

Topic 11 / Lesson 2 ▼

LESSON 11-2

Equivalent Fractions: Use the Number Line

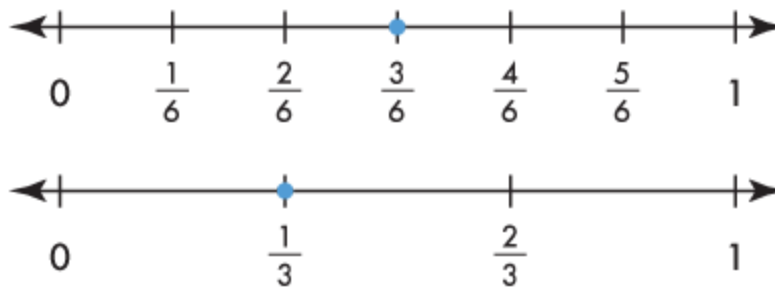
 [MA.3.FR.2.2](#), [MA.3.FR.2.1](#), [MTR.2.1](#), [MTR.4.1](#)

For more help with this lesson, view the [Visual Learning Animation](#) or the [Another Look Video](#).

MATH HELP AT HOME

Sample Additional Practice Exercise 1

Mark the location of $\frac{3}{6}$ and $\frac{1}{3}$ on a number line. Tell whether the two fractions are equivalent or not.



Not equivalent

Mark $\frac{3}{6}$ on the first number line with a point. Mark $\frac{1}{3}$ on the second number line with a point. The two points do not line up. The fraction $\frac{3}{6}$ is further from 0 on the number line than $\frac{1}{3}$ is. So, the two fractions are not equivalent.

Processing math: 69%

HOME ACTIVITY

The Ruler Rules

MATERIALS

Ruler, Pencil

ACTIVITY

Examine the first inch of a ruler with your child. You can use the tip of a pencil as a pointer. First, see if the marks on your ruler have different lengths. For example, the mark at $\frac{1}{2}$ may be longer than the mark at $\frac{1}{8}$, which is longer than the mark at $\frac{1}{16}$. With your child, figure out what fraction is shown by each mark between 0 and 1 inch. Identify equivalent fractions shown on the ruler by following these steps: Start at 0 and “jump” to $\frac{1}{2}$. Go back to 0 and count up by eighths to $\frac{1}{2}$. Point with a pencil as you say $\frac{1}{8}$, $\frac{2}{8}$, $\frac{3}{8}$, $\frac{4}{8}$. You should end at $\frac{1}{2}$ again, showing that $\frac{4}{8}$ and $\frac{1}{2}$ are equivalent fractions. Repeat these steps, counting up by fourths instead of eighths. Then challenge your child to locate other equivalent fractions shown on the ruler, such as $\frac{2}{8} = \frac{1}{4}$ and $\frac{6}{8} = \frac{3}{4}$.