

02.02.20201 – EXTREME Equivalent Fractions Y3 Recap 2 Challenge Sheet


Use this sheet **WHEN** you have completed the main worksheet and challenge sheet. Remember, this work is designed to be harder than the main work for the day.


Some may not appear too difficult, but you will need to explain your reasoning clearly.


1.


A blank number line is shown.

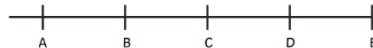
a) Use the clues to work out where each shape should go on the number line.

 I am equivalent to $\frac{5}{5}$.

 My numerator is 8.

 My numerator is 6.

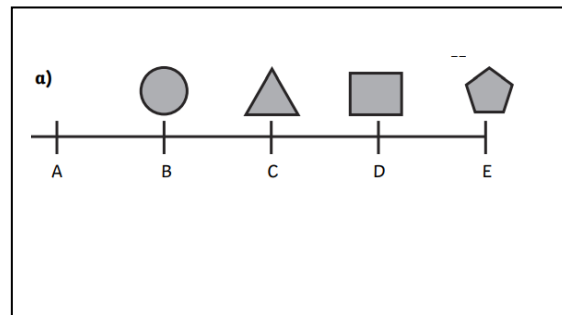
 I am equivalent to $\frac{2}{5}$.



b) This shape doesn't have a clue.

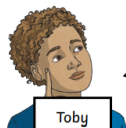
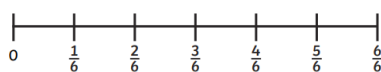


Write a clue for it so that it'll go in the empty space on the number line.



2.

Two children discuss equivalent fractions when counting forwards from 0 on a number line.



If I make 2 jumps on the number line, I will be equivalent to a fraction in the thirds.



If I make 4 jumps on the number line, I will be equivalent to a fraction in the thirds.

Who do you agree with? Show and explain your answer with reasoning.

Both children are correct. If Toby makes two jumps, he will land on $\frac{2}{6}$ which is equivalent to $\frac{1}{3}$

Samira is also correct as she would land on $\frac{4}{6}$ which is equivalent to $\frac{2}{3}$

3.

What fraction is **not** highlighted on the number line?



$\frac{2}{6}$



$\frac{2}{8}$



$\frac{3}{12}$



$\frac{1}{4}$

D can quite clearly fit on the line.

B is equivalent if it was written in eighths.

C would also as $\frac{3}{12}$ is the same as $\frac{1}{4}$

A is the only one that wouldn't be on the number line.