

Additional Prompts – Comp A

These tasks emerged out of the fraction research. Teachers may wish to use them as diagnostic or summative assessments, exit cards, number talk prompts, or additional practice questions. By considering both the specifics of the cell and student use of purposeful models, teachers can support students in acquiring a strong conceptual understanding.

Use concrete materials/models (paper folding, number line) to answer the following:

Are $\frac{2}{6}$ and $\frac{4}{12}$ equal?

Show your thinking.

Follow up/alternate question:

Why is $\frac{1}{2}$ the same as $\frac{10}{20}$?

Show your thinking.