COMP B Compare familiar fraction quantities with and without benchmark referents	
Grade	**Curriculum Expectations**
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).
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 $\frac{1}{2}$);
5	• represent, compare, and order fractional amounts with like denominators, including proper and improper fractions and mixed numbers, using a variety of tools (e.g., fraction circles, Cuisenaire rods, number lines) and using standard fractional notation;
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;
8	• represent, compare, and order rational numbers;
8	• use estimation when solving problems involving operations with whole numbers, decimals, percents, integers, and fractions, to help judge the reasonableness of a solution;
9D	• simplify numerical expressions involving integers and rational numbers, with and without the use of technology;
9D	• solve problems requiring the manipulation of expressions arising from applications of percent, ratio, rate, and proportion;
9D	• simplify numerical expressions involving integers and rational numbers, with and without the use of technology;
9D	• identify, through investigation, properties of the slopes of lines and line segments (e.g., direction, positive or negative rate of change, steepness, parallelism, perpendicularity), using graphing technology to facilitate investigations, where appropriate