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## Grade 3 Fractions Equivalence and Comparison

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# TABLE OF STANDARDS

The activities in **Grade 3 Fractions Equivalence and Comparison** address the following standards.

Number and Operations—Fractions		Activity
<b>Develop understanding of fractions as numbers.</b>		
<b>3.NF.A.3</b>	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	
<b>3.NF.A.3.A</b>	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	<a href="#">1</a> , <a href="#">2</a> , <a href="#">3</a> , <a href="#">4</a> , <a href="#">5</a> , <a href="#">6</a> , <a href="#">7</a> , <a href="#">12</a> , <a href="#">13</a> , <a href="#">14</a> , <a href="#">15</a>
<b>3.NF.A.3.B</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.	<a href="#">1</a> , <a href="#">2</a> , <a href="#">3</a> , <a href="#">4</a> , <a href="#">5</a> , <a href="#">6</a> , <a href="#">7</a> , <a href="#">12</a> , <a href="#">13</a> , <a href="#">14</a> , <a href="#">15</a>
<b>3.NF.A.3.C</b>	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.	<a href="#">1</a> , <a href="#">4</a> , <a href="#">12</a>
<b>3.NF.A.3.D</b>	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.	<a href="#">8</a> , <a href="#">9</a> , <a href="#">10</a> , <a href="#">11</a> , <a href="#">12</a> , <a href="#">13</a>