

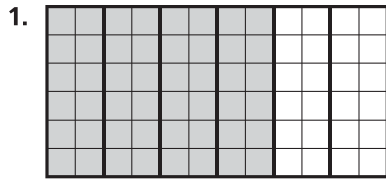
Name _____

Equivalent Fractions

COMMON CORE STANDARD CC.4.NF.1

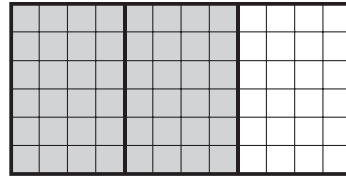
Extend understanding of fraction equivalence and ordering.

Use the model to write an equivalent fraction.



$$\frac{4}{6}$$

=

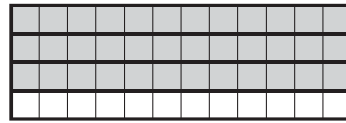


$$\frac{2}{3}$$



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

=



Tell whether the fractions are equivalent. Write = or \neq .

3. $\frac{8}{10} \bigcirc \frac{4}{5}$

4. $\frac{1}{2} \bigcirc \frac{7}{12}$

5. $\frac{3}{4} \bigcirc \frac{8}{12}$

6. $\frac{2}{3} \bigcirc \frac{4}{6}$

7. $\frac{5}{8} \bigcirc \frac{4}{10}$

8. $\frac{2}{6} \bigcirc \frac{4}{12}$

9. $\frac{20}{100} \bigcirc \frac{1}{5}$

10. $\frac{5}{8} \bigcirc \frac{9}{10}$

Problem Solving

11. Jamal finished $\frac{5}{6}$ of his homework. Margaret finished $\frac{3}{4}$ of her homework, and Steve finished $\frac{10}{12}$ of his homework. Which two students finished the same amount of homework?

12. Sophia's vegetable garden is divided into 12 equal sections. She plants carrots in 8 of the sections. Write two fractions that are equivalent to the part of Sophia's garden that is planted with carrots.

Lesson Check (CC.4.NF.1)

- A rectangle is divided into 8 equal parts. Two parts are shaded. Which fraction is equivalent to the shaded area of the rectangle?
 - (A) $\frac{1}{4}$
 - (B) $\frac{1}{3}$
 - (C) $\frac{2}{6}$
 - (D) $\frac{3}{4}$
- Jeff uses 3 fifth-size strips to model $\frac{3}{5}$. He wants to use tenth-size strips to model an equivalent fraction. How many tenth-size strips will he need?
 - (A) 10
 - (B) 6
 - (C) 5
 - (D) 3

Spiral Review (CC.4.OA.3, CC.4.OA.4, CC.4.NBT.5, CC.4.NBT.6)

- Cassidy places 40 stamps on each of 8 album pages. How many stamps does she place in all? (Lesson 2.3)
 - (A) 300
 - (B) 320
 - (C) 360
 - (D) 380
- Six groups of students sell 162 balloons at the school carnival. There are 3 students in each group. If each student sells the same number of balloons, how many balloons does each student sell? (Lesson 4.12)
 - (A) 9
 - (B) 18
 - (C) 27
 - (D) 54
- Maria and 3 friends have 1,200 soccer cards. If they share the soccer cards equally, how many will each person receive? (Lesson 4.4)
 - (A) 30
 - (B) 40
 - (C) 300
 - (D) 400
- Four students each made a list of prime numbers.

Eric: 5, 7, 17, 23

Maya: 3, 5, 13, 17

Bella: 2, 3, 17, 19

Jordan: 7, 11, 13, 21

Who made an error and included a composite number? (Lesson 5.5)

 - (A) Eric
 - (B) Maya
 - (C) Bella
 - (D) Jordan

Name _____

Generate Equivalent Fractions

COMMON CORE STANDARD CC.4.NF.1

Extend understanding of fraction equivalence and ordering.

Write two equivalent fractions for each.

1. $\frac{1}{3}$

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

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

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

$$\frac{1 \times 2}{3 \times 2} = \frac{2}{6}$$

$$\frac{1 \times 4}{3 \times 4} = \frac{4}{12}$$

Tell whether the fractions are equivalent.

Write = or ≠.

5. $\frac{1}{4} \bigcirc \frac{3}{12}$

6. $\frac{4}{5} \bigcirc \frac{5}{10}$

7. $\frac{3}{8} \bigcirc \frac{2}{6}$

8. $\frac{3}{4} \bigcirc \frac{6}{8}$

9. $\frac{5}{6} \bigcirc \frac{10}{12}$

10. $\frac{6}{12} \bigcirc \frac{5}{8}$

11. $\frac{2}{5} \bigcirc \frac{4}{10}$

12. $\frac{2}{4} \bigcirc \frac{3}{12}$

Problem Solving



13. Jan has a 12-ounce milkshake. Four ounces in the milkshake are vanilla, and the rest is chocolate. What are two equivalent fractions that represent the fraction of the milkshake that is vanilla?

14. Kareem lives $\frac{4}{10}$ of a mile from the mall. Write two equivalent fractions that show what fraction of a mile Kareem lives from the mall.

Lesson Check (CC.4.NF.1)

- Jessie colored a poster. She colored $\frac{2}{5}$ of the poster red. Which fraction is equivalent to $\frac{2}{5}$?
 - (A) $\frac{4}{10}$
 - (B) $\frac{7}{10}$
 - (C) $\frac{4}{5}$
 - (D) $\frac{2}{2}$
- Marcus makes a punch that is $\frac{1}{4}$ cranberry juice. Which two fractions are equivalent to $\frac{1}{4}$?
 - (A) $\frac{2}{5}, \frac{3}{12}$
 - (B) $\frac{2}{8}, \frac{4}{12}$
 - (C) $\frac{3}{4}, \frac{6}{8}$
 - (D) $\frac{2}{8}, \frac{3}{12}$

Spiral Review (CC.4.OA.3, CC.4.OA.5, CC.4.NBT.5)

- An electronics store sells a large flat screen television for \$1,699. Last month, the store sold 8 of these television sets. About how much money did the store make on the television sets? (Lesson 2.4)
 - (A) \$160,000
 - (B) \$16,000
 - (C) \$8,000
 - (D) \$1,600
- Diana had 41 stickers. She put them in 7 equal groups. She put as many as possible in each group. She gave the leftover stickers to her sister. How many stickers did Diana give to her sister? (Lesson 4.3)
 - (A) 3
 - (B) 4
 - (C) 5
 - (D) 6
- Matthew has 18 sets of baseball cards. Each set has 12 cards. About how many baseball cards does Matthew have in all? (Lesson 3.2)
 - (A) 300
 - (B) 200
 - (C) 150
 - (D) 100
- Christopher wrote the number pattern below. The first term is 8.
8, 6, 9, 7, 10, ...
Which is a rule for the pattern? (Lesson 5.6)
 - (A) Add 2, add 3.
 - (B) Add 6, subtract 3.
 - (C) Subtract 6, add 3.
 - (D) Subtract 2, add 3.

Name _____

Simplest Form

COMMON CORE STANDARD CC.4.NF.1

Extend understanding of fraction equivalence and ordering.

Write the fraction in simplest form.

1. $\frac{6}{10}$

$$\frac{6}{10} = \frac{6 \div 2}{10 \div 2} = \frac{3}{5}$$

2. $\frac{6}{8}$

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

4. $\frac{8}{12}$

5. $\frac{100}{100}$

6. $\frac{2}{6}$

7. $\frac{2}{8}$

8. $\frac{4}{10}$

Tell whether the fractions are equivalent.

Write = or \neq .

9. $\frac{6}{12} \bigcirc \frac{1}{12}$

10. $\frac{3}{4} \bigcirc \frac{5}{6}$

11. $\frac{6}{10} \bigcirc \frac{3}{5}$

12. $\frac{3}{12} \bigcirc \frac{1}{3}$

13. $\frac{6}{10} \bigcirc \frac{60}{100}$

14. $\frac{11}{12} \bigcirc \frac{9}{10}$

15. $\frac{2}{5} \bigcirc \frac{8}{20}$

16. $\frac{4}{8} \bigcirc \frac{1}{2}$

Problem Solving



17. At Memorial Hospital, 9 of the 12 babies born on Tuesday were boys. In simplest form, what fraction of the babies born on Tuesday were boys?

18. Cristina uses a ruler to measure the length of her math textbook. She says that the book is $\frac{4}{10}$ meter long. Is her measurement in simplest form? If not, what is the length of the book in simplest form?

Lesson Check (CC.4.NF.1)

- Six out of the 12 members of the school choir are boys. In simplest form, what fraction of the choir is boys?
 - (A) $\frac{1}{6}$
 - (B) $\frac{6}{12}$
 - (C) $\frac{1}{2}$
 - (D) $\frac{12}{6}$
- Which of the following fractions is in simplest form?
 - (A) $\frac{5}{6}$
 - (B) $\frac{6}{8}$
 - (C) $\frac{8}{10}$
 - (D) $\frac{2}{12}$

Spiral Review (CC.4.OA.3, CC.4.OA.4, CC.4.NBT.5, CC.4.NF.1)

- Each of the 23 students in Ms. Evans' class raised \$45 for the school by selling coupon books. How much money did the class raise in all? (Lesson 3.5)
 - (A) \$207
 - (B) \$225
 - (C) \$1,025
 - (D) \$1,035
- Which pair of numbers below have 4 and 6 as common factors? (Lesson 5.3)
 - (A) 12, 18
 - (B) 20, 24
 - (C) 28, 30
 - (D) 36, 48
- Bart uses $\frac{3}{12}$ cup milk to make muffins. Which fraction is equivalent to $\frac{3}{12}$? (Lesson 6.2)
 - (A) $\frac{1}{4}$
 - (B) $\frac{1}{3}$
 - (C) $\frac{1}{2}$
 - (D) $\frac{2}{3}$
- Ashley bought 4 packages of juice boxes. There are 6 juice boxes in each package. She gave 2 juice boxes to each of 3 friends. How many juice boxes does Ashley have left? (Lesson 2.12)
 - (A) 24
 - (B) 22
 - (C) 18
 - (D) 12

Name _____

Common Denominators

COMMON CORE STANDARD CC.4.NF.1

Extend understanding of fraction equivalence and ordering.

Write the pair of fractions as a pair of fractions with a common denominator.

1. $\frac{2}{3}$ and $\frac{3}{4}$

2. $\frac{1}{4}$ and $\frac{2}{3}$

3. $\frac{3}{10}$ and $\frac{1}{2}$

Think: Find a common multiple.

3: 3, 6, 9, **12**, 15

4: 4, 8, **12**, 16, 20

$$\frac{8}{12}, \frac{9}{12}$$

4. $\frac{3}{5}$ and $\frac{3}{4}$

5. $\frac{2}{4}$ and $\frac{7}{8}$

6. $\frac{2}{3}$ and $\frac{5}{12}$

7. $\frac{1}{4}$ and $\frac{1}{6}$

Tell whether the fractions are equivalent. Write = or ≠.

8. $\frac{1}{2} \bigcirc \frac{2}{5}$

9. $\frac{1}{2} \bigcirc \frac{3}{6}$

10. $\frac{3}{4} \bigcirc \frac{5}{6}$

11. $\frac{6}{10} \bigcirc \frac{3}{5}$

12. $\frac{6}{8} \bigcirc \frac{3}{4}$

13. $\frac{3}{4} \bigcirc \frac{2}{3}$

14. $\frac{2}{10} \bigcirc \frac{4}{5}$

15. $\frac{1}{4} \bigcirc \frac{3}{12}$

Problem Solving

16. Adam drew two same size rectangles and divided them into the same number of equal parts. He shaded $\frac{1}{3}$ of one rectangle and $\frac{1}{4}$ of other rectangle. What is the least number of parts into which both rectangles could be divided?

17. Mera painted equal sections of her bedroom wall to make a pattern. She painted $\frac{2}{5}$ of the wall white and $\frac{1}{2}$ of the wall lavender. Write an equivalent fraction for each using a common denominator.

Lesson Check (CC.4.NF.1)

- Which of the following is a common denominator of $\frac{1}{4}$ and $\frac{5}{6}$?
 - 8
 - 9
 - 12
 - 15
- Two fractions have a common denominator of 8. Which of the following could be the two fractions?
 - $\frac{1}{2}$ and $\frac{2}{3}$
 - $\frac{1}{4}$ and $\frac{1}{2}$
 - $\frac{3}{4}$ and $\frac{1}{6}$
 - $\frac{1}{2}$ and $\frac{4}{5}$

Spiral Review (CC.4.NBT.2, CC.4.NBT.5, CC.4.NBT.6, CC.4.NF.1)

- Which number is 100,000 more than seven hundred two thousand, eighty-three? (Lesson 1.2)
 - 703,083
 - 712,083
 - 730,083
 - 802,083
- Aiden baked 8 dozen muffins. How many total muffins did he bake? (Lesson 2.10)
 - 64
 - 80
 - 96
 - 104
- On a bulletin board, the principal, Ms. Gomez, put 115 photos of the fourth-grade students in her school. She put the photos in 5 equal rows. How many photos did she put in each row? (Lesson 4.11)
 - 21
 - 23
 - 25
 - 32
- Judy uses 12 tiles to make a mosaic. Eight of the tiles are blue. What fraction, in simplest form, represents the tiles that are blue? (Lesson 6.3)
 - $\frac{2}{3}$
 - $\frac{2}{5}$
 - $\frac{3}{4}$
 - $\frac{12}{18}$