Primary CCLS: 4.NF.1
Explain why a fraction a/b is equivalent to a fraction (n x a)/(n x b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

Observe the two pairs of shapes representing fractions. For each pair shade in the second shape to make each pair represent equivalent fractions.

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CHALLENGE QUESTIONS

Directions: For each of the following, use the diagrams to create a pair of fractions that are equivalent to the fraction given.

1.) \( \frac{1}{2} \)

2.) \( \frac{3}{4} \)

3.) \( \frac{1}{5} \)

4.) \( \frac{2}{3} \)