

Master Comparing Non-Unit Fractions

Rationale

In this step, pupils begin to understand non-unit fractions as numbers on the number line. They learn that non-unit fractions, with a numerator greater than 1, represent parts of a whole. Pupils identify and represent non-unit fractions on number lines, drawing upon these to compare the relative size of two non-unit fractions with the same denominator. They will learn that when comparing fractions with the same denominator, the greater the numerator, the greater the non-unit fraction as there are more equal parts of the whole. Pupils will apply their knowledge to compare two non-unit fractions presented abstractly.



Key Stem Sentences

- The whole is divided into ___ equal parts.
The non-unit fraction is ___.
- When fractions have the same denominator, the ___ the numerator, the ___ the fraction.
- ___ is greater / less than / equal to ___



Key Vocabulary

- non-unit fraction / numerator / denominator
- part / whole
- compare
- greater than (>) / less than (<) / equal to (=)



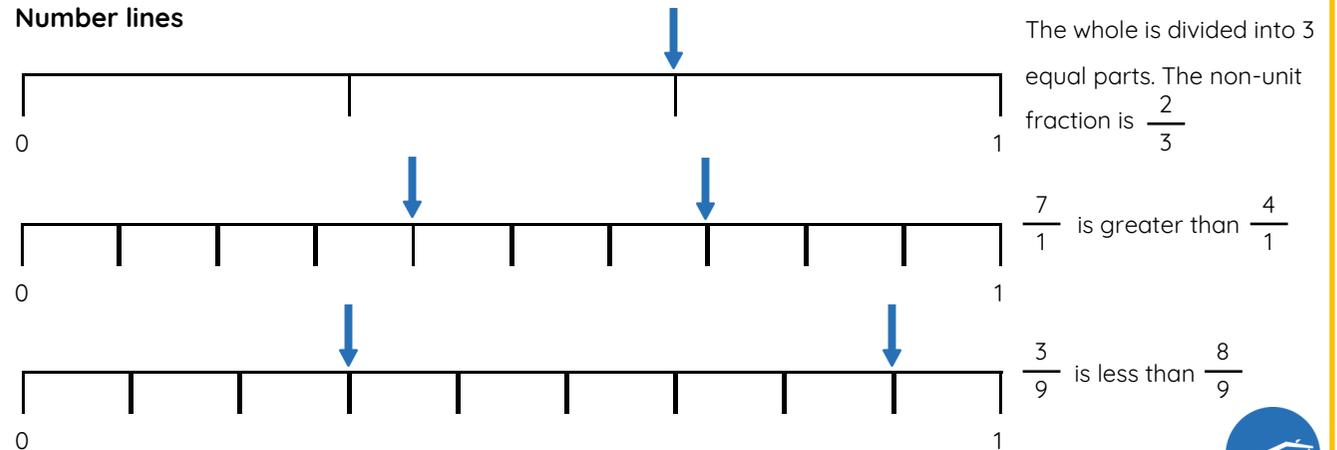
Common Errors or Misconceptions

- Pupils may compare the denominators instead of the numerators. For example, $\frac{3}{5}$ is equal to $\frac{4}{5}$.
- Pupils may represent non-unit fractions incorrectly on the number line.



Key Representations

Number lines



Pupils will FLOURISH if they can...

- identify and represent non-unit fractions on number lines.
- accurately compare the relative sizes of two non-unit fractions with the same denominator using inequality symbols.
- understand the significance of the numerator in determining the size of the non-unit fraction.
- begin to explain their understanding using 'Decide, Assess, Back up', given stems and mathematical proof.

