LAB 5 HOMEWORK QUESTIONS

1. For each of the following briefly explain your answer. Do not use a calculated decimal in your answer.

   Given the fraction $\frac{10}{A}$, what numbers or range of numbers would work well for the denominator, *A*, to make the fraction $\frac{10}{A}$:

   a. Close to 0?
   b. Close to but less than 1/2?
   c. Close to but greater than 1/2?
   d. Close to 1?

   Given the fraction $\frac{B}{50}$, what numbers or range of numbers would work well for the numerator, *B*, to make the fraction $\frac{B}{50}$:

   e. Close to 0?
   f. Close to but less than 1/2?
   g. Close to but greater than 1/2?
   h. Close to 1?

2. Use four geoboards to show the following four fractions are equivalent. Clearly label your sketches with the fraction and clearly label the marked region for 1 on each geoboard. Explain your process throughout. Use the most efficient model for 1. Geoboard sizes can vary. See the document “Geoboards” for electronic versions of Geoboards to cut and paste (electronically or physically) into your homework.

$$\frac{2}{3} = \frac{4}{6} = \frac{6}{9} = \frac{8}{12}$$

3. Read the **Grade 3 – 5 Number and Operations Standard** “Understand numbers, ways of representing numbers, relationships among numbers, and number systems“ in the **Standards** summary. Pick one expectation addressed by an activity in this lab and briefly describe how you might use this or a similar activity in your classroom.