





Steps to success

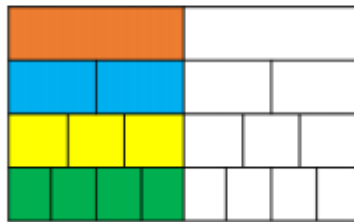
Lockdown work	
Date	10.2.21
Subject/s	Maths
Learning Objective	To understand equivalent fractions.

SA	TA
	

Success Criteria  	I know what the word equivalent means.		
	I understand that fractions can look different but have the same value.		
	I can write equivalent fractions.		
Support	Independently	Support ()	Group work

Pre-task:

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

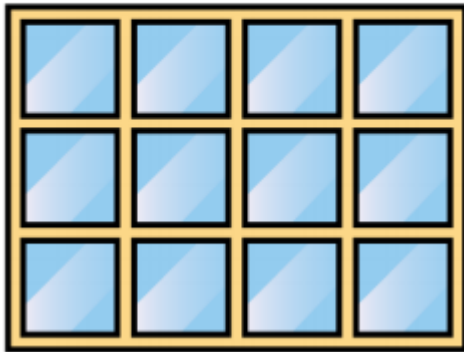


Fluency- get children to write these questions into their books.

1. $\frac{1}{2} = \frac{\square}{8}$	2. $\frac{3}{\square} = \frac{6}{10}$	3. $\frac{3}{4} = \frac{12}{\square}$	4. $\frac{\square}{10} = \frac{1}{2}$
5. $\frac{7}{\square} = \frac{14}{16}$	6. $\frac{2}{3} = \frac{\square}{12}$	7. $\frac{\square}{6} = \frac{4}{24}$	8. $\frac{1}{8} = \frac{2}{\square}$

Problem solving and reasoning:

How many equivalent fractions can you see in this picture?



Eva says,



I know that $\frac{3}{4}$ is equivalent to $\frac{3}{8}$ because the numerators are the same.

Is Eva correct?
Explain why.



Ron has two strips of the same sized paper.

He folds the strips into different sized fractions.

He shades in three equal parts on one strip and six equal parts on the other strip.

The shaded areas are equal.

What fractions could he have folded his strips into?