Unit 3: Equivalent Fractions
Study Guide

STANDARDS FOR MATHEMATICAL CONTENT

MGSENF.1 Explain why two or more fractions are equivalent $ab = n \times an \times b$ ex: $14 = 3 \times 13 \times 4$ using visual fraction models. Focus attention on how the number and size of the parts differ even though the fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

MGSENF.2 Compare two fractions with different numerators and different denominators, e.g., by using visual fraction models, by creating common denominators or numerators, or by comparing to a benchmark fraction such as 12. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

EVIDENCE OF LEARNING

By the conclusion of this unit, students should be able to demonstrate the following competencies:

• understand representations of simple equivalent fractions
• compare fractions with different numerators and different denominators
• simplify fractions
• order fractions with different numerators and different denominators
• order fractions with different numerators and different denominators on a number line
• mixed numbers and improper fractions
• model fractions

Please also check out Ms. Loomis' website (http://loomisk.weebly.com) for IXL and other helpful study links.