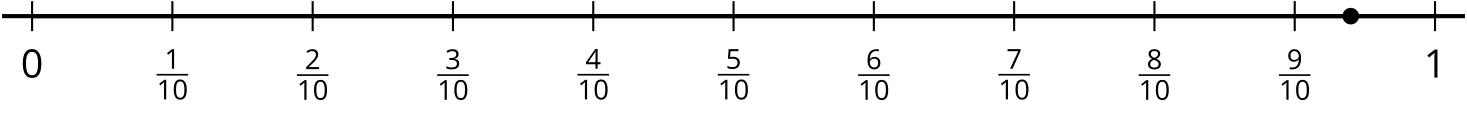
### Section B: Practice Problems

1. Name three fractions that are equivalent to . Explain or show your reasoning.

* (From Unit 2, Lesson 7.)

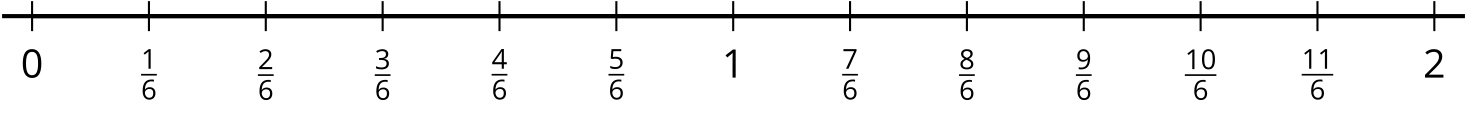
1. Which of these could be the fraction that the point represents? Explain your reasoning.

* 
* (From Unit 2, Lesson 8.)

1. Explain why the fractions and are equivalent.

* (From Unit 2, Lesson 9.)

1. Find two fractions equivalent to . Explain or show why they are equivalent to . Use the number line if you think it is helpful.

* 
* (From Unit 2, Lesson 10.)

1. Jada says that is equivalent to because the numerator and denominator of are each 2 times the numerator and denominator of .
   1. Explain why Jada’s reasoning is correct.
   2. Use Jada’s method to find another fraction equivalent to .

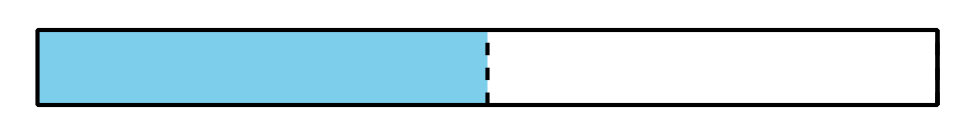
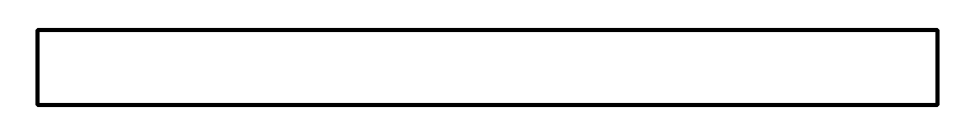
* (From Unit 2, Lesson 11.)

1. Exploration

* Jada is thinking of a fraction. She gives several clues to help you guess her fraction. Try to guess Jada’s fraction after each clue.
  1. My fraction is equivalent to .
  2. The numerator of my fraction is greater than 10.
  3. 8 is a factor of my numerator.
  4. 8 and 5 are a factor pair of my numerator.

1. Exploration

* Think of a fraction:
* Write several clues so a friend or family member can guess your fraction. Then, present the clues one at a time and ask them to make a guess after each one.
  1. My fraction is equivalent to .
  2. The numerator of my fraction is less than .
  3. One multiple of my numerator is .
  4. A factor pair of my denominator is  and .

1. Exploration
   1. Diego says he shaded of the diagram. Do you agree with Diego? Explain your reasoning.
   * 
   1. Shade of the diagram. Explain how you know is shaded.
   * 



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