Topic C

Comparing Unit Fractions and Specifying the Whole

3.NF.3d, 3.NF.1, 3.NF.3a–c, 3.G.2

Focus Standard:	3.NF.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
Instructional Days:	4	
Coherence -Links from:	G2–M8	Time, Shapes, and Fractions as Equal Parts of Shapes
-Links to:	G4–M5	Fraction Equivalence, Ordering, and Operations

Students practiced identifying and labeling unit and non-unit fractions in Topic B. Now, in Topic C, they begin by comparing unit fractions. Using fraction strips, students recognize that, when the same whole is folded into more equal parts, each part is smaller. Next, using real life examples and area models, students understand that, when comparing fractions, the whole must be the same size. Next, students create corresponding wholes based on a given unit fraction using similar materials to those in Lesson 4's exploration: clay, yarn, two rectangles, and a square. They conduct a *museum walk* to study the wholes, identifying the unit fractions and observing part–whole relationships. Finally, students learn that redefining the whole can change the unit fraction that describes the shaded part.

A Teaching Sequence Toward Mastery of Comparing Unit Fractions and Specifying the Whole	
Objective 1:	**Compare unit fractions by reasoning about their size using fraction strips. (Lesson 10)**
Objective 2:	**Compare unit fractions with different-sized models representing the whole. (Lesson 11)**
Objective 3:	**Specify the corresponding whole when presented with one equal part. (Lesson 12)**
Objective 4:	**Identify a shaded fractional part in different ways depending on the designation of the whole. (Lesson 13)**