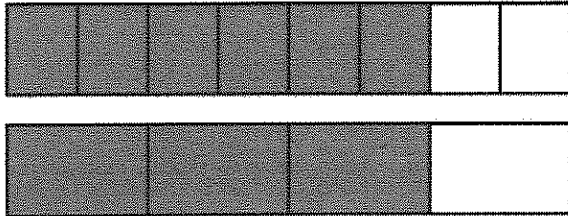


G3-M5-Lesson 27

1. Use the pictures to model equivalent fractions. Fill in the blanks, and answer the questions.



I can shade 6 eighths, and then I can shade fourths until the same amount in each model is shaded. It takes 3 fourths to equal 6 eighths.

6 eighths is equal to 3 fourths.

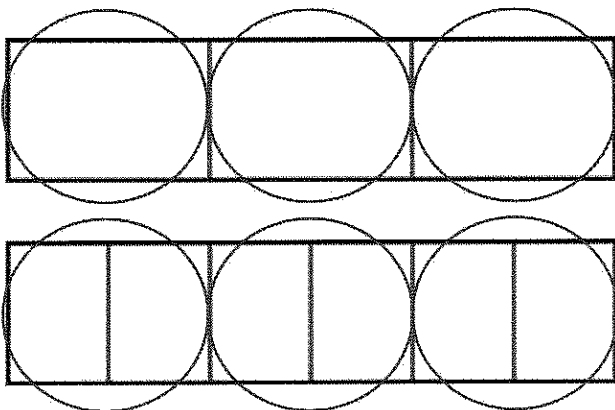
$$\frac{6}{8} = \frac{3}{4}$$

The whole stays the same.

What happens to the size of the equal parts when there are fewer equal parts?

When there are fewer equal parts, the size of each equal part gets bigger. Fourths are bigger than eighths.

2. Six friends share 2 crackers that are both the same size. The crackers are represented by the 2 rectangles below. The first cracker is cut into 3 equal parts, and the second is cut into 6 equal parts. How can the 6 friends share the crackers equally without breaking any of the pieces?



I can partition the first cracker into thirds and the second cracker into sixths. I can circle 6 equal amounts to show how much each friend gets.

Three friends each get $\frac{1}{3}$ of the first cracker. The other 3 friends each get $\frac{2}{6}$ of the second cracker.

They all get the same amount because $\frac{1}{3} = \frac{2}{6}$.

3. Mrs. Mills cuts a pizza into 6 equal slices. Then, she cuts every slice in half. How many of the smaller slices does she have? Use words and numbers to explain your answer.

She has 12 smaller slices of pizza. Since she cut each slice in half, that means that she doubled the number of pieces and $6 \times 2 = 12$. The smaller the pieces, the more pieces it takes to make a whole.

If I need to, I can draw a picture. I can draw a circle and partition it into sixths. Then, I can partition each sixth into 2 equal pieces. That would make 12 pieces.