



GRADE 3 / WATCH MR DJ SOLVE

EQUIVALENT FRACTION MODELS

Start with the same example used in the lesson slides.

**WATCH MR DJ SOLVE****Show $\frac{1}{2}$ and $\frac{2}{4}$ with same-size bars. Explain whether they are equivalent.**

- 1 Keep both wholes the same size.
- 2 Split each original piece into two equal pieces.
- 3 The selected area stays unchanged.

Answer: $\frac{1}{2} = \frac{2}{4}$ **REMEMBER** recognize equivalent fractions as the same area or number-line point.

Read each step and explain why it is valid. The next pages demonstrate the methods in more detail. Then use the large work areas on the numbered practice pages.



GRADE 3 / WORKED METHODS

EQUIVALENT FRACTION MODELS

Read a complete example before trying the matching method.



Use these examples as a reference. Keep each quantity and its unit visible. A different valid method is welcome unless a question specifically requests one.

Repartition the same whole

$\frac{1}{2} = \frac{2}{4}$

1. Start with half of one whole.
2. Split both halves into two equal pieces each.
3. The selected half now contains two fourths.



$\frac{1}{2}$ of one whole



$\frac{2}{4}$ of one whole

GRADE 3 / WORKED METHODS

EQUIVALENT FRACTION MODELS

Read a complete example before trying the matching method.



Use these examples as a reference. Keep each quantity and its unit visible. A different valid method is welcome unless a question specifically requests one.

Aligned number lines

$2/3=4/6$

1. Keep the same 0-to-1 unit.
2. Split each third into two sixths.
3. Two thirds and four sixths end at the same point.



GRADE 3 / MATHEMATICAL WORK TOOL

EQUIVALENT FRACTION MODELS

Use labels and a clear scale.



Define one whole, then partition it into equal parts. On number lines, label zero and one before making equal intervals. Extend the line for fractions beyond one.



Date _____

EQUIVALENT FRACTION MODELS

A cartoon fox mascot with orange fur, large eyes, and a purple scarf, holding a yellow pencil.

 Mild

My answer / conclusion: _____



GRADE 3 / PRACTICE

EQUIVALENT FRACTION MODELS

Show the method, label your work, and explain the reasoning requested.



Use the worked-method reference when helpful. Use the included method reference. Show the requested method, then check your answer. Reasoning questions need evidence and an explanation.

🔪 Mild

2. Mark $\frac{1}{2}$ and $\frac{2}{4}$ on aligned number lines. Describe their positions.

My answer / conclusion: _____



GRADE 3 / PRACTICE

EQUIVALENT FRACTION MODELS

Show the method, label your work, and explain the reasoning requested.



Use the worked-method reference when helpful. Use the included method reference. Show the requested method, then check your answer. Reasoning questions need evidence and an explanation.

🔊 Medium

3. Explain why $\frac{2}{2}$ and $\frac{4}{4}$ are equivalent.

Grid area for working out the answer.

My answer / conclusion: _____



GRADE 3 / PRACTICE

EQUIVALENT FRACTION MODELS

Show the method, label your work, and explain the reasoning requested.



Use the worked-method reference when helpful. Use the included method reference. Show the requested method, then check your answer. Reasoning questions need evidence and an explanation.

🔊 Medium

4. Is $\frac{1}{2}$ equal to $\frac{1}{4}$? Show same-size wholes.

My answer / conclusion: _____



GRADE 3 / PRACTICE

EQUIVALENT FRACTION MODELS

Show the method, label your work, and explain the reasoning requested.



Use the worked-method reference when helpful. Use the included method reference. Show the requested method, then check your answer. Reasoning questions need evidence and an explanation.

🔊 Medium

5. Write the matching larger-piece fraction for $\frac{2}{4}$. Draw the grouping.

My answer / conclusion: _____



GRADE 3 / PRACTICE

EQUIVALENT FRACTION MODELS

Show the method, label your work, and explain the reasoning requested.



Use the worked-method reference when helpful. Use the included method reference. Show the requested method, then check your answer. Reasoning questions need evidence and an explanation.

🔥🔥🔥 Spicy

6. Digit changes $\frac{1}{2}$ to $\frac{2}{3}$ and claims the amounts stay equal. Test with a model.

Grid area for drawing the model.

My answer / conclusion: _____



GRADE 3 / PRACTICE

EQUIVALENT FRACTION MODELS

Show the method, label your work, and explain the reasoning requested.



Use the worked-method reference when helpful. Use the included method reference. Show the requested method, then check your answer. Reasoning questions need evidence and an explanation.

🔥🔥🔥 Spicy

7. Could $\frac{1}{2}$ of a long bar and $\frac{2}{4}$ of a shorter bar have different lengths?

Explain.

Grid area for explanation.

My answer / conclusion: _____



GRADE 3 / PRACTICE

EQUIVALENT FRACTION MODELS

Show the method, label your work, and explain the reasoning requested.



Use the worked-method reference when helpful. Use the included method reference. Show the requested method, then check your answer. Reasoning questions need evidence and an explanation.

Extra Spicy

8. Explain why splitting every piece of $\frac{1}{2}$ into two equal pieces creates $\frac{2}{4}$.

Grid area for student work.

My answer / conclusion: _____