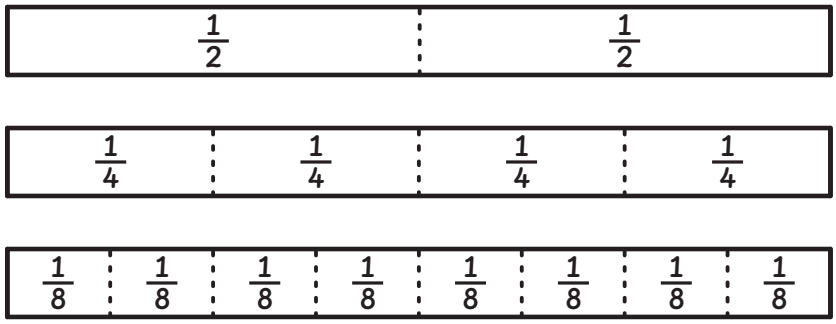
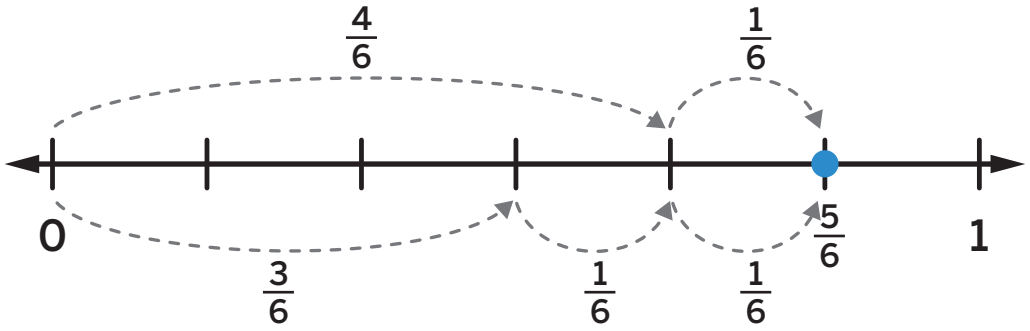
In this sub-unit . . .

- We use objects and models to represent unit fractions, noticing the relationship between fractions with different denominators.



Math tip: As the denominator increases, the size of the equal parts gets smaller.

- We used objects, models, and expressions to represent fractions as a sum of parts.

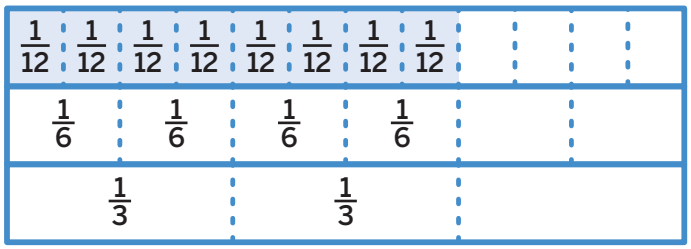


$$\frac{5}{6} = \frac{4}{6} + \frac{1}{6}$$

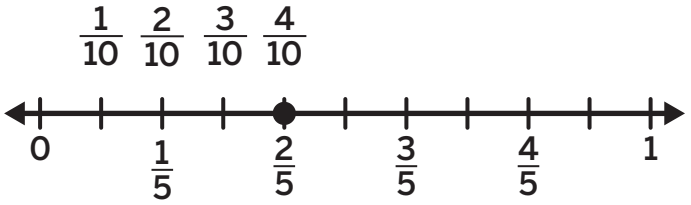
$$\frac{5}{6} = \frac{3}{6} + \frac{1}{6} + \frac{1}{6}$$

In this sub-unit . . .

- We used fraction models, including number lines, to generate and determine equivalent fractions.

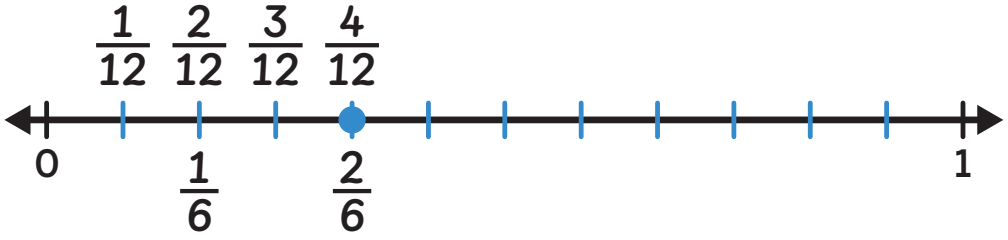


$$\frac{8}{12} = \frac{4}{6} = \frac{2}{3}$$



$$\frac{2}{5} = \frac{4}{10}$$

- We used number lines to find more equivalent fractions.



- We used multiplication and division to write more equivalent fractions.

$$\frac{1 \times 2}{8 \times 2} = \frac{2}{16} \qquad \frac{18 \div 2}{12 \div 2} = \frac{9}{6}$$

$$\frac{1 \times 3}{8 \times 3} = \frac{3}{24} \qquad \frac{18 \div 3}{12 \div 3} = \frac{6}{4}$$

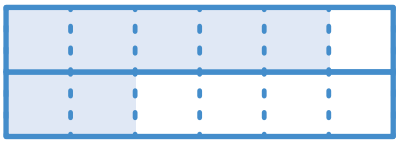
Math tip: You can always use multiplication to determine equivalent fractions, but you can only use division when the numerator and denominator share a common factor.

Sub-Unit 3 | Summary

In this sub-unit . . .

- We compared fractions with the same numerator or denominator and represented the comparison using >, <, or =.

$$\frac{5}{6} > \frac{2}{6}$$



- We compared fractions with different numerators and different denominators by writing equivalent fractions that shared a **common denominator** or **common numerator**.

$$\frac{5}{6} > \frac{2}{3}$$

$$\frac{2 \times 2}{3 \times 2} = \frac{4}{6}$$

$$\frac{5}{6} > \frac{4}{6}, \text{ so } \frac{5}{6} > \frac{2}{3}$$

$$\frac{2}{6} < \frac{4}{10}$$

$$\frac{2 \times 4}{6 \times 4} = \frac{8}{24} \quad \frac{4 \times 2}{10 \times 2} = \frac{8}{20}$$

$$\frac{8}{24} < \frac{8}{20}, \text{ so } \frac{2}{6} < \frac{4}{10}$$

Math tip: Choose the best strategy to compare by determining whether the numerators or denominators of the fractions being compared are related.

- We ordered sets of 2 or more fractions using a variety of strategies.