

3.NF.A.3.A

3.NF.A.3.B

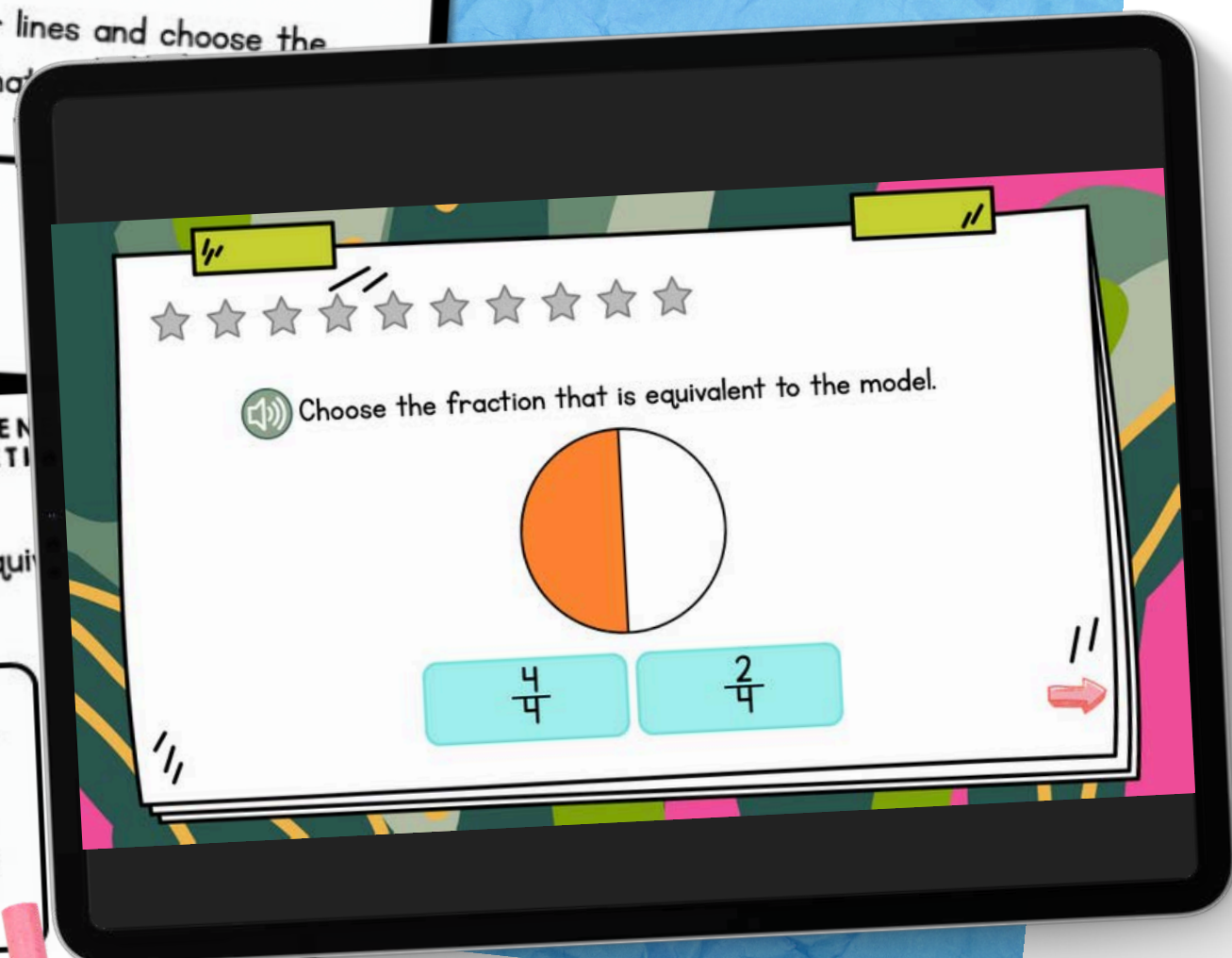
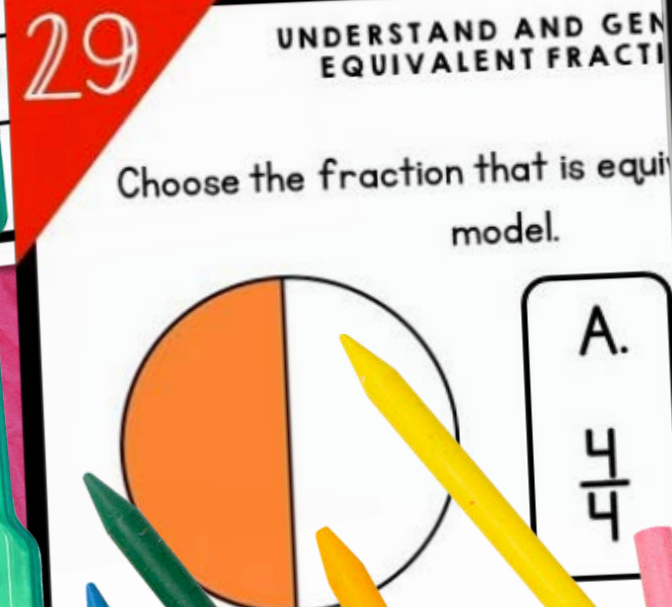
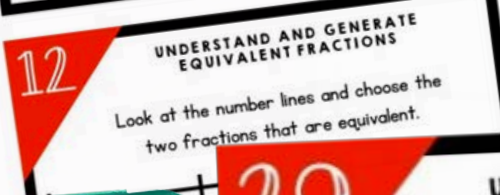
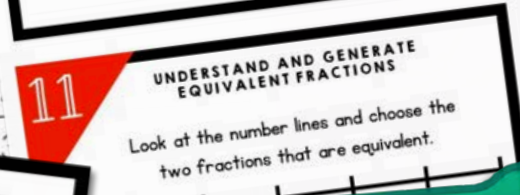
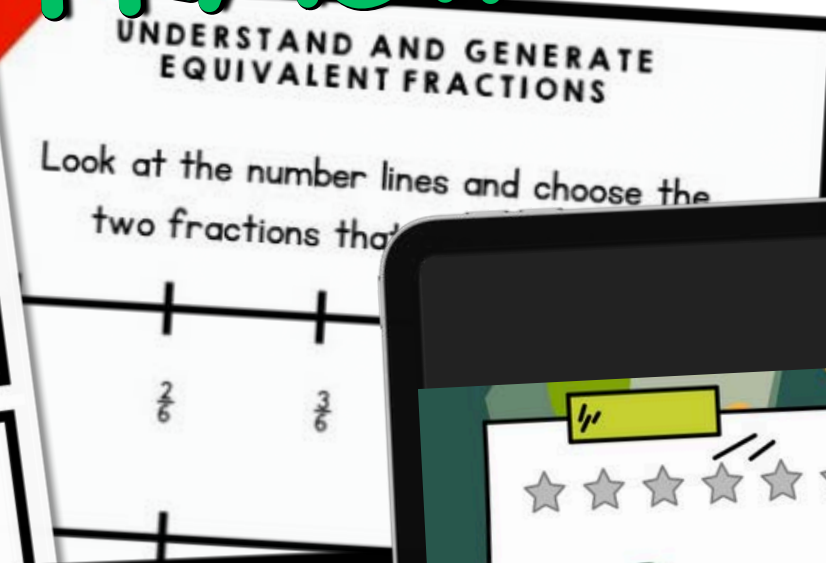
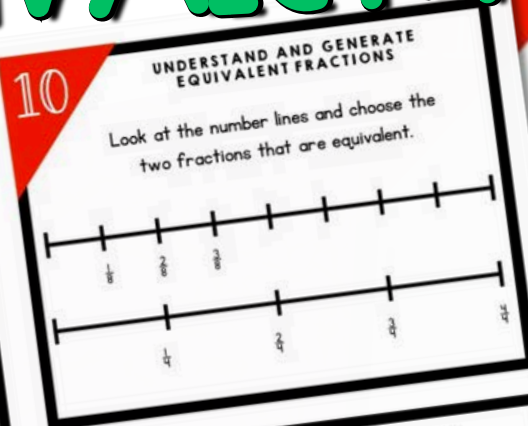
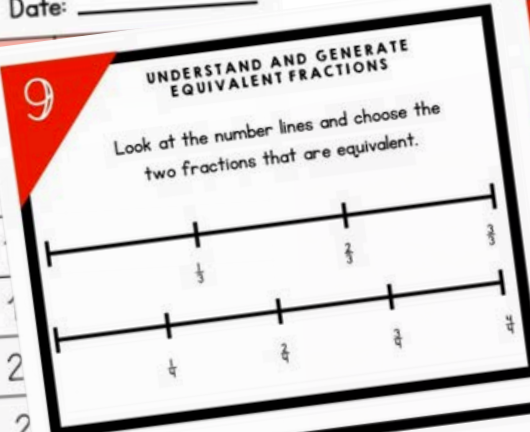
UNDERSTAND TWO FRACTIONS AS EQUIVALENT *and* RECOGNIZE AND GENERATE SIMPLE EQUIVALENT FRACTIONS

TASK CARDS

ANSWER SHEET

Name: _____ Date: _____

Card #	Answer	Card #
1.		
2.		
3.		
4.		
5.		
6.		
7.		



PRINTABLE AND DIGITAL



- 30 PRINT-AND-GO TASK CARDS
- READY TO USE FOR CENTERS

ANSWER SHEET

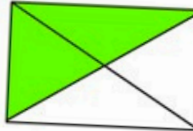
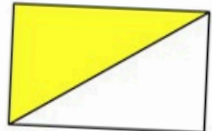
Name: _____ Date: _____

Card#	Answer	Card#	Answer
1.		16.	
2.		17.	
3.		18.	
		19.	
		20.	
		21.	
		22.	
		23.	
		24.	



17 UNDERSTAND AND GENERATE EQUIVALENT FRACTIONS

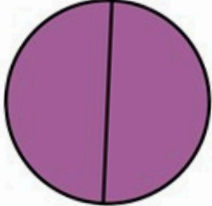
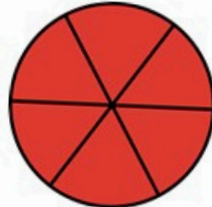
Look at the fraction models and complete the sentence.

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

18 UNDERSTAND AND GENERATE EQUIVALENT FRACTIONS

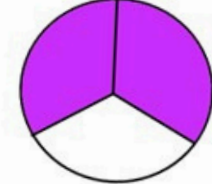
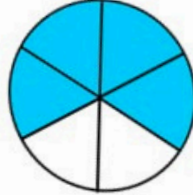
Look at the fraction models and complete the sentence.

$\frac{2}{2}$ is equivalent to

19 UNDERSTAND AND GENERATE EQUIVALENT FRACTIONS

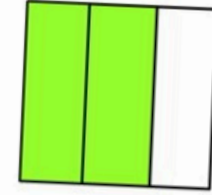
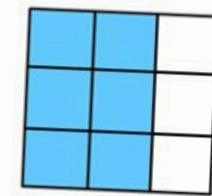
Look at the fraction models and complete the sentence.

$\frac{2}{3}$ is equivalent to

20 UNDERSTAND AND GENERATE EQUIVALENT FRACTIONS

Look at the fraction models and complete the sentence.

$\frac{2}{3}$ is equivalent to

1 UNDERSTAND AND GENERATE EQUIVALENT FRACTIONS

Are these fractions equivalent?




Yes ☐ No ☐

2 UNDERSTAND AND GENERATE EQUIVALENT FRACTIONS

Are these fractions equivalent?




Yes ☐ No ☐

3 UNDERSTAND AND GENERATE EQUIVALENT FRACTIONS

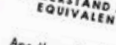
Are these fractions equivalent?



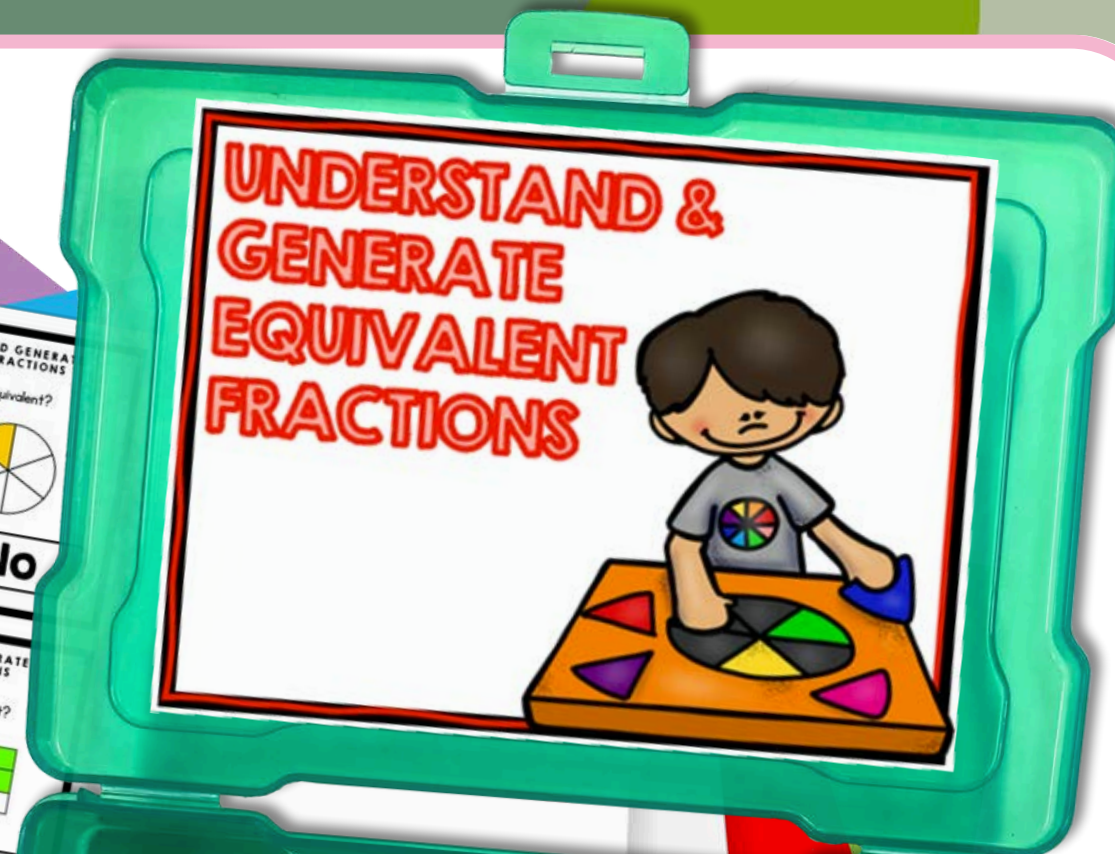

Yes ☐ No ☐

4 UNDERSTAND AND GENERATE EQUIVALENT FRACTIONS

Are these fractions equivalent?




Yes ☐ No ☐

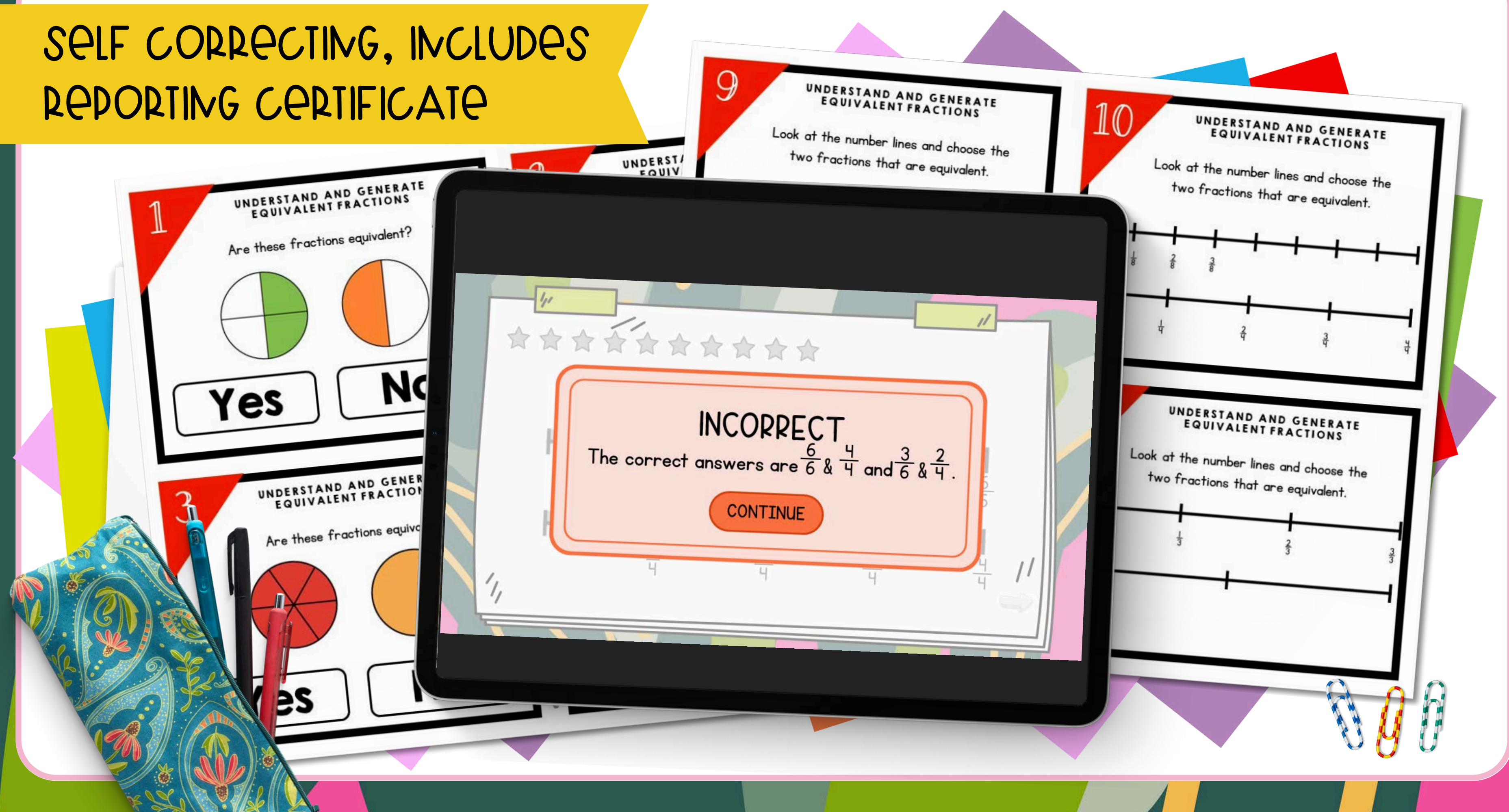


Ways to Use Task Cards

- Centers**
- Scoot:** Pass out one card for each student. Set a timer and say, "scoot!" when the timer goes off. Students move seats to the next card. They continue to rotate until they are back at their original seat.
- Scavenger Hunt:** Hide cards around the room. Students search for cards and answer them.
- Jenga:** Number Jenga blocks. Students stack the blocks, then take turns pulling blocks. Students answer the corresponding number card.
- Whole class practice:** Teacher displays card on the projector. Students answer on mini white boards.
- Exit Tickets:** Give each student a task card at the end of the lesson. Have them answer on a sticky note.



SELF CORRECTING, INCLUDES REPORTING CERTIFICATE



SHUFFLES CARDS, SO STUDENTS
CAN PRACTICE MORE THAN ONCE

ANSWER SHEET

Name: _____

Card #	Answer
1.	
2.	
3.	
4.	

EQUIVALENT FRACTIONS CHALLENGE

Matthew says that $\frac{1}{3}$ and $\frac{1}{4}$ are equivalent fractions. Is Matthew correct?

Yes **No**

25 UNDERSTAND AND GENERATE EQUIVALENT FRACTIONS

Look at the fraction models and complete the sentence.

$\frac{3}{3}$ is equivalent to $\frac{4}{4}$

$\frac{3}{3}$ is not equivalent to $\frac{4}{4}$

26 UNDERSTAND AND GENERATE EQUIVALENT FRACTIONS

Look at the fraction models and complete the sentence.

actions equivalent?

No

27 UNDERSTAND AND GENERATE EQUIVALENT FRACTIONS

Look at the number lines and choose the two fractions that are equivalent.

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

Yes **No**

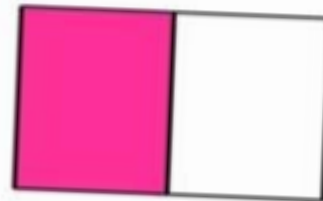
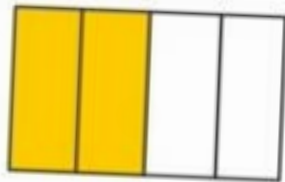
© Julie Boech

STANDARDS ALIGNED

28

UNDERSTAND AND GENERATE EQUIVALENT FRACTIONS

Look at the fraction models and complete the sentence.



$$\frac{2}{4}$$

A. is equivalent to

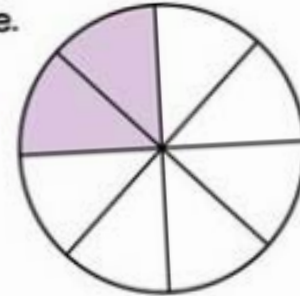
$$\frac{1}{2}$$

B. is not equivalent to

16

UNDERSTAND AND GENERATE EQUIVALENT FRACTIONS

Look at the fraction models and complete the sentence.



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



8

UNDERSTAND AND GENERATE EQUIVALENT FRACTIONS

Are these fractions equivalent?

$$\frac{5}{5}$$

$$\frac{6}{6}$$

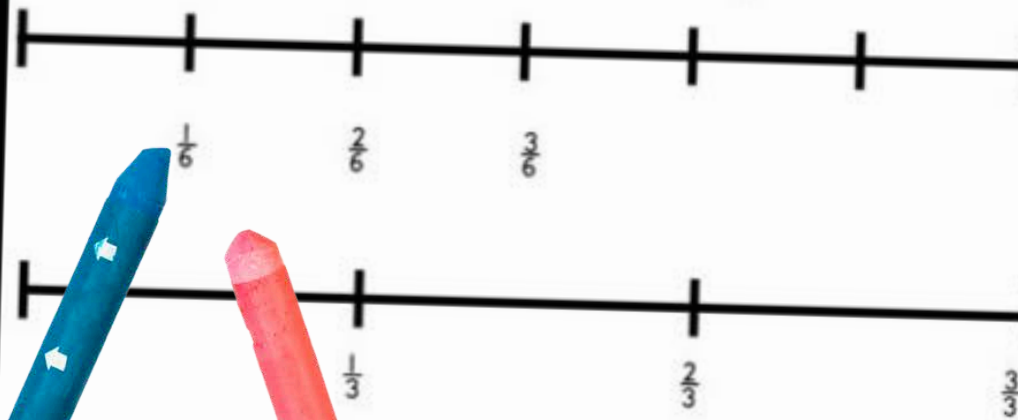
Yes

No

11

UNDERSTAND AND GENERATE EQUIVALENT FRACTIONS

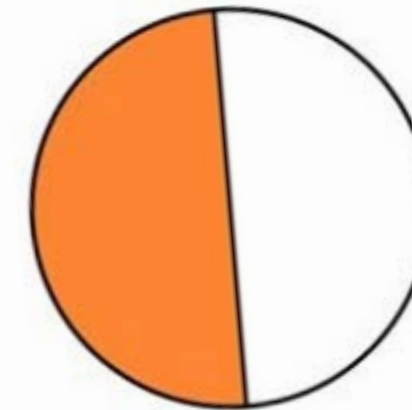
Look at the number lines and choose the two fractions that are equivalent.



29

UNDERSTAND AND GENERATE EQUIVALENT FRACTIONS

Choose the fraction that is equivalent to the model.



USE OVER AND OVER FOR CENTERS, GAMES, AND REVIEW

ANSWER SHEET

Name: _____ Date: _____

Card#	Answer	Card#
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		
26.		
27.		
28.		

ANSWER SHEET

Date: _____

Answer _____

29 UNDERSTAND AND GENERATE EQUIVALENT FRACTIONS

Choose the fraction that is equivalent to the model.

A. ☐ B. ☐

9 UNDERSTAND AND GENERATE EQUIVALENT FRACTIONS

Look at the number lines and choose the two fractions that are equivalent.

10 UNDERSTAND AND GENERATE EQUIVALENT FRACTIONS

Look at the number lines and choose the two fractions that are equivalent.

$\frac{1}{8}$ $\frac{2}{8}$ $\frac{3}{8}$

$\frac{1}{4}$ $\frac{2}{4}$ $\frac{3}{4}$

EQUIVALENT FRACTIONS CHALLENGE

at $\frac{1}{3}$ and $\frac{3}{6}$

actions. Is

rect?

No

17 UNDERSTAND AND GENERATE EQUIVALENT FRACTIONS

Look at the fraction models and complete the sentence.

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

18 UNDERSTAND AND GENERATE EQUIVALENT FRACTIONS

Look at the fraction models and complete the sentence.

$\frac{2}{2}$ is equivalent to

12 UNDERSTAND AND GENERATE EQUIVALENT FRACTIONS

Look at the number lines and choose the two fractions that are equivalent.

$\frac{1}{3}$ $\frac{2}{3}$ $\frac{3}{3}$

19 UNDERSTAND AND GENERATE EQUIVALENT FRACTIONS

Look at the fraction models and complete the sentence.

$\frac{2}{3}$ is equivalent to

20 UNDERSTAND AND GENERATE EQUIVALENT FRACTIONS

Look at the fraction models and complete the sentence.

$\frac{2}{3}$ is equivalent to

18 UNDERSTAND AND GENERATE EQUIVALENT FRACTIONS

Look at the fraction models and complete the sentence.

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

A. is equivalent to

B. is not equivalent to

14 UNDERSTAND AND GENERATE EQUIVALENT FRACTIONS

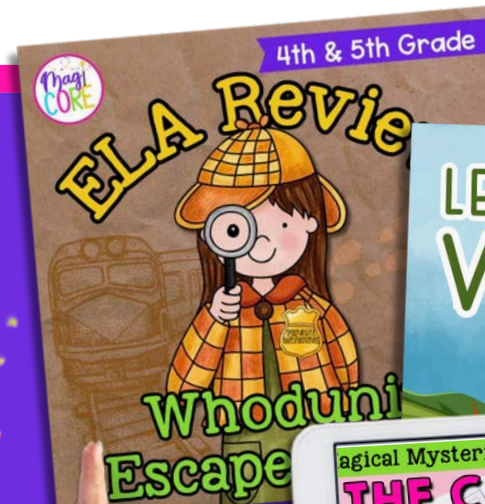
Look at the fraction models and complete the sentence.

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

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