# Lesson 7: Fracciones como sumas

### Standards Alignments

|  |  |
| --- | --- |
| Building On | 3.NF.A.1 |
| Addressing | 4.NF.B.3, 4.NF.B.3.b |
| Building Towards | 4.NF.B.3 |

### Teacher-facing Learning Goals

* Recognize that a fraction can be decomposed into a sum of fractions with the same denominator.
* Write equations to represent fraction decomposition.

### Student-facing Learning Goals

* Escribamos fracciones como sumas.

### Lesson Purpose

The purpose of this lesson is for students to decompose a fraction into a sum of fractions with the same denominator in more than one way, and to write an equation for each decomposition.

In previous lessons, students expressed a fraction $\frac{a}{b}$ as a product of a unit fraction $\frac{1}{b}$ and a whole number $a$. In this lesson, students transition to seeing a fraction $\frac{a}{b}$ as a sum of unit fractions and non-unit fractions with the same denominator. Students see that a fraction with a numerator greater than 1 can be decomposed into sums in different ways. They write equations to record the decomposition (for example, $\frac{4}{6}=\frac{3}{6}+\frac{1}{6}$). Later, they write equations to represent addition of fractions with the same denominator.

### Access for:

###  Students with Disabilities

* Action and Expression (Activity 2)

###  English Learners

* MLR7 (Activity 2)

### Instructional Routines

Choral Count (Warm-up)

### Materials to Gather

* Measuring cups: Activity 1

### Lesson Timeline

|  |  |
| --- | --- |
| Warm-up | 10 min |
| Activity 1 | 20 min |
| Activity 2 | 15 min |
| Lesson Synthesis | 10 min |
| Cool-down | 5 min |

### Teacher Reflection Question

Reflect on the times you observed students listening to one another’s ideas today in class. What norms would help each student better attend to their classmates' ideas in future lessons?

## Cool-down

(to be completed at the end of the lesson) 5min

Haz que sumen $\frac{7}{4}$

### Standards Alignments

|  |  |
| --- | --- |
| Addressing | 4.NF.B.3.b |

### Student-facing Task Statement

Encuentra tres combinaciones diferentes de cuartos que sumen $\frac{7}{4}$.

Escribe una ecuación para cada combinación.

### Student Responses

Sample responses:

* $\frac{1}{4}+\frac{2}{4}+\frac{4}{4}=\frac{7}{4}$
* $\frac{6}{4}+\frac{1}{4}=\frac{7}{4}$
* $\frac{5}{4}+\frac{2}{4}=\frac{7}{4}$