

# IMPACT LESSON PLAN

**GRADE LEVEL: THIRD**

**Ch/Sec:** 12-3

**Concept:** Equivalent Fractions

**Objective:** Students will be able to find equivalent fractions.

**Standards** 3.NF.3b

**SMP:** 2

**Materials Needed:**

- Fraction Kit (strips, circles, tiles)
  - No kit – use Fraction Bars or Pies Template (have students color/cut out)

**Key Vocabulary:**

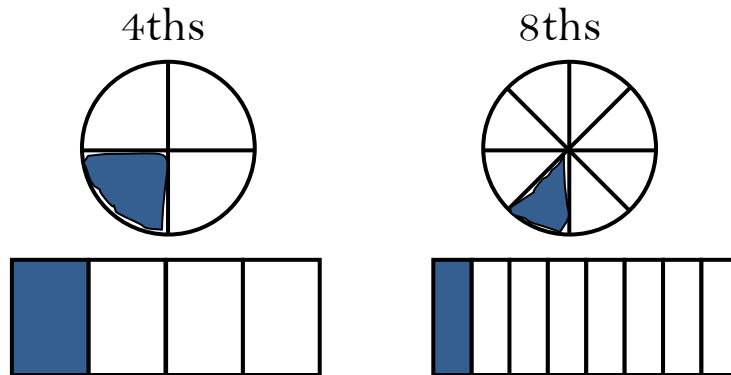
- |               |                |              |           |
|---------------|----------------|--------------|-----------|
| • Numerator   | • Fraction Bar | • Equivalent | • Compare |
| • Denominator | • Product      | • Part       |           |
| • Fraction    | • Equal        | • Whole      |           |

**Suggested Pre-Lesson Activity:**

- Review Vocabulary – use pictures, etc.

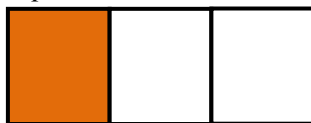
$$\frac{1}{4} \text{ (shaded)}$$

$$\frac{1}{4} \text{ (parts)}$$



**EQUIVALENT**

Equal in value



$$\frac{1}{3}$$



$$\frac{2}{6}$$

**COMPARE**

Determining smaller/greater value (or equal)



$$\frac{1}{2}$$



$$\frac{1}{3}$$



$$\frac{1}{4}$$

**Lesson: Fractions**

1. Use manipulatives to illustrate equivalent fractions. Teacher model easy one:  $1/2 = 2/4$
2. Compare to see if the various fractions are equivalent
  - a. Model – but be limited
  - b. Investigation time – Students explore with fraction pieces what fractions are equivalent.
3. Students list any equivalent fractions.
  - a.  $2/8 = 1/4$
  - b.  $1/2 = 2/4 = 3/6 = \_/\_ = \_/\_$
4. Share student lists to create a class list
5. Model Text Page 517 #1-3, 5

Follow up with CCSS 29 – Fractions on a Number Line

**Suggested Independent Work:**

- Text Page 517 #6-14 evens

**Intervention Strategies:**

- Reteach #1-10 (skip 3, 5, 7, 8)

**Challenge Suggestions:**

- Text Page 517 #18, 20

**Closure Activity:**

- On white boards, ask students to show equivalent fractions for  $2/3$  and  $4/8$ . (Lesson 1)