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Domain 1 – Ratios and Proportional Relationships..... 12

Understand ratio concepts and use ratio reasoning to solve problems.

MAFS.6.RP.1.1..... 13

Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*

MAFS.6.RP.1.2..... 20

Understand the concept of a unit rate a/b associated with a ratio a:b with b≠0, and use rate language in the context of a ratio relationship.

MAFS.6.RP.1.3..... 25

Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

- **a.** Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios**.**
- **b.** Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*
- **c.** Find a percent of a quantity as a rate per 100 (e.g. 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
- **d.** Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
- **e.** Understand the concept of Pi as the ratio of the circumference of a circle to its diameter.

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Domain 2 – The Number System 34

Apply and extend previous understandings of multiplication and division to divide by fractions.

MAFS.6.NS.1.1 35

Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.

Compute fluently with multi-digit numbers and find common factors and multiples.

MAFS.6.NS.2.2 43

Fluently divide multi-digit numbers using the standard algorithm.

MAFS.6.NS.2.3 52

Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

MAFS.6.N.S.2.4 58

Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor.

Apply and extend previous understandings of numbers to the system of rational numbers.

MAFS.6.NS.3.5 64

Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g. temperature above /below zero, elevation above/ below sea level, credits/ debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

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MAFS.6.NS.3.6 70

Understand a rational number as a point on a number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on a line and in a plane with negative coordinates.

- **a.** Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., -(-3) = 3, and that 0 is its own opposite.
- **b.** Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
- **c.** Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

MAFS.6.NS.3.7 78

Understand ordering and absolute value of rational numbers.

- **a.** Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret -3 > -7 as a statement that -3 is located to the right of -7 on a number line oriented from left to right.*
- **b.** Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write -3 ° C > -7 ° C to express the fact that -3 ° C is warmer than -7 ° C.*
- **c.** Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity a in real-world situation. *For example, for an account balance of -30 dollars, write $|-30|=30$ to describe the debt in dollars.*
- **d.** Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.*

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MAFS.6.NS.3.8 85

Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

Domain 3 – Functions 92

Apply and extend previous understandings of arithmetic to algebraic expressions.

MAFS.6.EE.1.1 93

Write and evaluate numerical expressions involving whole-number exponents.

MAFS.6.EE.1.2 99

Write, read, and evaluate expressions in which letters stand for numbers.

a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as 5 – y.*

b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.*

c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formula* $V = s^3$ *and* $A = 6 s^2$ *to find the volume and surface area of a cube with sides of length s = 1/2.*

MAFS.6.EE.1.3 106

Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.*

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MAFS.6.EE.1.4 111

Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.*

Reason about and solve one-variable equations and inequalities.

MAFS.6.EE.2.5 117

Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true**.**

MAFS.6.EE.2.6 122

Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or depending on the purpose at hand, any number in a specified set.

MAFS.6.EE.2.7 129

Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.

MAFS.6.EE.2.8 134

Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

Represent and analyze quantitative relationships between dependent and independent variables.

MAFS.6.EE.3.9 141

Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.

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Domain 4 – Geometry.....148

Solve real-world and mathematical problems involving area, surface area, and volume.

MAFS.6.G.1.1 149

Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

MAFS.6.G.1.2 159

Find the volume of a rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V= *l w h* and V = *b h* to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

MAFS.6.G.1.3 168

Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

MAFS.6.G.1.4 175

Represent three-dimensional figures using nets made of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

Domain 5 – Statistics and Probability 189

Develop understanding of statistical variability.

MAFS.6.SP.1.1 190

Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*

MAFS.6.SP.1.2 196

Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

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MAFS.6.SP.1.3 202

Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

Summarize and describe distributions.

MAFS.6.SP.2.4 210

Display numerical data on a number line, including dot plots, histograms and box plots.

MAFS.6.SP.2.5 218

Summarize numerical data in relation to their context, such as by:

a. Reporting the number of observations

b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.

c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

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Domain 1

Ratios and Proportional Relationships

Understand Ratio and Use Ratio Language 13

Understand Unit Rate and Use Rate Language..... 20

Use Ratio and Rate to Solve Real-World Problems 25

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Everglades K-12 Publishing's Mathematics Florida Standards Grade 6
Domain 1 – Ratios and Proportional Relationships – MAFS.6.RP.1.1

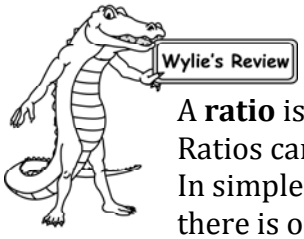
Domain → **Title** → **Ratios** ← **Standard Coding**

Cluster →

Understand ratio concepts and use ratio reasoning to solve problems.

Standard →

Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*



A **ratio** is a comparison of two numbers in relation to each other.
Ratios can be expressed as the quotient of one quantity divided by the other.
In simpler terms, a ratio represents, for every amount of one thing, how much there is of another thing.

For example, Raymond is cooking for a picnic. He is grilling hotdogs and hamburgers. The ratio of hotdogs to hamburgers is 2 to 4. This ratio does not mean Raymond will cook two hotdogs and four hamburgers, but that for every two hotdogs Raymond cooks, he will also cook four hamburgers.

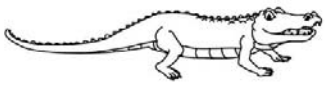
2 hotdogs for every 4 hamburgers

Ratios can be written in three different ways. The order in which the numbers are written is important: whichever word/unit comes first in the relationship, the value of the unit or number must come first as well. The ratio of numbers *a* and *b* can be expressed as follows:

- Word notation: the ratio of *a* to *b* OR *a* is to *b*
- Odds notation: *a:b*
- Fractional notation: $\frac{a}{b}, b \neq 0$

Therefore, for Raymond's picnic, we can represent the relationship of hot dogs to hamburgers as follows:

- Word notation: 2 to 4 OR 2 is to 4
- Odds notation: 2:4
- Fractional notation: $\frac{2}{4}$



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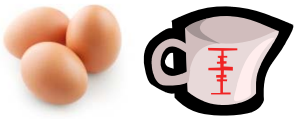
Example 1: Using words, odds notation, or fractional notation to describe the relationship between the two quantities shown below.

A cookie recipe requires three eggs for every one cup of sugar.



The quantity of eggs is written first because the eggs are stated first in the relationship. The number of cups of sugar is written second.

The word notation for this ratio uses the word "to", 3 to 1.

The odds notation for this ratio uses a colon to separate the quantities, 3:1.

The fractional notation for this ratio places the first quantity in the numerator, $\frac{3}{1}$.

Ratios can be used to represent a wide range of situations in various settings. We can compare two parts of one whole to each other utilizing ratios.

Consider the following situation: There are 12 students in line at the salad bar. Eight of the students are girls and four of the students are boys. What is the ratio of girls to boys in the line?

Notice the quantities being compared, boys and girls, are from the same group: the number of students in line.

girls

boys

There are 8 girls for every 4 boys. The ratio of girls to boys is 8:4.

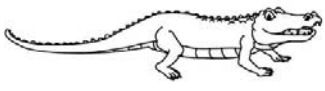
Ratios can also be used to compare a part of a whole, to the whole.

What is the ratio of boys to the number of students in line?

boys

students

We can write this ratio as 4 boys to 12 students, 4:12, or the fraction $\frac{4}{12}$.



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Example 2: To make the best tasting citrus punch, Kaylee mixes 2 quarts of grapefruit juice to every 3 quarts of orange juice. What is the ratio of grapefruit juice to orange juice?

The ratio of grapefruit juice to orange juice is a "part to part" comparison. Remember to write the quantity of grapefruit juice first, since it is presented first in the problem. The ratio is represented as 2 quarts for every 3 quarts, 2 to 3, or 2:3. What part of the total punch mixture is grapefruit juice?

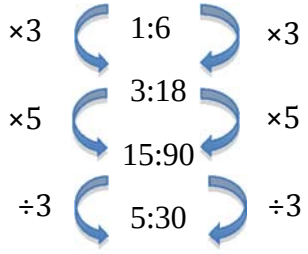
The ratio of grapefruit juice to the total mixture is a "part to whole" comparison. Therefore, this ratio can also be represented as a fractional amount. Determine the total of the quarts by adding 2 quarts of grapefruit juice and 3 quarts of orange juice.

2 qts grapefruit juice 3 qts orange juice

The final mixture will contain 5 quarts of both grapefruit and orange juice. There are 2 quarts of grapefruit juice to the total of 5 quarts of punch. This ratio can be written as 2 to 5, 2:5 or $\frac{2}{5}$.

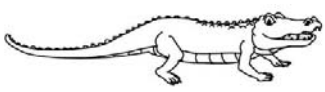
A fruit drink calls for sugar to be mixed with water in a ratio of 1:6. This means that for every 1 scoop sugar, there will need to be 6 ounces of water. If there were 100 scoops of sugar, there will be 600 ounces of water.
These ratios are equivalent because they have the same relationship; the amount of water is six times the amount of sugar.

To find equivalent ratios, multiply or divide both sides of the ratio by the same number. This is similar to finding equivalent fractions.



Some of the possible equivalent ratios for 1:6 include: 3:18, 15:90, 5:30.

Simplifying ratios makes them easier to work with. A ratio is in its simplest form when both quantities are whole numbers, and the whole number quantities are evenly divisible by is 1. To simplify ratios, use the same



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procedure used to simplify fractions. Simplify ratios by dividing the both number by their **greatest common factor (GCF)**. The **GCF** can be found by listing all of the factors of each value in the ratio, and then finding the greatest factor the two values have in common.

For example, to simplify the ratio of 8:12, find the GCF of 8 and 12.

8	12
1	1
2	2
4	3
8	4
	6
	12

Since 4 is the largest factor of 8 and 12, 4 is the GCF.
Therefore, to simplify the ratio of 8:12, we would divide 8 and 12 by the GCF of 4.

÷4 (8:12 / 2:3) ÷4

The ratio 8:12 in simplest form is 2:3.

Example 3: Find two equivalent ratios for 6:18.

Multiply each side of the ratio by the same number.

×10 (6:18 / 60:180) ×10

Divide each side of the ratio by a common factor.

÷2 (6:18 / 3:9) ÷2

Two equivalent ratios of 6:18 are 60:180 and 3:9.

Example 4: Simplify the following ratio, 24:6.

Represent the ratio in fractional notation, $\frac{24}{6}$.

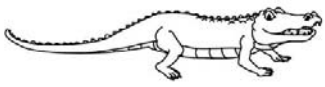
Determine the factors of the numerator. → Factors of 24: 1, 2, 3, 4, 6, 8, 12, 24

Determine the factors of the denominator. → Factors of 6: 1, 2, 3, 6

Find the Greatest Common Factor of the numerator and denominator.

Divide the numerator and denominator by the greatest common factor. $\frac{24 \div 6}{6 \div 6} = \frac{4}{1}$

24:6 in simplest form is $\frac{4}{1}$ or 4:1.



Now Try These:

For 1-3, Equation Editor:

1. There are 15 girls and 12 boys in a class. What is the ratio of girls to boys? Write the answer in word notation.

2. A newspaper includes 12 pages of sports and 8 pages of international news. What is the ratio of sport pages to international news pages? Write the answer in odds notation.

3. A hare and a wallaby are running a race. Three leaps of the hare are equal to one leap of the wallaby. What is the ratio of hare leaps to wallaby leaps?

For 4-6, Multiple Choice

4. Dwayne's geography quiz had 10 questions, and he got 8 correct. What is the ratio of correct to incorrect answers?

A. 10:8

B. 8:10

C. 2:8

D. 8:2

5. Ella's book bag contains 10 markers: 6 red, 3 blue, and 1 orange. What is the ratio of blue markers to the total number of markers in Ella's bag?

A. 3 to 10

B. 3 to 6

C. 1 to 10

D. 6 to 10

6. Which shows the ratio is equivalent to 10:16?

A. $\frac{5}{13}$

B. $\frac{8}{13}$

C. $\frac{5}{8}$

D. $\frac{8}{5}$

7. Open Response
The ratio of brown cows to black cows is 1:4. What does the number 4 represent in this ratio?

Multiple Choice

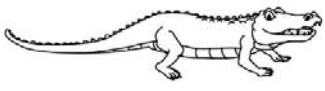
8. What is the ratio of white pentagons to black pentagons?

A. 5:7

B. 2 to 7

C. $\frac{5}{2}$

D. 2:5



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For 9-11, Equation Editor

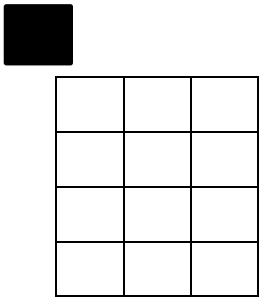
9. What is the ratio of striped rectangular prisms to all of the rectangular prisms? Write your answer in fractional notation.

10. Farmer McHuggins has 2 sheep, 2 cows, and 8 chickens on his farm. What is the ratio of sheep to total number of animals?

11. Farmer McHuggins is adding animals to his farm. He is adding a number of sheep. How many sheep would he need to add to make the ratio of sheep to the total number of animals 6:16.

GRID

12. Shade the model below so that 25% of the model is shaded.



Equation Response

What is the ratio of shaded blocks to unshaded blocks?

Multiple Choice

13. Which of the relationships below show equivalent ratios?

A. $\frac{1}{5} = \frac{5}{10}$

B. $\frac{2}{3} = \frac{3}{2}$

C. $\frac{4}{9} = \frac{12}{27}$

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

Table Item

14. The after school program has a ratio of 3 boys and 7 girls. Complete the table to show the ratio of boys to girls.

Ratio of Boys to Girls	
3	7
12	
	56
	70

Hot Text

15. The table below shows a ratio.

Ratio White Eggs to Brown Eggs	
8	4
20	10
16	8

Select the ratio that would represent the ratio if there were 16 brown eggs.

- 2 white eggs to 1 brown egg
- 16 white eggs to 8 brown eggs
- 32 white eggs to 16 brown eggs

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Editing Task Choice

16. Gum drops are shown.

The ratio of 3:4 represents the ratio of star gumdrops to plain gumdrops.

stripe gumdrops to total number of gumdrops
star gumdrops to plain gumdrops
stripe gumdrops to star gumdrops

Multiselect

17. Select all of the following that demonstrates equivalent ratios?

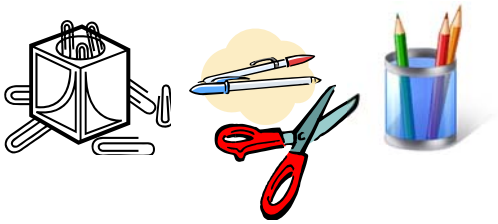
- ☐ $\frac{16}{20} = \frac{4}{5}$
- ☐ $\frac{2}{3} = \frac{4}{9}$
- ☐ 1:6 = 7:40
- ☐ $\frac{1}{6} = \frac{2}{8}$
- ☐ 35: 50 = 7:10

Equation Editor

18. Write the ratio for the number of addition signs for every multiplication sign. Write two equivalent ratios.

Table Item

19. Wendy has office supplies on her desk as shown in the picture. Complete the table to show two ratios.



Ratio of Paper Clips to Scissors	

Ratio of Pencils to Office Supplies	

Open Response

20. Gloria wants to compare the number of students with blonde hair to the total number of students in her class. She counted 2 blondes, 2 redheads, and 12 brunettes. Describe the ratio of students with blonde hair compared to the all the students in the class.

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Understand ratio concepts and use ratio reasoning to solve problems.

Formative Assessment 1

Solve and answer all of the problems on this assessment. Select the best answer for each of the Multiple Choice, Multiselect, Editing Task, Editing Task Choice, Hot Text, and Matching Item problems. Complete the Equation Editor, Table Item, Open Response, and Graphic Response Item Display (GRID) problems.

Multiple Choice

1. Grant has collected 30 tokens the last 7 times he has played his video game. Which of the following is equivalent to Grant's tokens to games ratio? MAFS.6.RP.1.3

A. $\frac{90}{14}$

B. $\frac{15}{2}$

C. $\frac{120}{28}$

D. $\frac{4}{1}$

Table Item

2. Write the ratio for the number of addition signs for every multiplication sign. Complete the table to show two ratios. MAFS.6.RP.1.1

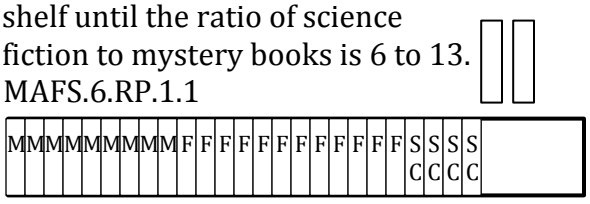
Ratio of addition to multiplication signs	

Equation Editor

3. Hinkle's Bakery sells 5 bagels for $3.65. What is the unit price of a bagel? MAFS.6.RP.1.2

4. GRID

Shawna has a shelf of books. She has 9 mystery books, 12 fantasy books and 4 science- fiction books. Add additional books to the shelf until the ratio of science fiction to mystery books is 6 to 13. MAFS.6.RP.1.1



For 5-6, Equation Editor

5. The Langston family went to visit their grandparents. They traveled 496 miles in 8 hours. What is the ratio of miles to hours? MAFS.6.RP.1.1

6. What is the distance the Langston family will travel in one hour? MAFS.6.RP.1.2

Multiple Choice

7. Four candy bars cost $5.16. Find the unit price for a candy bar. MAFS.6.RP.1.2

A. $2.58

B. $1.72

C. $1.29

D. $1.14

For 8 – 9, Table Item

8. Becky needs 7 pounds of chocolate. They are sold in one ounce squares. Complete the table using the ratio given. MAFS.6.RP.1.3

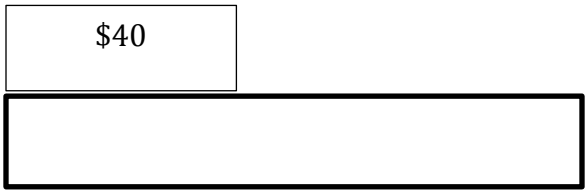
Pounds	Ounces
1	16
2	
3	
4	
5	
6	
7	

9. At the local Book Nook, 4 paperback books cost $24. Complete the table to determine how much 8 books cost. MAFS.6.RP.1.3

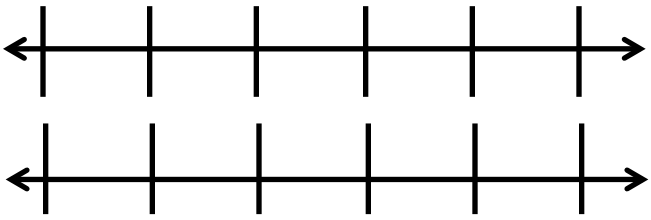
Books	Cost
3	
4	$24
5	
6	$36
8	

For 10-11, GRID

10. Alicia spent $40 on new accessories. This represented $\frac{4}{10}$ of her money. Complete the diagram to show how much money Alicia started. MAFS.6.RP.1.3



11. How long does it take a goose to fly 1,050 km if it travels at a rate of 20 km/hour? Use a double number line to show your answer. MAFS.6.RP.1.3



Equation Editor

12. Solve the equation to find the value of *t*. MAFS.6.RP.1.3

$$\frac{t}{2} = \frac{12}{8}$$

Hot Text

13. A baseball pitcher won 75% of the games he pitched. He pitched 84 games. Place the number of game he won in the box. MAFS.6.RP.1.3

112	21	100	63

[ ] **games**

Editing Task Choice

14. One out of every six sixth grade students does not have siblings. There are 594 sixth graders. MAFS.6.RP.1.3

There are 99 students that have siblings.

- 545 students
- 495 students
- 99 students
- 49 students

Equation Editor

15. Erin goes to a pumpkin patch and picks out a pumpkin that weighs 4,250 grams. How many kilograms does the pumpkin weigh? MAFS.6.RP.1.3

Multiselect

16. Patrick has 4 pieces of candy for every 3 pieces of gum. Which of the following ratios could represent the ratio of candy to gum for any number of pieces? MAFS.6.RP.1.1

- ☐ 44 : 43
- ☐ 12 : 9
- ☐ 28 : 24
- ☐ 36 : 27
- ☐ 40 : 30

Table Item

17. Wallace is on the middle school baseball team. His strikeout-to-hit ratio is 7:2. Complete the ratio table for the relationship. Label the rows. MAFS.6.RP.1.3

GRID

18. Using the ratio table with 7: 2, add the points to the coordinate grid. MAFS.6.RP.1.3

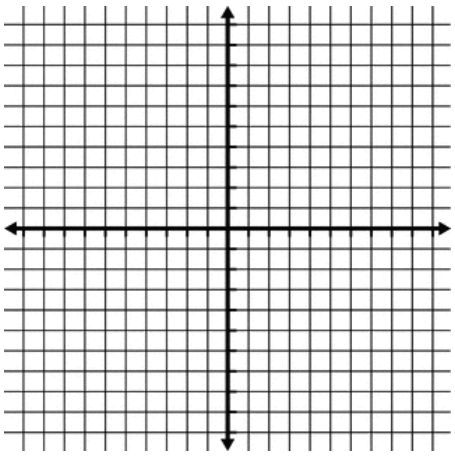


Table Item

19. Derrick bought $62.89 in gasoline. He was able to buy 19 gallons. What is the unit price for a gallon of gas? MAFS.6.RP.1.2

	Gallons	Cost
Original		
Unit Price		

Multiselect

20. Which statements describes a unit rate? MAFS.6.RP.1.1

- ☐ Donald has 1 truck and 2 cars.
- ☐ Chris is walking 1 mile and riding 4 miles.
- ☐ The shelter has one dog for every 2 cats.
- ☐ The fruit punch calls for 2 cups of grape juice and 3 cups of soda.
- ☐ Winston receives $10 per "A" on his report card.

Open Response

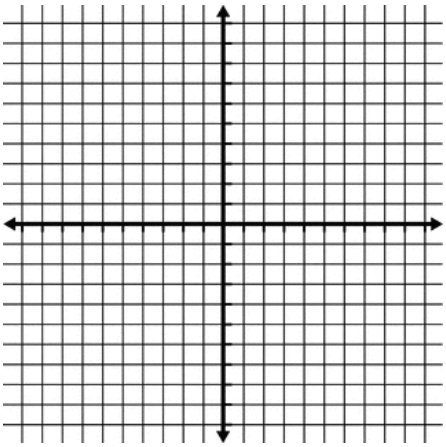
21. Felicity has passed 3 out of 5 of her tests in math class. If the number of tests she passes stays consistent, what would it mean when she has taken 10 tests? MAFS.6.RP.1.3

Table Item

22. "Using 3 to 5 data" Complete the ratio table for the relationship in the word problem. Label the rows. MAFS.6.RP.1.3

GRID

23. Using the ratio table with 3: 5, add the points to the coordinate grid. MAFS.6.RP.1.3



Multiple Choice

24. Which of the ratios represents the number of stars to circles? . MAFS.6.RP.1.1

A. $\frac{3}{2}$

B. $\frac{2}{5}$

C. $\frac{3}{5}$

D. $\frac{2}{3}$

Hot Text

25. The tape diagram represents the number of ounces per the number of cakes.

20	**40**	**60**	**80**	**100**	**120**	**140**	**160**
8 cakes							

The unit rate for the ounces per cake is ☐

- 160 ounces to 8 cakes.
- 80 ounces to 4 cakes.
- 20 ounces to 1 cake.
- 8 ounces to 1 cake.