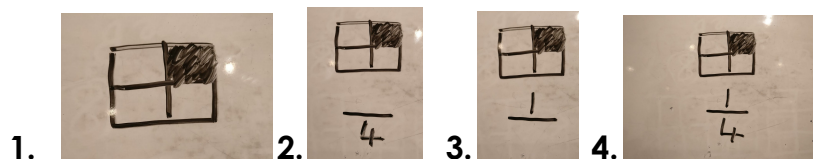


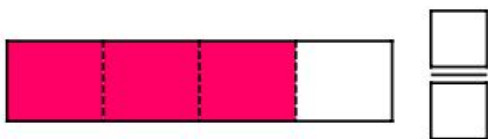
1. Look at your shape
2. Count the total sections (This is your denominator)
3. Count the shaded sections (This is your numerator)
4. Write your fraction

**Model**

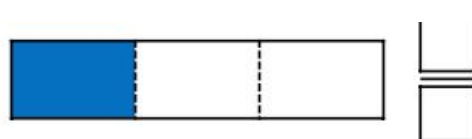


**Now you try... What fraction do these shaded shapes show?**

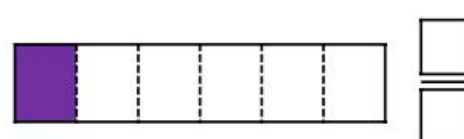
1. **3/4**



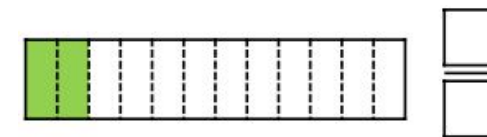
2. **1/3**



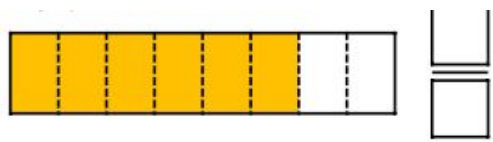
3. **1/6**



4. **2/12**



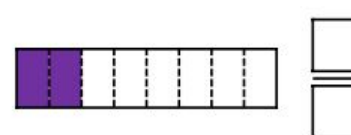
5. **6/8**



6. **1/2**



7. **2/8**



8. **2/4**



**EXT: Are any of these fractions equivalent? Can you write an equivalent fraction for each one?**

Canonbury Home Learning  
**Year 4 Maths**


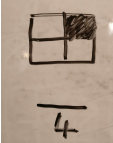

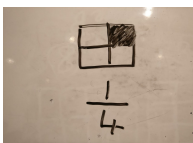
**Lesson 14**

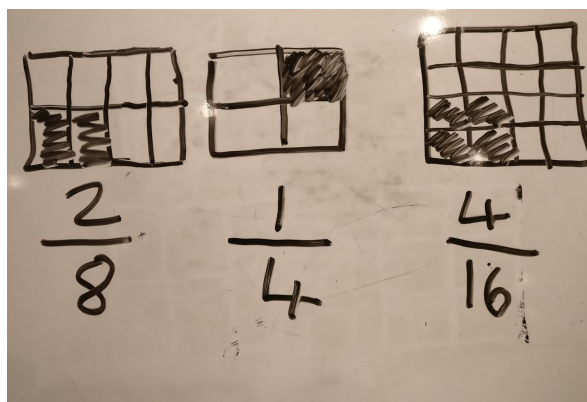
**LO: To find equivalent fractions**

**Success Criteria:**

1. Look at your shape
2. Count the total sections (This is your denominator)
3. Count the shaded sections (This is your numerator)
4. Write your fraction
5. Make an equivalent fraction

**Model:**

1.  2.  3.  4.  5.



$\frac{2}{8}$        $\frac{1}{4}$        $\frac{4}{16}$

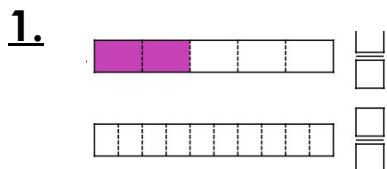


**3** — Numerator  
How many equal parts do you have?

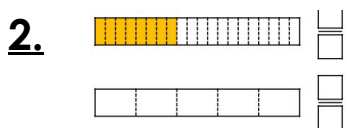
**4** — Denominator  
How many equal parts is the whole divided into?

**Task 1**

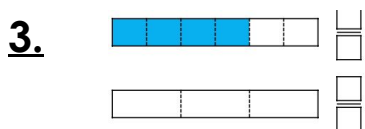
**Practice: Write the fraction, then make one that is equivalent.**



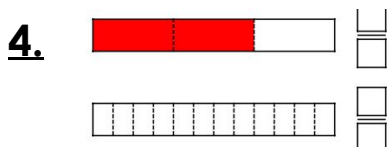
**$\frac{4}{10}$  and  $\frac{4}{10}$**



**$\frac{8}{20}$  and  $\frac{2}{5}$**



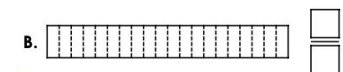
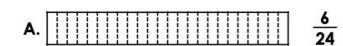
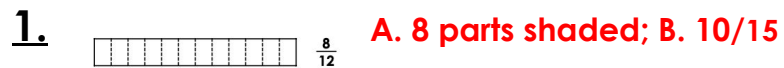
**$\frac{4}{6}$  and  $\frac{2}{3}$**



**$\frac{9}{12}$  and  $\frac{3}{4}$**

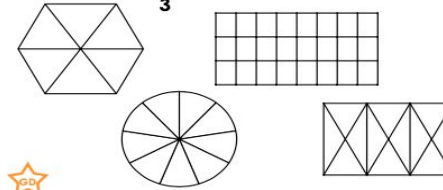
**Task 2**

**Practice: Shade the fractions, then shade the second as an equivalent fraction.**



3.

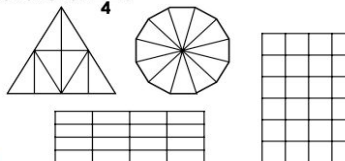
12a. Shade the shapes to find equivalent fractions for  $\frac{2}{3}$ .



**$\frac{4}{6}$  of hexagon;  $\frac{16}{24}$  of rectangle;  $\frac{8}{12}$  of circle;  $\frac{8}{12}$  of rectangle**

4.

12b. Shade the shapes to find equivalent fractions for  $\frac{3}{4}$ .



**$\frac{6}{8}$  of triangle;  $\frac{9}{12}$  of dodecagon;  $\frac{12}{16}$  of rectangle;  $\frac{18}{24}$  of square**

**Task 3**

**Reasoning**

Explain your answers.

**4a. Noah is investigating equivalent fractions. He says,**



$\frac{3}{4}$  is equivalent to  $\frac{10}{12}$ .



**Is he correct? Explain your answer.**

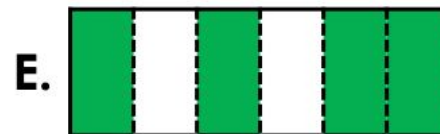
**4a. Noah is not correct because  $\frac{3}{4}$  is equivalent to  $\frac{9}{12}$ , not  $\frac{10}{12}$ .**

**8b. Which of the shaded and written fractions below are equivalent?**



B.  $\frac{8}{12}$

C.  $\frac{4}{10}$



**Explain how you know.**

**8a. False. A and C represent  $\frac{2}{5}$ ; B and E represent  $\frac{2}{3}$ . D is not equivalent to any option.**

### Task 4

#### Problem solving

2. Alfred, the Queen's assistant, has forgotten the code to the safe and the Queen wants her crown! The code is a combination of three equivalent fractions using the numbers 1 to 15. Each number can be used once in a code.

$$\frac{1}{2} = \frac{3}{6} = \frac{4}{8}$$



Explore the possible combinations Alfred could try.

**Various answers, for example: see above.**

Alfred finds a clue to help him crack the code:

The denominators in the code have a common factor of 4. Improper fractions may also have been used.

Investigate what the combination could be now.

**Various answers, for example:  $\frac{5}{4} = \frac{10}{8} = \frac{15}{12}$**