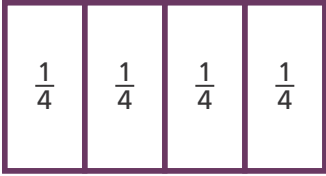
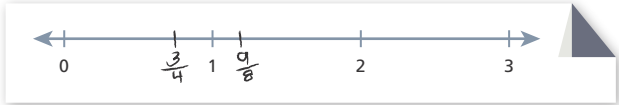
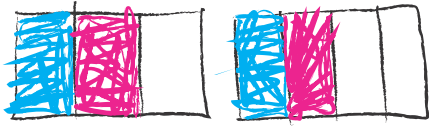


Dear Family,

Our class is starting a new mathematics unit about fractions called *Fair Shares and Fractions on Number Lines*. In this unit, students investigate the meaning of fractions and the ways fractions can be represented. They solve sharing problems (How can 2 people share 3 brownies equally?), represent fractions with area models and on number lines, compare fractions, and determine fraction equivalents ( $\frac{2}{3} = \frac{4}{6}$ ).

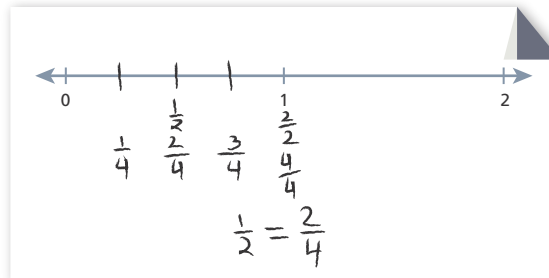
Throughout the unit, students work toward these goals:

Benchmark/Goal	Examples
1. Partition a quantity into equal parts, and name those parts as fractions or mixed numbers.	
2. Represent fractions as numbers on a number line.	Place the following fractions on the number line below: $\frac{3}{4}$ , $\frac{9}{8}$ . 
3. Compare fractions with the same numerator or same denominator by reasoning about their size.	Which is greater $\frac{2}{3}$ or $\frac{2}{4}$ ?  $\frac{2}{3} > \frac{2}{4}$ because $\frac{2}{4} = \frac{1}{2}$ and $\frac{2}{3}$ is more than $\frac{1}{2}$

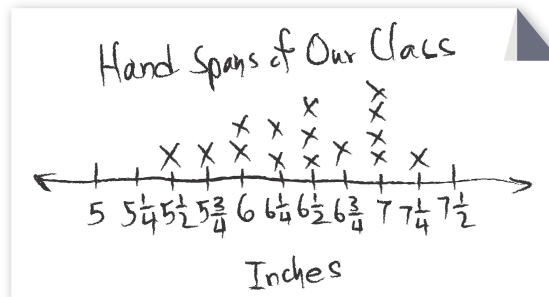
## Benchmark/Goal

## Examples

4. Identify equivalent fractions.



5. Measure to the nearest fourth inch and represent measurement data to the nearest fourth inch on a line plot.



In our math class, students spend time discussing problems in depth and are asked to share their reasoning and solutions. It is important that children solve math problems in ways that make sense to them. At home, encourage your child to explain the math thinking that supports those solutions.

Please look for more information and activities about *Fair Shares and Fractions on Number Lines* that will be sent home in the coming weeks.