

**Year 4 Maths**


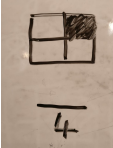

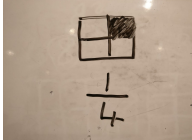
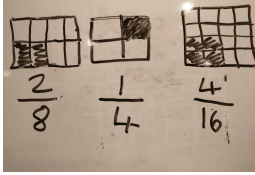
**Steppingstone activity**

**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**

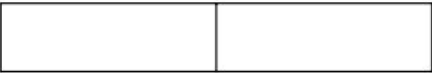

1.  2.  3.  4.  5.   $\frac{2}{8}$     $\frac{1}{4}$     $\frac{4}{16}$



Now you try... Make equivalent fraction of the one below

1.    

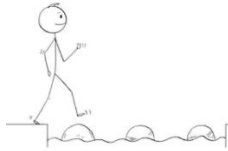
2.    

3.    

4.  

5.  

**EXT: What extra equivalent fractions can you make for number 4 and 5?**



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

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

Canonbury Home Learning  
**Year 4 Maths**




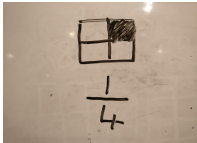
**Lesson 15**

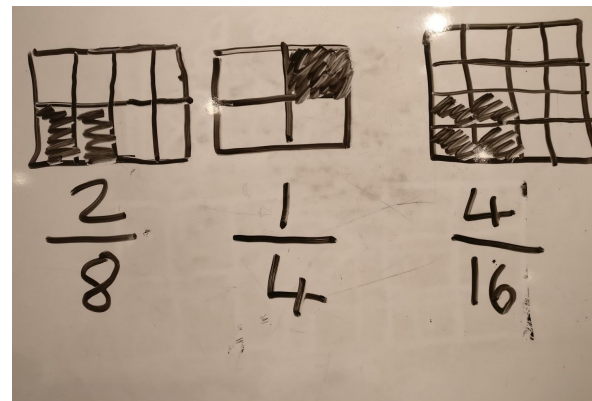
**LO: To find equivalent fractions**

**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.




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

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

**Year 4 Maths Main activity**

Complete at least 2 columns, more if you can!

**Task 1**

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

**1. Complete the diagrams to show equal fractions**

$\frac{1}{4}$

$\frac{1}{8}$



**2. Circle the fractions which are equivalent to**

$\frac{1}{8}$

$\frac{1}{8}$

$$\frac{2}{6} \quad \frac{4}{10} \quad \frac{4}{12} \quad \frac{4}{20} \quad \frac{3}{8} \quad \frac{2}{10}$$

$$\frac{3}{9} \quad \frac{3}{6} \quad \frac{3}{15} \quad \frac{4}{12}$$

**3. Write a fraction which is equivalent to**

$\frac{1}{5}$


$\frac{1}{4}$


I multiplied the numerator by \_\_\_\_ .  
I multiplied the denominator by \_\_\_\_ .

I multiplied the numerator by \_\_\_\_ .  
I multiplied the denominator by \_\_\_\_ .

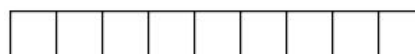
**Task 2**

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

**1. Complete the diagrams to show equal fractions**

$\frac{2}{6}$

$\frac{2}{12}$



**2. Circle the fractions which are equivalent to**

$\frac{4}{28}$

$\frac{3}{27}$

$$\frac{5}{35} \quad \frac{1}{8} \quad \frac{3}{21} \quad \frac{4}{36} \quad \frac{6}{30} \quad \frac{5}{45}$$

$$\frac{6}{30} \quad \frac{2}{14} \quad \frac{2}{18} \quad \frac{2}{26}$$

**3. Write two fractions which are equivalent to**

$\frac{12}{20}$

$\frac{2}{10}$


I multiplied the numerator by \_\_\_\_ .  
I multiplied the denominator by \_\_\_\_ .


I divided the numerator by \_\_\_\_ .  
I divided the denominator by \_\_\_\_ .


I multiplied the numerator by \_\_\_\_ .  
I multiplied the denominator by \_\_\_\_ .


I divided the numerator by \_\_\_\_ .  
I divided the denominator by \_\_\_\_ .

**Task 3****Reasoning**

Explain your answers.

**6a. Fraser is looking at the fractions below.**

$$\frac{1}{4} = \frac{9}{12}$$

The fractions are equivalent because 8 has been added to the numerator and the denominator.



Fraser

Is he correct? Convince me.

**9b. Phoebe is looking at the fractions below.**

$$\frac{9}{12} = \frac{15}{20} = \frac{21}{28}$$

The fractions are all equal because they are equivalent to  $\frac{6}{8}$ .



Phoebe

Is she correct? Convince me.

Task 4

**Problem solving**

1. Emile the Explorer is lost in the forest and needs some help to find her way through the maze. She can move horizontally or vertically to find her way home.



$\frac{2}{3}$	$\frac{12}{18}$	$\frac{8}{12}$	$\frac{6}{9}$	$\frac{14}{21}$	$\frac{48}{60}$	$\frac{32}{48}$	$\frac{6}{7}$
$\frac{4}{5}$	$\frac{24}{30}$	$\frac{36}{45}$	$\frac{16}{20}$	$\frac{4}{6}$	$\frac{18}{27}$	$\frac{16}{24}$	$\frac{10}{15}$
$\frac{6}{9}$	$\frac{32}{40}$	$\frac{12}{15}$	$\frac{40}{50}$	$\frac{28}{35}$	$\frac{8}{10}$	$\frac{44}{55}$	$\frac{20}{25}$
$\frac{5}{9}$	$\frac{40}{42}$	$\frac{55}{66}$	$\frac{30}{36}$	$\frac{11}{15}$	$\frac{15}{18}$	$\frac{50}{60}$	$\frac{35}{42}$
$\frac{5}{6}$	$\frac{20}{24}$	$\frac{14}{18}$	$\frac{10}{12}$	$\frac{45}{54}$	$\frac{25}{30}$	$\frac{8}{10}$	$\frac{3}{4}$

H  
o  
m  
e

Explore the different routes that Ellie can take to find her way home, by following the path of equivalent fractions.