| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|
| 1. LES Story Problem<br><br>2. Fraction Flash Cards or Fraction Strips | 1. LES Story Problem<br><br>2. Shading&Comparing p.254 | 1. LES Story Problem<br><br>2. Shading&Comparing Using Half p.256 | 1. LES Story Problem<br><br>2. Comparing Fractions p.260 | 1. LES Story Problem<br><br>2. Comparing Fractions Number Line p.261 |
| HINTS<br>*45-60 minutes at most to compete, leave unfinished work for tomorrow<br><br>*3 Reads example by Mr. Korn https://youtu.be/9L95ciz4wEM<br><br>*Fraction Strips https://www.youtube.com/watch?v=PmWnMtLBJZM | HINTS<br>*Use the video to help review, then complete the worksheet<br><br>*45-60 minutes at most to compete, leave unfinished work for tomorrow<br><br>*Comparing Fractions https://youtu.be/8OKTrN0uT-Q | HINTS<br>*Use the video to help review, then complete the worksheet<br><br>*45-60 minutes at most to compete, leave unfinished work for tomorrow<br><br>*Comparing to one half https://learnzillion.com/lesson_plans/5115-compare-fractions-to-a-benchmark-of-one-half-using-number-lines/ | HINTS<br>*Use the video to help review, then complete the worksheet<br><br>*45-60 minutes at most to compete, leave unfinished work for tomorrow<br><br>*Comparing Fractions https://youtu.be/zRjLZROI7wc | HINTS<br>*Use the video to help review, then complete the worksheet<br><br>*45-60 minutes at most to compete, leave unfinished work for tomorrow<br><br>*Comparing Fractions https://youtu.be/Kt7Dwr7BftE |
| NEXT STEPS<br>*Dreambox – lessons need to be complete otherwise unfinished work will reset<br><br>*Math Games – student choice<br><br>*Math Coloring Page | NEXT STEPS<br>*Dreambox – lessons need to be complete otherwise unfinished work will reset<br><br>*Math Games – student choice<br><br>*Math Coloring Page | NEXT STEPS<br>*Dreambox – lessons need to be complete otherwise unfinished work will reset<br><br>*Math Games – student choice<br><br>*Math Coloring Page | NEXT STEPS<br>*Dreambox – lessons need to be complete otherwise unfinished work will reset<br><br>*Math Games – student choice<br><br>*Math Coloring Page | NEXT STEPS<br>*Dreambox – lessons need to be complete otherwise unfinished work will reset<br><br>*Math Games – student choice<br><br>*Math Coloring Page |

**Launch Explore Summarize (LES)**
https://tools4ncteachers.com/resources/4-fourth-grade/additional-resources/cluster-1/brieflaunchexplorediscusslesson.pdf

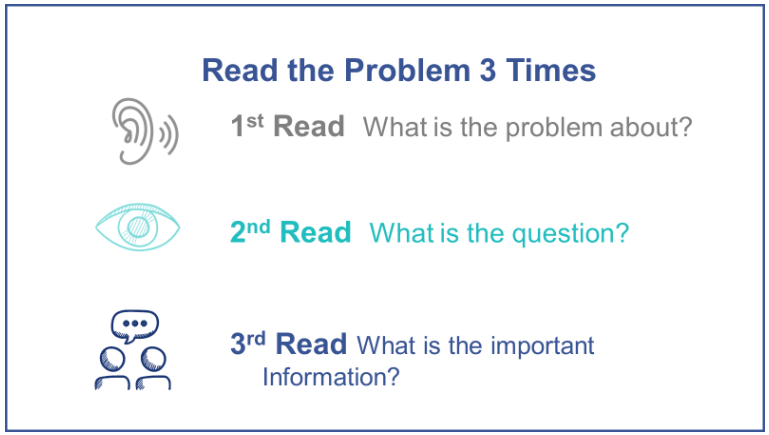
**Launch** using 3 Reads protocol so students access the context and content to explore the Big Idea concept or skill in the problem.

**Explore** allows students to explore a problem, which will help them to analyze and generalize a concept or skill in the problem.

**Summarize** encourages students to share their discoveries about a concept or skill in the problem.

LAUNCH (5 minutes)
*First read the story problem, instead of saying any number say "some" (instead of 10 apples, say some apples)
*"What is the Problem About?"*
*Second read the story problem as it is written and focus on the question or what your solution will show
*"What is the Question?"*
*Third read the story problem as it is written and focus on the information you will need for your strategy and your solution
*"What is the important Information?"*
EXPLORE (10 minutes)
Student answers the question using as many strategies as they can within the time limit
SUMMARIZE (5 minutes)
Student explains their thinking for one or all strategies they used to answer the question

**3 Reads Protocol**
http://www.fosteringmathpractices.com/wp-content/uploads/2019/05/3-Reads-Student-Notetaker-Template-.pdf




Is the problem about **Get more (+)**, or **Get more of even groups (x)**

Is the problem about **Give away (-)**, or **Give away even groups (÷)**

Is the problem about **Bring together (+)**, or **Bring together even groups (x)**

Is the problem about **Take apart/sort (-)**, or **Take apart/sort even groups (÷)**

Is the problem about **Compare**, or **Compare even groups**

**LAUNCH, EXPLORE, SUMMARIZE (LES) STORY PROBLEMS**

## Monday

Jamal took a field trip to the Art Museum with the 4th graders at school.
After viewing the Ancient Egypt exhibit, Jamal and other classmates sat down to eat lunch.
If Jamal wants to share a brownie equally with two other friends, what fraction of brownie would each person get?

## Tuesday

Todd was sitting on the buddy bench at school on a Friday waiting for someone to invite him to play.
A 4th grader from another classroom saw Todd and invited him to share some popcorn and play foursquare.
If the new friend had half of their popcorn bag left to share equally, what fraction of a full popcorn bag did each get?

## Wednesday

Ava had a mama cat that gave birth to a litter of 12 kittens. She needed to find a home for each kitten, and fast!
Luckily, Ava had 5 friends that wanted a new pet and they each agreed to take kittens from Ava for themselves.
If Ava keeps 2 kittens and shares equally the remaining kittens, what fraction of the kitten litter did each friend get?

## Thursday

Abdul and family want to go to Henry Moses water park. Their home is exactly 40 minutes away from Henry Moses.
After some time, Abdul asked, “are we there yet?” and his parents replied, “we still have 30 more minutes to arrive”.
How long did Abdul wait before asking his question and what fraction of the 40 minutes does that time represent?

## Friday

Domonique was running late to his dance class and was worried he would miss too much of the practice.
His dance class lasts one hour. He arrived with 45 minutes left and everyone was excited to have him join.
If coach makes Domonique stay late to make up the time, what fraction of an hour will Domonique stay after class?

**Fraction Flash Cards** [repeat STEP ONE and STEP TWO for all fractions listed below]
--You can use note cards, small paper, whatever you have available to you. You will create 29 Fraction Flash Cards.

»» Fraction models with denominator 2 are colored yellow.
»» Fraction models with denominator 4 are colored red.
»» Fraction models with denominator 8 are colored orange.
»» Fraction models with denominator 3 are colored purple.
»» Fraction models with denominator 6 are colored green.
»» Fraction models with denominator 12 are colored blue.

Halves
$\frac{1}{2}$

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

Fourths
$\frac{1}{4}$ $\frac{2}{4}$ $\frac{3}{4}$

Sixths
$\frac{1}{6}$ $\frac{2}{6}$ $\frac{3}{6}$ $\frac{4}{6}$ $\frac{5}{6}$

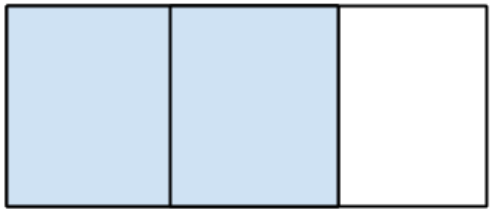
Eighths
$\frac{1}{8}$ $\frac{2}{8}$ $\frac{3}{8}$ $\frac{4}{8}$ $\frac{5}{8}$ $\frac{6}{8}$ $\frac{7}{8}$

Twelfths
$\frac{1}{12}$ $\frac{2}{12}$ $\frac{3}{12}$ $\frac{4}{12}$ $\frac{5}{12}$ $\frac{6}{12}$ $\frac{7}{12}$ $\frac{8}{12}$ $\frac{9}{12}$ $\frac{10}{12}$ $\frac{11}{12}$

STEP ONE: Create a Fraction Number (numerator/denominator) on one side of note card, paper, or whatever you have available

$$\frac{2}{3}$$

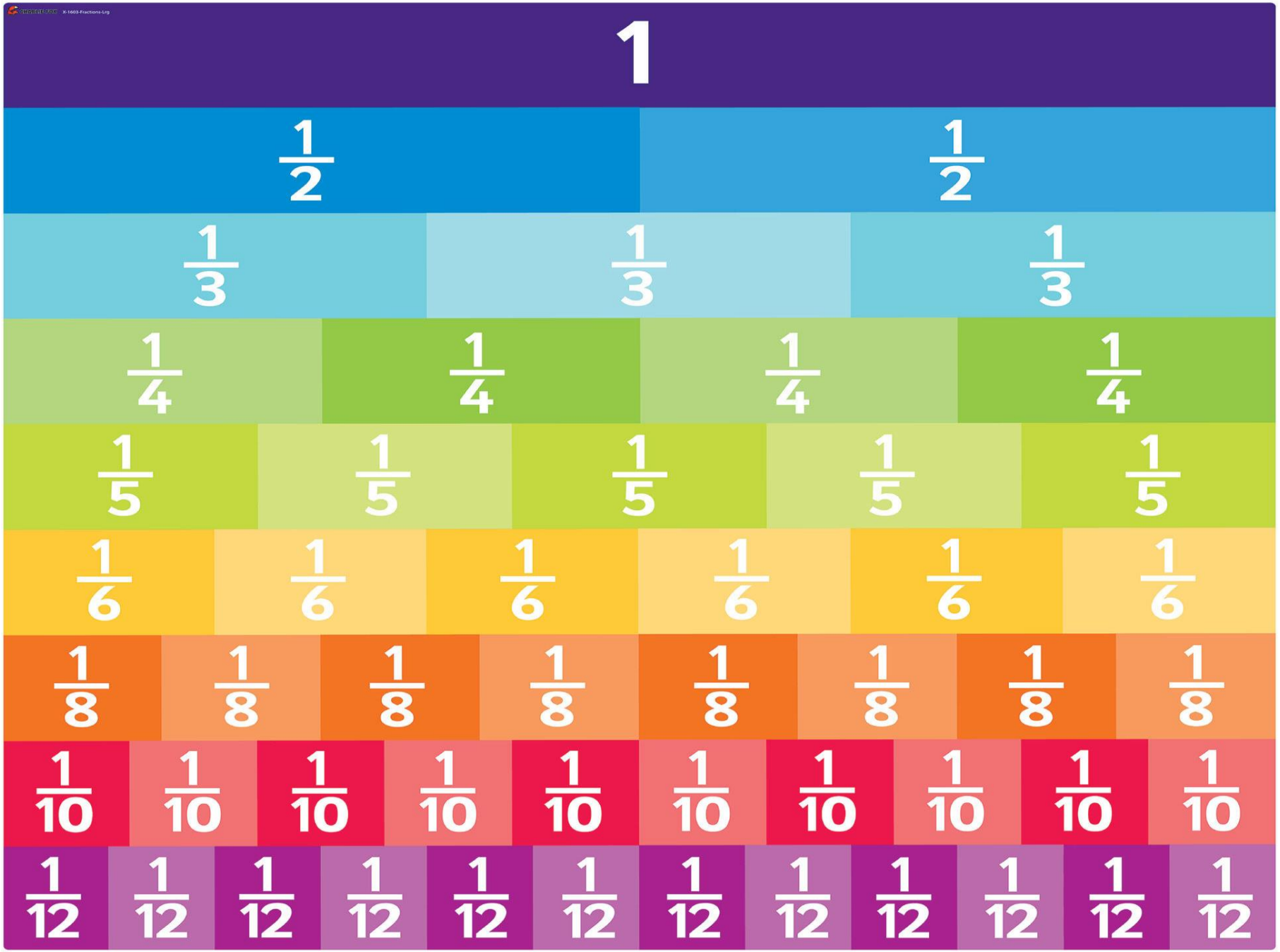
STEP TWO: Create a Fraction Number + Visual on the other side of note card, paper, or whatever you have available



$$\frac{2}{3}$$

*if the Fraction Number and Fraction Number + Visual are side-by-side that is okay [this model will help compare fractions]
*try to use different colors for each visual model if you can, you can still compare fractions if the models are all the same color

**Fraction Strips**

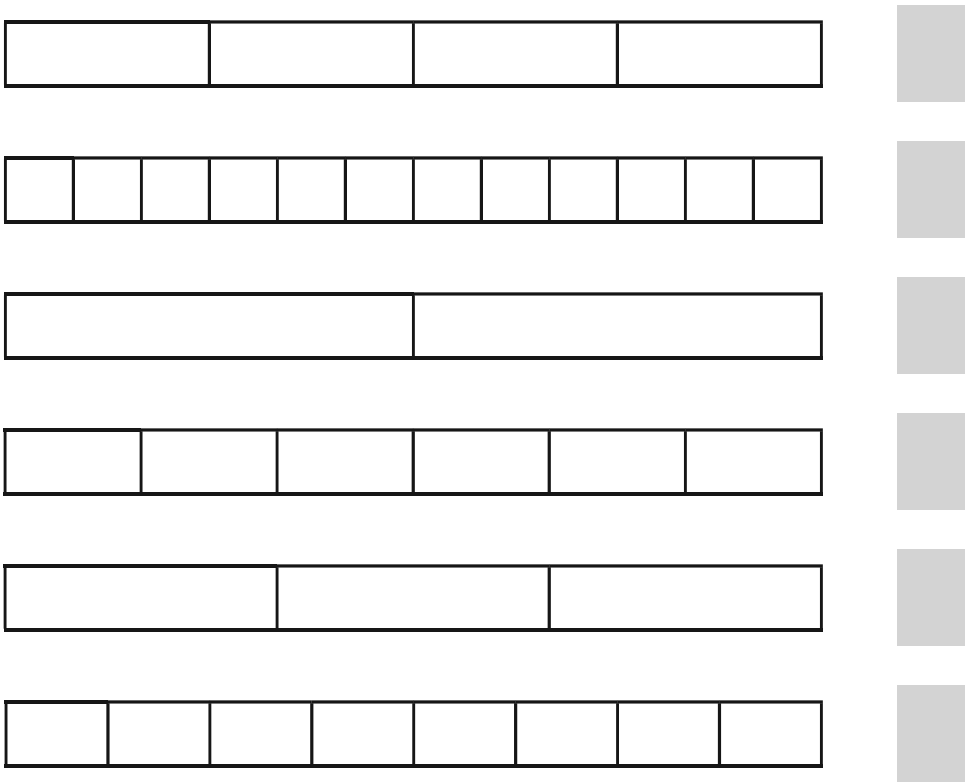


NAME | DATE

# Shading & Comparing Fractions

**1** Shade in a bar below to show each fraction. Write the fraction you shaded beside each bar.

$\frac{9}{12}$ $\frac{2}{3}$ $\frac{5}{6}$ $\frac{1}{4}$ $\frac{1}{2}$ $\frac{6}{8}$



**2** Which fraction above is the greatest, and which is the least? Write a comparison statement using < or > to show.

**3** Which two fractions above are equivalent fractions? Explain how you know.

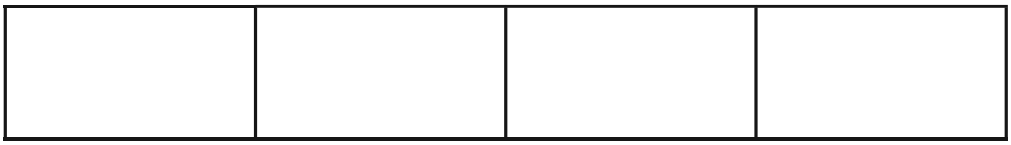
NAME | DATE

# Shading & Comparing Fractions Using Half

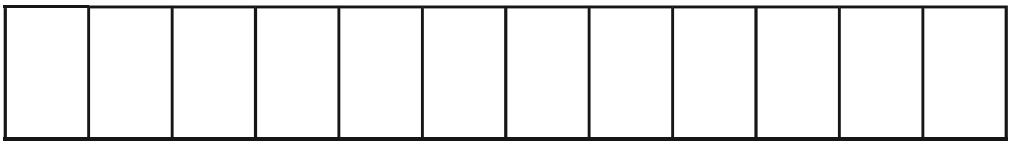
This bar shows $\frac{1}{2}$.

**1** Shade in some of each bar below to show five fractions. Make them so that no two of your fractions are equivalent to each other.

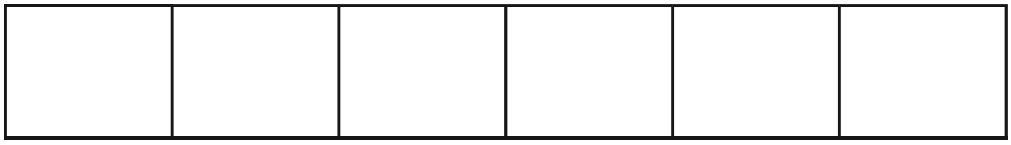
**2** Next to each bar, write the fraction that describes your work, then use <, =, or > to show how the fraction you shaded compares to $\frac{1}{2}$.



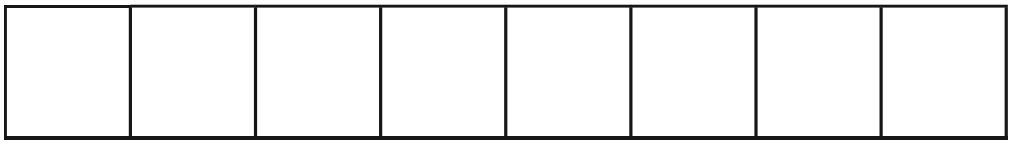
$\square$ $\frac{1}{2}$



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



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



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

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

**3** Write your five fractions in order from least to greatest.

_____ _____ _____ _____ _____

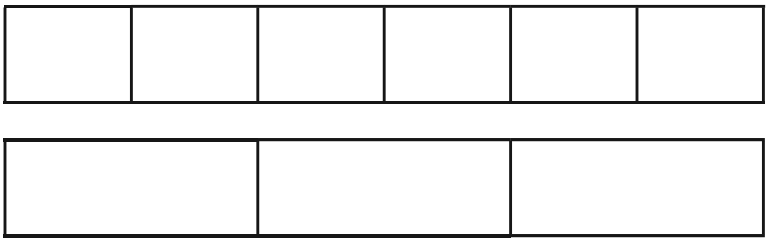
 

NAME | DATE

# Comparing Fractions

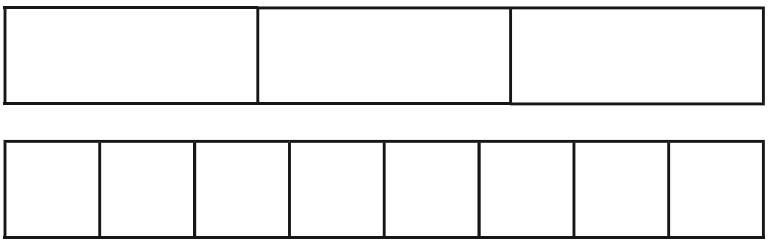
**1** Represent each fraction on a bar. Then complete each statement with <, >, or = to compare the fractions.

**a**



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

**b**



$\frac{2}{3}$ _____ $\frac{3}{8}$

**c**

$\frac{4}{6}$ _____ $\frac{3}{4}$

**2** **a** Find two fractions above that are equivalent. Write them here.

_____ = _____

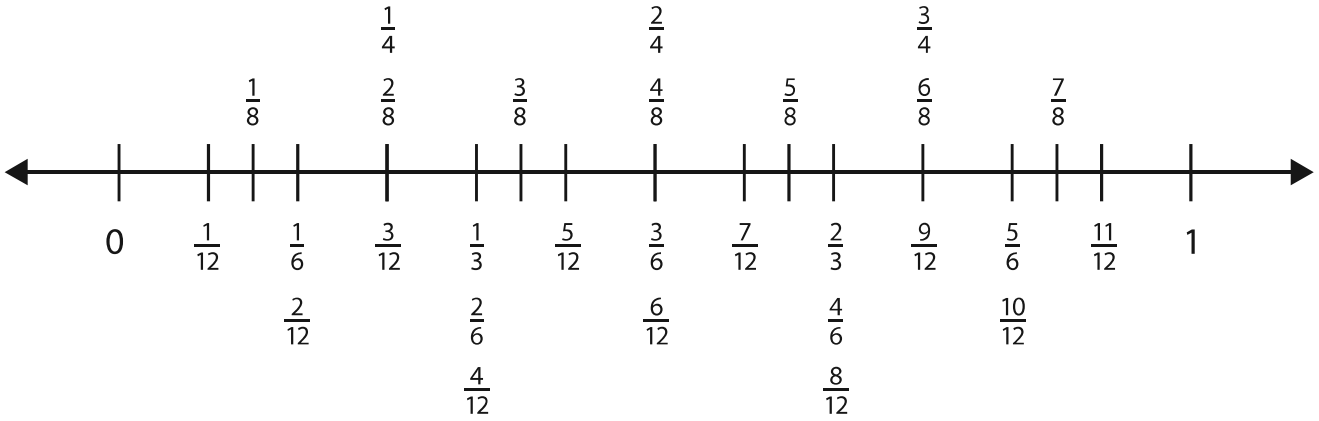
**b** Explain how you know the fractions are equivalent.

NAME | DATE

# Comparing Fractions with a Number Line

Use this number line to help you solve the problems and answer the questions below.



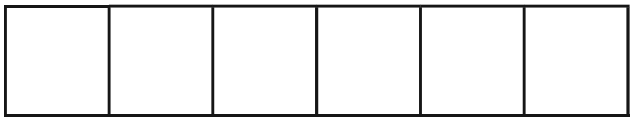

**1** Use what you know about how each fraction compares to 1 to complete these comparisons with <, =, or >.

$\frac{5}{6}$ ☐ $\frac{11}{12}$ $\frac{5}{6}$ ☐ $\frac{7}{8}$ $\frac{11}{12}$ ☐ $\frac{7}{8}$ $\frac{7}{8}$ ☐ $\frac{2}{3}$ $\frac{3}{4}$ ☐ $\frac{5}{6}$

**2** Use what you know about how far each fraction is from 0 to complete these comparisons with <, =, or >.

$\frac{1}{6}$ ☐ $\frac{1}{12}$ $\frac{1}{6}$ ☐ $\frac{3}{8}$ $\frac{1}{12}$ ☐ $\frac{3}{8}$ $\frac{3}{8}$ ☐ $\frac{1}{3}$ $\frac{1}{4}$ ☐ $\frac{1}{6}$

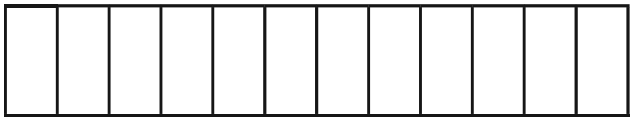
**3** On this bar, shade in $\frac{4}{6}$.



**4** Use this bar to show how many thirds are equal to $\frac{4}{6}$. Then write an equation to show.

$\frac{\square}{\square} = \frac{\square}{\square}$

**5** Use this bar to show how many twelfths are equal to $\frac{4}{6}$. Then write an equation to show.



$\frac{\square}{\square} = \frac{\square}{\square}$

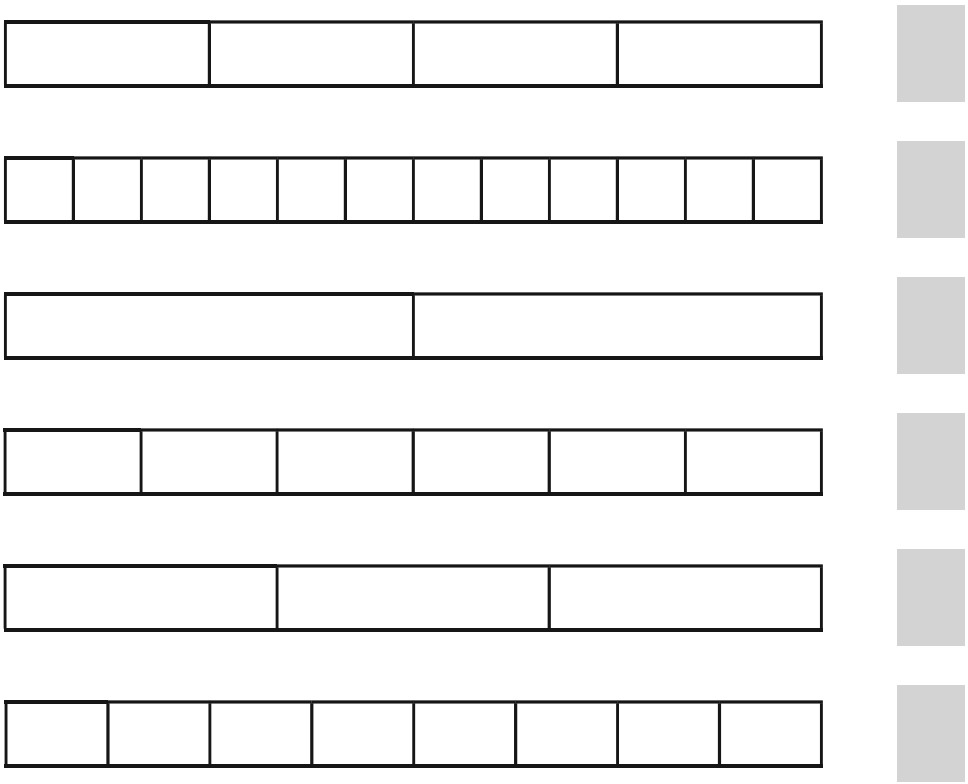
 

NOMBRE | FECHA

# Sombrear y comparar fracciones

**1** Sombrea una barra a continuación para mostrar cada fracción. Escribe la fracción que sombreaste al lado de cada barra.

$\frac{9}{12}$ $\frac{2}{3}$ $\frac{5}{6}$ $\frac{1}{4}$ $\frac{1}{2}$ $\frac{6}{8}$



**2** ¿Qué fracción anterior es la mayor y cuál es la menor? Escribe un enunciado de comparación usando < o > para mostrarlo.

**3** ¿Cuáles dos fracciones anteriores son fracciones equivalentes? Explica cómo lo sabes.

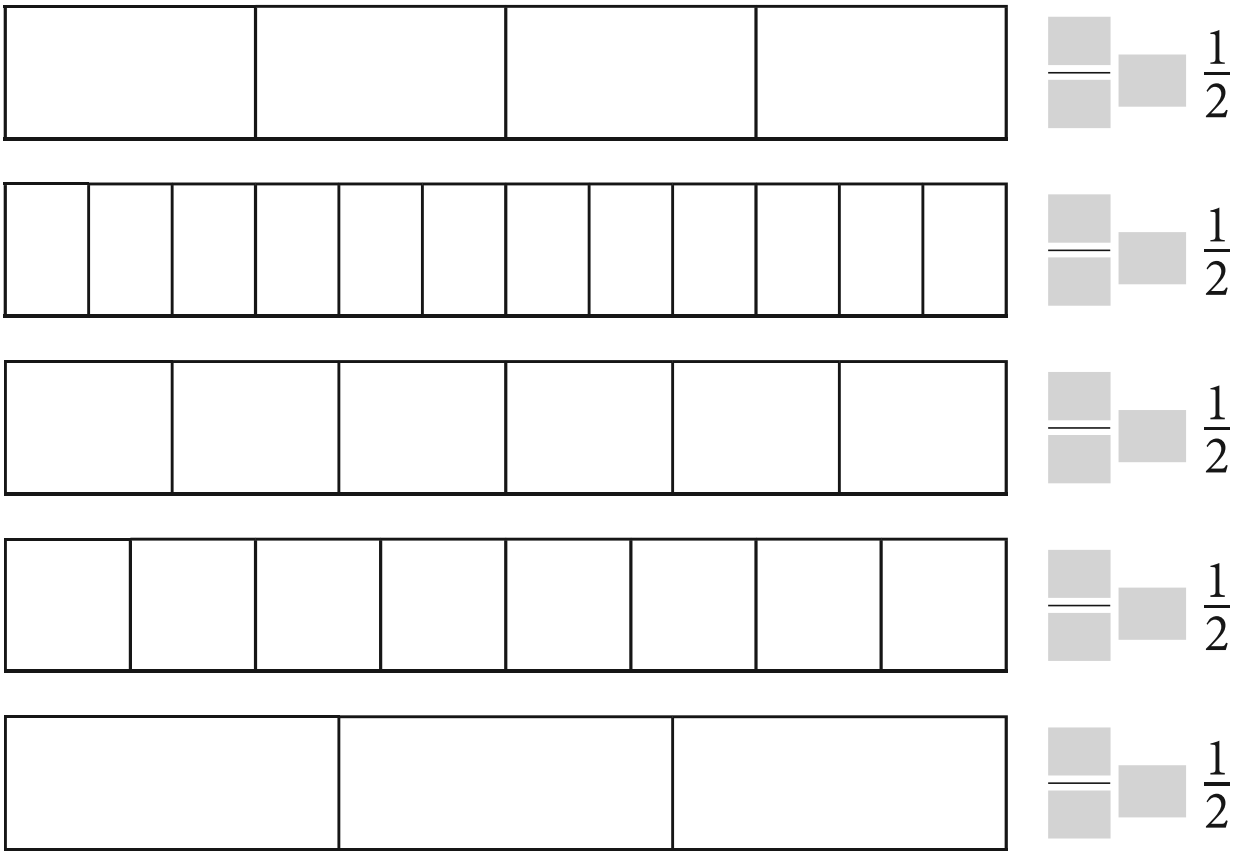
NOMBRE | FECHA

# Sombrear y comparar fracciones usando la mitad

Esta barra muestra $\frac{1}{2}$.

**1** Sombrea alguna porción de cada barra a continuación para mostrar cuatro fracciones. Hazlas de tal manera que no haya dos fracciones equivalentes entre sí.

**2** Al lado de cada barra, escribe la fracción que describa tu trabajo, luego usa <, = o > para mostrar cómo la fracción que sombreaste se compara con $\frac{1}{2}$.




**3** Escribe tus cinco fracciones en orden de menor a mayor.

_____ _____ _____ _____ _____

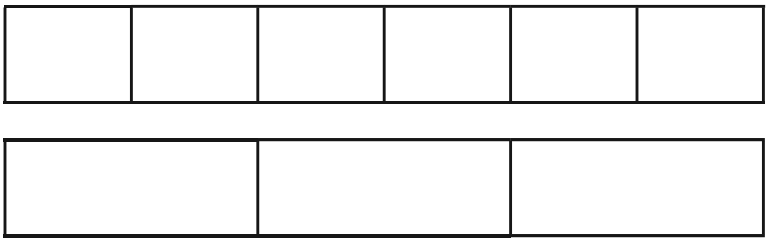
 

NOMBRE | FECHA

# Comparar fracciones

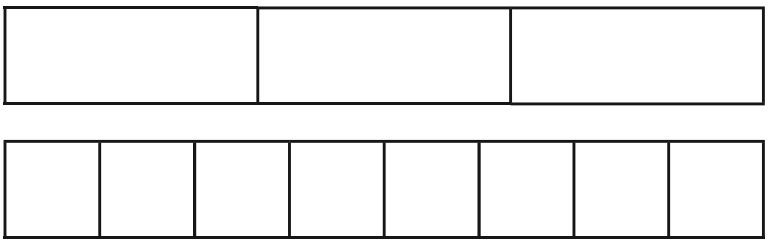
**1** Representa cada fracción en una barra. Luego completa cada enunciado con <, >, o = para comparar las fracciones.

**a**



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

**b**



$\frac{2}{3}$ _____ $\frac{3}{8}$

**c**

$\frac{4}{6}$ _____ $\frac{3}{4}$

**2** **a** Encuentra dos fracciones de arriba que sean equivalentes. Anótalas aquí.

_____ = _____

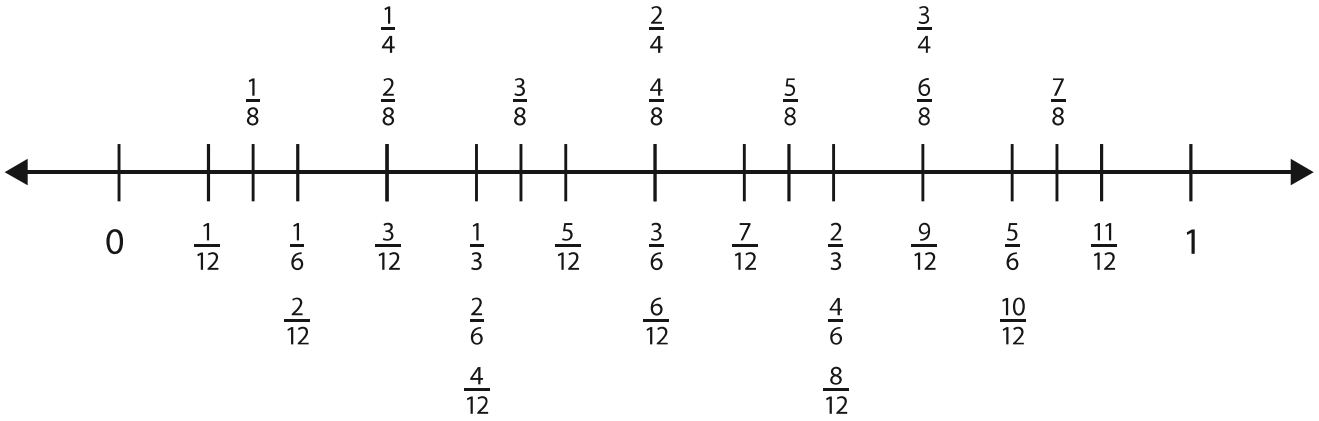
**b** Explica cómo sabes que las fracciones son equivalentes.

NOMBRE | FECHA

# Comparar fracciones con una recta numérica

Usa esta recta numérica para ayudarte a resolver los problemas y para responder las preguntas a continuación.



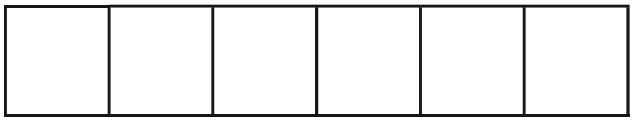

**1** Usa lo que sepas acerca de cómo se compara cada fracción con 1 para completar estas comparaciones con <, = o >.

$\frac{5}{6}$ ☐ $\frac{11}{12}$ $\frac{5}{6}$ ☐ $\frac{7}{8}$ $\frac{11}{12}$ ☐ $\frac{7}{8}$ $\frac{7}{8}$ ☐ $\frac{2}{3}$ $\frac{3}{4}$ ☐ $\frac{5}{6}$

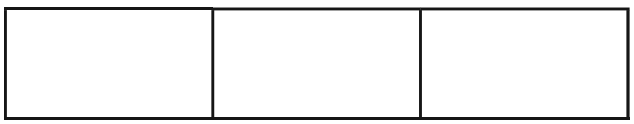
**2** Usa lo que sabes acerca de qué tan lejos está cada fracción de 0 para completar estas comparaciones con <, = o >.

$\frac{1}{6}$ ☐ $\frac{1}{12}$ $\frac{1}{6}$ ☐ $\frac{3}{8}$ $\frac{1}{12}$ ☐ $\frac{3}{8}$ $\frac{3}{8}$ ☐ $\frac{1}{3}$ $\frac{1}{4}$ ☐ $\frac{1}{6}$

**3** En esta barra, sombrea $\frac{4}{6}$.

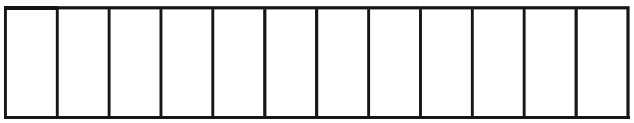


**4** Usa esta barra para mostrar cuántos tercios equivalen a $\frac{4}{6}$. Luego escribe una ecuación para mostrarlo.



$\frac{\square}{\square} = \frac{\square}{\square}$

**5** Usa esta barra para mostrar cuántos doceavos equivalen a $\frac{4}{6}$. Luego escribe una ecuación para mostrarlo.



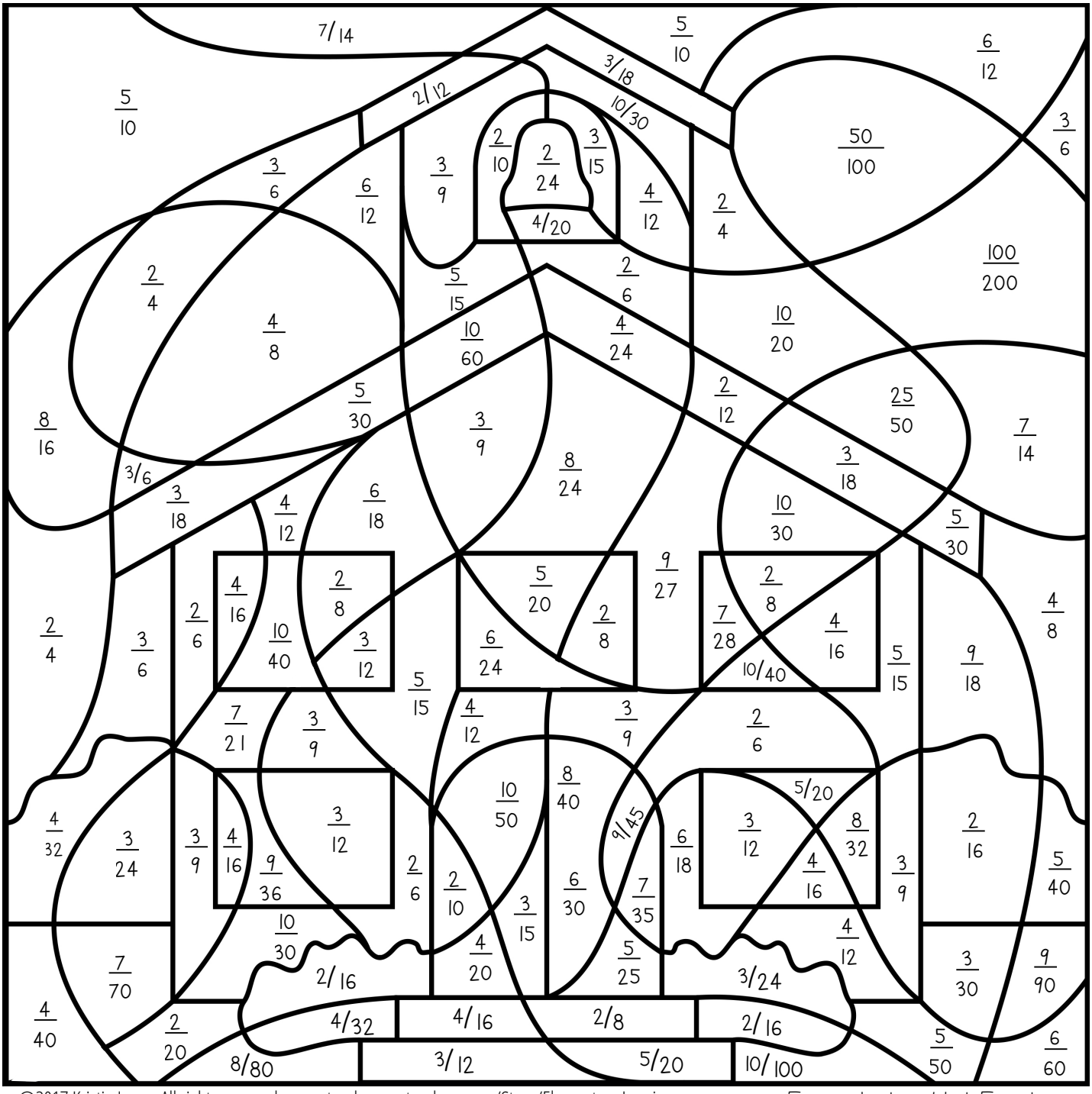
$\frac{\square}{\square} = \frac{\square}{\square}$

Name _____ Date _____

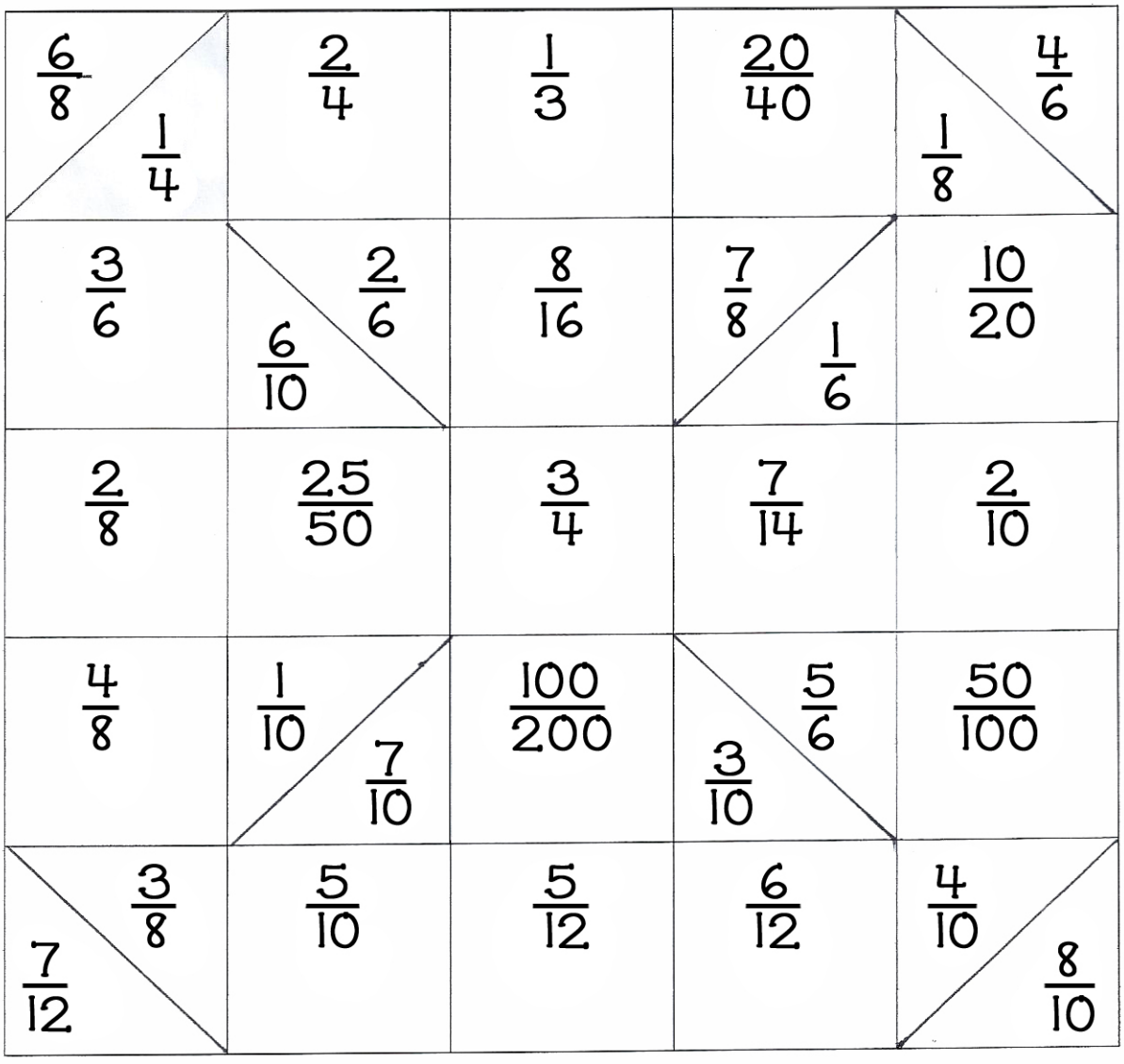
# School Days Color by Number A

Use this key to color the spaces in the picture.

| | | | |
|---|---|---|---|
| equivalents of $\frac{1}{2}$ | blue | equivalents of $\frac{1}{3}$ | red |
| equivalents of $\frac{1}{4}$ | gray | equivalents of $\frac{1}{5}$ | brown |
| equivalents of $\frac{1}{6}$ | black | equivalents of $\frac{1}{8}$ | green |
| equivalents of $\frac{1}{10}$ | lt. green | equivalents of $\frac{1}{12}$ | yellow |



# Equivalent Fractions Coloring Page




**Directions:**

- Color fractions equivalent to 1/2 yellow.
- Color fractions less than 1/2 orange.
- Color fractions greater than 1/2 green.

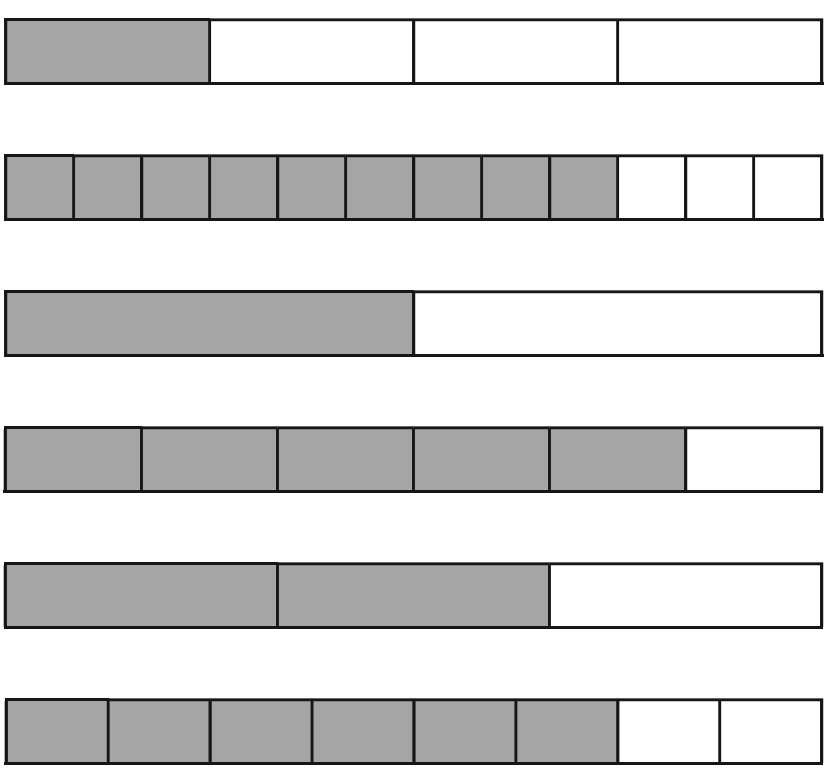
Hint: You could do a "rough draft" by writing "y," "o," or "g" for each color in pencil.

NAME | DATE

# Shading & Comparing Fractions

**1** Shade in a bar below to show each fraction. Write the fraction you shaded beside each bar.

$\frac{9}{12}$ $\frac{2}{3}$ $\frac{5}{6}$ $\frac{1}{4}$ $\frac{1}{2}$ $\frac{6}{8}$




Note: Students might need to redivide any of the bars above to show a fraction if they used a bar too hastily (for example, if a student shows ⅝ using the bar that is divided into fourths, they will have to adjust some other bar to show ¼). While you should take note of this if it happens so you can observe the student's other work to confirm their understanding, such work is acceptable as long as it is correct (e.g., the bars are divided into the indicated number of parts and the indicated number of those parts are shaded).

**2** Which fraction above is the greatest, and which is the least? Write a comparison statement using < or > to show.

**⅚ > ¼ or ¼ < ⅚**

**3** Which two fractions above are equivalent fractions? Explain how you know.

**9/12 = ⅔. Explanations may vary. Students may explain that they know because they can see that the amounts shaded on the two bars are exactly equal. They might also explain using common denominators (e.g., 9/12 = 18/24 and ⅔ = 18/24), but this is not required.**

NAME | DATE

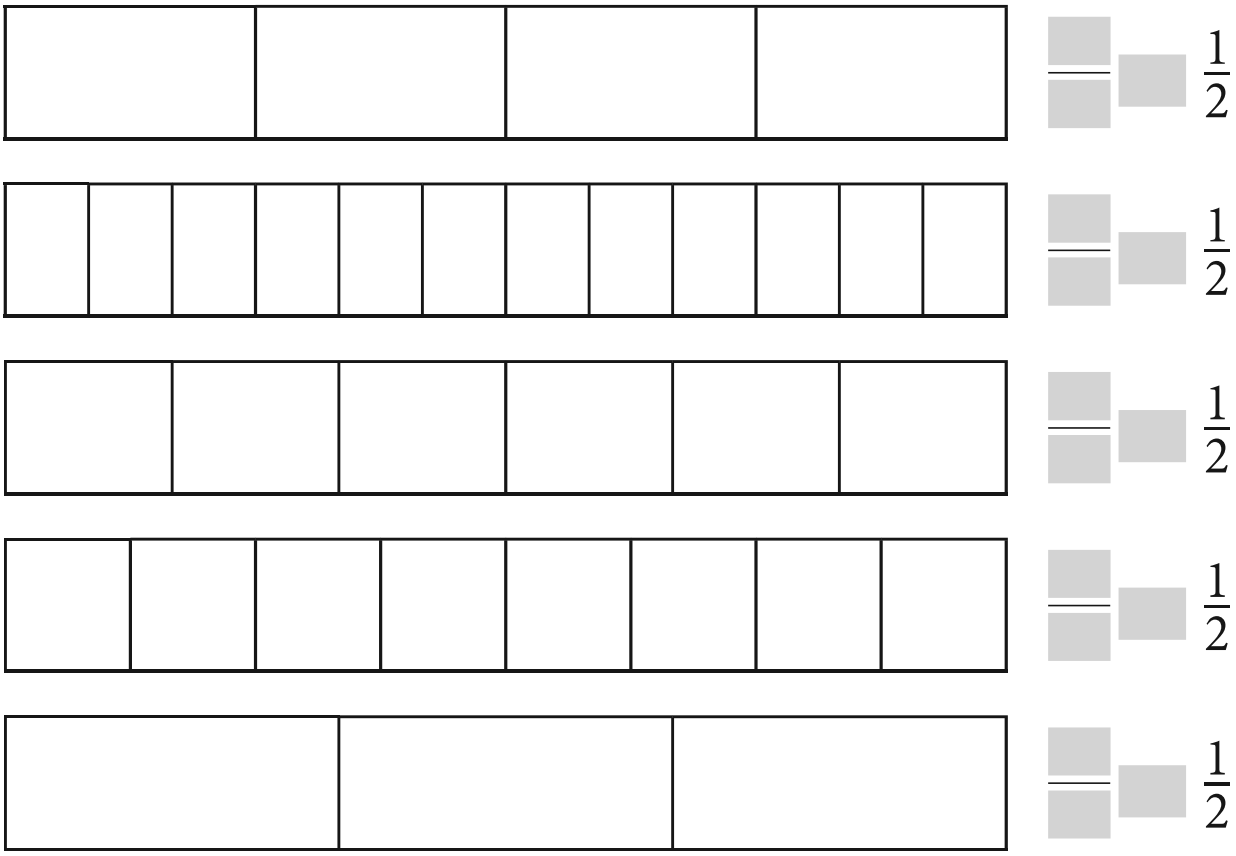
# Shading & Comparing Fractions Using Half

This bar shows $\frac{1}{2}$.

**1** Shade in some of each bar below to show five fractions. Make them so that no two of your fractions are equivalent to each other.

**Fractions will vary. Students may redivide the bars to make fractions with different denominators than those implied by the bars provided.**

**2** Next to each bar, write the fraction that describes your work, then use <, =, or > to show how the fraction you shaded compares to $\frac{1}{2}$.



**3** Write your five fractions in order from least to greatest.

_____ _____ _____ _____ _____

**Fractions will vary. Ensure that the student has ordered their choices correctly from least to greatest.**

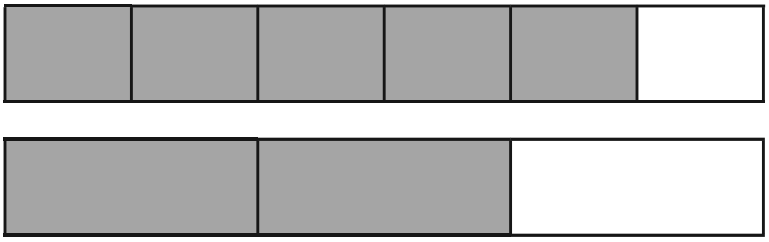
 

NAME | DATE

# Comparing Fractions

**1** Represent each fraction on a bar. Then complete each statement with <, >, or = to compare the fractions.

**a**

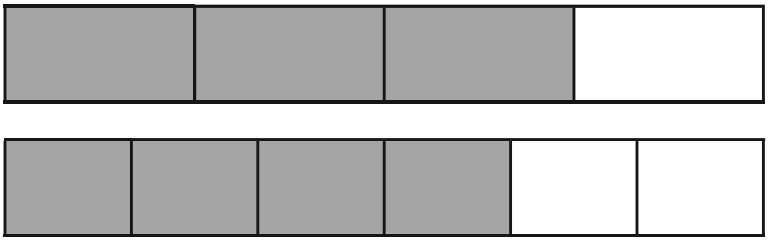


$\frac{5}{6} \_\_\_ \frac{2}{3}$ **>**

**b**

$\frac{2}{3} \_\_\_ \frac{3}{8}$ **>**

**c**



$\frac{4}{6} \_\_\_ \frac{3}{4}$ **<**

**2** **a** Find two fractions above that are equivalent. Write them here.

**4/6** = **2/3**

**b** Explain how you know the fractions are equivalent.

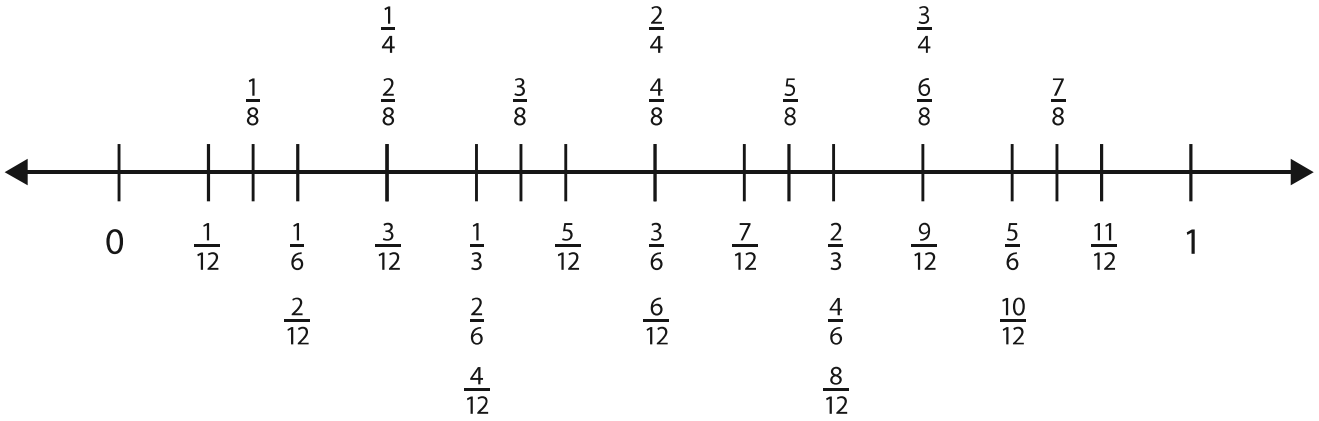
**Student explanations will vary, but may make use of the visual model by pointing out that the amount of the two bars that is shaded is the same. Students may also use common denominators (4/6 = 8/12 and 2/3 = 8/12) to show the equivalence.**

NAME | DATE

# Comparing Fractions with a Number Line

Use this number line to help you solve the problems and answer the questions below.




**1** Use what you know about how each fraction compares to 1 to complete these comparisons with <, =, or >.

$\frac{5}{6} < \frac{11}{12}$ $\frac{5}{6} < \frac{7}{8}$ $\frac{11}{12} > \frac{7}{8}$ $\frac{7}{8} > \frac{2}{3}$ $\frac{3}{4} < \frac{5}{6}$

**2** Use what you know about how far each fraction is from 0 to complete these comparisons with <, =, or >.

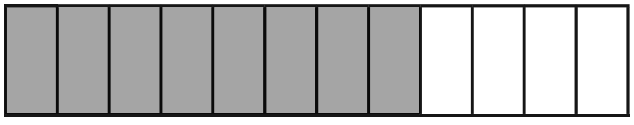
$\frac{1}{6} > \frac{1}{12}$ $\frac{1}{6} < \frac{3}{8}$ $\frac{1}{12} < \frac{3}{8}$ $\frac{3}{8} > \frac{1}{3}$ $\frac{1}{4} > \frac{1}{6}$

**3** On this bar, shade in $\frac{4}{6}$.

**4** Use this bar to show how many thirds are equal to $\frac{4}{6}$. Then write an equation to show.

$\frac{2}{3} = \frac{4}{6}$

**5** Use this bar to show how many twelfths are equal to $\frac{4}{6}$. Then write an equation to show.



$\frac{8}{12} = \frac{4}{6}$