Equivalent Fractions 1

Information

Common core icons

This icon indicates a slide where the Standards for Mathematical Practice are being developed. Details of these are given in the Notes field.

Slides containing examples of mathematical modeling are marked with this stamp.

This icon indicates an opportunity for discussion or group work.

The **Standards for Mathematical Practice** outlined in the Common Core State Standards for Mathematics describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

These are:

1) Make sense of problems and persevere in solving them.

2) Reason abstractly and quantitatively.

3) Construct viable arguments and critique the reasoning of others.

4) Model with mathematics.

5) Use appropriate tools strategically.

6) Attend to precision.

7) Look for and make use of structure.

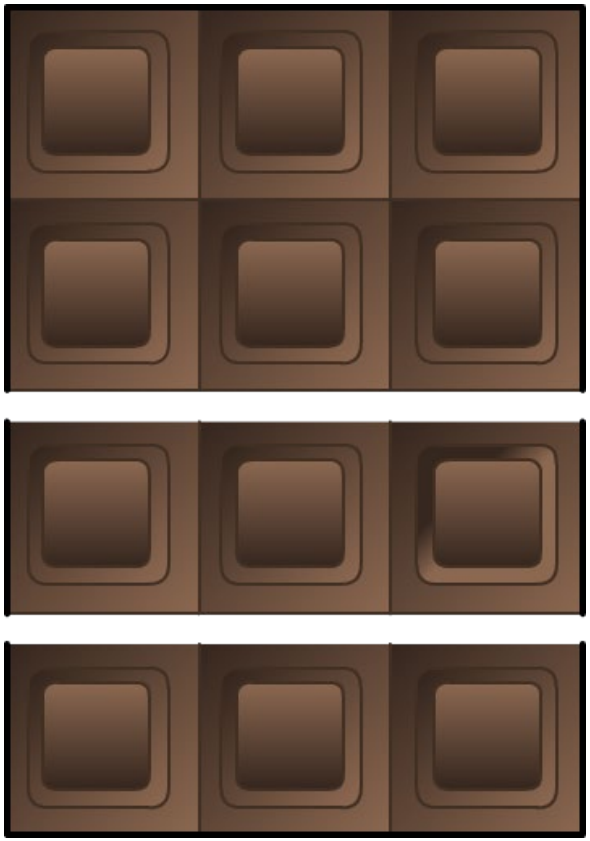
8) Look for and express regularity in repeated reasoning.

This icon indicates that the slide contains activities created in Flash. These activities are not editable.

This icon indicates teacher's notes in the Notes field.

Fair share?

Diego's older brother Julio offers to share a candy bar with him. Julio says he will give Diego $^{2}/_{4}$ of the candy bar, and Julio will take $^{1}/_{2}$.



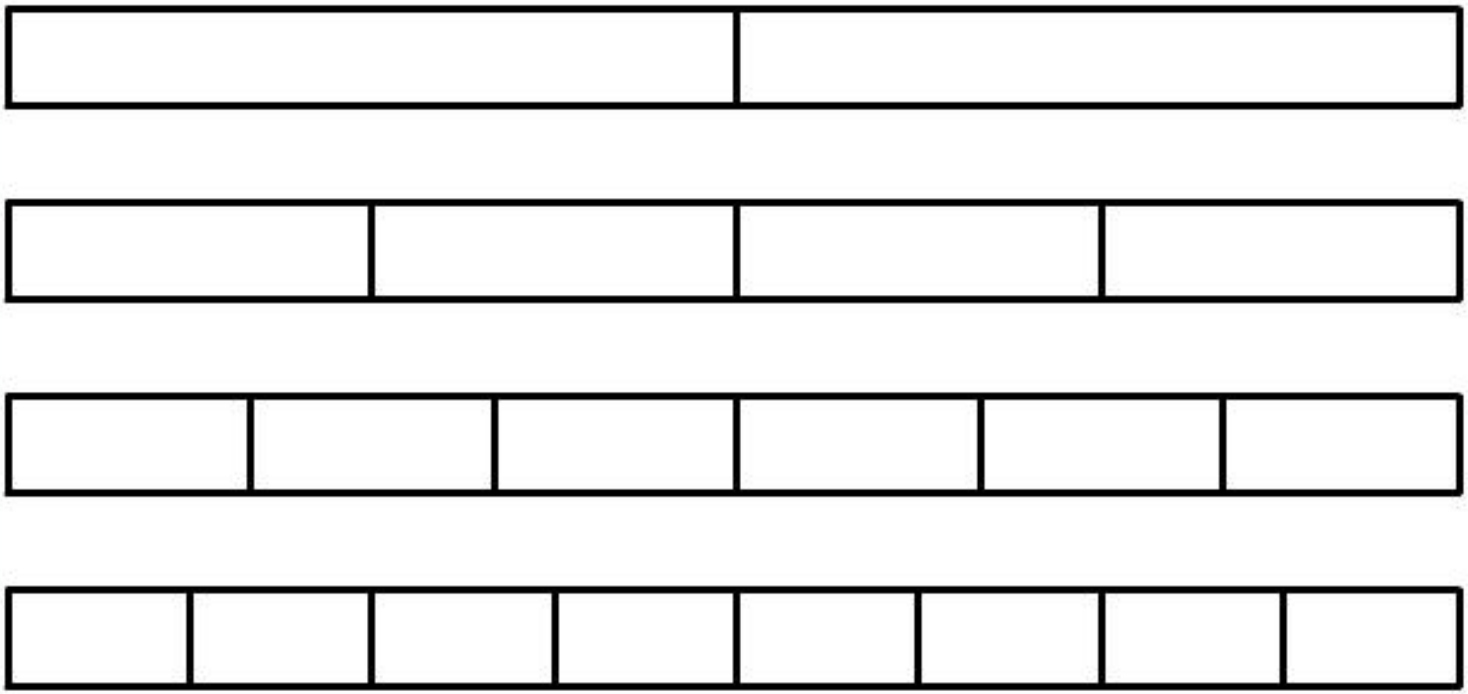
How can Diego tell if Julio divided the candy bar equally?

$^{1}/_{2}$ and $^{2}/_{4}$ are two different ways of saying the same amount. They are called **equivalent fractions** because they are equal.

Equivalent fractions

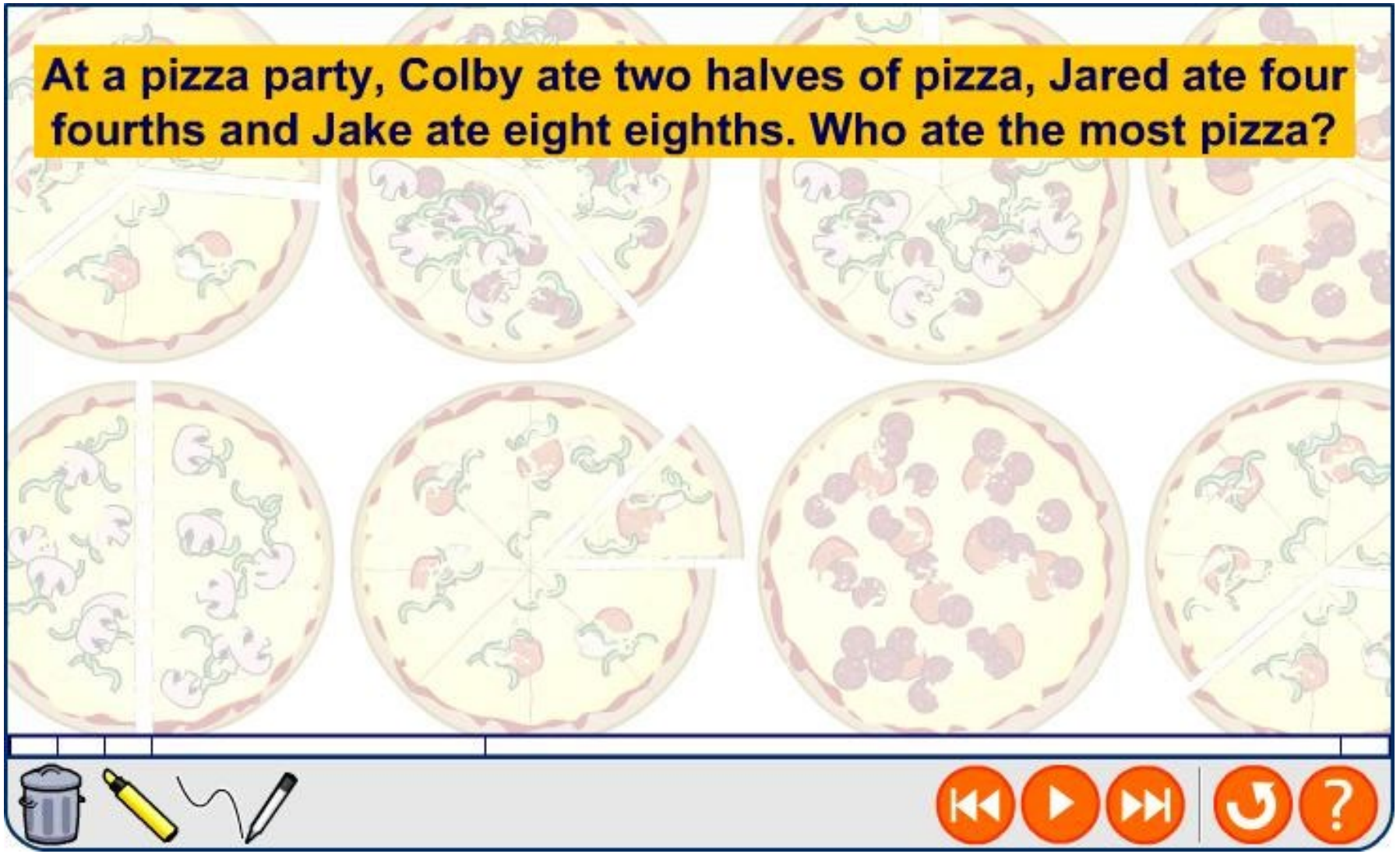
Can you suggest a definition for **equivalent fractions**?

Fraction strips



Make equivalent fractions by pressing the sections.

Pizza party



Whole numbers as fractions

James is growing strawberries on the roof of his building. So far, he has harvested three strawberries. How could you write this number as a fraction?

When we say the number three, we are really saying "three ones." We can write this as the fraction: $\frac{3}{1}$

Remember: the **denominator** of a fraction tells us how many sections the whole has been divided into. The **numerator** tells us how many sections we are talking about.

Any whole number can be written as a fraction by placing the number over a denominator of 1.

Comparing fractions

Some fractions are bigger than others.