In Class Practice

Name_____

Grade 04, Unit 05, Lesson 10: Generating equivalent fractions with multiplication and division.

Fill in the missing spaces in the table below, and specify whether the statement is true or false. If the statement is false, explain why it is false and how it can be changed to make it true.

Fraction	Equivalent Fraction	Process	Analyze the process: Is it true or false?
$\frac{3}{4}$	$\frac{\quad}{12}$	If you cut each piece into 3 pieces, the number of pieces in the numerator and denominator will be 3 times as many.	
$\frac{6}{8}$	$\frac{\quad}{4}$	When you subtract 4 from the denominator and 4 from the numerator, the fraction will be equivalent.	
$\frac{18}{12}$	$\frac{\quad}{6}$	If you combine 2 twelfths to make sixths, you divide the numerator and denominator by 6.	
$\frac{8}{3}$	$\frac{\quad}{12}$	You can multiply the numerator and denominator by 4 to generate an equivalent fraction.	
$\frac{40}{100}$	$\frac{\quad}{5}$	You can subtract 95 from the denominator and 38 from the numerator to generate an equivalent fraction.	

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Sort the following fraction pairs as equivalent or not equivalent. Justify why each fraction pair is equivalent or not equivalent.

$\frac{2}{3}$	$\frac{11}{12}$	$\frac{20}{100}$	$\frac{1}{5}$	$\frac{6}{8}$	$\frac{3}{4}$	$\frac{12}{8}$	$\frac{8}{4}$	$\frac{30}{10}$	$\frac{25}{5}$

Equivalent	Not Equivalent	Justification

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For the table below, fill in the missing columns and explain how you generated the equivalent fraction.

Fraction	Equivalent Fraction	Explanation
$\frac{10}{8}$		
$\frac{3}{2}$		
$\frac{2}{5}$		
$\frac{60}{100}$		
$\frac{3}{4}$		

1. Ms. Romero asked the students to generate an equivalent fraction for $\frac{6}{10}$. Gwen says $\frac{3}{5}$ is an equivalent fraction. Daniel says $\frac{60}{100}$ is an equivalent fraction. Who is correct and why?

2. Mr. Lee listed $\frac{6}{8}$, $\frac{3}{4}$, and $\frac{10}{12}$ on the board and said that they are all equivalent fractions. Do you agree or disagree with Mr. Lee? Why?

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