

Study Guide B Name - _____ Date _____

4th Grade Math --Study Guide B- Test will occur on _____ (answers on back)

1. Students shall cross out the fraction that is not equivalent to the other two.
Show how you know. (tape diagram, fraction strips, number lines)

a) $\frac{2}{4}$ $\frac{3}{6}$ $\frac{5}{6}$

b) $\frac{3}{5}$ $\frac{6}{5}$ $\frac{6}{10}$

c) $\frac{4}{6}$ $\frac{4}{8}$ $\frac{8}{12}$

#2. Students can write in the blank with $<$, $=$, or $>$ to make a true number sentence. Justify each response by drawing a model (such as an area model or a number line), creating common denominators or numerators, or explaining a comparison to a benchmark fraction.

$\frac{3}{4}$ _____ $\frac{1}{3}$

b) $\frac{4}{5}$ _____ $\frac{2}{5}$

c) $\frac{4}{4}$ _____ $\frac{1}{1}$

#3. Students need to fill in the blanks to make each number sentence true. Draw a number line, a tape diagram, or an area model to represent each problem.

A. $4/8 + 3/8 =$ _____

B. $1 + 2/3 =$ _____

C. $1/5 + 1/5 + 1/5 =$ _____ D. $2/3 + 2/3 + 2/3 =$ _____

#4. Students will recognize and generate simple equivalent fractions. Students use the stated fraction and list the next three equivalent fractions.

Example $1/3 =$ $2/6, 3/9, 4/12$

$1/2 =$ _____ B) $1/4 =$ _____ $2/10 =$ _____

#5. Students will recognize and generate simple equivalent fractions. Students use the stated fraction to an equivalent number or fraction.

A $1 =$ _____ /12 _____ = 5/5 _____ = 3/3
Whole number - fraction whole number – fraction whole number - fraction