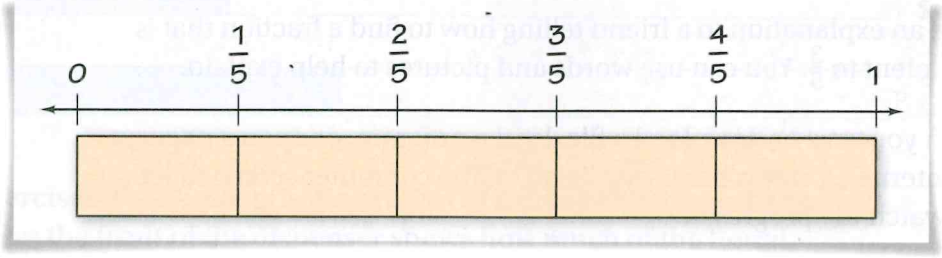
11. Erin used a fifths strip to mark and label $\frac{1}{5}$, $\frac{2}{5}$, $\frac{3}{5}$, and $\frac{4}{5}$ on her number line, as shown below.

a. Why is no label needed for $\frac{5}{5}$?



b. Sally marked her fraction strip like this.

$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$

She says any two segments on her strip are the same as $\frac{2}{5}$. Do you agree with her? Explain how Sally's thinking is different from the way the number line is marked with $\frac{2}{5}$.

c. If you label marks for $\frac{1}{10}$, $\frac{2}{10}$, $\frac{3}{10}$, $\frac{4}{10}$, $\frac{5}{10}$, $\frac{6}{10}$, $\frac{7}{10}$, $\frac{8}{10}$, $\frac{9}{10}$, and $\frac{10}{10}$ on Erin's number line, which marks now have more than one label? Why is this?

d. If you were to extend your number line to reach from 0 to 2, there would be five fifths for every whole number length. What are some other "for every" statements you can make about a number line from 0 to 2?

For Exercises 12–15, decide whether the statement is correct or incorrect. Explain your reasoning in words or by drawing pictures.

12. $\frac{1}{3} = \frac{4}{12}$

13. $\frac{4}{6} = \frac{2}{3}$

14. $\frac{2}{5} = \frac{1}{3}$

15. $\frac{2}{5} = \frac{5}{10}$