

# Lesson 11: Generate Equivalent Fractions

## Standards Alignments

Addressing 3.NF.A.3.a, 3.NF.A.3.b, 3.OA.B.5

Building Towards 3.OA.C.7

## Teacher-facing Learning Goals

- Use diagrams to explain or show fraction equivalence.
- Use diagrams to generate equivalent fractions.

## Student-facing Learning Goals

- Let's generate equivalent fractions.

## Lesson Purpose

The purpose of this lesson is for students to generate equivalent fractions.

In previous lessons, students learned what it means for two fractions to be equivalent. In this lesson, students continue to reason about and show equivalence visually, building on their work with fraction strips. They use shaded diagrams to help them generate equivalent fractions, including fractions greater than 1. The work here prepares students to use number lines to explain fraction equivalence later in the section.

## Access for:

### Students with Disabilities

- Action and Expression (Activity 1)

### English Learners

- MLR8 (Activity 2)

## Instructional Routines

Number Talk (Warm-up)

## Lesson Timeline

Warm-up	10 min
Activity 1	20 min
Activity 2	15 min

## Teacher Reflection Question

Which students had opportunities to share their diagrams and thinking during whole-class discussion? How did you select these students?

Lesson Synthesis

10 min

Cool-down

5 min

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

 5 min

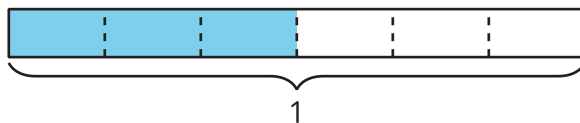
### Two Fraction Names for Each Diagram

#### Standards Alignments

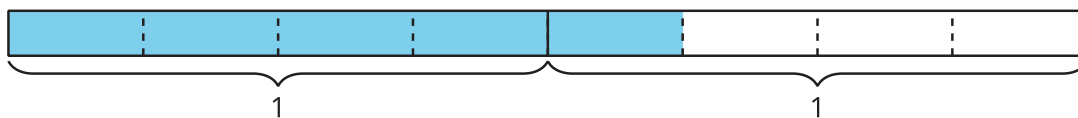
Addressing 3.NF.A.3.b

#### Student-facing Task Statement

- Write two fractions that the shaded part of this diagram represents.



- Show that the shaded part of this diagram represents both  $\frac{5}{4}$  and  $\frac{10}{8}$ .



#### Student Responses

- $\frac{3}{6}, \frac{1}{2}$
- Sample response: Each 1 whole is partitioned into fourths. Five fourths are shaded, which represents  $\frac{5}{4}$ . Each fourth can be split into two equal parts, which makes 8 eighths in 1 whole. Ten eighths are shaded, so that's  $\frac{10}{8}$ .

