Lesson 17: Comparemos fracciones

Standards Alignments

Addressing   3.NF.A.2, 3.NF.A.3, 3.NF.A.3.d
Building Towards   3.MD.B.4

Teacher-facing Learning Goals

- Compare two fractions with the same numerator or the same denominator.
- Record the results of comparison with the symbols >, =, or <.

Student-facing Learning Goals

- Comparemos más fracciones en diferentes situaciones.

Lesson Purpose

The purpose of this lesson is for students to compare two fractions with the same numerator or the same denominator in and out of context and to justify their conclusions.

In previous lessons, students learned what it means for fractions to be equivalent, and compared two fractions with the same denominator or the same numerator. In this lesson, students apply their knowledge to compare fractions in and out of context and have an opportunity to generalize about what they have learned about fraction comparison.

This lesson has a Student Section Summary.

Access for:

♿ Students with Disabilities

- Engagement (Activity 1)

🌐 English Learners

- MLR8 (Activity 1)

Instructional Routines

Estimation Exploration (Warm-up)

Lesson Timeline

Warm-up	10 min
Activity 1	15 min

Teacher Reflection Question

As you finish up this unit, reflect on the norms and activities that have supported each student in learning math. How have you seen each student grow as a young mathematician

Activity 2	15 min
Activity 3	10 min
Lesson Synthesis	5 min
Cool-down	5 min

throughout this work? What will you continue to do and what will you improve upon in the next unit?

Cool-down (to be completed at the end of the lesson)   ⏱ 5 min

Todo tipo de comparaciones

Standards Alignments

Addressing   3.NF.A.3.d

Student-facing Task Statement

1. En cada caso, usa los símbolos >, <, o = para que la afirmación sea verdadera.

   a. $\frac{4}{6}$ _____ $\frac{2}{6}$

   b. $\frac{8}{8}$ _____ $\frac{4}{4}$

2. Una hormiga avanzó lentamente $\frac{3}{6}$ de la longitud de una banca. Una araña avanzó lentamente $\frac{3}{4}$ de la longitud de la misma banca.

   a. ¿Cuál animal avanzó más? Explica o muestra tu razonamiento.

   b. Usa los símbolos >, <, o = para escribir una afirmación que represente tu respuesta.

Student Responses

1.   a. >

       b. =

2.   a. The spider crawled farther. Sample response: Fourths are larger than sixths, so 3 fourths is greater than 3 sixths.

       b. $\frac{3}{4} > \frac{3}{6}$