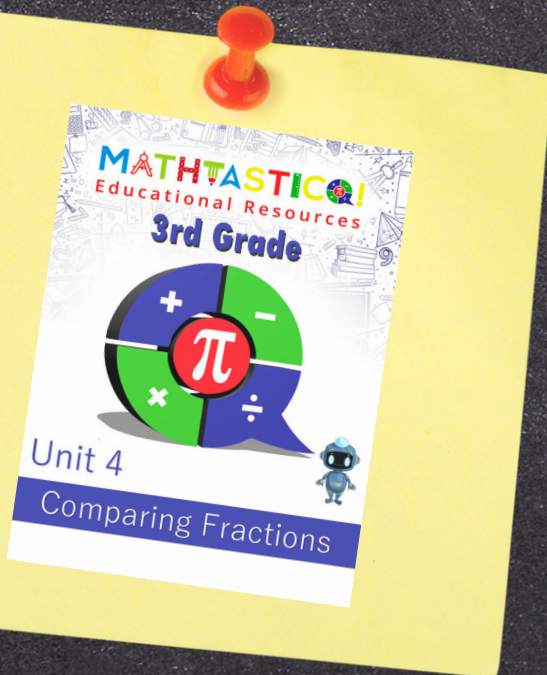
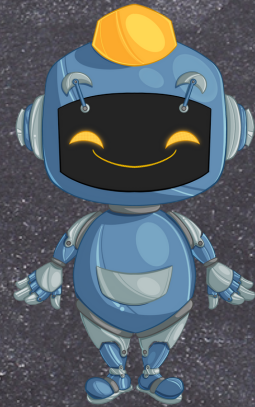


# MATH BUNDLE!

## 3rd Grade Unit 4



- GAMES
- PRE-ASSESSMENTS
- GUIDED PRACTICE
- HOMEWORK LESSONS
- INDEPENDENT PRACTICE
- CHECKPOINTS
- ASSESSMENT
- SPIRAL REVIEW

3.3F/3.3G UNIT 4: COMPARING FRACTIONS Lesson 1

**GUIDED PRACTICE**

Which shapes in the number line represent an equivalent fraction?

Two fractions are equivalent if they represent the same point on a number line.

Which shapes represent the same point on the number line?

As observed above, the  $\star$  and  $\heartsuit$  represent the same point on the number line. Therefore,  $\frac{1}{2}$  and  $\frac{2}{4}$  are equivalent fractions.

Identify the equivalent fraction of  $\frac{1}{2}$  by shading the model below.

Based on the model, what fraction is equivalent to  $\frac{1}{2}$ ?

If your answer is  $\frac{2}{4}$ , you are correct.

Equivalent fractions can be represented by the same area or shaded region.

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3.3F/3.3G UNIT 4: COMPARING FRACTIONS Lesson 1

**HOMEWORK LESSON 1**

Draw a line to match the equivalent fractions in Column A to Column B.

Column A	Column B
1.	•
2.	•
3.	•
4.	•
5.	•

6. Macy's and Andrew's houses are equal in distance from the school. They each draw a number line to represent this distance. If Macy's house is  $\frac{1}{2}$  of a mile away from the school, how far is Andrew's house? Use a triangle to plot the location of Macy's and Andrew's houses. Write the corresponding fraction in each box.

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3.3F/3.3G UNIT 4: COMPARING FRACTIONS Lesson 1

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3.3F/3.3G UNIT 4: COMPARING FRACTIONS Lesson 1

**INDEPENDENT PRACTICE**

7. Which pair of models show equivalent fractions? Select **all** correct answers.

A. D.

B. E.

C. F.

8. Write a fraction that is equivalent to two-fourths.

9. Shade in the model below to create a fraction that is equivalent to  $\frac{1}{2}$ .

10. Draw two moon symbols on the number lines below to prove that  $\frac{1}{2}$  and  $\frac{2}{4}$  are equivalent fractions.

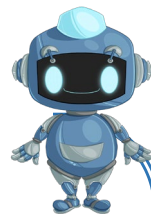
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# UNIT 4

## COMPARING FRACTIONS

# 3<sup>rd</sup> GRADE



### OBJECTIVE/GOAL

Learn to **represent equivalent fractions** with denominators of 2, 3, 4, 6, and 8 using objects, pictorial models, and number lines, as well as **compare two fractions** with the same numerator or denominator in problems using symbols and words.

### TARGET STANDARD

**3.3F** Can you represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines?

**3.3G** Can you explain that two fractions are by the same point on a number line or represent the same portion of a same size whole for an area model?

**3.3H** Can you compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models?

**3.6E** Can you decompose two congruent two-dimensional figures into parts with equal areas and express the area of each part as a unit fraction of the whole?

### VOCABULARY

- Area model
- Denominator
- Equivalent fraction
- Numerator
- Unit Fraction
- Equal Parts
- Equal Shares
- Whole
- Part of a Whole

### QUESTIONS TO GUIDE YOUR THINKING

- How do you know when two fractions are equivalent?
- As the denominator gets bigger, what do you observe with the size of each part of the figure?

### TRACK YOUR ACCOMPLISHMENTS



CHECKPOINT 1

☐

CHECKPOINT 2

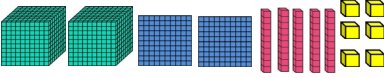


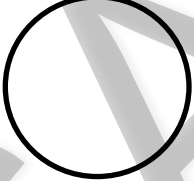
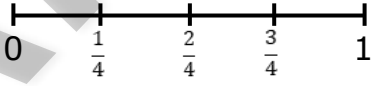
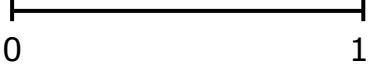
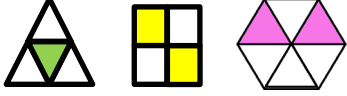

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CHECKPOINT 3

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UNIT ASSESSMENT

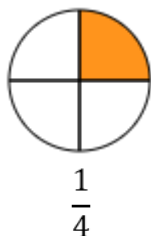
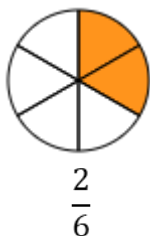
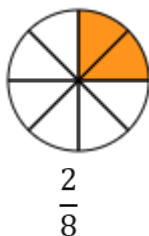
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MONDAY	<p>1. What is the place value of the underlined digit?</p> <p><u>4</u>57,210</p> <p>_____</p>	<p>2. What is the standard form of the number represented by the blocks.</p>  <p>_____</p>	<p>3. Compare the numbers. Use the symbols <math>&gt;</math>, <math>&lt;</math>, or <math>=</math>.</p> <p>876,450 _____ 876,540</p>
TUESDAY	<p>4. Arrange the following numbers in descending order.</p> <p>456,708 456,078 456,807</p> <p>_____, _____, _____</p>	<p>5. What fraction is represented by the shaded parts?</p>  <p>_____</p>	<p>6. What fraction is represented by the number of <b>unshaded</b> stars?</p>  <p>_____</p>
WEDNESDAY	<p>7. Divide the circle into fourths.</p> 	<p>8. Draw a triangle on the fraction two-fourths.</p> 	<p>9. Divide the number line into halves.</p> 
THURSDAY	<p>10. Circle the figure that represents a unit fraction.</p> 	<p>11. Shade in a heart to represent a unit fraction?</p>  <p>_____</p>	<p>12. Write an equation using unit fractions to decompose <math>\frac{3}{4}</math>.</p> <p>_____</p>



## GUIDED PRACTICE

## 1. Which fractions are equivalent?



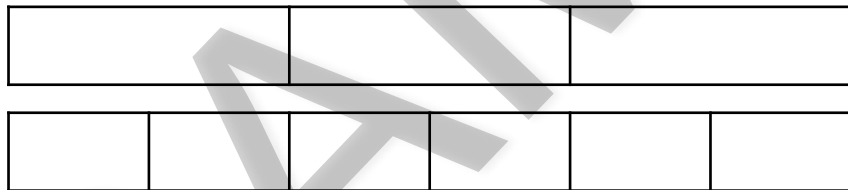
To identify an equivalent fraction, you can look at the shaded regions within the fraction models.

Which fractions seem to have the exact same area that is shaded?

If your answer is  $\frac{2}{8}$  and  $\frac{1}{4}$ , you are correct. **These fractions are equal in value because they have the exact same region that is shaded.**

Let's try another problem.

2. Shade in the area models to prove that  $\frac{2}{3}$  and  $\frac{4}{6}$  are equivalent fractions.



Compare the region of each fraction that is shaded. As you can see, **both have the exact same area shaded.**

3. You can also cross multiply both fractions. If you get the same number, they are equivalent. **You can also divide both numerator and denominator by placing the fraction with the larger denominator first.** If the quotient of the numerator and denominator are the same, the fractions are equivalent.

Cross Multiply

$$\boxed{12} = \boxed{12}$$

$$\frac{4}{6} \times \frac{2}{3}$$

Divide

$$\frac{4}{6} \div \frac{2}{3} = \boxed{\frac{2}{2}}$$

**Equivalent fractions** are fractions that have different numerators and denominators but are equal in value.



You can prove that two fractions are equivalent by cross multiplying or dividing the numerators and denominators of both fractions.



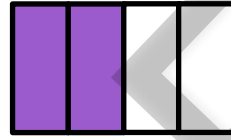
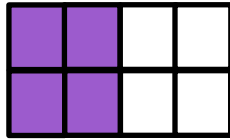
It is very important to look at the shaded regions in a fraction when comparing. We can then cross multiply or divide.



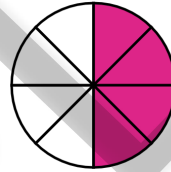
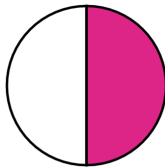
## SKILL BUILDING

Look at the shaded areas in each set of fractions. Color the stars **yellow** if the pair of fractions and number lines are equivalent, or color them **blue** if they are not.

6



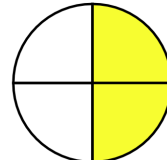
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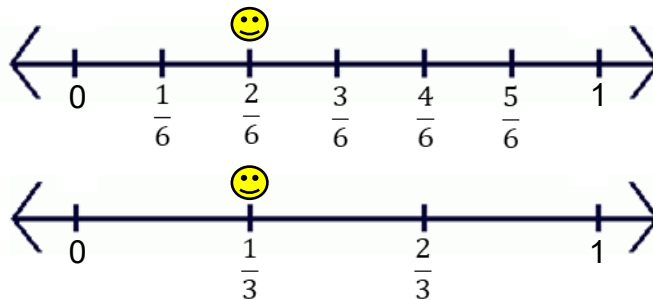
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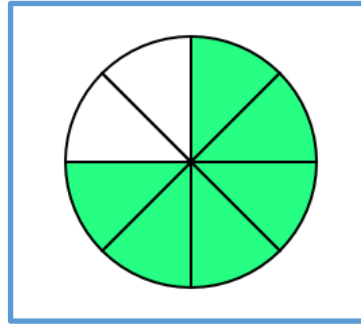
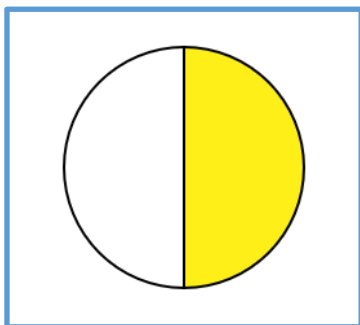
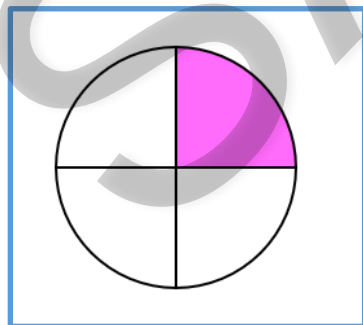
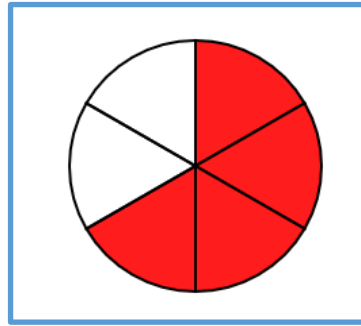
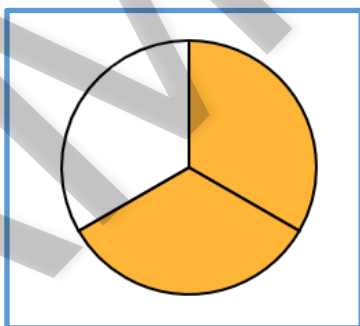
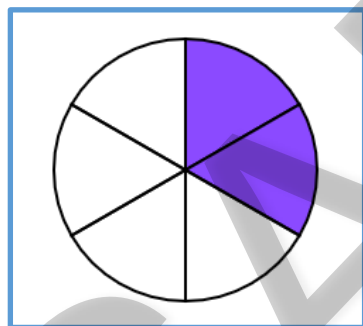
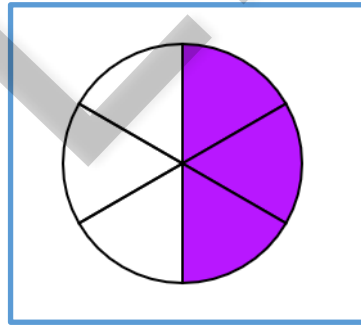
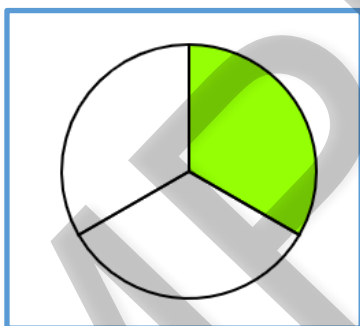
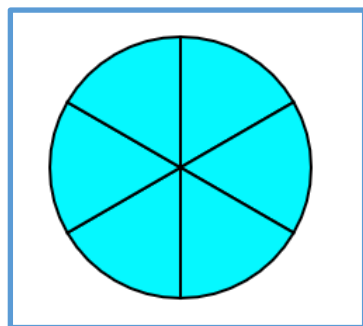
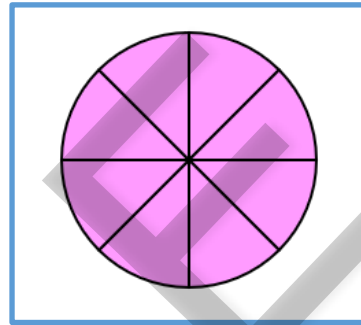
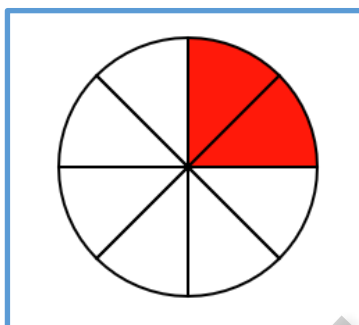
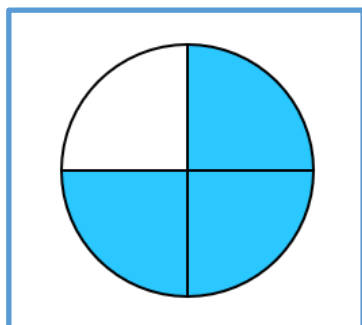


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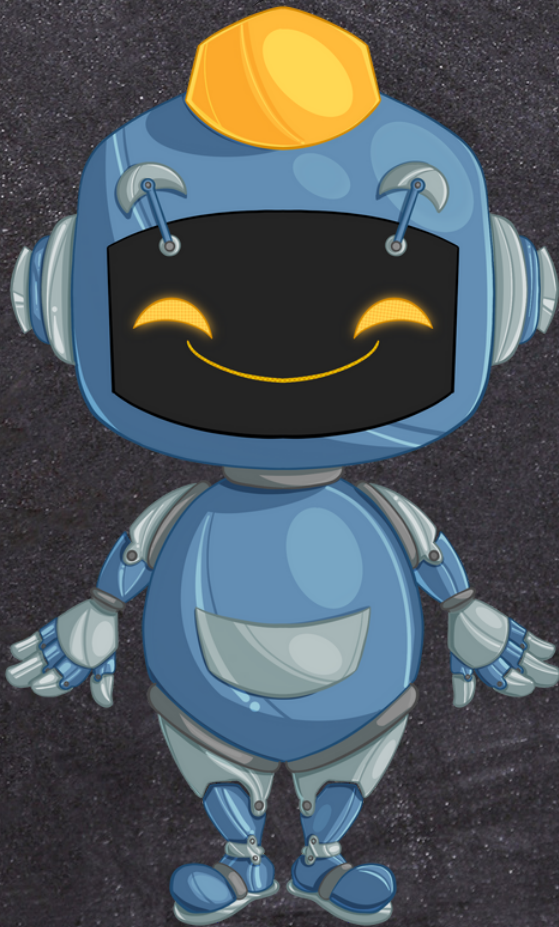




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5.7C	Atmospheric Resources			
5.7D	Hydrological Resources			
5.7E	Geological Resources			

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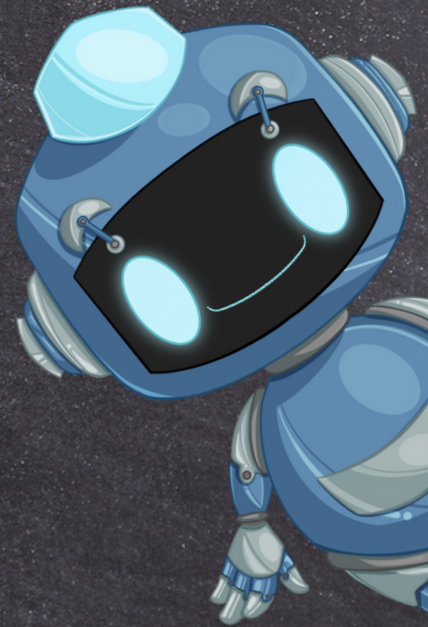
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5.8B	Ecological Living & Non-Living			
5.8C	Ecological Living & Non-Living			
5.8D	Producers, Consumers, Decomposers			

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