

**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.3

SMP: 5

Materials Needed:

- Game 1 – Fraction Pieces Resource with Envelope (see page 3)
- Game 2 - Fraction Dice
- Fraction Bars or Pies
 - If you do not have manipulatives, have students color and cut paper fraction bars or pies

Key Vocabulary:

- Equivalent

Suggested Pre-Lesson Activity:

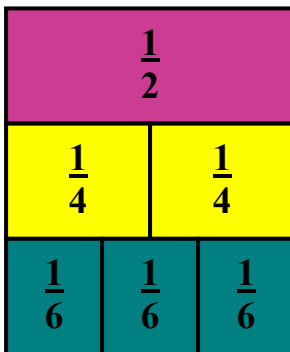
- Lesson on 12-3 Equivalent Fractions.

Lesson:

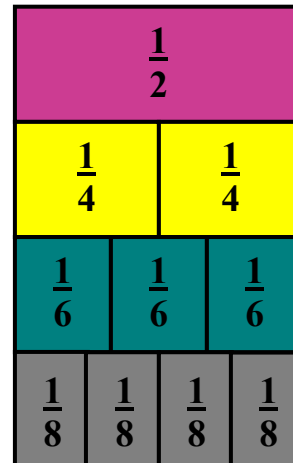
Game 1

- 1) Pair up students with a partner.
- 2) Students will take turns picking a fraction from the envelop. For the fraction that was picked, students will show all equivalent fractions with the fraction bars/pies.
- 3) Students keep score by giving the student 1 point for every correct answer. If the student, who rolled, believes they have found all equivalent fractions, they have to respond that they are done. If the partner knows of an equivalent fraction that was not played, they can create it. If they are correct, they get 2 points for every fraction they play. (Teacher should check for correctness).
Example: Student A picks $\frac{1}{2}$

Student A shows below and gains 4 points for $\frac{1}{2}$, $\frac{2}{4}$, and $\frac{3}{6}$. Student B has a chance for 2 points if they show $\frac{4}{8}$ as well.



Student A



Student B

- 4) Continue with step 2 and 3 until time runs out. The student with the most points wins.

Game 2:

- 1) Work with a partner or group
- 2) Pick fraction from envelop and show fraction with fraction bars to partner.
- 3) Student returns fraction piece to envelop. Partners switch turns.
- 4) Continue with Step 2 and 3 until the first student makes a whole with the fractions they get. Students must trade in fractions for the whole.
- 5) ***Encourage students to trade/exchange tile pieces. Example: if one student has 2 eighths they can exchange for 1 fourth.
***You can play an alternative rule that students have to collect all tiles of one color to create a whole...so they have to trade.
Example: If a student has 1 half, 1 fourth and 2 eighths. They should trade in the 2 eighths for a fourth. Then trade in the 2 fourths for a half. Then they have 2 halves...same color...and can then trade for the whole.

Intervention Strategies:

- Create groups of three with students of different skill levels.

Challenge Suggestions:

- For Game 1 – use fractions that do not have equivalent fractions. Students will be able to determine when fractions have equivalent fractions and when they do not. Students will earn 1 point for showing the fraction using fraction tiles and for saying there are no equivalent fractions.

Fraction Pieces

Have students cut out fractions and place in envelop.

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

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

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

$$\frac{1}{6}$$

$$\frac{1}{8}$$

$$\frac{2}{3}$$

$$\frac{2}{4}$$

$$\frac{3}{4}$$

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

$$\frac{3}{6}$$

$$\frac{4}{6}$$

$$\frac{5}{6}$$

$$\frac{2}{8}$$

$$\frac{3}{8}$$

$$\frac{4}{8}$$

$$\frac{5}{8}$$

$$\frac{6}{8}$$

$$\frac{7}{8}$$