Dear Parents,
We will begin our next unit of study in math soon. The information below will serve as an overview of the unit as you work to support your child at home. If you have any questions, please feel free to contact me. I appreciate your on-going support.
Sincerely,
Your Child's Teacher

Unit Name:
Comparing Fractions

Common Core State Standards:

3.NF.1 Understand a fraction *1/b* as the quantity formed by 1 part when a whole is partitioned into *b* equal parts ; understand a fraction *a/b* as the quantity formed when by parts of size *1/b*.
3.NF.2 Understand a fractions as a number on the number line; represent fractions a number line diagram.
3.NF.2b Represent a fraction *a/b* number line diagram by marking off lengths 1/*b* from 0. Recognize that the resulting interval has size *a/b* and that its endpoint locates the number *a/b* on the number line.
3.NF.2c Represent a fraction *1/b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Recognize that each part has size *1/b* and that the endpoint of the part based at 0 locates the number *1/b* on the number line.
3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
3.NF.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
3.NF.3b Recognize and generate simple equivalent fractions, e.g. ½ = 2/4, 4/6 = 2/3) Explain why the fractions are equivalent, e.g., by using a visual model fraction model.
3.NF.3c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.*
3.NF.3d Compare fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

Essential Vocabulary:

- Fraction
- Denominator
- Numerator

Unit Overview:

In this unit the students will use fraction pieces from a fraction strip to compare fractions. Comparison symbols like greater than (>), less than (<) and equal to (=) will be used when comparing fractions. The students will explore how to compare different sized objects with the same fractional part. For example the students will compare half of a large sandwich to half of a small sandwich. The students will make comparisons between fractional numbers and circle fractions. For example students will compare the fraction ½ and a circle that is half shaded.

Strategies/Skills:

- Use comparison symbols
- Compare fraction numbers to circle fractions

Video Support:

Video support can be found on The WCPSS Academics YouTube Channel.

- http://tinyurl.com/WCPSSAcademicsYouTube

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- ES 3 Math Comparing Fractions on a Number Line
- ES 3 Math Comparing Fractions with a Number Line, Fraction Bar and Fraction Strips

Video support can be found on Learn Zillion

- https://learnzillion.com/
  - use-circle-models-to-find-simple-equivalent-fractions
  - use-area-models-to-generate-equivalent-fractions

Additional Resources:

If you have limited/no internet access, please contact your child's teacher for hard copies of the resources listed in this document.

- NCDPI Unpacking Document: 3rd Grade Unpacking Document