



3rd Grade  
FRACTIONS-  
EQUIVALENCY AND  
COMPARISONS

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- struggling each week to write lesson plans that meet the rigor of the TEKS.
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Name \_\_\_\_\_

## Fractions- Equivalency and Comparisons

LT	Statement	1	2	3	4	Evidence
1	I can represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines.					
2	I can explain that two fractions are equivalent if and only if they are both represented by the same point on the number line.					
3	I can explain that two fractions are equivalent if they represent the same portion of a same size whole for an area model.					
4	I can compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols.					

1	2	3	4
I have no idea how to do this.	I can do this with some help.	I can do this by myself	I can teach someone to do this.

Name \_\_\_\_\_

## Fractions- Equivalency and Comparisons

LT	Statement	1	2	3	4	Evidence
5	I can compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using words.					
6	I can compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using objects					
7	I can compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using pictorial models.					

1	2	3	4
I have no idea how to do this.	I can do this with some help.	I can do this by myself	I can teach someone to do this.

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
1 3.3F	Represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of <u>objects</u> and <u>pictorial models</u> , including <u>number lines</u> .	Create and label a model to show two fractions are equivalent. Using objects and pictorial models, including number lines.	<ul style="list-style-type: none"> <li>• Understand that a point on a number line represents a given distance from zero</li> <li>• Understand how to identify a fraction represented by a point on a number line</li> <li>• Understand how to compare number lines representing fractions to determine equivalency</li> <li>• Identify equivalent fractions represented by points on two separate number lines</li> </ul>	Determine if two given fractions are equivalent using a variety of methods.
2 3.3G	Explain that two fractions are equivalent if and only if they are both represented by the same point on the <u>number line</u> .	Explain how you know two fractions on a number line are equivalent.	<ul style="list-style-type: none"> <li>• Understand how to identify a fraction represented on a number line</li> <li>• Understand that two fractions are equivalent only if they are both represented by the same point on a number line</li> <li>• Explain that two fractions are equivalent if they are represented by the same point on a number line</li> </ul>	Determine if two given fractions are equivalent using a variety of methods.

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
3 3.3G	Explain that two fractions are equivalent if they represent the same portion of a same size whole for an <u>area model</u> .	Using a model, explain how two fractions are equivalent if they represent the same portion of a same size whole for an area model.	<ul style="list-style-type: none"> <li>• Understand how to identify a fraction represented in an area model</li> <li>• Understand that two fractions are equivalent only if they they represent the same portion of a same size whole</li> <li>• Explain that two fractions are equivalent if they are represented by the same portion of a same size whole</li> </ul>	Determine if two given fractions are equivalent using a variety of methods.
4 3.3H	Compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using <u>symbols</u> .	Using a model, use symbols to compare the parts and explain thinking.	<ul style="list-style-type: none"> <li>• Represent the comparison of two fractions symbolically</li> <li>• Know the names of the comparison symbols</li> </ul>	Compare two fractions with different numerators and different denominators and represent the comparison using the symbols $>$ , $=$ , or $<$ .

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
5 3.3H	Compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using <u>words</u> .	Write a comparison statement using words about two models and explain thinking.	<ul style="list-style-type: none"> <li>• Understand that two fractions with equal numerators can be compared by comparing the denominators or the size of the parts</li> <li>• Understand that the smaller the denominator the larger the parts, and the larger the denominator the smaller the parts</li> <li>• Explain the comparison of two fractions with equal numerators presented in a real-world problem situation</li> </ul>	Compare two fractions with different numerators and different denominators and represent the comparison using the symbols $>$ , $=$ , or $<$ .
6 3.3H	Compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using <u>objects</u> .	Using objects, write a comparison statement (symbols and words) and explain thinking.	<ul style="list-style-type: none"> <li>• Understand how to determine a fraction represented by an area model</li> <li>• Understand that fractional parts represented using an area model do not need to be adjacent within the area model</li> </ul>	
7 3.3H	Compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using <u>pictorial models</u> .	Using pictorial models, write a comparison statement (symbols and words) and explain thinking.	<ul style="list-style-type: none"> <li>• Understand that two fractions with equal denominators can be compared by comparing the numerators or the number of the parts</li> <li>• Represent the comparison of two fractions symbolically</li> </ul>	



Day 1	Day 2	Day 3	Day 4	Day 5
Mini Lesson LT 3 Equivalent Area Models	Mini Lesson LT 1 Equivalent Objects	Math Huddle LT 1 Equivalent Models	Mini Lesson LT 1 Equivalent Number Lines	Game LT 2 Equivalent Number Line
Guided Math	Guided Math	Guided Math	Guided Math	Guided Math
Reteach Unit 10	LT 3 Sentence Stems with Fraction Cards	LT 1 Build Equivalent	LT 1 Draw Models	LT 1 Draw Number Lines
Day 6	Day 7	Day 8	Day 9	Day 10
Independent Practice Equivalent Fractions	Mini Lesson LT 4-5,6 Compare Objects- Same Numerator	Mini Lesson LT 4-5,6 Compare Objects- Same Denominator	Independent Practice LT 4-6	Mini Lesson LT 4-5, 7 Compare Models- Same Numerator
Guided Math	Guided Math	Guided Math	Guided Math	Guided Math
LT 1-3 Build and Compare	LT 6 Build and Compare	LT 6 Build and Compare	LT 4-6 Problem Solving	LT 7 Slap Jack Comparison
Day 11	Day 12	<h1>Fractions Equivalency and Comparisons</h1>		
Mini Lesson LT 4-5,7 Compare Models- Same Denominator	Independent Practice LT 1-7 Compare, Equivalent			
Guided Math	Guided Math			
LT 7 Slap Jack Comparison	LT 7 Problem Solving			



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I hope this helps your students!



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