MATH **016** CLASSWORK 12

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Cw **12-1.** Imagine someone who knows only

- *counting numerators* namely $1, 2, 3, \ldots$

- and that the *denominator* **Dollar** represents a real world

Explain to that person what a **nickel** represents.

Cw **12-2.** Once you have explained that $20\,$**nickels** $= 1\,$**Dollar**, how do you explain what $2\,$**nickels** represents?

Cw **12-3.** After you have explained that **nickel** is a shorthand for **of-which**-20-**can-be-exchanged-for**-1-**Dollar**, what is $3\,$**nickel** a shorthand for? Make your case.

Cw **12-4.** Once you also know that **dime** is shorthand for **of-which**-10-**can-be-exchanged-for**-1-**Dollar**, what can $3\,$**nickels** be exchanged for? Make your case.

Cw **12-5.** How do you explain what $\dfrac{7}{20}\,$**Dollar** represents?

Cw **12-6.** How should one read $\dfrac{7}{13}$**Banana** so that someone who knows only how to *count* can understand what it represents?

Cw **12-7.** For what can you exchange $\frac{37}{20}$ **Dollar**? Make your case.

Cw **12-8.** For what can you exchange $3\frac{7}{20}$ **Dollars**? Make your case.