

RECIPE TASK

COMPARISON A

Generate and recognize equivalent fractions using models and symbols

SAMPLE 1

$\frac{1}{2}$ cups butter	$= 2 \frac{1}{4}'s$ cups
$\frac{3}{4}$ cups chocolate chips	$= 3 \frac{1}{4}$
$1\frac{1}{2}$ cups flour	$= 6 \frac{1}{4}'s$ cups
$2\frac{1}{4}$ cups water	$= 9 \frac{1}{4}'s$

Notice how the student unitized fractional amounts to demonstrate equivalency.

$$\frac{1}{2} = 2 \text{ one-fourths} \quad 1\frac{1}{2} = 6 \text{ one-fourths}$$

$$\frac{3}{4} = 3 \text{ one-fourths} \quad 2\frac{1}{4} = 9 \text{ one-fourths}$$

SAMPLE 2

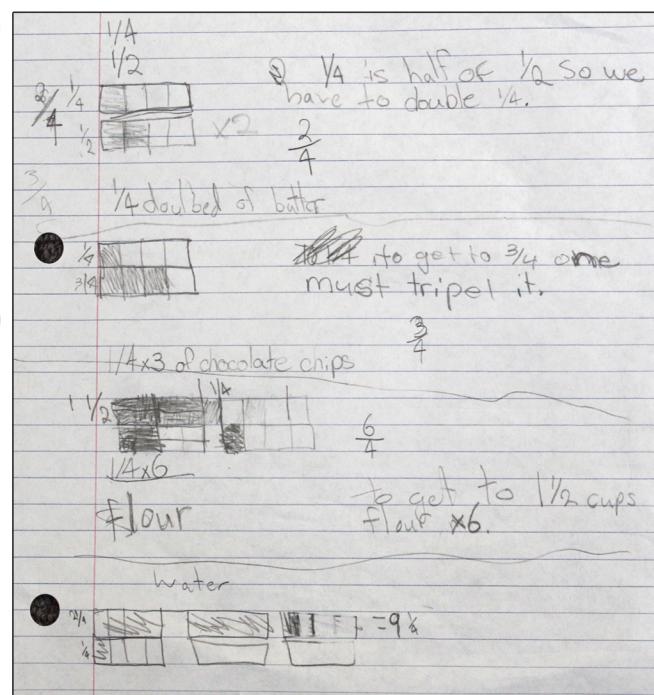
(25) $\times 4 = 1 \text{ Whole, 1 cup, 1 Dollar}$

(25) $= \frac{1}{4}$

(25) $\times 2 = \frac{1}{2} \text{ or half cup}$

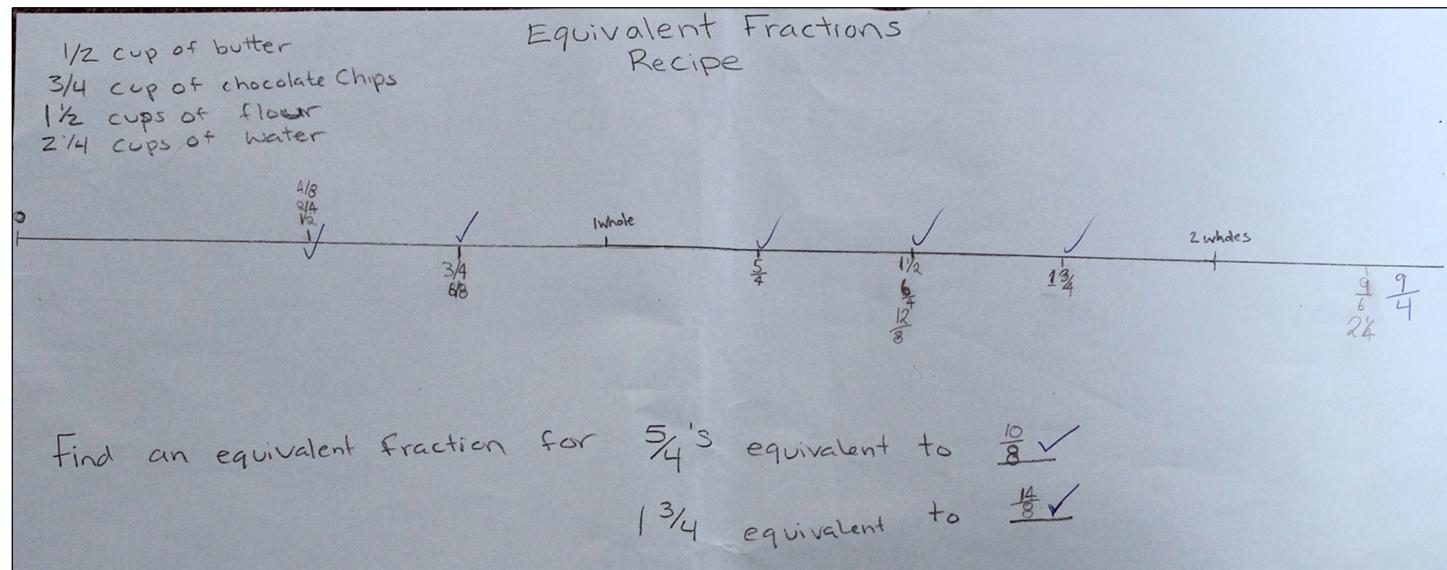
Students made connections to real world, money and volume.

SAMPLE 3



- Students utilized to generate recipe fractional amounts; in the drawings, the unit size and whole size is uniform throughout work.
- Students used math language such as doubling and tripling to justify thinking.

SAMPLE 4



- Student demonstrated unitizing on the number line: $\frac{5}{4}$ was not needed but the student put it on. It is interesting to note that $\frac{1}{4}$ was not put on to the number line.
- Student demonstrated multiple equivalent fractions on the number line.
- Student moved with ease between proper, mixed and improper fractions.