

UNDERSTANDING THE STANDARD
Virginia Standard of Learning CURRICULUM FRAMEWORK 2009

Strand: Number and Number Sense

Grade: 4

SOL #: 4.2 a and b

It reads: The student will

a) *compare and order fractions and mixed numbers*

b) *represent equivalent fractions*

Essential Understandings	Essential Knowledge and Skills		Classroom Instruction
What do students need to UNDERSTAND?	What do students have to do? (Look for verbs.)	How will they do it, and what specific guidelines will they follow? (What models will be used, if any, and what are the limits of the guidelines?)	What does instruction have to look like to build student understanding? (What does the teacher have to do?) (What do the students have to do?)
<ul style="list-style-type: none"> • <i>Fractions as parts of unit wholes, as parts of a collection, and as locations on a number line</i> • <i>Mixed number – a fraction that has two parts</i> • <i>More parts the whole is divided into, the smaller the parts</i> 	<ul style="list-style-type: none"> • <i>Compare</i> • <i>Order</i> • <i>Represent</i> 	<ul style="list-style-type: none"> • <i>Fractions having denominators of twelve or less using manipulatives, models, and drawings</i> • <i>Mixed numbers having denominators of twelve or less using manipulatives, models, and drawings</i> • <i>Equivalent fractions through twelfths, using all three models</i> 	