

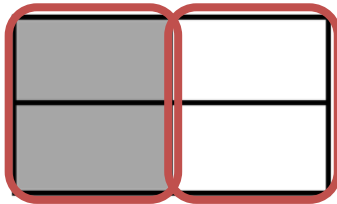
Name _____

Date _____

Each rectangle represents 1.

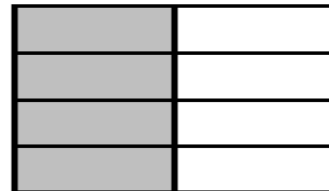
1. Compose the shaded fractions into larger fractional units. Express the equivalent fractions in a number sentence using division. The first one has been done for you.

a.

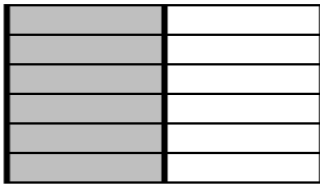


$$\frac{2}{4} = \frac{2 \div 2}{4 \div 2} = \frac{1}{2}$$

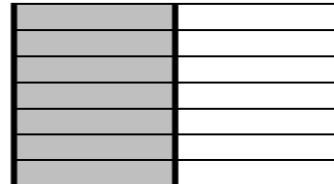
b.



c.

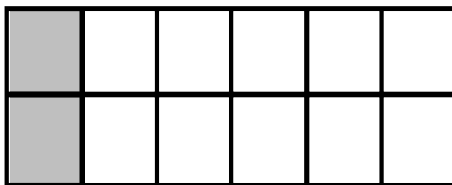


d.

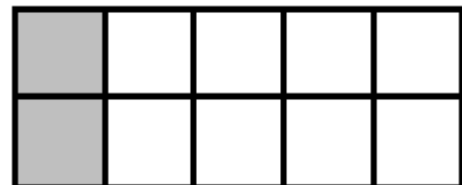


2. Compose the shaded fractions into larger fractional units. Express the equivalent fractions in a number sentence using division.

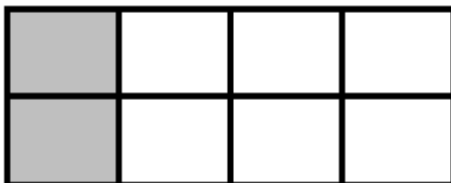
a.



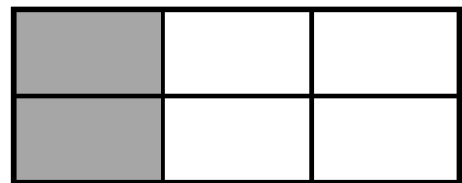
b.



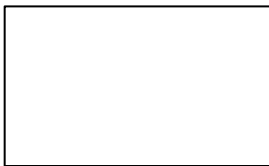
c.



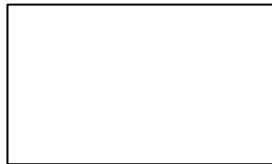
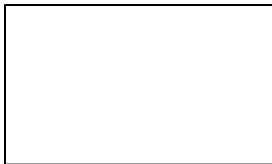
d.



- e. What happened to the size of the fractional units when you composed the fraction?
- f. What happened to the total number of units in the whole when you composed the fraction?
3. a. In the first area model, show 4 eighths. In the second area model, show 6 twelfths. Show how both fractions can be composed, or renamed, as the same unit fraction.



- b. Express the equivalent fractions in a number sentence using division.
4. a. In the first area model, show 4 eighths. In the second area model, show 8 sixteenths. Show how both fractions can be composed, or renamed, as the same unit fraction.



- b. Express the equivalent fractions in a number sentence using division.