

Topic 13 OVERVIEW

TOPIC FOCUS: Using models and number sense to understand fraction equivalence and comparison. Fraction strips, area models, and number lines are used to find equivalent fractions (fractions that name the same part of a whole). Models will be used to compare fractions with like denominators and like numerators. The strategy of common benchmark fractions (0, $\frac{1}{2}$, 1) are used when making comparisons.

ESSENTIAL QUESTION: What are different ways to compare fractions?

STANDARDS: The Major focus standard for this topic is **3.NF.A.3** *Explain equivalence of fractions and compare fractions by reasoning about their size, in limited cases.*

Topic 13 has a 3-Act Task that should be included into the lesson sequence after lesson 13-7.

ASSESSMENT: **3.NF.A.3** standards are only assessed at the end of Topic 13, so the Topic 13 Assessment should be used summatively for those standards.

MANIPULATIVES: Fraction strips, wipe off number lines

REQUIRED ASSESSMENTS

Resources for Formative
and Summative
Assessment from
enVision Mathematics

Pre-Assessment: Review What you Know

- Use item analysis to identify MDIS lessons.

Topic 13 Review

- Online Topic 13 Assessment may be projected and used as a review.
- Topic 13 Performance Task (TE pg 527-528): may be used as guided instruction with the whole group, or independent/small group work.

Topic 13 Assessment

- Topic 13 Assessment Practice(TE pg 523-526): Administer as a summative assessment for **3.NF.A.3a** (# 8 and 14), **3.NF.A.3b** (# 6, 11, 14), **3.NF.A.3c** (# 4, 10, 12, 15), and **3.NF.A.3d** (#1, 2, 3, 5 ,7 ,9 ,13).
- Topic 13 Performance Task (TE pg 527-528): may also be used as a summative assessment for all **3.NF.A.3** standards.

Pocatello/Chubbuck School District #25
TOPIC 13: Fraction Equivalence and Comparison

3rd Grade

Pacing: 10 Days

<p style="text-align: center;">STANDARDS</p> <p>The standards are clustered with Learning Intentions and Success Criteria (LI/SC) and are identified to provide coherence in teaching and learning.</p> <p>Students should spend the large majority of their time on the major work of the grade. Major clusters (□) address the most important standards at that grade level. Supporting clusters (△) are strongly connected to the content of the major clusters, and additional clusters (Ⓜ) address other content to be taught at that grade level.</p>	<p style="text-align: center;">TOPIC LEARNING INTENTIONS</p> <p>LI Identified on Math Background: Focus pg 481E</p>	<p style="text-align: center;">TOPIC SUCCESS CRITERIA</p> <p>SC identified in Topic Planner - math objectives 481A-481C</p>
<p>□ 3.NF.A.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p> <p>□ 3.NF.A.3b Recognize and generate simple equivalent fractions, and explain why the fractions are equivalent, such as by using a visual fraction model.</p> <p>□ 3.NF.A.3c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.</p> <p>□ 3.NF.A.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize the comparisons are valid only when the two fractions refer to the same whole. Record the results of the comparisons with the symbols $>$, $=$, and $<$, and justify the conclusion using visual representations and/or verbal reasoning.</p>	<p>We are learning to use models and number sense to understand fraction equivalence and comparison.</p>	<p>I can:</p> <p>13-1: Find equivalent fractions that name the same part of the whole.</p> <p>13-2: Represent equivalent fractions on the number line.</p> <p>13-3: Use models such as fraction strips to compare fractions that refer to the same whole and have the same denominator.</p> <p>13-4: Use models such as fraction strips to compare fractions that refer to the whole and have the same numerator.</p> <p>13-5: Use benchmark numbers to compare fractions.</p> <p>13-6: Use the number line to compare fractions.</p>