

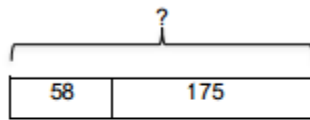
Module 5 Grade 4

In this unit your student will focus on Fraction Equivalence, Ordering, Operations:

- ✓ Students explore fraction equivalence and extend this understanding to mixed numbers.
- ✓ Students decompose fractions and creating tape diagrams to represent them as sums of fractions with the same denominator in different ways
- ✓ Students add and multiply fractions
- ✓ Students use multiplication to create an equivalent fraction comprised of smaller units
- ✓ Students begin to see that there are times when fractional units can be grouped together, or divided, into larger fractional units.
- ✓ Students use the relationship between the numerator and denominator of a fraction to compare to a known benchmark (e.g., 0, 1/2, 1, 2, or 1) on the number line.
- ✓ Students compare using the same numerators. They find that the fraction with the greater denominator is the lesser fraction, since the size of the fractional unit is smaller as the whole is decomposed into more equal parts.

Terminology:

- ✓ **Decompose** – knowing that numbers can be broken down into smaller parts
- ✓ **Tape Diagram** - also called bar models, are pictorial representations relationships between quantities used to solve word problems



Rachel collected 58 seashells. Sam gave her 175 more. How many seashells did she have then?

- ✓ **Numerator** – the top number of the fraction
- ✓ **Denominator** – the bottom number of a fraction



(www.mathsisfun.com)

Activities you can do at Home:

- ✓ Add and subtract fractional parts of common objects like pizza
- ✓ Ask your child which fraction of a pizza or orange segment is greater than, less than or equal
- ✓ Use the clock to create fractional parts
- ✓ Consider reading *Piece=Part=Portion*