Equal Parts and Equivalent Fractions - Grade 3 Teaching Pack

Name: _____ Date: _____

1. Check the whole

Explain with a sketch.

1. A rectangle has 4 equal parts. One is shaded. Name the fraction.

2. Can 3 unequal pieces be called thirds? Why?

3. In 1/4, what does the 4 tell us?

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2. Read the shaded strip

The strip is one whole divided into 4 equal parts.



1. What fraction is shaded?

2. Group the four parts into two equal pairs. What fraction of the whole is shaded now?

3. Explain why 2/4 and 1/2 name the same amount here.

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3. Draw equivalent amounts

Use rectangles of the same size.

1. Draw 1/2 and 3/6. Do they cover the same amount?

2. Fill in: 1/3 = ___/6.

3. Which is larger on the same whole: 1/4 or 3/4? Explain.

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4. Same fraction, different whole

State what must stay the same in a comparison.

1. A small pizza and a large pizza are each cut in half. Are the half-pieces necessarily the same size?

2. Mia says 2/4 is larger than 1/2 because 4 is larger than 2. Explain the error.

3. Draw a model that checks Mia's claim.

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5. Explain equivalence

Use equal parts and a same-sized whole.

1. Finish: 2/3 = ___/6.

2. Why must the parts be equal?

3. Draw one example of 1/2 = 2/4.

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Learning goal

Name a fraction of an equal-part whole and explain simple equivalent fractions using the same-sized whole.

Before assigning

Recognize a whole and compare equal-sized pieces.

Suggested use

Use across three short sessions: start check and supported practice; independent practice and application; exit check and discussion. Allow about 15-20 minutes per session and adjust to readiness.

Choose support

If the start check is difficult, model with objects or read aloud, then retry a parallel example. If it is comfortable, move to independent practice. Do not use a single score as a mastery label.

Watch for

Fraction pieces must be equal and comparisons must use the same-sized whole.

Review the exit check

Look for an accurate response plus a relevant explanation or model. Revisit the supported page when the explanation is missing. Offer a new example when the learner can explain independently.

Language and review scope

Original practice with editorial and automated checks; no independent specialist review is claimed. In reading packs, English passages remain English in the Chinese support edition.

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Match the stage and question number to the student sheet.

1. Check the whole

1. 1/4
2. No; thirds require three equal parts of one whole.
3. The whole has four equal parts.

2. Read the shaded strip

1. 2/4
2. 1/2
3. The shaded region is unchanged; only the partition grouping changes.

3. Draw equivalent amounts

1. Yes, with equal-sized wholes and equal partitions.
2. 2
3. 3/4; it has three of the same-sized fourths instead of one.

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Match the stage and question number to the student sheet.

4. Same fraction, different whole

1. No; the wholes differ in size.
2. For equal-sized wholes, 2/4 = 1/2. Denominator size alone does not compare amounts.
3. Two equal-sized wholes with equal shading for 2/4 and 1/2.

5. Explain equivalence

1. 4
2. The denominator counts equal shares; unequal shares do not define that fraction.
3. Same-sized wholes, equal partitions, matching shaded area.