1. Use the tape diagram to model equivalent fractions. Fill in the blanks and answer the following questions.

2 tenths is equal to _____ fifths.
\[
\frac{2}{10} = \frac{}{5}
\]

The whole stays the same.

1 third is equal to _____ ninths.
\[
\frac{1}{3} = \frac{}{9}
\]

The whole stays the same.

What happened to the size of the equal parts when there were less equal parts?

What happened to the size of the equal parts when there were more equal parts?

2. 8 students want to share 2 pizzas that are the same size, represented by the 2 circles below. They notice that the first pizza is cut into 4 equal slices, and the second is cut into 8 equal slices. How can the 8 students share the pizzas equally, without breaking any of the pieces?

1 third is equal to _____ ninths.
\[
\frac{1}{3} = \frac{}{9}
\]

The whole stays the same.
3. When the whole is the same, why does it take 4 copies of 1 tenth to show 2 copies of 1 fifth? Draw a model to support your answer.

4. When the whole is the same, how many eighths does it take to make 1 fourth? Draw a model to support your answer.

5. Mr. Pham cuts a cake into 8 equal slices. Then he cuts every slice in half. How many of the small slices does he have? Use words and numbers to explain your answer.