

Grade 3 Unit 5

Lesson 11

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Unit 5 Lesson 11: Generate Equivalent Fractions

WU Number Talk: Something Times 8 (Warm up)

Student Task Statement

Find the value of each expression mentally.

- 2×8
- 6×8
- 10×8
- 12×8

1 Show Equivalence

Student Task Statement

1. The diagram represents 1.



- a. What fraction does the shaded part of the diagram represent?
b. Jada says it represents $\frac{4}{8}$. Tyler is not so sure.

Do you agree with Jada? If so, explain or show how you would convince Tyler that Jada is correct. If not, explain or show your reasoning.

2. Each diagram represents 1.

- a. Show that the shaded part of this diagram represents both $\frac{1}{3}$ and $\frac{2}{6}$.



- b. Show that the shaded part represents both $\frac{6}{8}$ and $\frac{3}{4}$.

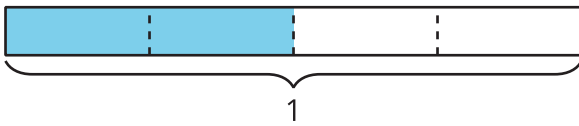


c. Show that the shaded part represents both $\frac{6}{6}$ and $\frac{2}{2}$.



2 More Than One Name

Images for Launch



Student Task Statement

1. Each diagram represents 1. Write two fractions to represent the shaded part of each diagram.

a.



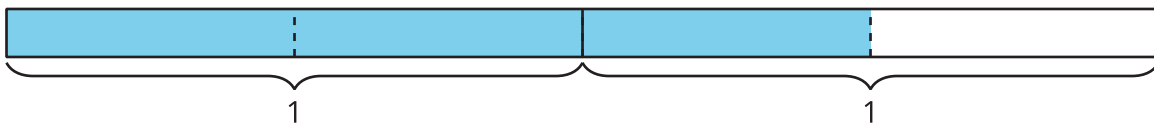
b.



c.



2. Here's another diagram.



a. What fraction does the shaded part of the diagram represent?

b. Write another fraction that it represents.