| UNIT A Use proportional reasoning to make reasonable estimates | |
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| Grade | Curriculum Expectation |
| **1** | • divide whole objects into parts and identify and describe, through investigation, equal-sized parts of the whole, using fractional names (e.g., halves; fourths or quarters). |
| **2** | • determine, through investigation using concrete materials, the relationship between the number of fractional parts of a whole and the size of the fractional parts (e.g., a paper plate divided into fourths has larger parts than a paper plate divided into eighths) (Sample problem: Use paper squares to show which is bigger, one half of a square or one fourth of a square.). |
| **2** | • compare fractions using concrete materials, without using standard fractional notation (e.g., use fraction pieces to show that three fourths are bigger than one half, but smaller than one whole). |
| **3** | • divide whole objects and sets of objects into equal parts, and identify the parts using fractional names (e.g., one half; three thirds; two fourths or two quarters), without using numbers in standard fractional notation. |
| **4** | • compare and order fractions (i.e., halves, thirds, fourths, fifths, tenths) by considering the size and the number of fractional parts (e.g., $\frac{4}{5}$ is greater than $\frac{3}{5}$ because there are more parts in $\frac{4}{5}$; $\frac{1}{4}$ is greater than $\frac{1}{5}$ because the size of the part is larger in $\frac{1}{4}$); |
| **4** | • compare fractions to the benchmarks of 0, $\frac{1}{2}$ and 1 ( e.g., $\frac{1}{8}$ is closer to 0 than $\frac{1}{2}$; $\frac{3}{5}$ is more than $\frac{1}{2}$); |
| **6** | • represent, compare, and order fractional amounts with unlike denominators, including proper and improper fractions and mixed numbers, using a variety of tools and using standard fractional notation; |