**Fractions: Equivalence and Operations**

**Comparing Fractions**

Objectives:

1. *Student can compose fractions and make comparisons from the visual models.*
2. *Student can orally justify their comparisons.*
3. *Student can use the correct symbol when comparing: <, >, = .*

Materials:

 Fraction Strip Pieces – Plastic Tiles or cut from Template (1 set per student)

 Fraction Cards & Comparison Symbols

Work-mat (1 per pair of students)

 Observational Checklist (for teacher records)

Task Description:

Students will work with a partner. Shuffle the fraction cards and place cards face down.

1. Each partner will pick a fraction card and place it on the fraction mat.
2. Students will compose their fraction with their fraction pieces.
3. Students will use strategies to compare their fractions, discuss the strategies, and place the correct comparison symbol between the two fraction cards.
4. As they complete each comparison, students can write the comparison statements in their spiral notebooks.

Students may not use every card in the set, but they should be working an adequate amount of time for teacher to be able to assess all students.

Formative Assessment Questions (What teacher should be looking for during observation):

Objectives:

1. *Student can compose fractions and make comparisons from the visual models.*

Can student compose the fraction shown on the card?

Does the student compose the fraction using the correct number of unit fractions?

1. *Student can orally justify their comparisons.*

Does student use strategies to compare and attend to precision and use correct mathematical vocabulary?

1. *Student can use the correct symbol when comparing: <, >, = .*

Does student use the correct symbol when comparing?

SUGGESTED EXIT SLIP:

Two fractions with different numerators and different denominators can be equal fractions. Using the fraction ¼, prove this statement. Use your fraction strips to help create a visual model.

**Fractions: Equivalence and Operations**

**Comparing Fractions: Observational Checklist**

Objectives:

1. *Student can build fractions and make comparisons from the visual models.*
2. *Student can orally justify their comparisons.*
3. *Student can use the correct symbol when comparing: <, >, = .*

*Coding:*

 *I=Student* ***needs******instruction*** *and cannot achieve this objective.*

*P=Student* ***needs more practice*** *on this objective, but is beginning to understand.*

*A=Student is* ***ready to apply*** *this objective to various situations.*

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|  | ***Objective #1*** | ***Objective #2*** | ***Objective #3*** |
| ***Student*** | ***I*** | ***P*** | ***A*** | ***I*** | ***P*** | ***A*** | ***I*** | ***P*** | ***A*** |
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**Fractions: Equivalence and Operations**

**Comparing Fractions: Fraction Cards**

|  |  |  |
| --- | --- | --- |
| $$\frac{1}{2}$$ | $$\frac{1}{3}$$ | $$\frac{2}{3}$$ |
| $$\frac{3}{3}$$ | $$\frac{1}{4}$$ | $$\frac{2}{4}$$ |
| $$\frac{3}{4}$$ | $$\frac{1}{6}$$ | $$\frac{2}{6}$$ |
| $$\frac{3}{6}$$ | $$\frac{4}{6}$$ | $$\frac{5}{6}$$ |

|  |  |  |
| --- | --- | --- |
| $$\frac{2}{8}$$ | $$\frac{3}{8}$$ | $$\frac{4}{8}$$ |
| $$\frac{5}{10}$$ | $$\frac{6}{8}$$ | $$\frac{3}{12}$$ |
| $$\frac{6}{12}$$ | $$\frac{8}{10}$$ | $$\frac{4}{12}$$ |
| $$<$$ | $$>$$ | $$=$$ |

**Fractions: Equivalence and Operations**

**Comparing Fractions: Work-mat**

|  |  |  |
| --- | --- | --- |
| Player 1 | Player 2 |  |