



Tier 3

Intervention Lessons

3.NF.3d

Learning Target: I will compare fractions with the same numerator or same denominator

Readiness for 4.NF.2: Compare fractions with different numerators and denominators

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Tier 3 Intervention Planning Guide

Learning Target: I will compare fractions with the same numerator or denominator

Readiness for comparing fractions with different numerators and denominators

Recommended Actions	
<p>Beginning (5 min.)</p>	<ul style="list-style-type: none"> ➤ Review the learning target with the whole group ➤ Ask each student to set a goal for the day based on their previous Quick Check Score ➤ Have each student use a highlighter to plot their goal for the day
<p>Middle (15 min.)</p>	<ul style="list-style-type: none"> ➤ Model solving a word problem – “I do” (<i>Sessions 1, 3 and 6 only</i>) ➤ Guided Practice – “We do” <p>Sessions 1 and 2: Use fraction strips to compare fractions with the same numerator or denominator</p> <p>Sessions 3, 4 and 5: Draw a number line to compare fractions with the same numerator or denominator</p> <p>Sessions 6, 7 and 8: Use fraction sense to compare fractions with the same numerator or denominator</p>
<p>End (10 min.)</p>	<ul style="list-style-type: none"> ➤ Bring the students back together. ➤ Ask students to reflect on their progress towards the learning target <ul style="list-style-type: none"> ○ What did I learn today about comparing fractions with the same numerator or denominator? ○ How confident do you feel about comparing fractions with the same numerator or denominator on my own? (Thumbs up, down, or sideways) ➤ Assess each student’s progress using the next Quick Check form ➤ Guide students to self-correct their Quick Check ➤ Guide students to chart their progress in their Growth Chart <ul style="list-style-type: none"> ○ If not using Delta Math lessons, record the activity in the table ➤ Collect each student’s Quick Check and Growth Chart
<p>After Session 6</p>	<ul style="list-style-type: none"> ➤ Differentiation Options: <ul style="list-style-type: none"> ○ Allow students who met the learning goal to work independently while others do the guided practice during the next session ○ Exit students who met the learning goal for a third time ➤ Problem solve with a team to plan additional support for students who do not meet the learning goal within 8 sessions



Session 1: Modeling (I Do)

Learning Target: I will compare fractions with the same numerator or denominator

Readiness for comparing fractions with different numerators and denominators

Mark and Matt ran a 100 yard dash. Mark finished three-fourths of the race during the first 8 seconds and Matt finished three-sixths of the race during the first 8 seconds. Who is more likely to have won the race?

Session 1: Modeling (I Do – Visual Support)

Learning Target: I will compare fractions with the same numerator or denominator

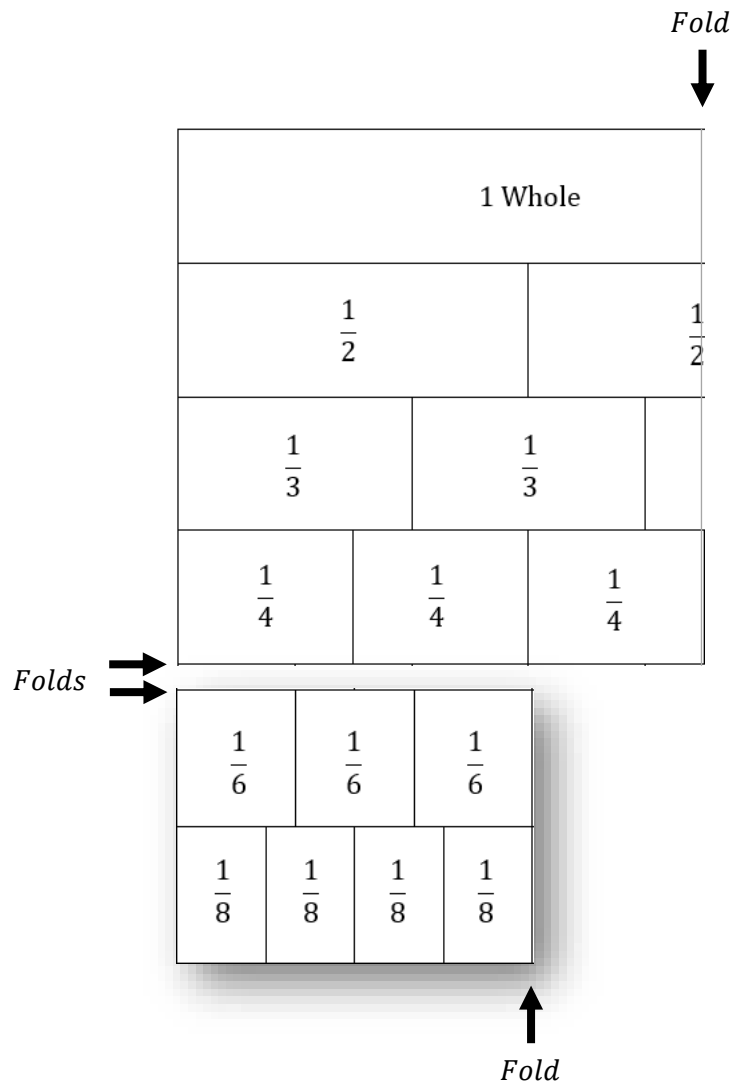
Readiness for comparing fractions with different numerators and denominators

Mark and Matt ran a 100 yard dash. Mark finished three-fourths of the race during the first 8 seconds and Matt finished three-sixths of the race during the first 8 seconds. Who is more likely to have won the race?

$$\frac{3}{4}$$

>
Greater Than

$$\frac{3}{6}$$



Session 1: Modeling (I Do - Teacher Notes)

Learning Target: I will compare fractions with the same numerator or denominator

Readiness for comparing fractions with different numerators and denominators

Mark and Matt ran a 100 yard dash. Mark finished three-fourths of the race during the first 8 seconds and Matt finished three-sixths of the race during the first 8 seconds. Who is more likely to have won the race?

I am going to think aloud to model solving this problem.

Your job is to watch, listen, think and ask questions.

First, it is important to know what the problem is about.

This problem is about Mark and Matt running a race.

Second, I need to determine what I need to find.

I need to find who is more likely to have won the race.

Third, I need to determine what I know.

I know that during the first 8 seconds Mark finished 3 fourths of the race and Matt finished 3 sixths.

Fourth, I need to figure out what I can try.

I am going to try using fraction strips to find who was leading the race after the first 8 seconds and if it a large enough lead to predict they would win.
(Hold up two sets of fraction strips)

Since I am comparing 3 fourths of the race to 3 sixths, I am going to find fractions cards to set up the problem.
(Place the fraction cards on the “Modelling” page.)

Now, I will represent 3 fourths using fraction strips by folding the fraction template so that the “fourths” are visible as the bottom row... then I will fold the template to show 3 fourths by hiding one of the fourths.
(Fold the template twice so that three-fourths are visible at the bottom.)

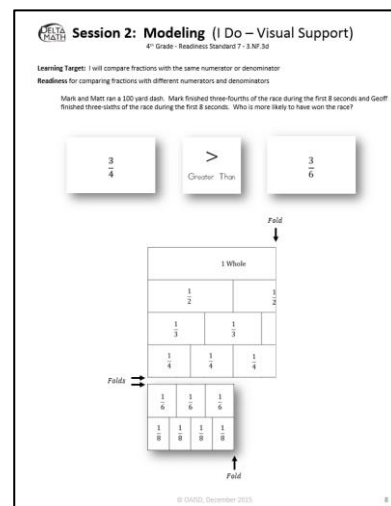
Next, I will represent 3 sixths by folding another fraction template so that 3 sixths are visible as the top row...
(Fold the other template twice so that 3- sixths are visible at the top.)

I see that 3 fourths of the whole race is much further than 3 sixths.
(Point to the difference between the two lengths.)

Therefore, I think that Mark is more likely to have won the race.

Last, I need to make sure that my answer makes sense.

I found that Mark is more likely to have won the race. It makes sense because I folded fraction strips to compare the fractional parts of the race that both completed during the first 8 seconds. I saw that Mark ran further than Matt, so it seems reasonable that Mark would have won the race if he didn't trip or slow down.



Learning Target: I will compare fractions with the same numerator or denominator

Session 1: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Use fraction strips to compare fractions.

<p>1.</p> $\frac{2}{3} \quad \underline{\hspace{1cm}} \quad \frac{2}{6}$	<p>2.</p> $\frac{3}{4} \quad \underline{\hspace{1cm}} \quad \frac{3}{8}$
<p>3.</p> $\frac{3}{6} \quad \underline{\hspace{1cm}} \quad \frac{3}{3}$	<p>4.</p> $\frac{1}{2} \quad \underline{\hspace{1cm}} \quad \frac{1}{4}$

You Do Together: (As a class, or in small groups)

- Students take turns leading using fraction strips to compare fractions.

<p>5.</p> $\frac{3}{4} \quad \underline{\hspace{1cm}} \quad \frac{3}{6}$	<p>6.</p> $\frac{1}{3} \quad \underline{\hspace{1cm}} \quad \frac{2}{3}$
<p>7.</p> $\frac{2}{6} \quad \underline{\hspace{1cm}} \quad \frac{2}{2}$	<p>8.</p> $\frac{5}{6} \quad \underline{\hspace{1cm}} \quad \frac{5}{8}$



Fraction Strips (4 Sets)

Directions: Each student should receive two sets of strips...do not cut into individual strips. (See example on p. 9, *fold the fraction strips twice to show fractional parts of a whole.*)

1 Whole								1 Whole							
$\frac{1}{2}$				$\frac{1}{2}$				$\frac{1}{2}$				$\frac{1}{2}$			
$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$			
$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$			
$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$		
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	
1 Whole								1 Whole							
$\frac{1}{2}$				$\frac{1}{2}$				$\frac{1}{2}$				$\frac{1}{2}$			
$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$			
$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$			
$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$		
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	



Modeling & Guided Practice Cards

Use for Problem 1 $\frac{2}{3}$ _____ $\frac{2}{6}$	Use for Problem 2 $\frac{3}{4}$ _____ $\frac{3}{8}$
Use for Problem 3 $\frac{3}{6}$ _____ $\frac{3}{3}$	Use for Problem 4 $\frac{1}{2}$ _____ $\frac{1}{4}$
Use for Problem 5 $\frac{3}{4}$ _____ $\frac{3}{6}$	Use for Problem 6 $\frac{1}{3}$ _____ $\frac{2}{3}$
Use for Problem 7 $\frac{2}{6}$ _____ $\frac{2}{2}$	Use for Problem 8 $\frac{5}{6}$ _____ $\frac{5}{8}$
Use for Modelling $\frac{3}{4}$ _____ $\frac{3}{6}$	



Session 1: Self-Reflection

Learning Target: I will compare fractions with the same numerator or denominator

Briefly discuss student responses:

- What did I learn today about comparing fractions with the same numerator or denominator?

- How confident do I feel about comparing fractions with the same numerator or denominator on my own?
(Thumbs up, down, or sideways)



Quick Check - Form A

Name _____ Date _____

Learning Target: I will compare fractions with the same numerator or same denominator.

Directions: Fill in the blank. (>, <, =)

(Work time: 4 minutes)

1.

$$\frac{2}{5} \text{ — } \frac{4}{5}$$

2.

$$\frac{1}{7} \text{ — } \frac{1}{6}$$

3.

$$\frac{3}{4} \text{ — } \frac{3}{8}$$

4.

$$\frac{2}{8} \text{ — } \frac{3}{8}$$

5.

$$\frac{5}{7} \text{ — } \frac{4}{7}$$

6.

$$\frac{5}{7} \text{ — } \frac{5}{10}$$

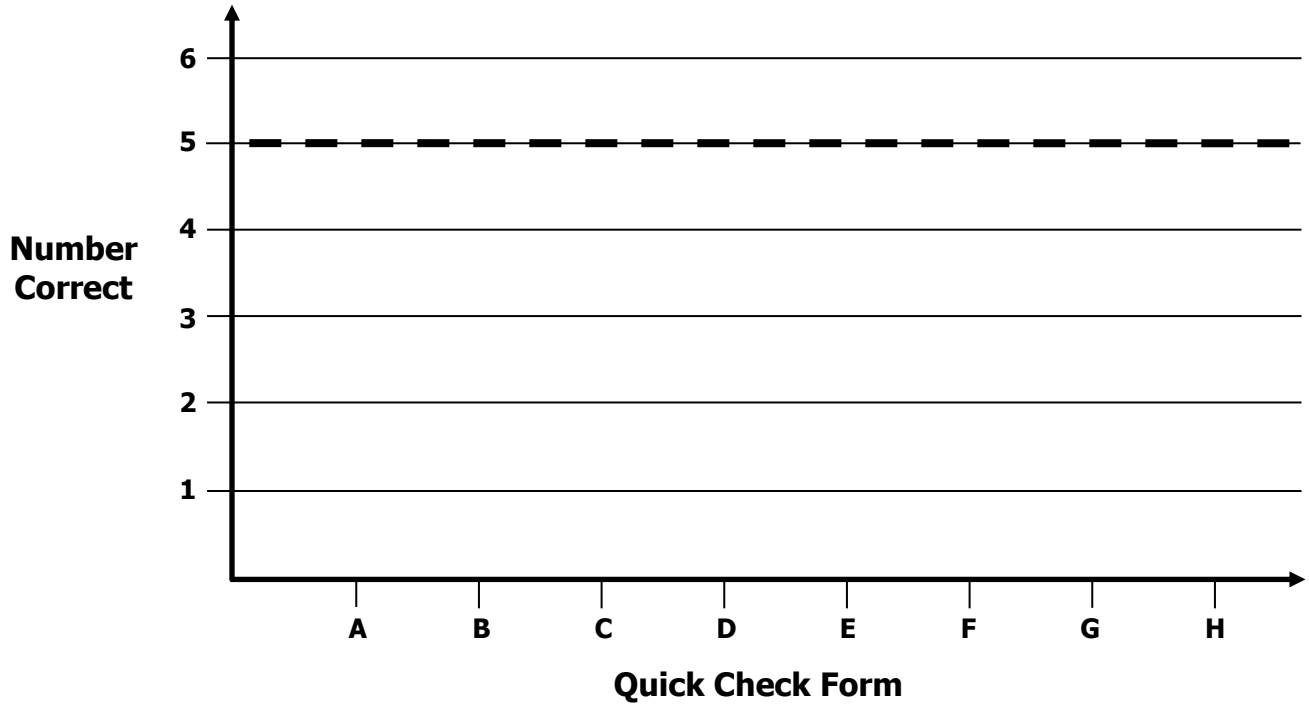


Growth Chart

Name _____ Date _____

Learning Target: I will compare fractions with the same numerator or same denominator.

Goal: 5 out of 6 correct



Intervention	Date	Score
Session 1:		
Session 2:		
Session 3:		
Session 4:		
Session 5:		
Session 6:		
Session 7:		
Session 8:		



Name _____

Date _____

Learning Target: I will compare fractions with the same numerator or denominator

Session 2: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Use fraction strips to compare fractions.

1. $\frac{2}{3}$ _____ $\frac{1}{3}$	2. $\frac{5}{8}$ _____ $\frac{5}{6}$
3. $\frac{3}{8}$ _____ $\frac{3}{4}$	4. $\frac{2}{2}$ _____ $\frac{2}{6}$

You Do Together: (As a class, or in small groups)

- Students take turns leading using fraction strips to compare fractions.

5. $\frac{2}{6}$ _____ $\frac{3}{3}$	6. $\frac{1}{4}$ _____ $\frac{1}{2}$
7. $\frac{3}{6}$ _____ $\frac{3}{4}$	8. $\frac{3}{3}$ _____ $\frac{3}{6}$



Session 2: Self-Reflection

Learning Target: I will compare fractions with the same numerator or denominator

Briefly discuss student responses:

- What did I learn today about comparing fractions with the same numerator or denominator?

- How confident do I feel about comparing fractions with the same numerator or denominator on my own?
(Thumbs up, down, or sideways)



Quick Check - Form B

Name _____ Date _____

Learning Target: I will compare fractions with the same numerator or same denominator.

Directions: Fill in the blank. (>, <, =)

(Work time: 4 minutes)

1.

$$\frac{1}{2} \text{ — } \frac{1}{3}$$

2.

$$\frac{2}{4} \text{ — } \frac{3}{4}$$

3.

$$\frac{4}{5} \text{ — } \frac{4}{7}$$

4.

$$\frac{2}{6} \text{ — } \frac{3}{6}$$

5.

$$\frac{8}{10} \text{ — } \frac{7}{10}$$

6.

$$\frac{3}{7} \text{ — } \frac{3}{8}$$



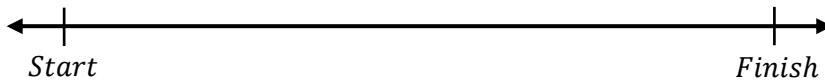
Session 3: Modeling (I Do)

Learning Target: I will compare fractions with the same numerator or denominator

Readiness for comparing fractions with different numerators and denominators

Ron and Geoff ran a 100 yard dash and one of them tripped at the beginning of the race. Ron finished two-thirds of the race during the first 8 seconds and Geoff finished two-eighths of the race during the first 8 seconds. Who is more likely to have tripped at the beginning of the race?

1 Whole Race



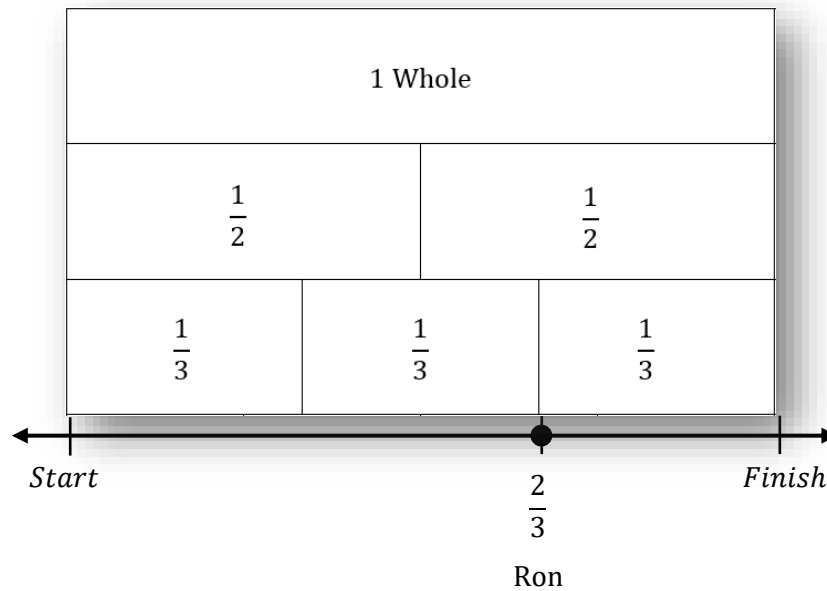
Session 3: Modeling (I Do – Visual Support)

Learning Target: I will compare fractions with the same numerator or denominator

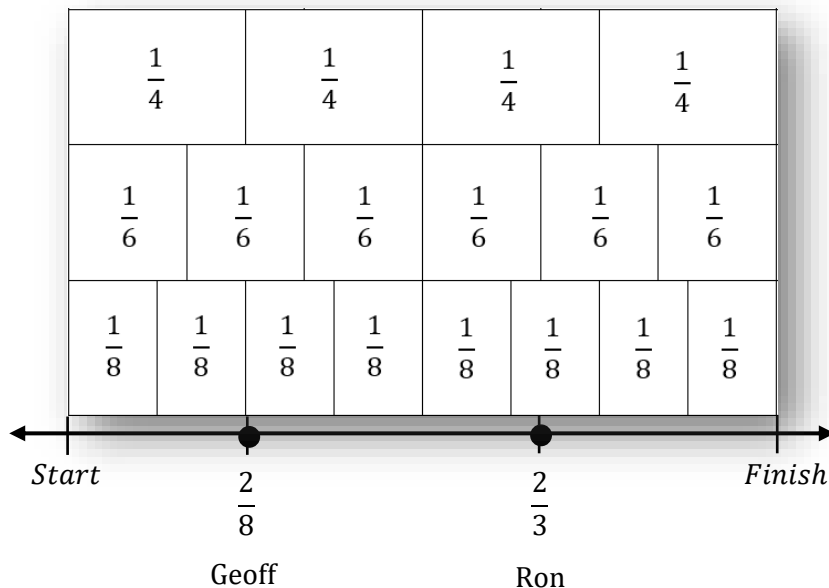
Readiness for comparing fractions with different numerators and denominators

Ron and Geoff ran a 100 yard dash and one of them tripped at the beginning of the race. Ron finished two-thirds of the race during the first 8 seconds and Geoff finished two-eighths of the race during the first 8 seconds. Who is more likely to have tripped at the beginning of the race?

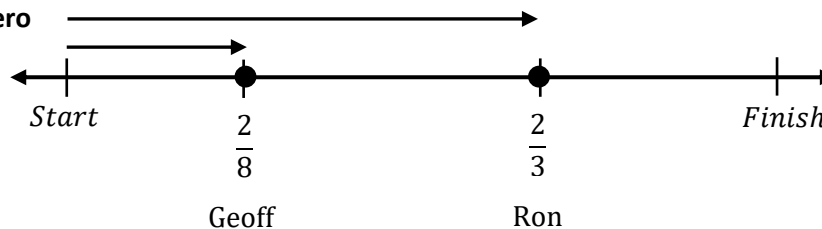
Draw 2 thirds



Draw 2 eighths



Compare Distances from Zero



Session 3: Modeling (I Do - Teacher Notes)

Learning Target: I will compare fractions with the same numerator or denominator

Readiness for comparing fractions with different numerators and denominators

Ron and Geoff ran a 100 yard dash and one of them tripped at the beginning of the race. Ron finished two-thirds of the race during the first 8 seconds and Geoff finished two-eighths of the race during the first 8 seconds. Who is more likely to have tripped at the beginning of the race?

I am going to think aloud to model solving this problem.

Your job is to watch, listen, think and ask questions.

First, it is important to know what the problem is about.

This problem is about Ron and Geoff running a race.

Second, I need to determine what I need to find.

I need to find who is more likely to have tripped at the beginning of the race.

Third, I need to determine what I know.

I know that during the first 8 seconds Ron finished 2 thirds of the race and Geoff finished 2 eighths.

Fourth, I need to figure out what I can try.

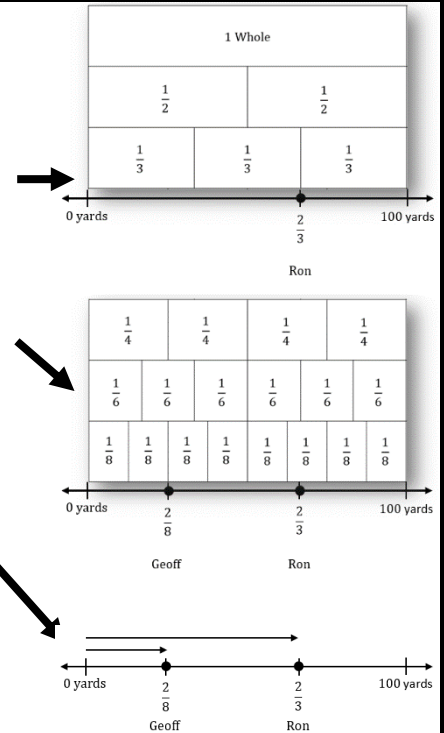
I am going to try using fraction strips to find who did not go as far.
(Hold up the set of fraction strips)

I need to find 2 thirds for Ron so I will use the fraction strip made up of thirds to draw the point representing a distance of 2 of them.
(Fold the fraction strips template so that the "thirds" are visible at the bottom, draw a dash mark and point on the number line and label it with $\frac{2}{3}$ and "Ron".)

Next, I need to find 2 eighths for Geoff so I will use the fraction strip made up of eighths to draw the point representing a distance of 2 of them.
(Fold the fraction strips template so that the "eighths" are visible at the bottom, draw a dash mark and point on the number line and label it with $\frac{2}{8}$ and "Geoff".)

I see that 2 eighths of the whole race is shorter than 2 thirds.
(Draw two arrows...from zero to 2-eighths and from zero to 2-thirds.)

Therefore, I think that Geoff is more likely to have tripped than Ron.



Last, I need to make sure that my answer makes sense.

I found that Geoff is more likely to have tripped than Ron. It makes sense because I used fraction strips to draw Ron and Geoff's distances on the number line. Then, I saw that Geoff ran a distance much shorter than Ron, so it seems reasonable that Geoff tripped which could have kept him from running as far Ron.

Learning Target: I will compare fractions with the same numerator or denominator

Session 3: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Use fraction strips to compare fractions on the number line.

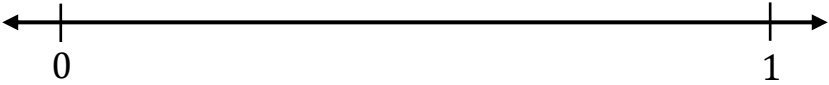

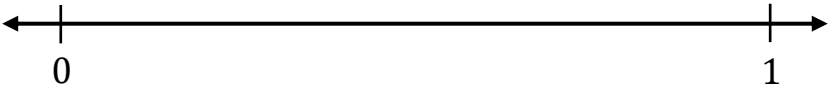
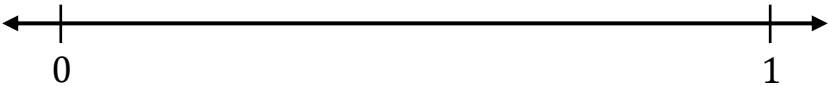
1.	$\frac{3}{8}$ _____ $\frac{3}{4}$	
2.	$\frac{5}{6}$ _____ $\frac{3}{6}$	
3.	$\frac{4}{8}$ _____ $\frac{4}{4}$	
4.	$\frac{1}{4}$ _____ $\frac{3}{4}$	

Learning Target: I will compare fractions with the same numerator or denominator

Session 3: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading using fraction strips to compare fractions on the number line.

<p>5.</p> <p>$\frac{5}{8}$ _____ $\frac{3}{8}$</p> 
<p>6.</p> <p>$\frac{2}{2}$ _____ $\frac{2}{6}$</p> 
<p>7.</p> <p>$\frac{4}{6}$ _____ $\frac{3}{6}$</p> 
<p>8.</p> <p>$\frac{4}{8}$ _____ $\frac{4}{6}$</p> 

Learning Target: I will compare fractions with the same numerator or denominator

Session 3: Guided Practice (We Do – Teacher Notes)

We Do Together: (Teacher Actions)

- Use fraction strips to mark and label fractions on the number line.

<p>1.</p> $\frac{3}{8} < \frac{3}{4}$	<p style="color: red; font-style: italic;">"3 eighths are less than 3 fourths"</p>
<p>2.</p> $\frac{5}{6} > \frac{3}{6}$	<p style="color: red; font-style: italic;">"5 sixths are greater than 3 sixths"</p>
<p>3.</p> $\frac{4}{8} < \frac{4}{4}$	<p style="color: red; font-style: italic;">"4 eighths are less than 4 fourths"</p>
<p>4.</p> $\frac{1}{4} < \frac{3}{4}$	<p style="color: red; font-style: italic;">"1 fourth is less than 3 fourths"</p>



Session 3: Self-Reflection

Learning Target: I will compare fractions with the same numerator or denominator

Briefly discuss student responses:

- What did I learn today about comparing fractions with the same numerator or denominator?

- How confident do I feel about comparing fractions with the same numerator or denominator on my own?
(Thumbs up, down, or sideways)



Quick Check - Form C

Name _____ Date _____

Learning Target: I will compare fractions with the same numerator or same denominator.

Directions: Fill in the blank. (>, <, =)

(Work time: 4 minutes)

1.

$$\frac{4}{7} \text{ — } \frac{5}{7}$$

2.

$$\frac{2}{4} \text{ — } \frac{2}{5}$$

3.

$$\frac{5}{6} \text{ — } \frac{5}{10}$$

4.

$$\frac{3}{5} \text{ — } \frac{4}{5}$$

5.

$$\frac{1}{9} \text{ — } \frac{1}{8}$$

6.

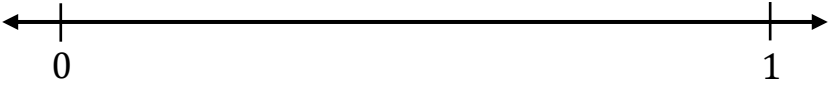
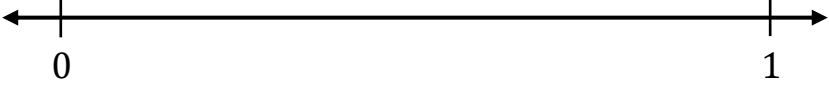
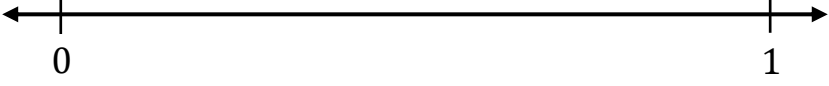

$$\frac{7}{8} \text{ — } \frac{6}{8}$$

Learning Target: I will compare fractions with the same numerator or denominator

Session 4: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Use fraction strips to compare fractions on the number line.

<p>1.</p> $\frac{3}{8} \quad \underline{\hspace{1cm}} \quad \frac{3}{6}$ 
<p>2.</p> $\frac{5}{8} \quad \underline{\hspace{1cm}} \quad \frac{3}{8}$ 
<p>3.</p> $\frac{3}{8} \quad \underline{\hspace{1cm}} \quad \frac{3}{3}$ 
<p>4.</p> $\frac{1}{6} \quad \underline{\hspace{1cm}} \quad \frac{3}{6}$ 

Learning Target: I will compare fractions with the same numerator or denominator

Session 4: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading using fraction strips to compare fractions on the number line.

<p>5.</p> <p>$\frac{4}{4}$ _____ $\frac{4}{8}$</p>	
<p>6.</p> <p>$\frac{2}{2}$ _____ $\frac{2}{4}$</p>	
<p>7.</p> <p>$\frac{4}{8}$ _____ $\frac{3}{8}$</p>	
<p>8.</p> <p>$\frac{5}{6}$ _____ $\frac{5}{8}$</p>	



Session 4: Self-Reflection

Learning Target: I will compare fractions with the same numerator or denominator

Briefly discuss student responses:

- What did I learn today about comparing fractions with the same numerator or denominator?

- How confident do I feel about comparing fractions with the same numerator or denominator on my own?
(Thumbs up, down, or sideways)



Quick Check - Form D

Name _____ Date _____

Learning Target: I will compare fractions with the same numerator or same denominator.

Directions: Fill in the blank. (>, <, =)

(Work time: 4 minutes)

1.

$$\frac{1}{6} \text{ — } \frac{1}{7}$$

2.

$$\frac{3}{5} \text{ — } \frac{4}{5}$$

3.

$$\frac{3}{8} \text{ — } \frac{4}{8}$$

4.

$$\frac{2}{3} \text{ — } \frac{2}{6}$$

5.

$$\frac{6}{10} \text{ — } \frac{6}{7}$$

6.

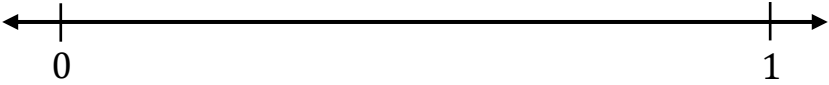
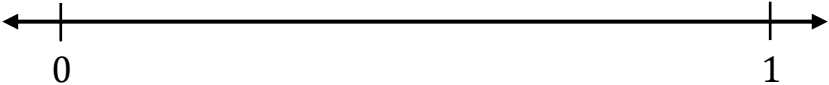
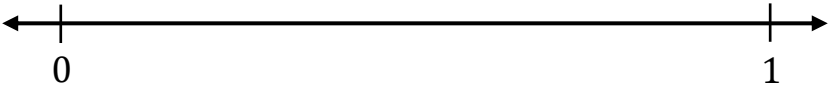
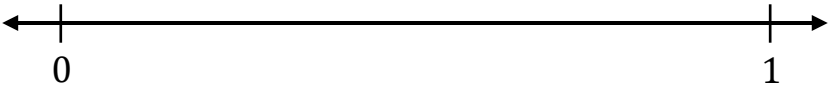
$$\frac{9}{10} \text{ — } \frac{8}{10}$$

Learning Target: I will compare fractions with the same numerator or denominator

Session 5: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Use fraction strips to compare fractions on the number line.

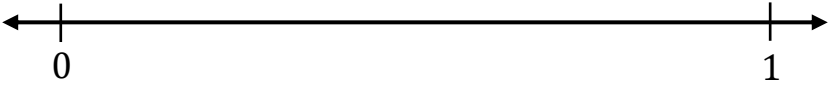

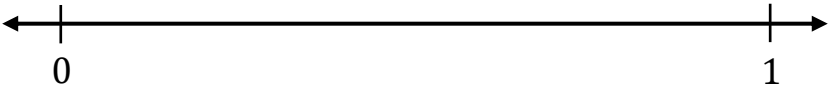
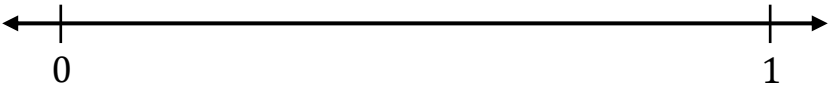
1.	$\frac{1}{8}$ _____ $\frac{1}{4}$	
2.	$\frac{2}{6}$ _____ $\frac{4}{6}$	
3.	$\frac{3}{8}$ _____ $\frac{3}{4}$	
4.	$\frac{2}{3}$ _____ $\frac{3}{3}$	

Learning Target: I will compare fractions with the same numerator or denominator

Session 5: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading using fraction strips to compare fractions on the number line.

<p>5.</p> <p>$\frac{5}{8}$ _____ $\frac{3}{8}$</p> 
<p>6.</p> <p>$\frac{2}{6}$ _____ $\frac{2}{2}$</p> 
<p>7.</p> <p>$\frac{4}{6}$ _____ $\frac{3}{6}$</p> 
<p>8.</p> <p>$\frac{4}{8}$ _____ $\frac{4}{6}$</p> 



Session 5: Self-Reflection

Learning Target: I will compare fractions with the same numerator or denominator

Briefly discuss student responses:

- What did I learn today about comparing fractions with the same numerator or denominator?

- How confident do I feel about comparing fractions with the same numerator or denominator on my own?
(Thumbs up, down, or sideways)



Quick Check - Form E

Name _____ Date _____

Learning Target: I will compare fractions with the same numerator or same denominator.

Directions: Fill in the blank. (>, <, =)

(Work time: 4 minutes)

1.

$$\frac{2}{5} \text{ — } \frac{4}{5}$$

2.

$$\frac{1}{7} \text{ — } \frac{1}{6}$$

3.

$$\frac{3}{4} \text{ — } \frac{3}{8}$$

4.

$$\frac{2}{8} \text{ — } \frac{3}{8}$$

5.

$$\frac{5}{7} \text{ — } \frac{4}{7}$$

6.

$$\frac{5}{7} \text{ — } \frac{5}{10}$$



Session 6: Modeling (I Do)

Learning Target: I will compare fractions with the same numerator or denominator

Readiness for comparing fractions with different numerators and denominators

On the Delta Math readiness screener, Jarod chose “>” as the answer to the following question:

“Which sign compares the two fractions:

$$\frac{3}{8} \quad \underline{\hspace{1cm}} \quad \frac{3}{4}$$

>	<	=
---	---	---

Is he correct? If not, what is the correct answer?

Session 6: Modeling (I Do – Visual Support)

Learning Target: I will compare fractions with the same numerator or denominator

Readiness for comparing fractions with different numerators and denominators

On the Delta Math readiness screener, Jarod chose “>” as the answer to the following question:

“Which sign compares the two fractions:

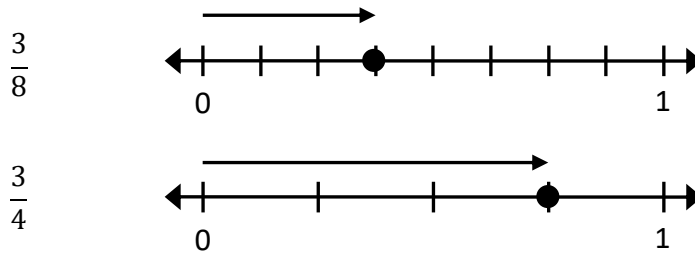
$\frac{3}{8}$ < $\frac{3}{4}$

3 Parts ←
← 8 equal parts make 1 whole
3 Parts →
→ 4 equal parts make 1 whole

>	<	=
---	---	---

Is he correct? If not, what is the correct answer?

Check:





Session 6: Modeling (I Do – Teacher Notes)

Learning Target: I will compare fractions with the same numerator or denominator

Readiness for comparing fractions with different numerators and denominators

On the Delta Math readiness screener, Jarod chose “>” as the answer to the following question:

“Which sign compares the two fractions:

$$\frac{3}{8} \quad \underline{\hspace{1cm}} \quad \frac{3}{4}$$

>	<	=
---	---	---

Is he correct? If not, what is the correct answer?

I am going to think aloud to model solving this problem....your job is to watch, listen, think and ask questions.

First, it is important to know what the problem is about.

This problem is about Jarod answering a comparing fractions problem on a Delta Math readiness screener.

Second, I need to determine what I need to find.

I need to find if Jarod chose the correct answer and if not, I need to find the correct answer.

Third, I need to determine what I know.

I know that Jarod chose the greater-than sign to complete the inequality 1 eighth is greater than 1 fourth.

Fourth, I need to figure out what I can try.

I am going to try to use my understanding of fractional parts to see if Jarod’s answer is correct. If it is not correct, I will circle the correct answer.

Three-eighths means there are 3 parts and one whole is cut into 8 equal pieces.
(Write, “3 parts” next to the numerator of $\frac{3}{8}$ and “8 equal parts make up 1 whole” next to the denominator.)

Three-fourths means there are 3 parts and one whole is cut into 4 equal pieces.
(Write, “3 parts” next to the numerator of $\frac{3}{4}$ and “4 equal parts make up 1 whole” next to the denominator.)

Since both fractions have the value of 3 equal parts, the fraction made up of bigger parts will be the fraction with the greater value.

And, fourths are bigger than eighths...so 3 eighths is less than 3 fourths.
(Write < in the answer space between 3-eighths and 3-fourths.)

Last, I need to make sure that my answer makes sense.

I found that Jarod chose the incorrect answer. It makes sense because I reasoned that 3 eighths is less 3 fourths because each have the same number of parts, but eighths are smaller than fourths since parts get smaller as you increase the number of equal parts that make up one whole.

Session 4: Modeling (I Do – Visual Support)
4th Grade – Readiness Standard 3 – 3.NF.3d

Learning Target: I will compare fractions with the same numerator or denominator
Readiness for comparing fractions with different numerators and denominators

On the Delta Math readiness screener, Jarod chose “>” as the answer to the following question:
“Which sign compares the two fractions:
 $\frac{3}{8}$ $\frac{3}{4}$ ”

3 Parts 3 Parts
8 equal parts make 1 whole 4 equal parts make 1 whole

Is he correct? If not, what is the correct answer?

Check:

$\frac{3}{8}$ $\frac{3}{4}$

0 1 0 1

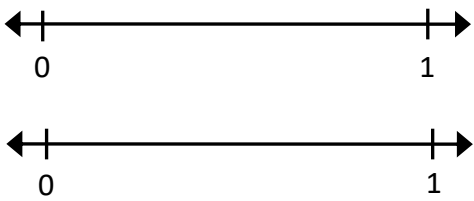
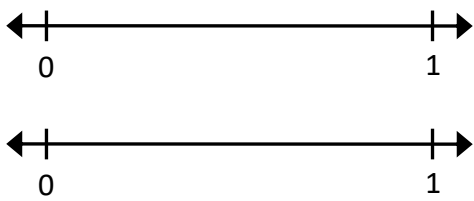
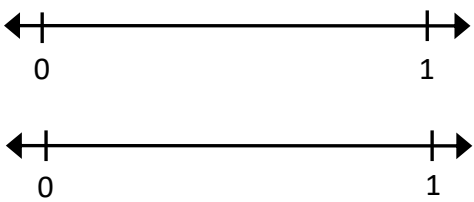
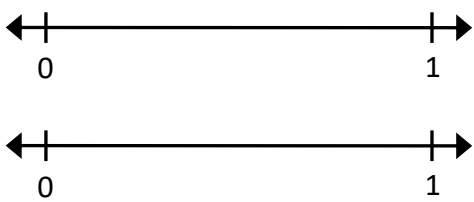
To check my answer, I will draw the location of each fraction on a number line. Also, each fraction must refer to the same size whole...so I need to be careful to make both number lines the same length. To draw 3 eighths, I will separate the whole into 8 equal parts...then draw a point 3 parts away from zero. To draw 3 fourths, I will separate the whole into 4 equal parts...then draw a point 3 parts away from zero. 3-eighths (draw the fraction arrow) looks closer to zero than 3 fourths (draw the fraction arrow)...therefore I believe my answer is correct...3 eighths is less than 3 fourths.

Learning Target: I will compare fractions with the same numerator or denominator

Session 6: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Use your understanding of fractional parts to compare the fractions. Then, check your work using a number line.

<p>1.</p> $\frac{2}{3} \quad \underline{\hspace{1cm}} \quad \frac{2}{4}$ 	<p>2.</p> $\frac{3}{6} \quad \underline{\hspace{1cm}} \quad \frac{1}{6}$ 
<p>3.</p> $\frac{4}{8} \quad \underline{\hspace{1cm}} \quad \frac{4}{4}$ 	<p>4.</p> $\frac{3}{4} \quad \underline{\hspace{1cm}} \quad \frac{3}{6}$ 

Learning Target: I will compare fractions with the same numerator or denominator

Session 6: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to compare fractions and check their work using a number line.

<p>5.</p> $\frac{2}{5} \quad \underline{\hspace{1cm}} \quad \frac{2}{3}$	<p>6.</p> $\frac{3}{8} \quad \underline{\hspace{1cm}} \quad \frac{3}{6}$
<p>7.</p> $\frac{2}{4} \quad \underline{\hspace{1cm}} \quad \frac{3}{4}$	<p>8.</p> $\frac{1}{2} \quad \underline{\hspace{1cm}} \quad \frac{1}{8}$
<p>9.</p> $\frac{6}{8} \quad \underline{\hspace{1cm}} \quad \frac{6}{6}$	<p>10.</p> $\frac{2}{3} \quad \underline{\hspace{1cm}} \quad \frac{1}{3}$

Learning Target: I will compare fractions with the same numerator or denominator

Session 6: Guided Practice (We Do – Teacher Notes)

We Do Together: (Teacher Actions)

- Use your understanding of fractional parts to compare the fractions. Then, check your work using a number line.

<p>1.</p> $\frac{2}{3} > \frac{2}{4}$ <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">$\frac{2}{3}$</div> </div> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="margin-right: 10px;">$\frac{2}{4}$</div> </div>	<p>2.</p> $\frac{3}{6} > \frac{1}{6}$ <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">$\frac{3}{6}$</div> </div> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="margin-right: 10px;">$\frac{1}{6}$</div> </div>
<p>3.</p> $\frac{4}{8} < \frac{4}{4}$ <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">$\frac{4}{8}$</div> </div> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="margin-right: 10px;">$\frac{4}{4}$</div> </div>	<p>4.</p> $\frac{3}{4} > \frac{3}{6}$ <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">$\frac{3}{4}$</div> </div> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="margin-right: 10px;">$\frac{3}{6}$</div> </div>



Session 6: Self-Reflection

Learning Target: I will compare fractions with the same numerator or denominator

Briefly discuss student responses:

- What did I learn today about comparing fractions with the same numerator or denominator?

- How confident do I feel about comparing fractions with the same numerator or denominator on my own?
(Thumbs up, down, or sideways)



Quick Check - Form F

Name _____ Date _____

Learning Target: I will compare fractions with the same numerator or same denominator.

Directions: Fill in the blank. (>, <, =)

(Work time: 4 minutes)

1.

$$\frac{1}{2} \text{ — } \frac{1}{3}$$

2.

$$\frac{2}{4} \text{ — } \frac{3}{4}$$

3.

$$\frac{4}{5} \text{ — } \frac{4}{7}$$

4.

$$\frac{2}{6} \text{ — } \frac{3}{6}$$

5.

$$\frac{8}{10} \text{ — } \frac{7}{10}$$

6.

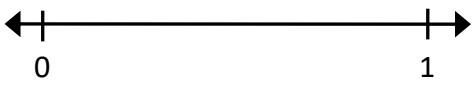
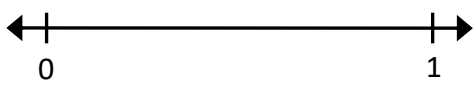
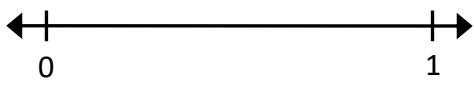
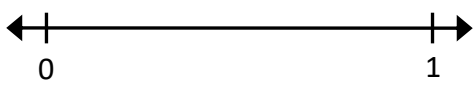
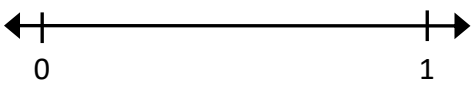
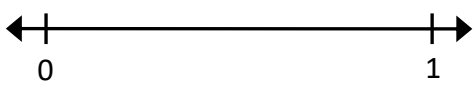
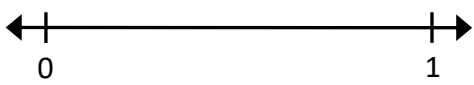
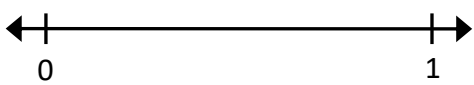
$$\frac{3}{7} \text{ — } \frac{3}{8}$$

Learning Target: I will compare fractions with the same numerator or denominator

Session 7: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Use your understanding of fractional parts to compare the fractions. Then, check your work using a number line.

<p>1.</p> <p style="text-align: center;">$\frac{1}{3}$ _____ $\frac{1}{4}$</p> <div style="display: flex; justify-content: space-around; align-items: center;">  </div> <div style="display: flex; justify-content: space-around; align-items: center;">  </div>	<p>2.</p> <p style="text-align: center;">$\frac{3}{6}$ _____ $\frac{5}{6}$</p> <div style="display: flex; justify-content: space-around; align-items: center;">  </div> <div style="display: flex; justify-content: space-around; align-items: center;">  </div>
<p>3.</p> <p style="text-align: center;">$\frac{3}{6}$ _____ $\frac{3}{3}$</p> <div style="display: flex; justify-content: space-around; align-items: center;">  </div> <div style="display: flex; justify-content: space-around; align-items: center;">  </div>	<p>4.</p> <p style="text-align: center;">$\frac{2}{5}$ _____ $\frac{2}{8}$</p> <div style="display: flex; justify-content: space-around; align-items: center;">  </div> <div style="display: flex; justify-content: space-around; align-items: center;">  </div>

Learning Target: I will compare fractions with the same numerator or denominator

Session 7: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to compare fractions and check their work using a number line.

<p>5.</p> $\frac{2}{6} \quad \underline{\hspace{1cm}} \quad \frac{2}{3}$	<p>6.</p> $\frac{3}{8} \quad \underline{\hspace{1cm}} \quad \frac{3}{4}$
<p>7.</p> $\frac{2}{5} \quad \underline{\hspace{1cm}} \quad \frac{3}{5}$	<p>8.</p> $\frac{1}{4} \quad \underline{\hspace{1cm}} \quad \frac{1}{8}$
<p>9.</p> $\frac{3}{8} \quad \underline{\hspace{1cm}} \quad \frac{3}{6}$	<p>10.</p> $\frac{1}{3} \quad \underline{\hspace{1cm}} \quad \frac{2}{3}$



Session 7: Self-Reflection

Learning Target: I will compare fractions with the same numerator or denominator

Briefly discuss student responses:

- What did I learn today about comparing fractions with the same numerator or denominator?

- How confident do I feel about comparing fractions with the same numerator or denominator on my own?
(Thumbs up, down, or sideways)



Quick Check - Form G

Name _____ Date _____

Learning Target: I will compare fractions with the same numerator or same denominator.

Directions: Fill in the blank. (>, <, =)

(Work time: 4 minutes)

1.

$$\frac{4}{7} \text{ — } \frac{5}{7}$$

2.

$$\frac{2}{4} \text{ — } \frac{2}{5}$$

3.

$$\frac{5}{6} \text{ — } \frac{5}{10}$$

4.

$$\frac{3}{5} \text{ — } \frac{4}{5}$$

5.

$$\frac{1}{9} \text{ — } \frac{1}{8}$$

6.

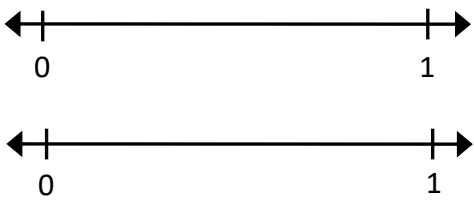
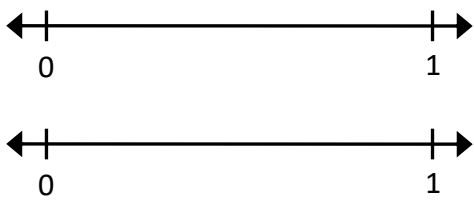
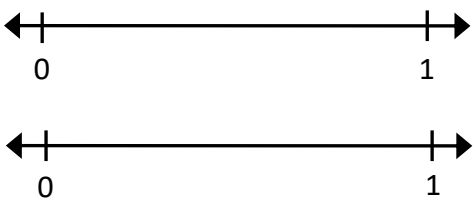
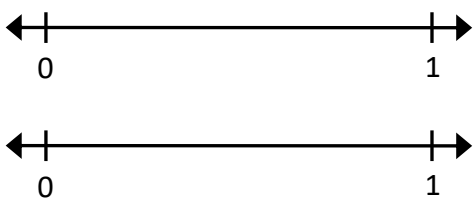
$$\frac{7}{8} \text{ — } \frac{6}{8}$$

Learning Target: I will compare fractions with the same numerator or denominator

Session 8: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Use your understanding of fractional parts to compare the fractions. Then, check your work using a number line.

<p>1.</p> $\frac{3}{3} \quad \underline{\hspace{1cm}} \quad \frac{3}{4}$ 	<p>2.</p> $\frac{3}{5} \quad \underline{\hspace{1cm}} \quad \frac{1}{5}$ 
<p>3.</p> $\frac{4}{8} \quad \underline{\hspace{1cm}} \quad \frac{4}{6}$ 	<p>4.</p> $\frac{1}{4} \quad \underline{\hspace{1cm}} \quad \frac{1}{2}$ 

Learning Target: I will compare fractions with the same numerator or denominator

Session 8: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to compare fractions and check their work using a number line.

<p>5.</p> $\frac{2}{3} \quad \underline{\hspace{1cm}} \quad \frac{2}{5}$	<p>6.</p> $\frac{3}{6} \quad \underline{\hspace{1cm}} \quad \frac{3}{8}$
<p>7.</p> $\frac{3}{3} \quad \underline{\hspace{1cm}} \quad \frac{2}{3}$	<p>8.</p> $\frac{1}{8} \quad \underline{\hspace{1cm}} \quad \frac{1}{2}$
<p>9.</p> $\frac{5}{8} \quad \underline{\hspace{1cm}} \quad \frac{5}{6}$	<p>10.</p> $\frac{4}{4} \quad \underline{\hspace{1cm}} \quad \frac{4}{8}$



Session 8: Self-Reflection

Learning Target: I will compare fractions with the same numerator or denominator

Briefly discuss student responses:

- What did I learn today about comparing fractions with the same numerator or denominator?

- How confident do I feel about comparing fractions with the same numerator or denominator on my own?
(Thumbs up, down, or sideways)



Quick Check - Form H

Name _____ Date _____

Learning Target: I will compare fractions with the same numerator or same denominator.

Directions: Fill in the blank. (>, <, =)

(Work time: 4 minutes)

1.

$$\frac{1}{6} \text{ — } \frac{1}{7}$$

2.

$$\frac{3}{5} \text{ — } \frac{4}{5}$$

3.

$$\frac{3}{8} \text{ — } \frac{4}{8}$$

4.

$$\frac{2}{3} \text{ — } \frac{2}{6}$$

5.

$$\frac{6}{10} \text{ — } \frac{6}{7}$$

6.

$$\frac{9}{10} \text{ — } \frac{8}{10}$$



Independent Practice (You Do)

Learning Target: I will compare fractions with the same numerator or denominator

Readiness for comparing fractions with different numerators and denominators

Title of Game: Play “Whose fraction is Greater?”

Number of Players: 2

Objective: To be the player with the most (or least) cards at the end of the game.

Materials:

- 1 set of fraction-cards per player (*For easy of sorting, give each player a set copied on different colored paper.*)
- 1 recording sheet per player

Directions:

- Player 1 turns over their top card and writes their fraction on the recording sheet
- Player 2 turns over their top card and writes the fraction on the recording sheet **only if** it has the same numerator or same denominator as Player 1s card.
 - If Player 2’s card does not have the same numerator or denominator, place the card at the bottom of the pile and choose the next card.
- The player with the greater fraction writes the correct inequality sign and says,
“My fraction ___ is greater than ___, because ___.”
- The player with the greater fraction takes both cards
- Repeat with Player 2 turning over their top card first until all cards have been played

Decide the Winner:

- At the end of the game, the teacher flips a coin
 - If the coin lands **heads up**, the winner is the player with the **greater** number of cards
 - If the coin lands **tails up**, the winner is the player with the **lesser** number of cards

Accessibility Option:

- Use the optional recording sheet for students requiring visual support for verifying answers. (p. 30 and 31)



Names _____

Date _____

Learning Target: I will compare fractions with the same numerator or denominator

Independent Practice: Whose Fraction is Greater? (Recording Sheet)

Directions:

- Player 1 turns over their top card and writes their fraction on the recording sheet.
- Player 2 turns over their top card and writes the fraction on the recording sheet **only if** it has the same numerator or same denominator as Player 1's card.
 - If Player 2's card does not have the same numerator or denominator, place the card at the bottom of the pile and choose the next card.
- The player with the greater fraction writes the correct inequality sign and says,
"My fraction ___ is greater than ___, because ___."
- The player with the greater fraction takes both cards.
- Repeat until all cards have been played.

Round 1 _____ Player 1 _____ Player 2	Round 2 _____ Player 1 _____ Player 2
Round 3 _____ Player 1 _____ Player 2	Round 4 _____ Player 1 _____ Player 2
Round 5 _____ Player 1 _____ Player 2	Round 6 _____ Player 1 _____ Player 2
Round 7 _____ Player 1 _____ Player 2	Round 8 _____ Player 1 _____ Player 2
Round 9 _____ Player 1 _____ Player 2	Round 10 _____ Player 1 _____ Player 2

Learning Target: I will compare fractions with the same numerator or denominator

Independent Practice: Whose Fraction is Greater?

(Recording Sheet – Option 2)

Directions:

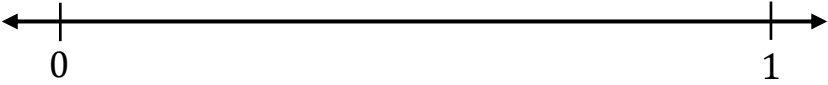
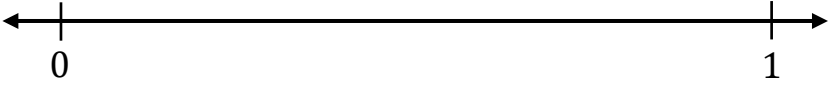
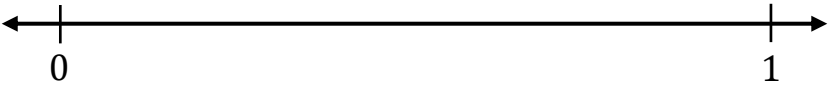

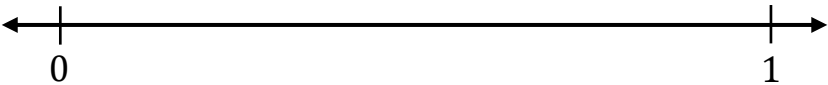
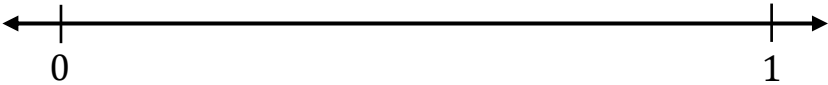
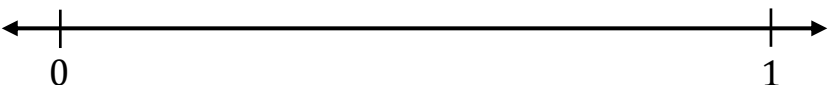
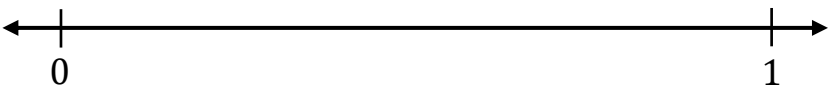
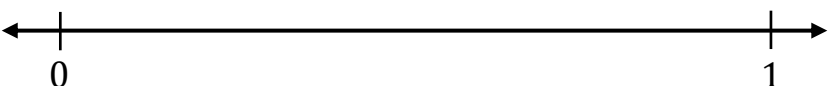
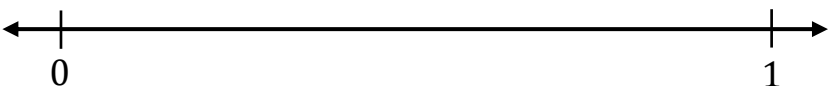
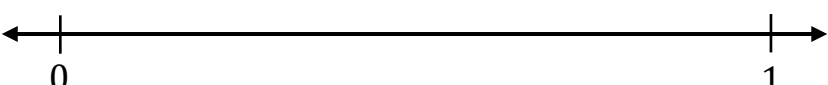
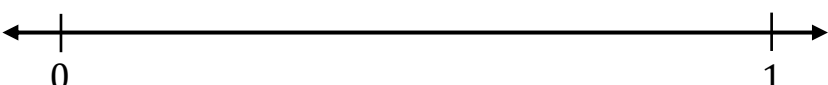
- Player 1 turns over their top card and writes their fraction on the recording sheet.
- Player 2 turns over their top card and writes the fraction on the recording sheet **only if** it has the same numerator or same denominator as Player 1's card.
 - If Player 2's card does not have the same numerator or denominator, place the card at the bottom of the pile and choose the next card.
- The player with the greater fraction writes the correct inequality sign and says,

"My fraction ___ is greater than ___, because ___."
- The player with the greater fraction takes both cards.
- Repeat until all cards have been played.

1.	<div style="border-bottom: 1px solid black; width: 100%;"></div> Player 1	<div style="border-bottom: 1px solid black; width: 100%;"></div> Player 2	
2.	<div style="border-bottom: 1px solid black; width: 100%;"></div> Player 1	<div style="border-bottom: 1px solid black; width: 100%;"></div> Player 2	
3.	<div style="border-bottom: 1px solid black; width: 100%;"></div> Player 1	<div style="border-bottom: 1px solid black; width: 100%;"></div> Player 2	
4.	<div style="border-bottom: 1px solid black; width: 100%;"></div> Player 1	<div style="border-bottom: 1px solid black; width: 100%;"></div> Player 2	

Independent Practice: Whose Fraction is Greater?

(Recording Sheet – Option 2 Continued)

5.		
<u> </u>	<u> </u>	
Player 1	Player 2	
6.		
<u> </u>	<u> </u>	
Player 1	Player 2	
7.		
<u> </u>	<u> </u>	
Player 1	Player 2	
8.		
<u> </u>	<u> </u>	
Player 1	Player 2	
9.		
<u> </u>	<u> </u>	
Player 1	Player 2	
10.		
<u> </u>	<u> </u>	
Player 1	Player 2	



Fraction Cards (Set A)

$\frac{1}{2}$ Set A	$\frac{1}{4}$ Set A
$\frac{2}{4}$ Set A	$\frac{3}{4}$ Set A
$\frac{1}{8}$ Set A	$\frac{2}{8}$ Set A
$\frac{3}{8}$ Set A	$\frac{4}{8}$ Set A
$\frac{6}{8}$ Set A	$\frac{7}{8}$ Set A



Fraction Cards (Set B)

$$\frac{1}{3}$$

Set B

$$\frac{2}{3}$$

Set B

$$\frac{1}{6}$$

Set B

$$\frac{2}{6}$$

Set B

$$\frac{3}{6}$$

Set B

$$\frac{4}{6}$$

Set B

$$\frac{5}{6}$$

Set B

$$\frac{1}{4}$$

Set B

$$\frac{2}{4}$$

Set B

$$\frac{3}{4}$$

Set B



Questions for Solving Word Problems

Q_1

What is the problem about?

Q_2

What do I need to find?

Q_3

What do I know?

Q_4

What can I try?

Q_5

Does my answer make sense?



Steps for Solving Word Problems

Q₁. What is the problem about?

Q₂. What do I need to find?

Q₃. What do I know?

Q₄. What can I try?

Q₅. Does my answer make sense?