

Learning Activity for Equivalent Fractions 5th Grade

Objective: The students will be able to identify equivalent fractions.

Materials: paper to make fraction strips

Equivalent Fractions

Equivalent fractions they can seem so rough,
but once you know the rule, well they aren't that tough.
Denominator is the bottom, numerator is the top.
You can multiply or divide each by any number
you've got!

Now the fraction "one-half", may look diff'rent than
"four-eighths", but their value is the same, for
goodness sakes
Just multiply the top and the bottom by four.
But first, let's sing the chorus, then we'll try a few
more!

Equivalent fractions are easy you see,
won't you come a-long and learn them with me?
Woh, equivalent fractions are easy you see,
Won't you come along and learn them with me?

So, you have a fraction like eight-sixteenths
and you wanna find an equivalent, now let me think!
Just divide the top and the bottom by four,
two fourths you've got, let's try one more!

Sixteen thirty-seconds, divide the top and bottom by
eight;
two-fourths you've got, let's celebrate!
They may look different, but their value's are the
same

Now you're learnin' the rules to this fractional game!

Equivalent fractions are easy you see,
won't you come a-long and learn them with me?
Woh, equivalent fractions are easy you see,
Won't you come along and learn them with me?

Solo:
Take the fraction "one-half" and multiply it on the
board,
One times two is
Kids: two,
Solo: two times two is
Kids: four!
Solo: One times three is
Kids: three,
Solo: Two times three is
Kids: six!
All: One-half, two-fourths, three-sixths; it kicks!

Equivalent fractions are easy you see,
won't you come a-long and learn them with me?
Woh, equivalent fractions are easy you see,
Won't you come along and learn them with me?

Woh, equivalent fractions are easy you see,
Won't you come along and learn them with me?

Procedure:

- 1) Teacher demonstrates how to make a fraction strip. Each student needs to make strips that represent halves, fourths, sixths, eighths, and sixteenths and label.
- 2) Play the song.
- 3) Discuss how the fraction strips can help with finding equivalent fractions, then model multiplying by a form of 1.
- 4) Teacher will give 2 more fractions to find 3 equivalent fractions by drawing and using the rule.

Evaluation: Teacher observation while students are working. Students will choose 1 more fraction and find 10 equivalent fractions. Students will write in their journal to summarize how to find equivalent fractions. Extension: Give the students graph paper to draw equivalent fractions.