IMPACT
LESSON PLAN

GRADE LEVEL: THIRD

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.

Equivalent
Equal in value

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 = _/1 = _/1 = _/1
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)