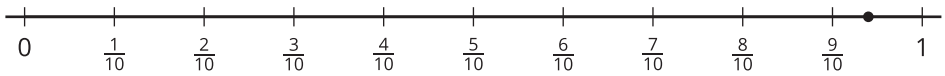
Section B: Practice Problems

1. Name three fractions that are equivalent to $\frac{2}{5}$. Explain or show your reasoning.

(From Unit 2, Lesson 7.)

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

$\frac{86}{100}$ $\frac{90}{100}$ $\frac{94}{100}$ $\frac{101}{100}$

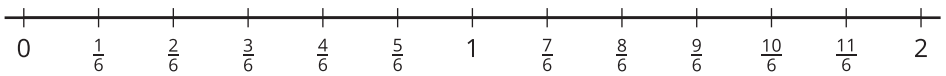


(From Unit 2, Lesson 8.)

3. Explain why the fractions $\frac{10}{3}$ and $\frac{40}{12}$ are equivalent.

(From Unit 2, Lesson 9.)

4. Find two fractions equivalent to $\frac{10}{6}$. Explain or show why they are equivalent to $\frac{10}{6}$. Use the number line if you think it is helpful.



(From Unit 2, Lesson 10.)

5. Jada says that $\frac{7}{5}$ is equivalent to $\frac{14}{10}$ because the numerator and denominator of $\frac{14}{10}$ are each 2 times the numerator and denominator of $\frac{7}{5}$.

   a. Explain why Jada's reasoning is correct.

   b. Use Jada's method to find another fraction equivalent to $\frac{7}{5}$.

(From Unit 2, Lesson 11.)

6. **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.

a. My fraction is equivalent to $\frac{2}{3}$.

b. The numerator of my fraction is greater than 10.

c. 8 is a factor of my numerator.

d. 8 and 5 are a factor pair of my numerator.

7. **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.

a. My fraction is equivalent to _____.

b. The numerator of my fraction is less than _____.

c. One multiple of my numerator is _____.

d. A factor pair of my denominator is _____ and _____.

8. **Exploration**

a. Diego says he shaded $\frac{10}{20}$ of the diagram. Do you agree with Diego? Explain your reasoning.

b. Shade $\frac{18}{24}$ of the diagram. Explain how you know $\frac{18}{24}$ is shaded.