

Family Math Letter
Grade 4: Unit 3
FRACTION EQUIVALENTS



Dear Family,

Our class is starting a new unit in math called Fraction Equivalents. At the end of Unit 2, students will be able to:

- identify visual and written representations of fractions
- understand representations of simple equivalent fractions
- understand the concept of mixed numbers with common denominators to 12
- convert mixed numbers to improper fractions and improper fractions to mixed fractions

Each student should be able to answer/solve questions like the following:

Use a model to explain why fraction $\frac{2}{4}$ is equal to $\frac{6}{12}$.

Answer:



Walter used a 12 x 12 grid to represent 1 and James used a 10 x 10 grid to represent 1. Each boy shaded their grid squares to show $\frac{1}{4}$. On grid paper, model both girls' grids. How many grid squares did Mary shade? Answer: $\frac{1}{4}$ of 144 = 36

Fraction Scavenger Hunt Be on the lookout for examples of fractions in your world—in the kitchen using a recipe, in a toolbox or a sewing kit, in grocery or hardware stores, or in magazines and newspapers. Take these opportunities to talk with your child about what the fraction means.

In our math class, students spend time discussing problems in depth and are asked to share their reasoning and solutions. It is important that children solve math problems in ways that make sense to them. At home, encourage your child to explain the math thinking that supports those solutions and show you the strategies that he/she uses to solve math problems.

Sincerely,