

UNIT A Use proportional reasoning to make reasonable estimates

Grade	Curriculum Expectation
1	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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;