1.3 Understanding Equivalent Fractions

3rd ● 8th

Name:	Date:

Big Question:

📘 Vocabulary:	✏️ Notes:
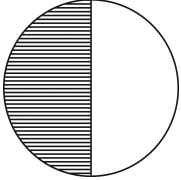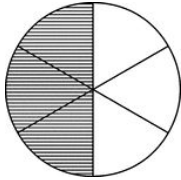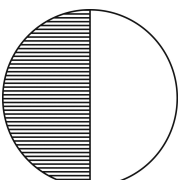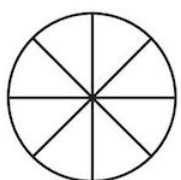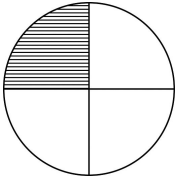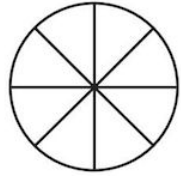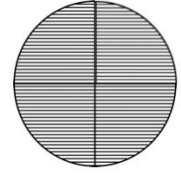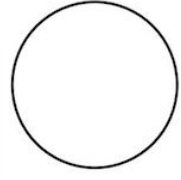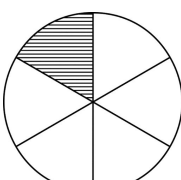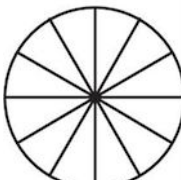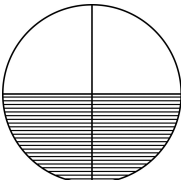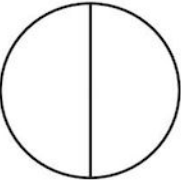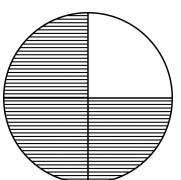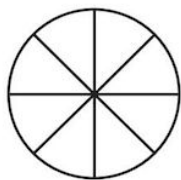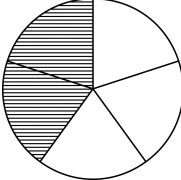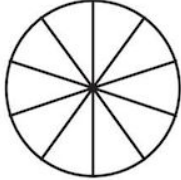
Practice: Equivalent Fraction Circles

Directions: Find the fraction circle in each row that is **NOT equivalent**, or NOT equal. Put an x over the fraction circle that doesn't match. Put stars next to the equivalent fractions. The first one is completed for you as an example.

1.

2.

3.

4.

2
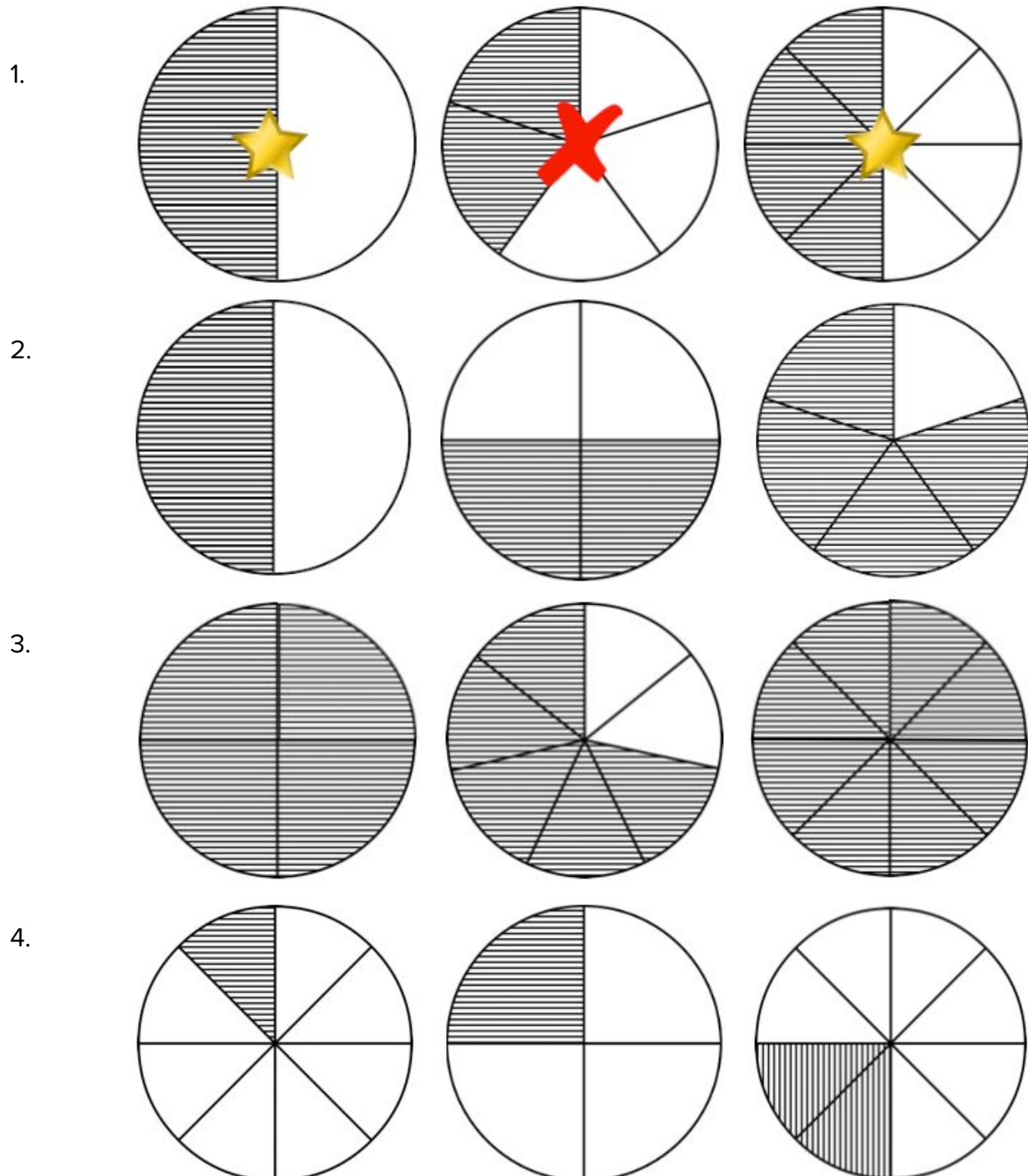
Practice: Equivalent Fraction Circles

Directions: **Shade** in the correct number of parts of the whole to **create two equivalent fractions**. Then, write a **sentence** describing the two models. The first one is completed for you as an example.

$\dfrac{1}{2} = \dfrac{3}{6}$ One-half **is equivalent to** three-sixths.	$\dfrac{\square}{\square} = \dfrac{\square}{\square}$ _____
$\dfrac{\square}{\square} = \dfrac{\square}{\square}$ _____	$\dfrac{\square}{\square} = \dfrac{\square}{\square}$ _____
$\dfrac{\square}{\square} = \dfrac{\square}{\square}$ _____	$\dfrac{\square}{\square} = \dfrac{\square}{\square}$ _____
$\dfrac{\square}{\square} = \dfrac{\square}{\square}$ _____	$\dfrac{\square}{\square} = \dfrac{\square}{\square}$ _____

Challenge: Can any number of <u>fifths</u> ever be <u>equivalent</u> to any number of <u>eighths</u>? Why or why not?

Practice: Equivalent Tape Diagrams

Directions: Find two tape diagrams that are NOT equivalent to the others on the page. Put an x next to the diagrams that are NOT equivalent. Label the missing fraction units for each diagram. The first is labeled for you as an example. Finally, complete the sentences below to describe these 6 fractions.

¼	¼	¼	¼
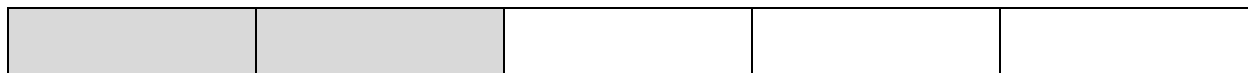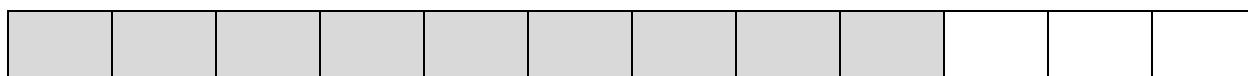
Fill in the blanks in the sentences below to describe the fractions represented above.

1. The fractions ----- and ----- are **not equivalent** because _____

   _____.

2. The fractions ----- , ----- , ----- , and ----- are **equivalent** to each other because _____

   _____.

Practice: Equivalent Tape Diagrams

Directions: Shade each blank tape diagram to match the equivalent fraction above it. Label any missing fraction units and complete the sentence below to describe the two equivalent fractions **using only words, not numbers**.

⅓	⅓	⅓

⅙	⅙	⅙	⅙	⅙	⅙
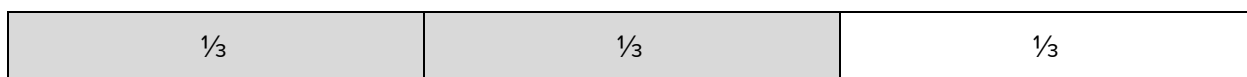
__Two-thirds__ is equivalent to _____ because _____.

⅒	⅒	⅒	⅒	⅒	⅒	⅒	⅒	⅒	⅒
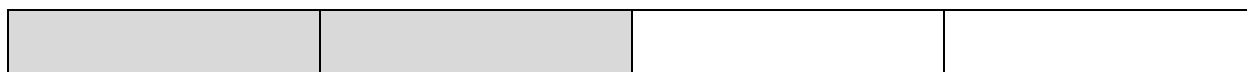
_____is equivalent to_____.

_____is equivalent to_____.

_____is equivalent to_____.

Challenge: Put a big star next to the set of tape diagrams that is **equivalent to ½**.

Practice: Equivalent Number Lines

Directions: Plot each point on each number line to represent the fraction next to it.
X out the fraction in each set of number lines that is NOT equivalent. Put
stars next to the fractions that are equivalent.

$2/4$ ⟵ |———————|———————|———————|———————|⟶
       0   1

$1/2$ ⟵ |———————————————|———————————————|⟶
       0   1

$2/3$ ⟵ |——————————|——————————|——————————|⟶
       0   1
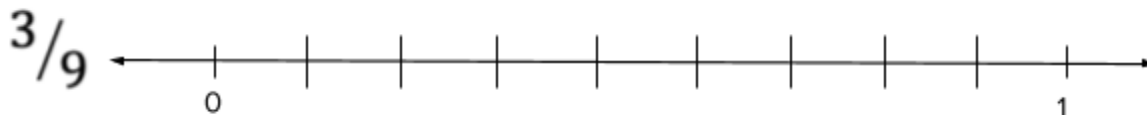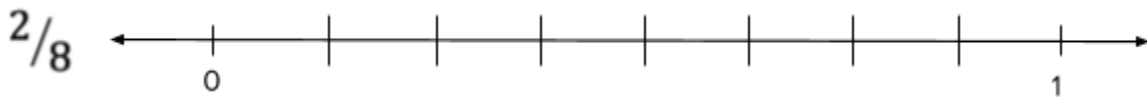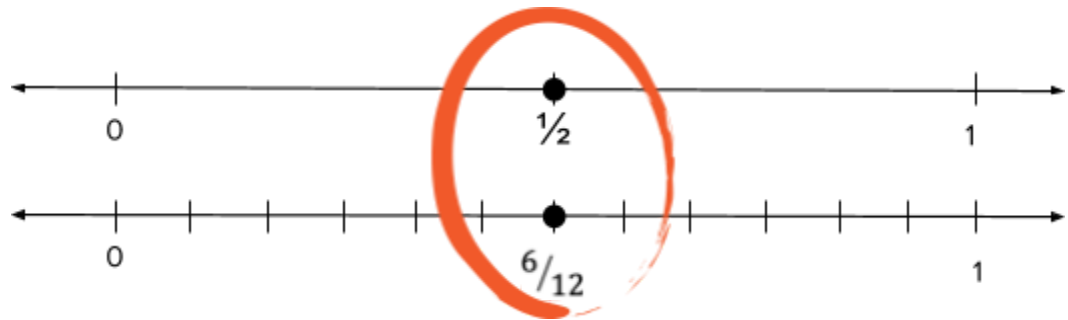
$2/8$ ⟵ |————|————|————|————|————|————|————|————|⟶
       0   1

$1/4$ ⟵ |———————|———————|———————|———————|⟶
       0   1

$1/6$ ⟵ |—————|—————|—————|—————|—————|—————|⟶
       0   1

$1/3$ ⟵ |——————————|——————————|——————————|⟶
       0   1

$4/4$ ⟵ |———————|———————|———————|———————|⟶
       0   1

$3/9$ ⟵ |————|————|————|————|————|————|————|————|————|⟶
       0   1
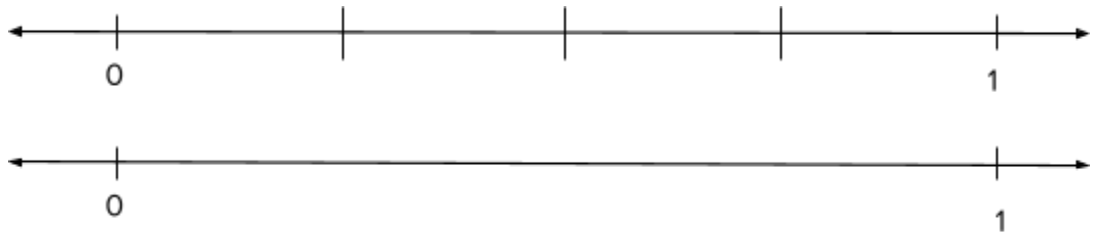
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Practice: Equivalent Number Lines

Directions: Divide each blank number line into equal parts to represent the fraction next to it. Then, plot points on each number line and label the equivalent fractions. Circle them. The first one is completed for you as an example.
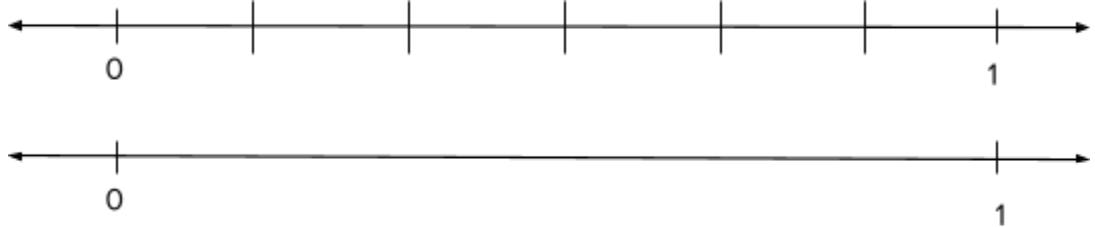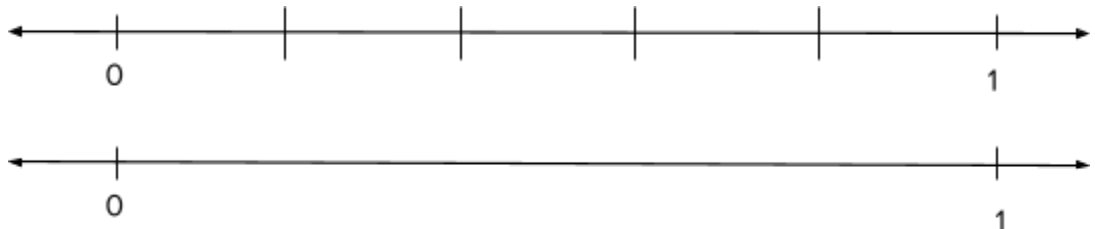
one-half = six-twelfths

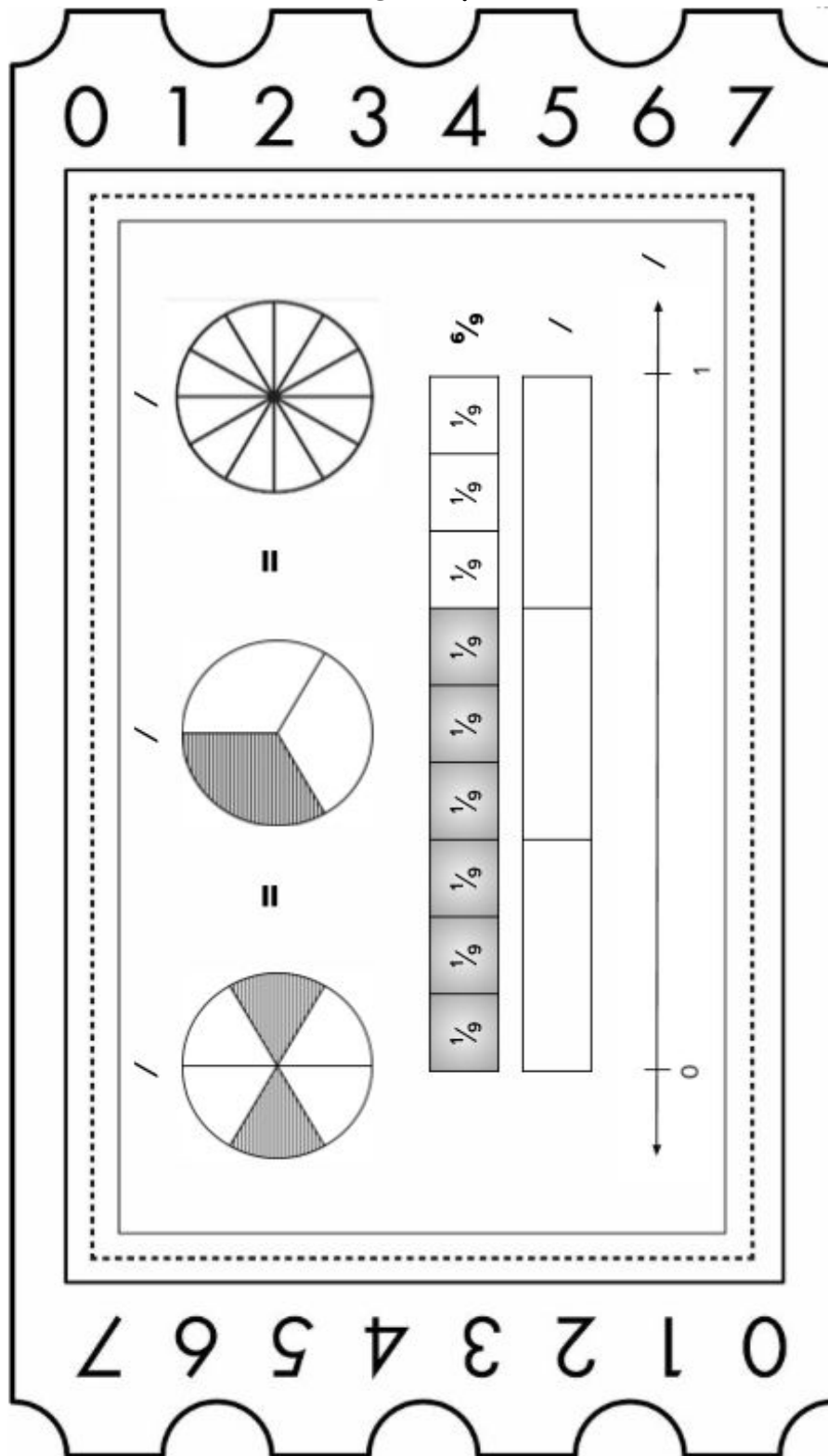*one-fourth = two-eighths*

two-sixths = one-third

four-fifths = eight-tenths

Challenge: Which set of number lines would you use to support your answer to the word problem about Ella and Emma and their different plates of pizza?

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1.3 Understanding Equivalent Fractions

0 1 2 3 4 5 6 7

6/9

1/9 1/9 1/9 1/9 1/9 1/9 1/9 1/9 1/9

1

0

0 1 2 3 4 5 6 7

Hands-on Learning: Equivalent Pizza Party

Directions:

- Plan a frozen pizza party for dinner one night this week.
- Buy at least 4 frozen, round pizzas of the same brand but different variety.
- Bake the 4 pizzas to perfection.
- With your supervision, put your student in charge of slicing the different varieties of pizzas into equal *fourths, sixths, eighths and twelfths*.
- On 6-12 paper plates, write any series of fractions with the above four denominators. Mix in equivalents to review the skill. Examples below:

¼   ⅜   2/6   4/12
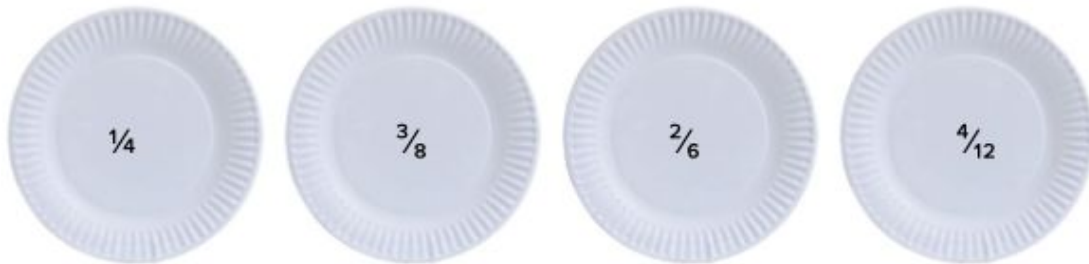
- Pass out the plates.
- Put your student in charge of serving up the correct amount of pizza to match the fraction on each person's plate.
- Before you dig in, have people mix around the room to see if someone else has a fraction of pizza that is equivalent to theirs.
- Enjoy!

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