1. Write number bonds as indicated. Partition and label the number line to show the unit fractions of the number bond. Don’t forget to rename the 0 and 1 as fractions of the given unit.

- **Halves**
  - 1
  - \( \frac{1}{2} \)
  - \( \frac{1}{2} \)

- **Thirds**
  - 1
  - \( \frac{1}{3} \)
  - \( \frac{1}{3} \)
  - \( \frac{1}{3} \)

- **Fourths**
  - 1
  - \( \frac{1}{4} \)
  - \( \frac{1}{4} \)
  - \( \frac{1}{4} \)
  - \( \frac{1}{4} \)

- **Fifths**
  - 1
  - \( \frac{1}{5} \)
  - \( \frac{1}{5} \)
  - \( \frac{1}{5} \)
  - \( \frac{1}{5} \)
  - \( \frac{1}{5} \)

2. Circle all the fractions above that are equal to 1. Write them in a number sentence below.

\[
\frac{2}{2} = \frac{3}{3} = \frac{4}{4} = \frac{5}{5}
\]
3. What pattern do you notice in the fractions that are equivalent to 1?

The numerators and denominators are the same number. So the number of total parts equals the number of units like in $\frac{3}{3}$ there are 3 parts shaded and the unit is thirds.

4. Taylor took his little brother to get pizza. Each boy ordered a small pizza. Taylor’s pizza was cut in fourths and his brother’s was cut in thirds. After they had both eaten all of their pizza, Taylor’s little brother said, “Hey, that was no fair! You got more than me! You got 4 pieces, I only got 3!”

Should Taylor’s little brother be mad? What could you say to explain the situation to him? Use words, pictures or a number line.

4 fourths is the same as 3 thirds because both are equal to 1. The pizzas were the same size so it didn’t matter how many slices each one had. I would show his brother both of their empty pizza pans so the brother could see that the pans started as the same size, but were cut differently.