

Common Core State Standards – Grades 3-4

Ivy Sue Needs a House: Building with Equivalent Fractions

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Norwood House Press

Correlated to the Common Core State Standards for Mathematics

LEVEL	Grade	Domain	Standard #	Standard Description
B	3	Measurement and Data	3.MD.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.
B	3	Number and Operations in Base Ten	3.NF.1	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
B	3	Number and Operations in Base Ten	3.NF.2a	Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
B	3	Number and Operations in Base Ten	3.NF.2b	Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
B	3	Number and Operations in Base Ten	3.NF.3a	Understand two fractions as equivalent (equal) if they are the same size, or the

				same point on a number line.
B	3	Number and Operations in Base Ten	3.NF.3b	Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
B	3	Number and Operations in Base Ten	3.NF.3d	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	4	Number and Operations in Base Ten	4.NF.1	Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ 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.
B	4	Number and Operations in Base Ten	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 $1/2$. 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.