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.3c	**SMP:** 2

Materials Needed:

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

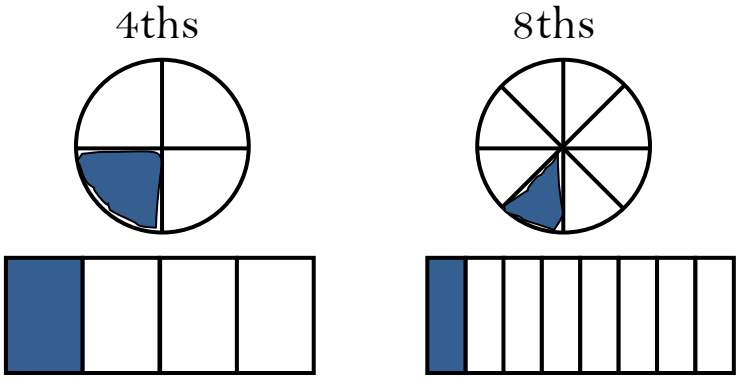
Key Vocabulary:

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

Suggested Pre-Lesson Activity:

- Review Vocabulary – use pictures, etc.

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



EQUIVALENT
Equal in value

$\frac{1}{3}$

$\frac{2}{6}$

COMPARE
Determining smaller/greater value (or equal)

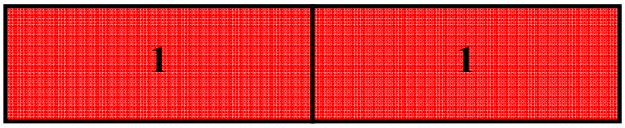
Part A: A Whole

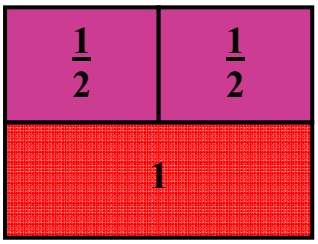
1. Use manipulatives to illustrate equivalent fractions. Teacher model: 1 = 2/2
2. Compare to see if the various fractions are equivalent
    a. Model – but be limited
    b. Investigation time – Students explore with fraction pieces what fractions are equivalent.
3. Students list any equivalent fractions.
    a. 1 = = 2/2 = 3/3 = _/_ = _/_ = _/_
4. Share student lists to create a class list

Part B: Whole Numbers

1. Use manipulatives to illustrate equivalent fractions. Teacher model one: 2 = 2/1
2. Look and discuss other whole numbers: 3, 4, 6, 8
    a. Model – will need more than one whole
    b. Model – What is the difference between 2/1 and 2/2?

2/1 means you have two wholes, whereas 2/2 means you have two halves or one whole.





    c. Investigation time – Students explore with fraction pieces and draw a picture of 1/1 = 1, 2/1 = 2, 3/1 = 3, 4/1 = 4, 6/1 = 6, 8/1 = 8 AND compare to 2/2 = 1, 3/3 = 1, 4/4 = 1, 6/6 = 1, 8/8 = 1
3. Share student pictures and explanations

Follow up on another day with CCSS 30.

Suggested Independent Work:

Ask students to write an explanation to: What is the difference between 4/1 and 4/4? Using words and pictures.

Intervention Strategies:

- Work with students in a small group while other students explore.

Challenge Suggestions:

Closure Activity:

- On white boards, as students to show equivalent fractions for 1. (Part A)
- One white boards, ask students to show 3/3 and 3/1. (Part B)