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Unit 2, Lesson 5: Defining Equivalent Ratios

1. Each of these is a pair of equivalent ratios. For each pair, explain why they are equivalent ratios or draw a diagram that shows why they are equivalent ratios.

   a. 4 : 5 and 8 : 10

   b. 18 : 3 and 6 : 1

   c. 2 : 7 and 10,000 : 35,000

2. Explain why 6 : 4 and 18 : 8 are not equivalent ratios.

3. Are the ratios 3 : 6 and 6 : 3 equivalent? Why or why not?

4. This diagram represents 3 batches of light yellow paint. Draw a diagram that represents 1 batch of the same shade of light yellow paint.

   white paint (cups) 

   yellow paint (cups) 

   (from Unit 2, Lesson 4)

5. In the fruit bowl there are 6 bananas, 4 apples, and 3 oranges.

   a. For every 4 _____, there are 3 _____.

   b. The ratio of _____ to _____ is 6 : 3.

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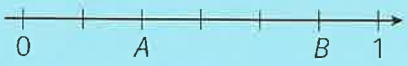
c. The ratio of _____ to _____ is 4 to 6.

d. For every 1 orange, there are _____ bananas.

(from Unit 2, Lesson 1)

6. Write fractions for points A and B on the number line.



(from Unit 2, Lesson 1)