(1) Explain in two ways how we can solve $\frac{2}{5} \div \frac{1}{3}$.

(2) Do these problems.

(a) $\frac{2}{5} \div \frac{3}{8}$
(b) $8 \div \frac{1}{2}$
(c) $3\frac{3}{4} \div \frac{5}{2}$
(d) $\frac{7}{40} \div \frac{21}{25}$
(e) $3\frac{2}{3} \div 3$
(f) $\frac{3}{4} \div \frac{5}{8}$

(3) (a) A girl spends $\frac{1}{3}$ of her savings and loses $\frac{2}{3}$ of the remainder. She then has 12 cents. How much did she start with?

(b) What is the area, in square miles, of a farm $1\frac{5}{15}$ miles long by $\frac{2}{3}$ miles wide?

(4) (a) A length of cloth $6\frac{7}{8}$ feet long is divided into 5 equal pieces. How long is each piece?

(b) A lox of modeling clay weighs $45\frac{1}{2}$ pounds. How many $1\frac{3}{4}$ pound packages will one box fill?

(5) Write an essay on the important reasons for teaching mathematics on the K–6 level. Mention both philosophical and practical reasons that come to your mind. Give examples on how your teaching math might influence your students.