4th Grade-Module 5-Lesson 10/Mrs. Faour

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

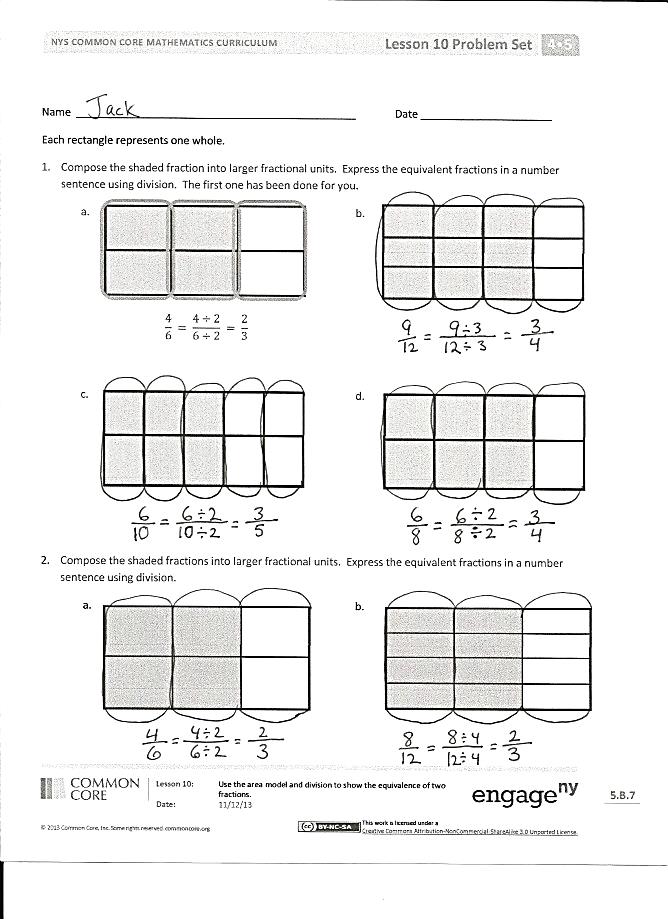
Problem –Set page/Watch Video

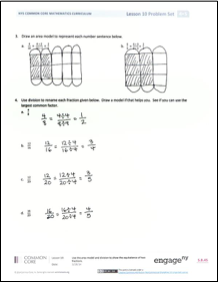
Fluency Practice /Watch Video

Application Problem/Watch Video

Lesson Requirements:

* Review Class Note/use your math notebook
* Homework page/Submit
* Exit Ticket page/Submit





Name Date

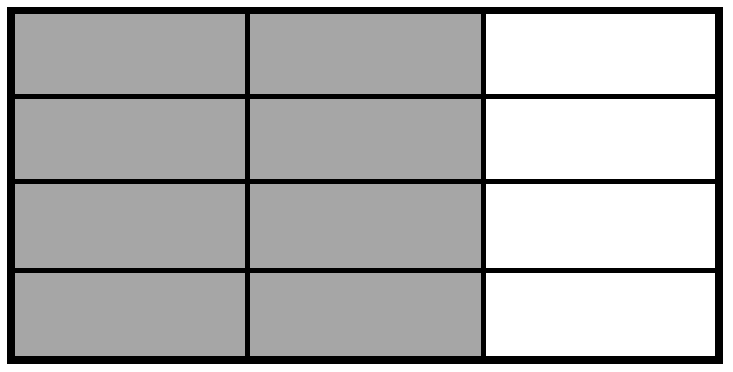
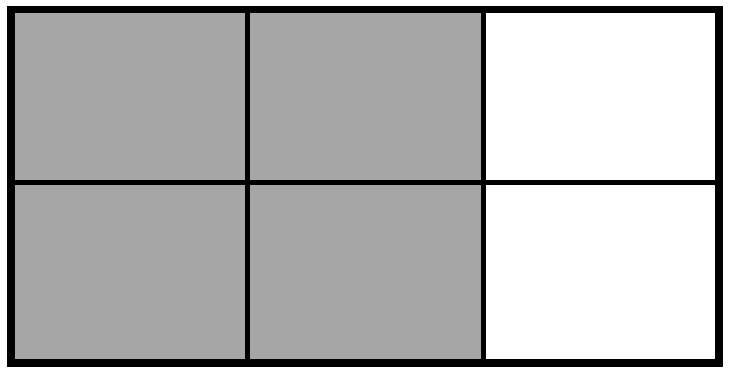
Each rectangle represents 1.

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.

a. b.

c. d.

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

a. b.

1. Draw an area model to represent each number sentence below.

a.

b.

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

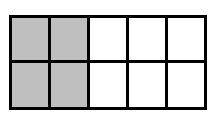
Name Date

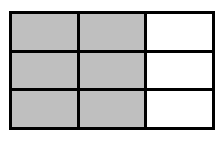
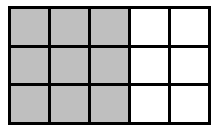
Draw an area model to show why the fractions are equivalent. Show the equivalence in a number sentence using division.

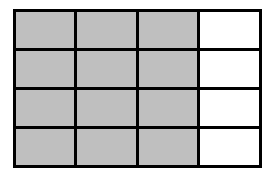
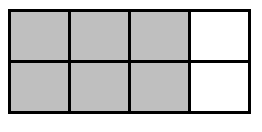
Name Date

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.

a. b.

c. d.

1. Compose the shaded fractions into larger fractional units. Express the equivalent fractions in a number sentence using division.
2.  b.
3. Draw an area model to represent each number sentence below.

a. b.

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