



Dear Fourth Grade Families,

In Unit 4, students will work on the following fourth grade Common Core standards in the Number and Operations–Fractions (NF) domain:

4.NF.1	Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{(n \times a)}{(n \times b)}$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
4.NF.2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Unit 4 Concepts:

- Generate equivalent fractions through area model and number line
- Compare two fractions with different numerators and different denominators using benchmark fractions

Unit 4 Vocabulary:

- Equivalent
- Multiplication Property of One
- Benchmark Fractions
- Least Common Multiple

Benchmark fractions:

commonly known fractions used as a reference point to judge other fractions

$\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and often $\frac{1}{10}$

Ask questions like these to help your child become a productive mathematical thinker:

- What strategy could you use to make the comparisons easier?
- How are comparing fractions like comparing whole numbers? How is it different?

We encourage you to talk with your child daily about what was learned in math class.

Thank you for your support!

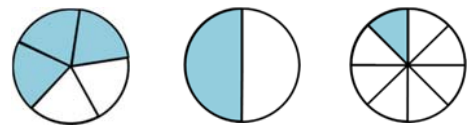
Need a review? Check out our lesson videos on-line!

swunmath.com/student-videos

If you don't know the class's special name, ask your child's teacher.

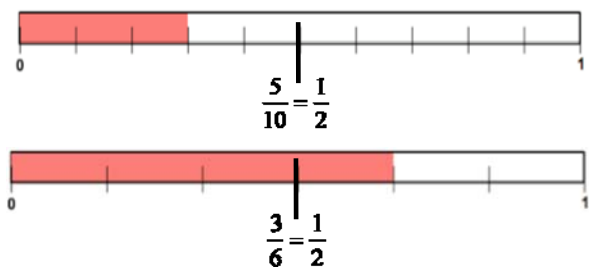
Benchmark models:

Area model: $\frac{3}{5} > \frac{1}{8}$



Number Line:

$\frac{3}{10} < \frac{4}{6}$



Common Numerators or Denominators:

Rewrite the fractions with common numerators or denominators.

$$\frac{1}{3} \boxed{} \frac{2}{5}$$

$$\frac{3}{5} \boxed{} \frac{1}{3}$$

$$\frac{1}{3} \times \frac{2}{2} = \frac{2}{6}$$

$$\frac{3}{5} \times \frac{3}{3} = \frac{9}{15}$$

$$\frac{2}{5} \times \frac{1}{1} = \frac{2}{5}$$

$$\frac{1}{3} \times \frac{5}{5} = \frac{5}{15}$$

$$\frac{2}{6} \boxed{<} \frac{2}{5}$$

$$\frac{9}{15} \boxed{>} \frac{5}{15}$$

$$\frac{1}{3} \boxed{<} \frac{2}{5}$$

$$\frac{3}{5} \boxed{>} \frac{1}{3}$$