

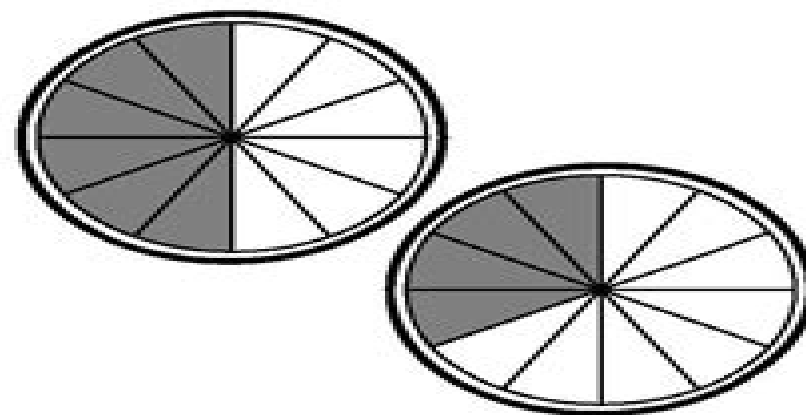
# Comparing and Ordering Fractions

## 3rd–5th Grade

### Objective

CCSS Math/Number and Operations-Fractions: 4.NF.2

- Extend understanding of fraction equivalence and ordering.
  2. Compare two fractions with different numerators and different denominators (e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as  $\frac{1}{2}$ ). Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols  $>$ ,  $=$  or  $<$ , and justify the conclusions (e.g., by using a visual fraction model).



### Materials Needed

- *Pizza Fractions* by Jerry Pallotta
- Chalkboard, whiteboard or document camera
- Fraction Pizza templates
- Comparing Fractions practice page and answer sheet
- Comparing Fractions activity card and recording sheet
- Comparing Fractions spinners and answer key
- Paper clips
- Pencils
- Pennies or other small objects (to use as game markers)

### Preparation

Before teaching this lesson, you may want to introduce students to the concept of equivalent fractions. (Please visit [http://www.lakeshorelearning.com/general\\_content/free\\_resources/teachers\\_corner/lesson\\_plans/equivalentFraction.jsp](http://www.lakeshorelearning.com/general_content/free_resources/teachers_corner/lesson_plans/equivalentFraction.jsp) for a sample lesson.)

### Introduction

Read aloud *Pizza Fractions* by Jerry Pallotta to give students a visual representation of fractions.

### Procedure

1. Explain to students that they are going to compare and order fractions.
2. Print out and display the first two Fraction Pizza templates on the chalkboard, whiteboard or document camera.
3. Point out that the two pizzas are the same size, but the first pizza is cut into four slices and the second pizza is cut into eight slices. Ask students to identify which pizza has larger slices.
4. Say, "Imagine you are very hungry and someone offers you one slice of pizza. Would you rather have one slice of this pizza that is cut into fourths?" (Circle one of the slices on the first pizza and write " $\frac{1}{4}$ " beneath the pizza.) Then ask, "Or would you rather have one slice of this pizza that is cut into eighths?" (Circle one of the slices on the second pizza and write " $\frac{1}{8}$ " beneath the pizza.)

# Lesson Plan Comparing Unit Fractions

**Yeping Li, Rongjin Huang**



## **Lesson Plan Comparing Unit Fractions:**

**The Mathematics Lesson-Planning Handbook, Grades 3-5** Ruth Harbin Miles, Beth McCord Kobett, Lois A. Williams, 2018-07-13 This book brings together the best of Visible Learning and the teaching of mathematics The chapters on learning intentions success criteria misconceptions formative evaluation and knowing thy impact are stunning Rich in exemplars grounded in research about practice and with the right balance about the surface and deep learning in math it s a great go to book for all who teach mathematics John Hattie Laureate Professor Deputy Dean of MGSE Director of the Melbourne Education Research Institute Melbourne Graduate School of Education YOU are the architect in the mathematics classroom When it comes to mathematics lessons do you sometimes feel overly beholden to the required texts from which you teach Do you wish you could break the mold but feel like you get conflicting guidance on the right things to do How often do you find yourself in the last minute online scramble for a great task activity that will capture your students interest and align to your state standards In *The Mathematics Lesson Planning Handbook Grades 3 5 Your Blueprint for Building Cohesive Lessons* you ll learn the streamlined decision making processes that will help you plan the focused research based standards aligned lessons your students need This daily reference offers practical guidance for when and how to pull together mathematics routines resources and effective teaching techniques into a coherent and manageable set of lesson plans This resource will Lead teachers through a process of lesson planning based on various learning objectives Set the stage for lesson planning using relatable vignettes Offer sample lesson plans for Grades 3 5 Create opportunities to reflect on each component of a mathematics lesson Suggest next steps for building a unit from the lessons Provide teachers the space and tools to create their own lesson plans going forward Based on years of classroom experience from seasoned mathematics educators this book brings together the just in time resources and practical advice you need to make lesson planning simple practical and doable From laying a solid foundation to choosing the right materials you ll feel confident structuring lessons that lead to high student achievement

**Mathematics Unit Planning in a PLC at Work®, Grades 3--5** Sarah Schuhl, Timothy D. Kanold, Jennifer Deinhart, Matthew R. Larson, Mona Toncheff, 2020-03-24 Build collaborative teacher teams committed to fostering student self efficacy and increasing achievement in mathematics Part of the Every Student Can Learn Mathematics series this practical resource provides a framework for collectively planning a unit of study in grades 3 5 Grade level teams will learn how to work together to perform key tasks from unwrapping standards and creating team unit calendars to determining academic vocabulary and designing robust fraction units Help your team identify what students need to know by the end of each unit and build student self efficacy Understand how to collaboratively plan thematic units in grades 3 5 Study the seven unit planning elements and learn how to incorporate each in essential unit design Review the role of the PLC at Work process in enhancing collaborative student learning and teacher collaboration Observe three model fraction units one for each grade level Receive tools and templates for effective unit planning Contents Introduction by

Timothy D Kanold Part 1 Mathematics Unit Planning and Design Elements Chapter 1 Planning for Student Learning of Mathematics in Grades 3 5 Chapter 2 Unit Planning as a Collaborative Mathematics Team Part 2 Fraction Unit Examples Grades 3 5 Chapter 3 Grade 3 Unit Fraction Understanding Chapter 4 Grade 4 Unit Fraction Equivalence Addition and Subtraction Chapter 5 Grade 5 Unit Fraction Addition and Subtraction Epilogue Mathematics Team Organization Appendix A Create a Proficiency Map Appendix B Checklist and Questions for Mathematics Unit Planning References and Resources

*Meaningful Small Groups in Math, Grades K-5* Kimberly Rimbey, 2022-08-19 Written for teachers interventionists and instructional coaches this book provides much needed guidance on how to meet the diverse needs of students using small group math instruction      **Common Core Mathematics in a PLC at Work®, Grades 3-5** Timothy D. Kanold, 2012-04-12 This teacher guide illustrates how to sustain successful implementation of the Common Core State Standards for mathematics grades 3 5 Discover what students should learn and how they should learn it at each grade level Comprehensive research affirmed analysis tools and strategies will help you and your collaborative team develop and assess student demonstrations of deep conceptual understanding and procedural fluency      Numeracy in Authentic Contexts Maura Sellars, 2017-10-25 This book is based on the notion that there are many ways in which mathematics learning can be achieved for students and that not all of them are focused on the mathematics classroom It explores the foundational numeracy principles of the non mathematical subject areas and aligns these to the Australian numeracy learning continuum It demonstrates in detail the extent to which numeracy competencies underpin successful learning in all the subject areas of the curricula It validates a focus of developing numeracy competencies through learning in the arts science and other discipline areas with which school students to engage with in order develop holistically but which are not subjected to national assessment practices It is developed around the notion of praxis putting theory into practice in order to respond to the urgent need for students to be supported in their efforts to increase their numeracy capabilities in a world where extensive amounts of new information are often presented in graphical or data based formats Additionally it offers perspectives on developing all students capacities to become numerate in school contexts and presents inclusive differentiated lesson examples as an alternative way of exploring numeracy in the context of teaching and learning in real world classroom contexts      *How Chinese Teach Mathematics and Improve Teaching* Yeping Li, Rongjin Huang, 2013 How Chinese Teach Mathematics and Improve Teaching builds upon existing studies to examine mathematics classroom instruction in China It combines contributions from Chinese scholars with commentary from key Western scholars to offer a truly systematic examination of some important and distinctive features of mathematics classroom instruction Viewing classroom instruction as part of teachers instructional practices this book goes beyond teachers in classroom instructional practice by also examining Chinese teachers approaches and practices in developing and improving teaching Through this unique approach How Chinese Teach Mathematics and Improve Teaching expands and unpacks the otherwise fragmented

knowledge about Chinese practices in developing and carrying out mathematics classroom instruction      **Lesson Plans Using Graphic Organizers** ,1999-08      Lesson Study Catherine C. Lewis,2002 Lesson study the form of professional development long favoured by Japanese teachers has recently been initiated by teachers at many sites across North America This handbook illuminates both the key ideas underlying lesson study and the practical support needed to make it succeed in any subject area Nine chapters address topics including the basic steps of lesson study supports misconceptions system impact and how to pioneer lesson study in your setting The handbook provides practical resources including schedules data collection examples protocols for lesson discussion and observation and instructional plans for mathematics science and language arts      **Essential Mathematics for Life: Percents, graphs, and measurement** ,1981      **Tentative Course of Study in Mathematics for Indiana School, Grades [one to Nine]** Indiana. Department of Public Instruction,1930

**Tentative Course of Study in Mathematics for Indiana Schools, Grades One to Six** Indiana. Department of Public Instruction,1930      Elementary Mathematical Methods Diane Thiessen,1989 This book contains 15 chapters 1 Teaching Problem Solving 2 Using Calculators and Computers in Elementary School Mathematics 3 Organizing for Instruction 4 Teaching Numeration of Whole Numbers 5 Teaching Numeration of Common and Decimal Fractions 6 Teaching Addition and Subtraction of Whole Numbers 7 Teaching Multiplication and Division of Whole Numbers 8 Teaching Addition and Subtraction of Common and Decimal Fractions 9 Teaching Multiplication and Division of Common and Decimal Fractions 10 Teaching Measurement 11 Teaching Geometry 12 Teaching Rates Ratios Proportions and Percents 13 Teaching Statistics and Probability 14 Teaching Integers and Their Operations and 15 Teaching Number Patterns and Theory The two appendices include discussions on Calculators and Computers and Mainstreaming Can Individual Needs be Met The chapters in this book reflect the strands taught in the elementary school mathematics curriculum Throughout each chapter are collections of problem sets that divide the chapter into sections A number of these problems are similar to lessons that could be used with elementary school children PK      **Houghton Mifflin Math Central** ,1999      **Investigations in Number, Data, and Space** Addison-Wesley Educational Publishers, Incorporated,2004 These guides help get you started with the program Included in every Curriculum Unit Package

**Learning Mathematics in Elementary and Middle Schools** W. George Cathcart,2006 Brief Contents Chapter 1 Teaching Mathematics Influences and Directives Chapter 2 Learning and Teaching Mathematics Chapter 3 Developing Mathematical Thinking and Problem Solving Ability Chapter 4 Assessing Mathematics Understanding Chapter 5 Developing Number Concepts Chapter 6 Developing Understanding of Numeration Chapter 7

*Strategies for Teaching Learners with Special Needs* Edward A. Polloway, James R. Patton, Loretta Serna, 2008 Revised to incorporate important new information about No Child Left Behind and the 2004 re authorization of IDEA this classic work in the field of teaching methodology for students with special needs continues to be the most comprehensive textbook available for students with mild high incidence disabilities i e learning disabilities mild retardation intellectual disabilities emotional

and behavioral disorders and students experiencing learning problems in the general education classroom The focus of the book is on effective instructional strategies for students being served in diverse educational settings with a primary emphasis on those being taught in inclusive educational environments In Part I the text provides basic information on curriculum development and instruction while in Part II an in depth discussion of key curricular areas is provided For educators teaching learning disabled students     *Critical Moments in the Teaching of Mathematics* Janet Carolyn Shroyer,1981

**Investigations in Number, Data, and Space** Karen Economopoulos,2003-01-15 Part of a K 5 mathematics curriculum with curriculum units for classroom use and resources for teachers the Investigations curriculum was developed at TERC formerly Technical Education Research Centers     **Re-teaching Vs. Pre-teaching Strategies in a Supplemental Math Class** Kimberly Ann Beeson,2008     *Effective Mathematics Teaching* ,1988

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