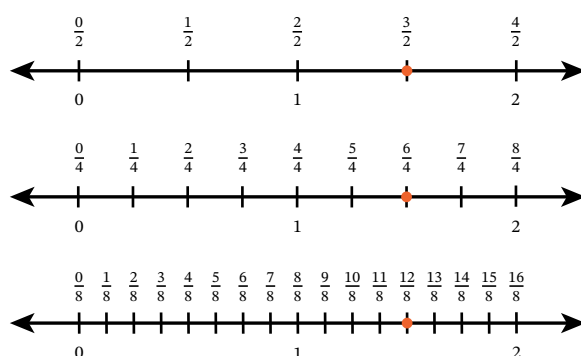


FAMILY MATH

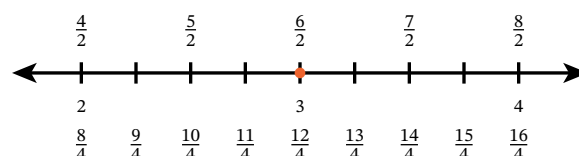
Equivalent Fractions

Dear Family,

Your student is learning to identify pairs of equivalent fractions greater than 1, building on their previous work identifying fractions equivalent to whole numbers. They use separate number lines for each fractional unit, and then they learn to merge the different fractional units into one number line. Students see that number lines do not have to start at 0 and that they can show different intervals. They write whole numbers as fractions with 1 in the denominator and label them on the number line. Students use their understanding of fractions to create a ruler with 1-inch, half-inch, and quarter-inch intervals.

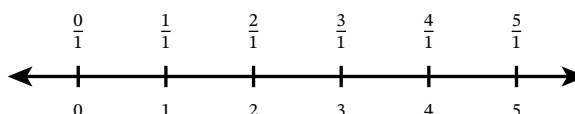


$\frac{3}{2}$, $\frac{6}{4}$, and $\frac{12}{8}$ are equivalent because they all represent the same point on the number line. They have the same location.



Students write multiple units, including whole numbers, on the same number line.

$\frac{9}{4}$, 3, and $\frac{8}{2}$ are on the same number line.
 $\frac{6}{2}$, 3, and $\frac{12}{4}$ are all equivalent.

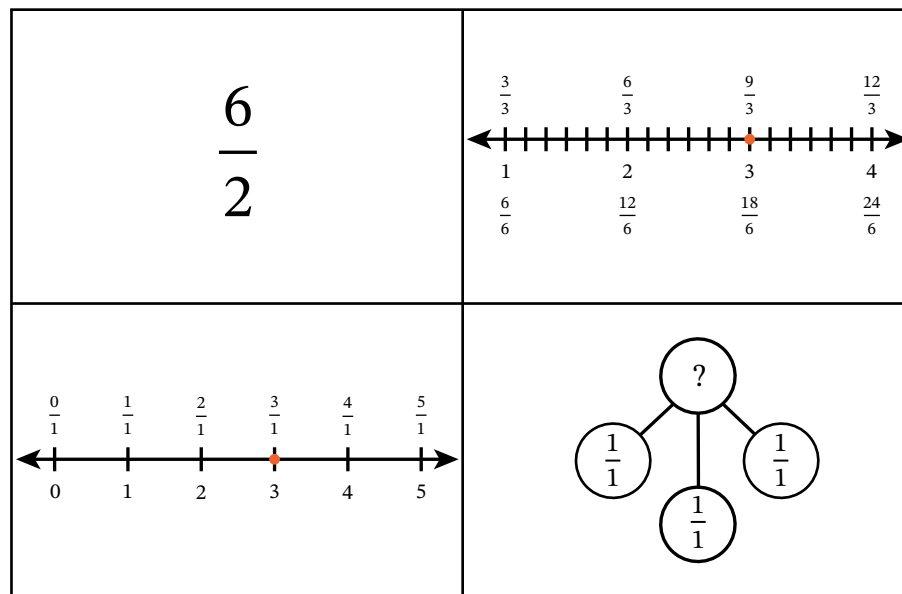


Students name whole numbers in fraction form with 1 whole as the fractional unit.

At-Home Activity

Which One Doesn't Belong?

Look at the four images with your student and ask, “Which one of these doesn’t belong with the others? Why?” Listen to your student’s responses and add your own thoughts, too! There are many correct answers. Challenge your student to clearly explain their thinking.



Sample responses might be,

- “ $\frac{6}{2}$ doesn’t belong because it is just a number without a model, like a number line or number bond.”
- “The number bond doesn’t belong because all the units are 1.”