

# Lesson 10: Equivalent Fractions

## Standards Alignments

Addressing 3.NF.A.3.a, 3.NF.A.3.b

Building Towards 3.NF.A.2

### Teacher-facing Learning Goals

- Identify equivalent fractions.
- Understand two fractions as equivalent if they are the same size and the parts refer to the same whole.

### Student-facing Learning Goals

- Let's identify equivalent fractions.

## Lesson Purpose

The purpose of this lesson is for students to see that different fractions can be equivalent if they are the same size of the same whole.

Previously, students were introduced to unit fractions and non-unit fractions using area diagrams, fraction strips, and number lines. They began to work with the idea of equivalence by noticing fractions that are also whole numbers. Here, students revisit area diagrams and fraction strips to learn about fraction equivalence. Students learn that fractions that are the same size are **equivalent fractions**. Later, they will identify equivalent fractions as having the same location on a number line.

### Access for:

#### Students with Disabilities

- Representation (Activity 1)

#### English Learners

- MLR7 (Activity 1)

## Instructional Routines

Choral Count (Warm-up)

### Materials to Gather

- Materials from a previous lesson: Activity 2

## Lesson Timeline

Warm-up	10 min
Activity 1	15 min
Activity 2	20 min
Lesson Synthesis	10 min
Cool-down	5 min

## Teacher Reflection Question

What ideas do students have about what it means for fractions to be equivalent? How can you build on those ideas in this section?

## Cool-down (to be completed at the end of the lesson)

 5 min

### Find the Equivalent Fractions

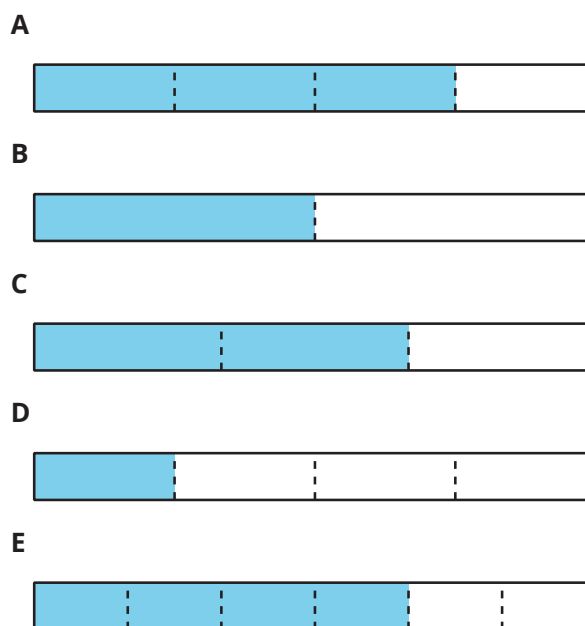
#### Standards Alignments

Addressing 3.NF.A.3.a

#### Student-facing Task Statement

Each diagram represents 1.

Select **all** the diagrams whose shaded parts represent equivalent fractions. Explain your reasoning.



#### Student Responses

C and E. Sample responses: They show different fractions, but are the same size. They are

partitioned into different numbers of parts, but the shaded portions are the same size.