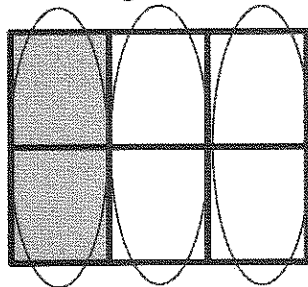


### G4-M5-Lesson 9

Each rectangle represents 1.

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

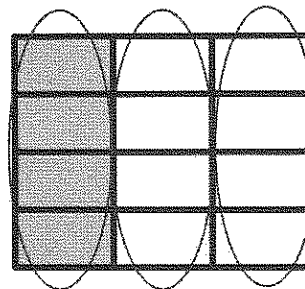
a.



$$\frac{2}{6} = \frac{2 \div 2}{6 \div 2} = \frac{1}{3}$$

I divide the numerator and denominator by 2.

b.

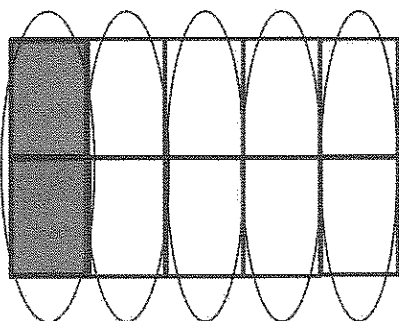


$$\frac{4}{12} = \frac{4 \div 4}{12 \div 4} = \frac{1}{3}$$

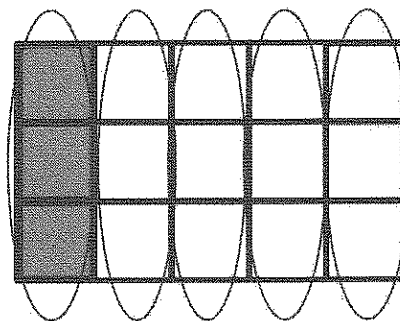
When I compose thirds, the number of units decreases. I make a larger unit.

2.

- a. In the first model, show 2 tenths. In the second area model, show 3 fifteenths. Show how both fractions can be composed, or renamed, as the same unit fraction.



2 tenths = 1 fifth



3 fifteenths = 1 fifth

Before I draw my model, I identify the larger unit fraction. I know 3 fifteenths is the same as  $\frac{1 \times 3}{5 \times 3}$ .

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

$$\frac{2}{10} = \frac{2 \div 2}{10 \div 2} = \frac{1}{5}$$

I circled groups of 2 units, so I divide the numerator and denominator by 2.

$$\frac{3}{15} = \frac{3 \div 3}{15 \div 3} = \frac{1}{5}$$

I circled groups of 3 units, so I divide the numerator and denominator by 3.