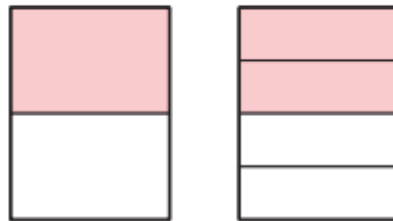
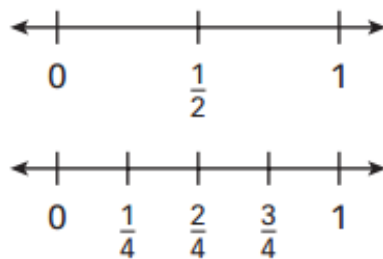


UNIT 10 SOS

3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = \frac{3}{1}$; recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point of a number line.

Example



$\frac{1}{2}$ and $\frac{2}{4}$ are at the same place on the number lines.

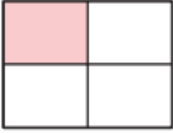
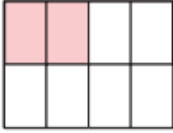
$\frac{1}{2}$ is equivalent to $\frac{2}{4}$.

Both rectangles have the same amount of shading.

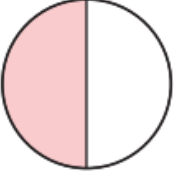
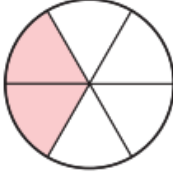
$\frac{1}{2}$ is equivalent to $\frac{2}{4}$.

1. Mrs. Rollins says that $\frac{3}{6}$ and $\frac{4}{8}$ are the same as $\frac{1}{2}$. Do you agree or disagree? Explain why using words, numbers, and pictures.

Do these shapes show equivalent fractions? Circle Yes or No.

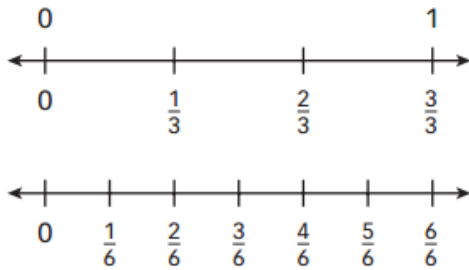
A.   Yes No

$\frac{1}{4}$ $\frac{2}{8}$

B.   Yes No

$\frac{1}{2}$ $\frac{2}{6}$

Solve. Use the number lines to identify equivalent fractions in problems 2 and 3.



2 $\frac{2}{6} =$ _____

3 $\frac{2}{3} =$ _____

5. The bakery had a chocolate cake and a vanilla cake that were exactly the same size. Mrs. Martin bought $\frac{1}{4}$ of the chocolate cake. Mrs. Gray bought $\frac{1}{6}$ of the vanilla cake. Who bought a larger piece of cake? Explain your answer using words, pictures, and numbers.

