

To be able to use number lines to identify equivalent fractions



Starter:

What's the same? What's different?



Explain your answer.

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Activity 1:

Use the bar models and number lines to identify the equivalent fractions below.

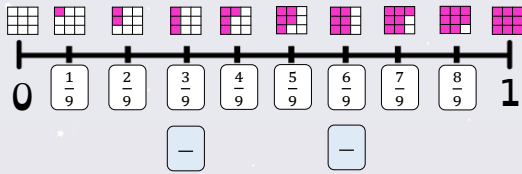


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Activity 2:

Use the area model diagrams and number lines to identify the equivalent fractions below.

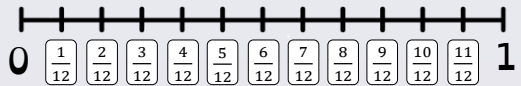


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Activity 3:

Place the equivalent fractions in the correct places on the number line below: $\frac{3}{4}$, $\frac{2}{3}$, $\frac{1}{4}$ and $\frac{1}{2}$.



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Activity 4:

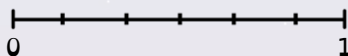
Place each person's fraction on the number line below.

Jamal says, "My fraction is equal to $\frac{1}{2}$ but has the denominator 6."

Ruth says, "My fraction has the denominator 3, and has the numerator 2."

Chen says, "My fraction is equivalent to $\frac{2}{6}$, but has a smaller denominator."

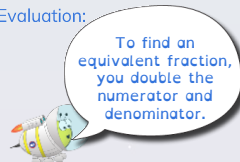
Explain your choices.



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Evaluation:



Is Astrobee's statement always, sometimes or never true. Draw number lines to help explain your answer.