Overview of Session 9

- Exploring strategies and representations for comparing fractions
- Showing and explaining equivalence of fractions

1

Fraction comparison problems

Which fraction is larger?

a. $\frac{4}{3}$ or $\frac{14}{15}$

b. $\frac{3}{4}$ or $\frac{14}{15}$

c. $\frac{1}{4}$ or $\frac{5}{8}$

d. $\frac{2}{5}$ or $\frac{2}{3}$

2

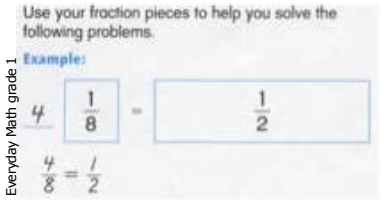
Comparison strategies

1. More of the same-size parts (common denominator)
2. Same number of parts but parts of different sizes (common numerator)
3. More and less than one-half or one whole
4. Distance from one-half or one whole (could be distance more than or distance less than)

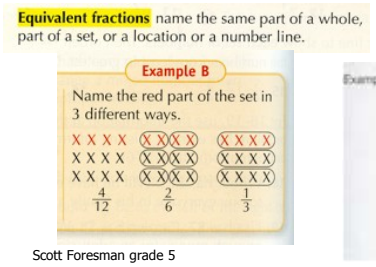
(Van de Walle, 2007)

3

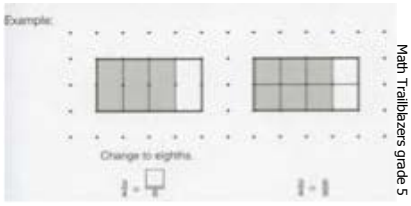
Representations of fraction equivalence



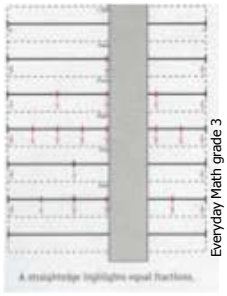
Everyday Math grade 1



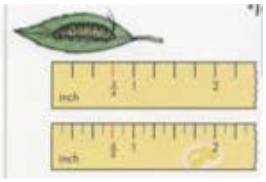
Scott Foresman grade 5



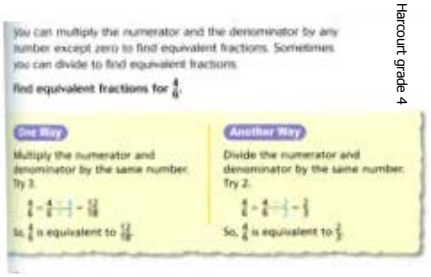
Math Trailblazers grade 5



Everyday Math grade 3



Heath grade 5



Harcourt grade 4

Summary

In this session, you:

- Examined strategies for comparing fractions through analysis of math tasks and student work
- Developed understandings related to representations of equivalence and the use of equivalence in a common method of comparing fractions

5