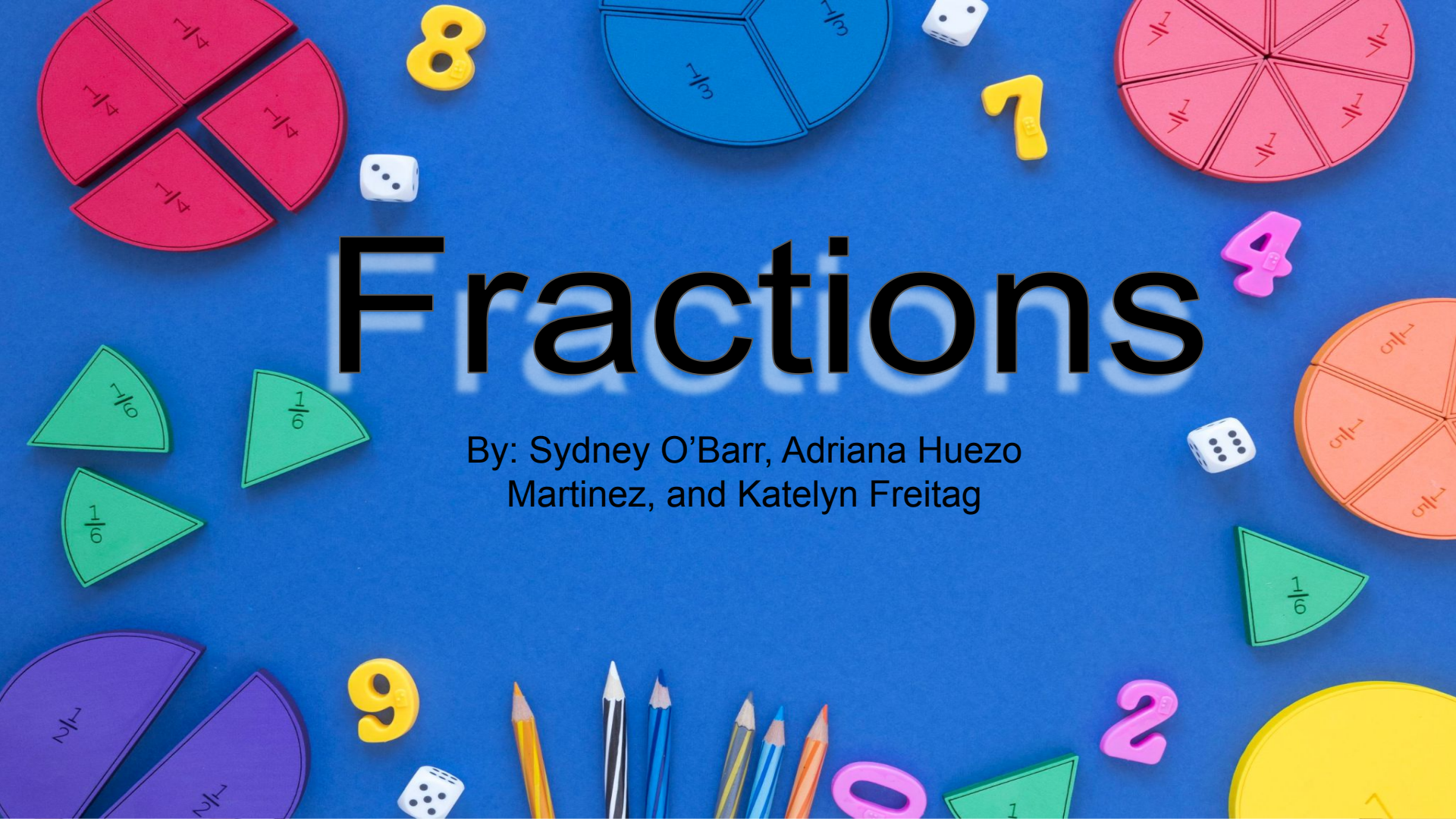


# Fractions

By: Sydney O'Barr, Adriana Huevoz  
Martinez, and Katelyn Freitag



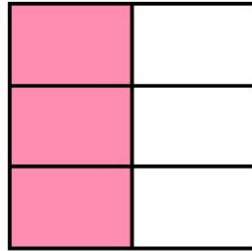


## Objectives - Review

- Show understanding of equivalent fractions and how they relate to each other
- Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with said denominators.

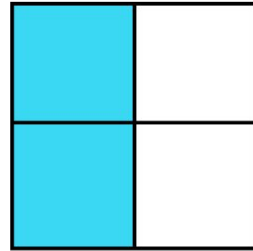
# Simplifying Fractions:

Simplifying fractions helps us make fractions easier to work with by making them have less individual parts to deal with. This is seen in the example below because although  $\frac{3}{6}$  and  $\frac{2}{4}$  mean the same thing as  $\frac{1}{2}$ , it's much easier to visualize, draw, and say  $\frac{1}{2}$ .



$$\frac{3}{6}$$

=



$$\frac{2}{4}$$

=



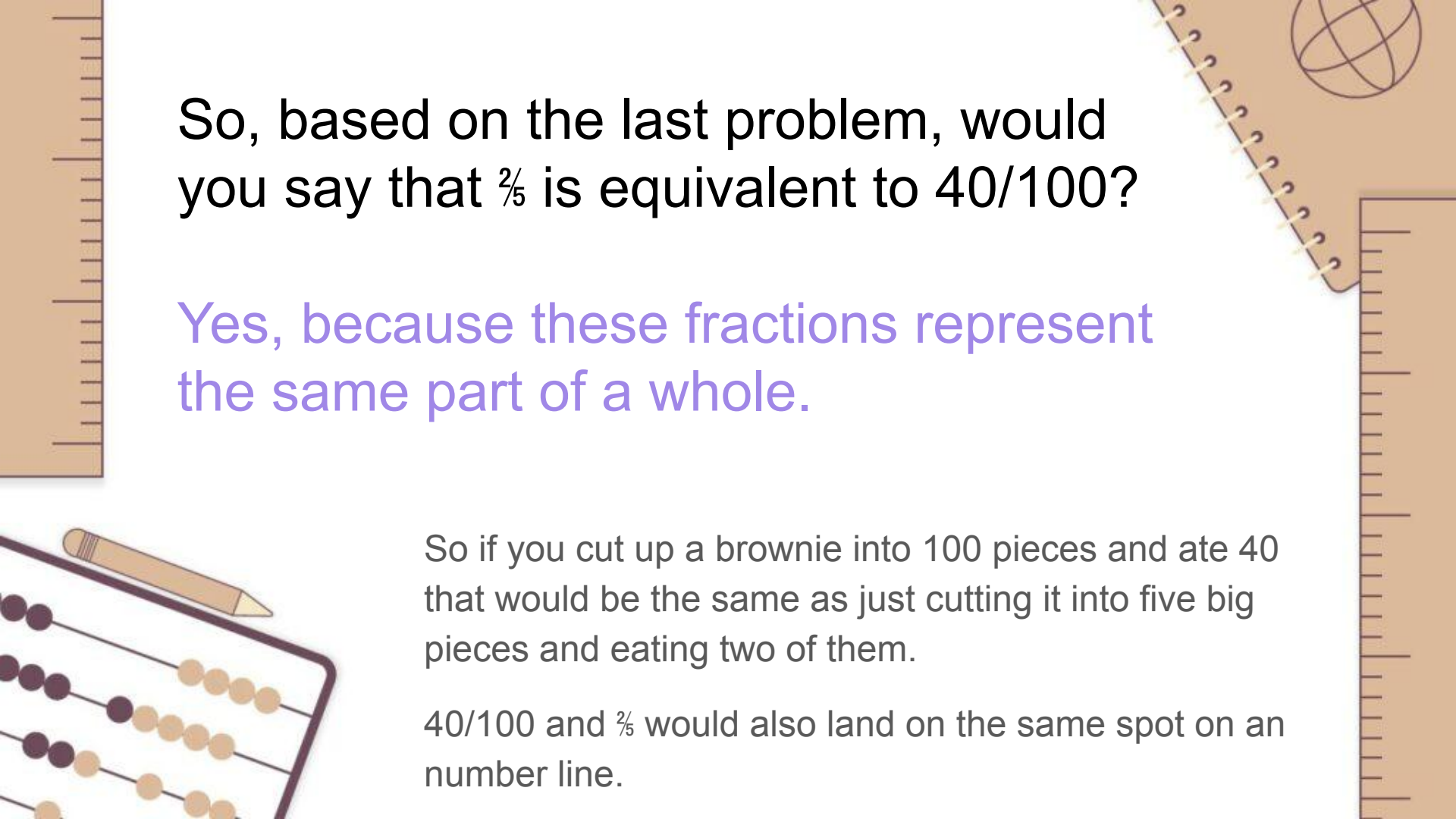
$$\frac{1}{2}$$

## Simplifying Fractions: Problem 1

Reduce  $40/100$  to its simplest form

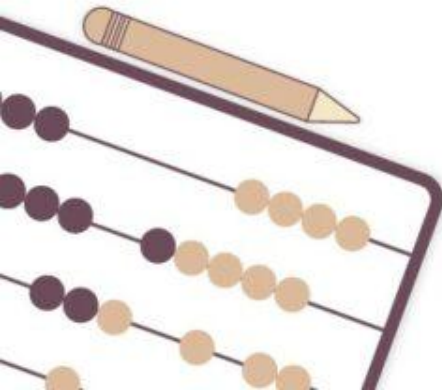
$$= 4/10$$

$$= 2/5$$



So, based on the last problem, would you say that  $\frac{2}{5}$  is equivalent to  $\frac{40}{100}$ ?

Yes, because these fractions represent the same part of a whole.



So if you cut up a brownie into 100 pieces and ate 40 that would be the same as just cutting it into five big pieces and eating two of them.

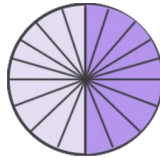
$\frac{40}{100}$  and  $\frac{2}{5}$  would also land on the same spot on a number line.

# Equivalent Fractions

A fraction is equivalent to another if they both represent the same part of a whole.

Here's an example of some fractions equivalent to  $\frac{1}{2}$ :

$\frac{9}{18}$



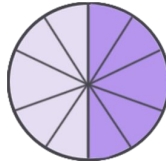
9 out of 18 part

$\frac{6}{12}$



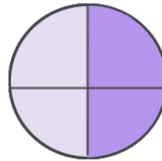
6 out of 12 part

$\frac{5}{10}$



5 out of 10 part

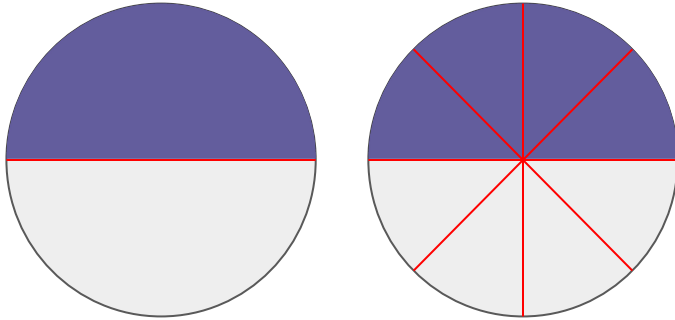
$\frac{2}{4}$



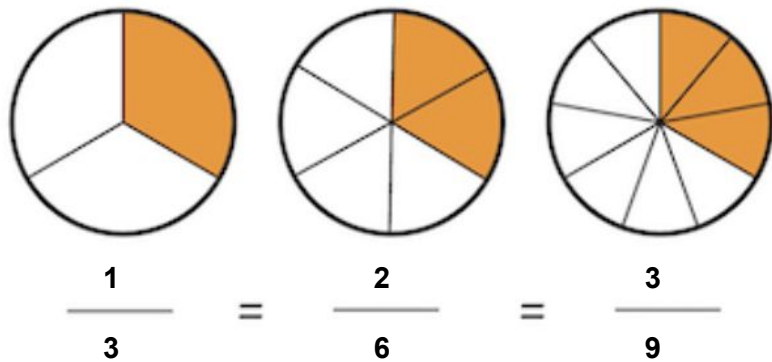
2 out of 4 part

## Problem 2

$\frac{1}{2}$  is equivalent to  $\frac{4}{8}$ . Explain why these are equivalent.

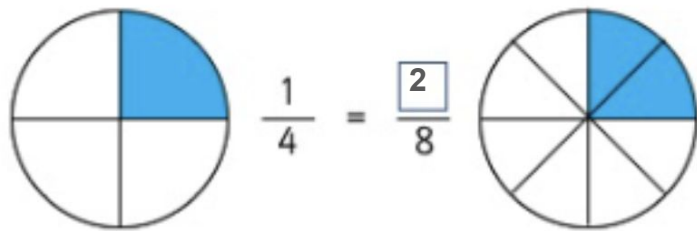


# Problem 3





## Problem 4



## Fractions of different wholes: Problem 5

Beth drank  $\frac{1}{2}$  of a cup of water. Jennifer drank  $\frac{1}{2}$  of her larger water bottle. Who drank more water?

Jennifer, because a cup of water is much smaller than a large water bottle.

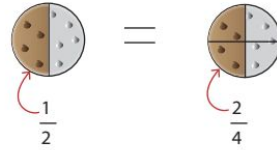


# Worksheet time!

Name \_\_\_\_\_

Date \_\_\_\_\_

## Fractions Practice: Equivalent Fractions

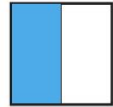


Color the cookie to show the equivalent fraction.  
Write out the fraction each picture shows.

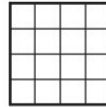


1. \_\_\_\_\_ = \_\_\_\_\_

Color each shape to show an equivalent fraction.  
Write the fraction each shape shows.



=



2. \_\_\_\_\_ = \_\_\_\_\_



=



3. \_\_\_\_\_ = \_\_\_\_\_



=



4. \_\_\_\_\_ = \_\_\_\_\_



# Exit Sheet

You have 10 minutes to complete the exit sheet. If you finish before the time runs out, please try the challenge questions on the back.

Turn in when done!

# Citations

<https://www.canva.com/design/DAGA70dw6Zk/iJxEmclv7DEZPeFoL3bFig/edit>

[https://dese.ade.arkansas.gov/Files/20201211113836\\_Arkansas\\_Mathematics\\_Standards\\_K\\_5.pdf](https://dese.ade.arkansas.gov/Files/20201211113836_Arkansas_Mathematics_Standards_K_5.pdf)

<https://slidesgo.com/theme/fraction-charts-infographics#search-fractions&position-10&results-26&rs=search>

<https://www.education.com/worksheet/article/finding-equivalent-fractions-using-multiplication-and-division/>

<https://docs.google.com/document/d/1Nu2MGtle2bPWaCldqeMnKdzlotksdoLAhXwk42V-9ww/edit>

<https://www.canva.com/design/DAGCoDBMAXQ/ornVu8CZwtvJTPmLbZuDlw/edit>