



Ready Set Math

Home Communication and Engagement

Strong partnerships with families are built on clear and purposeful communication. We recognize student learning extends beyond the classroom and into the home. The following resources are intended to provide support when communicating the learning focus with families as well as ways to engage in learning mathematics beyond the classroom.

Communicating the Learning of Sub-Goal B: Reason with fractional units to compare non-unit fractions up to 1

Consider using the following key ideas for communicating the learning outcomes of this sub-goal:

- Comparing and ordering fractions begins first with students reasoning about the size of the parts and the number of parts that make up the fractions (e.g., $\frac{5}{7}$ is bigger than $\frac{5}{8}$ because the size of the parts for sevenths are larger than eighths).
- Students engage with opportunities to reason with fractions through activities that compare and order fractions and place fractions on a number line.

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Beyond the Classroom

Consider the following suggestions for making activities accessible to families and extending the learning through daily activity:



Making Activities Accessible

- Consider copying sets of the unit or proper fraction numeral cards to send home with students to support independent work.
- All activity boards and spinners are available as downloads for printing. Consider placing the activity boards, spinners, student directions, and any additional materials in gallon-sized bags when sending home.
- Consider video recording students doing the activities in the classroom and sending short video clips home through email or digital classroom newsletters to help families better understand the activities.
- For homes where English is not the primary language, consider using the resources within your district or community to provide translated materials for families to read in their language.



Opportunities to Extend Learning

- Use sidewalk chalk to create a number line from 0 to 1. Have your student place marks along the number line to show fractions such as:
 - Place $\frac{1}{5}$ on the line. Ask, "Where would $\frac{1}{6}$ be located?"
 - Place $\frac{5}{9}$ on the line. Ask, "Where would $\frac{4}{9}$ be located?"
 - Place $\frac{3}{7}$ on the line. Ask, "Where would $\frac{3}{8}$ be located?"
- Provide real life opportunities for your student to compare fractions under halfway or over halfway, such as:
 - When driving in the car, tell how much gas is in the tank and ask if that is more than or less than halfway full.
 - When cooking from a recipe, ask whether the amount of sugar needed is more than or less than half a cup.