## Unit 2 Lesson 9: Explain Equivalence

### WU Number Talk: Familiar Numbers (Warm up)

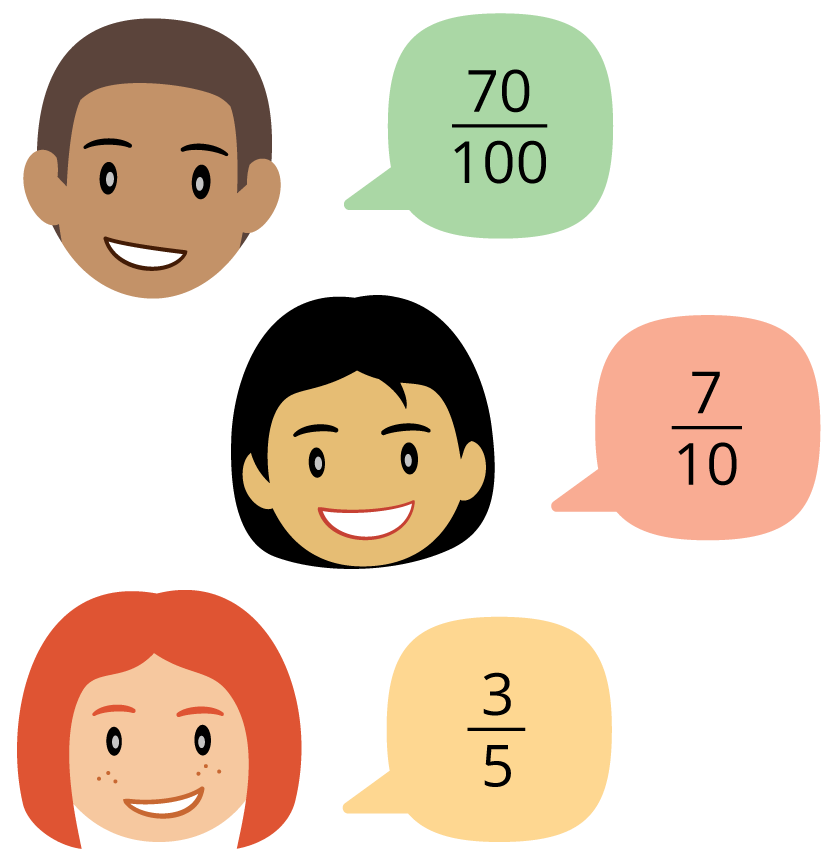
#### Student Task Statement

Find the value of each expression mentally.

### 1 Pointed Discussion

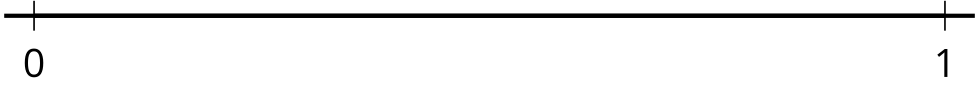
#### Student Task Statement

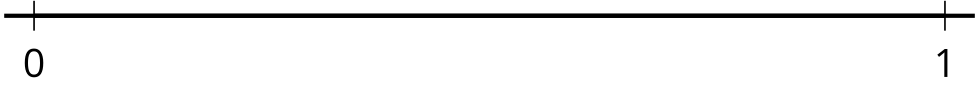
Andre, Lin, and Clare are representing on a number line.

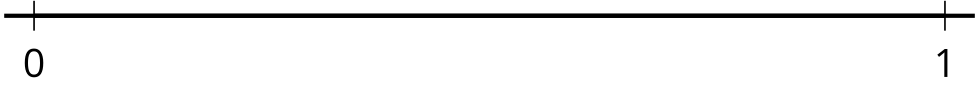


* Andre said, “Oh, no! We’ll need to partition the line into 100 equal parts and count 70 parts just to mark one point!”
* Lin said, “What if we mark instead? We could partition the line into just 10 parts and count 7 parts.”
* Clare said, “What if we partition the line into 5 parts and mark ?”

Do you agree with any of them? Explain or show your reasoning.





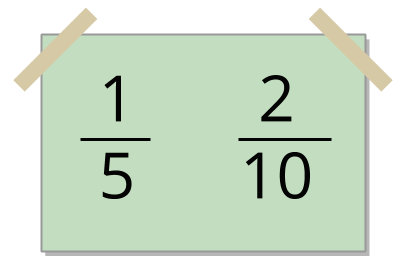


### 2 How Do You Know?

#### Student Task Statement

Around the room you will find six posters, each showing either two or three fractions.

With your group, visit at least two posters: one with two fractions and one with three fractions.



For the set of 2 fractions:

* Explain or show how you know the fractions are equivalent.
* Write a new equivalent fraction on a sticky note and add it to the poster. Think of a fraction that hasn’t already been written by someone else.
* We visited poster \_\_\_\_\_\_\_\_\_\_, which shows \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_.
* New equivalent fraction: \_\_\_\_\_\_\_\_\_\_

For the set of 3 fractions:

* Identify 2 fractions that are equivalent. Explain your reasoning.
* We visited poster \_\_\_\_\_\_\_\_\_\_, which shows \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_.



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