





Steps to success

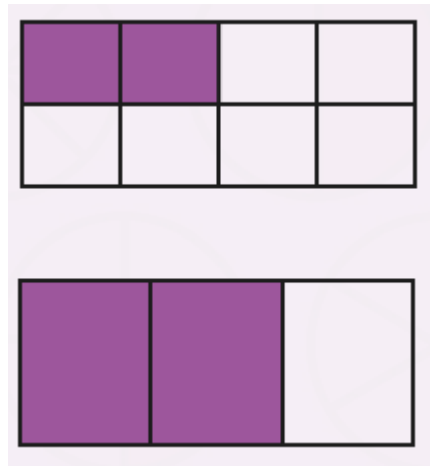
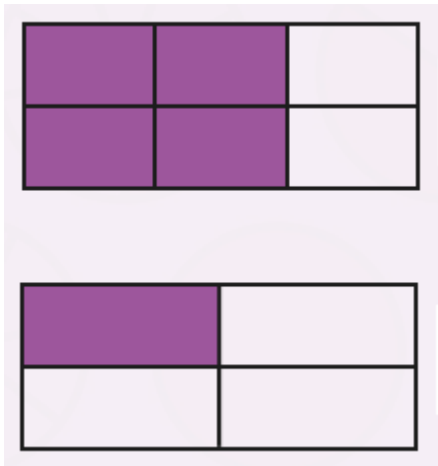
Lockdown work	
Date	8.2.21
Subject/s	Maths
Learning Objective	To understand equivalent fractions.

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 find equivalent fractions.		
Support	Independently Support () Group work		

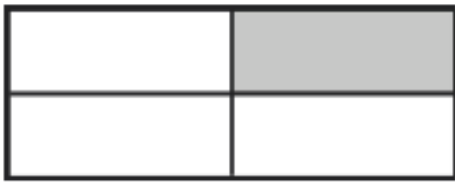
Pre-task:

Write the fraction of each shape that is shaded and draw a line to match each equivalent fraction.



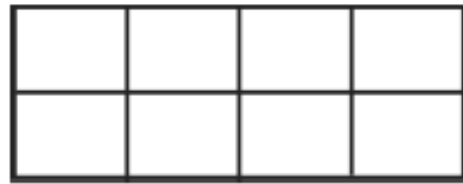
Fluency

Shade the second shape to be equivalent to the first and write the equivalent fractions.



$\frac{1}{4}$

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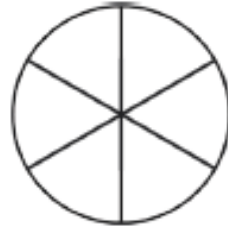


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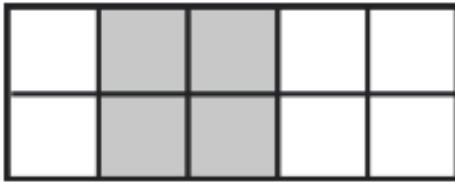


$\frac{2}{3}$

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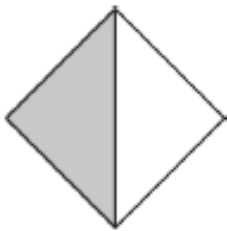


$\frac{4}{10}$

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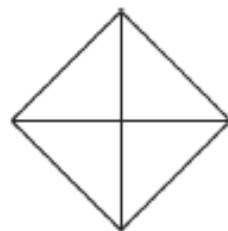


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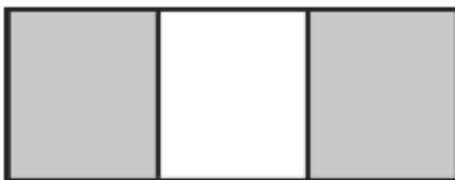


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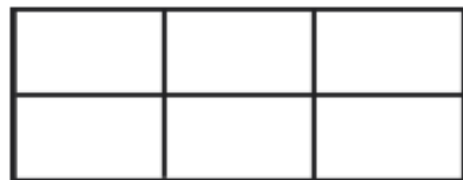


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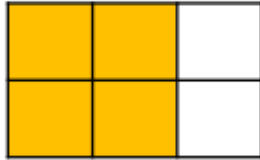


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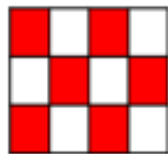
Problem solving and reasoning:



Explain how the diagram shows both $\frac{2}{3}$
and $\frac{4}{6}$



Which is the odd one out? Explain why



Further challenge



Teddy makes this fraction:



Mo says he can make an equivalent fraction with a denominator of 9

Dora disagrees. She says it can't have a denominator of 9 because the denominator would need to be double 3



Who is correct? Who is incorrect?
Explain why.