

Revision Layer: Cumulative Connection

Name: _____ **Grade:** _____ **Date:** _____

Use these short retrieval items near the end of the chapter or at the start of the next lesson. Mix current learning with earlier ideas. Show a representation when it helps, keep units visible, and explain one answer to a partner.

1. Place $\frac{1}{2}$, $\frac{3}{4}$, and $\frac{5}{4}$ on a number line.

2. Name the whole in the statement “3 out of 5 equal parts.”

3. Compare $\frac{2}{3}$ and $\frac{3}{4}$ using a common benchmark or a diagram.

4. Explain why the same fraction can name different amounts when the wholes differ.

Revision Layer: Strategy Studio

These tasks deliberately vary the numbers, representation, unknown, or context. Do not choose a method from the chapter title alone.

1. Represent $\frac{3}{5}$ in three ways: part of a whole, a quotient, and an operator acting on 20.

2. Two students shade $\frac{3}{4}$, but one uses a small rectangle and the other uses a large rectangle. What is the same, and what is different?

3. Which is greater: $\frac{5}{8}$ or $\frac{2}{3}$? Give a visual or benchmark argument before calculating.

4. A student says, "The denominator tells how many parts there are, so $\frac{3}{5}$ is always smaller than $\frac{3}{4}$." Diagnose the claim and repair it.

Transfer Bridge: Familiar, Altered, Non-Routine, and Repair

Use this section after the worked examples and before the exit ticket. The method is deliberately not named in every task. First identify the relationship or action, then represent, solve, and check.

A. Familiar structure

Represent $\frac{3}{5}$ in three ways: as part of a whole, as a quotient, and as an operator acting on 20.

B. Altered structure

Compare $\frac{5}{8}$ and $\frac{2}{3}$ using a benchmark, a common denominator, or a diagram.

C. Non-routine structure

Two students shade $\frac{3}{4}$. One uses a small rectangle and the other uses a large rectangle. What is the same, and what changes if the wholes are different?

D. Repair and compare

A student says, “The denominator tells how many parts there are, so $\frac{3}{5}$ is always smaller than $\frac{3}{4}$.” Diagnose and repair the claim.
