

Lesson 14: Problemas de comparación de fracciones

Standards Alignments

Addressing 4.NF.A.1, 4.NF.A.2

Building Towards 4.NBT.B.4

Teacher-facing Learning Goals

- Solve fraction comparison problems in and out of context.

Student-facing Learning Goals

- Resolvamos varios tipos de problemas de comparación de fracciones.

Lesson Purpose

The purpose of this lesson is for students to compare fractions to solve problems in and out of context.

In the previous lesson, students wrote equivalent fractions to help them compare pairs of fractions with different denominators. Here, they include this newly developed strategy in their toolkit for comparing fractions.

In the first activity, students compare sets of fractions with like and unlike denominators. They do so by using benchmarks, writing equivalent fractions, or reasoning about the numerators and denominators. In the second activity, students interpret and solve problems involving fractional measurements in context. Both activities present a new setup, structure, or context, requiring students to make sense of the given information and the problems, and to persevere in solving them (MP1).

Access for:

Students with Disabilities

- Engagement (Activity 2)

English Learners

- MLR8 (Activity 2)

Instructional Routines

Number Talk (Warm-up)

Required Preparation

- Each group of 3–4 needs tools for creating a visual display during the lesson synthesis.

Lesson Timeline

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

Teacher Reflection Question

Were there students with unique approaches who didn't get air time? If so, what might be some possible reasons? How can their thinking be made visible in upcoming lessons?

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

 5 min

¿Quién corrió la mayor distancia?

Standards Alignments

Addressing 4.NF.A.2

Student-facing Task Statement

Jada, Kiran, y Lin trataron de correr lo más que pudieron hasta que les tocó parar a descansar.

- Jada corrió $\frac{3}{4}$ de milla.
- Kiran corrió $\frac{7}{12}$ de milla.
- Lin corrió $\frac{4}{6}$ de milla.

¿Quién corrió la mayor distancia antes de parar? Explica o muestra tu razonamiento.

Student Responses

Jada ran the farthest. Sample reasoning:

- Comparing $\frac{7}{12}$ and $\frac{4}{6}$: $\frac{4}{6}$ is equivalent to $\frac{8}{12}$ and greater than $\frac{7}{12}$, so Lin ran farther than Kiran.
- Comparing $\frac{8}{12}$ and $\frac{3}{4}$: $\frac{3}{4} \cdot \frac{3 \times 3}{4 \times 3} = \frac{9}{12}$, so $\frac{3}{4}$ is greater than $\frac{8}{12}$.