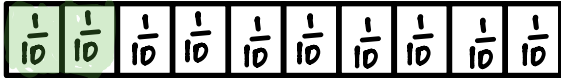


Name _____

Date _____

1. Use the tape diagram to model equivalent fractions. Fill in the blanks and answer the following questions.



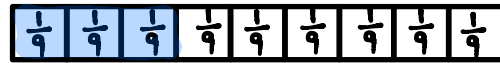
2 tenths is equal to 1 fifths.

$$\frac{2}{10} = \frac{1}{5}$$

The whole stays the same.

What happened to the size of the equal parts when there were less equal parts?

When there are fewer parts, the parts are bigger.



1 third is equal to 3 ninths.

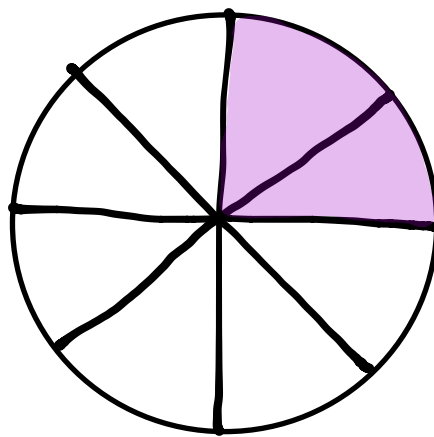
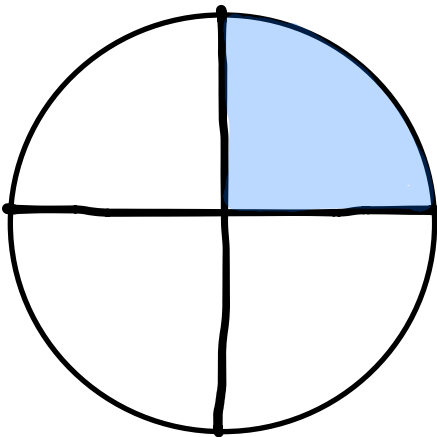
$$\frac{1}{3} = \frac{3}{9}$$

The whole stays the same.

What happened to the size of the equal parts when there were more equal parts?

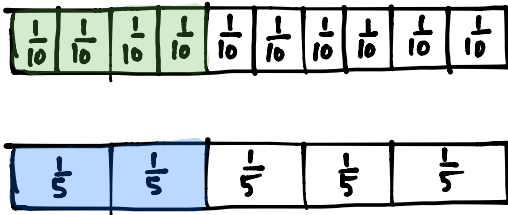
When there are more parts, the parts get smaller.

2. 8 students want to share 2 pizzas that are the same size, represented by the 2 circles below. They notice that the first pizza is cut into 4 equal slices, and the second is cut into 8 equal slices. How can the 8 students share the pizzas equally, without breaking any of the pieces?



Each student would get the equivalent of 1/4 (or 2/8) of a pizza. 4 students would each get 1/4 and the other 4 would each get 2/8.

3. When the whole is the same, why does it take 4 copies of 1 tenth to show 2 copies of 1 fifth? Draw a model to support your answer.

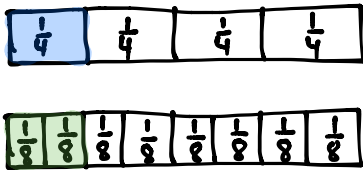


The drawing shows that

$$\frac{4}{10} = \frac{2}{5}$$

Each fifth is equivalent to two tenths.

4. When the whole is the same, how many eighths does it take to make 1 fourth? Draw a model to support your answer.

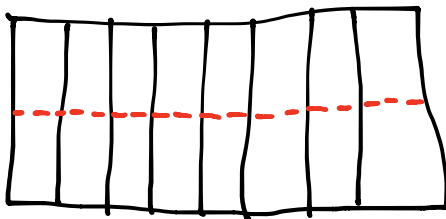


The model shows that it takes 2 eighths to equal 1 fourth.

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

5. Mr. Pham cuts a cake into 8 equal slices. Then he cuts every slice in half. How many of the small slices does he have? Use words and numbers to explain your answer.

Note: Does a cake have to be a circle? NO! Let students use any shape they prefer.



The model shows a cake with 8 slices. The red dotted line cuts every slice in half, creating 16 small slices.