

14. Extend your thinking

Name: _____ **Class:** _____ **Date:** _____

1. Can two different fractions represent the same number? Give an example and explain.

2. How can you tell from a number line whether a fraction is greater than 1?

3. The fraction of one quantity is $\frac{1}{5}$. What is the whole? Explain how you know.

4. A student says $\frac{2}{3}$ of 18 and $\frac{2}{3}$ of 30 are equal because the fractions are equal. Explain why the claim is false.

5. Create two different contexts for $\frac{3}{4}$. In one context, let the whole be a length. In the other, let the whole be a group of people.
