Name _____

Fraction Switch Answer Key

1. $\frac{1}{3} = \frac{4}{12}, \frac{1}{4} = \frac{3}{12}$
2. $\frac{2}{5} = \frac{4}{10}, \frac{1}{2} = \frac{5}{10}$
3. $\frac{5}{8} = \frac{15}{24}, \frac{1}{6} = \frac{4}{24}$
4. $\frac{2}{3} = \frac{12}{18}, \frac{5}{9} = \frac{10}{18}$
5. $\frac{3}{4} = \frac{15}{20}, \frac{1}{5} = \frac{4}{20}$
6. $\frac{4}{5} = \frac{24}{30}, \frac{2}{3} = \frac{20}{30}$
7. $\frac{3}{7} = \frac{12}{28}, \frac{1}{4} = \frac{7}{28}$
8. $\frac{5}{12} = \frac{15}{36}, \frac{7}{18} = \frac{14}{36}$
9. $\frac{3}{8} = \frac{6}{16}, \frac{1}{2} = \frac{8}{16}$
10. $\frac{5}{6} = \frac{35}{42}, \frac{2}{7} = \frac{12}{42}$

Teacher's Guide

- Review how to determine the multiplication factor needed to reach the given denominator.
- Remind students to multiply both the numerator and denominator by the same number.
- Encourage students to check that the denominator in each answer matches the one provided.
- Support struggling students by having them write the multiplication factor beside each fraction before rewriting it.
- Let pairs of students compare equivalent fractions and explain their reasoning to one another.
- Extend the activity by having students add each rewritten pair after they finish converting the fractions.
- Ask students to create one additional fraction pair for a classmate using a common denominator of their choice.