Equivalent Fractions

Content Standards:

- **Recognize** two fractions as equivalent if they are the same size, or the same point on a number line.
- **Recognize** and generate simple equivalent fractions, e.g., \( \frac{1}{2} = \frac{2}{4} \), \( \frac{4}{6} = \frac{2}{3} \). Explain why the fractions are equivalent, e.g., by using a pictorial fraction model.

- ✓ I can describe equivalent fractions.
- ✓ I can recognize simple equivalent fractions.
- ✓ I can compare fractions by their size to determine equivalence.
- ✓ I can use number lines, size, visual fraction models, etc. to find equivalent fractions.

Task: Fractions are equivalent when they name the same part of the whole. Equivalent fractions are different names for the same amount. Follow the directions in each box. Write **equivalent** or **not equivalent** on the line.

1. Color \( \frac{2}{6} \) of the apples red. Color \( \frac{1}{3} \) green. \[ \frac{2}{6} \text{ is } \underline{\text{equivalent}} \text{ to } \frac{1}{3} \]

2. Color \( \frac{1}{2} \) of the flowers pink. Color \( \frac{2}{4} \) yellow. \[ \frac{2}{4} \text{ and } \frac{1}{2} \text{ are } \underline{\text{equivalent}} \]
Color the first shape to show the fraction. Then color the second shape to show it is equivalent. Finish the math sentence by writing the fraction for the second shape.

1. \(\frac{1}{2} = \)
2. \(\frac{1}{3} = \)
3. \(\frac{2}{3} = \)
4. \(\frac{1}{4} = \)

Follow the directions. Then write \(=\) or \(\neq\).

1. Color \(\frac{1}{2}\) of the circle blue.
   Color \(\frac{3}{8}\) of the circle red.
   \(\frac{1}{2} \neq \frac{3}{8}\)

2. Color \(\frac{1}{2}\) of the cones yellow.
   Color \(\frac{1}{4}\) of the cones brown.
   \(\frac{1}{2} = \frac{1}{4}\)

3. Color \(\frac{1}{3}\) orange.
   Color \(\frac{2}{8}\) green.
   \(\frac{1}{3} \neq \frac{2}{8}\)

4. Color \(\frac{1}{4}\) blue.
   Color \(\frac{3}{8}\) red.
   \(\frac{1}{4} = \frac{3}{8}\)

Compare the fraction and place it on the number line. Use <, >, or =

\[\frac{1}{4} \quad \text{oval} \quad \frac{2}{8}\]
Rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>3 - Excellent</th>
<th>2 - Good</th>
<th>1 - Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can describe equivalent fractions</td>
<td>Student correctly states if a fraction is equivalent or not equivalent</td>
<td></td>
<td>Student incorrectly states if a fraction is equivalent or not equivalent</td>
</tr>
<tr>
<td>I can recognize simple equivalent fractions.</td>
<td>Colors in both shapes correctly to represent each fraction and writes the correct equivalent fraction</td>
<td>Colors in only one shape correctly to represent each fraction or writes the incorrect equivalent fraction</td>
<td>Colors both shapes incorrectly to represent each fraction and writes the incorrect equivalent fraction</td>
</tr>
<tr>
<td>I can compare fractions by their size to determine equivalence.</td>
<td>Colors each part of the shape representing the given fractions and uses the correct symbol to determine equivalence</td>
<td>Colors one part of the shape representing the given fractions incorrectly or uses the incorrect symbol to determine equivalence</td>
<td>Both parts of the shape are colored incorrectly not representing the given fractions and uses the incorrect symbol to determine equivalence</td>
</tr>
<tr>
<td>I can use number lines, size, visual fraction models, etc. to find equivalent fractions</td>
<td>Compares the fractions using the appropriate symbol and places them on the number line correctly</td>
<td>Compares the fractions using the wrong symbol or places them on the number line incorrectly</td>
<td>Compares the fractions using the wrong symbol and places them on the number line incorrectly</td>
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</tbody>
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