

22. Use triangle 1, triangle A, and the original square to illustrate the concept $1/2 = 2/4$.
23. Use triangle 4, triangle 3, and trapezoid B to illustrate the concept $1/3 = 2/6$.
24. In problem 13d, explain a method for deriving the answer that illustrates the connection between the fraction $1/5$ and the ratio 1 to 5.
25. In problem 15e, explain a method for deriving the answer that illustrates the connection between the fraction $2/3$ and the ratio 2 to 3.
26. In problem 7, explain a method for deriving the answer that illustrates that $1/2$ of $1/2$ is $1/4$. Show the connection between this wording and multiplication of fractions.
27. In problem 13f, explain how one can use triangle 4, triangle 3, triangle A, and the original square to illustrate that $1/2$ of $1/2$ of $1/4$ is $1/16$. Show the connection to multiplication.
28. If the original square is one unit, use trapezoid D and square 5 to illustrate the addition problem, $3/16 + 1/8 = 5/16$.
29. If trapezoid B is one unit, use triangle 4 and square 5 to illustrate the addition problem, $1/6 + 1/3 = 1/2$.
30. When asked to compare shapes 3, 5, and 7, many persons will say, "They are equal." Evaluate this statement with regard to congruence and equality. The figures are all different; two are quadrilaterals, one is a triangle. The lengths of the sides are not the same, and the measures of the angles are different. How can the figures be "equal"?