

Name: _____

Date: _____



Fractions Equivalent to One Half



Equivalent means similar but not identical. Equivalent fractions represent the same value or size but look different. Their numerators and denominators will be different.

Section A Write down what fraction of each shape is shaded. Then check any that are equivalent to $\frac{1}{2}$.

Example					
	$\frac{2}{4}$ ✓		<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

Write all the fractions from above that are equivalent to $\frac{1}{2}$:

What do you notice?

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TD Snyder

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the author's name.

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UDL Technology John F. O'Sullivan ,2016-04-25 This is the most comprehensive catalog of educational technology If you like the concepts of universal design for learning this book will bring you to the next level with technology The book outlines the very best educational technology to reach special education students diverse learners and engage all students in the learning process There is a new generation of low cost technology to help reach challenging students like never before This gives teachers countless tools to include in your UDL toolbox and enhances your teaching *American Education* ,1973

An Analysis of the Mathematics Achievement of Afro-American and Euro-American Females in Grades 3, 4, and 5 Before and After the Application of Nontraditional Mathematics Instruction Janys Roberson,1994 **The Power of Middle School** Keen J. Babbage,2012-09-14 The middle school years are a maze of academic duties human growth and self development discovering self identity and increasing social interaction with other people This maze can be an adventure of achievement and opportunity or it can be a struggle of difficulty and disappointment As these experiences are the impetus or foundation for many later achievements in academics careers and personal life it is imperative that educators maximize these formative years by helping middle school students successfully travel through this maze despite its ups and downs its twists and turns and its new challenges to master and the old issues to resolve For instance educators must support students who have fallen behind so as to thwart their reduced likelihood of turnaround in high school Likewise educators must challenge exceptional students in order to perpetuate their enthusiasm for learning and prepare them for college studies By discussing the comprehensive roles and duties of school administrators counselors and teachers *The Power of Middle School* addresses how to maximize middle school curriculum and extra curricular activities for the academic personal and professional benefits of all students *Teaching Mathematics in Seven Countries* James Hiebert,2003 Accompanying CD ROM contains video clip examples *Defending Public Schools: Curriculum continuity and change in the 21st century* David Gabbard,E. Wayne Ross,2004 The volume addresses such issues as the extent to which public schools are succeeding and the degree to which contemporary criticism is or is not warranted By examining a range of content areas and a variety of philosophical and theoretical concerns this work homes in on the evolution of curricula methods and the forces and ideas that shape the debate Chapters reflect the view that criticism of public schools and teachers is misplaced and misguided Public schools operate under great stress from the pedagogical and political Left and Right This often results in pressures and restrictions imposed through government mandates and corporate sponsorship that obscures the real issues and successes of America s public schools **Mathematics Benchmarking Report** ,2001 *Mathematics Counts in Virginia* Virginia International Mathematics Assessment Project,1989 **Teaching Secondary and Middle School Mathematics** Daniel J. Brahier,2009 In this extensively revised third edition of *Teaching Secondary and Middle School Mathematics* scholar and classroom teacher Daniel Brahier presents concise current and meaningful descriptions of what it

takes to be an effective teacher of mathematics With up to date research classroom tested teaching ideas and a vibrant writing style this book provides essential information on curriculum teaching and assessment issues related to middle secondary mathematics Every chapter includes a contextualizing introduction scenarios and dialogues for student reflection recommended resources for further study and closing activities and discussion questions to cement chapter concepts Jacket

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