

Lesson 17: Compare Fractions

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

- Let's compare more fractions in different situations.

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

All Kinds of Comparisons

Standards Alignments

Addressing 3.NF.A.3.d

Student-facing Task Statement

1. Use the symbols $>$, $<$, or $=$ to make each statement true.

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

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

2. An ant crawled $\frac{3}{6}$ of the length of a bench. A spider crawled $\frac{3}{4}$ of the length of the same bench.

a. Which animal crawled farther? Explain or show your reasoning.

b. Write a statement using the symbols $>$, $<$, or $=$ to represent your answer.

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