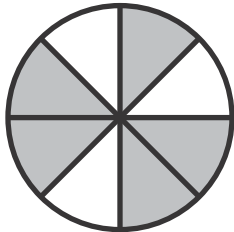
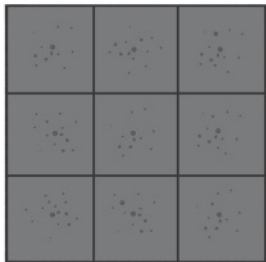


Name _____

1. What fraction of the whole is shaded?
What fraction of the whole is **NOT** shaded?



2. Write a fraction to name the equal parts of the whole casserole. How many parts would you need to make two whole casseroles? Explain.



3. This line segment represents $\frac{1}{4}$ of the length of Jo's desk. Which represents the whole length and has an accurate explanation?



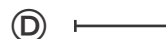
The line segment represents $\frac{1}{4}$ the distance of Jo's desk. So, the whole distance is 3 times as long.



The line segment represents $\frac{1}{4}$ the distance of Jo's desk. So, the whole distance is 2 times as long.

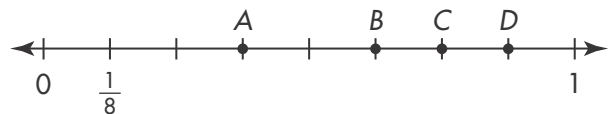


The line segment represents $\frac{1}{4}$ the distance of Jo's desk. So, the whole distance is 4 times as long.



The line segment represents the length of Jo's desk. So, the whole distance is identical to the line segment.

4. Which point is $\frac{6}{8}$ on the number line?



- (A) Point A (C) Point C
(B) Point B (D) Point D

5. Which of the fractions would be to the left of 1 on a number line? Select all that apply.

- $\frac{5}{3}$ $\frac{2}{7}$
 $\frac{3}{5}$ $\frac{4}{1}$
 $\frac{3}{3}$

6. A. Draw a figure to show $\frac{3}{5}$.

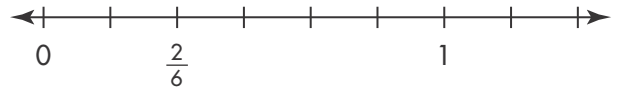
B. Explain how you knew you had shaded the correct parts of your picture.



7. In Emily's bead collection, $\frac{1}{2}$ of her beads are red and $\frac{1}{4}$ of her beads are green. What fraction of her beads are **NOT** red? What fraction of her beads are **NOT** green?



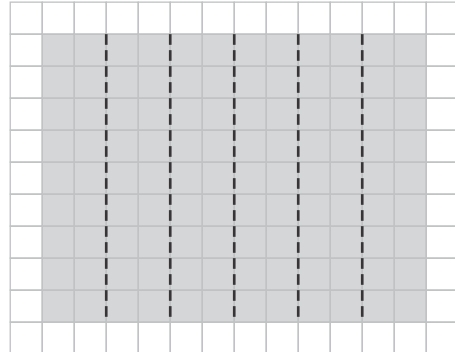
8. One point on the number line has been marked with the fraction $\frac{2}{6}$. Write a fraction for each of the other points shown.



9. Explain how you know $\frac{7}{7}$ represents a whole.



10. Marina folded a piece of paper that is 9 inches by 12 inches into sections as shown below. What fraction of the total area is each section? Explain.

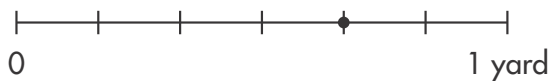


11. How many $\frac{1}{3}$ s are in $\frac{5}{3}$?

12. Mr. Roberts is building a fence with 5 equal parts. He spent 90 minutes working on each of 2 days. On the first day, he built $\frac{1}{5}$ of the fence. The second day, he built another $\frac{2}{5}$ of the fence. How many $\frac{1}{5}$ -parts did he build in the first two days?

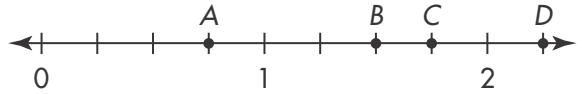
- (A) 1
- (B) 2
- (C) 3
- (D) 4

13. How many $\frac{1}{6}$ s do you need to get $\frac{4}{6}$? Use the number line below for help.



- (A) 1
- (B) 3
- (C) 4
- (D) 6

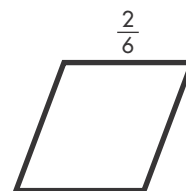
14. Which point represents 6 lengths of $\frac{1}{4}$ on the number line? Explain.



15. Divide the rectangle into 6 equal parts. What fraction does each part represent?



16. Pauline drew $\frac{2}{6}$ of a shape below. Draw a picture to show the whole shape and write a fraction to represent the whole.



17. Li believes that $\frac{3}{4}$ of the figure is shaded. Is he correct? Explain.



18. Select all the sentences that describe this shape.



- $\frac{4}{8}$ of the shape is shaded.
- $\frac{5}{9}$ of the shape is shaded.
- $\frac{9}{9}$ represents the whole.
- $\frac{4}{9}$ of the shape is unshaded.
- $\frac{5}{8}$ of the shape is unshaded.

19. Divide the number line into equal lengths. Then mark and label the given fraction.

8 equal lengths; $\frac{3}{8}$



20. Mary has a box of colored chalk. The table shows the lengths of some of the pieces of chalk.

Lengths of Chalk

Chalk Color	Length (nearest half inch)
Yellow Chalk	3 in.
Blue Chalk	$3\frac{1}{2}$ in.
Red Chalk	$2\frac{1}{2}$ in.
Orange Chalk	3 in.
Green Chalk	$3\frac{1}{2}$ in.
Purple Chalk	4 in.

- A. Measure the lengths of Mary's gray and white pieces of chalk shown below to the nearest half inch.



- B. Draw a line plot to show the lengths of all the pieces of chalk to the nearest half inch.