

Dear Parents,

We will begin our next unit of study in math soon. The information below will serve as an overview of the unit as you work to support your child at home. If you have any questions, please feel free to contact me. I appreciate your on-going support.

Sincerely,

Your Child's Teacher

## Unit Name: Equivalent Fractions

### Common Core State Standards:

**3.NF.1** Understand a fraction  $1/b$  as the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts ; understand a fraction  $a/b$  as the quantity formed when by parts of size  $1/b$ .

**3.NF.2** Understand a fractions as a number on the number line; represent fractions a number line diagram.

**3.NF.2b** Represent a fraction  $a/b$  number line diagram by marking off lengths  $1/b$  from 0. Recognize that the resulting interval has size  $a/b$  and that its endpoint locates the number  $a/b$  on the number line.

**3.NF.3** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

**3.NF.3a** Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

**3.NF.3b** Recognize and generate simple equivalent fractions, e.g.  $1/2 = 2/4$ ,  $4/6 = 2/3$ ) Explain why the fractions are equivalent, e.g., by using a visual model fraction model.

**3.NF.3c** Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form  $3 = 3/1$ ; recognize that  $6/1 = 6$ ; locate  $4/4$  and 1 at the same point of a number line diagram.*

**3.NF.3d** Compare fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual fraction model.

### Essential Vocabulary:

- Number Line
- Equivalent Fractions
- Fraction
- Denominator
- Numerator
- Fraction Strips

### Unit Overview:

In this unit the students will compare equivalent fractions using number lines, fraction bar models, fractions strips and comparing equivalent fractions using greater than ( $>$ ), less than ( $<$ ), and equal to ( $=$ ). The students will have lots of hands on activities to help them with the idea of equivalence. They will make connections to the different ways of representing fractions – number lines, fraction bar models, and fraction strips.

### Strategies/Skills:

- Number Lines
- Fraction Strips

### Video Support:

Video support can be found on The WCPSS Academics YouTube Channel.

- <http://tinyurl.com/WCPSSAcademicsYouTube>
  - [ES 3 Math Equivalent Fractions](#)

**Wake County Public Schools, Unit Overview for Parents**

*This document should not replace on-going communication between teachers & parents.*

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Video support can be found Learn Zillion

- <https://learnzillion.com/>
  - [equivalent-fractions-using-fraction-models](#)
  - [equivalent-fractions-using-a-number-line](#)
  - [equivalent-fractions-using-fraction-strips](#)
  - [equivalent-fractions-using-fraction-models](#)
  - [use-fraction-strips-to-generate-equivalent-fractions](#)

**Additional Resources:**

If you have limited/no internet access, please contact your child's teacher for hard copies of the resources listed in this document.

- NCDPI Unpacking Document: [3<sup>rd</sup> Grade Unpacking Document](#)