**IMPACT**
**LESSON PLAN**

**GRADE LEVEL:** THIRD

<table>
<thead>
<tr>
<th>Ch/Sec:</th>
<th>12-3</th>
<th><strong>Concept:</strong> Equivalent Fractions</th>
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**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
- Denominator
- Fraction
- Fraction Bar
- Product
- Equal
- Equivalent
- Part
- Whole
- Compare

**Suggested Pre-Lesson Activity:**
- Review Vocabulary – use pictures, etc.

![Fraction Diagrams](image_url)

**EQUIVALENT**  
Equal in value

![Equivalent Fractions](image_url)

**COMPARE**  
Determining smaller/greater value (or equal)

![Compare Fractions](image_url)
**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

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<th><strong>Suggested Independent Work:</strong></th>
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<td>• Text Page 517 #6-14 evens</td>
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<th><strong>Intervention Strategies:</strong></th>
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<td>• Reteach #1-10 (skip 3, 5, 7, 8)</td>
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<th><strong>Challenge Suggestions:</strong></th>
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<td>• Text Page 517 #18, 20</td>
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<th><strong>Closure Activity:</strong></th>
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<td>• On white boards, ask students to show equivalent fractions for $2/3$ and $4/8$. (Lesson 1)</td>
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