



- 1) a) One half is equivalent to *two quarters*. $\frac{1}{2} = \frac{2}{4}$
- 1) b) *One half* is equivalent to *three sixths*. $\frac{1}{2} = \frac{3}{6}$
- 1) c) *One half* is equivalent to *five tenths*. $\frac{1}{2} = \frac{5}{10}$

2)

Fraction	Is it equivalent to $\frac{2}{4}$? ✓ or ✗
	✓
	✓
	✓

3) They have all eaten the same amount of chocolate because $\frac{2}{4}$, $\frac{3}{6}$ and $\frac{5}{10}$ are all equivalent to one half.

1) A shows $\frac{9}{12}$, B shows $\frac{3}{4}$ and C shows $\frac{6}{8}$. All of these fractions are equivalent to $\frac{3}{4}$. D is the odd one out because it shows $\frac{8}{16}$ which is equivalent to $\frac{2}{4}$ or $\frac{1}{2}$.



2) False because as the denominator increases the size of the parts decreases so more are needed to make the fraction equivalent.

Children may draw fraction images to prove that the numerator changes when identifying equivalent fractions.

3) Children should draw a bar model or an other fraction image to show the relationship between sixths and twelfths. They should say they disagree and explain that four twelfths are smaller than three sixths so they are not equivalent.

1) Mr and Mrs Humpty can have the same amount of wall each but not the same number of bricks. If you sort the bricks into the fraction types and put them together, you can make 4 wholes. The bricks should be divided so that Mr Humpty and Mrs Humpty both have the equivalent of two wholes each. For example, Mrs Humpty could have 1 whole and 2 halves and Mr Humpty could have 4 quarters and 8 eighths.



2) a) $\frac{2}{4}$ $\frac{3}{6}$ $\frac{4}{8}$ $\frac{5}{10}$ $\frac{6}{12}$ $\frac{7}{14}$ $\frac{8}{16}$

b) Children may discover that the numerator is half the denominator. If they have worked systematically, they may notice that as the numerator increased by 1, the denominator increased by 2.