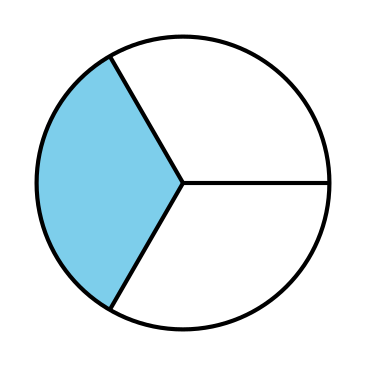
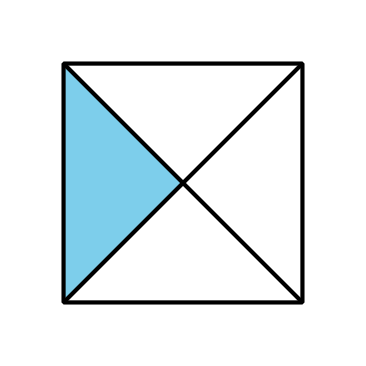
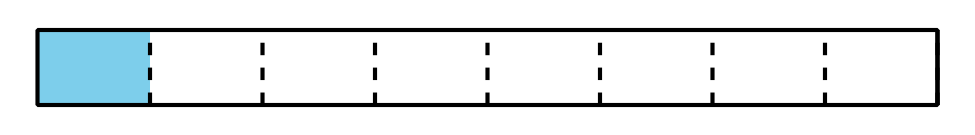
### Section A: Practice Problems

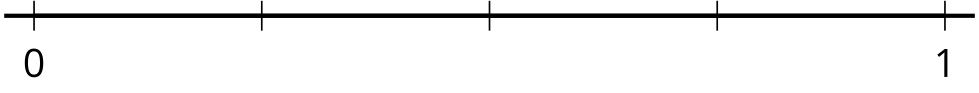
1. Pre-unit

* What fraction of each figure is shaded?
* 
* 

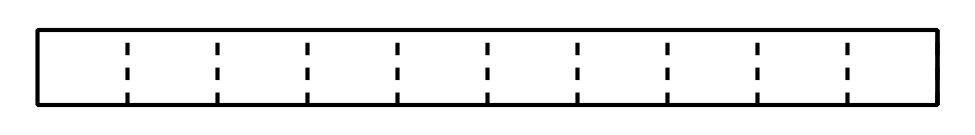
1. Pre-unit

* Explain why the shaded portion represents of the full rectangle.
* 

1. Pre-unit

* Label each tick mark with the number it represents. Explain your reasoning.
* 

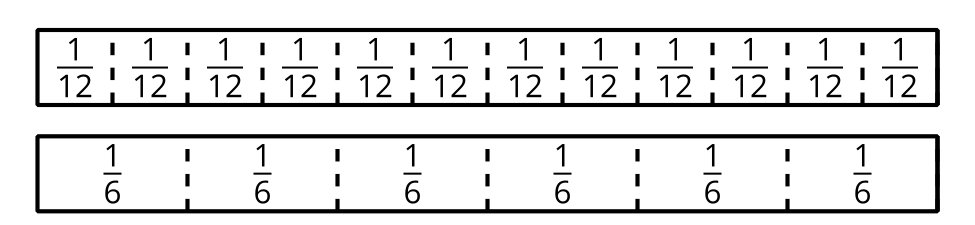
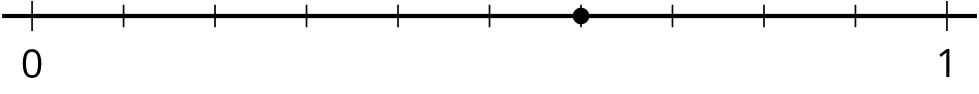
1. Pre-unit

* Explain or show why and are equivalent fractions.
  1. The entire diagram represents 1 whole. Shade the diagram to represent .
  + 
  1. To represent on the tape diagram, would we shade more or less than what we did for ? Explain your reasoning.
* (From Unit 2, Lesson 1.)
  1. The entire diagram represents 1 whole. What fraction does the shaded portion represent? Explain your reasoning.
  + 
  1. Shade this diagram to represent .
  + 
* (From Unit 2, Lesson 2.)

1. For each pair of fractions, decide which is greater. Explain or show your reasoning.
   1. or
   2. or
   3. or

* (From Unit 2, Lesson 3.)

1. Use the fraction strips to name three pairs of equivalent fractions. Explain how you know the fractions are equivalent.

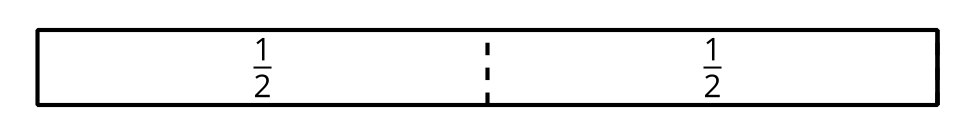
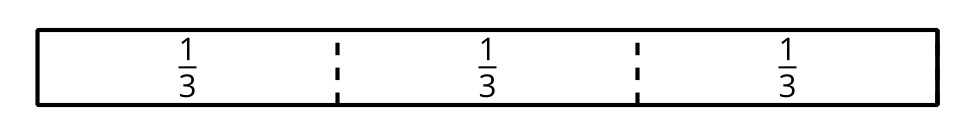
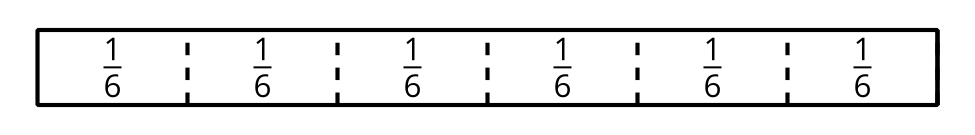
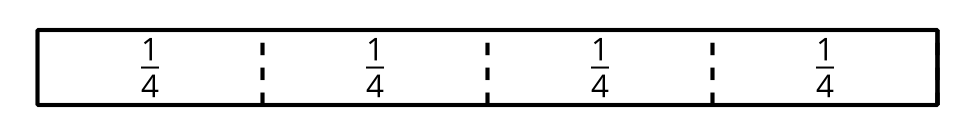
* 
* (From Unit 2, Lesson 4.)
  1. Explain or show why the point on the number line describes both and .
  + 
  1. Explain why and are equivalent fractions.
* (From Unit 2, Lesson 5.)

1. For each question, explain your reasoning. Use a number line if you find it helpful.
   1. Is more or less than ?
   * 
   1. Is more or less than 1?
   * 

* (From Unit 2, Lesson 6.)

1. Exploration

* Make fraction strips for each of these fractions. How did you fold the paper to make sure you have the right-size parts?
  1. s
  + 
  1. s
  + 
  1. s
  + 

1. Exploration
   1. Andre looks at these fraction strips and says “Each is and another half of ”. Do you agree with Andre? Explain your reasoning.
   * 
   * 
   1. What relationship do you see between  and ? Explain your reasoning.
   * 
   * 
   1. Can you find a relationship between  and  using fraction strips?
   * 
   * 



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