


# What is found in an Engaging Mathematics TEKS-based activity?

Each activity addresses a specific student expectation that is reflected in the content objective.

Common classroom materials are used for ease of preparation. Materials are listed 1-per-student unless otherwise noted. Page titles for student handouts are represented with bold font.

Students should have continuous access to STAAR® Reference Materials that will be made available for the assessment.

Facilitation questions are provided for teacher use when supporting student thinking and discourse.



**Comparing Fractions, Activity 1**  
**4(3)(D)**

**Activity Objective**  
The student will compare two fractions with different numerators and different denominators using models.









**Materials**

- Area Model Comparisons
- Fraction circles


**Facilitation Questions**

- What does the denominator of each fraction tell you?  
*The denominator of each fraction tells me the number of equal-sized parts into which the whole is partitioned.*
- What does the numerator of each fraction tell you?  
*The numerator of each fraction tells me how many parts of the whole are being counted.*
- What do you notice about the size of the pieces of the model partitioned into thirds compared to the size of the pieces of the model partitioned into fourths?  
*The fractional parts of the model partitioned into thirds are larger than the fractional parts of the model partitioned into fourths.*
- How can you compare fractions with different numerators and different denominators using models?  
*I can compare the size of the shaded portion of each circle model to determine which of the models represents the greater portion.*

**Answers**







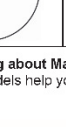
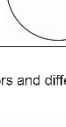
Pictorial Representation	Fraction	Symbol	Fraction	Pictorial Representation
	$\frac{1}{4}$	<	$\frac{2}{3}$	
	$\frac{1}{2}$	>	$\frac{3}{8}$	
	$\frac{3}{4}$	>	$\frac{5}{8}$	
	$\frac{1}{3}$	<	$\frac{4}{6}$	

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Date: \_\_\_\_\_ 

**Area Model Comparisons**

Use fraction circles to model each fraction. Draw the portion of each model in the space provided. Write each comparison statement using <, >, or = symbol.

Facilitation	Fraction	Symbol	Fraction	Pictorial Representation
	$\frac{1}{4}$		$\frac{2}{3}$	
	$\frac{1}{2}$		$\frac{3}{8}$	
	$\frac{3}{4}$		$\frac{5}{8}$	
	$\frac{1}{3}$		$\frac{4}{6}$	

**Communicating about Mathematics**  
How did the models help you compare fractions with different numerators and different denominators?



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An answer key is included for each activity.

Each activity includes an opportunity for students to articulate and summarize aspects of their learning.

Engaging Mathematics,  
Volume I: Grade 4

Reproducible  
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Student Pages

Spanish