

## G4-M5-Topic B

G4-M5-L7: As a lead-in to the Problem Set, consider providing a subset in which students identify the fraction of an area model that is shaded, e.g. 2 out of 3 equal parts is shaded.

G4-M5-L8: Students should be able to find equivalency starting with unit fractions before working with non-unit fractions. Provide simple problems such as  $\frac{1}{2} = \frac{\quad}{6}$  for students to complete before they work on the Problem Set.

G4-M5-L9: To prepare students for lesson 12, create a More than/Less than  $\frac{1}{2}$  fluency activity, e.g.

T: (Project  $\frac{2}{3}$ ) Say the fraction.

S: Two-thirds

T: Is it more or less than  $\frac{1}{2}$ ?

S: More.

G4-M5-L10: Students should be able to simplify to unit fractions before working with non-unit fractions. Provide simple problems such as  $\frac{2}{4} = \frac{\quad}{2}$  for Ss to complete before they work on the Problem Set.

G4-M5-L11: Spend a maximum of one day with this lesson. To prepare students for lesson 12, create a More than/Less than  $\frac{1}{2}$  fluency activity, e.g.

T: (Project  $\frac{2}{5}$ ) Say the fraction.

S: Two-fifths

T: Is it more or less than  $\frac{1}{2}$ ?

S: Less.