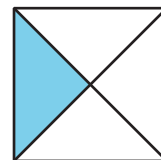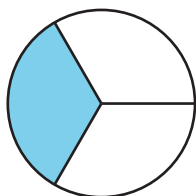## Section A: Practice Problems

1. **Pre-unit**

   What fraction of each figure is shaded?

2. **Pre-unit**

   Explain why the shaded portion represents $\frac{1}{8}$ of the full rectangle.

   _____

   _____
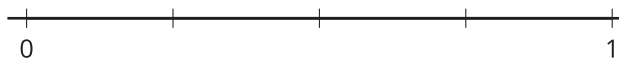
3. **Pre-unit**

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

   0   1

   _____

   _____

4. **Pre-unit**

   Explain or show why $\frac{1}{2}$ and $\frac{2}{4}$ are equivalent fractions.

5. a. The entire diagram represents 1 whole. Shade the diagram to represent $\frac{1}{4}$.

    b. To represent $\frac{1}{6}$ on the tape diagram, would we shade more or less than what we did for $\frac{1}{4}$? Explain your reasoning.

    _____

    _____

    _____

    _____

    (From Unit 2, Lesson 1.)

6. a. The entire diagram represents 1 whole. What fraction does the shaded portion represent? Explain your reasoning.

    _____

    _____

    _____

    _____

    b. Shade this diagram to represent $\frac{2}{10}$.

    (From Unit 2, Lesson 2.)

7. For each pair of fractions, decide which is greater. Explain or show your reasoning.
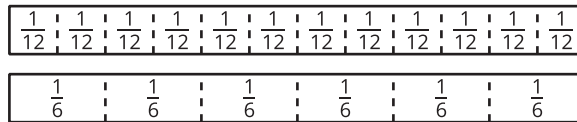
   a. $\frac{1}{8}$ or $\frac{1}{10}$

   b. $\frac{4}{10}$ or $\frac{7}{10}$

   c. $\frac{4}{5}$ or $\frac{5}{4}$

(From Unit 2, Lesson 3.)

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

| $\frac{1}{12}$ | $\frac{1}{12}$ | $\frac{1}{12}$ | $\frac{1}{12}$ | $\frac{1}{12}$ | $\frac{1}{12}$ | $\frac{1}{12}$ | $\frac{1}{12}$ | $\frac{1}{12}$ | $\frac{1}{12}$ | $\frac{1}{12}$ | $\frac{1}{12}$ |

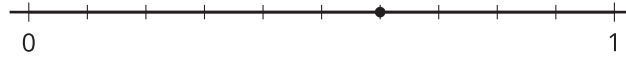| $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ |

_____

_____

_____

_____

(From Unit 2, Lesson 4.)

9.   a. Explain or show why the point on the number line describes both $\frac{3}{5}$ and $\frac{6}{10}$.

b. Explain why $\frac{6}{10}$ and $\frac{3}{5}$ are equivalent fractions.

_____

_____

_____

_____

(From Unit 2, Lesson 5.)

10. For each question, explain your reasoning. Use a number line if you find it helpful.

a. Is $\frac{4}{5}$ more or less than $\frac{1}{2}$?

b. Is $\frac{4}{5}$ more or less than 1?

(From Unit 2, Lesson 6.)

11. **Exploration**

Make fraction strips for each of these fractions. How did you fold the paper to make sure you have the right-size parts?
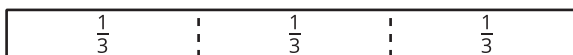
a. $\frac{1}{3}$s

b. $\frac{1}{5}$s

c. $\frac{1}{10}$s

12. **Exploration**

a. Andre looks at these fraction strips and says "Each $\frac{1}{2}$ is $\frac{1}{3}$ and another half of $\frac{1}{3}$". Do you agree with Andre? Explain your reasoning.

$\frac{1}{2}$	$\frac{1}{2}$

$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$

_____

_____

_____

_____

b. What relationship do you see between $\frac{1}{6}$ and $\frac{1}{4}$? Explain your reasoning.

$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$

$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$

_____

_____

_____

_____

c. Can you find a relationship between $\frac{1}{6}$ and $\frac{1}{8}$ using fraction strips?