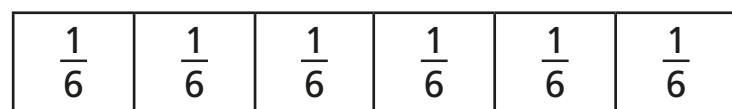
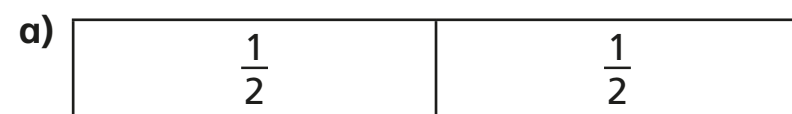


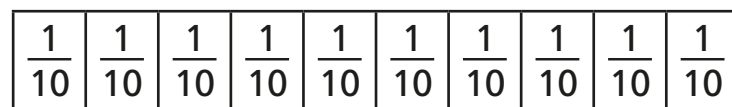
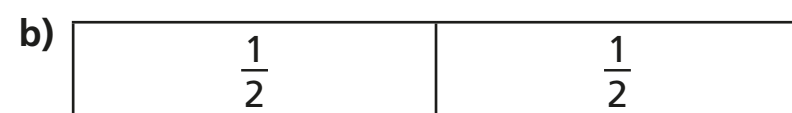
# Equivalent fractions (1)



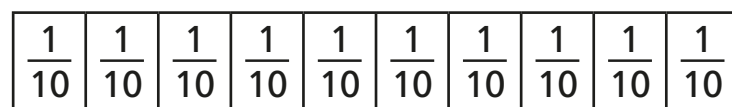
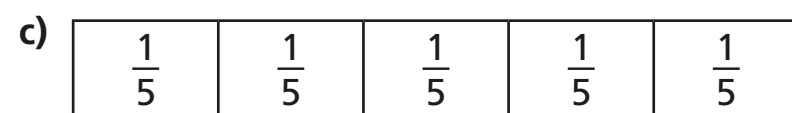
1 Shade the bar models to represent the equivalent fractions.



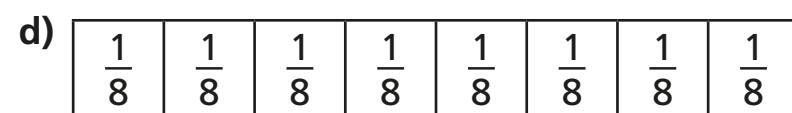
$$\frac{1}{2} = \frac{3}{6}$$



$$\frac{1}{2} = \frac{5}{10}$$

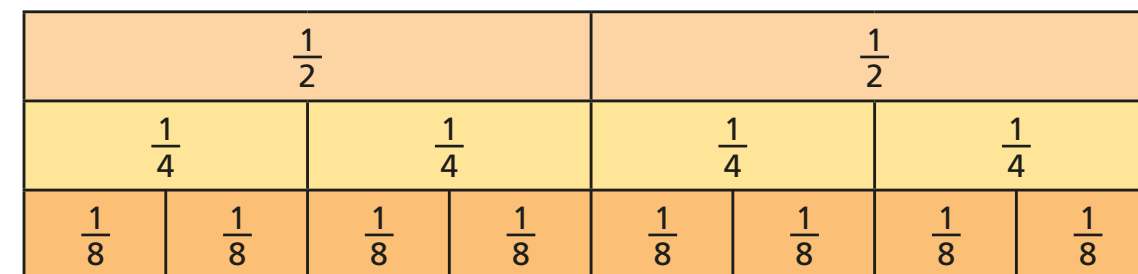


$$\frac{4}{5} = \frac{8}{10}$$



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

2 Use the fraction wall to complete the equivalent fractions.



a)  $\frac{1}{2} = \frac{\square}{4}$

c)  $\frac{2}{4} = \frac{4}{\square}$

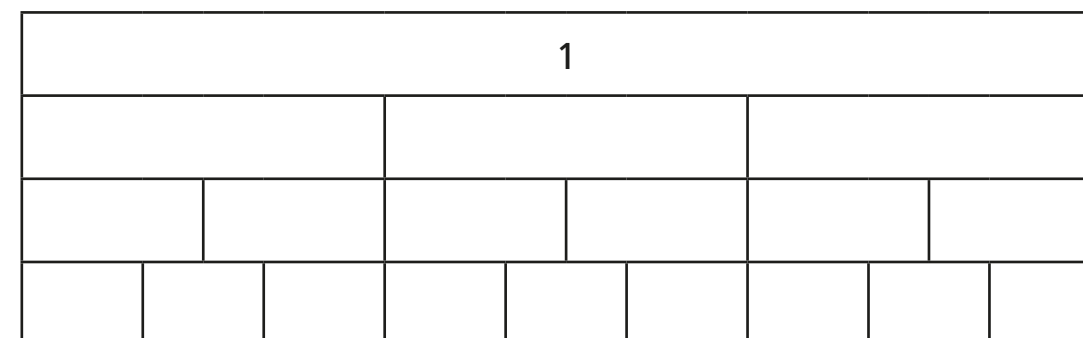
e)  $\frac{\square}{8} = \frac{3}{4}$

b)  $\frac{1}{2} = \frac{\square}{8}$

d)  $\frac{2}{8} = \frac{\square}{4}$

f)  $\frac{2}{2} = \frac{\square}{4} = \frac{\square}{8}$

3 a) Label the fractions on the fraction wall.



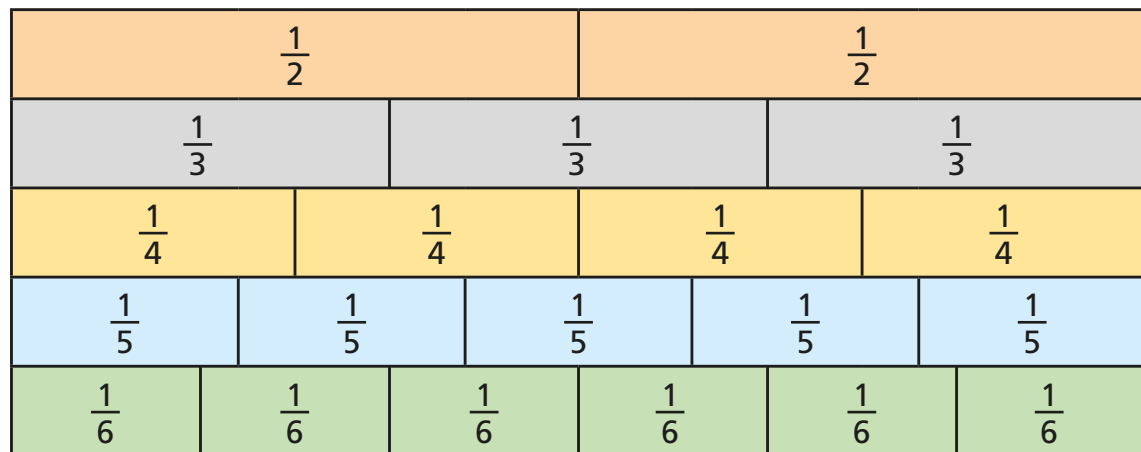
b) Use the fraction wall to complete the equivalent fractions.

$$\frac{1}{3} = \frac{\square}{6} = \frac{3}{\square}$$

$$\frac{\square}{3} = \frac{4}{\square} = \frac{6}{9}$$

$$\frac{3}{\square} = \frac{6}{\square} = \frac{9}{\square} = 1$$

4 Here is a fraction wall.



Is each statement true or false? Tick your answers.

- |   | True                     | False                    |
|---|--------------------------|--------------------------|
| a) $\frac{1}{2}$ is equivalent to $\frac{3}{6}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| b) $\frac{2}{3}$ is equivalent to $\frac{3}{4}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| c) $\frac{2}{4}$ is equivalent to $\frac{3}{6}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| d) $\frac{2}{3}$ is equivalent to $\frac{4}{5}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| e) $\frac{2}{3}$ is equivalent to $\frac{4}{6}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| f) $\frac{3}{5}$ is equivalent to $\frac{4}{6}$ | <input type="checkbox"/> | <input type="checkbox"/> |

Write your own equivalent fractions statements.

Ask a partner to say if they are true or false.



5 Are the statements always, sometimes or never true?

Circle your answer.

Draw a diagram to support your answer.

a) The greater the numerator, the greater the fraction.

always

sometimes

never

b) Fractions equivalent to one half have even numerators.

always

sometimes

never

c) If a fraction is equivalent to one half, the denominator will be double the numerator.

always

sometimes

never

