Video Title	Grade Level	Domain (Topic)	Cluster	Standard
Fractional Parts of a Number	3rd	Number and Operations—Fractions	Develop understanding of fractions as numbers	**CCSS.MATH.CONTENT.3.NF.A.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.**
				CCSS.MATH.CONTENT.3.NF.A.2.A Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.
				CCSS.MATH.CONTENT.3.NF.A.2.B Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
	3rd	Number and Operations—Fractions	Develop understanding of fractions as numbers	**CCSS.MATH.CONTENT.3.NF.A.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.**
				CCSS.MATH.CONTENT.3.NF.A.3.A Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
	4th	Number and Operations—Fractions	Build fractions from unit fractions by applying and extending previous understandings of	**CCSS.MATH.CONTENT.4.NF.B.3 Understand a fraction a/b with a > 1 as a sum of fractions 1/b.**
				CCSS.MATH.CONTENT.4.NF.B.3.B Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.
	5th	Number and Operations—Fractions	Apply and extend previous understandings of multiplication and division to multiply and divide fractions	**CCSS.MATH.CONTENT.5.NF.B.3 Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?**