

Lesson 14: ¿Cómo comparas fracciones?

Standards Alignments

Addressing 3.NF.A.3, 3.NF.A.3.c, 3.NF.A.3.d

Teacher-facing Learning Goals

- Represent and compare fractions in a way that makes sense to them.

Student-facing Learning Goals

- Representemos y comparemos fracciones.

Lesson Purpose

The purpose of this lesson is for students to represent and compare fractions in a way that makes sense to them.

Previously, students used various representations to make sense of fractions and their size. In this lesson, students consider representations that will be helpful for comparisons, such as diagrams, fraction strips, and number lines. They also learn that comparisons are valid only when the fractions being compared refer to the same size whole. This lesson does not discuss specific strategies for comparing different types of fractions as the intent is to elicit different ways to reason about comparison.

Access for:

Students with Disabilities

- Engagement (Activity 1)

English Learners

- MLR8 (Activity 2)

Instructional Routines

MLR7 Compare and Connect (Activity 1), Number Talk (Warm-up)

Materials to Gather

- Materials for creating a visual display:
Activity 1

Lesson Timeline

Warm-up 10 min

Teacher Reflection Question

Reflect on a time recently when your thinking about what students understand changed. How will you alter your teaching practice to

Activity 1	25 min	incorporate your new understanding?
Activity 2	10 min	
Lesson Synthesis	10 min	
Cool-down	5 min	

Cool-down (to be completed at the end of the lesson)

🕒 5 min

¿Cómo decidirías?

Standards Alignments

Addressing 3.NF.A.3

Student-facing Task Statement

¿Cómo harías para decidir si $\frac{6}{4}$ es equivalente a $\frac{3}{4}$? Explica o muestra cómo razonaste.

Student Responses

Sample responses:

- I know $\frac{6}{4}$ is not equivalent to $\frac{3}{4}$ because they are not in the same location on the number line.
- I know $\frac{6}{4}$ is not equivalent to $\frac{3}{4}$ because they aren't the same size.
- I know $\frac{6}{4}$ is not equivalent to $\frac{3}{4}$ because it means 6 fourths, which is more than 3 fourths.