

## Activity:

The aim of this activity is for children to practise finding equivalent fractions. There are seven questions to complete. The first four questions allow children to practise the skill, while the next three questions extend them as they have to apply their learning to get the answer.

## Vocabulary:

**Equivalent** means equal in value. For example, equivalent fractions may use different numerators and denominators, but represent the same part of a whole.

The **numerator** and **denominator** are the parts of a fraction. The **numerator** is the number above the line in a fraction and it indicates the number of parts out of the whole there are. The **denominator** is the number below the line in a fraction and it indicates how many equal parts a whole has been divided into.

**Digit cards** refers to a physical resource which can be used to create numbers. The digits 0 to 9 are written on individual cards (or paper) and can be ordered to make different numbers.

## Supporting resources:

You can watch a video tutorial about equivalent fractions on [< > Year 4 > > Maths > > Fractions > > Video Tutorials](https://kids.classroomsecrets.co.uk).

You can watch the answer explanation video which takes children through this activity and ways to answer it on [< > Year 4 Playlist > > Equivalent Fractions 1 Answer Explanation](https://www.youtube.com/user/ClassroomSecretsLtd/playlists).

## Other resources:

If your child enjoyed this activity and wants to try more activities linked to this learning, you can sign up for £4.83 per month on [classroomsecrets.co.uk/membership](https://classroomsecrets.co.uk/membership).

**Check out our daily timetable for Year 4 home learning activities on [< > Home Learning Timetable](https://kids.classroomsecrets.co.uk).**

## Equivalent Fractions 1

1. A.  $\frac{8}{20}$  ; B.  $\frac{2}{5}$

2. A.  $\frac{1}{2}$  and B.  $\frac{4}{8}$  are equivalent; C.  $\frac{5}{8}$  is not equivalent.

3.

The diagram illustrates the process of finding an equivalent fraction. It starts with the fraction  $\frac{1}{8}$  on the left. An equals sign is in the center. To the right is the fraction  $\frac{3}{24}$ . Two blue curved arrows point from the original fraction to the new one: one from the numerator 1 to the numerator 3, and another from the denominator 8 to the denominator 24. Above the equals sign is a box containing 'x 3', and below it is another box containing 'x 3', indicating that both the numerator and denominator are multiplied by 3.

4. Various answers, for example:  $\frac{2}{10}$  , multiply by 2;  $\frac{3}{15}$  , multiply by 3;  $\frac{7}{35}$  , multiply by 7.

5.  $\frac{6}{9}$  ;  $\frac{8}{12}$  ;  $\frac{10}{15}$

6. Various answers, for example:  $\frac{24}{28} = \frac{6}{7} = \frac{12}{14}$

7. Various answers explaining that the numerator and denominator must be multiplied by the same number to find an equivalent fraction, for example: Fraser is incorrect because the numerator and denominator need to be multiplied by 8 to be equivalent, rather than have 8 added.