**Grade: 4 Unit: 6 Fraction Equivalence, Comparison, Addition and Subtraction**

### **Critical Area:** Developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers.

***Standards Addressed:*** *4.NF.1, 4.NF.2 (Chapters 6 & 7 in Go Math)*

### **Focus Mathematical Practices:**

* MP.2 Reason abstractly and quantitatively.
* MP.4 Model with mathematics.
* MP.5 Use appropriate tools strategically
* MP.7 Look for and make use of structure.

To be completed on or about:

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| Prerequisites | Targets | Extensions |
| Prior Learning:Last year students used place value to round to nearest 10 or 100 and fluently add and subtract to 1000. | Use models to show equivalent fractions.Use multiplication to generate equivalent fractions.Write and identify equivalent fractions in simplest form.Use equivalent fractions to represent a pair of fractions as fractions with a common denominator. |  |
|  | Use the strategy of making a table to solve problems using equivalent fractions. |  |
|  | Compare and order fractions with different denominators, * by creating common denominators or numerators.
* by comparing to a benchmark fraction such as ½.

Recognize that comparisons are valid only when the two fractions refer to the same whole.Record the results of comparisons with symbols <, >, or = and justify the conclusions, e.g. by using a visual fraction model. |  |
|  | Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g. by using a visual fraction model.Add and subtract mixed numbers with like denominators, e.g. by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g. by using visual fraction models and equations to represent the problem. |  |
|  | Use the strategy of acting it out to solve multistep fraction problem. |  |