Lesson 15: Compare Fractions with the Same Denominator

Standards Alignments

Addressing 3.NF.A.3, 3.NF.A.3.d

Teacher-facing Learning Goals

- Compare two fractions with the same denominator by reasoning about their size.

Student-facing Learning Goals

- Let's compare two fractions with the same denominator.

Lesson Purpose

The purpose of this lesson is for students to compare two fractions with the same denominator.

In previous lessons, students learned that fractions are built from unit fractions. Here, they reason that fractions with the same denominator are composed of parts that are the same size or length, so the numerator, which describes the number of parts, determines which fraction is greater. It is important that students have the opportunity to develop this understanding rather than learning a rule about comparing fractions with the same denominator.

Students are reminded that they can use the symbols >, =, or < to record the results of comparison of fractions, just as they did with whole numbers in earlier grades (MP6). This lesson (including the cool-down) enables the teacher to gauge students' familiarity with the symbols, but students are not yet expected to rely on the symbols to express comparison.

Access for:

Students with Disabilities

- Representation (Activity 2)

English Learners

- MLR7 (Activity 1)

Instructional Routines

Notice and Wonder (Warm-up)

Materials to Gather

- Colored pencils: Activity 2
- Paper clips: Activity 2

Materials to Copy

- Spin to Win Recording Sheet (groups of 2): Activity 2

- Spin to Win Spinner (groups of 2): Activity 2

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

What prior knowledge about unit and non-unit fractions did you see students use to help them compare fractions?

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

5 min

Same Denominator

Standards Alignments

Addressing 3.NF.A.3.d

Student-facing Task Statement

1. Which is the greater fraction: $\frac{7}{8}$ or $\frac{6}{8}$? Explain or show your reasoning.
2. Use the symbols > or < to make the statement true.

$$\frac{7}{8} \_\_\_\_\_ \frac{6}{8}$$

Student Responses

1. $\frac{7}{8}$ is greater. Sample response: Seven one-eighth parts are more than 6 one-eighth parts.
2. >