Year 4 Maths   02-02-21

LO: I can use multiplication relationships to find equivalent fractions.

Parent Notes: Children continue to understand equivalence through diagrams. They move onto using proportional reasoning to find equivalent fractions. Attention should be drawn to the method of multiplying the numerators and denominators by the same number to ensure that fractions are equivalent.

Key Questions:
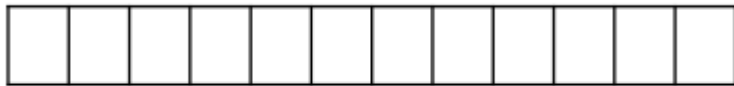
What relationships can you see between the fractions?

If I multiply the numerator by a number, what do I have to do to the denominator to keep it equivalent? Is this always true?

Can you see any relationships between the numerator and denominator?

Varied Fluency Questions:

1.

Using the diagram, complete the equivalent fractions.

$$\frac{1}{4} = \frac{\square}{12} \qquad \frac{1}{\square} = \frac{6}{12} \qquad \frac{2}{3} = \frac{\square}{12} \qquad \frac{5}{12} = \frac{\square}{24}$$

2.

Using the diagram, complete the equivalent fractions.

$$\frac{1}{3} = \frac{\square}{6} = \frac{\square}{12} = \frac{\square}{24}$$

3.

Complete:

$$\frac{1}{4} = \frac{2}{\square} = \frac{\square}{12} = \frac{4}{\square} = \frac{\square}{100} = \frac{\square}{500}$$

4.

Tommy is finding equivalent fractions.

$$\frac{3}{4} = \frac{5}{6} = \frac{7}{8} = \frac{9}{10}$$
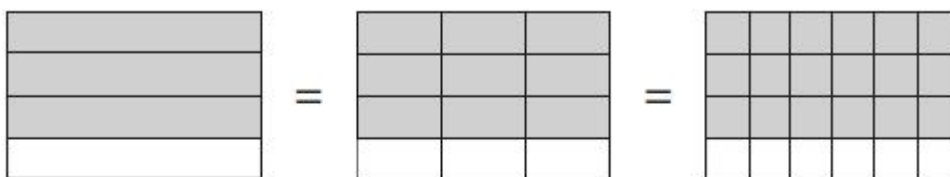
He says,

> I did the same thing to the numerator and the denominator so my fractions are equivalent.

Do you agree with Tommy?

Explain your answer.

5.

These diagrams show three equivalent fractions.

Write the missing values.

$$\frac{3}{4} = \frac{9}{\Box} = \frac{\Box}{24}$$