4.NF.1, 4.NF.2 - Fractions Pathway #1: Equivalence and Ordering

Name: _____

Make sure all notes and practice pages assigned to you are included in your notebook, in addition to the analyze and evaluate activities you choose for each skill. A test will be given at the end of this pathway.

4.NF.1 - Equivalent Fractions	
Goals ● I can explain why fractions are equivalent, and create equivalent fractions. ● I can use models to explain why different fractions are equivalent.	**Practice Activities** ● Visual Equivalents ● Missing Number Equivalents ● Simplest Form ● 4.NF.1 Task Cards
Choose one analyze activity AND one evaluate activity; complete in your notebook as informal assessments (no retakes). Be sure to label each activity.	
4.NF.1 Analyze #1 Write several sentences explaining how you can tell whether a fraction is in simplest form.	4.NF.1 Analyze #2 Andy, Lee, and Val each ate ½ a pizza. The pizzas were the same size, but Andy ate 1 slice, Lee ate 3 slices, and Val ate 4 slices. How is this possible? Use pictures and words to state your answer and explain your thinking.
4.NF.1 Evaluate #1 Write a paragraph explaining how increasing or decreasing the denominator of a fraction changes the size of the pieces in a predictable way.	4.NF.1 Evaluate #2 $^{10}/_{12}$ is twice as large as ⅚. Do you agree or disagree? Use pictures and words to state your opinion and give evidence for your thinking.

Extension Project - Create a Quilt (see teacher for materials)
Only students who finish their other work early should complete this activity. It will be graded as an informal assessment, but only scores of 90-100 will be included in grades.

4.NF.1, 4.NF.2 - Fractions Pathway #1: Equivalence and Ordering

4.NF.2 - Comparing Fractions	
Goals ● I can explain that comparing two fractions must refer to the same whole. ● I can compare fractions by reasoning about their size. ● I can compare fractions by creating equivalent fractions with a common denominator. ● I can order fractions using <, >, and = and justify the comparison.	**Practice Activities** ● Visual Comparing to ½ ● Comparing to ½ ● Comparing Fractions ● 4.NF.2 Task Cards
Choose one analyze activity AND one evaluate activity; complete in your notebook as informal assessments (no retakes). Be sure to label each activity.	
4.NF.2 Analyze #1 Create step-by-step instructions on how to order 3 fractions with different denominators. Describe the steps and show at least one example.	4.NF.2 Analyze #2 Describe a real-world example in which ¾ is less than ½.
4.NF.2 Evaluate #1 Write a paragraph explaining how benchmark fractions can help you compare fractions.	4.NF.2 Evaluate #2 If you were hungry and you offered your friend a choice between ⅗ of a cookie and $^7/_{10}$ of a cookie, which fraction of a cookie would you hope she took? Use pictures and words to explain your answer and your thinking.

Extension Project - Fraction War (see teacher for materials)
Only students who finish their other work early should complete this activity. It will be graded as an informal assessment, but only scores of 90-100 will be included in grades.