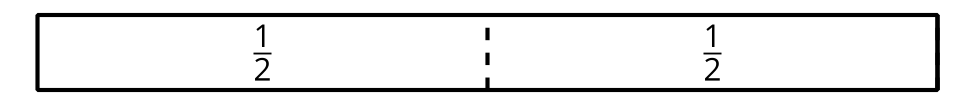
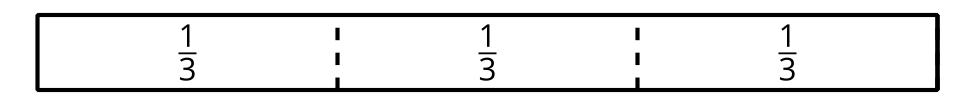
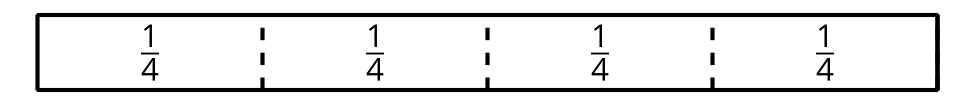
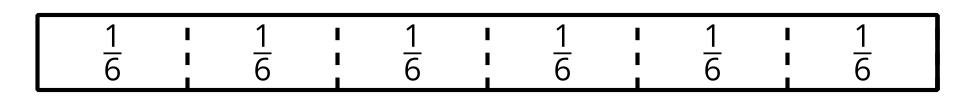
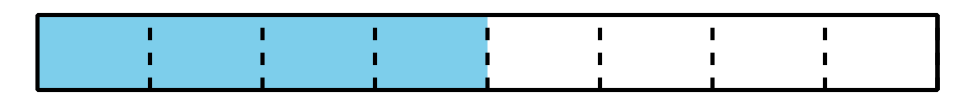
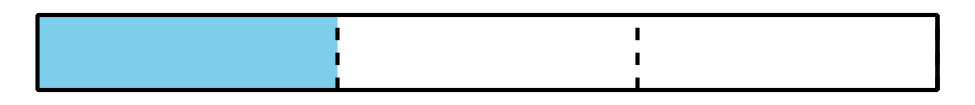
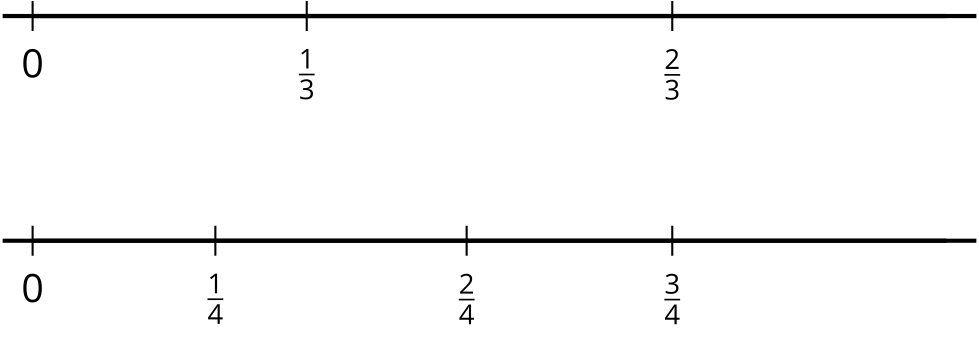
### Section C: Practice Problems

1. Select **all** correct statements.

* 
* 
* 
* 
  1. is equivalent to
  2. is equivalent to
  3. is equivalent to
  4. is equivalent to
  5. is equivalent to
  6. is equivalent to
* (From Unit 5, Lesson 10.)

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

* a
* b
* (From Unit 5, Lesson 11.)
  1. Tyler draws this picture and says that is equivalent to . Explain why Tyler is not correct.
  + 
  1. Find a fraction equivalent to .
  2. Find a fraction equivalent to .
* (From Unit 5, Lesson 12.)
  1. Write 10 as a fraction in 2 different ways.
  2. Is equivalent to a whole number?
* (From Unit 5, Lesson 13.)

1. Exploration

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

1. 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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