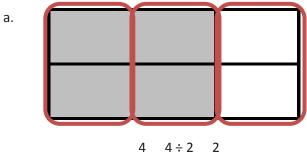
Name \_\_\_\_\_

с.

Date \_\_\_\_\_

Each rectangle represents 1.

1. Compose the shaded fraction into larger fractional units. Express the equivalent fractions in a number sentence using division. The first one has been done for you.



4	4÷2	2
6	6÷2	= 3

b.		

d.		



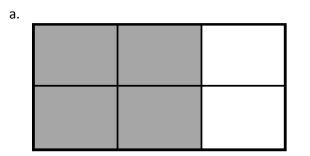
Lesson 10:

Use the area model and division to show the equivalence of two fractions



2. Compose the shaded fractions into larger fractional units. Express the equivalent fractions in a number sentence using division.

b.




- 3. Draw an area model to represent each number sentence below.
  - a.  $\frac{4}{10} = \frac{4 \div 2}{10 \div 2} = \frac{2}{5}$  b.  $\frac{6}{9} = \frac{6 \div 3}{9 \div 3} = \frac{2}{3}$



Use the area model and division to show the equivalence of two fractions



4. Use division to rename each fraction given below. Draw a model if that helps you. See if you can use the largest common factor.

a.  $\frac{4}{8}$ 

b.  $\frac{12}{16}$ 

c.  $\frac{12}{20}$ 

d.  $\frac{16}{20}$ 



Lesson 10:

Use the area model and division to show the equivalence of two fractions



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