What students need to understand	Guidance, discussion points and prompts
Recognise fractions in their simplest form. *Example 2:* *Is each fraction in its simplest form? Explain your reasoning.* a) $\dfrac{8}{18}$ e) $\dfrac{12}{18}$ b) $\dfrac{9}{18}$ f) $\dfrac{13}{18}$ c) $\dfrac{10}{18}$ g) $\dfrac{14}{18}$ d) $\dfrac{11}{18}$ h) $\dfrac{15}{18}$	Once students are fluent with generating equivalent fractions by multiplying both numerator and denominator by any integer, their attention can be shifted to noticing whether any common factors can be removed from certain fractions, as in *Example 2*. **V** Notice how the denominator is kept constant so that students can more easily focus on the idea of a common factor without being distracted by having to find all the factors of a different denominator each time. **L** It will be important for students to articulate how they know when a fraction is in its simplest form. Your questioning should encourage the use of some standard language, such as '*… because the numerator and the denominator have no common factors (other than one)*'.