Understanding Equivalent Fractions

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Review of Fractions and Decimals Connection

Name: _____ Date: _____

Answer the following questions based on our lesson about equivalent fractions with denominators of 10 and 100.

1. What is 1/10 equivalent to in terms of 100 as the denominator?

- **A.** 1/100
- **B.** 10/100
- **C.** 5/100

2. Explain how multiplying the numerator and denominator by the same number helps to create equivalent fractions.

3. 3/10 is equivalent to 30/100.

◯ True ◯ False

4. In our decimal system, 10 and 100 are related because we can convert fractions from a denominator of ___ to ___ easily.

5. What does Proverbs 11:1 teach us about balance in measurements?

- **A.** It is important to measure with precision.
- **B.** All measurements are equal.
- **C.** We can ignore measurements.

6. In your own words, what does it mean when we say that equivalent fractions show the same quantity represented differently?

7. Multiplying just the numerator of a fraction will create an equivalent fraction.

◯ True ◯ False

8. When we represent fractions as decimals, it helps us understand the relationship between fractions and ___.

9. How can we show that 2/10 is equivalent to 20/100? Choose the correct method.

- **A.** Add 2 to both numbers.
- **B.** Multiply both the numerator and denominator by 10.
- **C.** Divide both the numbers by 2.

10. What was one of the main objectives we learned about equivalent fractions in this lesson?

Answer Key

1. 10/100 2. When we multiply both the top and bottom of a fraction by the same number, it keeps the value the same while changing its form. This shows that the fractions are equivalent. 3. True 4. 10, 100 5. It is important to measure with precision. 6. It means that even though the fractions look different, they represent the same part of a whole. For example, 1/2 and 2/4 are different numbers, but they both show the same amount. 7. False 8. decimals 9. Multiply both the numerator and denominator by 10. 10. We learned that we can convert fractions between denominators of 10 and 100, and that these fractions are equivalent to each other.