1. On the number line above, use a red crayon to divide each whole into 4 unit fractions and label each one above the line. Use a fraction strip to help you estimate if necessary.

2. On the number line above, use a blue crayon to divide each whole into 8 unit fractions and label each one below the line. Re-fold your fraction strip from #1 to help you estimate.

3. List the fractions that name the same place on the number line.

   \[ \frac{0}{4} = \frac{0}{8}, \quad \frac{3}{4} = \frac{6}{8}, \quad \frac{5}{4} = \frac{12}{8}, \quad \frac{9}{4} = \frac{18}{8}, \quad \frac{12}{4} = \frac{24}{8} \]

   \[ \frac{1}{4} = \frac{2}{8}, \quad \frac{4}{4} = \frac{8}{8}, \quad \frac{7}{4} = \frac{14}{8}, \quad \frac{10}{4} = \frac{20}{8} \]

   \[ \frac{2}{4} = \frac{4}{8}, \quad \frac{5}{4} = \frac{10}{8}, \quad \frac{8}{4} = \frac{16}{8}, \quad \frac{11}{4} = \frac{22}{8} \]

4. Using your number line to help, what red fraction and what blue fraction would be equal to \( \frac{7}{2} \)? Draw the part of the number line that would include these fractions below and label it.

   \[ \frac{7}{2} = \frac{14}{4} = \frac{28}{8} \]
5. Write two different fraction names for the dot on the number line. You may use halves, thirds, fourths, fifths, sixths or eighths. Use fraction strips to help you if necessary.

\[
\frac{2}{6} = \frac{1}{3}
\]

\[
\frac{1}{2} = \frac{2}{4}
\]

\[
\frac{10}{8} = \frac{5}{4}
\]

\[
\frac{8}{10} = \frac{10}{5}
\]

6. Cameron and Terrance plan to run in the City Race on Saturday. Cameron has decided that he will divide his race into 3 equal parts and will stop to rest after running 2 of them. Terrance divides his race into 6 equal parts and will stop and rest after running 2 of them. Will the boys rest at the same spot in the race? Why or why not? Draw a number line to explain your answer.

Cameron

Terrance

No, they will stop at different spots because \( \frac{2}{3} \) of the race is a different spot than \( \frac{2}{6} \) of the race. \( \frac{2}{3} \) and \( \frac{2}{6} \) are not equal.