

Kit name: Get in Line, Fabulous Fractions, and Fraction Reaction (Grades 3 & 4)

Description: Compare and order fractions using a number line.



Alignment for Get in Line, Fabulous Fractions, and Fraction Reaction (Grades 3 & 4) to the Common Core State Standards Mathematics

<http://www.corestandards.org>

This kit addresses the following standards:

- **CCSS:**
 - 3.NF.A.1: Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
 - 3.NF.A.2a: Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
 - 3.NF.A.2b: Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
 - 3.NF.A.3a: Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
 - 3.NF.A.3b: Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
 - 3.NF.A.3d: Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.
 - 4.NF.2: Compare two fractions with different numerators and different denominators.

When reserving kits, please be sure to:

- **Return** filled out reservation form
- **Review** required kit materials prior to event
- **Return** evaluation forms
- **Replace** consumables