



## Topic F

# Comparison, Order, and Size of Fractions

## 3.NF.3d

<b>Focus Standard:</b>	3.NF.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.
<b>Instructional Days:</b>	3	
<b>Coherence</b>		
-Links from:	G2–M8	Time, Shapes, and Fractions as Equal Parts of Shapes
-Links to:	G4–M5	Fraction Equivalence, Ordering, and Operations

Fraction strips and the number line carry into Topic F as students compare fractions with the same numerator. As they study and compare different fractions, students continue to reason about their size. They develop the understanding that the numerator or number of copies of the fractional unit (shaded parts) does not necessarily determine the size of the fraction. The module closes with an exploration in which students are guided to develop a method for precisely partitioning various wholes into any fractional unit, using the number line as a measurement tool.

### A Teaching Sequence Toward Mastery of Comparison, Order, and Size of Fractions

**Objective 1: Compare fractions with the same numerator pictorially.**  
(Lesson 28)

**Objective 2: Compare fractions with the same numerator using  $<$ ,  $>$ , or  $=$ , and use a model to reason about their size.**  
(Lesson 29)

**Objective 3: Partition various wholes precisely into equal parts using a number line method.**  
(Lesson 30)