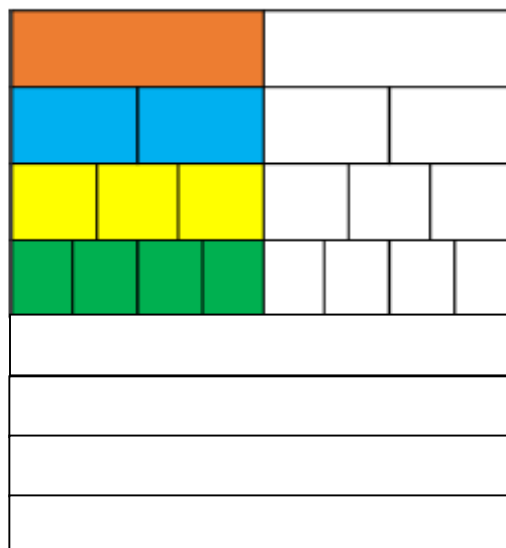


L.O. To revise equivalent fractions.	Square	Hexagon	What I think	What my teacher thinks
Remember to/that:				
The denominator in the number on the bottom of the fraction (the equal part)			☐	☐
The numerator in the number on the top of the fraction (the number of equal parts)			☐	☐
Count the number of equal parts to find the denominator.			☐	☐
Count the number of parts that are being counted to find the numerator (e.g. the shaded parts).			☐	☐
Look for the relationship between the numerator and denominator to determine equivalence.			☐	☐
Do me first; The difference between the sides of one hexagon and the sides of one triangle; The sides of one hexagon divided by the sides of one triangle;				

How many fractions that are equivalent to one half can you see on the fraction wall?



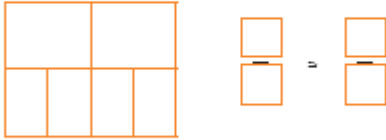
Draw extra rows to show other equivalent fractions.

Now please complete the tasks over the page;

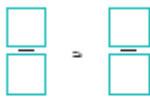
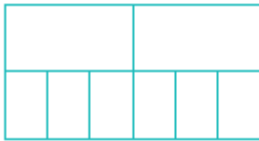
- 1) Label the fractions and identify the equivalents for one half.



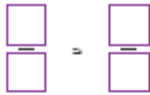
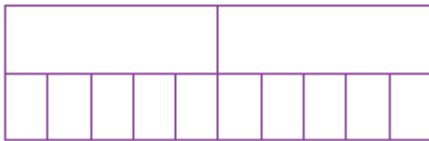
a) One half is equivalent to _____



b) _____ is equivalent to _____



c) _____ is equivalent to _____

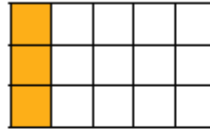


- 2) Is the fraction in the table equivalent to $\frac{2}{4}$?
Complete the table.

Fraction	Is it equivalent to $\frac{2}{4}$? ✓ or ✗
a)	
b)	
c)	

- 3) Hana, Isla and Fabien all had a bar of chocolate the same size. Hana ate two quarters of her bar of chocolate. Isla ate three sixths of her chocolate and Fabien ate five tenths of his chocolate. Who ate the most?

- 1) Match the equivalent fractions.



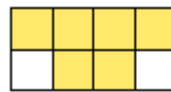
$$\frac{3}{4}$$



$$\frac{5}{10}$$

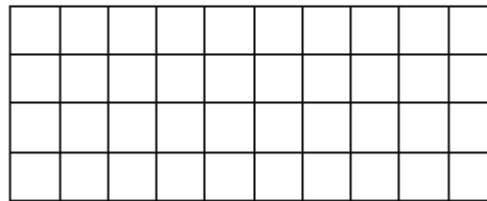


$$\frac{1}{5}$$



$$\frac{6}{9}$$

- 2) Use the shape below to calculate and complete the equivalent fractions.



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

$$\frac{1}{5} = \frac{4}{20}$$

$$\frac{1}{5} = \frac{8}{\square}$$

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

$$\frac{4}{10} = \frac{\square}{20}$$

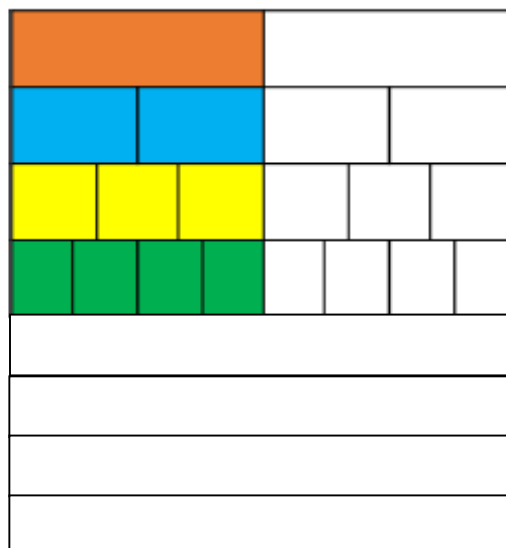
$$\frac{\square}{40} = \frac{4}{10}$$

- 3) Find a path through the maze using your knowledge of equivalent fractions. (Diagonal moves are allowed...)

Start	$\frac{1}{3}$	$\frac{8}{15}$	$\frac{3}{57}$	$\frac{3}{7}$	$\frac{12}{16}$	$\frac{5}{9}$
$\frac{10}{20}$	$\frac{2}{4}$	$\frac{2}{6}$	$\frac{6}{18}$	$\frac{12}{36}$	$\frac{24}{72}$	$\frac{4}{5}$
$\frac{7}{8}$	$\frac{11}{28}$	$\frac{1}{9}$	$\frac{3}{10}$	$\frac{10}{100}$	$\frac{46}{126}$	$\frac{48}{144}$
$\frac{50}{100}$	$\frac{13}{20}$	$\frac{6}{12}$	$\frac{1}{8}$	$\frac{3}{5}$	$\frac{96}{157}$	Finish

L.O. To revise equivalent fractions.	Pentagon	Quadrilateral	What I think	What my teacher thinks
Remember to/that:				
The denominator in the number on the bottom of the fraction (the equal part)			☐	☐
The numerator in the number on the top of the fraction (the number of equal parts)			☐	☐
Count the number of equal parts to find the denominator.			☐	☐
Count the number of parts that are being counted to find the numerator (e.g. the shaded parts).			☐	☐
Look for the relationship between the numerator and denominator to determine equivalence.			☐	☐
Do me first; The difference between the sides of three hexagons and the sides of four triangles; The sides of four hexagons divided by the sides of one triangle;				

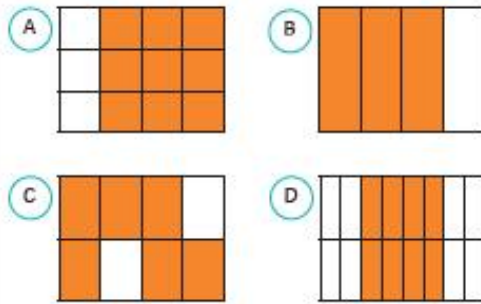
How many fractions that are equivalent to one half can you see on the fraction wall?



Draw extra rows to show other equivalent fractions.

Now please complete the tasks over the page;

1) Which one is the odd one out and why?



2) Is this statement true or false? Prove it and explain your reasoning.

Equivalent fractions always have the same numerator.



3) Pavneet says:

Three sixths is equivalent to four twelfths.



Do you agree or disagree? Explain and prove your answer.

1) Which one is the odd one out and why?



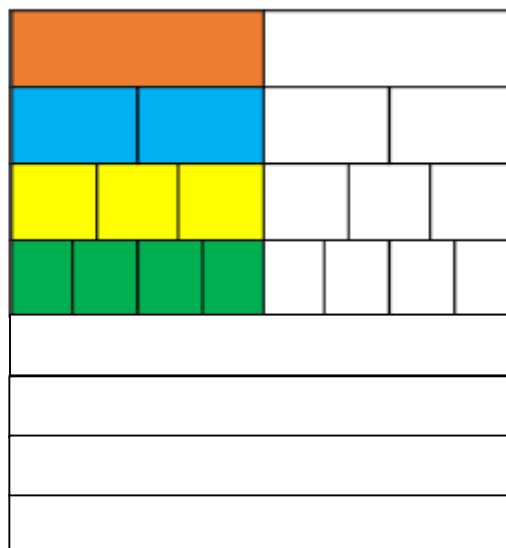
A $\frac{1}{4}$ B $\frac{4}{8}$ C $\frac{5}{20}$ D $\frac{3}{12}$

2) The children have been using multiplication to calculate equivalent fractions for $\frac{1}{6}$. Check their work. Correct and explain their mistakes.



L.O. To revise equivalent fractions.	Triangle	What I think	What my teacher thinks
Remember to/that:			
The denominator in the number on the bottom of the fraction (the equal part)		☐	☐
The numerator in the number on the top of the fraction (the number of equal parts)		☐	☐
Count the number of equal parts to find the denominator.		☐	☐
Count the number of parts that are being counted to find the numerator (e.g. the shaded parts).		☐	☐
Look for the relationship between the numerator and denominator to determine equivalence.		☐	☐
Do me first; The difference between the sides of five hexagons and the sides of six triangles; The sides of five hexagons divided by the sides of three triangles;			

How many fractions that are equivalent to one half can you see on the fraction wall?



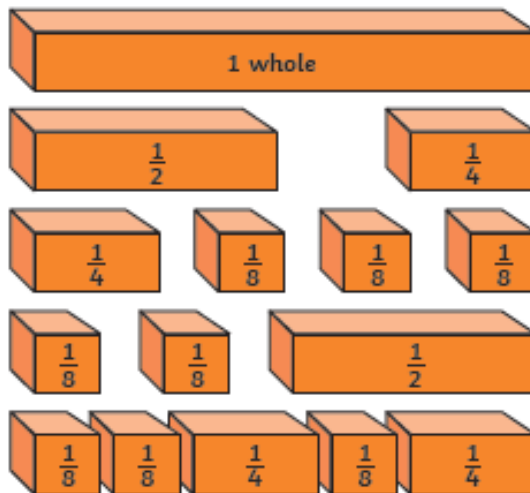
Draw extra rows to show other equivalent fractions.

Now please complete the tasks over the page;

- 1) Mr Humpty and Mrs Humpty want to build their own brick walls but can't share fairly. Every time they divide these bricks between the two of them, one person always has one more brick than the other.



Use your knowledge of equivalent fractions to solve the problem.



- 2) a) Use the digit cards to make fractions that are equivalent to one half. Find 7 possibilities with denominators less than 20.



- b) Explain anything interesting you discovered about the equivalent fractions you found.

- 1) Explore these equivalent fraction number sequences. Predict what comes next and explain the pattern.



a) $\frac{1}{4} = \frac{2}{8} = \frac{4}{16} = \frac{\square}{\square}$

b) $\frac{1}{5} = \frac{10}{50} = \frac{100}{500} = \frac{\square}{\square}$

c) $\frac{1}{2} = \frac{2}{4} = \frac{6}{12} = \frac{24}{48} = \frac{\square}{\square}$

- d) Create your own equivalent fraction number sequence. Can your friend explain the pattern?

- 2) Use your knowledge of equivalent fractions to solve this problem.

3 girls share 2 cakes equally. 6 boys share 4 cakes equally.

Who gets to eat more cake?

Draw a model or

image to support your written explanation.

