Lesson 7: Equivalent Fractions

Standards Alignments

Building On	3.NF.A.3.b
Addressing	4.NF.A.1
Building Towards	4.NF.A.1

Teacher-facing Learning Goals

- Generate equivalent fractions using a representation that makes sense to students.

Student-facing Learning Goals

- Let's find some equivalent fractions.

Lesson Purpose

The purpose of this lesson is for students to generate equivalent fractions using a representation that makes sense to them.

In grade 3, students learned to recognize and generate simple equivalent fractions. In earlier lessons, they reasoned about the size of fractions and identified some equivalent fractions. Throughout those experiences, they used fraction strips, tape diagrams, number lines, and benchmark fractions to support their reasoning.

In this lesson, students continue to rely on different representations and reasoning strategies to generate equivalent fractions (including those with denominators 5, 10, and 12, and fractions greater than 1). They also hone their ability to communicate their reasoning clearly.

Access for:

Students with Disabilities

- Representation (Activity 1)

Instructional Routines

MLR7 Compare and Connect (Activity 2), True or False (Warm-up)

Materials to Gather

- Tools for creating a visual display: Activity 2

Lesson Timeline

Warm-up	10 min
Activity 1	20 min
Activity 2	15 min
Lesson Synthesis	10 min
Cool-down	5 min

Teacher Reflection Question

Whose ideas and voices were heard, valued, and accepted today? How can you adjust the group structure tomorrow to ensure each student's ideas are a part of the collective learning?

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

5 min

Two Equivalent Fractions

Standards Alignments

Addressing 4.NF.A.1

Student-facing Task Statement

Name two fractions that are equivalent to $\frac{5}{3}$. Explain or show your reasoning.

Student Responses

Sample response: $\frac{10}{6}$ and $\frac{20}{12}$. Sample reasoning: I drew a tape diagram to show 5 thirds. Then:

I partitioned each 1 third into 2 parts, so in 5 thirds there are 10 parts. Each part is 1 sixth, so in 5 thirds there are 10 sixths.

I partitioned each 1 sixth into 2 parts again, so now there are 20 parts. Each part is 1 twelfth, so in 10 sixths there are 20 twelfths.