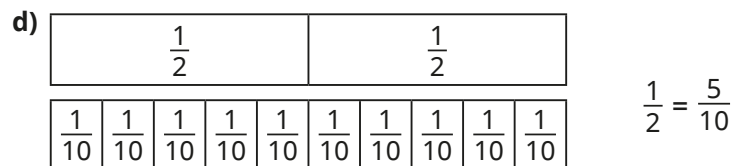
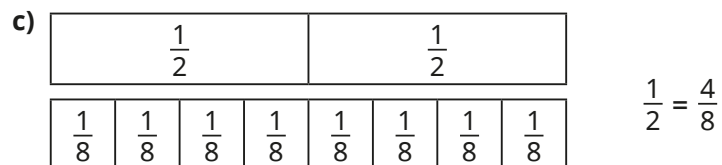
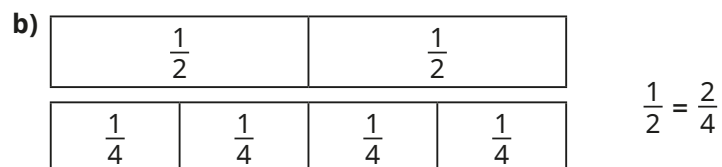
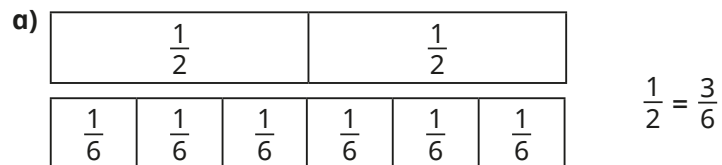
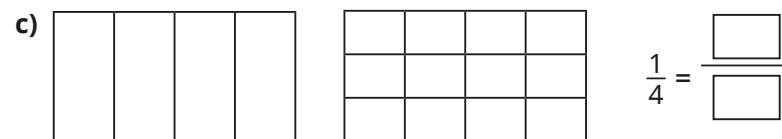
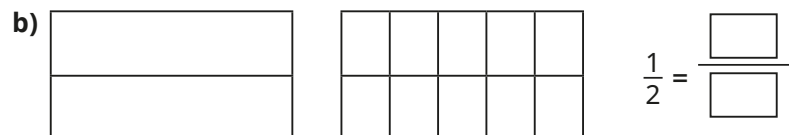
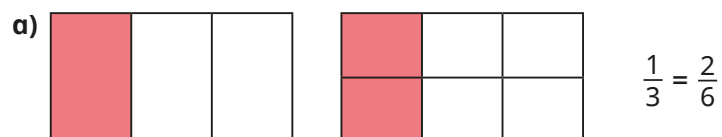


Equivalent fraction families

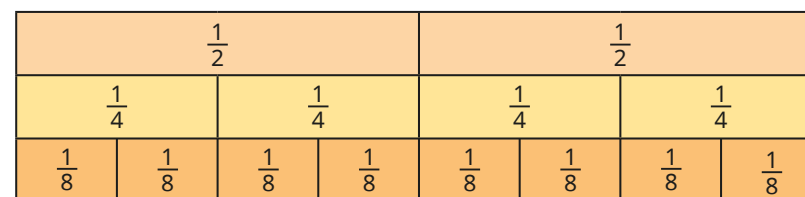
1 Shade the bar models to represent the equivalent fractions.



2 Shade the diagrams to help you complete the equivalent fractions. The first one has been done for you.



3 Use the fraction wall to complete the equivalent fractions.



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

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

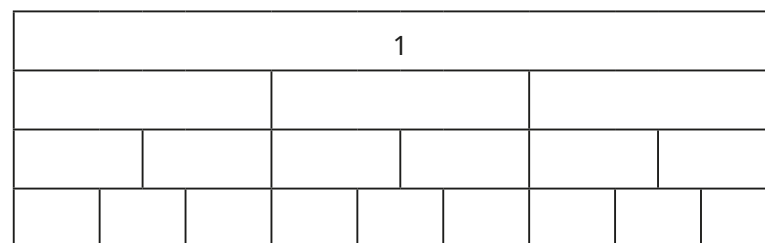
e) $\frac{\boxed{}}{8} = \frac{3}{4}$

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

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

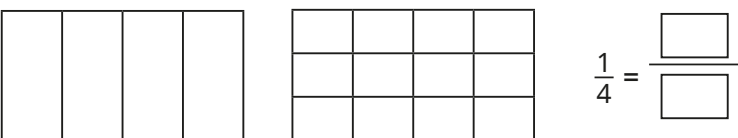
f) $\frac{2}{2} = \frac{\boxed{}}{4} = \frac{\boxed{}}{8}$

4 a) Label the fractions on the fraction wall.

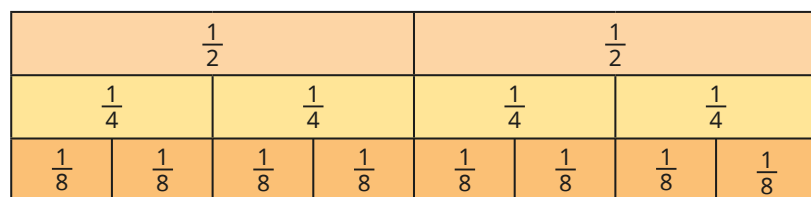


b) Use the fraction wall to complete the equivalent fractions.

$\frac{1}{3} = \frac{\boxed{}}{6} = \frac{3}{\boxed{}}$ $\frac{\boxed{}}{3} = \frac{4}{\boxed{}} = \frac{6}{9}$ $\frac{3}{\boxed{}} = \frac{6}{\boxed{}} = \frac{9}{\boxed{}} = 1$

c) 

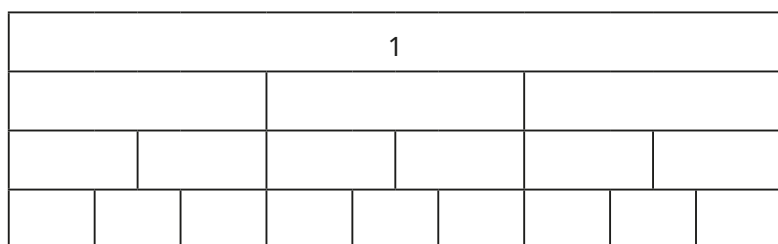
- 3 Use the fraction wall to complete the equivalent fractions.



a) $\frac{1}{2} = \frac{[]}{4}$ c) $\frac{2}{4} = \frac{4}{[]}$ e) $\frac{[]}{8} = \frac{3}{4}$

b) $\frac{1}{2} = \frac{[]}{8}$ d) $\frac{2}{8} = \frac{[]}{4}$ f) $\frac{2}{2} = \frac{[]}{4} = \frac{[]}{8}$

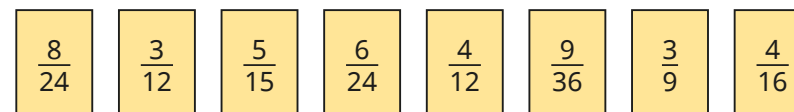
- 4 a) Label the fractions on the fraction wall.



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

$\frac{1}{3} = \frac{[]}{6} = \frac{3}{[]}$ $\frac{[]}{3} = \frac{4}{[]} = \frac{6}{9}$ $\frac{3}{[]} = \frac{6}{[]} = \frac{9}{[]} = 1$

- 5 a) Write the fractions in the correct place on the sorting diagram.



	equivalent to $\frac{1}{3}$	equivalent to $\frac{1}{4}$
odd denominator		
even denominator		

- b) Why are parts of the table empty?

- 6 Are the statements always, sometimes or never true?
Draw a diagram to support your answer.

- a) Fractions equivalent to one half have even numerators.
b) If a fraction is equivalent to one half, the denominator will be double the numerator.

7



To find all the fractions equivalent to a given fraction, you just keep doubling the numerators and denominators.

Do you agree with Tiny?

Talk about it with a partner.