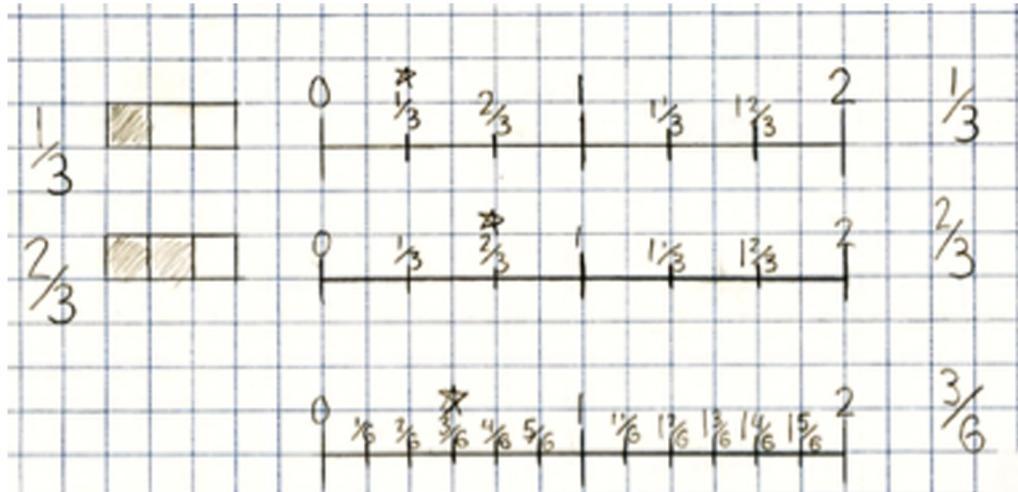


# CONSTRUCTING MODELS COMPARISON A-E

## NUMBER LINES

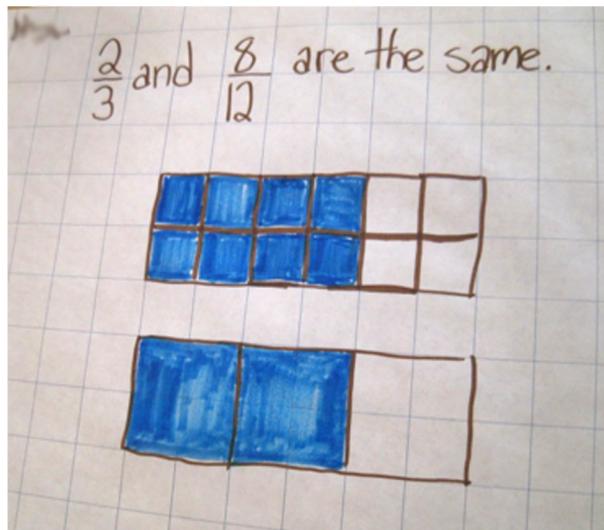
Prompt: Identify a fraction between  $\frac{1}{3}$  and  $\frac{2}{3}$ . (Comp C)



This student demonstrates equivalency using accurately drawn stacked number lines on grid paper. He generates equivalent fractions through repeated partitioning. This enables him to accurately determine a fraction between  $\frac{1}{3}$  and  $\frac{2}{3}$ .

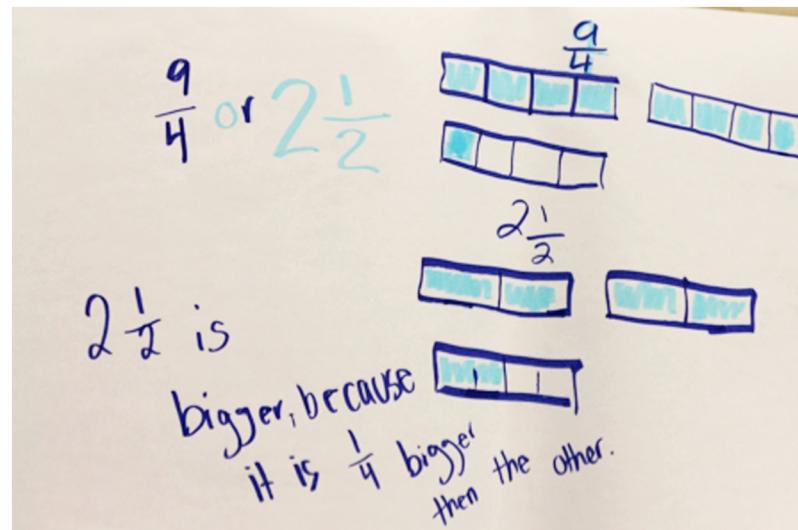
## AREA MODEL

Prompt: Which is greater:  $\frac{2}{3}$  or  $\frac{8}{12}$ ? (Comp E)



Simple area models that are accurately drawn on grid paper can be very effective for comparisons.

Prompt: Which is greater  $\frac{9}{4}$  or  $2\frac{1}{2}$ ? (Comp E)



Notice the student has drawn relatively equal wholes. They have further partitioned the half into fourths (obtaining a common fractional unit, or common denominator). They correctly state that  $2\frac{1}{2}$  is 1 one-fourth more than  $\frac{9}{4}$ . Including mixed fractions and improper fractions helps to push student thinking further.