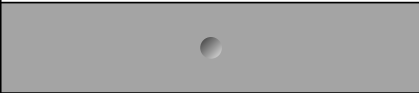
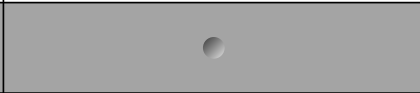
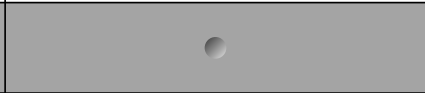

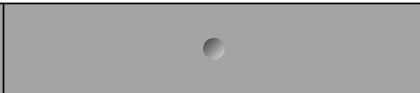






## Which one is a beer deal?




Group work, using your chalkboards.







**Try It:** Model each fraction or percent using *square counters*.

$\frac{1}{2}$	$\frac{2}{3}$	$\frac{7}{8}$
$\frac{3}{4}$	$1 \frac{1}{4}$	$\frac{8}{10}$
		
		
		

**Try It:** Model each fraction or percent using *square counters*.

$\frac{1}{2}$	$\frac{2}{3}$	$\frac{7}{8}$
$\frac{3}{4}$ of a class of 20 students is boys.	$1\frac{1}{4}$ pizzas were left over.	$\frac{8}{10}$ of a chocolate bar.
		

50% of the pencils are blue, the rest are red.	A student got 75% of the questions correct on a test.	
		

**Which one is a beer deal?**

Solve the problem again,  
representing both situations with  
square tiles.

