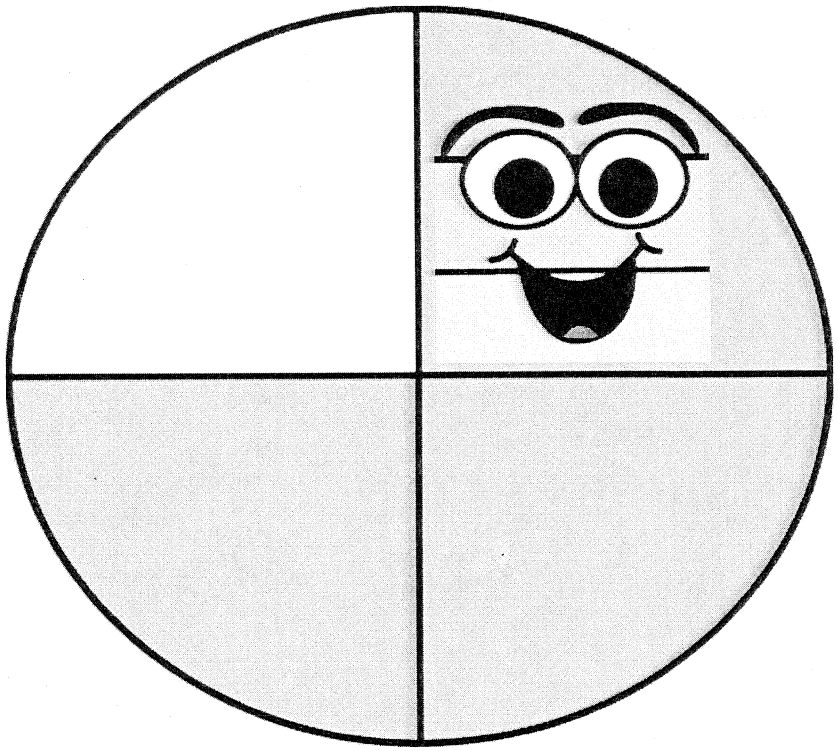
Unit 7

Study Guide

Fractions



Name: _____ Date: _____

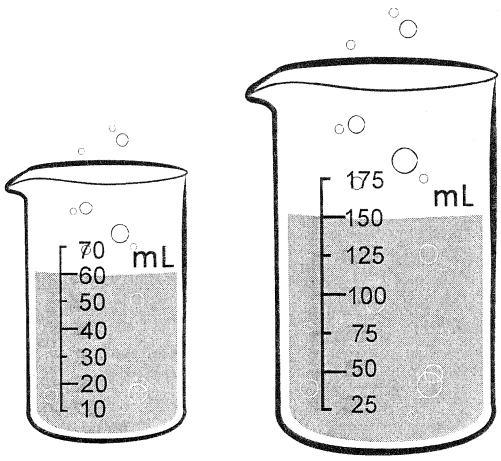
EVERYDAY MATHEMATICS—3rd Grade
Unit 7 Review: Fractions

1) Circle the container that is most likely to hold about 250 milliliters of liquid.

bathtub water bottle juice box

Solve each measurement number story in Problems 2-4. Show your work.

2) Maggie fills these two beakers and pours them into her jar.



There is no room left in her jar.

What is the volume of her jar?

Answer: about _____ mL (milliliters)

Unit 7 Review (continued)

3) Sam fills a beaker with 1,000 milliliters of water.
Then he pours some of the water from the beaker to fill a cup.
There are 600 milliliters of water left in the beaker.

What is the liquid volume of the cup?

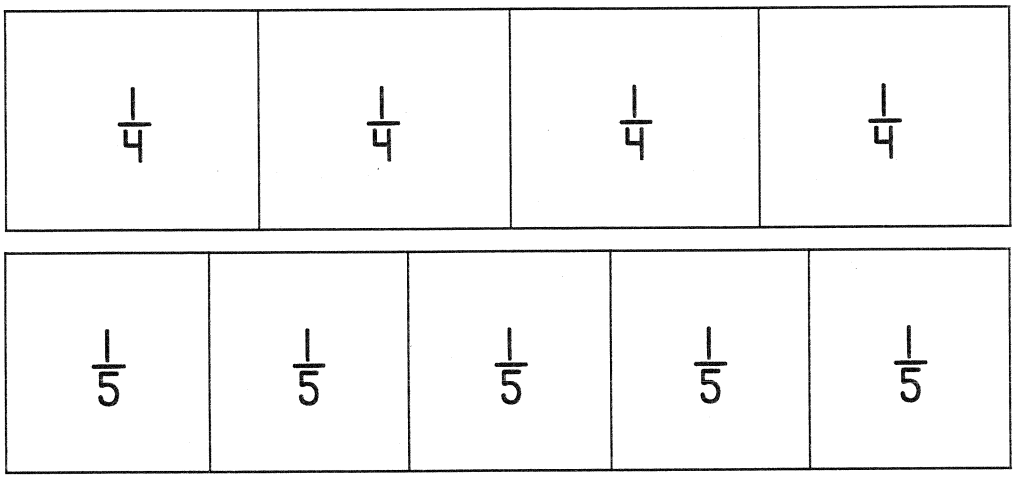
Answer: about _____ mL (milliliters)

4) One pencil has a mass of about 6 grams.
What is the mass of 11 pencils altogether?

Answer: about _____ grams

Unit 7 Review (continued)

5) Jonah uses his faction strips to compare $\frac{1}{4}$ and $\frac{1}{5}$.



Jonah writes this number sentence. $\frac{1}{4} < \frac{1}{5}$.

Do you agree with Jonah? _____

Use Jonah's fraction strips to help explain your answer.

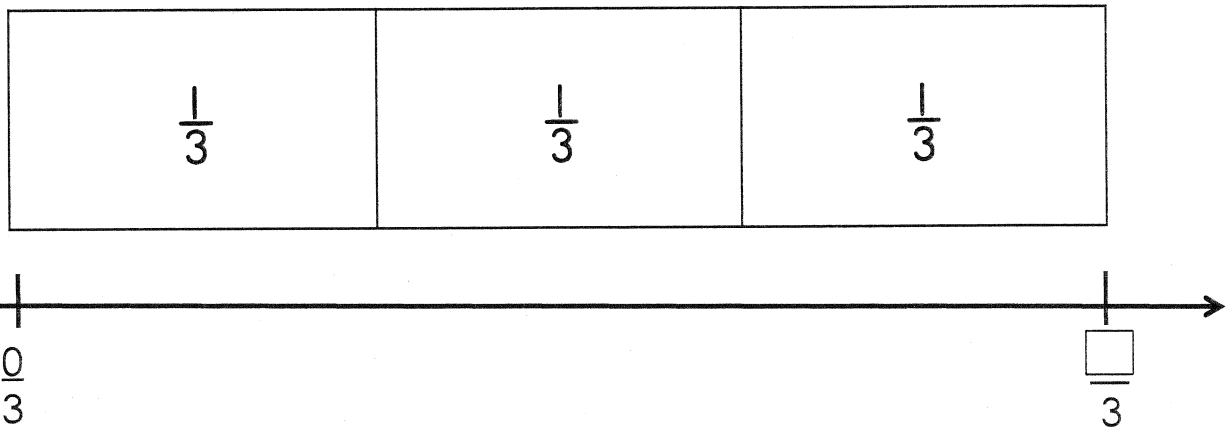
_____

_____

_____

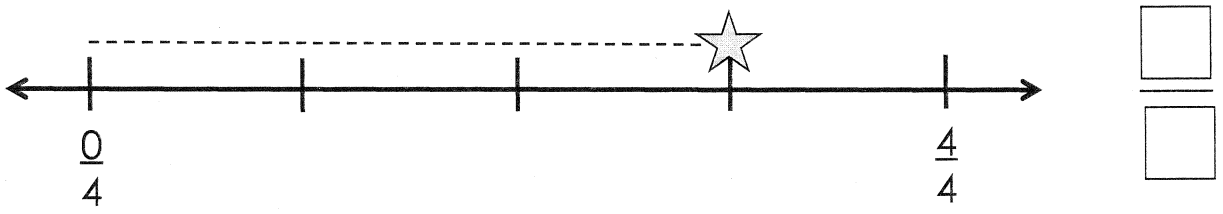
6) Partition the number line into thirds and label each tick mark.

You may use the fraction strip to help.



Unit 7 Review (continued)

7) How far did the star move? Record the fraction.



8) Write>, <, or = to make the number sentences true.
The whole is the same for each fraction.
You may use your fraction tools.

< means *is less than*
> means *is greater than*
= means *is equal to*

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

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

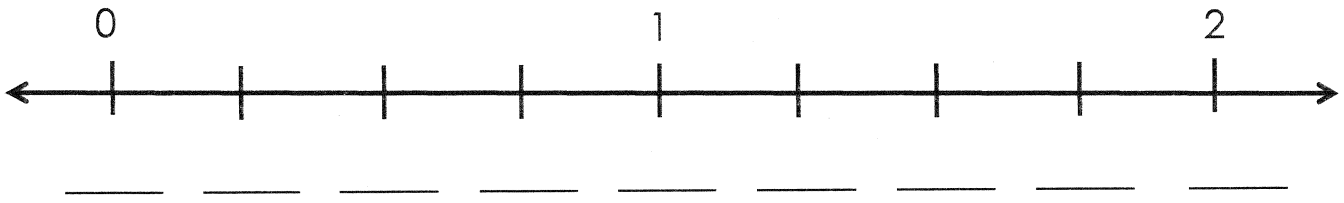
c. $\frac{1}{4}$ _____ $\frac{1}{8}$

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

e. Show how you can compare $\frac{1}{2}$ and $\frac{2}{4}$ using the number lines below.

Unit 7 Review (continued)

9) a. Fill in the missing fourths on the number line.



_____ _____ _____ _____ _____ _____ _____ _____ _____

b. Draw a point at $\frac{5}{4}$.

c. Is $\frac{5}{4}$ greater than, less than, or equal to 1?_____

How do you know? _____

_____

10) Solve the fraction stories. Show your work.
Use fraction circles, fraction strips, number lines, or drawings.

a. Lucy walked $\frac{1}{4}$ of a mile.

Ben walked $\frac{1}{8}$ of a mile.
Who walked the greater distance?

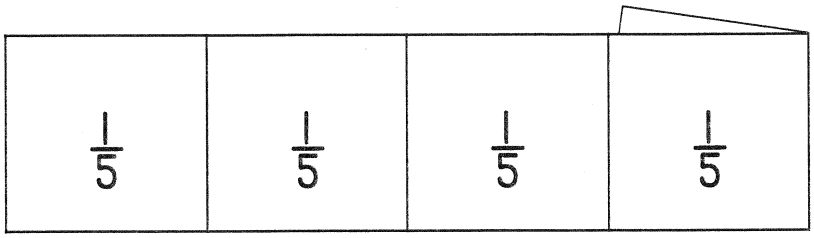
Answer: _____

b. Six friends share 3 apples equally.
What fraction of an apple does each friend get?

Answer: _____
(unit)

Unit 7 Review (continued)

11) a. What fraction is this fraction strip showing?



_____ of a fraction strip.

b. Partition this fraction strip to show fourths.
Label with fractions.

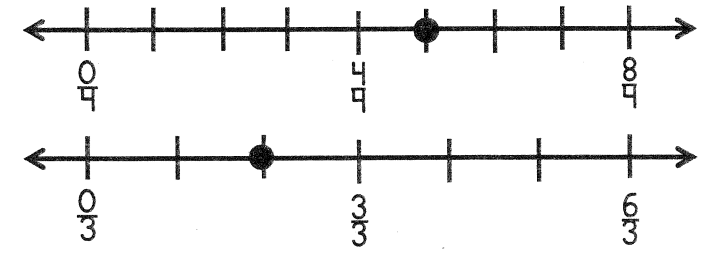
12) Draw a line from each number sentence to the picture that matches it.

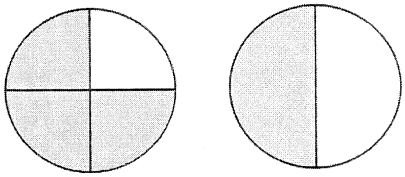
$\frac{4}{8} = \frac{1}{2}$

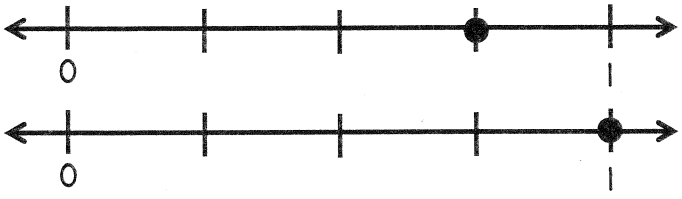
$\frac{3}{4} < \frac{4}{4}$

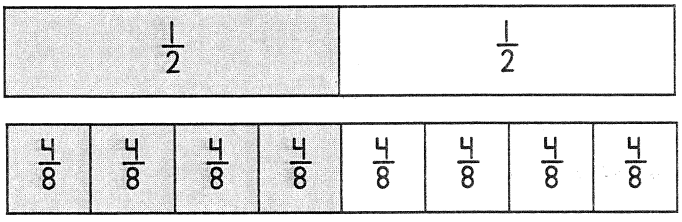
$\frac{3}{4} > \frac{1}{2}$

$\frac{5}{4} > \frac{2}{3}$









Unit 7 Review (continued)

13) Zack made a mistake when he labeled $\frac{1}{3}$ on the number line below.
He crossed out his mistake but needs help to fix it.

a. Explain Zack's mistake.

_____

_____

_____

b. Label $\frac{1}{3}$ on the number line.

14) a. Five people share 10 dimes. Circle each person's share.

How many dimes does each person get? _____ dimes

Write the fraction of the total number of dimes that each person gets.

_____ dimes

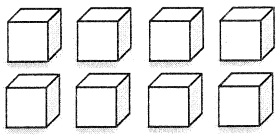
b. Emily and Alex each have 8 blocks.

$\frac{6}{8}$ of Emily's blocks are blue.

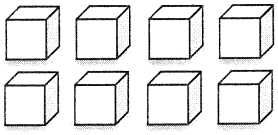
$\frac{2}{8}$ of Alex's blocks are blue.

Shade the blocks to show Emily's and Alex's blue blocks.

Emily's blocks



Alex's blocks

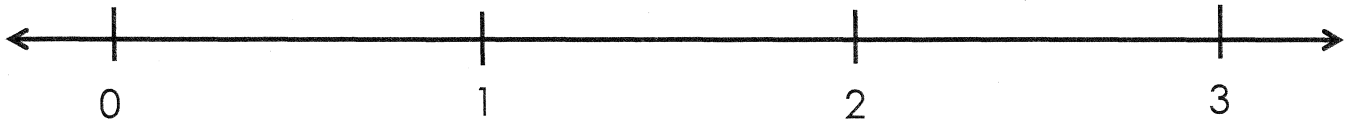


Who has more blue blocks? _____

Name: _____ Date: _____

EVERYDAY MATHEMATICS—3rd Grade
Unit 7 Challenge Review

1) a. Mark and label the points $\frac{2}{3}$, $\frac{5}{3}$, and $\frac{8}{3}$ on the number line.



b. Write <, >, or = to make the number sentences true.
Use the number line above to help.

$\frac{5}{3}$ _____ 2 $\frac{8}{3}$ _____ 2

2) Maya shared 12 stickers equally with her two sisters, Madison and Maggie. Write at least 3 different equivalent fractions that name each girl's share of the stickers.

_____ _____ _____

3) Write <, >, or = to make the number sentences true.
You may use fraction tools to help.

a. $\frac{1}{4}$ _____ $\frac{2}{8}$ c. $\frac{5}{4}$ _____ $\frac{3}{2}$

b. $\frac{3}{5}$ _____ $\frac{3}{4}$ d. $\frac{3}{4}$ _____ $\frac{3}{6}$

c. Choose a fraction tool to help you compare $\frac{3}{4}$ and $\frac{3}{6}$.
Draw a picture to show what you did.

Name: _____ Date: _____

EVERYDAY MATHEMATICS—3rd Grade
Unit 7 Open Response Review
Fourths of a Whole

Kate ate $\frac{1}{4}$ of a pie.

Michael ate $\frac{1}{4}$ of another pie.

Kate said that she ate more pie than Michael, but Michael said they both ate the same amount.

Use words and pictures to show that Kate could be right.

Use words and pictures to show that Michael could be right.

Name: *ANSWER KEY* Date: _____

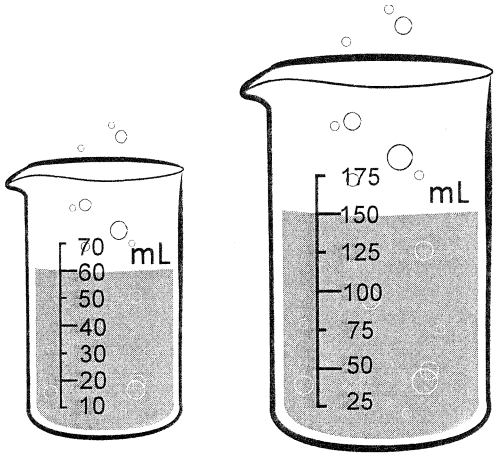
EVERYDAY MATHEMATICS—3rd Grade
Unit 7 Review: Fractions

1) Circle the container that is most likely to hold about 250 milliliters of liquid.

bathtub water bottle (juice box)

Solve each measurement number story in Problems 2-4. Show your work.

2) Maggie fills these two beakers and pours them into her jar.



There is no room left in her jar.

What is the volume of her jar?

Answer: about 210 mL (milliliters)

Unit 7 Review (continued) *ANSWER KEY*

3) Sam fills a beaker with 1,000 milliliters of water.
Then he pours some of the water from the beaker to fill a cup.
There are 600 milliliters of water left in the beaker.

What is the liquid volume of the cup?

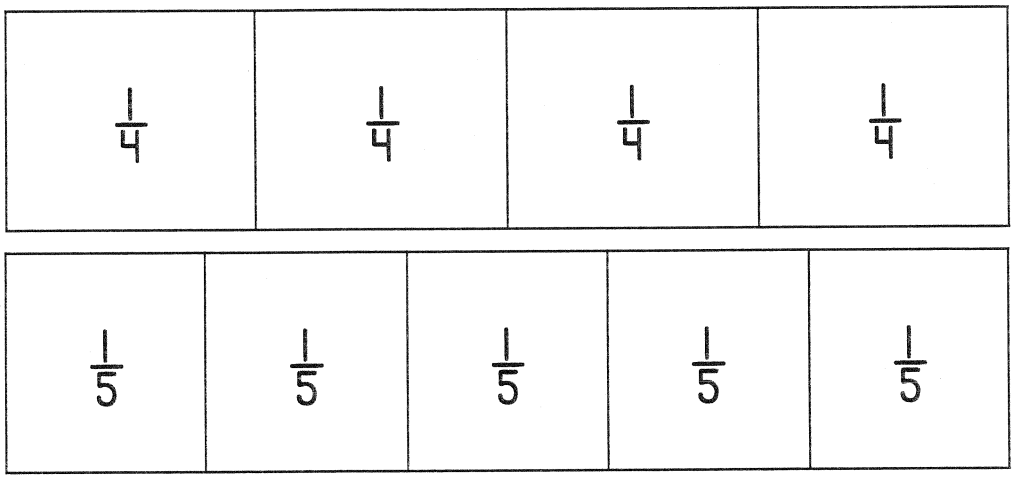
Answer: about 400 mL (milliliters)

4) One pencil has a mass of about 6 grams.
What is the mass of 11 pencils altogether?

Answer: about 66 grams

Unit 7 Review (continued) *ANSWER KEY*

5) Jonah uses his faction strips to compare $\frac{1}{4}$ and $\frac{1}{5}$.



Jonah writes this number sentence. $\frac{1}{4} < \frac{1}{5}$.

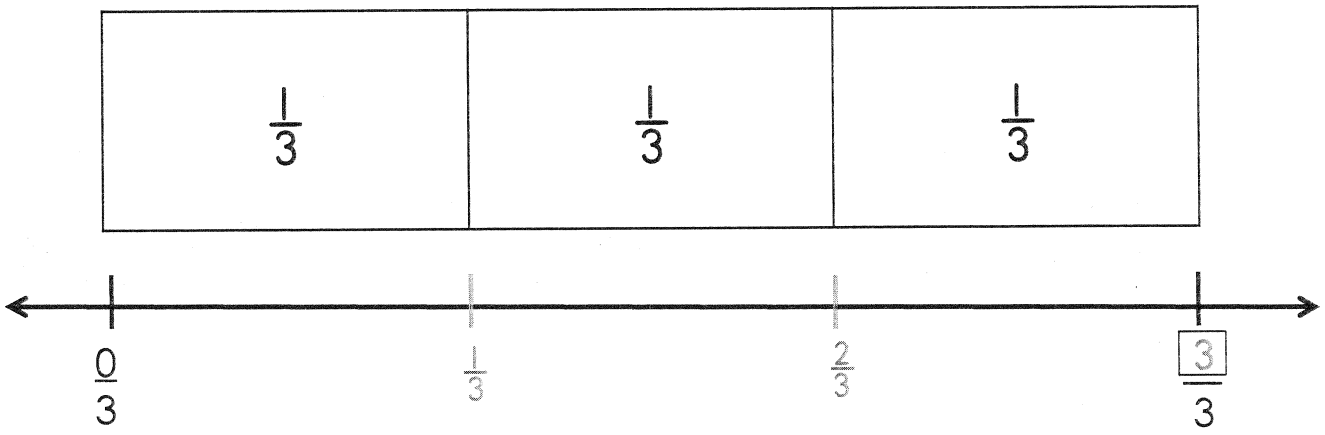
Do you agree with Jonah? no

Use Jonah's fraction strips to help explain your answer.

Possible answer: $\frac{1}{4}$ is larger than $\frac{1}{5}$ because one part of the fourths strip is larger than one part of the fifths fraction strip.

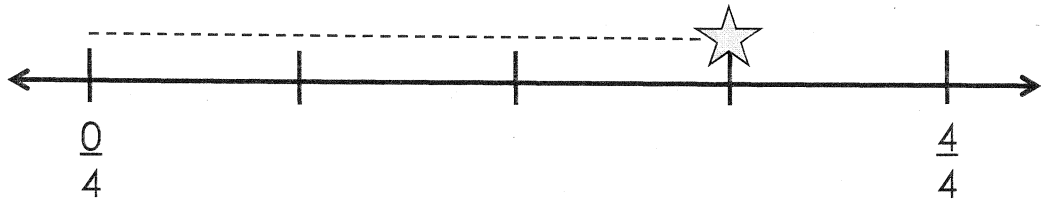
6) Partition the number line into thirds and label each tick mark.

You may use the fraction strip to help.



Unit 7 Review (continued) *ANSWER KEY*

7) How far did the star move? Record the fraction.



$\frac{3}{4}$

8) Write>, <, or = to make the number sentences true.
The whole is the same for each fraction.
You may use your fraction tools.

< means *is less than*
> means *is greater than*
= means *is equal to*

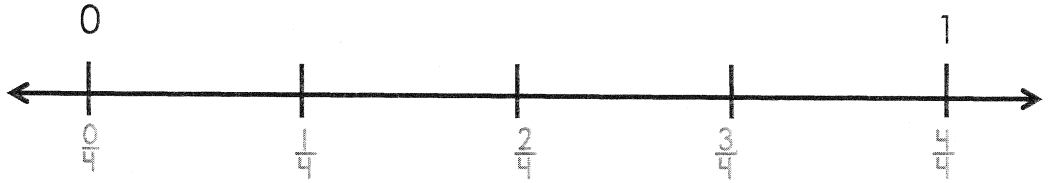
a. $\frac{1}{2}$ = $\frac{2}{4}$

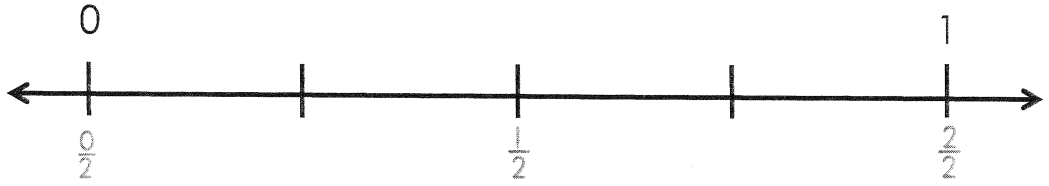
b. $\frac{3}{5}$ < $\frac{3}{4}$

c. $\frac{1}{4}$ > $\frac{1}{8}$

d. $\frac{5}{3}$ > $\frac{4}{3}$

e. Show how you can compare $\frac{1}{2}$ and $\frac{2}{4}$ using the number lines below.

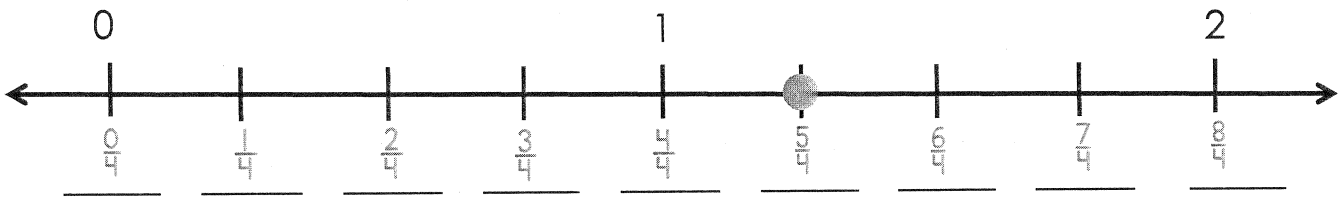




$\frac{2}{4}$ is the same distance from 0 as $\frac{1}{2}$.

Unit 7 Review (continued) *ANSWER KEY*

9) a. Fill in the missing fourths on the number line.



b. Draw a point at $\frac{5}{4}$.

c. Is $\frac{5}{4}$ greater than, less than, or equal to 1? greater than 1

How do you know? Possible answer: $\frac{5}{4}$ is to the right of 1 on the number line.

The numerator is greater than the denominator.

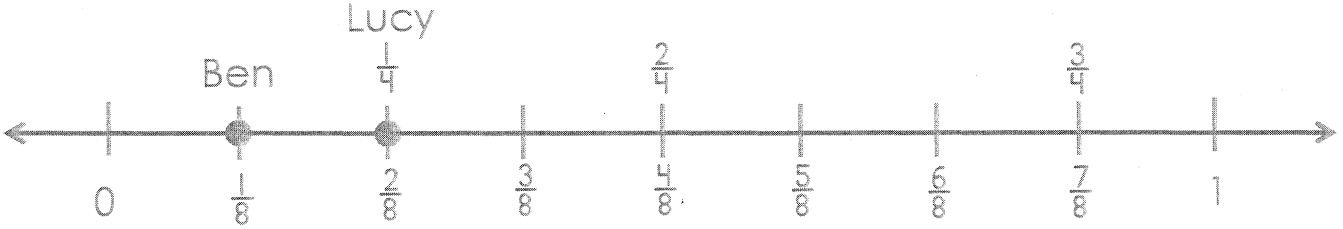
10) Solve the fraction stories. Show your work.
Use fraction circles, fraction strips, number lines, or drawings.

a. Lucy walked $\frac{1}{4}$ of a mile.

Ben walked $\frac{1}{8}$ of a mile.

Who walked the greater distance?

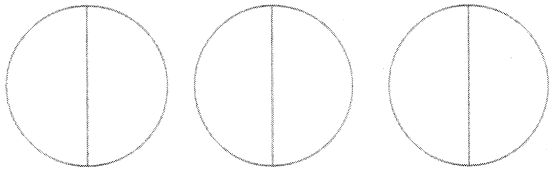
Possible solution:



Answer: Lucy

b. Six friends share 3 apples equally.
What fraction of an apple does each friend get?

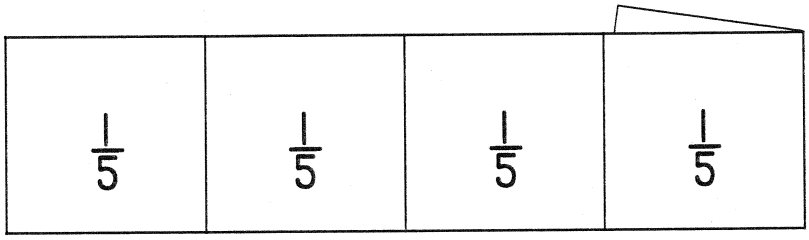
Possible solution:



Answer: $\frac{1}{2}$ of an apple
(unit)

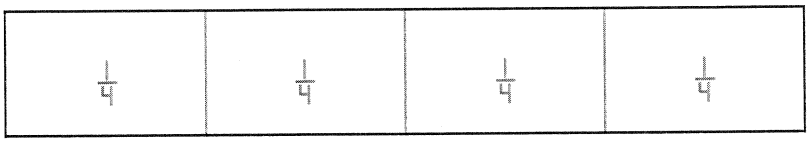
Unit 7 Review (continued) *ANSWER KEY*

11) a. What fraction is this fraction strip showing?

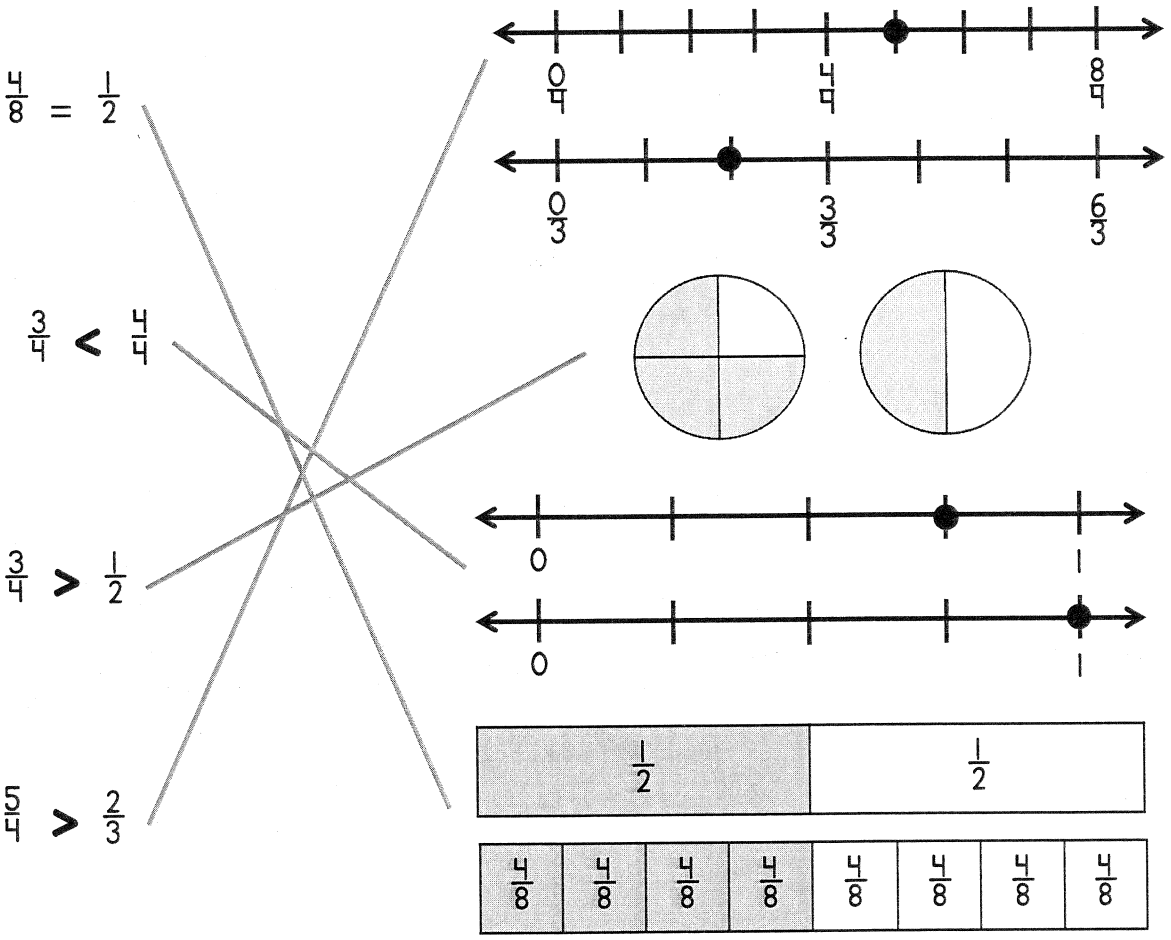


4/5 of a fraction strip.

b. Partition this fraction strip to show fourths.
Label with fractions.



12) Draw a line from each number sentence to the picture that matches it.



Unit 7 Review (continued) *ANSWER KEY*

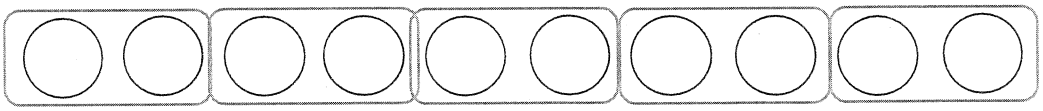
13) Zack made a mistake when he labeled $\frac{1}{3}$ on the number line below.
He crossed out his mistake but needs help to fix it.

a. Explain Zack's mistake.

Possible answer: $\frac{1}{3}$ is between 0 and 1, not to the right of 1. It is one-third of the distance between 0 and 1.

b. Label $\frac{1}{3}$ on the number line.

14) a. Five people share 10 dimes. Circle each person's share.



How many dimes does each person get? 2 dimes

Write the fraction of the total number of dimes that each person gets.

$\frac{2}{10}$ or $\frac{1}{5}$ dimes

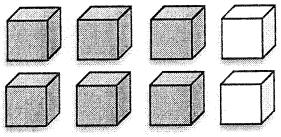
b. Emily and Alex each have 8 blocks.

$\frac{6}{8}$ of Emily's blocks are blue.

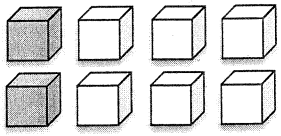
$\frac{2}{8}$ of Alex's blocks are blue.

Shade the blocks to show Emily's and Alex's blue blocks.

Emily's blocks



Alex's blocks

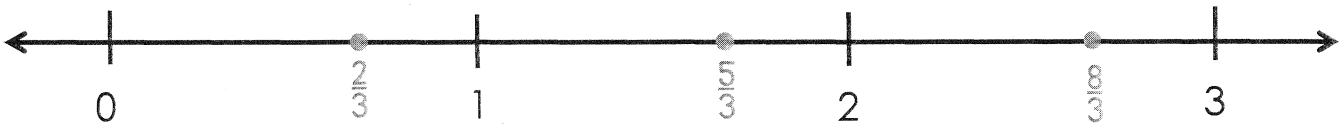


Who has more blue blocks? Emily

Name: *ANSWER KEY* Date: _____

EVERYDAY MATHEMATICS—3rd Grade
Unit 7 Challenge Review

1) a. Mark and label the points $\frac{2}{3}$, $\frac{5}{3}$, and $\frac{8}{3}$ on the number line.



b. Write <, >, or = to make the number sentences true.
Use the number line above to help.

$\frac{5}{3}$ < 2 $\frac{8}{3}$ > 2

2) Maya shared 12 stickers equally with her two sisters, Madison and Maggie. Write at least 3 different equivalent fractions that name each girl's share of the stickers.

$\frac{4}{12}$ $\frac{1}{3}$ $\frac{2}{6}$

3) Write <, >, or = to make the number sentences true.
You may use fraction tools to help.

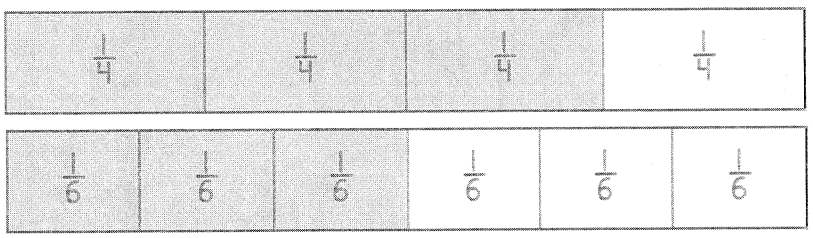
a. $\frac{1}{4}$ = $\frac{2}{8}$

b. $\frac{3}{5}$ < $\frac{3}{4}$

c. $\frac{5}{4}$ < $\frac{3}{2}$

d. $\frac{3}{4}$ > $\frac{3}{6}$

c. Choose a fraction tool to help you compare $\frac{3}{4}$ and $\frac{3}{6}$.
Draw a picture to show what you did.



$\frac{3}{4} > \frac{3}{6}$

Name: *ANSWER KEY* Date: _____

EVERYDAY MATHEMATICS—3rd Grade
Unit 7 Open Response Review
Fourths of a Whole

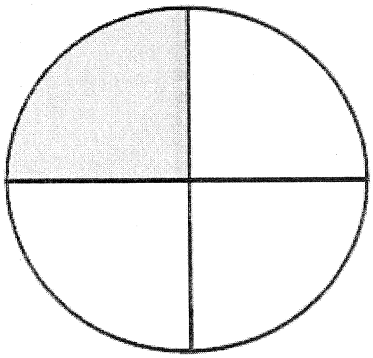
Kate ate $\frac{1}{4}$ of a pie.

Michael ate $\frac{1}{4}$ of another pie.

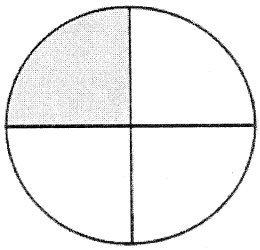
Kate said that she ate more pie than Michael, but Michael said they both ate the same amount.

Use words and pictures to show that Kate could be right.

Kate's pie



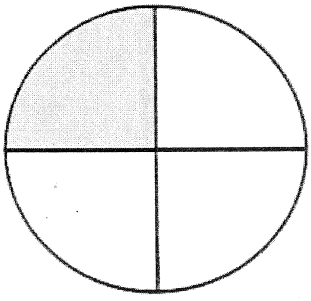
Michael's pie



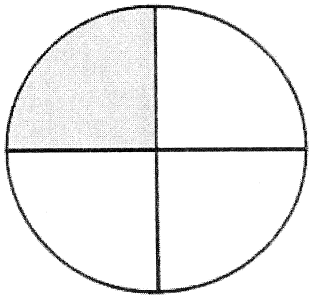
Possible explanation:
Kate could be right if her pie was bigger than Michael's pie. ¼ of a larger pie is more than ¼ of a smaller pie.

Use words and pictures to show that Michael could be right.

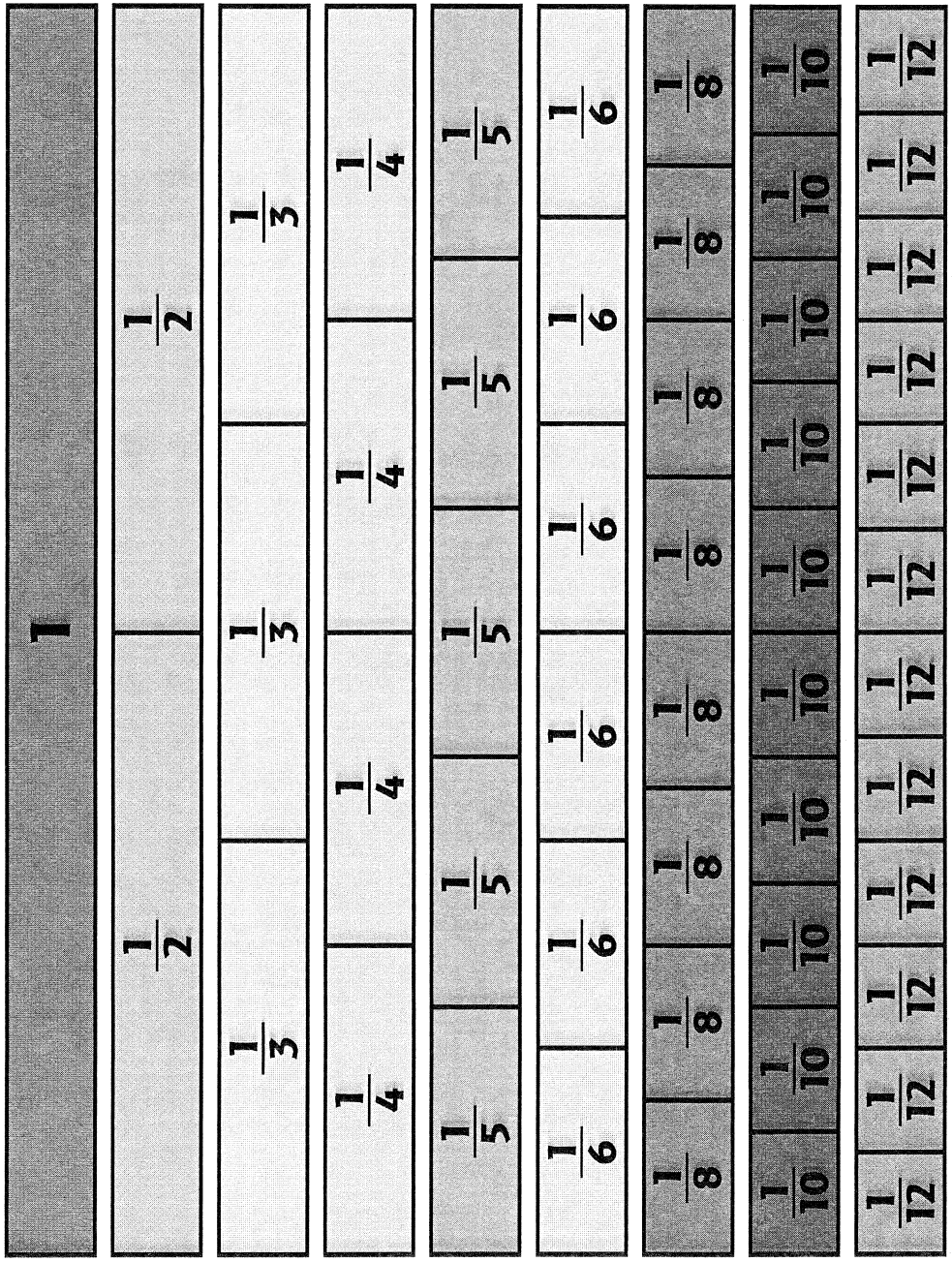
Kate's pie



Michael's pie



Possible explanation:
Michael could be right if their pies were the same size.



Grade 3

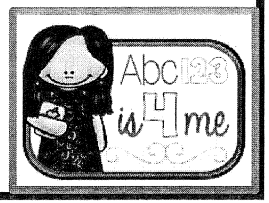
Everyday Math:

Unit 7

Fractions

Study Guide

EDM
Version 4



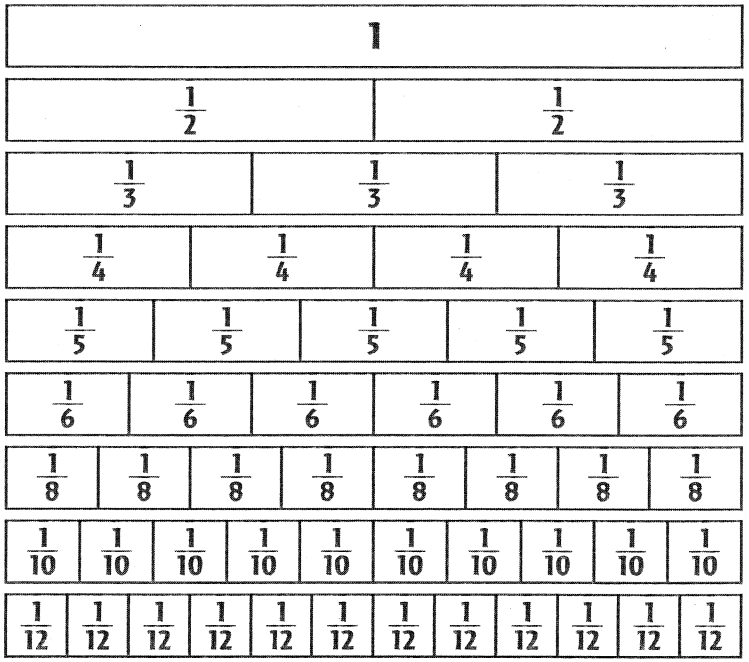
Name: _____ Test Date: ___ - ___ - ___

Grade 3

Everyday Math: Unit 7

Fractions

Study Guide



Unit Vocabulary:

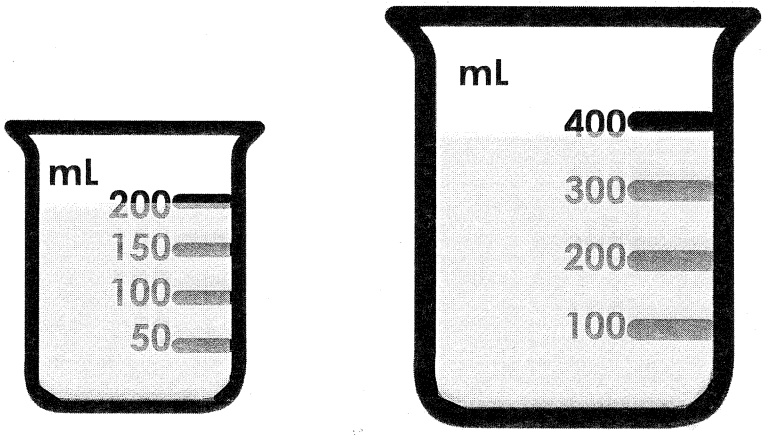
benchmark, collection, denominator, displace, distance, equal shares, equal to, equivalent, fractions greater than one, greater than, less than, liquid volume, liter, milliliter, numerator, unit fraction, volume, whole

Lesson 7.1:
How do you measure and compare liquid volumes?

1. Circle the container that is most likely to hold 1 liter of liquid.

bathtub sink milk bottle

2. Andrew fills two beakers and pours them into his jar.

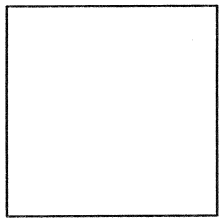


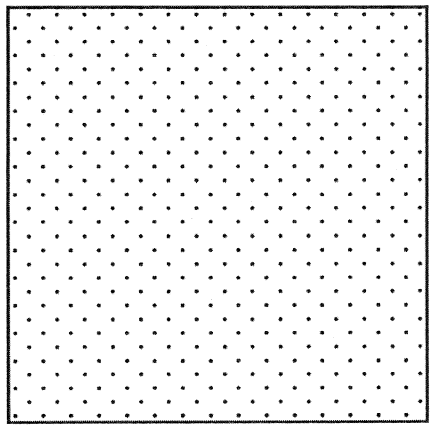
There is no room left in his jar.
What is the liquid volume of his jar?

Answer: about _____mL (milliliters)

Lesson 7.2:

Exploration A: How do you estimate the number of dots in an array?





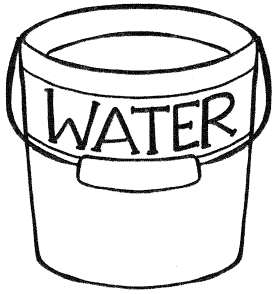
* The small square can cover 112 dots.
* Estimate the total number of dots in the big square.

About _____ dots

Exploration B: How do you measure liquid volume?

* The amount of liquid that a container holds is _____ _____

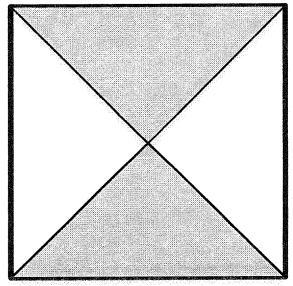
* Circle the object to the right that would **displace** the most water out of this bucket.



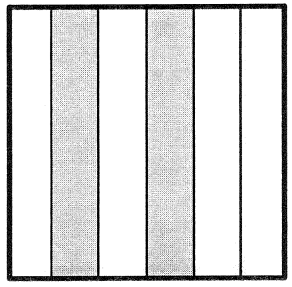
OR

Exploration C: How do you identify equal shares?

Circle the picture to the right that shows equal shares.



OR



Lesson 7.3:

How do you solve number stories involving time, mass, volume, and length?

1. Jessica fills a beaker with 1,000 milliliters of water.
   Then she pours some of the water from the beaker to fill a glass.
   There are 400 milliliters of liquid left in the beaker.

   What is the liquid volume of the glass?

   Answer: about _____ mL (milliliters)

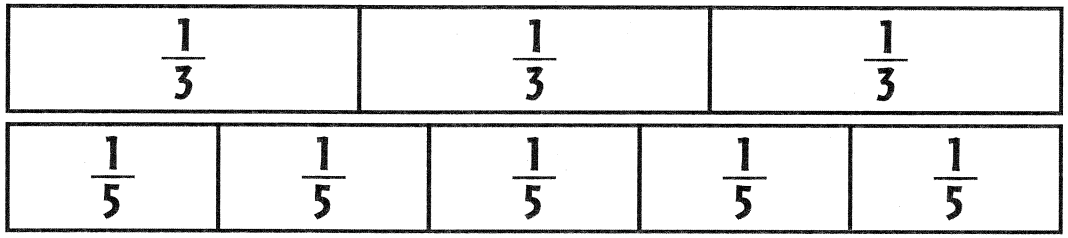
2. One eraser has a mass of about 10 grams.
   What is the mass of 13 erasers together?

   Answer: about _____ grams

Lesson 7.4:

How do you partition fraction strips and use them to name and compare fractions?

1. Catherine uses her fraction strips to compare 1/3 and 2/5.



Catherine writes this number sentence ⅓ > ⅖.

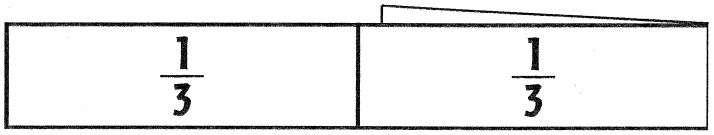
Do you agree with Catherine? _____

Use Catherine's fraction strips to help explain your answer.

_____

_____

2. What fraction is the fraction strip showing?



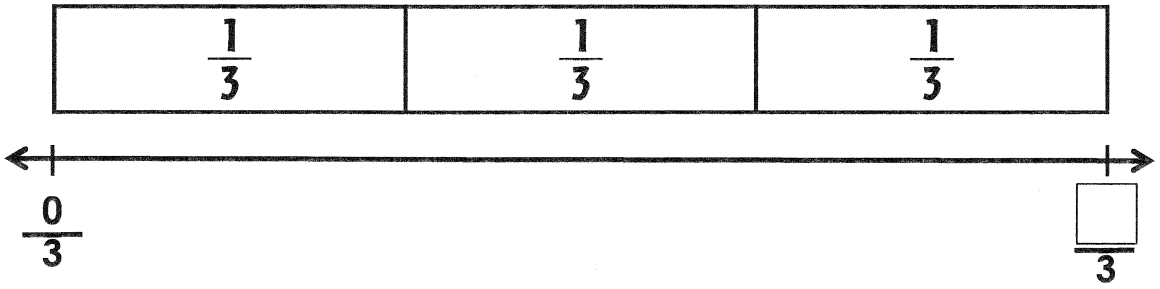
_____ of a fraction strip

3. Partition this fraction strip to show fourths. Label with fractions.

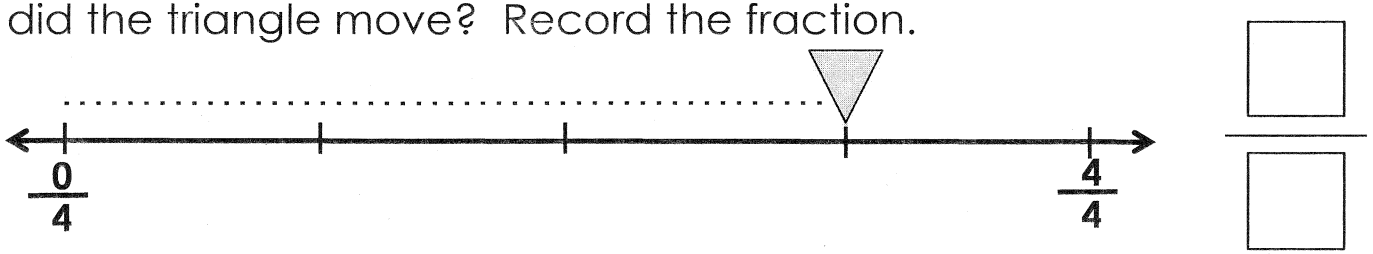
Lesson 7.5:

How do you represent fractions on number lines?

1. Partition the number line into thirds and label each tick mark.



2. How far did the triangle move? Record the fraction.



Lesson 7.6:

How do you identify fractions greater than, less than, and equal to one on a number line?

a. Fill in the missing thirds on the number line.

___ ___ ___ ___ ___ ___ ___

b. Draw a point at $\frac{5}{3}$.

c. Is $\frac{5}{3}$ greater than, less than, or equal to 1? _____

How do you know? _____

Lesson 7.7:

How do you compare fractions using visual models?

Write >, <, or = to make the number sentence true.
The whole is the same for each fraction.
You may use your fraction tools.

a. $\frac{1}{6}$ _____ $\frac{1}{2}$

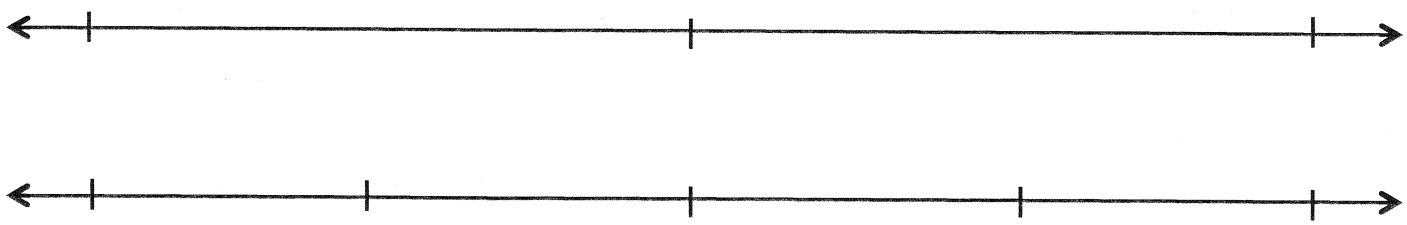
b. $\frac{4}{5}$ _____ $\frac{3}{6}$

c. $\frac{8}{4}$ _____ $\frac{7}{4}$

d. $\frac{2}{4}$ _____ $\frac{3}{6}$

< means *is less than*
> means *is greater than*
= means *is equal to*

e. Show how you can compare 2/4 and 1/2 using the number lines below.



Lesson 7.8:

How do you order fractions with the same numerator?

Look at the fractions below and sort them into two groups:
fractions less than 1 and fractions greater than 1.
Use the clues below to help you.

> Clues:
>
> **Less than 1**: The numerator is less than the denominator.
> **Greater than 1**: The numerator is greater than the denominator.

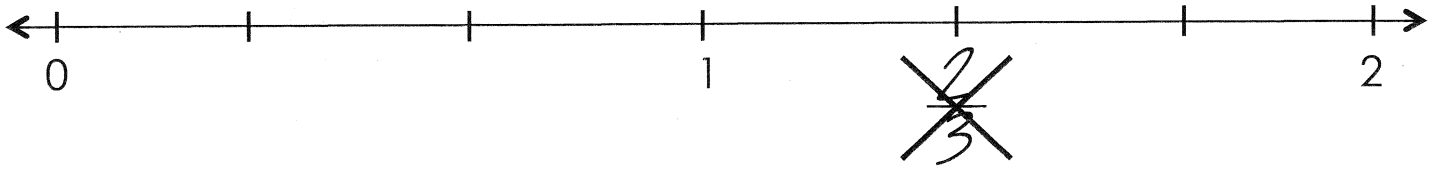
$\frac{1}{6}, \frac{1}{2}, \frac{5}{4}, \frac{4}{3}, \frac{3}{4}, \frac{4}{2}, \frac{9}{7}, \frac{8}{9}$

Less Than 1	More Than 1

Lesson 7.9:

How do you locate fractions on a number line?

Billy made a mistake when he labeled ⅔ on the number line below.
He crossed out his mistake but needs help to fix it.



a. Explain Billy's mistake.

Lesson 7.10:

How do you write a two-step number story to fit a number sentence?

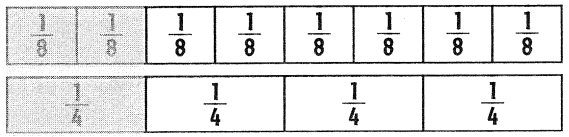
Draw a line from each number sentence to the picture that matches it.

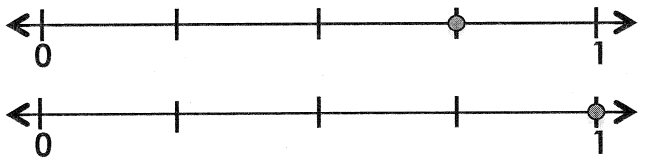
$\frac{4}{3} > \frac{5}{6}$

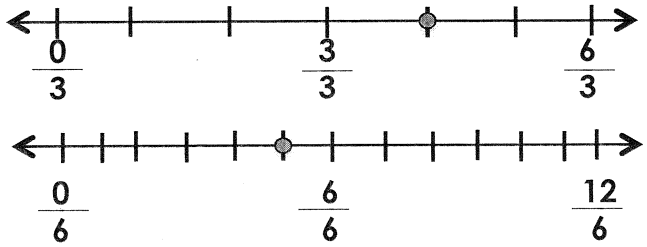
$\frac{1}{4} < \frac{1}{2}$

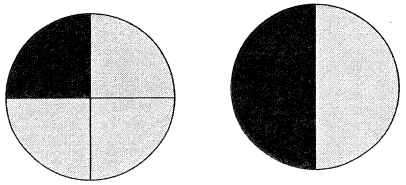
$\frac{2}{8} = \frac{1}{4}$

$\frac{3}{4} < \frac{4}{4}$









Lesson 7.11:

How do you solve number stories involving fractions?

a. Ryan ran 1/4 of a mile.

Albert ran 1/8 of a mile.

Who ran the greater distance?

Answer: _____

b. Eight friends share 6 pizzas equally.

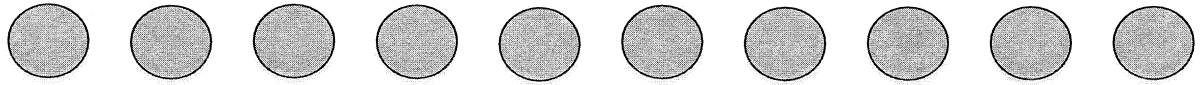
What fraction of a pizza does each friend get?

Answer: _____
(unit)

Lesson 7.12:

How do you name fractions of sets of objects?

a. Five people share ten marbles. Circle each person's share.



How many marbles does each person get? _____ marbles.

Write the fraction of the total number of marbles that each person gets.

_____ of the marbles

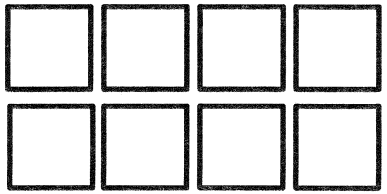
b. Lola and Samuel each have 8 blocks.

$\frac{3}{8}$ of Lola's blocks are yellow.

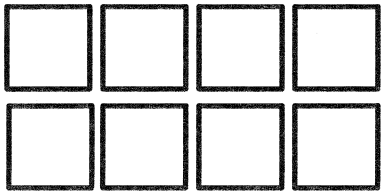
$\frac{6}{8}$ of Samuel's blocks are yellow.

Shade the blocks to show Lola's and Samuel's yellow blocks.

Lola's blocks

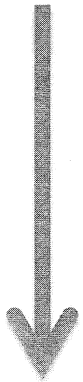


Samuel's blocks



Who has more yellow blocks? _____

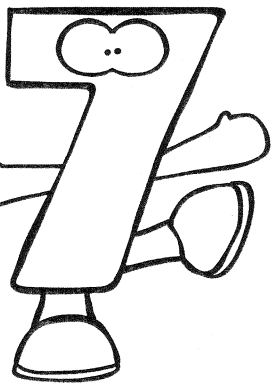
ANSWER KEY



Name: Answer Key Test Date: ___ - ___ - ___

Grade 3

Everyday Math: Unit 7



Fractions

Study Guide

1											
$\frac{1}{2}$						$\frac{1}{2}$					
$\frac{1}{3}$					$\frac{1}{3}$					$\frac{1}{3}$	
$\frac{1}{4}$				$\frac{1}{4}$				$\frac{1}{4}$				$\frac{1}{4}$
$\frac{1}{5}$			$\frac{1}{5}$			$\frac{1}{5}$			$\frac{1}{5}$			$\frac{1}{5}$
$\frac{1}{6}$		$\frac{1}{6}$			$\frac{1}{6}$			$\frac{1}{6}$			$\frac{1}{6}$	
$\frac{1}{8}$	$\frac{1}{8}$		$\frac{1}{8}$		$\frac{1}{8}$		$\frac{1}{8}$		$\frac{1}{8}$			$\frac{1}{8}$
$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$			
$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	

Unit Vocabulary:

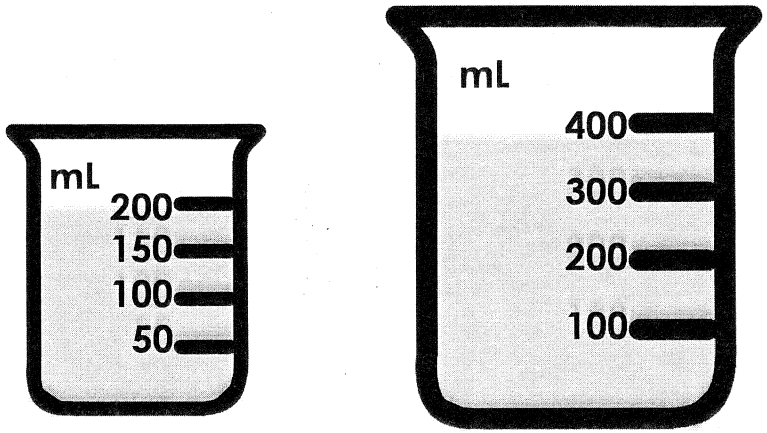
benchmark, collection, denominator, displace, distance, equal shares, equal to, equivalent, fractions greater than one, greater than, less than, liquid volume, liter, milliliter, numerator, unit fraction, volume, whole

Lesson 7.1:
How do you measure and compare liquid volumes?

1. Circle the container that is most likely to hold 1 liter of liquid.

bathtub sink (milk bottle)

2. Andrew fills two beakers and pours them into his jar.

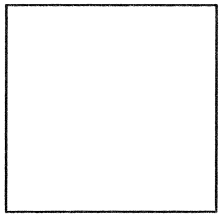


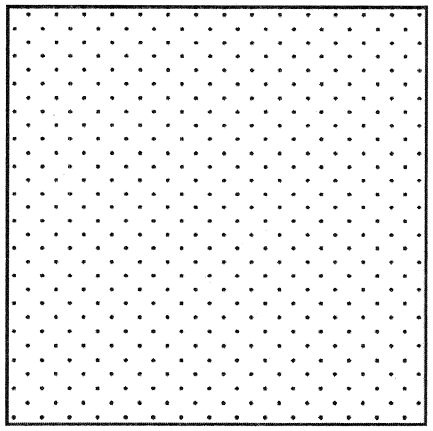
There is no room left in his jar.
What is the liquid volume of his jar?

Answer: about 600 mL (milliliters)

Lesson 7.2:

Exploration A: How do you estimate the number of dots in an array?





* The small square can cover 112 dots.
* Estimate the total number of dots in the big square.

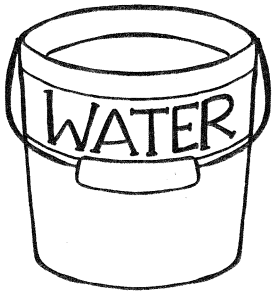
About 440 dots

Exactly: 448

Exploration B: How do you measure liquid volume?

* The amount of liquid that a container holds is liquid volume

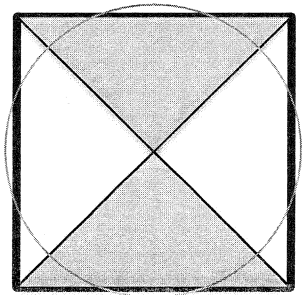
* Circle the object to the right that would **displace** the most water out of this bucket.



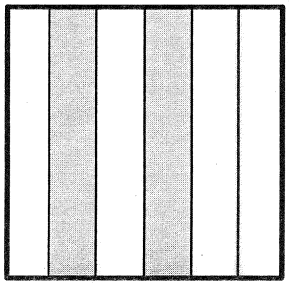
OR

Exploration C: How do you identify equal shares?

Circle the picture to the right that shows equal shares.



OR



Lesson 7.3:

How do you solve number stories involving time, mass, volume, and length?

1. Jessica fills a beaker with 1,000 milliliters of water.
   Then she pours some of the water from the beaker to fill a glass.
   There are 400 milliliters of liquid left in the beaker.

   What is the liquid volume of the glass?

   Answer: about 600 mL (milliliters)

2. One eraser has a mass of about 10 grams.
   What is the mass of 13 erasers together?

   Answer: about 130 grams

Lesson 7.4:

How do you partition fraction strips and use them to name and compare fractions?

1. Catherine uses her fraction strips to compare 1/3 and 2/5.

$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$		
$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$

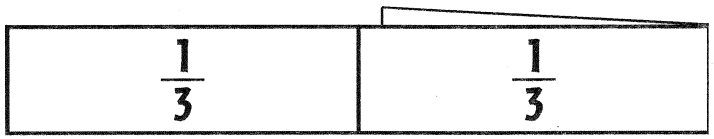
Catherine writes this number sentence ⅓ > ⅖.

Do you agree with Catherine? No

Use Catherine's fraction strips to help explain your answer.

1/3 is smaller than 2/5 because the 1/3 strip doesn't go as far as two 1/5 strips do.

2. What fraction is the fraction strip showing?



2/3 or two-thirds of a fraction strip

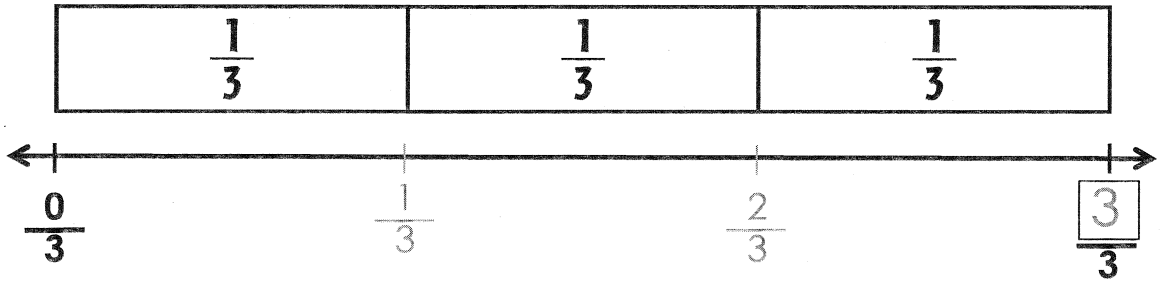
3. Partition this fraction strip to show fourths. Label with fractions.

$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$

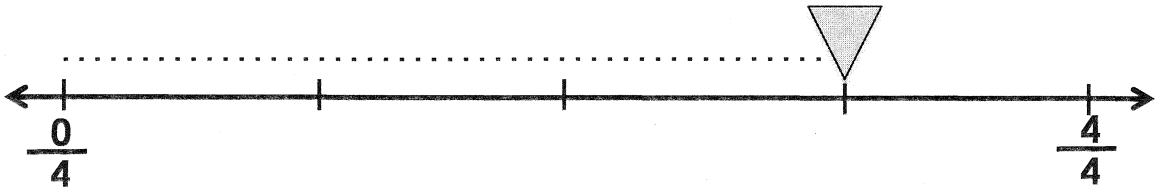
Lesson 7.5:

How do you represent fractions on number lines?

1. Partition the number line into thirds and label each tick mark.



2. How far did the triangle move? Record the fraction.

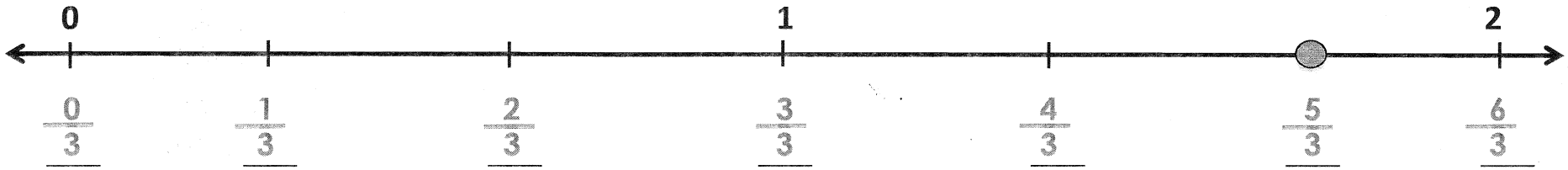


$\frac{3}{4}$

Lesson 7.6:

How do you identify fractions greater than, less than, and equal to one on a number line?

a. Fill in the missing thirds on the number line.



b. Draw a point at $\frac{5}{3}$.

c. Is $\frac{5}{3}$ greater than, less than, or equal to 1? Greater than

How do you know? 5/3 is to the right of 1 on the number line.

Lesson 7.7:

How do you compare fractions using visual models?

Write >, <, or = to make the number sentence true.
The whole is the same for each fraction.
You may use your fraction tools.

a. $\frac{1}{6}$ ___<___ $\frac{1}{2}$

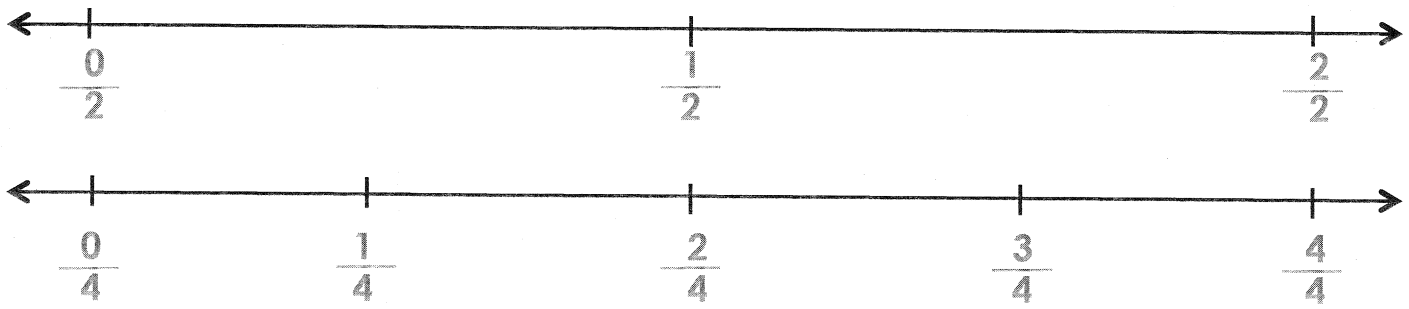
b. $\frac{4}{5}$ ___>___ $\frac{3}{6}$

c. $\frac{8}{4}$ ___>___ $\frac{7}{4}$

d. $\frac{2}{4}$ ___=___ $\frac{3}{6}$

< means *is less than*
> means *is greater than*
= means *is equal to*

e. Show how you can compare 2/4 and 1/2 using the number lines below.



2/4 is the same distance from 0 as 1/2.

Lesson 7.8:

How do you order fractions with the same numerator?

Look at the fractions below and sort them into two groups:
fractions less than 1 and fractions greater than 1.
Use the clues below to help you.

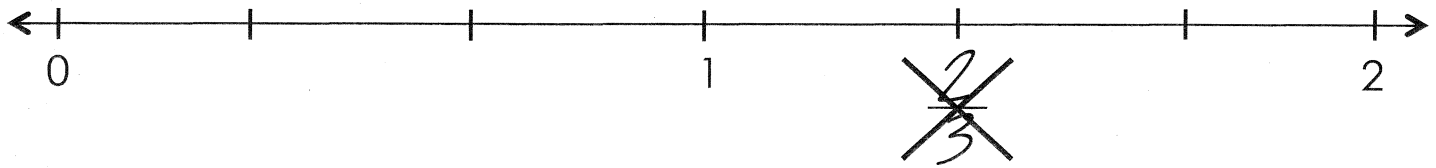
> Clues:
>
> **Less than 1**: The numerator is less than the denominator.
> **Greater than 1**: The numerator is greater than the denominator.

$\frac{1}{6}, \frac{1}{2}, \frac{5}{4}, \frac{4}{3}, \frac{3}{4}, \frac{4}{2}, \frac{9}{7}, \frac{8}{9}$

Less Than 1	More Than 1
1/6, 1/2, 3/4, 8/9	5/4, 4/3, 4/2, 9/7

Lesson 7.9:
How do you locate fractions on a number line?

Billy made a mistake when he labeled ⅔ on the number line below.
He crossed out his mistake but needs help to fix it.



a. Explain Billy's mistake.

2/3 is between 0 and 1, not to the right of the 1. It is two thirds of

The distance between 0 and 1.

Lesson 7.10:

How do you write a two-step number story to fit a number sentence?

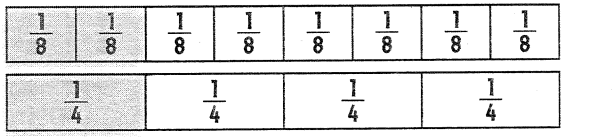
Draw a line from each number sentence to the picture that matches it.

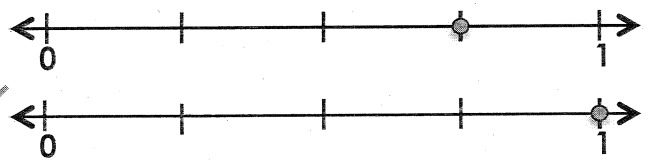
$\frac{4}{3} > \frac{5}{6}$

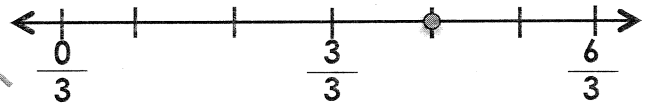
$\frac{1}{4} < \frac{1}{2}$

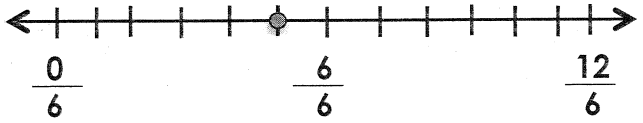
$\frac{2}{8} = \frac{1}{4}$

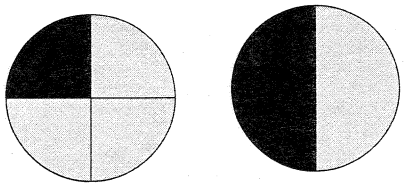
$\frac{3}{4} < \frac{4}{4}$











Lesson 7.11:

How do you solve number stories involving fractions?

a. Ryan ran 1/4 of a mile.

Albert ran 1/8 of a mile.

Who ran the greater distance?

Answer: Ryan

b. Eight friends share 6 pizzas equally.

What fraction of a pizza does each friend get?

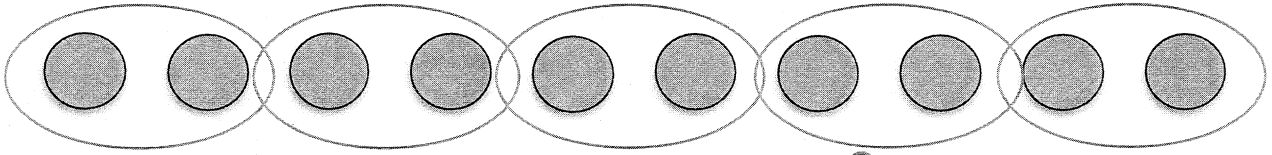
Answer: $\frac{3}{4}$ of a pizza

(unit)

Lesson 7.12:

How do you name fractions of sets of objects?

a. Five people share ten marbles. Circle each person's share.



How many marbles does each person get? 2 marbles.

Write the fraction of the total number of marbles that each person gets.

2/10 or 1/5 of the marbles

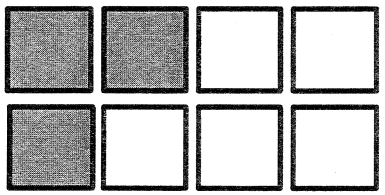
b. Lola and Samuel each have 8 blocks.

$\frac{3}{8}$ of Lola's blocks are yellow.

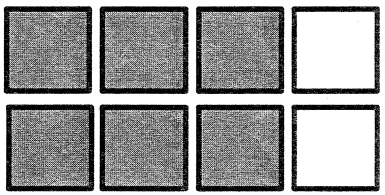
$\frac{6}{8}$ of Samuel's blocks are yellow.

Shade the blocks to show Lola's and Samuel's yellow blocks.

Lola's blocks



Samuel's blocks



Who has more yellow blocks? Samuel