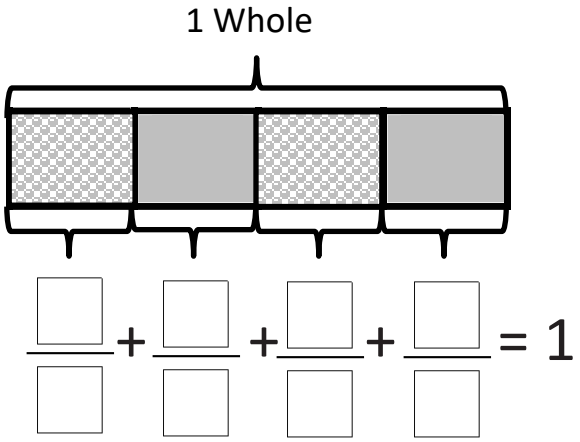
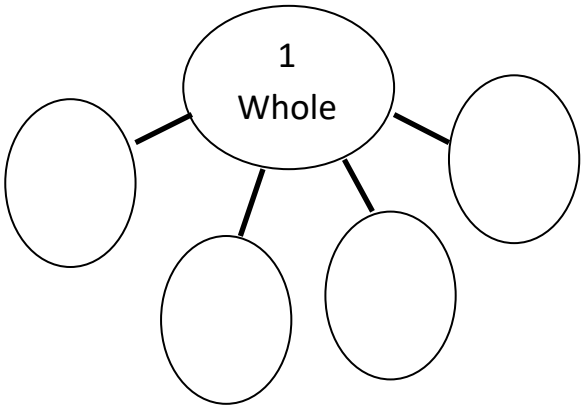
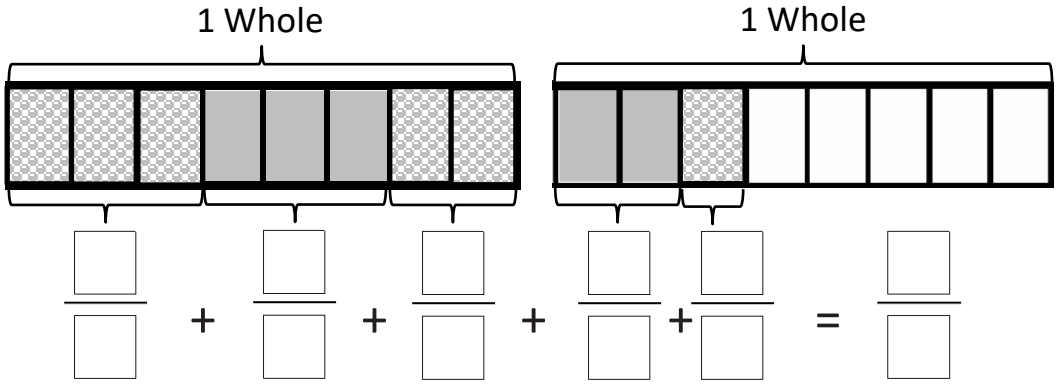
Name _____

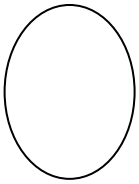
1. Write a number sentence and draw a number bond to show the shaded part.





2.

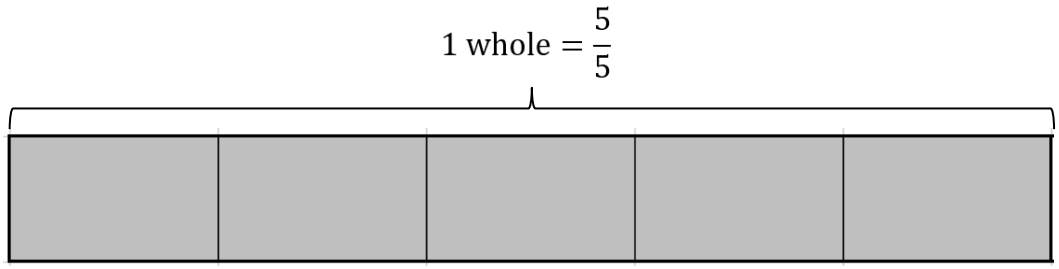




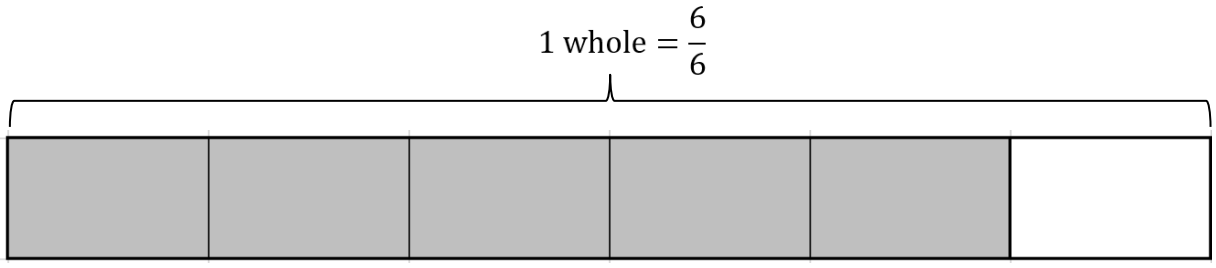
Name _____ Date _____

1. Circle each addend on the tape diagram to show how the fraction is decomposed.

a. $1 = \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$



b. $\frac{5}{6} = \frac{2}{6} + \frac{2}{6} + \frac{1}{6}$

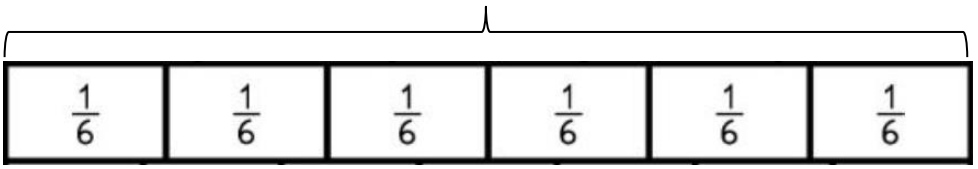


Name _____

Step 1: Shade a tape diagram of the given fraction.

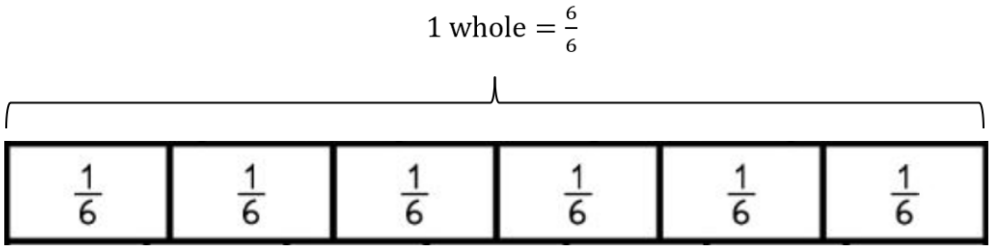
Step 2: Record the decomposition as a sum of fractions in **two different ways.**

1 whole $= \frac{6}{6}$



$\frac{4}{6} =$ _____

1 whole $= \frac{6}{6}$

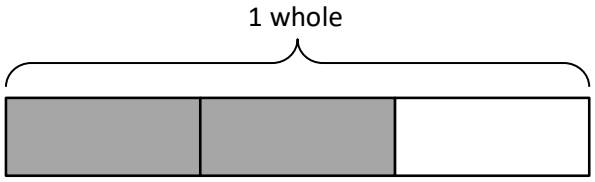


$\frac{4}{6} =$ _____

Name _____

1. Write each fraction as a sum of unit fractions.
   Write the equivalent multiplication sentence.

a.



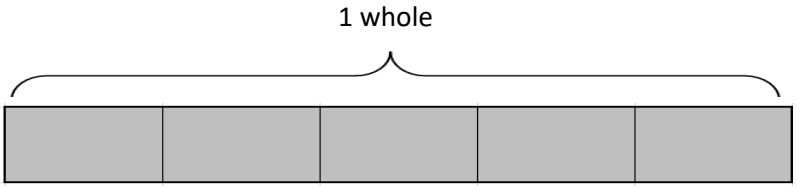
Sum of unit fractions: _____

Multiplication Sentence:

$\frac{2}{3}$ = _____ groups of _____ = _____

---

b.



Sum of unit fractions: _____

Multiplication Sentence:

$\frac{5}{5}$ = ____ groups of ____ = _____

---

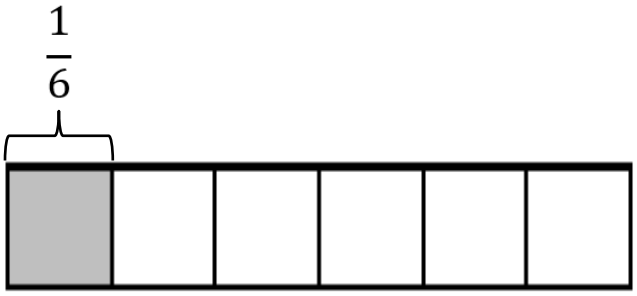
2. Write a number sentence showing the fraction as multiplying the **unit fraction**.

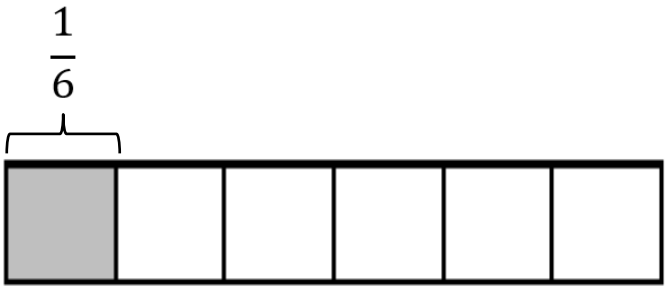
$\frac{6}{9}$ = _____ groups of _____ = _____

Name _____

1. The total length of the tape diagram represents 1 whole. Decompose the shaded unit fraction as the sum of smaller **unit fractions** in **two different ways**.

   (Draw dotted lines to decompose the pieces.)





_____ = _____ _____ = _____

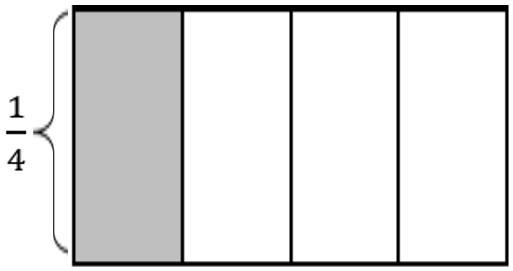
2. Draw and label a tape diagram to prove the following statement.

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

Name _____

1. Draw horizontal lines to decompose each rectangle into the number of rows given. Show the shaded area as both a sum of unit fractions and as a multiplication sentence.

2 rows



= Equivalent Fractions: $\frac{1}{4}$ = _____

\+ Sum of unit fractions: $\frac{1}{4}$ = _____

X Multiplication Sentence:

$\frac{1}{4}$ = = _____ groups of _____ ➡ $\frac{1}{4}$ = _____ x _____

---

2. Show the fraction as a sum of unit fractions and as a multiplication sentence.

$\frac{1}{5} = \frac{2}{10}$

\+ Sum of unit fractions:

$\frac{1}{5}$ = _____

X Multiplication:

$\frac{1}{5}$ = = _____ groups of _____ ➡ $\frac{1}{5}$ = _____ x _____

Name _____

1. Decompose the rectangle into **eighths**. Write the equivalent fractions as both a sum of unit fractions and as a multiplication sentence.

= Equivalent Fractions: _____ = _____

X Multiplication sentence:_____

$\frac{3}{4}$ = (_____) + (_____) + (_____) = _____

---

2. Show the decomposition represented by the number sentence below.

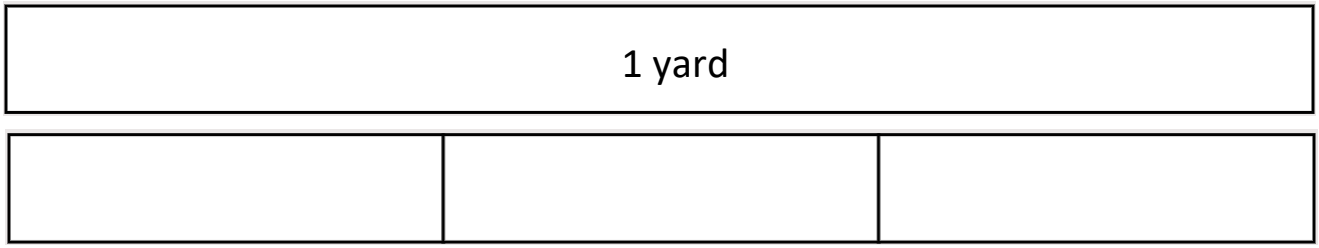
$\frac{3}{5} = \frac{6}{10}$

$\frac{3}{5}$ = (_____) + (_____) + (_____) = _____

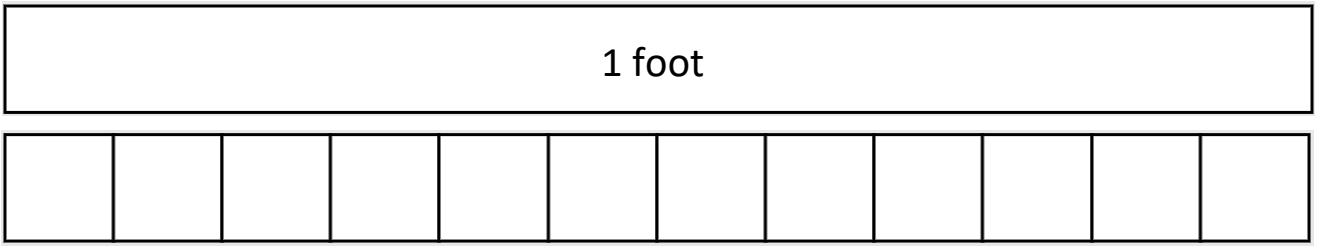
Name _____

1. Shade in pictures to show the fractions.

a. 2 feet equal what fraction of a yard? 2 feet = _____ yard



b. 9 inches equal what fraction of a foot? 9 inches = _____ foot



2. Write the fractions that belong in the blanks.

a. 1 inch equals what fraction of a foot? 1 inch = _____ foot

b. 1 inch equals what fraction of a yard? 1 inch = _____ yard

c. 1 foot equals what fraction of a yard? 1 foot = _____ yard

Name _____

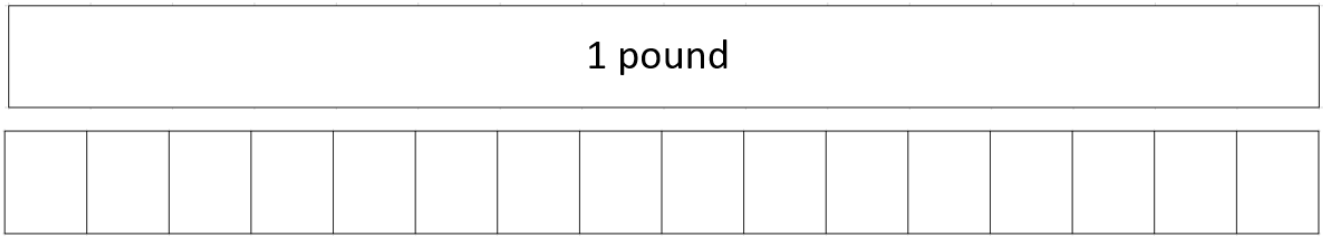
1. Fill in the blanks.

a. 1 pound = _____ ounces

b. 1 ounce is _____ of a pound

3. Shade in the tape diagram to show how ounces relate to pounds.

8 ounces = _____ of a pound



4. Show the shaded portion as ounces in unit form AND as a fraction of a pound.

Unit form: _____ Fraction of a pound: _____

Name _____

1. Fill in the blanks.

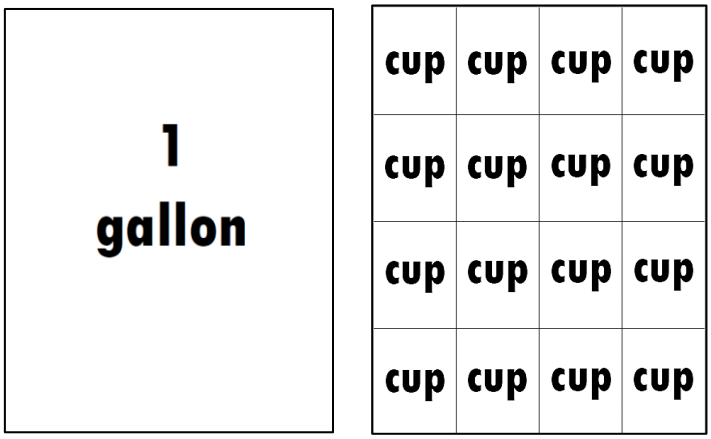
a. 1 gallon = _____ quarts

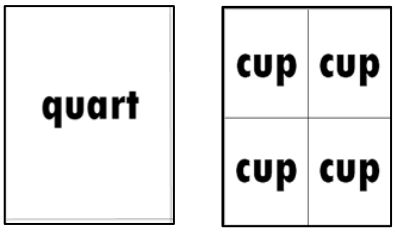
b. 1 gallon = _____ pints

2. Shade in the area models to show how capacity relates to fractions.

a. 10 cups = _____ of a gallon

b. 3 cups = _____ of a quart

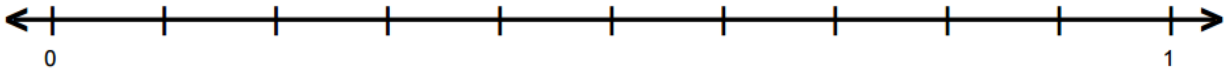




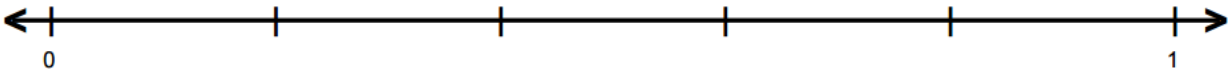
Name _____

1. Plot the following points on the number lines.

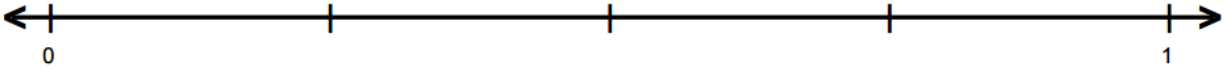
a. $\frac{8}{10}$



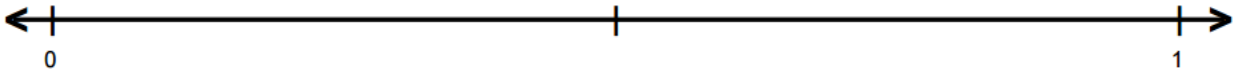
b. $\frac{3}{5}$



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



d. $\frac{1}{2}$



2. Use the number lines in Problem 1 to compare the fractions by writing >, <, or =.

a. $\frac{1}{4}$ _____ $\frac{1}{2}$

b. $\frac{8}{10}$ _____ $\frac{3}{5}$

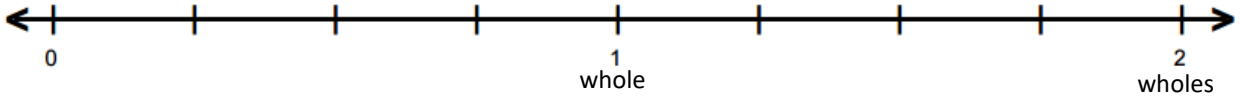
c. $\frac{1}{2}$ _____ $\frac{3}{5}$

d. $\frac{1}{4}$ _____ $\frac{8}{10}$

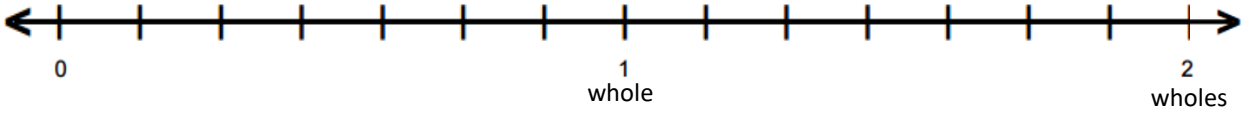
Name _____

1. Place the following fractions on the number lines.

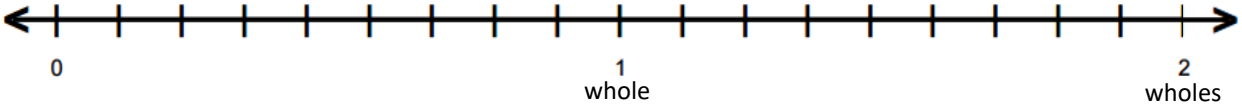
a. $\frac{5}{4}$



b. $\frac{10}{7}$



c. $\frac{16}{9}$



2. Use the number lines to compare the fractions using >, <, or =.

a. $\frac{5}{4}$ _____ $\frac{10}{7}$

b. $\frac{5}{4}$ _____ $\frac{16}{9}$

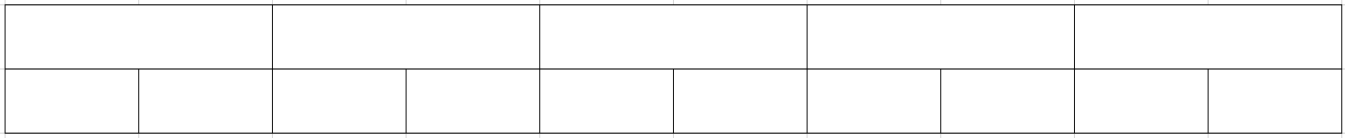
c. $\frac{16}{9}$ _____ $\frac{10}{7}$

Name _____

1. Since $\frac{1}{3}$ _____ $\frac{1}{6}$ then $\frac{2}{3}$ _____ $\frac{2}{6}$

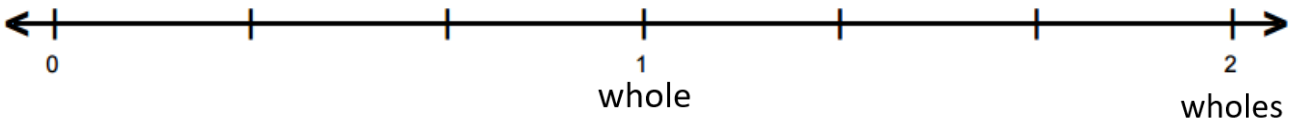
2. Shade in tape diagrams to compare the following fractions:

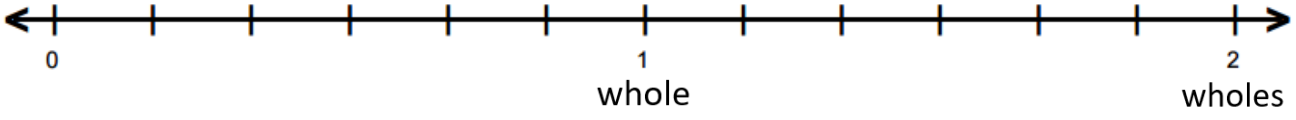
$\frac{2}{5}$ _____ $\frac{3}{10}$



3. Use number lines to compare the following fractions:

$\frac{4}{3}$ _____ $\frac{7}{6}$

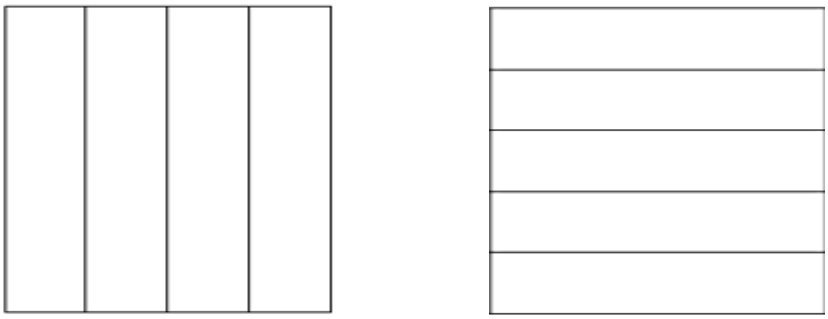




Name _____

1. Draw an area model for each fraction to make like denominators. Compare the two fractions by writing >, <, or = on the line.

$\frac{3}{4}$ _____ $\frac{4}{5}$



2. Rename the fractions, as needed in order to compare by writing >, <, or =.

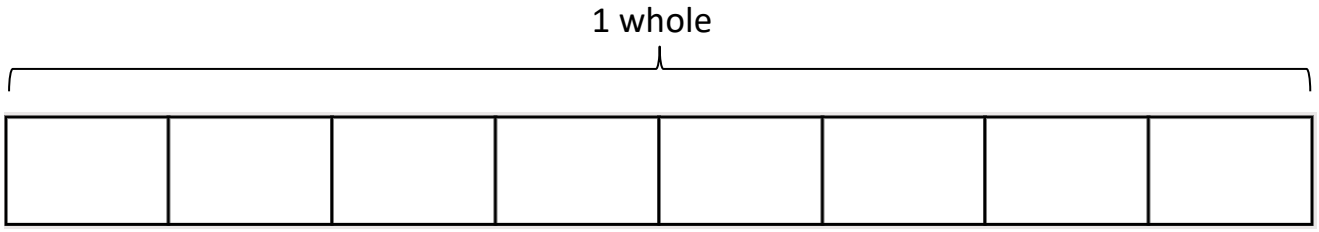
$\frac{2}{6}$ _____ $\frac{3}{5}$

$\frac{\times}{\times} =$ $\frac{\times}{\times} =$

Name _____

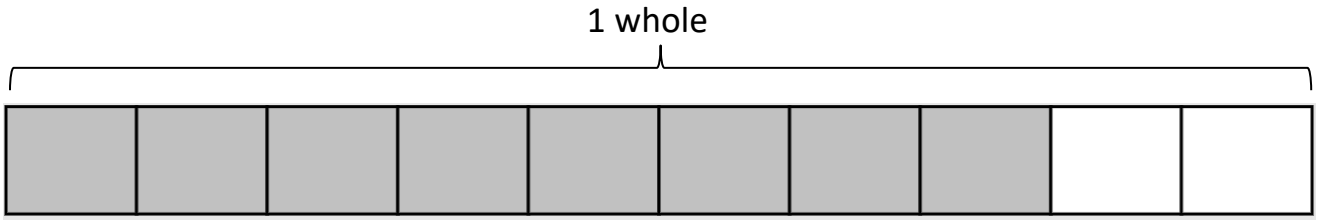
1. Find the sum.

$\frac{2}{8} + \frac{4}{8} =$ _____



2. Find the difference.

$\frac{8}{10} - \frac{3}{10} =$ _____



Name _____ Date _____

1. Find the difference

a. $\frac{6}{9} - \frac{5}{9} =$ _____

b. $\frac{5}{6} - \frac{3}{6} =$ _____

2. Find the sum.

a. $\frac{5}{12} + \frac{10}{12} =$ _____

b. $\frac{6}{8} + \frac{2}{8} =$ _____

3. Write True or False.

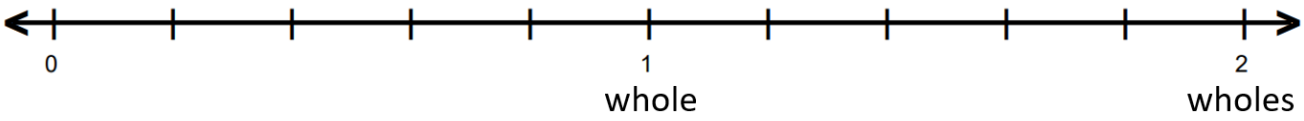
a. The sum for Problem 2a above is greater than 1 whole. _____

b. The sum for Problem 2b above is equal to 1 whole. _____

Name _____

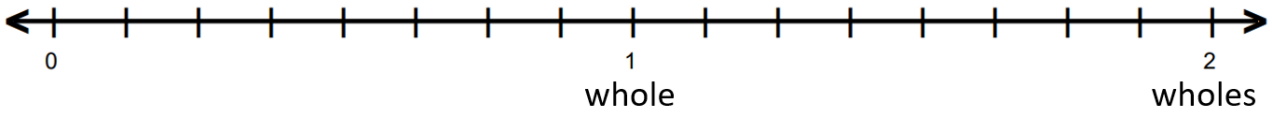
1. Find the sum by adding on the number line.

$1\frac{1}{5} + \frac{2}{5} =$ _____

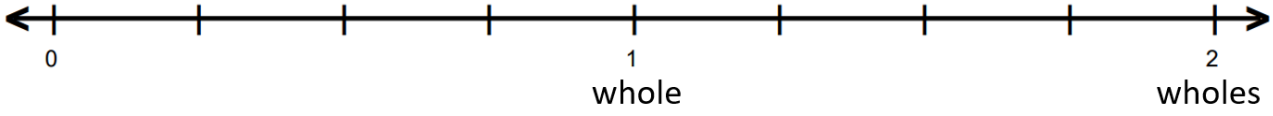


2. Find the difference by <u>counting up</u> on the number line.

a. $1\frac{2}{8} - \frac{5}{8} =$ _____



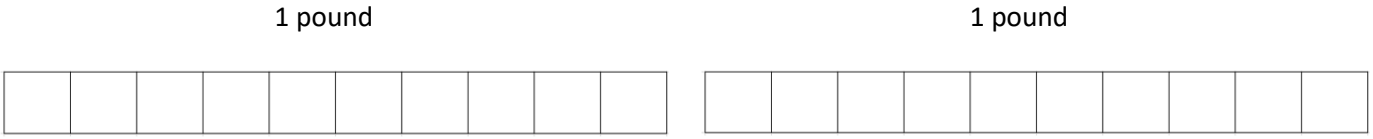
b. $1\frac{2}{4} - \frac{3}{4} =$ _____



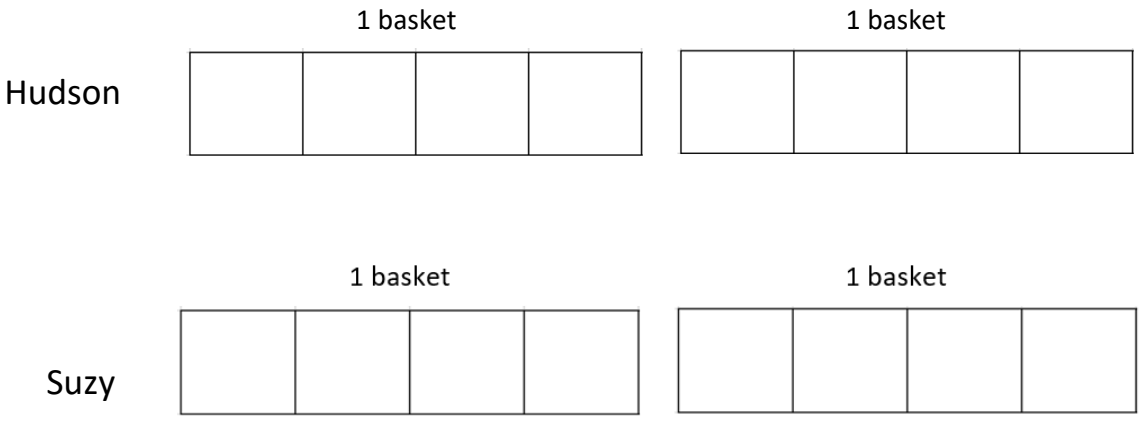
Name _____

Shade in tape diagrams to solve.

1. Mrs. Smith took her bird to the vet. Tweety weighed $1\frac{3}{10}$ pounds. The vet said that Tweety weighed $\frac{4}{10}$ pound more than last year. How much did Tweety weigh last year?



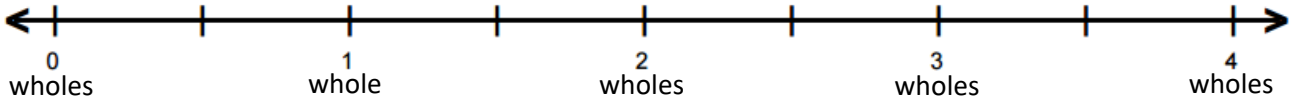
2. Hudson picked $1\frac{1}{4}$ baskets of apples. Suzy picked 2 baskets of apples. What fraction of a basket more did Suzy pick than Hudson?



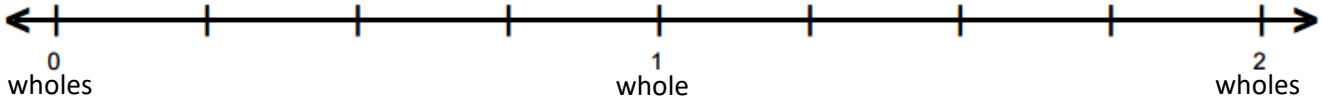
Name _____

Multiply and write the product as a mixed number. Use a number line to support your answer.

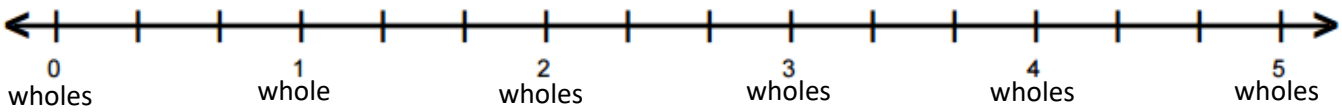
1. $8 \times \frac{1}{2} =$ _____



2. 7 copies of 1 fourth = _____



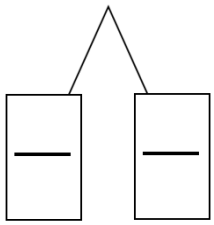
3. $13 \times \frac{1}{3} =$ _____



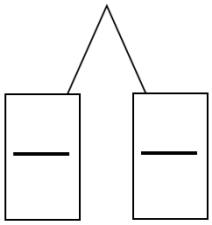
Name _____

1. Rename the fraction as a mixed number by decomposing it into two parts. Model the decomposition with a number bond.

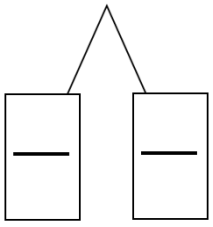
a. $\frac{17}{5}$ = _____ + _____ = _____



b. $\frac{15}{3}$ = _____ + _____ = _____



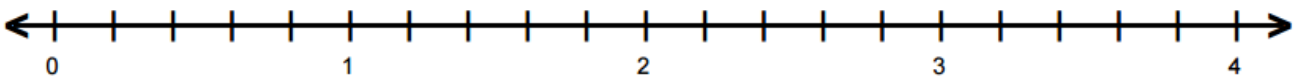
c. $\frac{11}{4}$ = _____ + _____ = _____



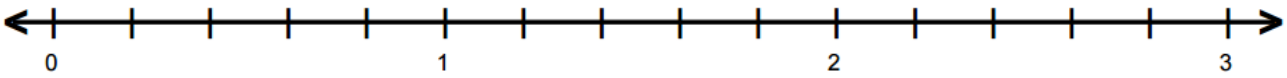
Name _____

Use a number line to convert each mixed number to a fraction greater than 1.

1. $3\frac{1}{5}$ = _____



2. $2\frac{3}{5}$ = _____



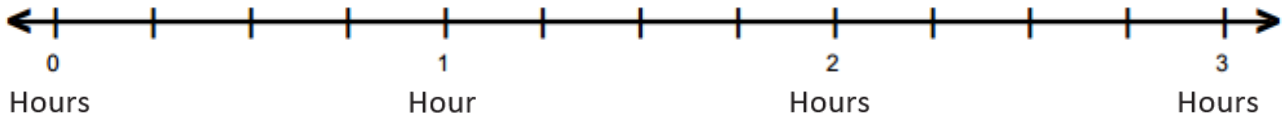
Use any strategy to convert the mixed number into an improper fraction.

3. $4\frac{2}{9}$ = _____

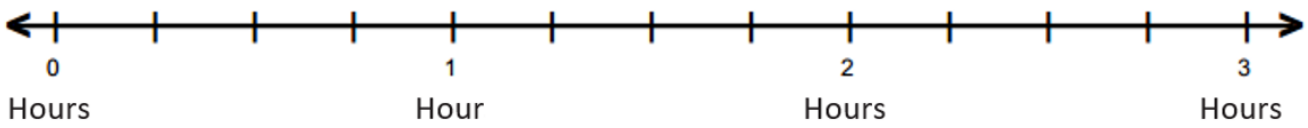
Name _____

1. Mr. O'Neil asked his students to record the length of time in hours that they read over the weekend. The times are listed in the table. Make a line plot of the data.

Student	Robin	Bill	Katrina	Kelly	Marty	Gail	Scott	Ben
Time	$\frac{2}{4}$	1	$\frac{3}{4}$	$1\frac{3}{4}$	$1\frac{2}{4}$	$2\frac{1}{4}$	$1\frac{3}{4}$	$2\frac{2}{4}$



2. One of the students read $\frac{3}{4}$ hour on Friday, $\frac{3}{4}$ hour on Saturday, and $\frac{3}{4}$ hour on Sunday. Add these fractions on the number line.



How many hours did that student read over the weekend? _____

Look at the chart to name the student that read this much. _____

Name _____

Solve.

1. Fill in the missing number. $3\frac{2}{5} + \_\_\_ = 4$

2. $2\frac{3}{8} + \frac{7}{8} = \_\_\_\_\_$

$\frac{\quad}{8}$ $\frac{\quad}{8}$

Name _____

Add the whole numbers. Add the fractions. Combine your answers.

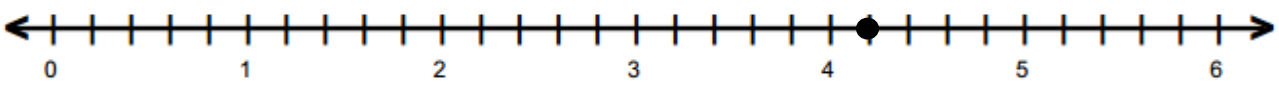
a. $2\frac{3}{8} + 1\frac{5}{8}$ _____

b. $3\frac{4}{5} + 2\frac{3}{5}$ _____

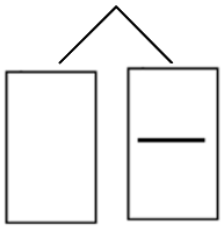
Name _____

Solve.

1. $4\frac{1}{5} - \frac{4}{5} =$ _____



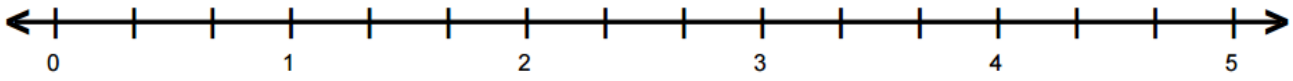
2. $8\frac{3}{8} - \frac{6}{8} =$ _____



Name _____

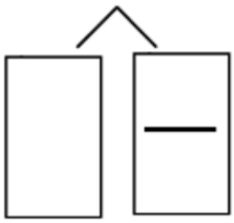
1. Write a related addition sentence. Use the number line to subtract by **counting on**

$4\frac{2}{3} - 2\frac{1}{3} =$ _____



2. Subtract by decomposing the total.

$8\frac{5}{8} - 6\frac{7}{8} =$ _____



Name _____

1. Solve using unit form.

$5 \times \frac{2}{3} =$ _____ x _____ thirds = _____ thirds

2. Solve. Write the final answer as a fraction.

$10 \times \frac{5}{6} =$

_____ x _____ sixths = _____ sixths

$= \frac{\square}{\square}$

Name _____

Solve.

1. $4 \times \frac{3}{4} = \frac{3}{4} + \frac{3}{4} + \frac{3}{4} + \frac{3}{4} = \_\_\_\_\_$

2. $3 \times \frac{2}{5} = \frac{2}{5} + \frac{2}{5} + \frac{2}{5} = \_\_\_\_\_$

3. $4 \times \frac{5}{8} = \_\_\_\_\_$

Name _____ Date _____

Multiply. Write each product as a mixed number.

1. $4 \times 5\frac{1}{8} =$

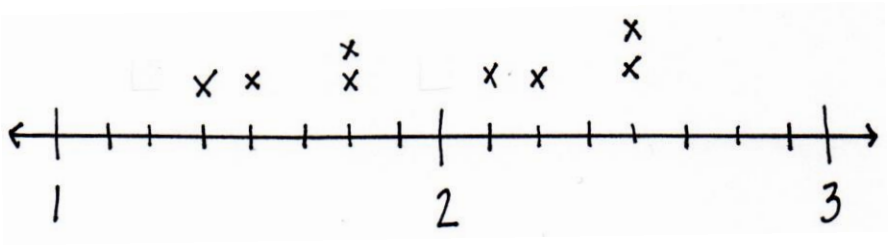
2. $4 \times 3\frac{2}{10} =$

Name _____

Coach Taylor asked his team to record the distance they ran during practice. The distances are listed in the table.

Team Members	Distance (in miles)
Alec	$1\frac{6}{8}$
Henry	$1\frac{4}{8}$
Charles	$2\frac{1}{8}$
Steve	$1\frac{6}{8}$
Pitch	$2\frac{4}{8}$
Raj	$1\frac{6}{8}$
Pam	$2\frac{4}{8}$
Tony	$1\frac{3}{8}$

1. Use the table to locate the **incorrect** data on the line plot.
   Circle any incorrect points.
   Mark any missing points.



2. How many team members ran $1\frac{6}{8}$ miles or more?

Name _____

Find the sums.

1. $\frac{0}{13} + \frac{1}{13} + \frac{2}{13} + \ldots \frac{13}{13}$

2. $\frac{0}{12} + \frac{1}{12} + \frac{2}{12} + \ldots \frac{12}{12}$

Name _____

Complete the conversion tables. Describe the rule.

a.

Gallons	Quarts
1	
2	
3	
	16

Rule: _____

b.

Gallons	Pints
1	
2	
3	
	32

Rule: _____