Third Grade Fractions Unit

Goal: Students will recognize, model, and compare fractions as numbers

Content Standards:

- Demonstrate a fraction \(\frac{1}{b}\) as the quantity formed by 1 part when a whole is partitioned into \(b\) equal parts; understand a fraction \(\frac{a}{b}\) as the quantity formed by a part of size \(\frac{1}{b}\).
- Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
- Identify and represent fractions as part of unit wholes, as part of a set located on a number line (denominators 2, 3, 4, 6, and 8).
- Recognize two fractions as equivalent if they are the same size, or the same point on a number line.
- Recognize and generate simple equivalent fractions, e.g., \(\frac{1}{2} = \frac{2}{4}, \frac{4}{6} = \frac{2}{3}\). Explain why the fractions are equivalent, e.g., by using a pictorial fraction model.
- Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
- Compare two 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 comparisons with the symbols (> , <, or =) and justify the conclusions.

Process Standards:

- Construct an argument and justify the argument with visual and/or written support.
- Use appropriate tools strategically.