notebook: Complete the **Exploring Unit Fractions** and **Comparing Unit Fractions** notebook pages together to review & extend the lesson.

Vocabulary: Define the terms ***fraction, numerator, denominator, unit fraction*** and ***one whole*** in the essential vocabulary section of the notebook.

Printables: Students can complete the **Comparing Unit Fractions** page independently or for homework.

Game: Students can play **Unit Fraction Comparison War** to practice what they learned.

Exit Slip: Use the **4.3D #1 exit slip** to assess student understanding.

Tape these fraction cards to the board to start the lesson. Each group will choose what fraction of a donut they will receive.

$$\frac{1}{2}$$

$$\frac{1}{3}$$

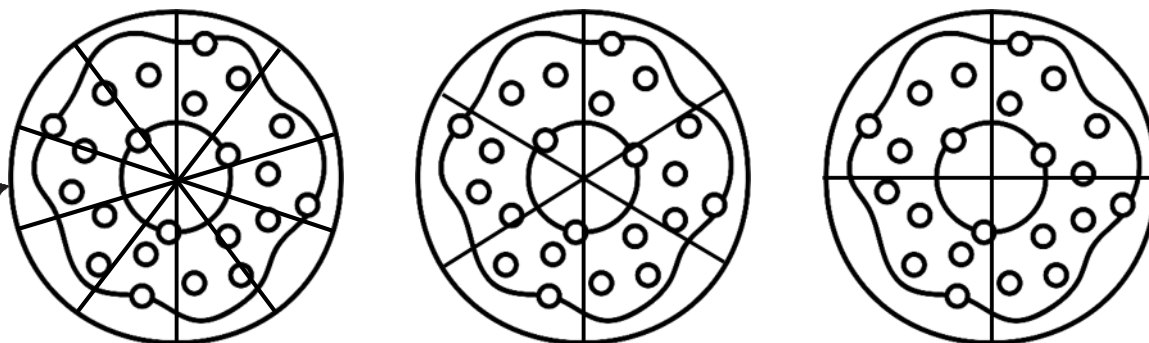
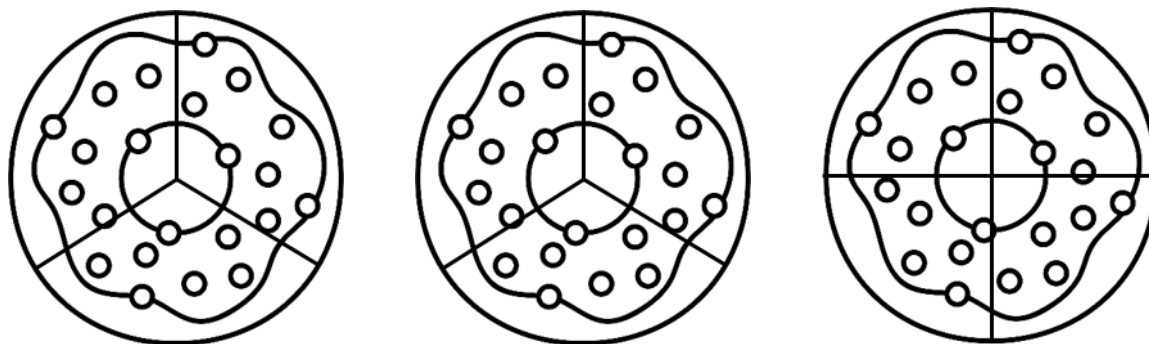
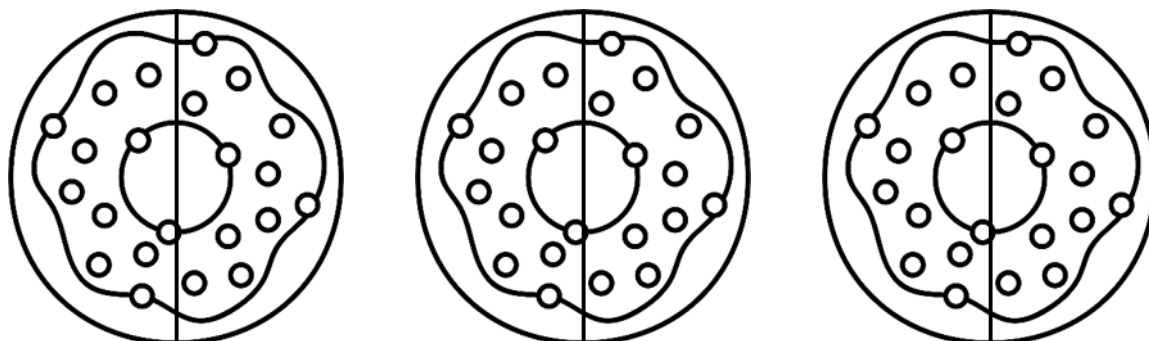
$$\frac{1}{4}$$

$$\frac{1}{6}$$

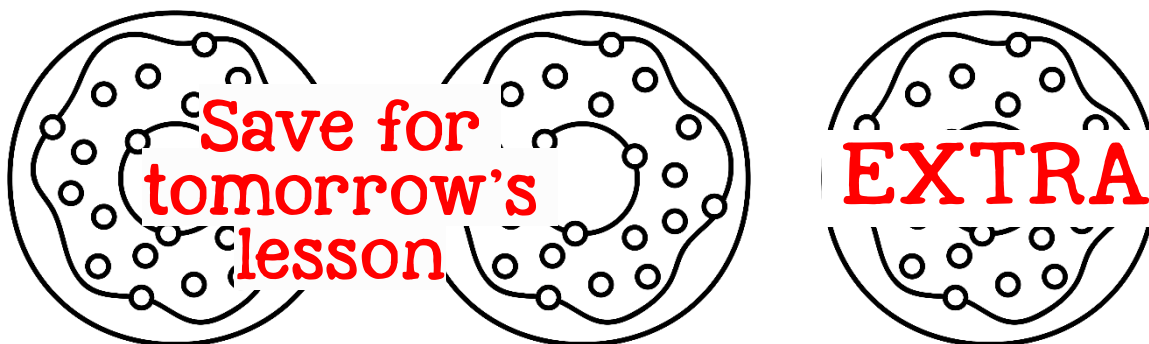
$$\frac{1}{10}$$

$$\frac{1}{100}$$

For a whole class lesson, you can use 1 dozen donuts (24-28 students). Make sure all of the donuts are exactly the same kind & size. We can only compare fractions when they are fractions of the same sized whole. Put students in groups of 6 students or less. Here is how they will end up being sliced:

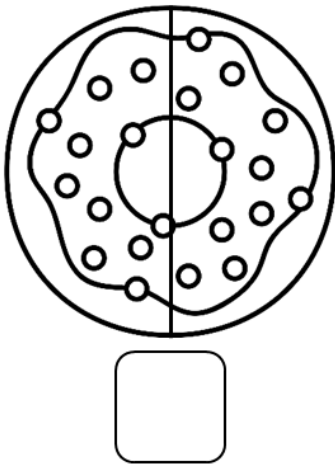


One of the tenth pieces will be cut into 10 tiny slivers to make hundredths.



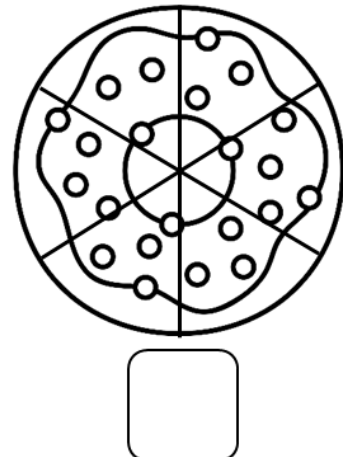
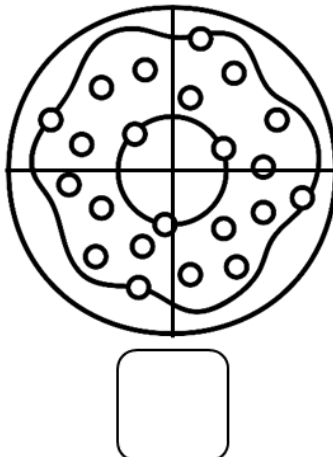
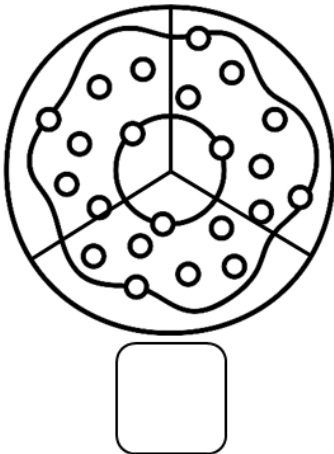
# Exploring UNIT FRACTIONS

Color one piece of each sliced donut. When only one part is shaded, the fraction is called a unit fraction. Write the fraction that names the shaded part.



The numerator:

The denominator:



I have discovered  
that the bigger the  
denominator,

---



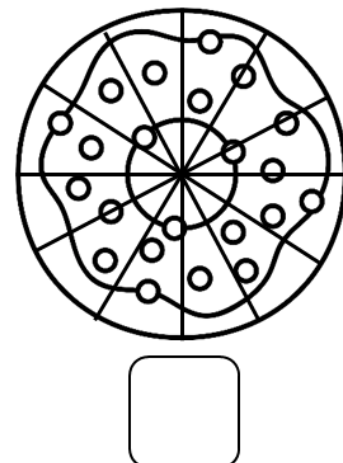
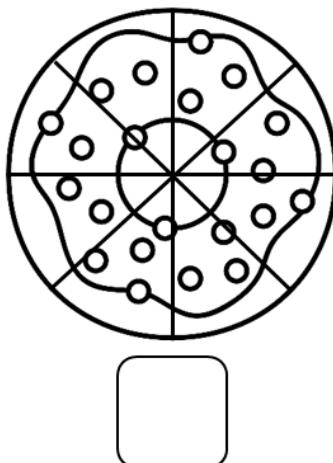
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# Comparing **UNIT FRACTIONS**

*Think about* the size of each piece. The \_\_\_\_\_ helps me determine the sizes of each piece. The bigger the \_\_\_\_\_, the smaller the \_\_\_\_\_.

*Compare* the unit fractions below and justify your answer.

$$\frac{1}{2} \bigcirc \frac{1}{7}$$

---



---

$$\frac{1}{6} \bigcirc \frac{1}{3}$$

---



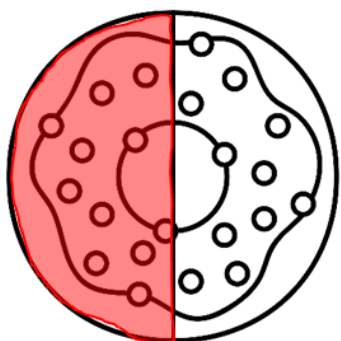
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*Name* five unit fractions that are smaller than  $\frac{1}{2}$ .



# Exploring UNIT FRACTIONS

Color one piece of each sliced donut. When only one part is shaded, the fraction is called a unit fraction. Write the fraction that names the shaded part.



$$\frac{1}{2}$$

1

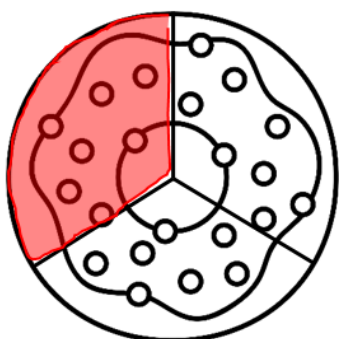
The numerator:

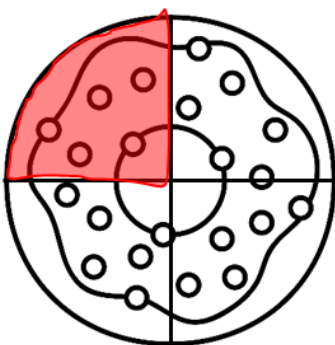
Tells how many pieces are shaded

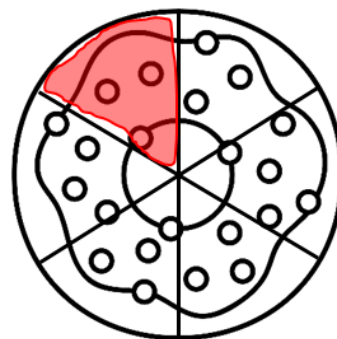
2

The denominator:

Tells how many pieces are in one whole



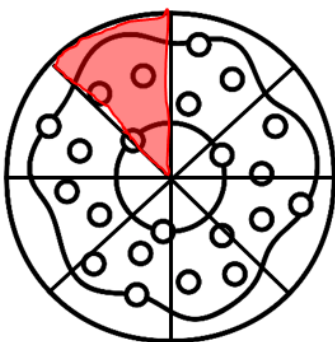
$$\frac{1}{3}$$


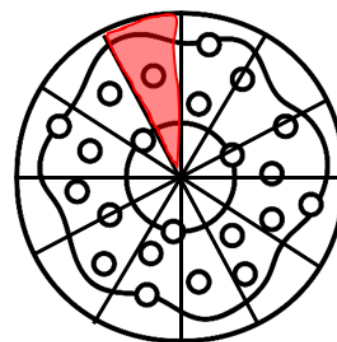
$$\frac{1}{4}$$


$$\frac{1}{6}$$

I have discovered that the bigger the denominator,

the smaller the piece.



$$\frac{1}{8}$$


$$\frac{1}{12}$$

# Comparing UNIT FRACTIONS

5

Think about the size of each piece. The denominator helps me determine the sizes of each piece. The bigger the denominator, the smaller the piece.

Sample responses:

Compare the unit fractions below and justify your answer.

$$\frac{1}{2} > \frac{1}{7}$$

Let's pretend these are donuts: One

half is one piece when the donut is only cut

into 2 pieces. One-seventh means one piece when it is

cut into 7 pieces, which would be smaller pieces.

$$\frac{1}{6} < \frac{1}{3}$$

Let's pretend these are pizzas: One sixth is

my part when I evenly share a pizza with 6

people. One third is my part when I share it with 3 people,

which gives me more pizza.

Name five unit fractions that are smaller than  $\frac{1}{2}$ .

Sample responses:

$$\frac{1}{3}$$

$$\frac{1}{4}$$

$$\frac{1}{10}$$

$$\frac{1}{100}$$

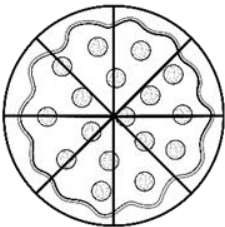
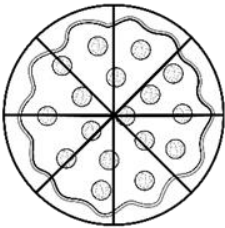
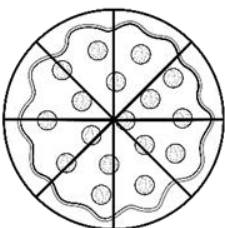
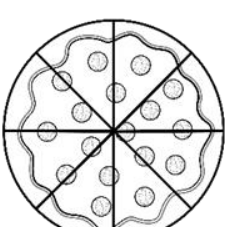
$$\frac{1}{26}$$



**ESSENTIAL**

# FRACTION

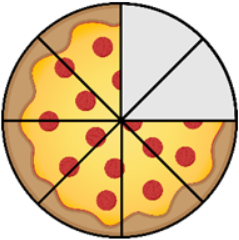
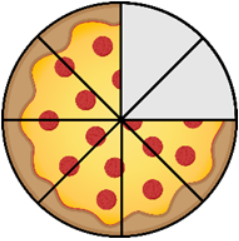
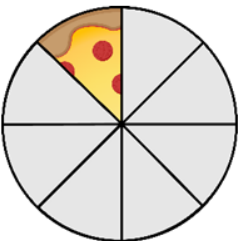
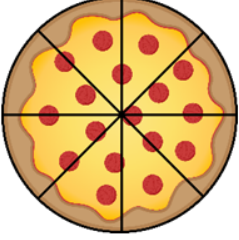
**VOCABULARY**

| Term          | Picture or Example                                                                  | Definition |
|---------------|-------------------------------------------------------------------------------------|------------|
| Fraction      |    |            |
| Numerator     |    |            |
| Denominator   |  |            |
| Unit Fraction |  |            |
| One Whole     |  |            |

## ESSENTIAL

## FRACTION

## VOCABULARY

| Term          | Picture or Example                                                                                                                                                                     | Definition                                                                                                     |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Fraction      | $\frac{3}{4}$                                                                                         | A fraction names a part of one whole                                                                           |
| Numerator     |  $\frac{6}{8}$      | The numerator describes the number of parts shaded or being considered. There are 6 slices left.               |
| Denominator   |  $\frac{6}{8}$  | The denominator describes the total number of parts that make one whole. There are 8 slices in one whole pizza |
| Unit Fraction |  $\frac{1}{8}$                                                                                      | A unit fraction always has a numerator of 1. It is one piece of the whole.                                     |
| One Whole     |  $\frac{8}{8}$                                                                                      | A fraction equal to 1 has the same numerator and denominator, because it is all of the pieces.                 |

# Comparing Unit Fractions

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

Look at the denominators for the fractions below. Write "smaller pieces" by the denominator in each pair that breaks one whole into the smallest pieces. This is the key to comparing unit fractions (fractions with a numerator of 1).

1

$$\frac{1}{5} \bigcirc \frac{1}{15}$$

2

$$\frac{1}{12} \bigcirc \frac{1}{4}$$

3

$$\frac{1}{8} \bigcirc \frac{1}{9}$$

4

$$\frac{1}{3} \bigcirc \frac{1}{2}$$

5

$$\frac{1}{30} \bigcirc \frac{1}{20}$$

6

$$\frac{1}{99} \bigcirc \frac{1}{100}$$

- 7 Ally has finished  $\frac{1}{9}$  of her homework. Ty has completed  $\frac{1}{7}$  of his. Who has completed more?



- 8 A red ribbon is  $\frac{1}{4}$  of a foot long. A yellow ribbon is  $\frac{1}{8}$  of a foot long. Which ribbon is shorter?

- 9 San Antonio had  $\frac{1}{10}$  of an inch of rain and Austin had  $\frac{1}{6}$  of an inch of rain last night. Which city had more rain?



- 10 Sam has  $\frac{1}{4}$  of a pizza and Jacob has  $\frac{1}{5}$  of a pizza. Who has more pizza?

- 11 Lilly has read  $\frac{1}{7}$  of her book. Madison has read  $\frac{1}{10}$  of her book. Who has read less?



- 12 Elijah has run  $\frac{1}{8}$  of a mile and Ethan has run  $\frac{1}{3}$  of a mile. Who has run farther?

# Comparing Unit Fractions

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

Look at the denominators for the fractions below. Write "smaller pieces" by the denominator in each pair that breaks one whole into the smallest pieces. This is the key to comparing unit fractions (fractions with a numerator of 1).

1

$$\frac{1}{5} > \frac{1}{15}$$

Smaller pieces

2

$$\frac{1}{12} < \frac{1}{4}$$

Smaller pieces

3

$$\frac{1}{8} > \frac{1}{9}$$

Smaller pieces

4

$$\frac{1}{3} < \frac{1}{2}$$

Smaller pieces

5

$$\frac{1}{30} < \frac{1}{20}$$

Smaller pieces

6

$$\frac{1}{99} > \frac{1}{100}$$

Smaller pieces

- 7 Ally has finished  $\frac{1}{9}$  of her homework. Ty has completed  $\frac{1}{7}$  of his. Who has completed more?

Ty has completed more.



- 8 A red ribbon is  $\frac{1}{4}$  of a foot long. A yellow ribbon is  $\frac{1}{8}$  of a foot long. Which ribbon is shorter?

The yellow ribbon is shorter.

- 9 San Antonio had  $\frac{1}{10}$  of an inch of rain and Austin had  $\frac{1}{6}$  of an inch of rain last night. Which city had more rain?

Austin had more rain.



- 10 Sam has  $\frac{1}{4}$  of a pizza and Jacob has  $\frac{1}{5}$  of a pizza. Who has more pizza?

Sam has more pizza.

- 11 Lilly has read  $\frac{1}{7}$  of her book. Madison has read  $\frac{1}{10}$  of her book. Who has read less?

Madison has read less of her book.



- 12 Elijah has run  $\frac{1}{8}$  of a mile and Ethan has run  $\frac{1}{3}$  of a mile. Who has run farther?

Ethan has run farther.

Name \_\_\_\_\_

4.3D #1  
Compare Unit Fractions

$$\frac{1}{7} \bigcirc \frac{1}{5}$$

$$\frac{1}{2} \bigcirc \frac{1}{3}$$

$$\frac{1}{8} \bigcirc \frac{1}{10}$$

$$\frac{1}{3} \bigcirc \frac{1}{6}$$

Name \_\_\_\_\_

4.3D #1  
Compare Unit Fractions

$$\frac{1}{7} \bigcirc \frac{1}{5}$$

$$\frac{1}{2} \bigcirc \frac{1}{3}$$

$$\frac{1}{8} \bigcirc \frac{1}{10}$$

$$\frac{1}{3} \bigcirc \frac{1}{6}$$

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Name \_\_\_\_\_

4.3D #1  
Compare Unit Fractions

$$\frac{1}{7} \bigcirc \frac{1}{5}$$

$$\frac{1}{2} \bigcirc \frac{1}{3}$$

$$\frac{1}{8} \bigcirc \frac{1}{10}$$

$$\frac{1}{3} \bigcirc \frac{1}{6}$$

Name \_\_\_\_\_

4.3D #1  
Compare Unit Fractions

$$\frac{1}{7} \bigcirc \frac{1}{5}$$

$$\frac{1}{2} \bigcirc \frac{1}{3}$$

$$\frac{1}{8} \bigcirc \frac{1}{10}$$

$$\frac{1}{3} \bigcirc \frac{1}{6}$$

4.3D #1 **KEY**  
Compare Unit Fractions

$$\frac{1}{7} < \frac{1}{5}$$

$$\frac{1}{2} > \frac{1}{3}$$

$$\frac{1}{8} > \frac{1}{10}$$

$$\frac{1}{3} > \frac{1}{6}$$

Small Group

4.3D #2 **KEY**  
Compare "Almost Full" Fractions

$$\frac{5}{6} > \frac{2}{3}$$

$$\frac{7}{8} > \frac{5}{6}$$

$$\frac{6}{7} < \frac{9}{10}$$

$$\frac{7}{8} > \frac{4}{5}$$

Small Group



4.3D  
**COMPARE  
FRACTIONS**

Strategy  
**1**

Compare  
**UNIT FRACTIONS**

Compare  $\frac{1}{4}$  and  $\frac{1}{8}$ .

Strategy **1**  
Compare  
**UNIT  
FRACTIONS**

Justify your answer in at least 2 ways.  
You can use sentences, pictures, models or number lines. 4.3D

Compare  $\frac{1}{4}$  and  $\frac{1}{8}$ .

Strategy **1**  
Compare  
**UNIT  
FRACTIONS**

Justify your answer in at least 2 ways.  
You can use sentences, pictures, models or number lines. 4.3D

Compare  $\frac{1}{4}$  and  $\frac{1}{8}$ .

Strategy **1**  
Compare  
**UNIT  
FRACTIONS**

Justify your answer in at least 2 ways.  
You can use sentences, pictures, models or number lines. 4.3D

Compare  $\frac{1}{4}$  and  $\frac{1}{8}$ .

Strategy **1**  
Compare  
**UNIT  
FRACTIONS**

Justify your answer in at least 2 ways.  
You can use sentences, pictures, models or number lines. 4.3D

Compare  $\frac{1}{4}$  and  $\frac{1}{8}$ .

Strategy **1**  
Compare  
**UNIT  
FRACTIONS**

Justify your answer in at least 2 ways.  
You can use sentences, pictures, models or number lines. 4.3D

Compare  $\frac{1}{4}$  and  $\frac{1}{8}$ .

Strategy **1**  
Compare  
**UNIT  
FRACTIONS**

Justify your answer in at least 2 ways.  
You can use sentences, pictures, models or number lines. 4.3D

Compare  $\frac{1}{4}$  and  $\frac{1}{8}$ .

Strategy **1**  
Compare  
**UNIT  
FRACTIONS**

Justify your answer in at least 2 ways.  
You can use sentences, pictures, models or number lines. 4.3D

## 4.3D

I can determine if fractions are equivalent using a variety of methods.

Strategy  
1

Compare  $\frac{1}{4}$  and  $\frac{1}{8}$ .

Justify your answer in at least 2 ways.  
You can use sentences, pictures, models or number lines.

4.3D

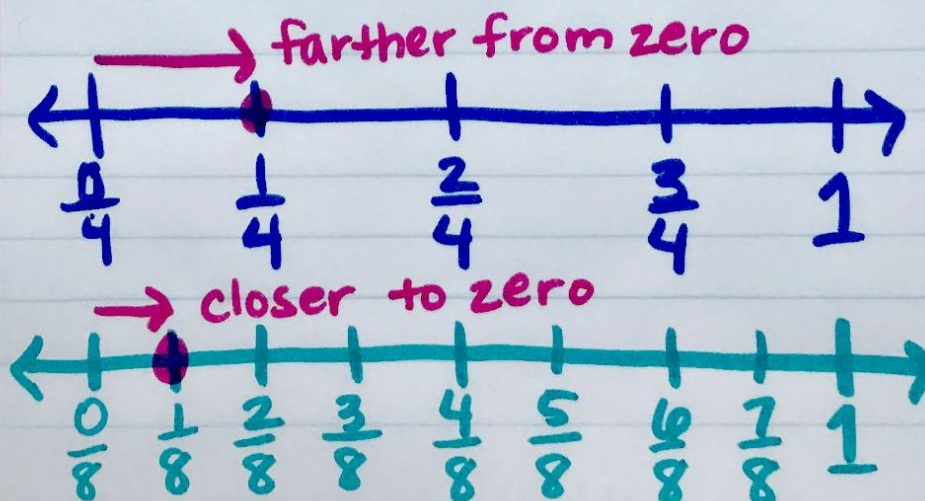
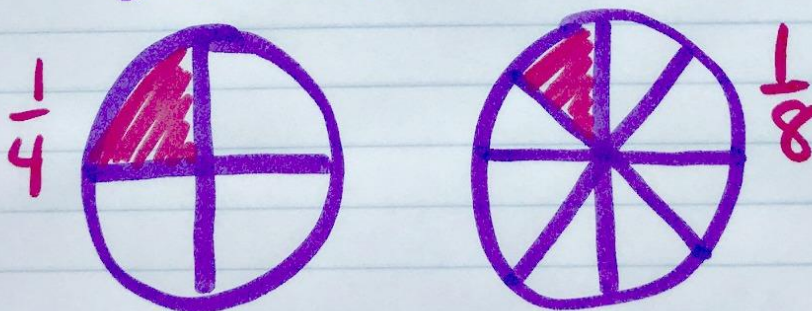
Strategy  
1

Compare  
**UNIT  
FRACTIONS**

$\frac{1}{4} > \frac{1}{8}$

fewer pieces  
in 1 whole  
Each piece is  
**BIGGER**

more pieces  
in 1 whole  
Each piece is  
**smaller**



Thanks

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