

## KEY CONCEPT OVERVIEW

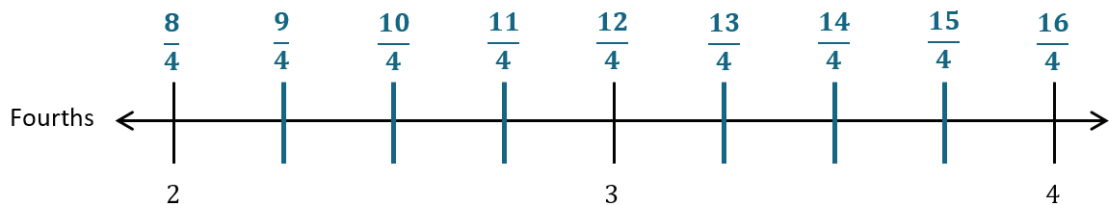
In Lessons 20 through 27, students learn to recognize and create **equivalent fractions**, including fractions that are greater than 1 whole (e.g.,  $\frac{5}{4} = \frac{10}{8}$ ). They also continue to write whole numbers as fractions.

You can expect to see homework that asks your child to do the following:

- Use drawings and number lines to determine whether two fractional amounts are equivalent.
- Complete written fractions to make equivalent statements (e.g.,  $\frac{1}{2} = \frac{2}{4}$ ).
- Write equivalent fractions on a number line, including fractions equal to whole numbers (e.g.,  $1 = \frac{4}{4}$ ).
- Relate number bonds to number lines to show fractional units.

## SAMPLE PROBLEM (From Lesson 26)

Partition the number line to show the fractional units. Then draw number bonds, using copies of 1 whole for the circled whole numbers.



$$2 = \underline{8} \text{ fourths}$$

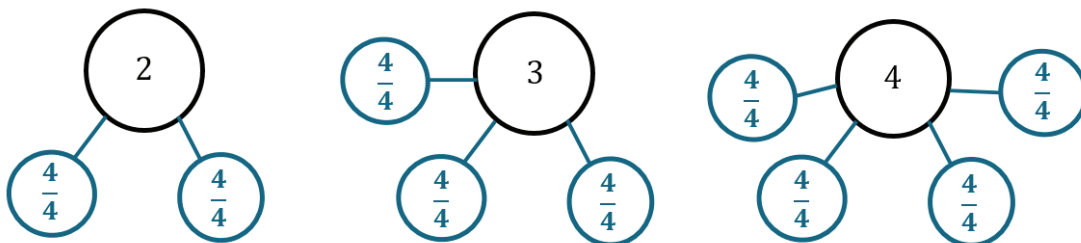
$$3 = \underline{12} \text{ fourths}$$

$$4 = \underline{16} \text{ fourths}$$

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

$$3 = \frac{12}{4}$$

$$4 = \frac{16}{4}$$

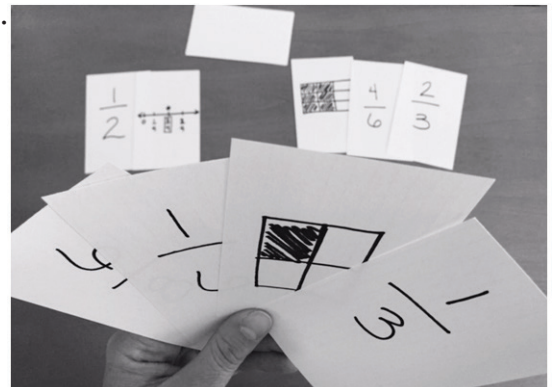


Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at [GreatMinds.org](http://GreatMinds.org).

**HOW YOU CAN HELP AT HOME**

Play the Equivalent Fractions Go Fish game with your child.

1. Make a set of 40 to 60 fraction cards by using index cards or construction paper and a marker. For every fraction card you make, make at least one other card showing an equivalent fraction. You can draw pictures to represent fractions, write fractions in number form, write fractions on a number line, or choose another representation.
2. Mix the cards and deal 6 to each player. Place the rest facedown in a stack between the players as the draw pile.
3. Players examine their cards, keeping them hidden, to see if any make an equivalent match. For example, a card with  $\frac{1}{2}$  written on it and another card showing a square divided into four equal parts with two of them shaded is a match. Players lay their matching pairs face up in front of them for everyone to see.
4. Using fractional language, players take turns asking each other for matching cards. For example, if you want to match a card that represents  $\frac{1}{3}$ , you say, “Do you have any one-thirds?” If the player you ask has a card matching the fraction you request, he must hand it over, and you lay down the match. You then take another turn, continuing until you do not find a match. If the player you ask does not have a card matching the requested fraction, he says, “Go fish!” You must take one card from the top of the draw pile. If you can make a match with the new card, you lay down the match and take another turn. If not, you keep the new card in your hand. Play then goes to the next person.
5. The first player to match all of the cards in her hand wins the game!

**TERMS**

**Equivalent fractions:** Fractions that have the same value (e.g.,  $\frac{1}{2} = \frac{2}{4} = \frac{3}{6}$ ).