

Teacher Key: Rename, Compare, and Combine

Use and look-fors. Core tasks use like denominators, unit fractions, whole-number multiplication, equivalence, comparison, and tenths/hundredths. General unlike-denominator work on the website is a labeled Grade 5 preview.

1. $\frac{5}{8}$ and $\frac{3}{8}$. All pieces are eighths of the same whole.
2. $\frac{2}{4}, \frac{3}{4}, \frac{3}{4}$ respectively. The last two are equal. $3 \times \frac{2}{4} = \frac{6}{4} = 1\frac{1}{2}$ is six fourths, half a whole beyond 1.
3. The denominators were added. $\frac{2}{7} + \frac{3}{7} = \frac{5}{7}$; the unit is sevenths.
4. $\frac{5}{8} > \frac{1}{2}$ since $\frac{1}{2} = \frac{4}{8}$. Also $\frac{3}{4} = \frac{6}{8}$, so $\frac{1}{2} < \frac{3}{4}$.
5. $\frac{7}{8} - \frac{3}{8} = \frac{4}{8} = \frac{1}{2}$ meter. Remove three eighth-length units from seven.
6. $\frac{6}{10} = \frac{60}{100} = 0.6$; sum $\frac{75}{100} = 0.75$. Both addends are counted in hundredths.

Teacher Decisions and Follow-Up

Listen for

The learner names the common unit and connects repeated unit fractions to whole-number multiplication.

Reduce support when

The learner combines or decomposes fractions with the same denominator, explains the unchanged unit, and checks a result against 1 without relying on a supplied strip.

Return to a model when

If denominators are added, count labeled fourths or eighths on a strip before returning to the equation.

A short sequence to compare

Compare $\frac{1}{4} + \frac{1}{4}$, $\frac{2}{4} + \frac{1}{4}$, and $3 \times \frac{1}{4}$. Then compare $3 \times \frac{2}{4}$. Which expressions count the same amount?

Delayed check: 1–2 weeks later

A length is $\frac{7}{10}$ meter. Add $\frac{2}{10}$ meter, then remove $\frac{4}{10}$ meter. Find the remaining length. Also express $3 \times \frac{2}{5}$ as a count of fifths and locate it relative to 1.

Delayed-check interpretation

$\frac{7}{10} + \frac{2}{10} - \frac{4}{10} = \frac{5}{10} = \frac{1}{2}$ meter. Three groups of two fifths are six fifths: $\frac{6}{5} = 1 \frac{1}{5}$, which is $\frac{1}{5}$ beyond 1.

Record accuracy, conceptual explanation, and independent transfer separately. Note prompts or models supplied. These are instructional cues, not fixed mastery thresholds. Use the separate delayed-check booklet for student copies.