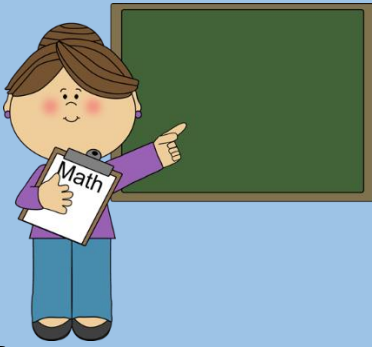


# Grade 4 Math

Day 2



**In today's lesson you will review comparing two fractions using benchmark fractions. This lesson consists of an opening, a problem of the day, a math activity, a reflection, and Dreambox if internet is available.**

**All assignments that have this picture are due to your teacher.**



## Standard:

4.NSF.2 Compare two given fractions (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100) by creating common denominators or numerators, or by comparing to a benchmark fraction such as  $\frac{1}{2}$  and represent the comparison using the symbols  $>$ ,  $=$ , or  $<$ .

## I CAN Statements:



I can compare two fractions using benchmark fractions.



I can use the symbols  $>$ ,  $<$ , or  $=$  to compare fractions.

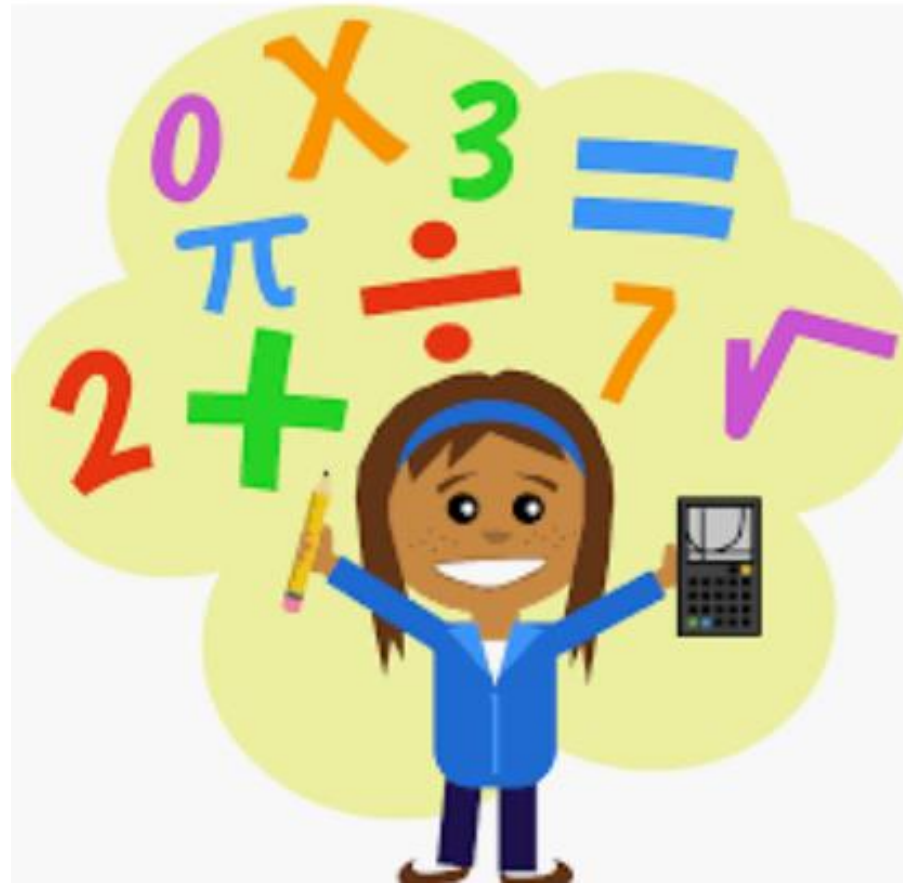
# Essential Questions:

- Why we must refer to the same whole when comparing two fractions?
- How can you compare two fractions using benchmark fractions?

# Materials and Resources:

- Paper and Pencil
- Freckle Math (If internet is available)





# Activities

# Opening: 4<sup>th</sup> grade Number Routine



Which is greater, how do you know? Give 2 or more reasons how you know which is greater.

$$\frac{3}{4} \quad \text{OR} \quad \frac{9}{10}$$





## 4<sup>th</sup> Grade Problem of the Day

Sam and Laura each bought the same size loaf of bread to make sandwiches for the week. On Wednesday, Sam had  $\frac{3}{4}$  of his loaf left and Laura had  $\frac{5}{6}$  of her loaf left. Who had more bread remaining on Wednesday?



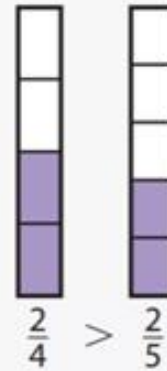


# Activity # 1

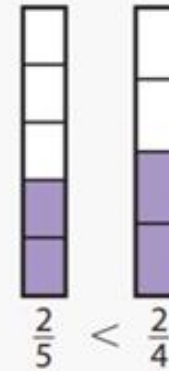
## Standard Review

There are different ways to compare fractions.

One way to compare fractions like  $\frac{2}{4}$  and  $\frac{2}{5}$  is to use models. You must use the same-size whole for both. If the wholes are different sizes, it doesn't make sense to compare the parts. Each whole model below is the same size.



$\frac{2}{4}$  is greater than  $\frac{2}{5}$ .



$\frac{2}{5}$  is less than  $\frac{2}{4}$ .

Another way to compare fractions is to write equivalent fractions with the same denominators. Using the same denominators means that there are the same number of parts in each whole. Then you can compare the numerators to find which fraction has a greater number of parts.

$$\frac{2 \times 4}{5 \times 4} = \frac{8}{20} \qquad \frac{2 \times 5}{4 \times 5} = \frac{10}{20}$$

$$\frac{8}{20} < \frac{10}{20}, \text{ so } \frac{2}{5} < \frac{2}{4}$$

Your child might also use a number line to compare fractions by comparing each fraction to a benchmark fraction, such as  $\frac{1}{2}$ .



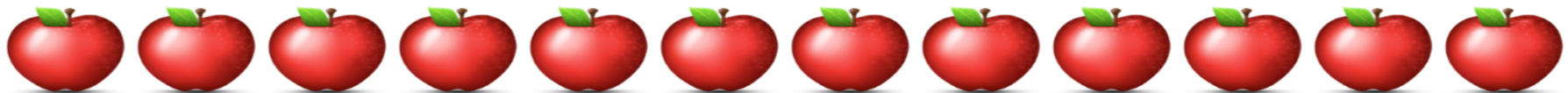
## Activity 2

Assignment

# Who Collected More Apples?

You will need: journal/paper, pencil

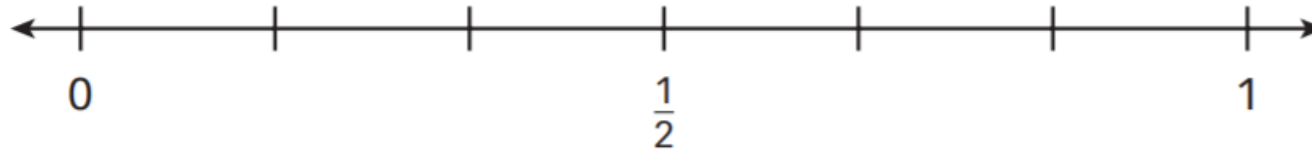
1. A small basket holds 12 apples.
2. Danielle collected enough apples to fill  $\frac{2}{3}$  of a basket.
3. Meagan collected enough apples to fill  $\frac{3}{4}$  of a basket.
4. Draw a picture to represent how many apples each person collected.
5. Danielle thinks that she collected more apples than Meagan. Do you agree with Danielle? Explain your thinking.



# Activity 3

Compare  $\frac{5}{6}$  and  $\frac{1}{3}$  using the benchmark fraction  $\frac{1}{2}$ .

a. Label  $\frac{5}{6}$  and  $\frac{1}{3}$  on the number line below.



b. Which fraction is greater than  $\frac{1}{2}$ ? \_\_\_\_\_

c. Which fraction is less than  $\frac{1}{2}$ ? \_\_\_\_\_

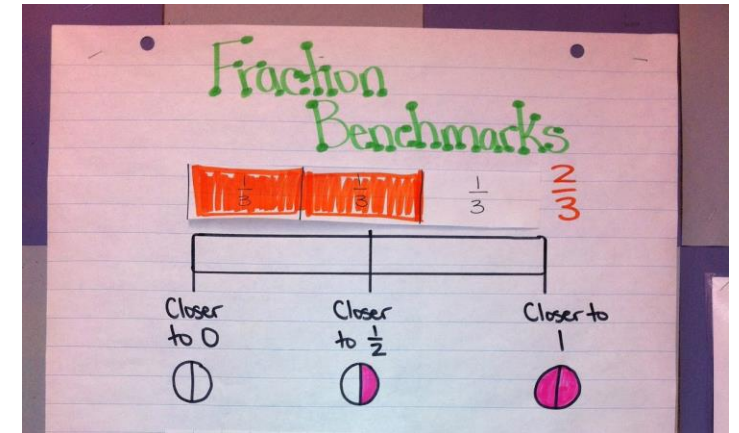
d. Fill in the blank. Explain how you found your answer.

$$\frac{5}{6} \text{ — } \frac{1}{3}$$

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**Reflection:** Today you have reviewed comparing two fractions using benchmark fractions. **What was one thing you did well with today's lesson? What is one thing you need additional help with?**

**Write down the answers to these questions on a sheet of paper.**



Great job, mathematicians! Please make sure you have written down your answers to each question from today's activities and place your work in your book bag to give to your teacher when you return to school.

