

KEY

NAME

DATE

PERIOD

# Unit 2, Lesson 5: Defining Equivalent Ratios

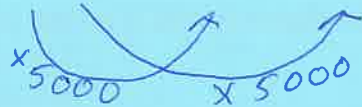
11

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.

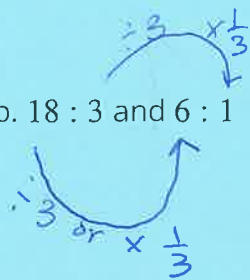
a. 4 : 5 and 8 : 10



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



b. 18 : 3 and 6 : 1



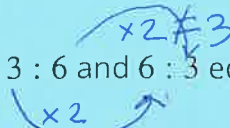
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2. Explain why 6 : 4 and 18 : 8 are not equivalent ratios.



1

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



Didn't multiply BOTH parts by same

1

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)



1

(from Unit 2, Lesson 4)

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

a. For every 4 Apples, there are 3 oranges.

b. The ratio of Bananas to oranges is 6 : 3.

more on back ☺

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c. The ratio of Apples to Bananas is 4 to 6.

d. For every 1 orange, there are 2 bananas.

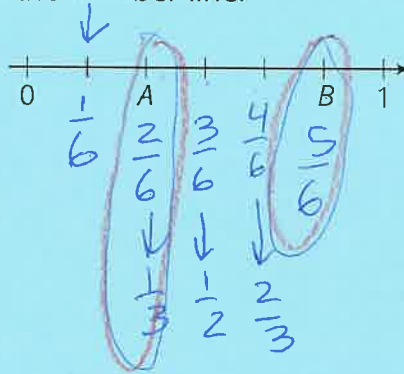
$$\div 3 \quad \swarrow \quad \searrow$$

$$\begin{array}{r} 6 \\ 2 \downarrow \div 3 \end{array}$$

4

(from Unit 2, Lesson 1)

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



spaces = 6

↑

(from Unit 2, Lesson 1)