

One idea, one example, one clear return

Teaching-return note

Subject idea

Equivalent fractions express the same value.

Specific example or model

Same whole: one of two equal parts, then two of four equal parts.

How meaning depends on this context

The bars make the chosen and total equal-part counts visible in this particular model.

Meanings connected in the subject language

In this lesson, equivalent fractions connects equal value, a common whole and related part counts.

Return explanation

Multiplying both part counts by two changes $\frac{1}{2}$ to $\frac{2}{4}$ without changing the value.

Fresh case or question to review

Ask whether $\frac{3}{5}$ and $\frac{6}{10}$ express the same value, and why. This is a fresh authored question, not an outcome finding.

This note copies your descriptions. It is not formal coding in Legitimation Code Theory (LCT), a semantic score or evidence of learning.

Structural Learning. Authored descriptive planning aid and fictional example. Source connection: Maton (2013), Making semantic waves, sections 3.1–3.2 and 4.1–4.2; creator LCT overview for framework identity only. No validated coding, numerical semantic score or learning guarantee.