

Name _____

We will be using items to help us understand *equivalent fractions*

1. Place 4 items in front of you and move all others to the side. Split your 4 items into 2 equal groups. What fraction of the total number of *groups* in front of you does one group represent?
2. What fraction of the total number of *items* in front of you does one group represent?
3. What is the relationship between the fractions you found in questions 1 and 2 above?
4. Now take away one item so you are left with three. Can you split your three items into two equal groups?
5. Place 12 items in front of you. How many different numbers of equal groups can you make out of your 12 items?

6. We have learned that $\frac{1}{2} = \frac{2}{4}$. What patterns do you notice relating $\frac{1}{2}$ to $\frac{2}{4}$?

7. Finish the math sentence:

$$\frac{1}{2} = \frac{\quad}{8}$$

8. Finish the math sentences:

(a) $\frac{1}{3} = \frac{\quad}{6}$

(b) $\frac{2}{5} = \frac{\quad}{15}$

(c) $\frac{1}{4} = \frac{4}{\quad}$

Write a question about fractions that a classmate could answer after today's lesson:

Question:

Answer: