

## Creating Equivalent Fractions

**Common Core Standard 4.NF.2** Explain why a fraction  $\frac{a}{b}$  is equivalent to fraction  $\frac{c}{d}$  by using visual models to represent the fraction and size of parts. Different from **Standard 4.NF.1** because the models are the same size. The idea principle is to explain and generate equivalent fractions.

**Objective:** The student will create equivalent fractions using fraction wheels.  
**Materials:** Fraction wheel, black line marker, markers or crayons, ruler (optional)

**Essential Question:** How does the denominator determine if a fraction is equivalent to another fraction?

### Modeling for Teacher

Using the fraction wheel that is divided into halves to model how to divide the fractions.



Divide and shade half of the fraction wheel and name the fraction  $\frac{1}{2}$ . Using the same fraction wheel from the teacher's model create a fraction that is equivalent to  $\frac{1}{2}$  by dividing the fraction wheel into fourths.

