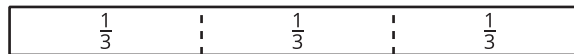
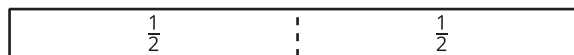


## Section C: Practice Problems

1. Select **all** correct statements.



A.  $\frac{1}{2}$  is equivalent to  $\frac{3}{6}$

B.  $\frac{1}{2}$  is equivalent to  $\frac{1}{3}$

C.  $\frac{2}{2}$  is equivalent to  $\frac{4}{4}$

D.  $\frac{2}{2}$  is equivalent to  $\frac{6}{6}$

E.  $\frac{2}{3}$  is equivalent to  $\frac{4}{6}$

F.  $\frac{2}{3}$  is equivalent to  $\frac{3}{4}$

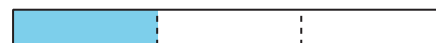
(From Unit 5, Lesson 10.)

2. Write as many fractions as you can that represent the shaded part of each diagram.

**a**

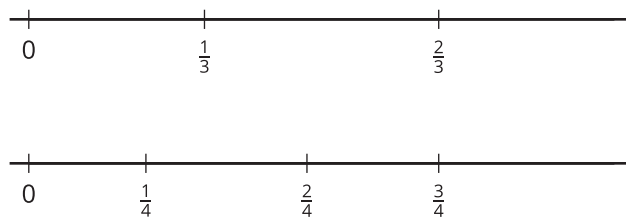


**b**



(From Unit 5, Lesson 11.)

3. a. Tyler draws this picture and says that  $\frac{3}{4}$  is equivalent to  $\frac{2}{3}$ . Explain why Tyler is not correct.



- b. Find a fraction equivalent to  $\frac{2}{3}$ .

- c. Find a fraction equivalent to  $\frac{3}{4}$ .

(From Unit 5, Lesson 12.)

4. a. Write 10 as a fraction in 2 different ways.

- b. Is  $\frac{88}{8}$  equivalent to a whole number?

(From Unit 5, Lesson 13.)

**5. Exploration**

Decide if each fraction is a whole number. Explain or show your reasoning.

a.  $\frac{100}{2}$

b.  $\frac{100}{3}$

c.  $\frac{100}{4}$

d.  $\frac{100}{6}$

e.  $\frac{100}{8}$

**6. Exploration**

If you continue to fold fraction strips, how many parts can you fold them into? Can you fold them into 100 equal parts?

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