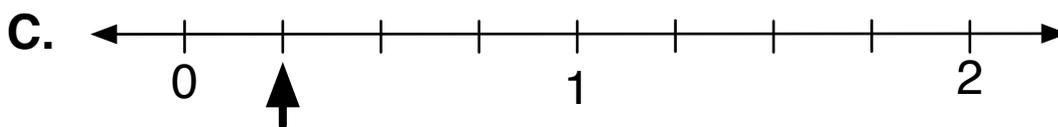
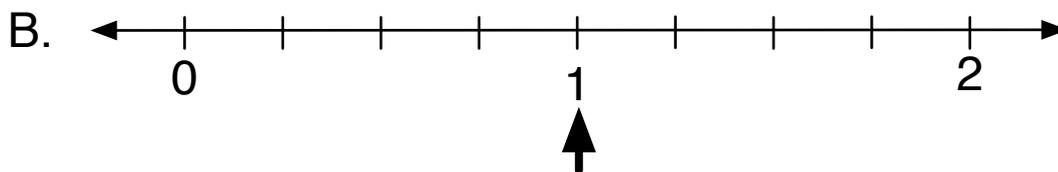
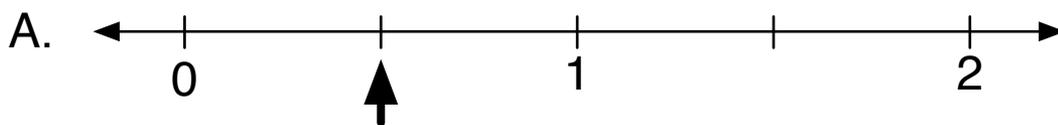
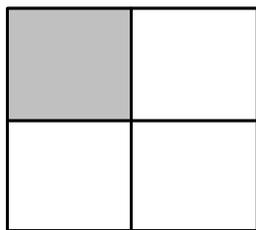


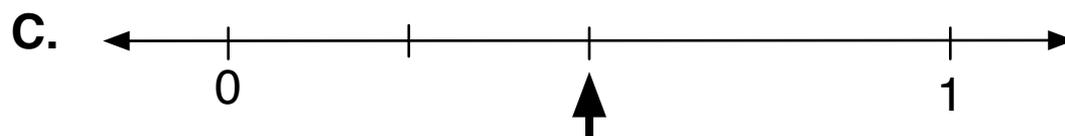
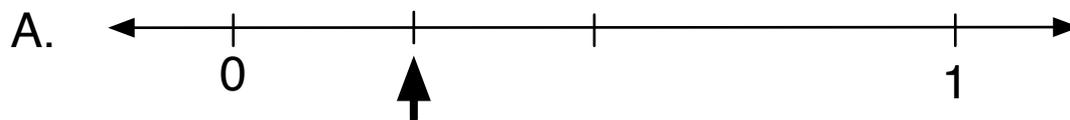
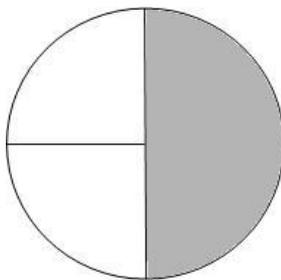
Name _____

Opening Problems

1. Some fraction of the larger square is shaded. Which number line shows the same amount?



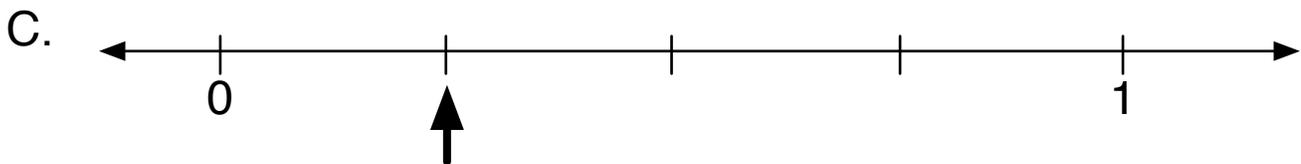
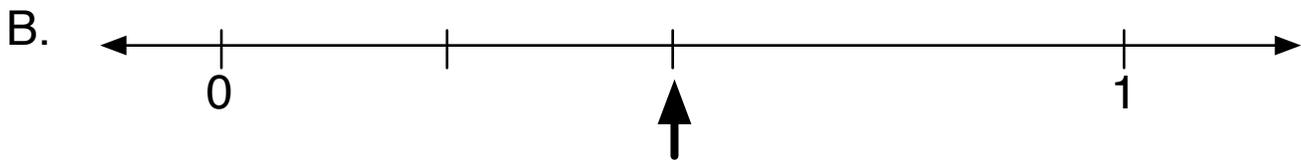
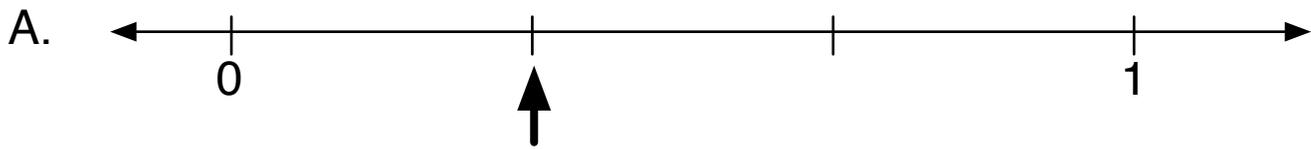
2. Some fraction of this circle is shaded. Which number line shows the same amount?



Name _____

Worksheet 1

Some fraction of this rectangle is shaded. Which number line shows the same amount?

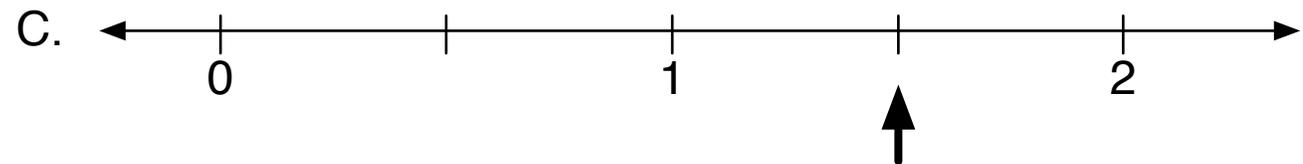
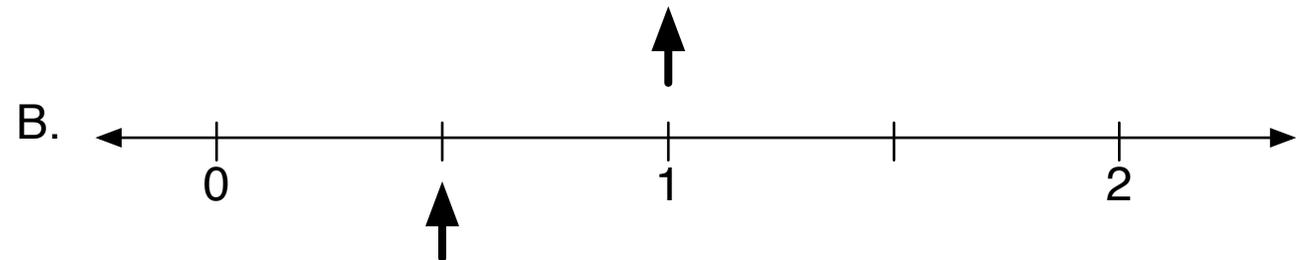
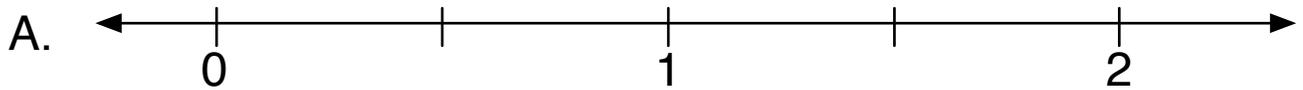
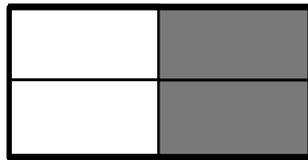


Explain why your answer is correct and why the other two answer choices are incorrect.

Name _____

Worksheet 2

Some fraction of the large rectangle is shaded. Which number line shows the same amount?

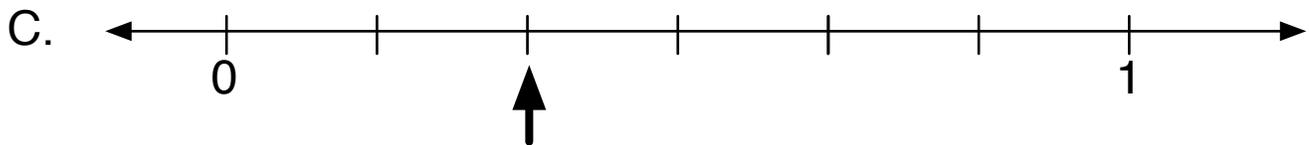
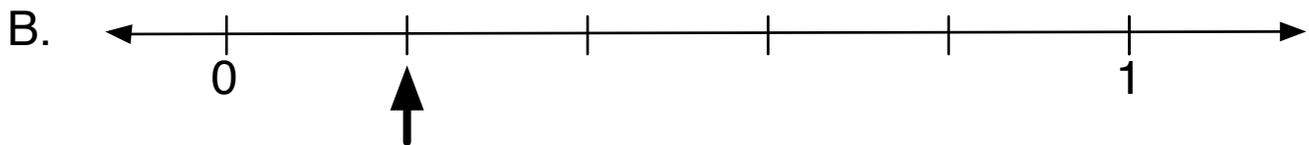
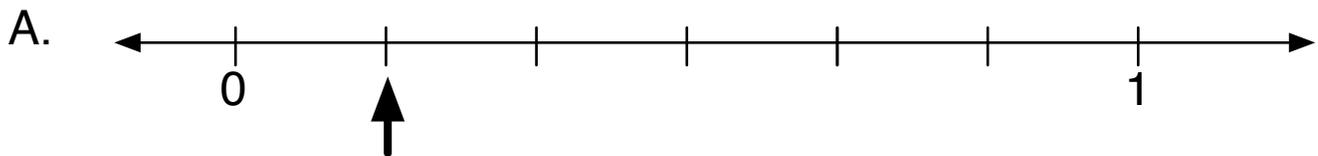
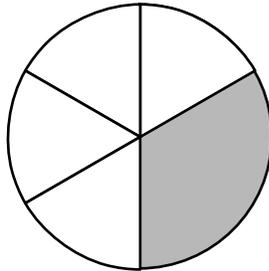


Explain why your answer is correct and why the other two answer choices are incorrect.

Name _____

Worksheet 3

Some fraction of this circle is shaded. Which number line shows the same amount?

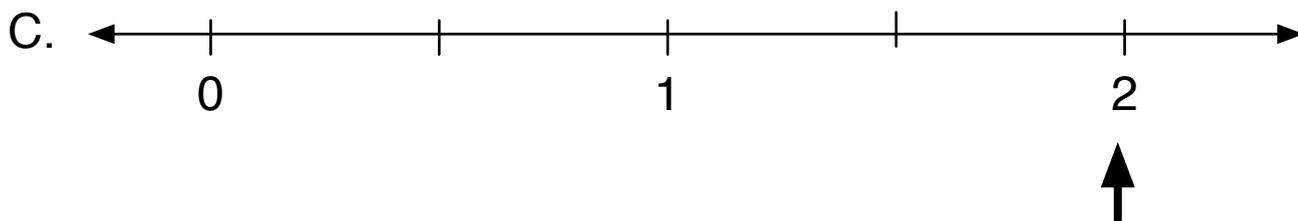
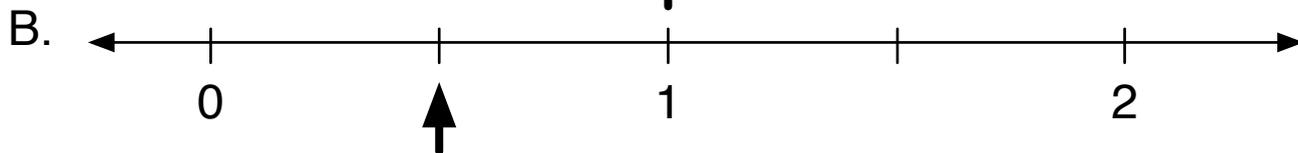
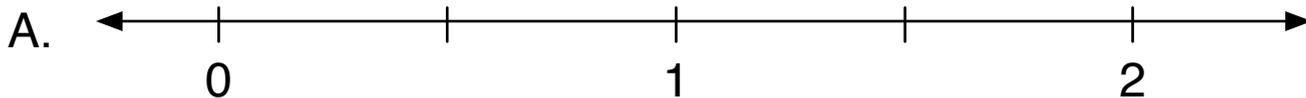
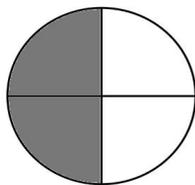


Explain why your answer is correct and why the other two answer choices are incorrect.

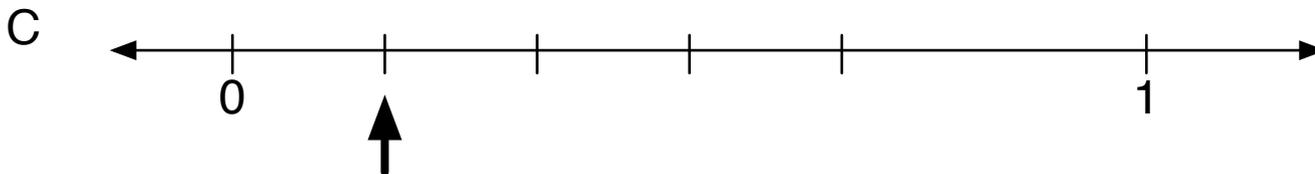
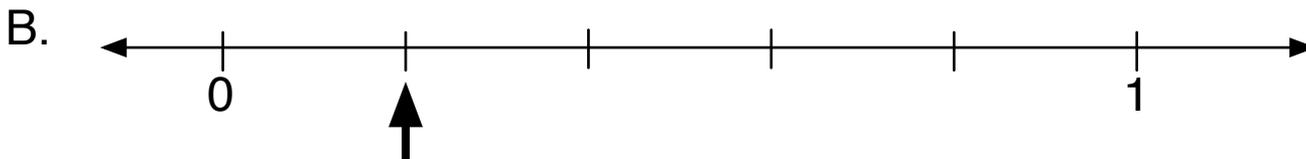
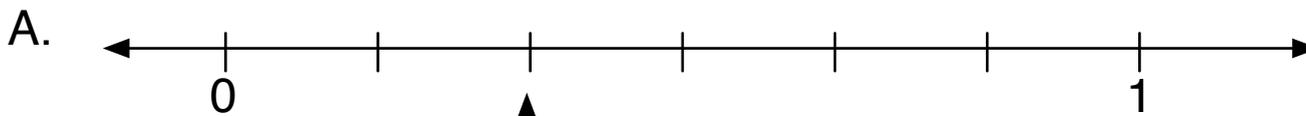
Name _____

Closing Problems

1. Some fraction of this circle is shaded. Which number line shows the same amount?



2. Some fraction of the large rectangle is shaded. Which number line shows the same amount?



Name _____

Opening Problems

1. For each number line, divide the unit interval into different subunits and label the tickmarks with fractions.
The orange rod is the unit.



- a. Subunit rod = yellow



- b. Subunit rod = red



- c. Subunit rod = white



2. Is the sentence below correct? Mark your answer in the box.

^{Yes}
 ^{No}

The greater the denominator, the longer the subunit.

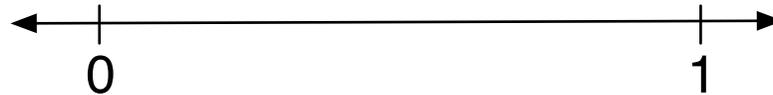
Name _____

Worksheet 1

1. For each number line, divide the unit interval into different subunits and label the tickmarks with fractions.
The brown rod is the unit.



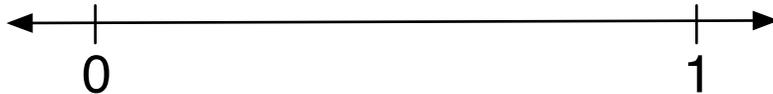
- a. subunit rod = purple



- b. subunit rod = brown



- c. subunit rod = white



2. Is the sentence below correct? Mark your answer in the box.

^{yes}
 ^{no}

The lesser the denominator, the shorter the subunit.

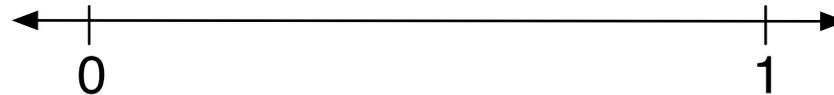
Name _____

Worksheet 2

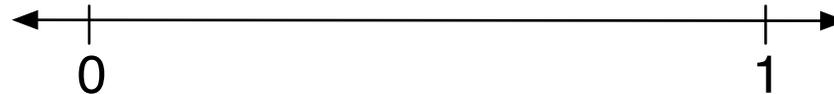
1. For each number line, divide the unit interval into different subunits and label the tickmarks with fractions.
The blue rod is the unit.



- a. subunit rod = light green



- b. subunit rod = white



2. Is the sentence below correct? Mark your answer in the box.

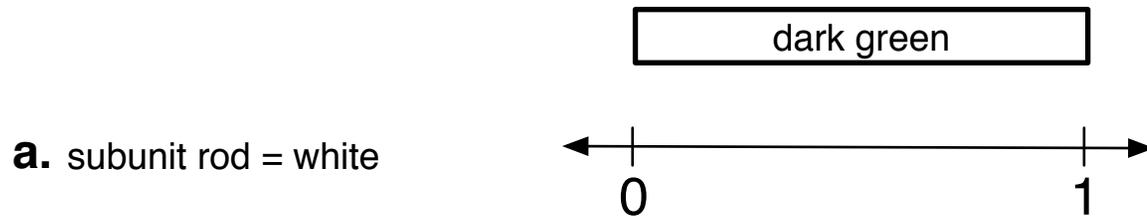
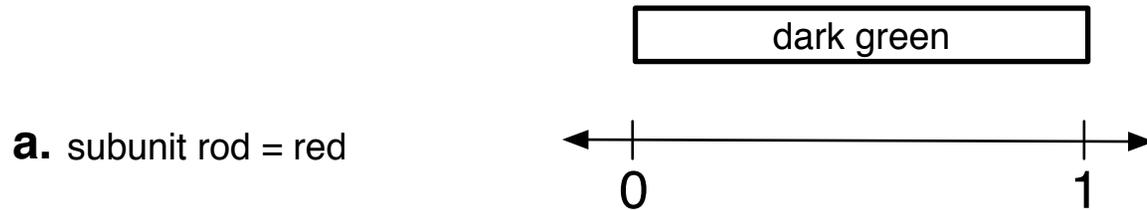
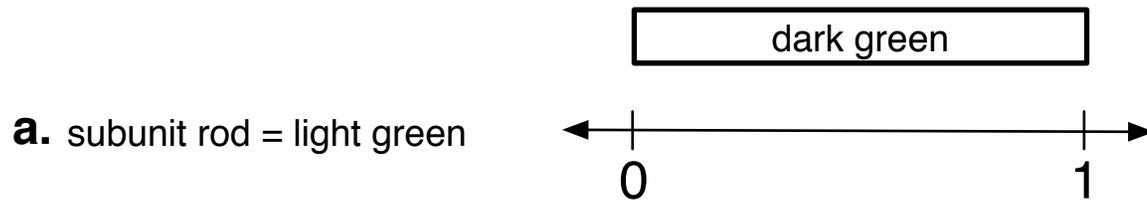
^{yes}
 ^{no}

The greater the denominator, the shorter the subunit.

Name _____

Closing Problems

1. For each number line, divide the unit interval into different subunits and label the tickmarks with fractions.
The dark green rod is the unit.



2. Is the sentence below correct? Mark your answer in the box.

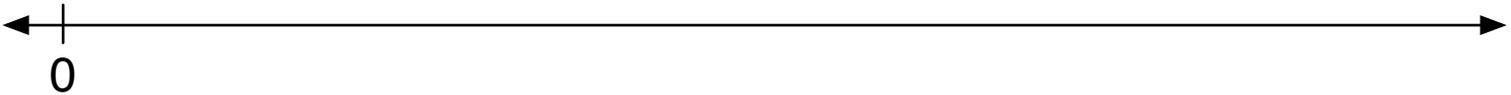
^{yes}
 ^{no}

The lesser the denominator, the longer the subunit.

Name _____

Opening Problems

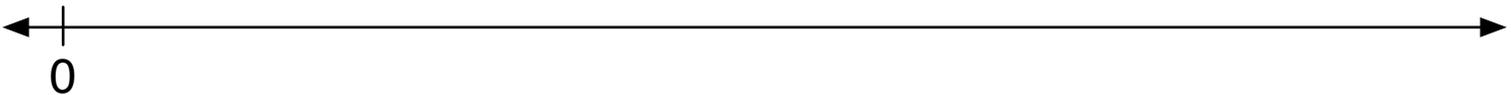
1. Mark the length of $\frac{2}{3}$ of a dark green C-rod on the number line.



What color rod is your unit? _____

What color rod is your subunit? _____

2. Mark the length of $\frac{1}{4}$ of a dark purple C-rod on the number line.



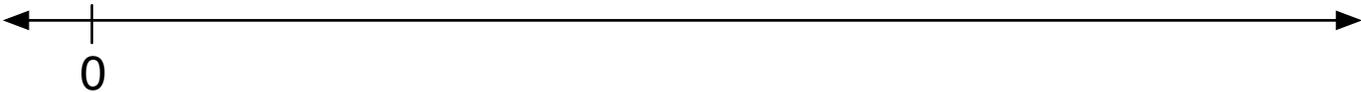
What color rod is your unit? _____

What color rod is your subunit? _____

Name _____

Worksheet 1

1. Mark the length of $\frac{1}{2}$ of an orange C-rod on the number line.



What color rod is your unit? _____

What color rod is your subunit? _____

2. Mark the length of $\frac{2}{3}$ of a blue C-rod on the number line.



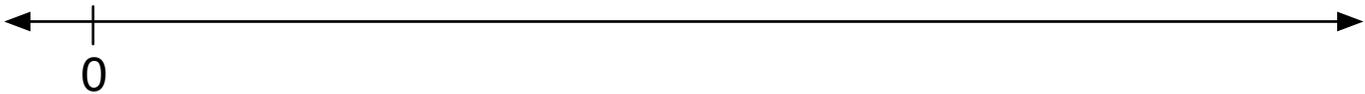
What color rod is your unit? _____

What color rod is your subunit? _____

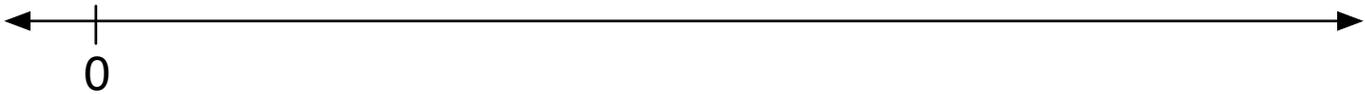
Name _____

Worksheet 2

1. Mark the length of $\frac{1}{4}$ of a brown C-rod on the number line.



2. Mark the length of $\frac{3}{5}$ of a yellow C-rod on the number line.



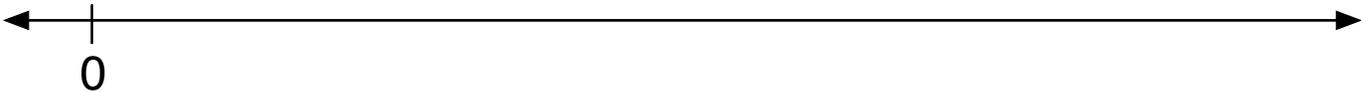
What color rod is your unit? _____

What color rod is your subunit? _____

Name _____

Worksheet 3

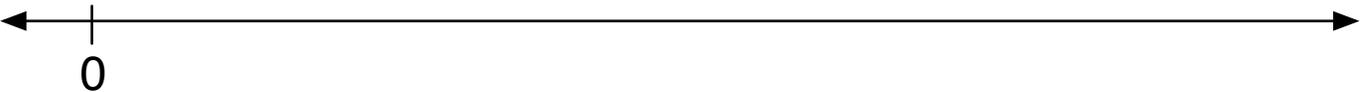
1. Mark the length of $\frac{4}{5}$ of an orange C-rod on the number line.



What color rod is your unit? _____

What color rod is your subunit? _____

2. Mark the length of $\frac{2}{7}$ of a black C-rod on the number line.



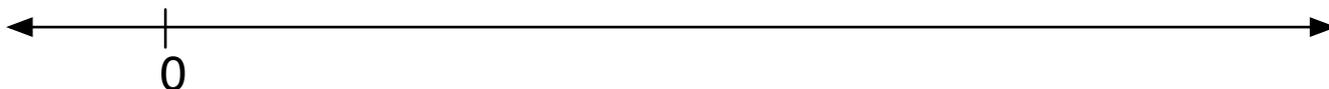
What color rod is your unit? _____

What color rod is your subunit? _____

Name _____

Closing Problems

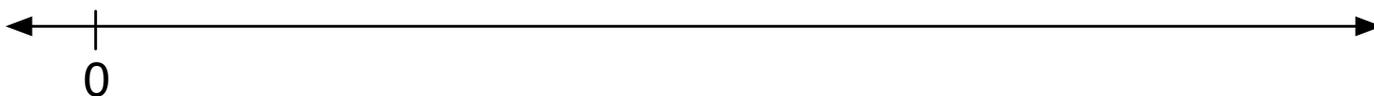
1. Mark the length of $\frac{3}{4}$ of a brown C-rod on the number line.



What color rod is your unit? _____

What color rod is your subunit? _____

2. Mark the length of $\frac{1}{3}$ of a blue C-rod on the number line.



Explain how you found your answer. Use a picture or words.

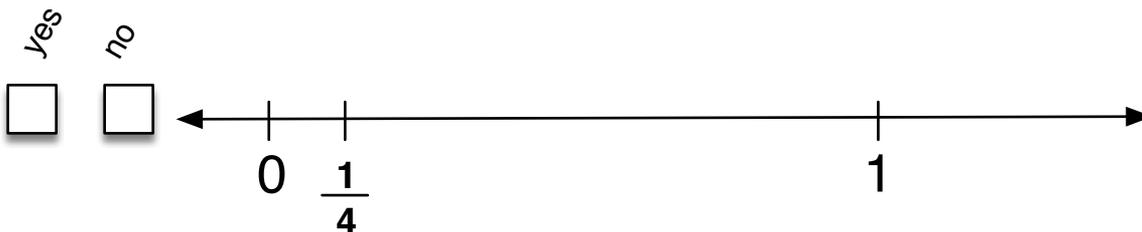
What color rod is your unit? _____

What color rod is your subunit? _____

Name _____

Opening Problems

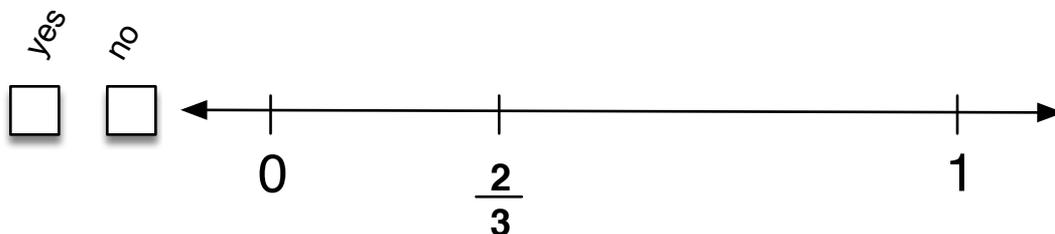
1. Look at the number line and decide if $\frac{1}{4}$ is placed correctly. Mark your answer in the box.



If you think $\frac{1}{4}$ is not placed correctly, use C-rods to mark where $\frac{1}{4}$ should be.



2. Look at the number line and decide if $\frac{2}{3}$ is placed correctly. Mark your answer in the box.



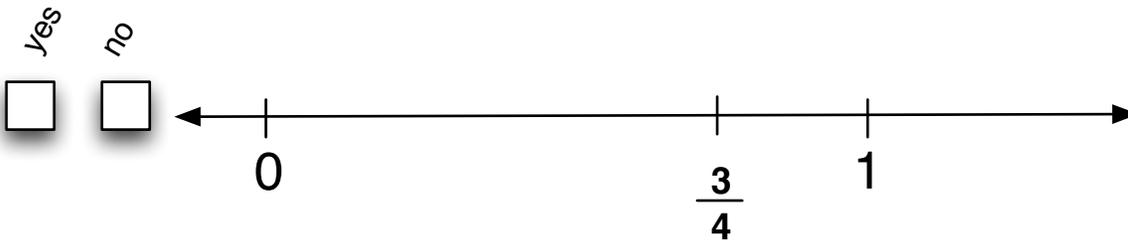
If you think $\frac{2}{3}$ is not placed correctly, use C-rods to mark where $\frac{2}{3}$ should be.



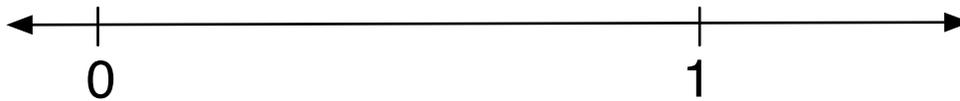
Name _____

Worksheet 1

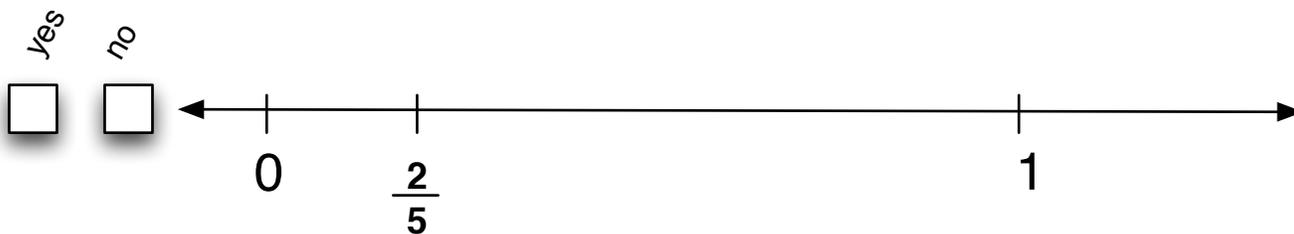
1. Look at the number line and decide if $\frac{3}{4}$ is placed correctly. Mark your answer in the box.



If you think $\frac{3}{4}$ is not placed correctly, use C-rods to mark where $\frac{3}{4}$ should be.



2. Look at the number line and decide if $\frac{2}{5}$ is placed correctly. Mark your answer in the box.



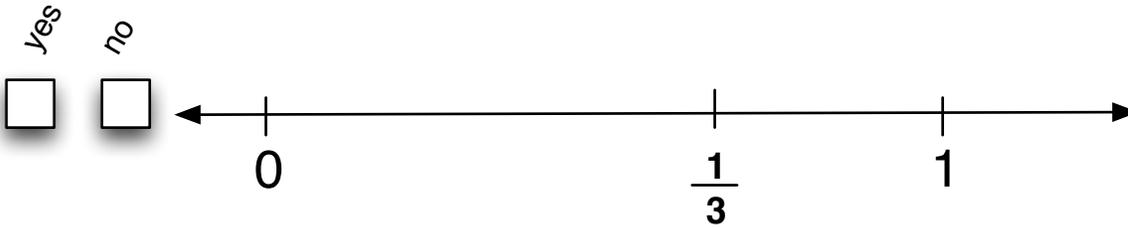
If you think $\frac{2}{5}$ is not placed correctly, use C-rods to mark where $\frac{2}{5}$ should be.



Name _____

Worksheet 2

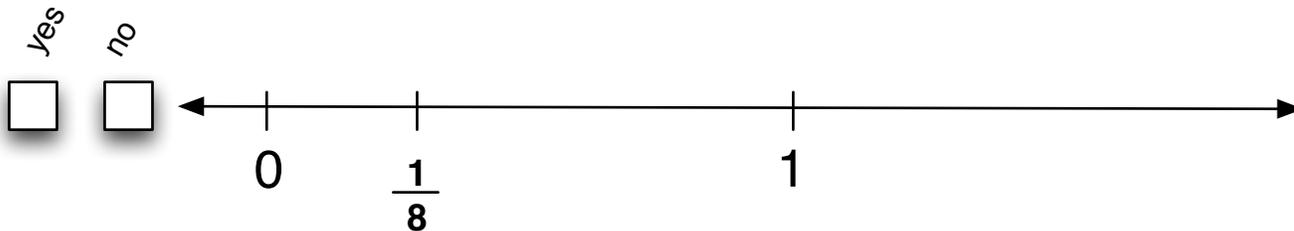
1. Look at the number line and decide if $\frac{1}{3}$ is placed correctly. Mark your answer in the box.



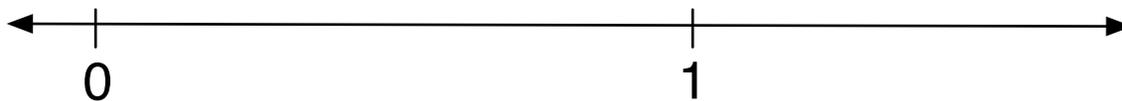
If you think $\frac{1}{3}$ is not placed correctly, use C-rods to mark where $\frac{1}{3}$ should be.



2. Look at the number line and decide if $\frac{1}{8}$ is placed correctly. Mark your answer in the box.



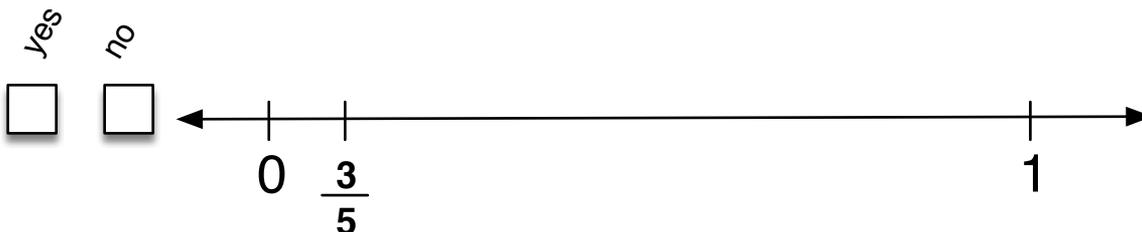
If you think $\frac{1}{8}$ is not placed correctly, use C-rods to mark where $\frac{1}{8}$ should be.



Name _____

Closing Problems

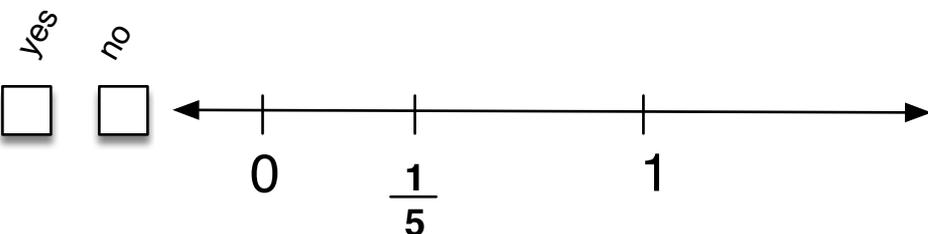
1. Look at the number line and decide if $\frac{3}{5}$ is placed correctly. Mark your answer in the box.



If you think $\frac{3}{5}$ is not placed correctly, use C-rods to mark where $\frac{3}{5}$ should be.



2. Look at the number line and decide if $\frac{1}{5}$ is placed correctly. Mark your answer in the box.



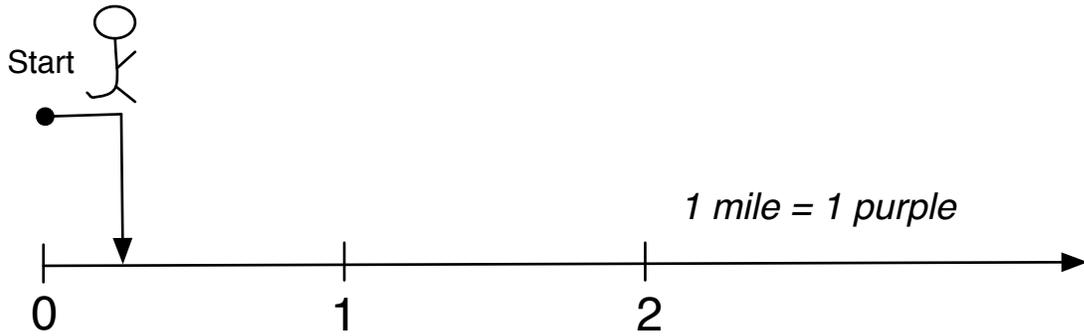
If you think $\frac{1}{5}$ is not placed correctly, use C-rods to mark where $\frac{1}{5}$ should be.



Name _____

Opening Problems

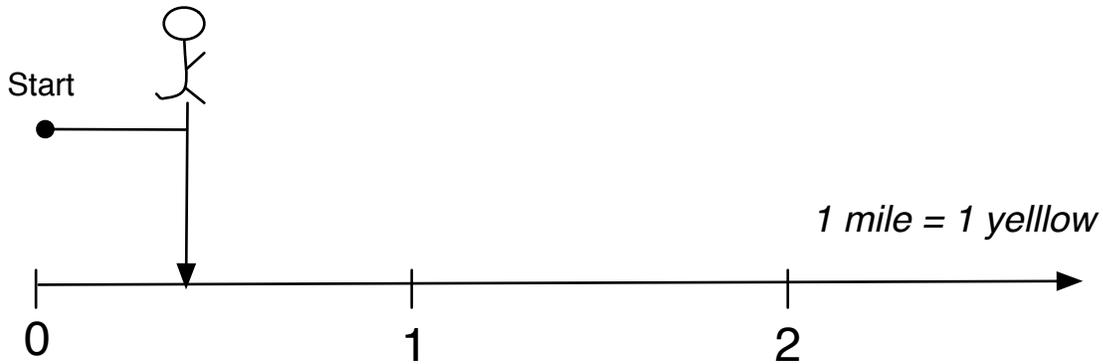
1. Keisha wanted to run 1 mile, but she didn't finish. What fraction of a mile did she run?



What fraction of a mile did Keisha run? _____

What color did you use as a subunit? _____ How many subunits fit into the unit? _____

2. Kyle wanted to run 1 mile, but he didn't finish. What fraction of a mile did he run?



What fraction of a mile did Kyle run? _____

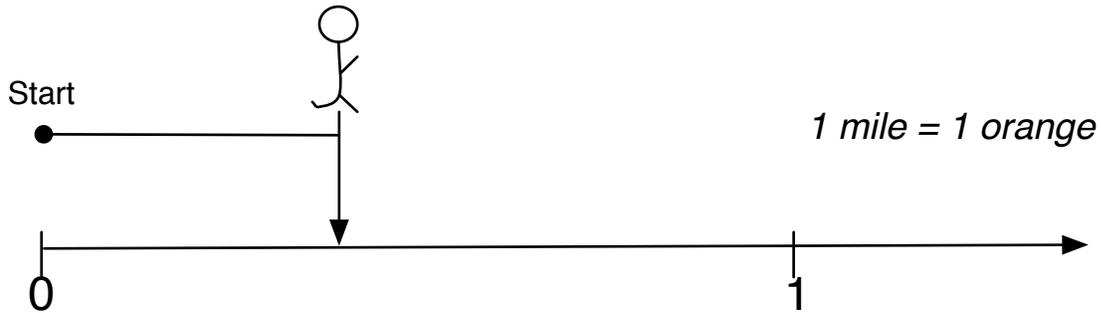
What color did you use as a subunit? _____ How many subunits fit into the unit? _____

Name _____

Worksheet 1

Use C-rods to find out the unit and subunit, and figure out what fraction of a mile each person ran.

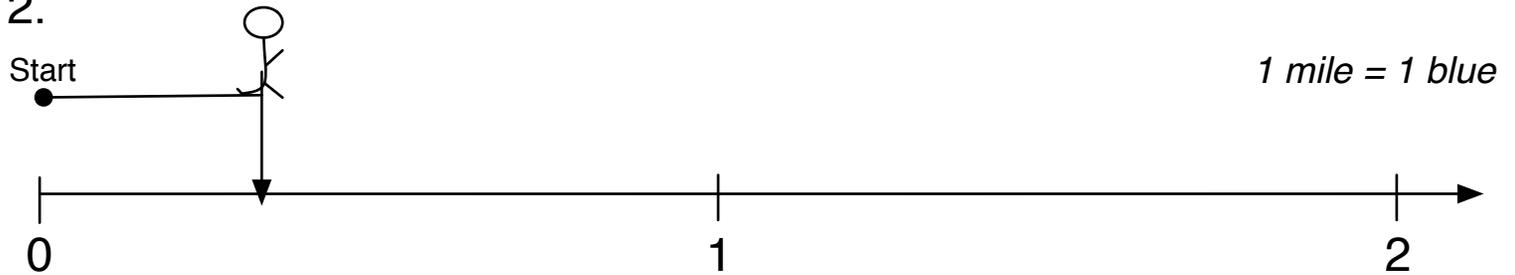
1.



What fraction of a mile did Jalia run? _____

What color did you use as a subunit? _____ How many subunits fit into the unit? _____

2.



What fraction of a mile did Leon run? _____

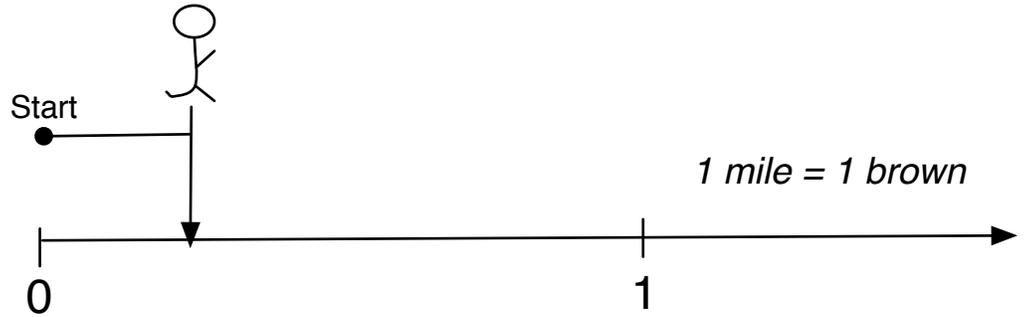
What color did you use as a subunit? _____ How many subunits fit into the unit? _____

Name _____

Worksheet 2

Use C-rods to find out the unit and subunit, and figure out what fraction of a mile each person ran.

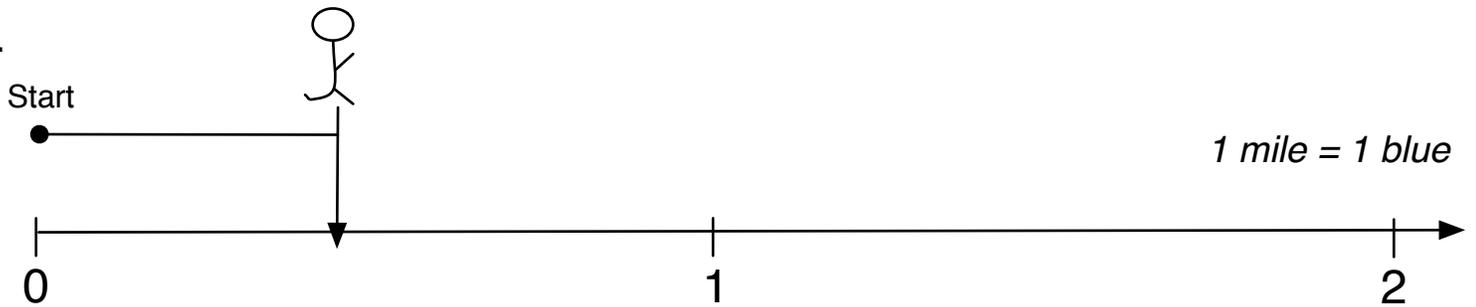
1.



What fraction of a mile did Sam run? _____

What color did you use as a subunit? _____ How many subunits fit into the unit? _____

2.



What fraction of a mile did Sasha run? _____

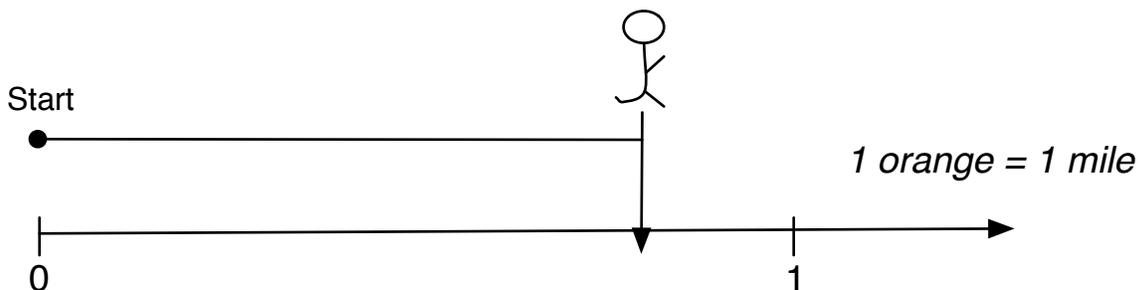
What color did you use as a subunit? _____ How many subunits fit into the unit? _____

Name _____

Worksheet 3

Use C-rods to find out the unit and subunit, and figure out what fraction of a mile each person ran.

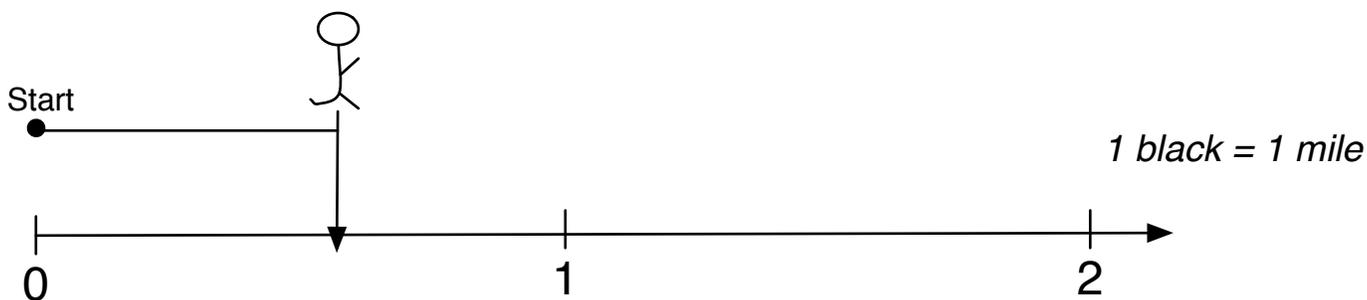
1.



What fraction of a mile did Sam run? _____

What color did you use as a subunit? _____ How many subunits fit into the unit? _____

2.



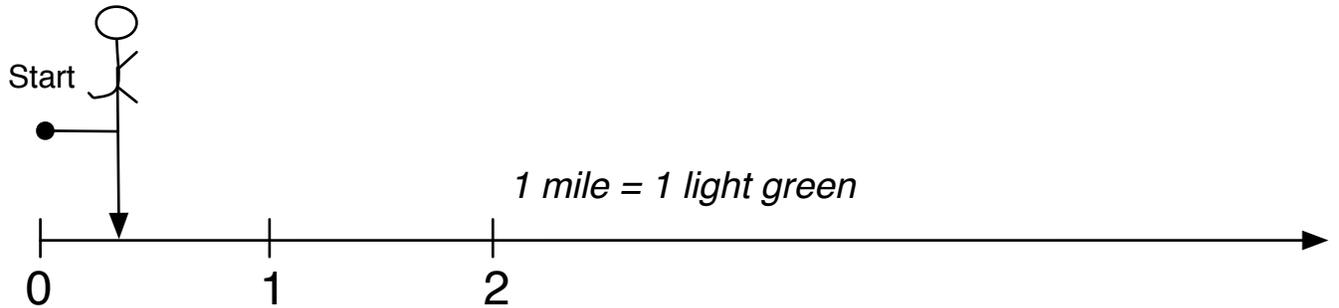
What fraction of a mile did Sasha run? _____

What color did you use as a subunit? _____ How many subunits fit into the unit? _____

Name _____

Closing Problems

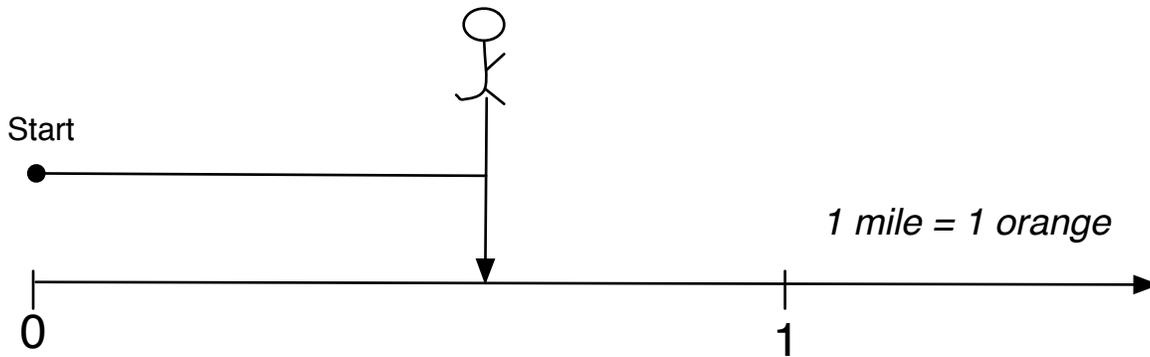
1. Marie wanted to run 1 mile, but she didn't finish. What fraction of a mile did she run?



What fraction of a mile did Marie run? _____

What color did you use as a subunit? _____ How many subunits fit into the unit? _____

2. Marc wanted to run 1 mile, but he didn't finish. What fraction of a mile did he run?



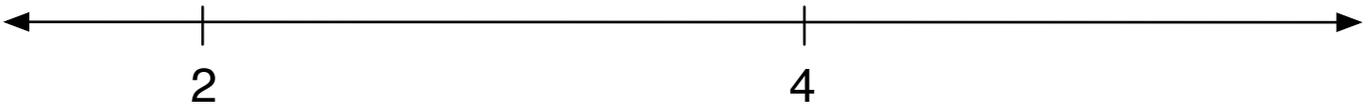
What fraction of a mile did Marc run? _____

What color did you use as a subunit? _____ How many subunits fit into the unit? _____

Name _____

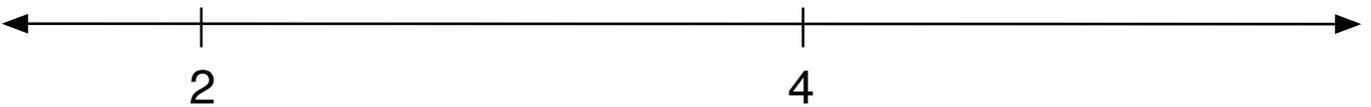
Opening Problems

1. Use C-rods to mark $2\frac{1}{2}$ on the line. Mark other tick marks and numbers to help you.



2. Use C-rods to mark the numbers on the line. Mark other tick marks and numbers to help you.

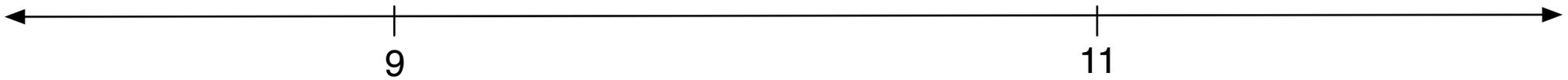
$3\frac{1}{2}$ 3 $4\frac{1}{2}$



Name _____

Worksheet 1

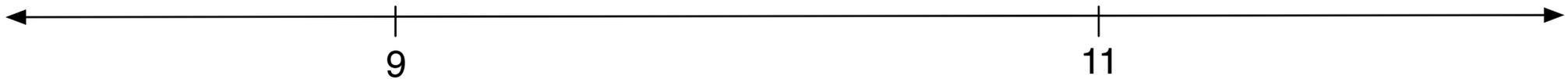
1. Use C-rods to mark $9\frac{1}{2}$ on the number line. Mark other tick marks and numbers to help you.



What rod is your unit? _____ What rod is your subunit? _____

2. Use C-rods to mark the numbers on the line. Mark other tick marks and numbers to help you.

10 $10\frac{1}{2}$ $11\frac{1}{2}$

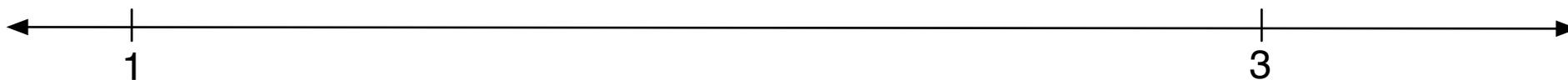


What rod is your unit? _____ What rod is your subunit? _____

Name _____

Worksheet 2

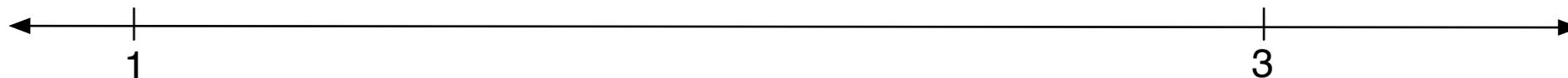
1. Use C-rods to mark $2\frac{1}{3}$ on the number line. Mark other tick marks and numbers to help you.



What rod is your unit? _____ What rod is your subunit? _____

2. Use C-rods to mark the numbers on the line. Mark other tick marks and numbers to help you.

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



What rod is your unit? _____ What rod is your subunit? _____

Name _____

Worksheet 3

1. Use C-rods to mark $1\frac{1}{4}$ on the number line. Mark other tick marks and numbers to help you.



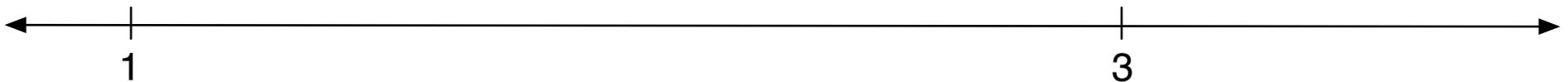
What rod is your unit? _____ What rod is your subunit? _____

2. Use C-rods to mark the numbers on the line. Mark other tick marks and numbers to help you.

$1\frac{3}{4}$

$3\frac{2}{4}$

$2\frac{3}{4}$

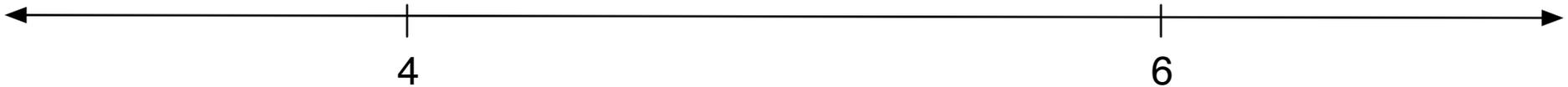


What rod is your unit? _____ What rod is your subunit? _____

Name _____

Worksheet 4

1. Use C-rods to mark $4\frac{1}{3}$ on the number line. Mark other tick marks and numbers to help you.



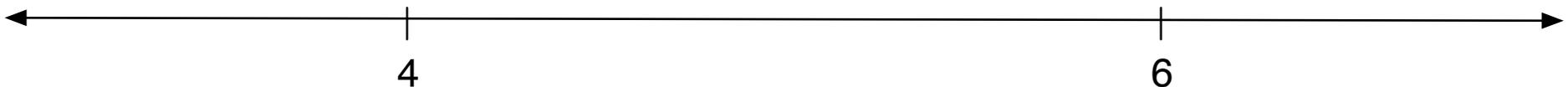
What rod is your unit? _____ What rod is your subunit? _____

2. Use C-rods to mark the numbers on the line. Mark other tick marks and numbers to help you.

$5\frac{1}{3}$

$4\frac{2}{3}$

$6\frac{2}{3}$

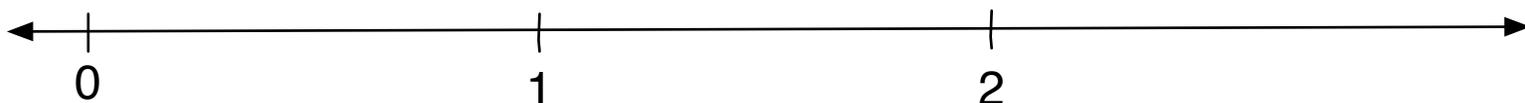


What rod is your unit? _____ What rod is your subunit? _____

Name _____

Closing Problems

1. Use C-rods to mark $1\frac{1}{3}$ on the line. Mark other tickmarks and numbers to help you.

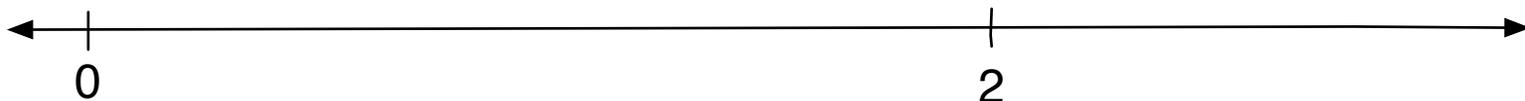


2. Use C-rods to mark the numbers on the line. Mark other tickmarks and numbers to help you.

$1\frac{2}{3}$

1

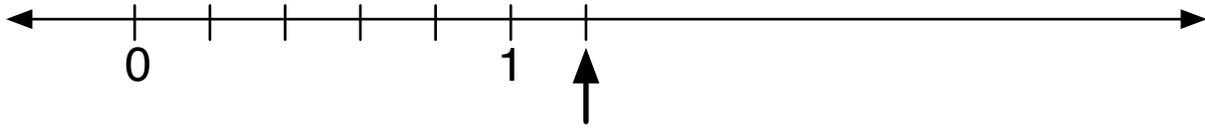
$2\frac{1}{3}$



Name _____

Opening Problem

What number is the arrow pointing to?



A. $\frac{6}{6}$

B. $\frac{6}{5}$

C. $\frac{1}{5}$

Explain why you chose your answer.

0

whole number

1

whole number

2

whole number

1

—

4

fraction

2

—

4

fraction

3

—

4

fraction

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

fraction greater
than 1

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

fraction greater
than 1

$$\frac{7}{4}$$

fraction greater
than 1

$$\frac{0}{4}$$

whole numbers
as fractions

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

whole numbers
as fractions

$$\frac{8}{4}$$

whole numbers
as fractions

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

mixed number

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

mixed number

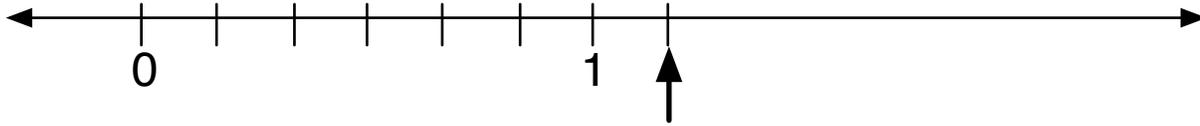
$$1\frac{3}{4}$$

mixed number

Name _____

Closing Problem

What number is the arrow pointing to?



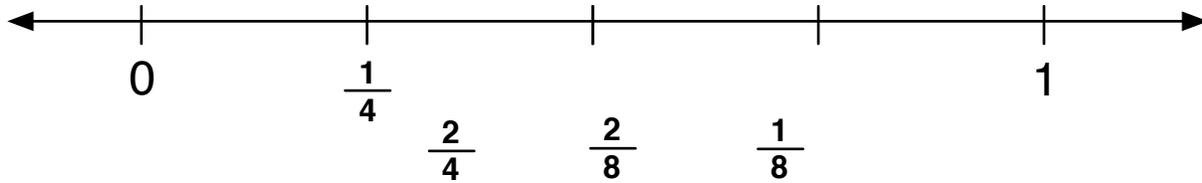
- A.** $\frac{1}{7}$ **B.** $\frac{7}{7}$ **C.** $\frac{7}{6}$ **D.** $\frac{1}{6}$

Explain why you chose your answer. Use our principles.

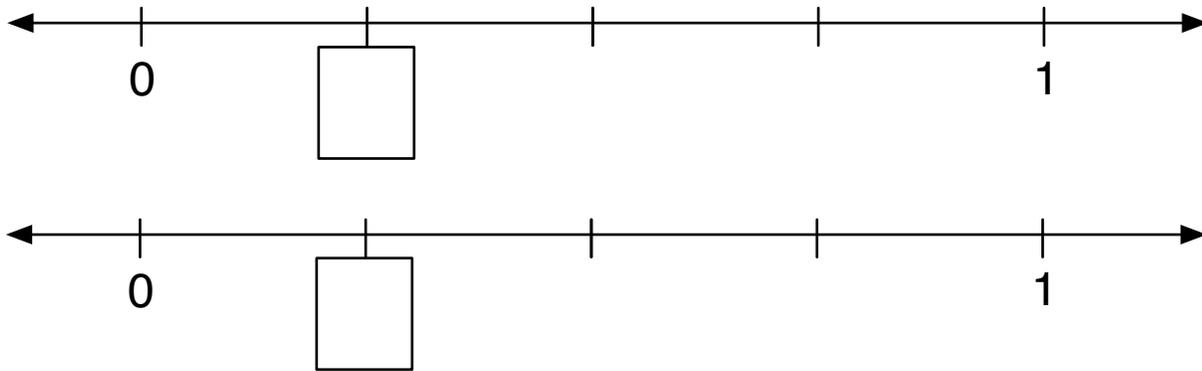
Name _____

Opening Problems

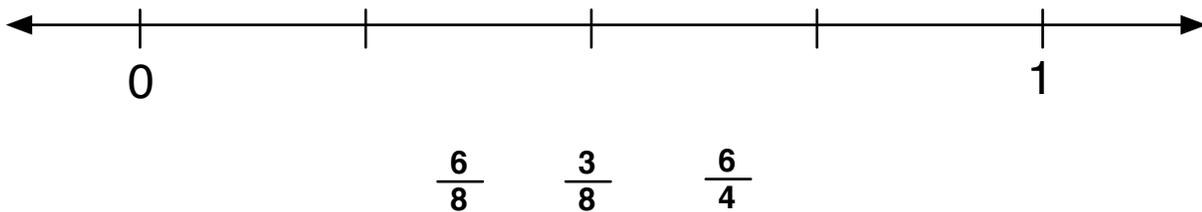
1. a. Circle another name for $\frac{1}{4}$. You can add tickmarks and numbers to help.



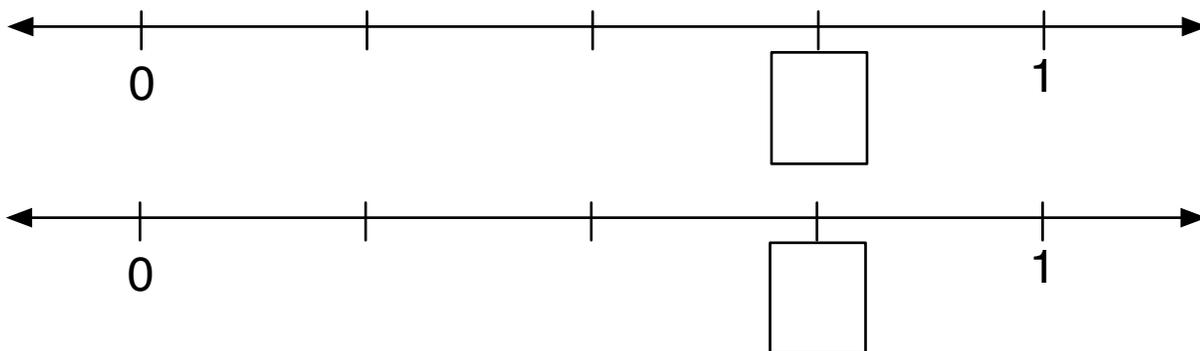
b. $\frac{1}{4}$ is one name for this fraction, show other names for $\frac{1}{4}$.



2. a. Circle another name for $\frac{3}{4}$. You can add tickmarks and numbers to help.



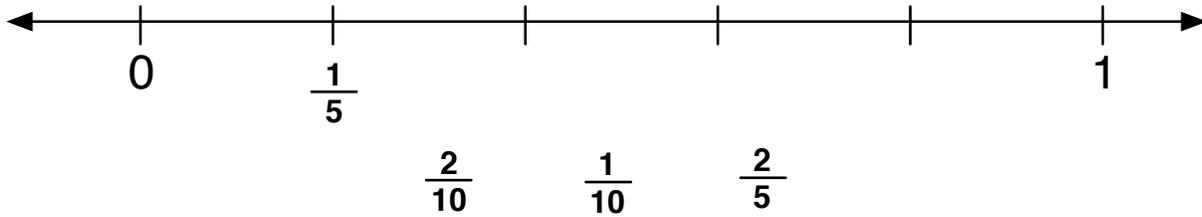
b. $\frac{3}{4}$ is one name for this fraction, show other names for $\frac{3}{4}$.



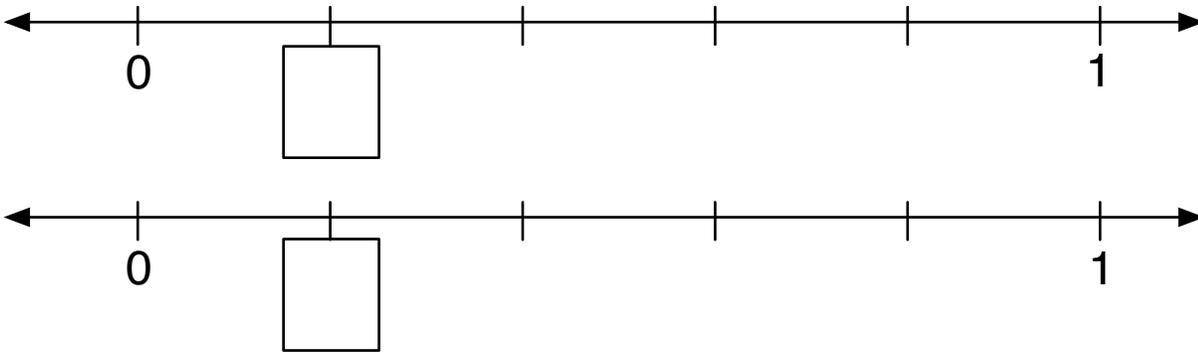
Name _____

Worksheet 1

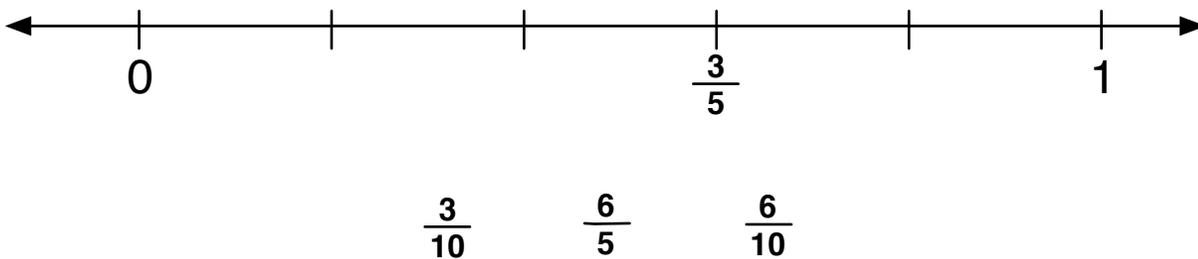
1. a. Circle another name for $\frac{1}{5}$. You can add tickmarks and numbers to help.



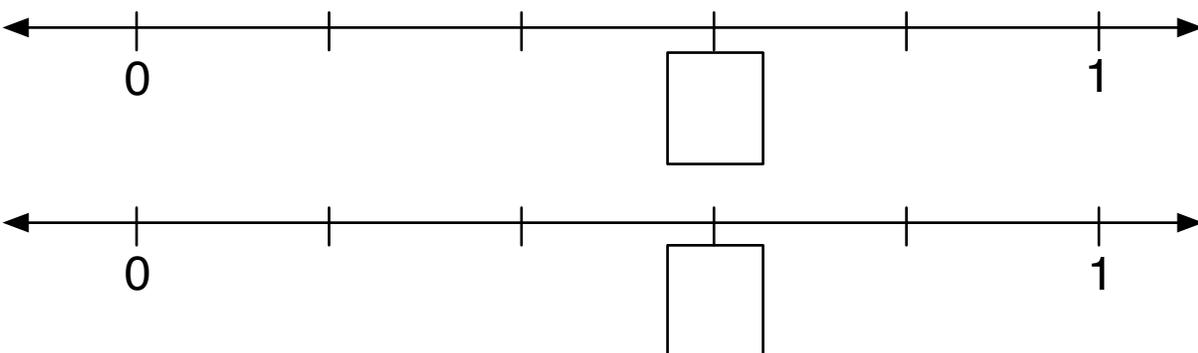
b. $\frac{1}{5}$ is one name for this fraction, show other names for $\frac{1}{5}$.



2. a. Circle another name for $\frac{3}{5}$. You can add tickmarks and numbers to help.



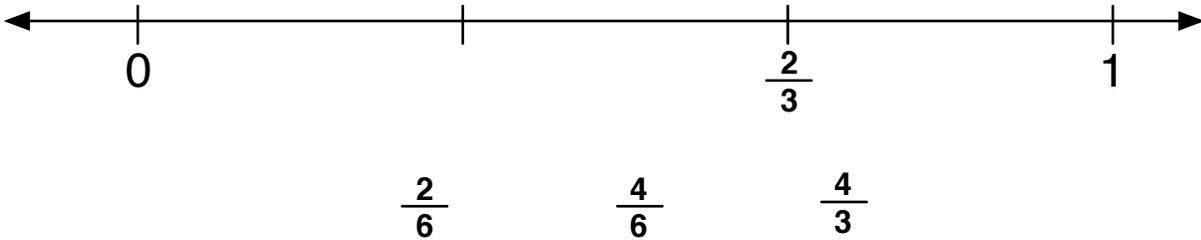
b. $\frac{3}{5}$ is one name for this fraction, show other names for $\frac{3}{5}$.



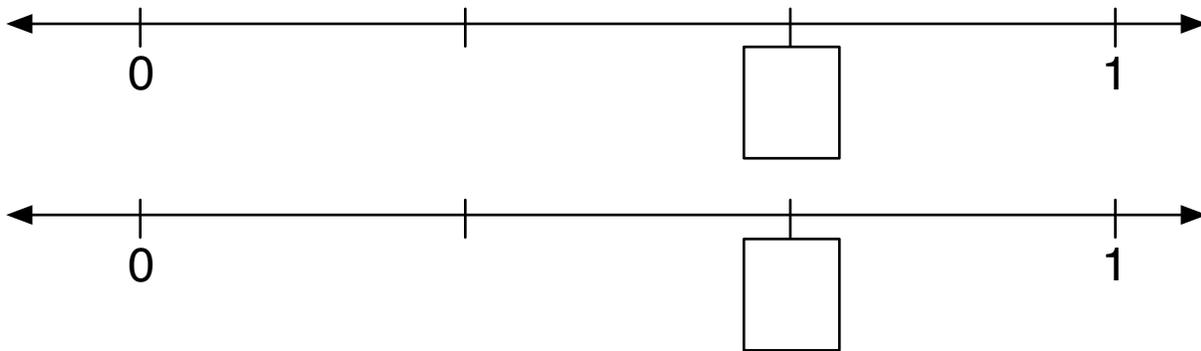
Name _____

Worksheet 2

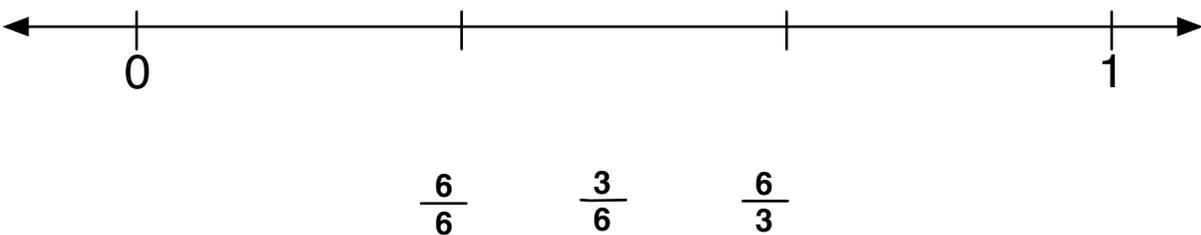
1. a. Circle another name for $\frac{2}{3}$. You can add tickmarks and numbers to help.



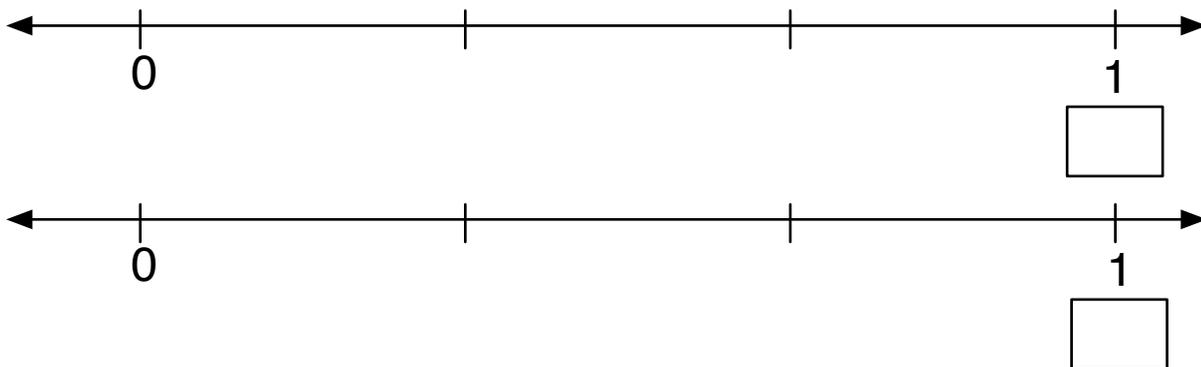
- b. $\frac{2}{3}$ is one name for this fraction, show other names for $\frac{2}{3}$.



2. a. Circle another name for 1. You can add tickmarks and numbers to help.



- b. 1 is one name for this number, show other names for 1.



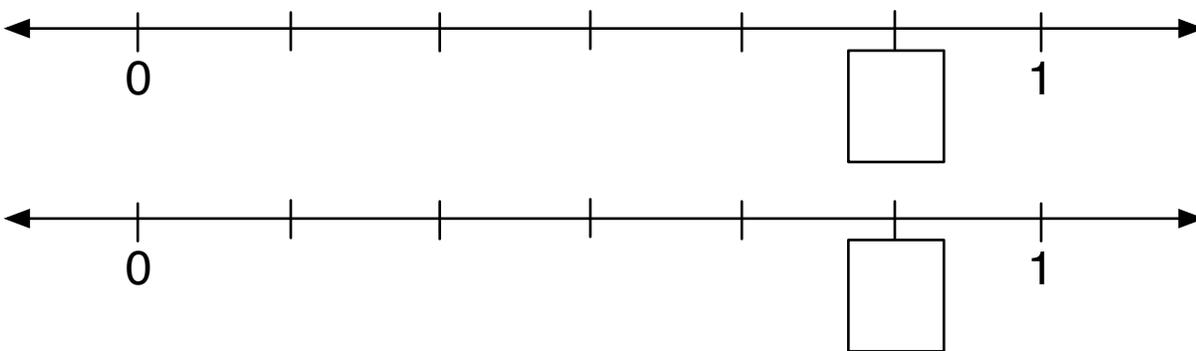
Name _____

Worksheet 3

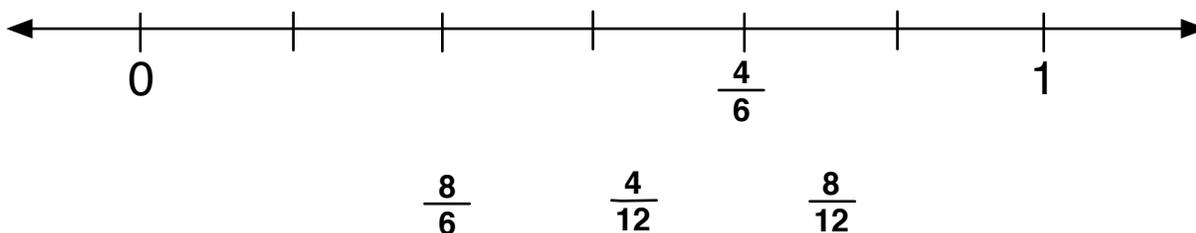
1. a. Circle another name for $\frac{5}{6}$. You can add tickmarks and numbers to help.



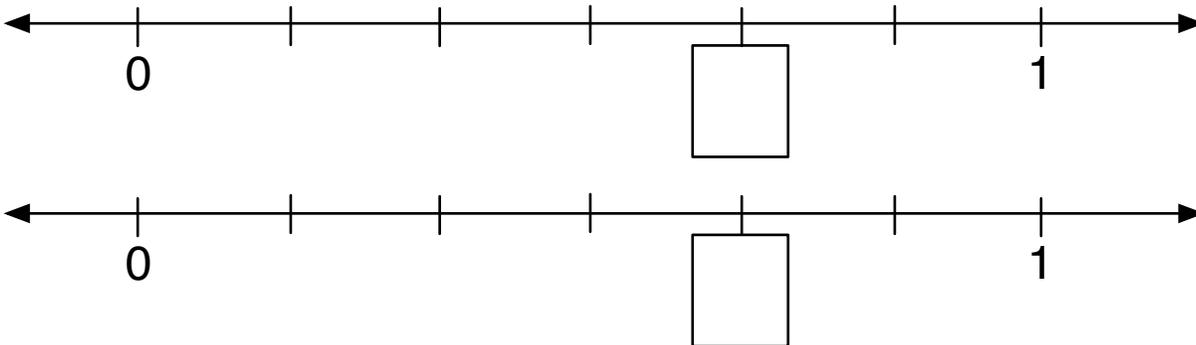
b. $\frac{5}{6}$ is one name for this fraction, show other names for $\frac{5}{6}$.



2. a. Circle another name for $\frac{4}{6}$. You can add tickmarks and numbers to help.



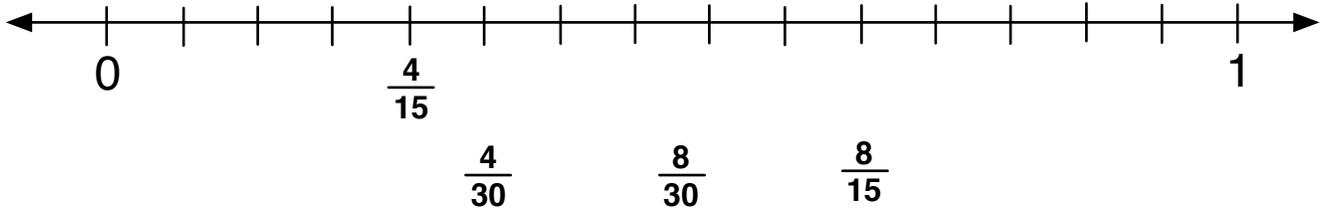
b. $\frac{4}{6}$ is one name for this fraction, show other names for $\frac{4}{6}$.



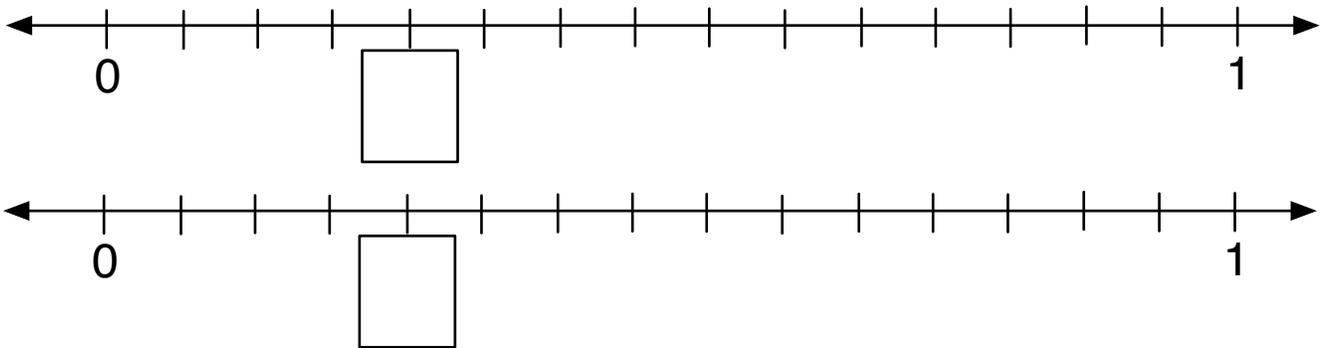
Name _____

Worksheet 4

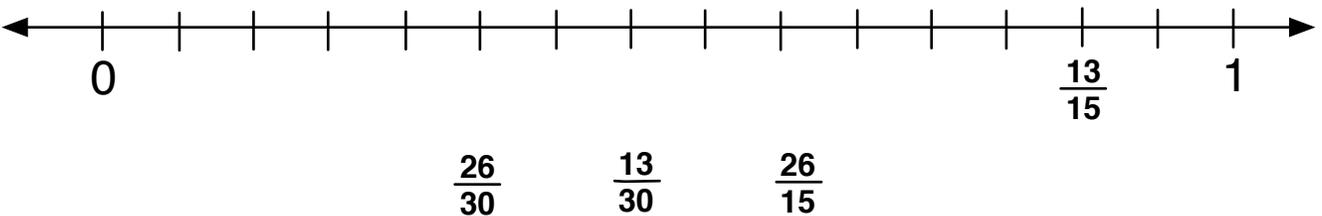
1. a. Circle another name for $\frac{4}{15}$. You can add tickmarks and numbers to help.



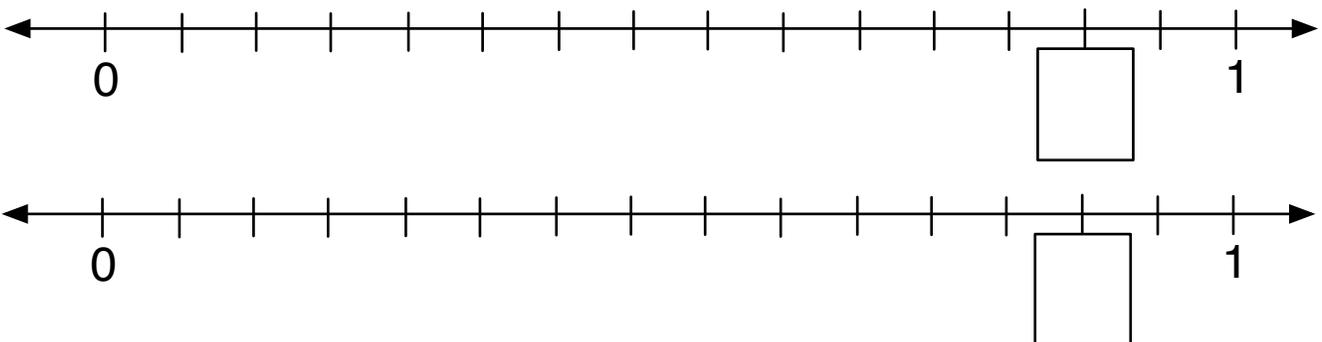
b. $\frac{4}{15}$ is one name for this fraction, show other names for $\frac{4}{15}$.



2. a. Circle another name for $\frac{13}{15}$. You can add tickmarks and numbers to help.



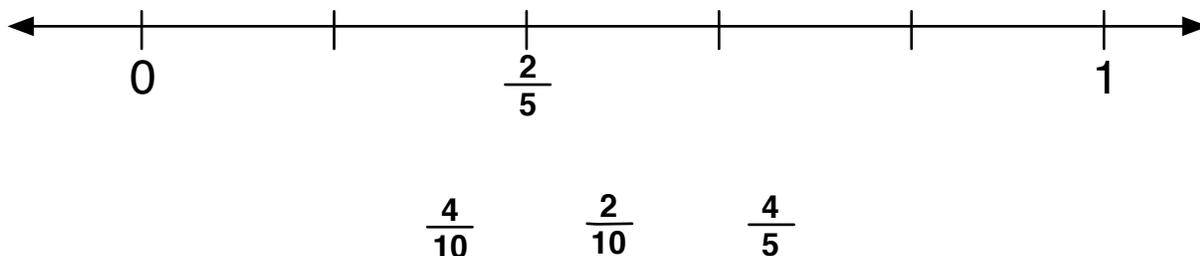
b. $\frac{13}{15}$ is one name for this fraction, show other names for $\frac{13}{15}$.



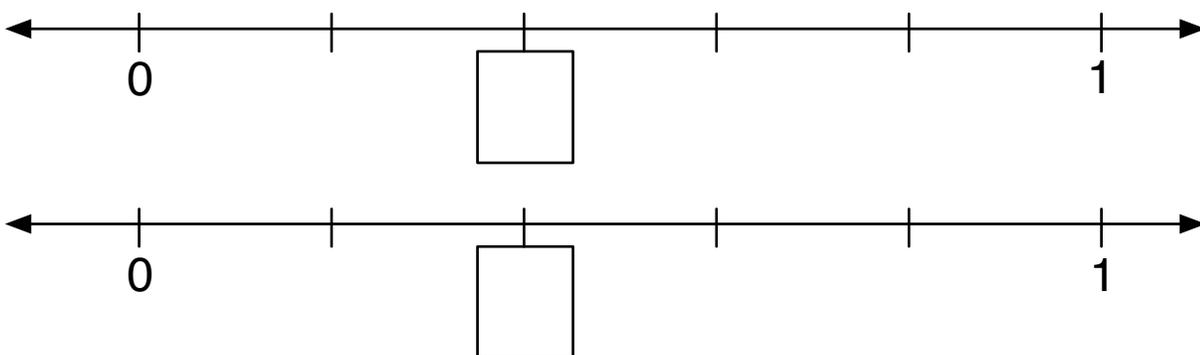
Name _____

Closing Problems

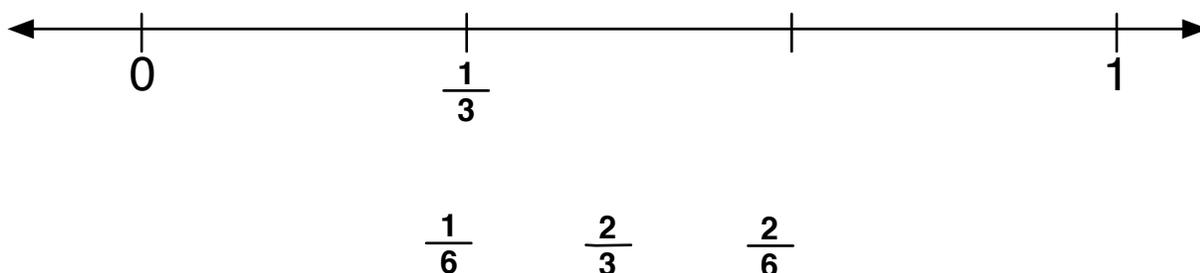
1. a. Circle another name for $\frac{2}{5}$. You can add tickmarks and numbers to help.



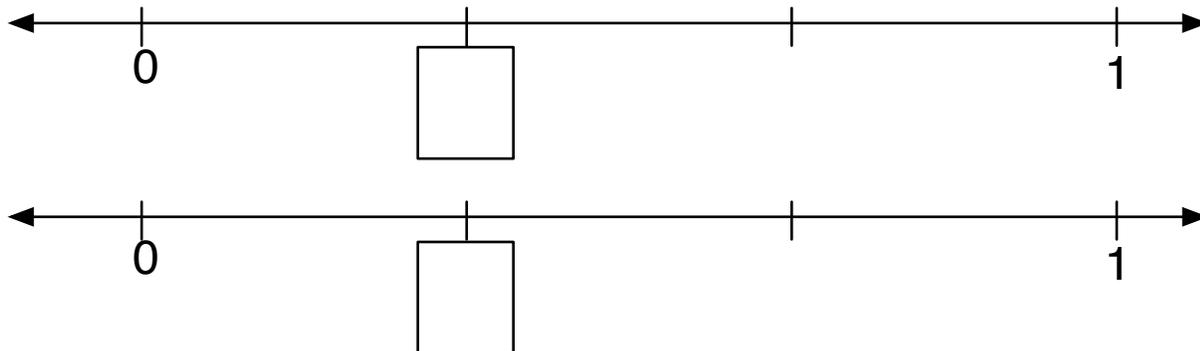
b. $\frac{2}{5}$ is one name for this fraction, show other names for $\frac{2}{5}$.



2. a. Circle another name for $\frac{1}{3}$. You can add tickmarks and numbers to help.



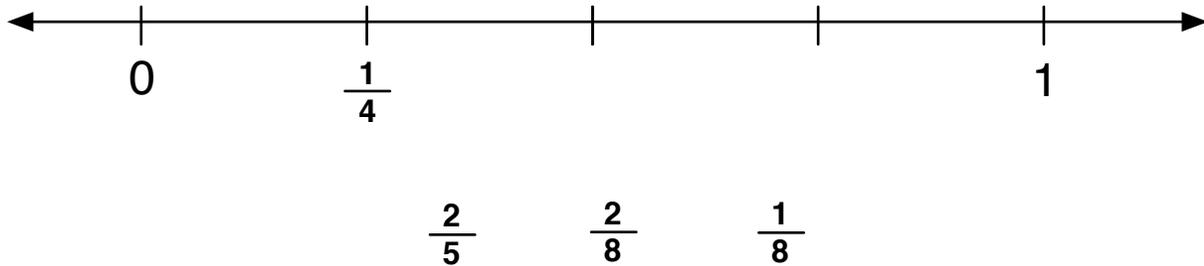
b. $\frac{1}{3}$ is one name for this fraction, show other names for $\frac{1}{3}$.



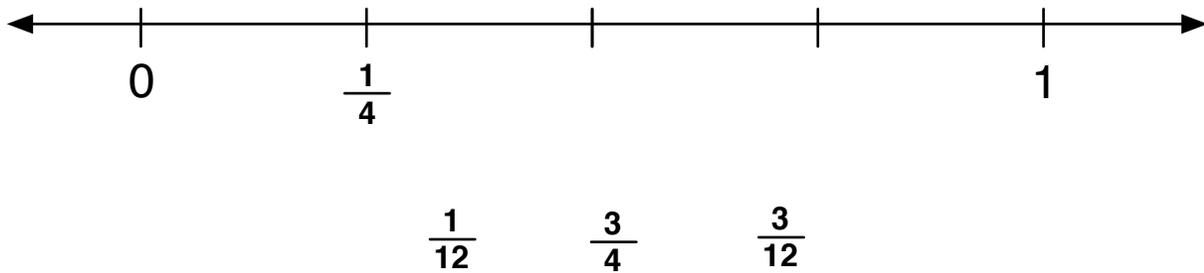
Name _____

Opening Problems

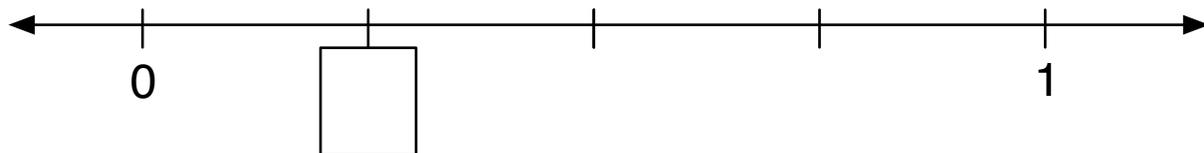
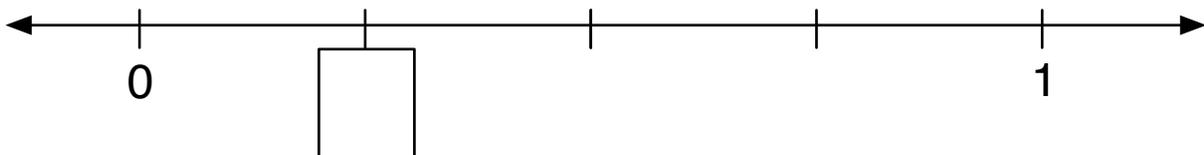
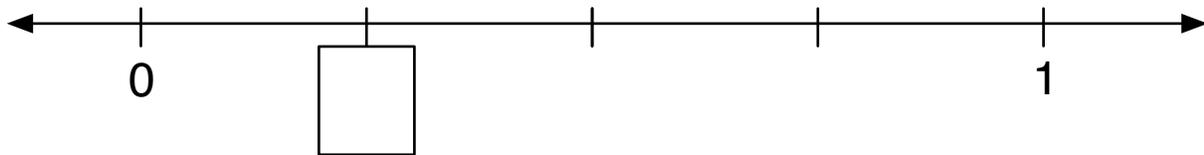
1. Circle the answer that shows another name for $\frac{1}{4}$.
You can add tickmarks and numbers to help you.



2. Circle the answer that shows another name for $\frac{1}{4}$.
You can add tickmarks and numbers to help you.



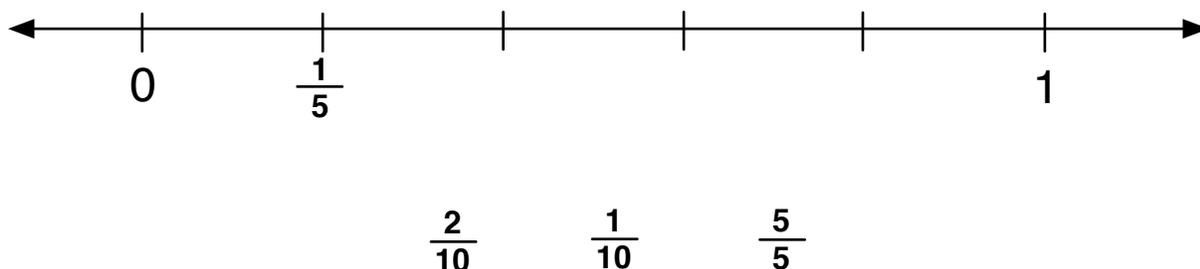
3. Write different fraction names for $\frac{1}{4}$.
You can add tickmarks and numbers to help you.



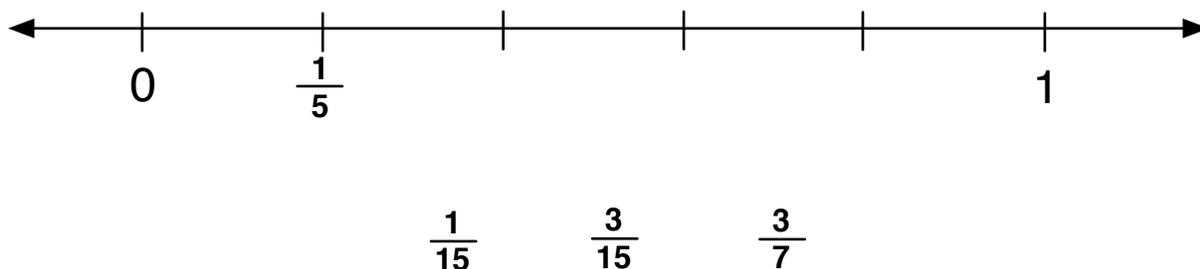
Name _____

Worksheet 1

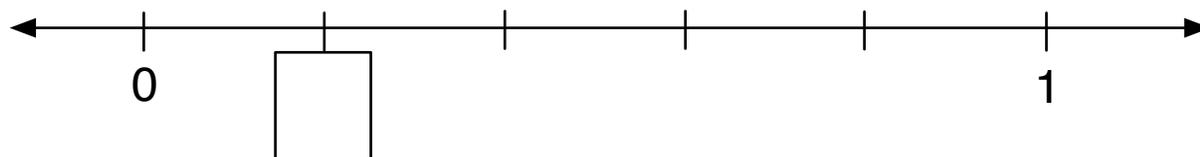
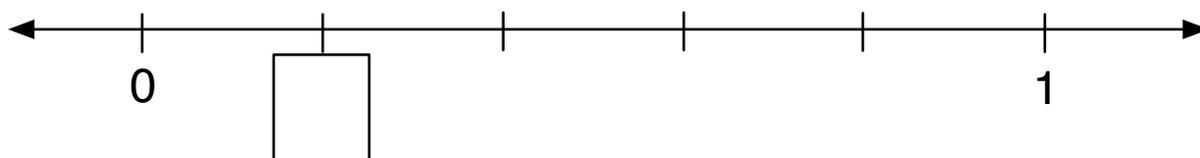
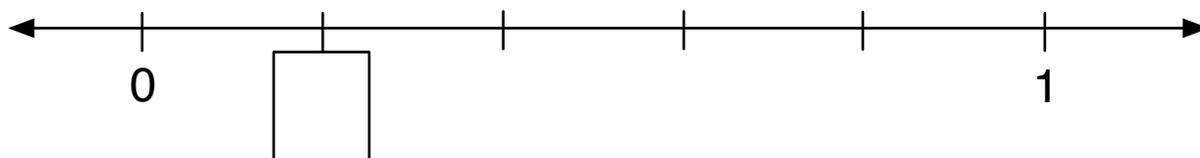
1. Circle the answer that shows another name for $\frac{1}{5}$.
You can add tickmarks and numbers to help you.



2. Circle the answer that shows another name for $\frac{1}{5}$.
You can add tickmarks and numbers to help you.



3. Write different fraction names for $\frac{1}{5}$.
You can add tickmarks and numbers to help you.



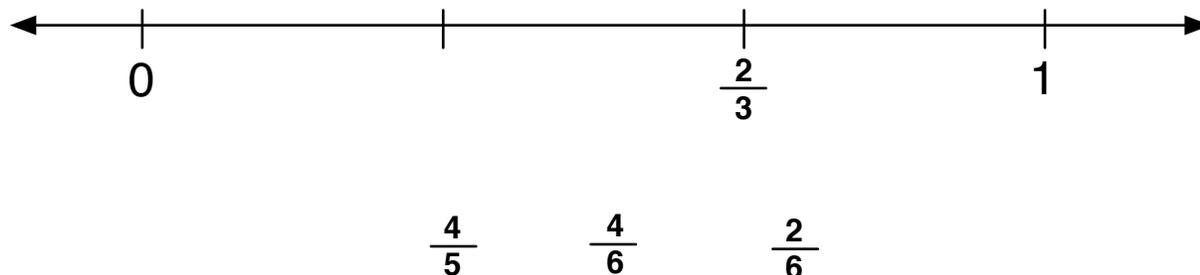
Name _____

Worksheet 2

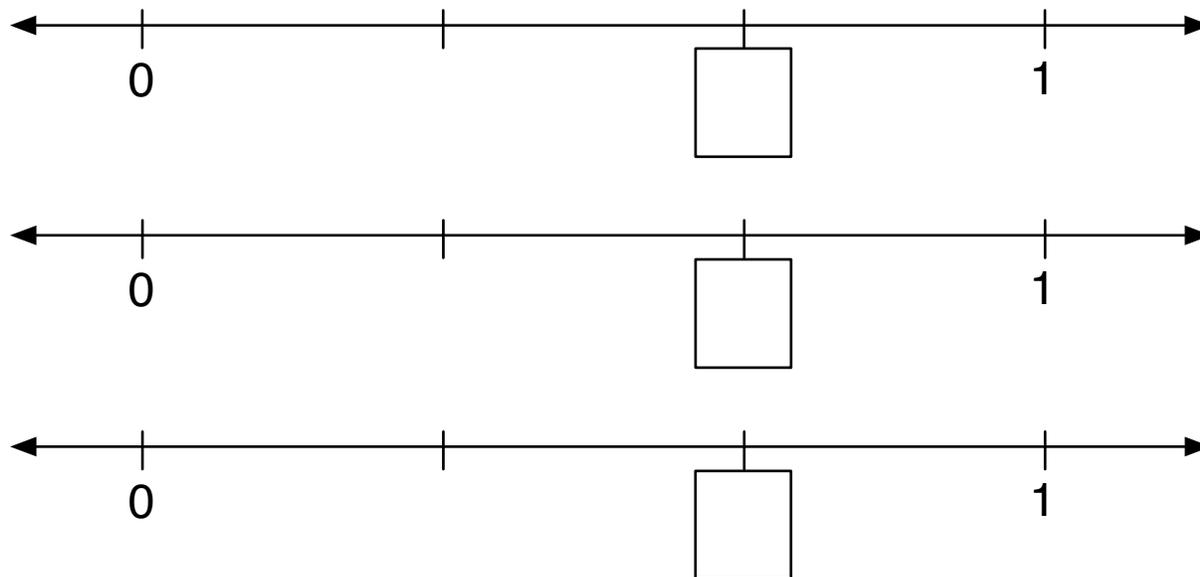
1. Circle the answer that shows another name for $\frac{2}{3}$.
You can add tickmarks and numbers to help you.



2. Circle the answer that shows another name for $\frac{2}{3}$.
You can add tickmarks and numbers to help you.



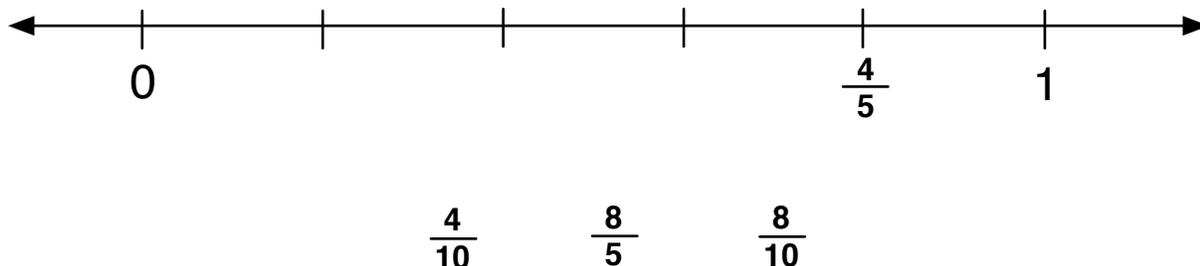
3. Write different fraction names for $\frac{2}{3}$.
You can add tickmarks and numbers to help you.



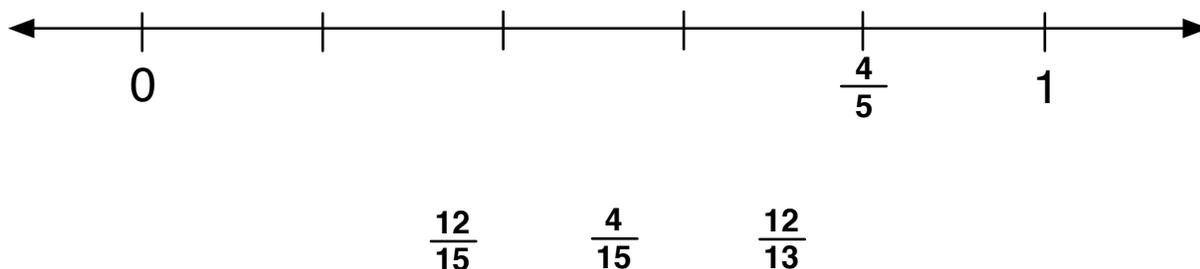
Name _____

Worksheet 3

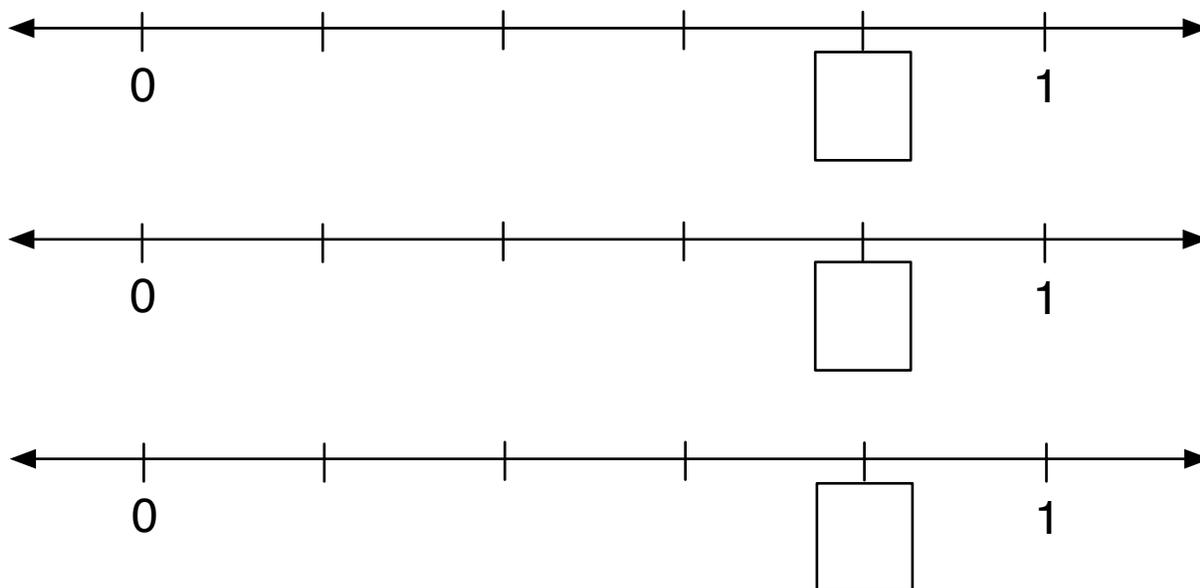
1. Circle the answer that shows another name for $\frac{4}{5}$.
You can add tickmarks and numbers to help you.



2. Circle the answer that shows another name for $\frac{4}{5}$.
You can add tickmarks and numbers to help you.



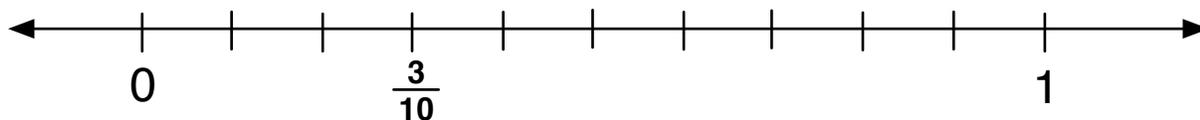
3. Write different fraction names for $\frac{4}{5}$.
You can add tickmarks and numbers to help you.



Name _____

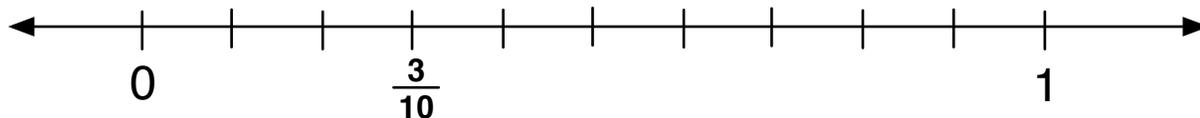
Worksheet 4

1. Circle the answer that shows another name for $\frac{3}{10}$.
You can add tickmarks and numbers to help you.



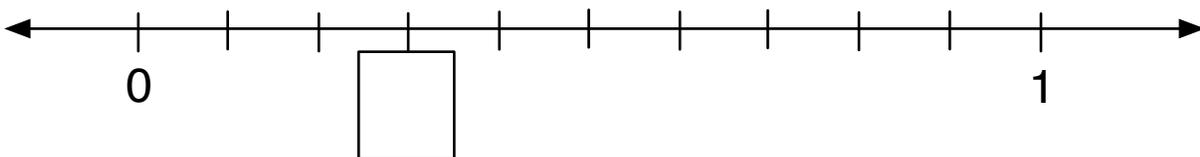
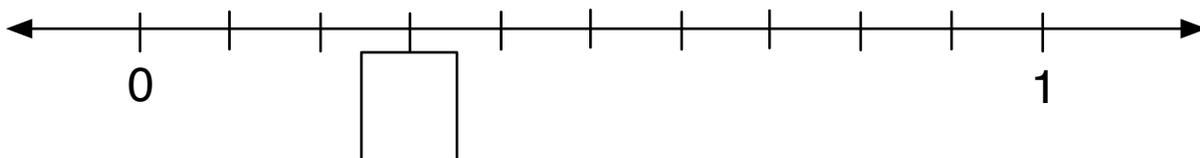
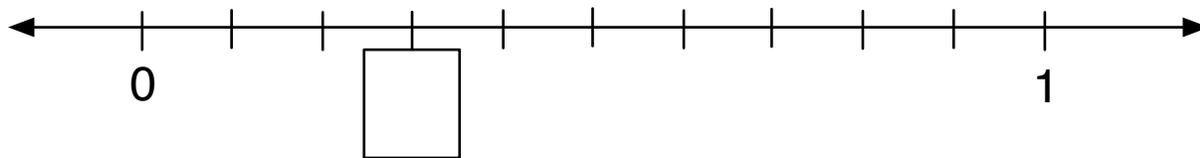
$\frac{3}{20}$ $\frac{6}{10}$ $\frac{6}{20}$

2. Circle the answer that shows another name for $\frac{3}{10}$.
You can add tickmarks and numbers to help you.



$\frac{6}{13}$ $\frac{9}{30}$ $\frac{3}{30}$

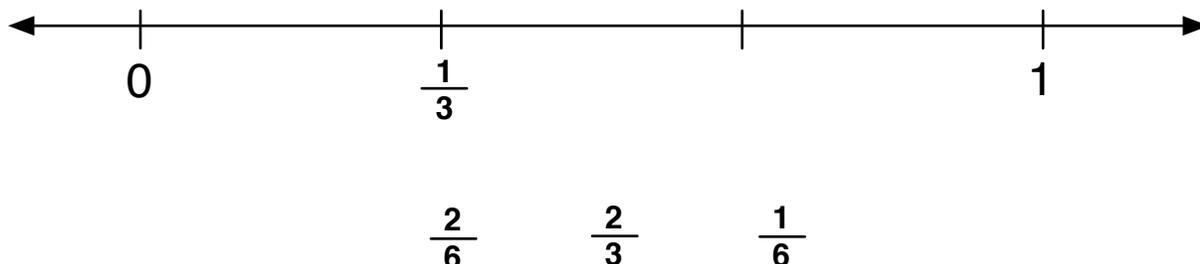
3. Write different fraction names for $\frac{3}{10}$.
You can add tickmarks and numbers to help you.



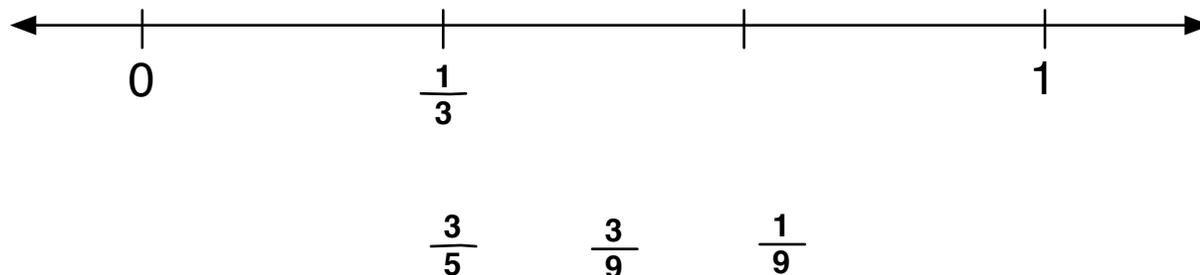
Name _____

Closing Problems

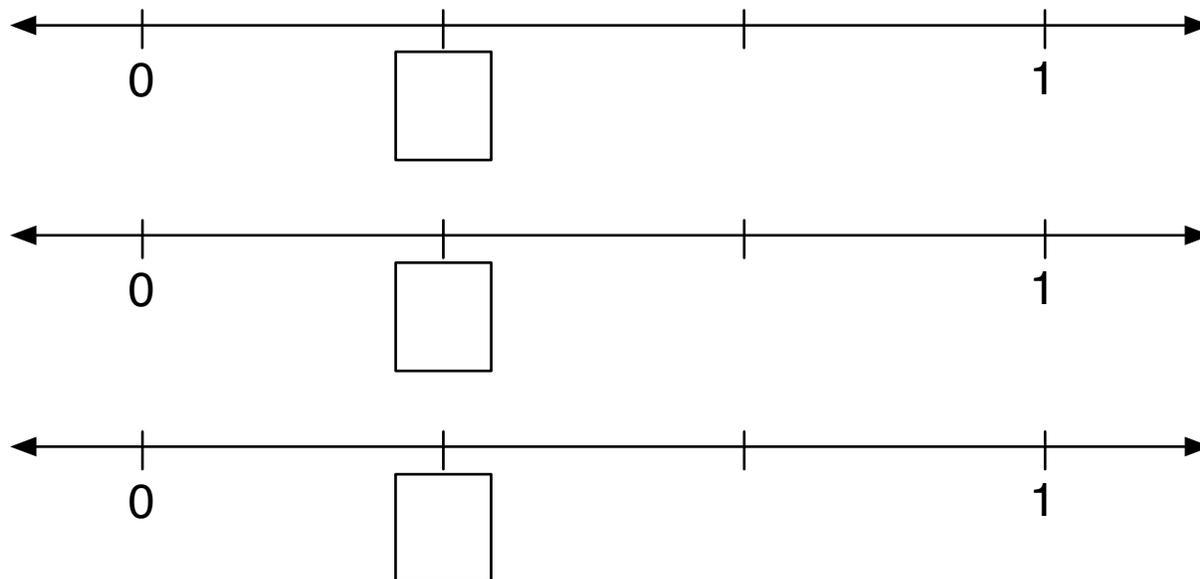
1. Circle the answer that shows another name for $\frac{1}{3}$.
You can add tickmarks and numbers to help you.



2. Circle the answer that shows another name for $\frac{1}{3}$.
You can add tickmarks and numbers to help you.



3. Write different fraction names for $\frac{1}{3}$.
You can add tickmarks and numbers to help you.



Name _____

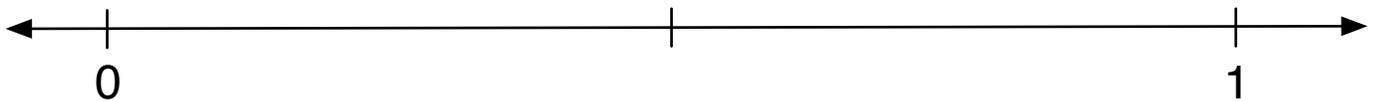
Opening Problems

On each problem, you are given three fractions. Which fractions are equivalent?

Hint: Sometimes none of the fractions are equivalent!

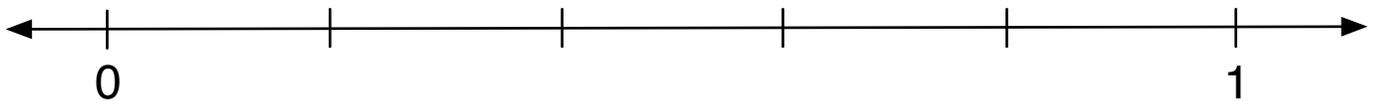
1. Place the fractions, and circle if they are equivalent: $\frac{3}{6}$ $\frac{5}{6}$ $\frac{1}{2}$

You can add tickmarks and numbers to help you.



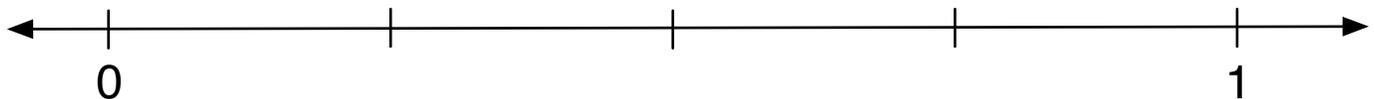
2. Place the fractions, and circle if they are equivalent: $\frac{2}{10}$ $\frac{8}{10}$ $\frac{4}{5}$

You can add tickmarks and numbers to help you.



3. Place the fractions, and circle if they are equivalent: $\frac{1}{4}$ $\frac{2}{4}$ $\frac{1}{8}$

You can add tickmarks and numbers to help you.



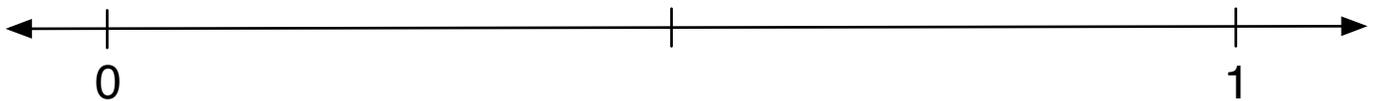
Name _____

Worksheet 1

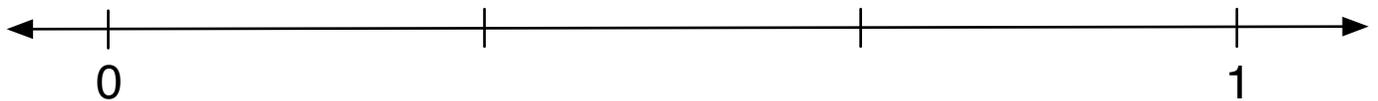
On each problem, you are given three fractions. Which fractions are equivalent?

Hint: Sometimes none of the fractions are equivalent!

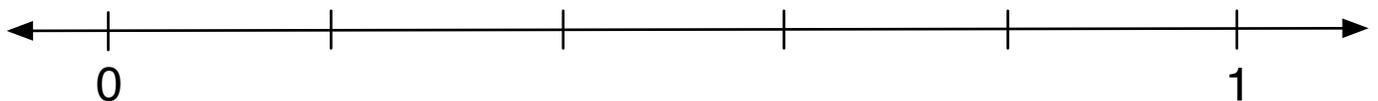
1. Place the fractions, and circle if they are equivalent: $\frac{6}{6}$ $\frac{5}{6}$ $\frac{2}{2}$
You can add tickmarks and numbers to help you.



2. Place the fractions, and circle if they are equivalent: $\frac{1}{6}$ $\frac{1}{3}$ $\frac{6}{6}$
You can add tickmarks and numbers to help you.



3. Place the fractions, and circle if they are equivalent: $\frac{8}{10}$ $\frac{2}{10}$ $\frac{1}{5}$
You can add tickmarks and numbers to help you.



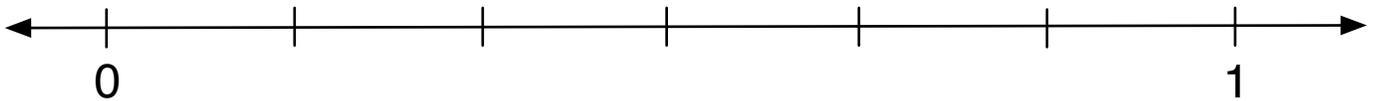
Name _____

Worksheet 2

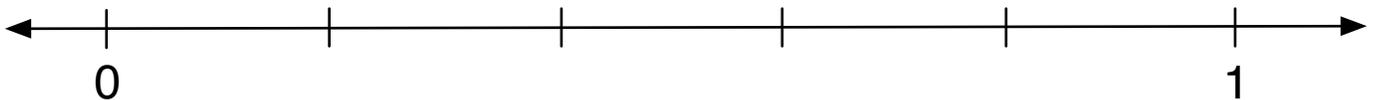
On each problem, you are given three fractions. Which fractions are equivalent?

Hint: Sometimes none of the fractions are equivalent!

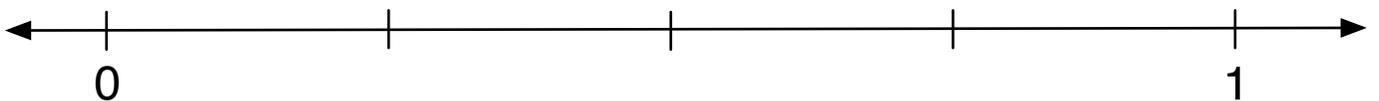
1. Place the fractions, and circle if they are equivalent: $\frac{1}{12}$ $\frac{5}{6}$ $\frac{1}{6}$
 You can add tickmarks and numbers to help you.



2. Place the fractions, and circle if they are equivalent: $\frac{2}{10}$ $\frac{1}{5}$ $\frac{5}{10}$
 You can add tickmarks and numbers to help you.



3. Place the fractions, and circle if they are equivalent: $\frac{6}{12}$ $\frac{3}{12}$ $\frac{1}{4}$
 You can add tickmarks and numbers to help you.



Name _____

Worksheet 3

On each problem, you are given three fractions. Which fractions are equivalent?

Hint: Sometimes none of the fractions are equivalent!

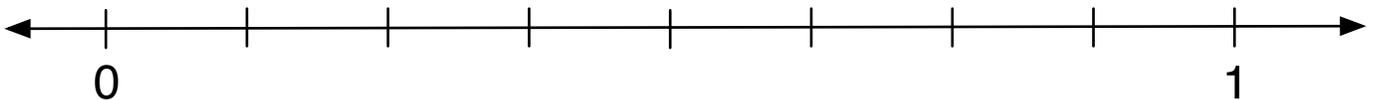
1. Place the fractions, and circle if they are equivalent: $\frac{4}{5}$ $\frac{8}{10}$ $\frac{6}{10}$

You can add tickmarks and numbers to help you.



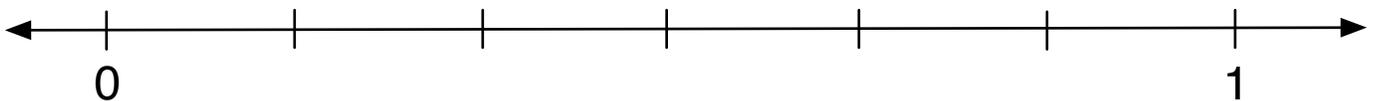
2. Place the fractions, and circle if they are equivalent: $\frac{2}{8}$ $\frac{6}{16}$ $\frac{6}{8}$

You can add tickmarks and numbers to help you.



3. Place the fractions, and circle if they are equivalent: $\frac{8}{12}$ $\frac{5}{6}$ $\frac{10}{12}$

You can add tickmarks and numbers to help you.



Name _____

Closing Problems

On each problem, you are given three fractions. Which fractions are equivalent?

Hint: Sometimes none of the fractions are equivalent!

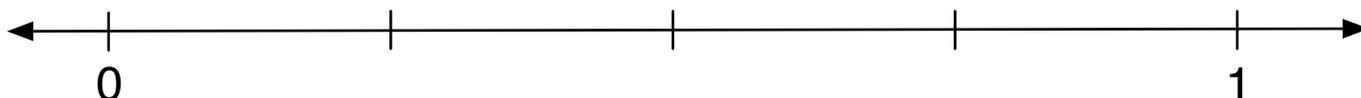
1. Place the fractions, and circle if they are equivalent: $\frac{1}{5}$ $\frac{4}{5}$ $\frac{1}{15}$

You can add tickmarks and numbers to help you.



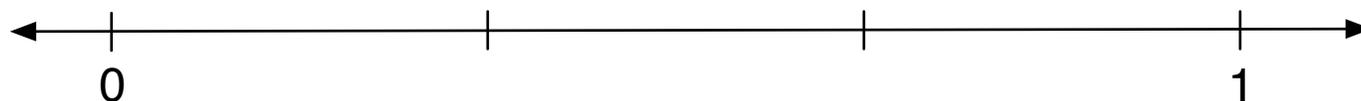
2. Place the fractions, and circle if they are equivalent: $\frac{6}{8}$ $\frac{3}{4}$ $\frac{3}{8}$

You can add tickmarks and numbers to help you.



3. Place the fractions, and circle if they are equivalent: $\frac{2}{6}$ $\frac{3}{6}$ $\frac{1}{3}$

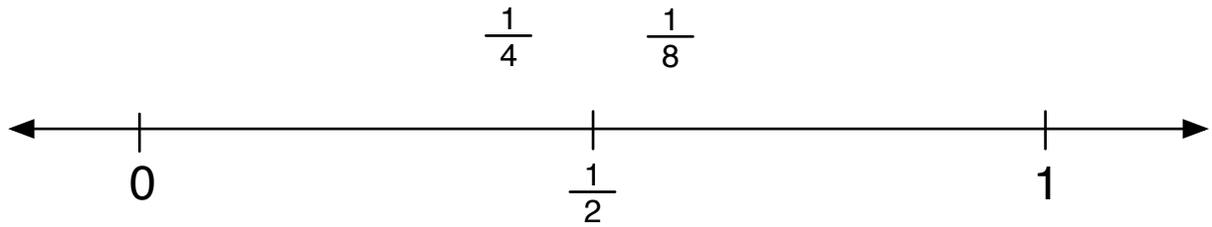
You can add tickmarks and numbers to help you.



Opening Problems

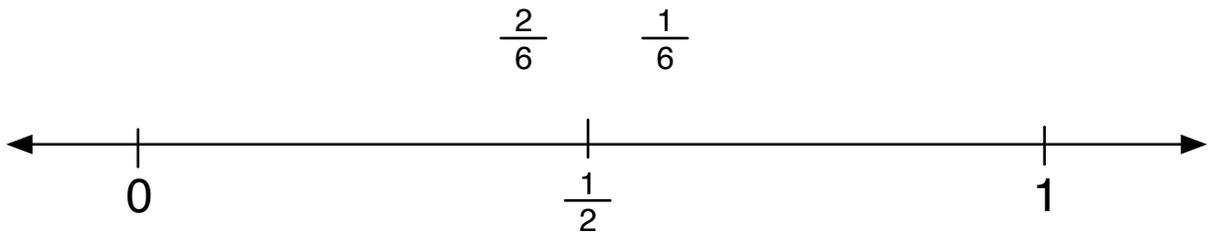
Name _____

1. a. Place the fractions on the line. You can add tick marks and numbers to help.



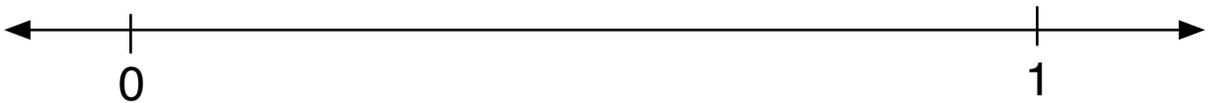
b. True or false? *true* *false* $\frac{1}{8} > \frac{1}{4}$

2. a. Place the fractions on the line. You can add tick marks and numbers to help.



b. True or false? *true* *false* $0 < \frac{1}{6}$

3. a. Mark $\frac{1}{2}$ on the line below. You can add other tick marks and numbers.



b. Mark $\frac{1}{3}$ on the line below. You can add other tick marks and numbers.



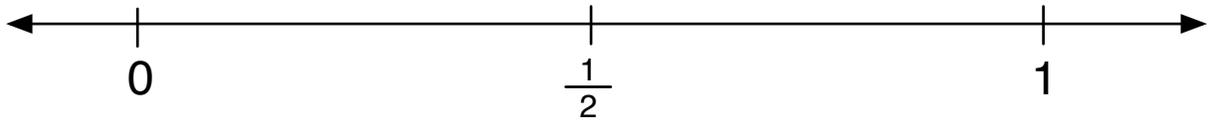
c. True or false? *true* *false* $\frac{1}{3} > \frac{1}{2}$

Worksheet 1

Name _____

1. a. Place the fractions on the line. You can add tick marks and numbers to help.

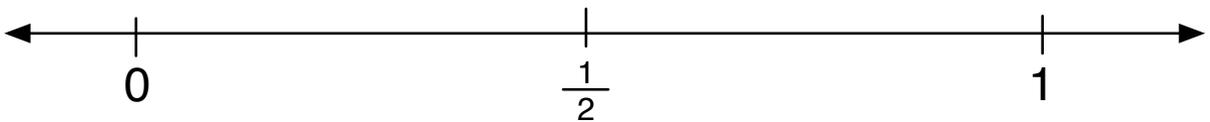
$$\frac{5}{8} \quad \frac{7}{8}$$



b. True or false? ^{true} ^{false} $1 < \frac{7}{8}$

2. a. Place the fractions on the line. You can add tick marks and numbers to help.

$$\frac{4}{6} \quad \frac{5}{6}$$



b. True or false? ^{true} ^{false} $\frac{4}{6} < \frac{1}{2}$

3. a. Mark $\frac{1}{4}$ on the line below. You can add other tick marks and numbers.



b. Mark $\frac{1}{3}$ on the line below. You can add other tick marks and numbers.



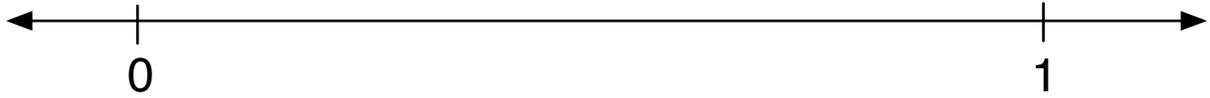
c. True or false? ^{true} ^{false} $\frac{1}{4} < \frac{1}{3}$

Worksheet 3

Name _____

1. a. Place the fractions on the line. You can add tick marks and numbers to help.

$$\frac{3}{4} \quad \frac{5}{8}$$



b. True or false? ^{true} ^{false} $\frac{5}{8} > \frac{3}{4}$

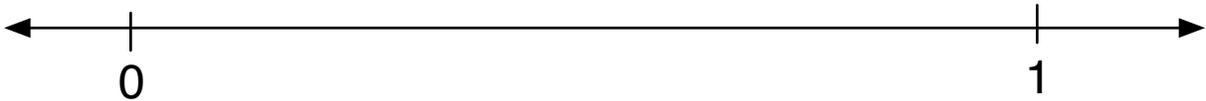
2. a. Place the fractions on the line. You can add tick marks and numbers to help.

$$\frac{5}{12} \quad \frac{4}{6}$$

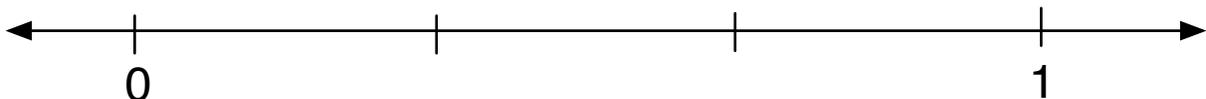


b. True or false? ^{true} ^{false} $\frac{4}{6} < \frac{5}{12}$

3. a. Mark $\frac{1}{2}$ on the line below. You can add other tick marks and numbers.



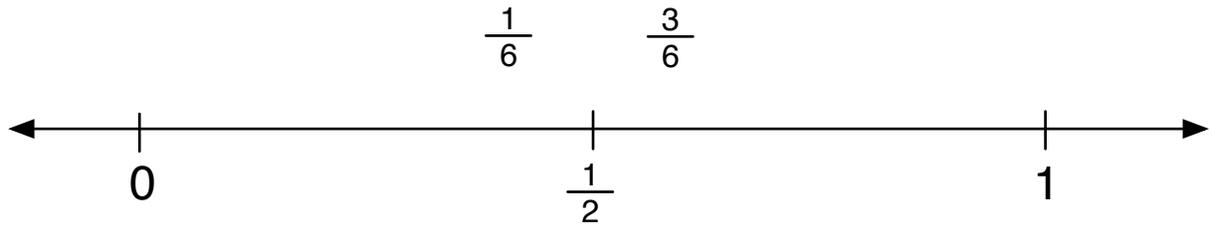
b. Mark $\frac{3}{9}$ on the line below. You can add other tick marks and numbers.



c. True or false? ^{true} ^{false} $\frac{3}{9} < \frac{1}{2}$

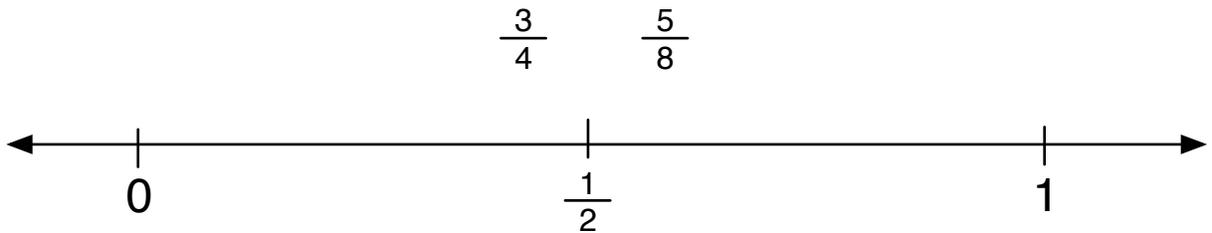
Closing Problems Name _____

1. a. Place the fractions on the line. You can add tick marks and numbers to help.



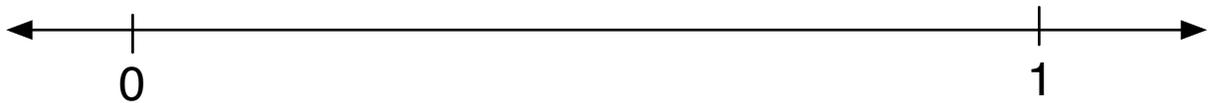
b. True or false? ^{true} ^{false} $\frac{1}{6} < \frac{1}{2}$

2. a. Place the fractions on the line. You can add tick marks and numbers to help.



b. True or false? ^{true} ^{false} $1 < \frac{3}{4}$

3. a. Mark $\frac{1}{2}$ on the line below. You can add other tick marks and numbers.



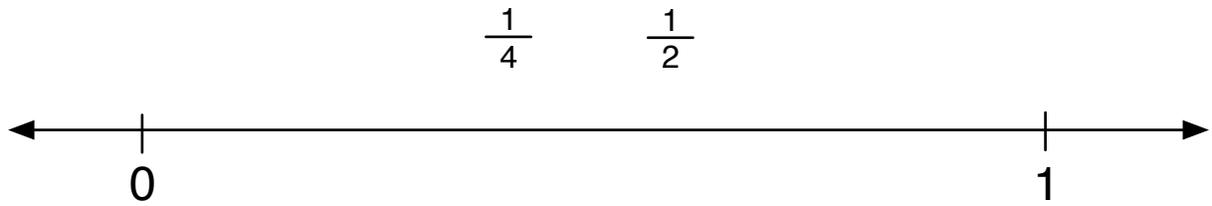
b. Mark $\frac{2}{3}$ on the line below. You can add other tick marks and numbers.



c. True or false? ^{true} ^{false} $\frac{2}{3} > \frac{1}{2}$

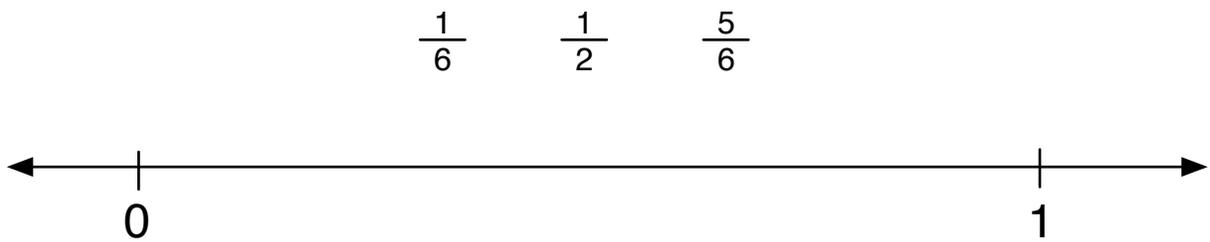
Opening Problems Name _____

1. a. Place the fractions on the line. You can add tickmarks and numbers.



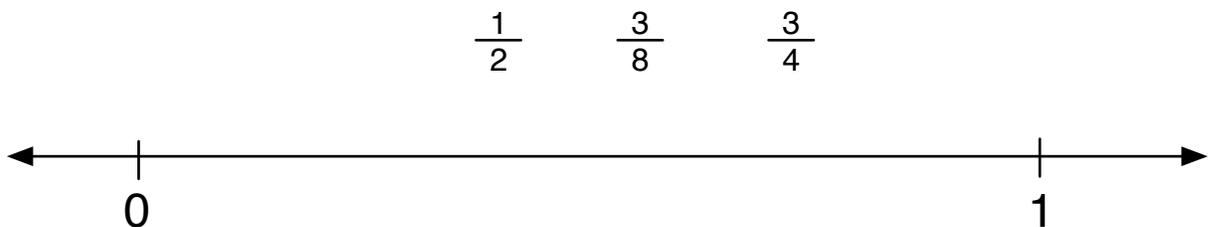
b. True or false? *true* *false* $\frac{1}{4} > \frac{1}{2}$

2. a. Place the fractions on the line. You can add tickmarks and numbers.



b. True or false? *true* *false* $\frac{5}{6} < \frac{1}{2}$

3. a. Place the fractions on the line. You can add tickmarks and numbers.

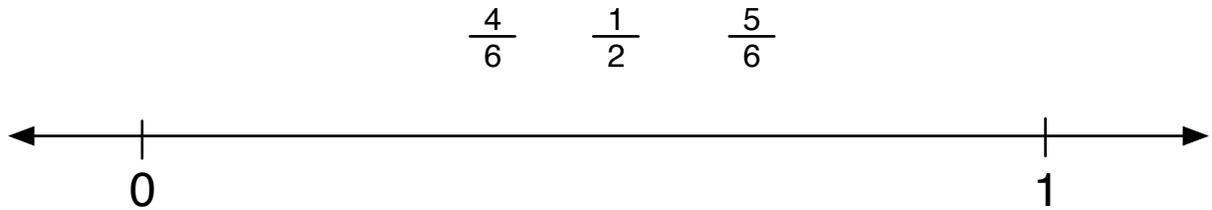


b. True or false? *true* *false* $\frac{3}{8} < \frac{3}{4}$

Worksheet 1

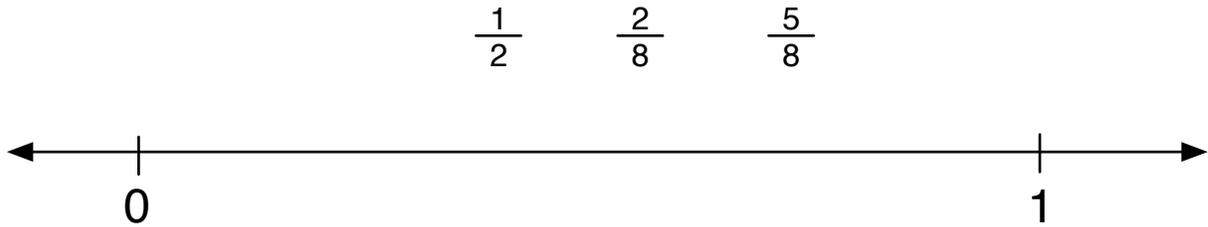
Name _____

1. a. Place the fractions on the line. You can add tickmarks and numbers.



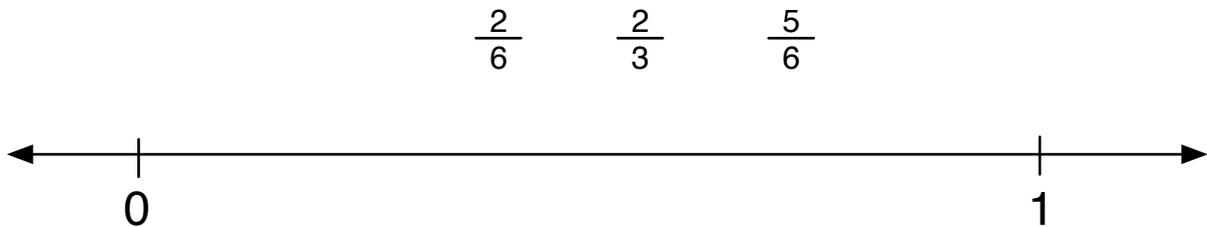
b. True or false? ^{true} ^{false} $\frac{4}{6} > \frac{1}{2}$

2. a. Place the fractions on the line. You can add tickmarks and numbers.



b. True or false? ^{true} ^{false} $\frac{1}{2} < \frac{5}{8}$

3. a. Place the fractions on the line. You can add tickmarks and numbers.



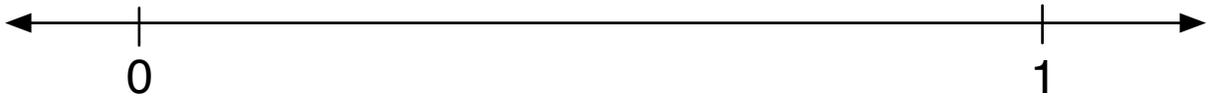
b. True or false? ^{true} ^{false} $\frac{2}{6} > \frac{2}{3}$

Worksheet 2

Name _____

1. a. Place the fractions on the line. You can add tickmarks and numbers.

$$\frac{1}{2} \quad \frac{6}{8} \quad \frac{3}{8}$$



b. True or false? ^{true} ^{false} $\frac{1}{2} < \frac{6}{8}$

2. a. Place the fractions on the line. You can add tickmarks and numbers.

$$\frac{4}{6} \quad \frac{1}{2} \quad \frac{2}{6}$$



b. True or false? ^{true} ^{false} $\frac{1}{2} < \frac{2}{6}$

3. a. Place the fractions on the line. You can add tickmarks and numbers.

$$\frac{5}{6} \quad \frac{6}{12} \quad \frac{5}{12}$$



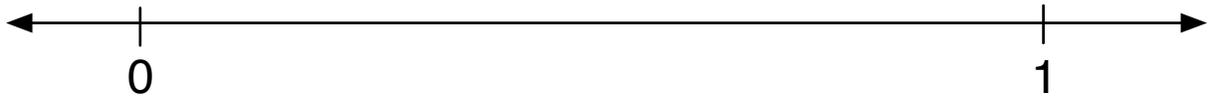
b. True or false? ^{true} ^{false} $\frac{5}{6} < \frac{5}{12}$

Worksheet 3

Name _____

1. a. Place the fractions on the line. You can add tickmarks and numbers.

$$\frac{3}{4} \quad \frac{7}{8} \quad \frac{5}{8}$$



b. True or false? ^{true} ^{false} $\frac{5}{8} < \frac{3}{4}$

2. a. Place the fractions on the line. You can add tickmarks and numbers.

$$\frac{1}{10} \quad \frac{1}{2} \quad \frac{4}{10}$$



b. True or false? ^{true} ^{false} $\frac{1}{2} < \frac{1}{10}$

3. a. Place the fractions on the line. You can add tickmarks and numbers.

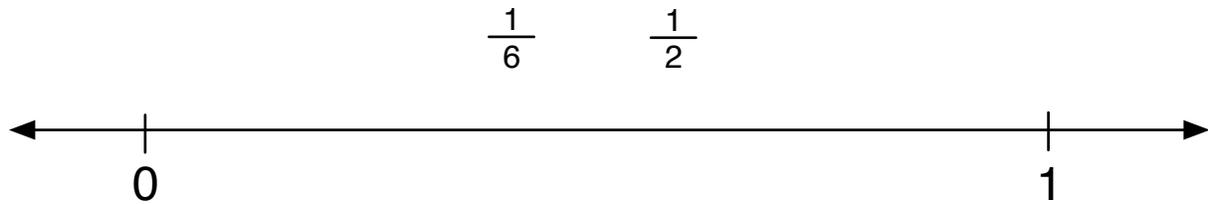
$$\frac{9}{12} \quad \frac{3}{6} \quad \frac{3}{12}$$



b. True or false? ^{true} ^{false} $\frac{3}{6} > \frac{3}{12}$

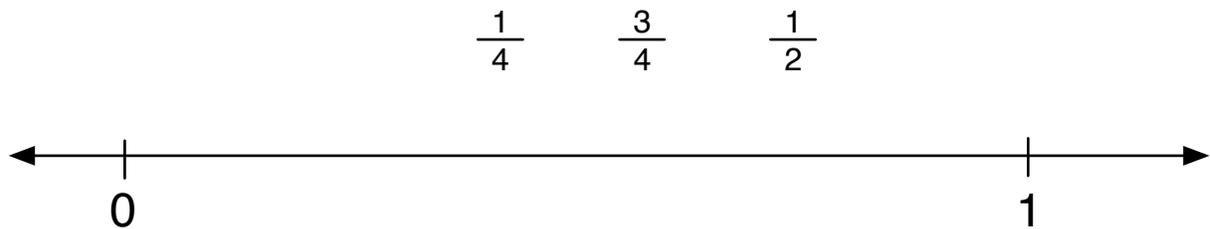
Closing Problems Name _____

1. a. Place the fractions on the line. You can add tickmarks and numbers.



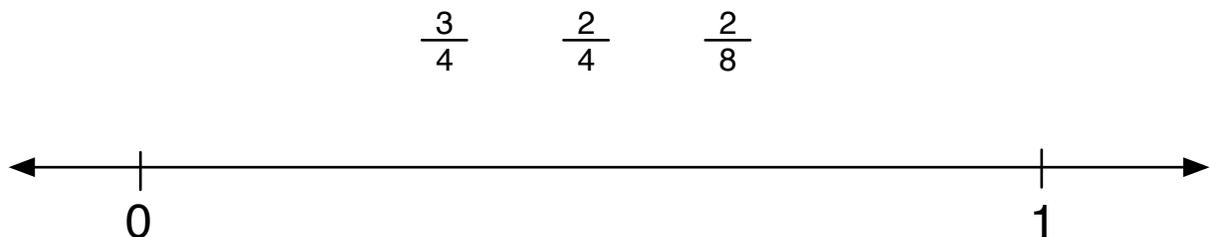
b. True or false? ^{true} ^{false} $\frac{1}{6} < \frac{1}{2}$

2. a. Place the fractions on the line. You can add tickmarks and numbers.



b. True or false? ^{true} ^{false} $\frac{3}{4} > \frac{1}{2}$

3. a. Place the fractions on the line. You can add tickmarks and numbers.

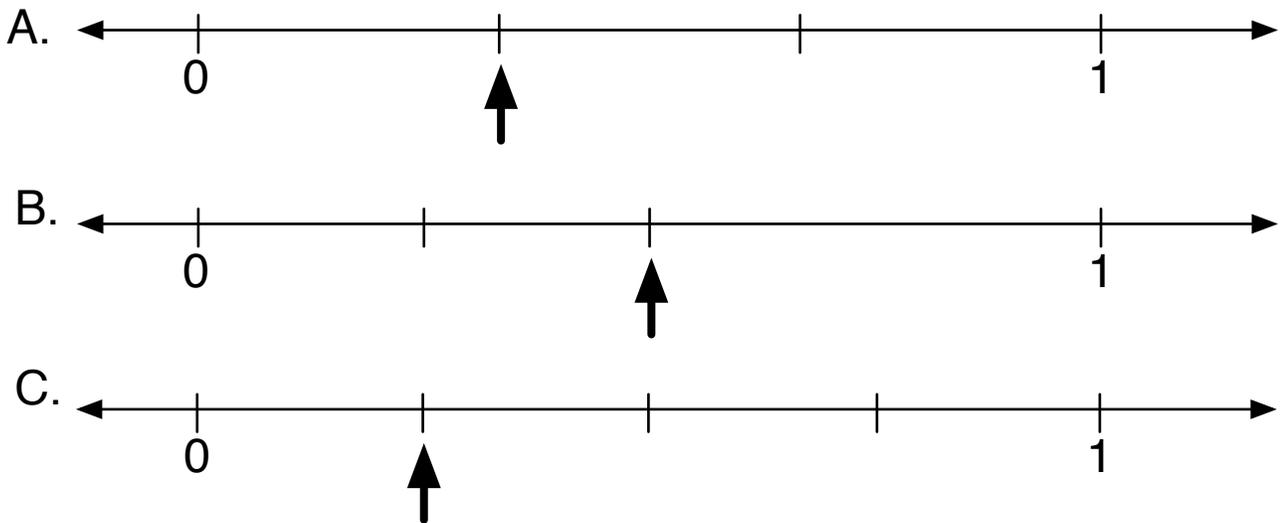


b. True or false? ^{true} ^{false} $\frac{2}{8} > \frac{2}{4}$

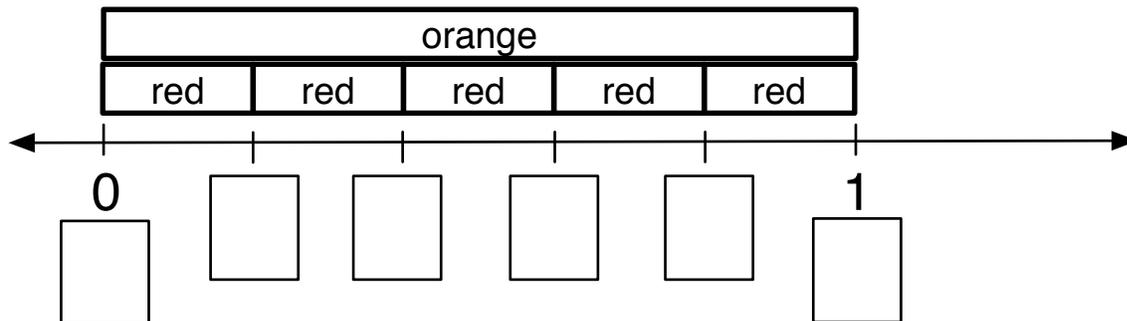
Review Problems Page 1 Name _____

Sometimes you can use rods! Look for **RODS** and ~~RODS~~.

1. Some fraction of this rectangle is shaded. Which number line shows the same amount? ~~RODS~~



2. What fractions belong in the boxes? ~~RODS~~



How many subunits are in the unit? _____

Review Problems Page 2

- 3.** For each number line, divide the unit interval into different subunits and label the tickmarks with fractions.
 The orange rod is the unit.

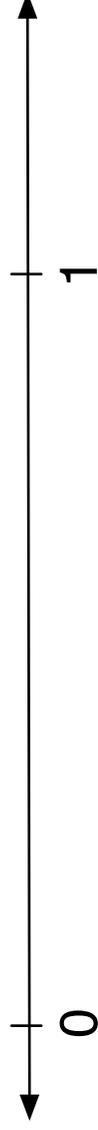
RODS



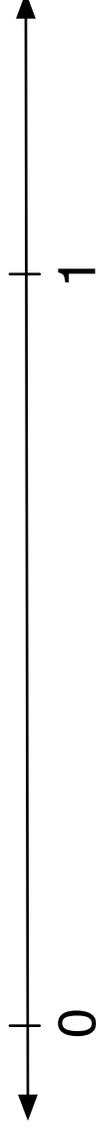
- a.** Subunit rod = yellow



- b.** Subunit rod = red



- c.** Subunit rod = white



Is the sentence below correct? Mark your answer in the box.

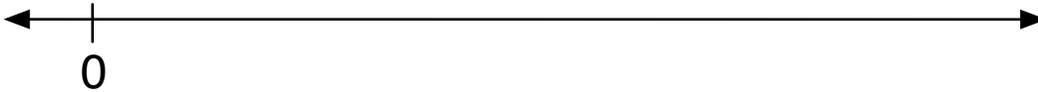
Yes

No

The greater the denominator, the longer the subunit.

Review Problems Page 3 Name _____

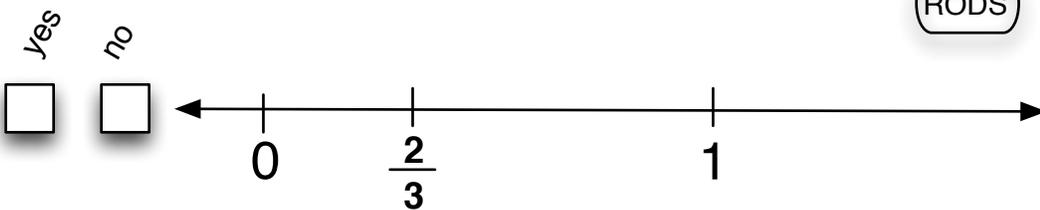
4. Mark the length of $\frac{2}{3}$ of a blue C-rod on the number line. (RODS)



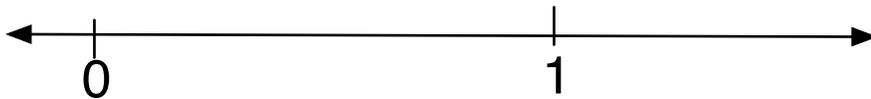
What color rod is your unit? _____

What color rod is your subunit? _____

5. Look at the number line and decide if $\frac{2}{3}$ is placed correctly. Mark your answer in the box. (RODS)



If you think $\frac{2}{3}$ is not placed correctly, use C-rods to mark where $\frac{2}{3}$ should be.



6. (RODS)
1 mile = 1 orange
-

What fraction of a mile did Jalia run? _____

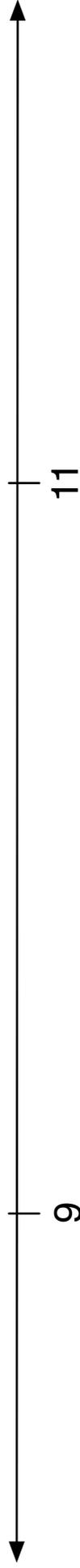
What color did you use as a subunit? _____ How many subunits fit in the unit? _____

Name _____

Review Problems Page 4

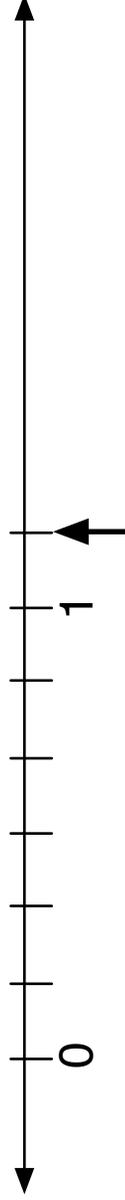
7. Use C-rods to mark the numbers on the line. Mark other tickmarks and numbers to help you. **RODS**

10 $10\frac{1}{2}$ $11\frac{1}{2}$



What rod is your unit? _____ What rod is your subunit? _____

8. What number is the arrow pointing to? **RODS**

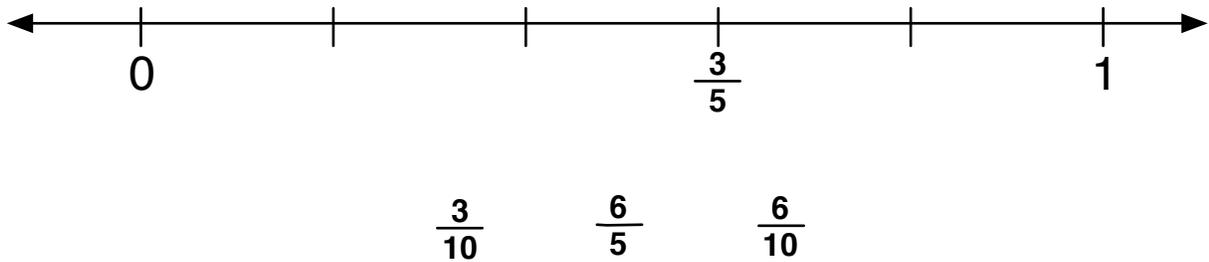


- A. $\frac{1}{7}$ B. $\frac{7}{7}$ C. $\frac{7}{6}$ D. $\frac{1}{6}$

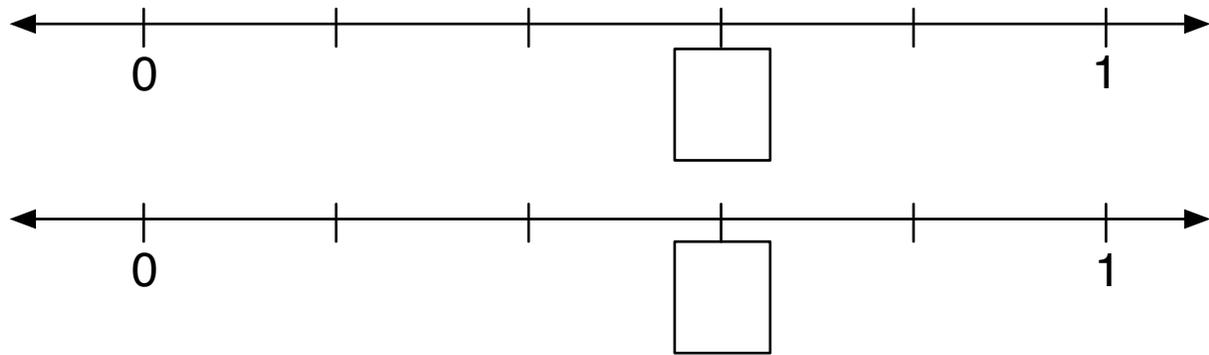
Explain why you chose your answer. Use our principles.

Review Problems Page 5 Name _____

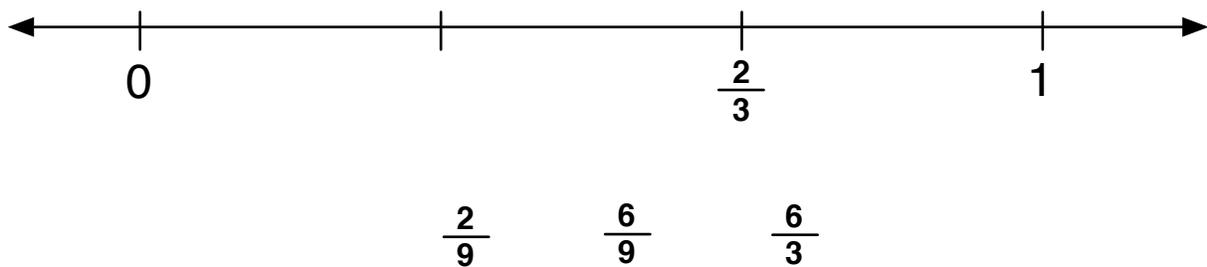
9. a. Circle an equivalent fraction for $\frac{3}{5}$. You can add tickmarks and numbers. RODS



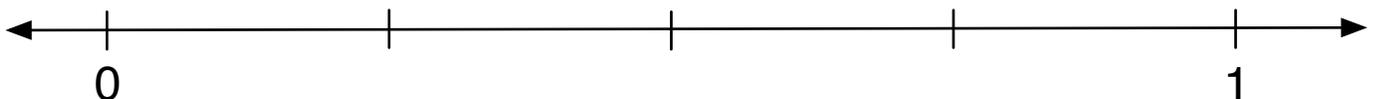
- b. $\frac{3}{5}$ is one name for this fraction, show other names for $\frac{3}{5}$. RODS



10. Circle an equivalent fraction for $\frac{2}{3}$. You can add tickmarks and numbers. RODS

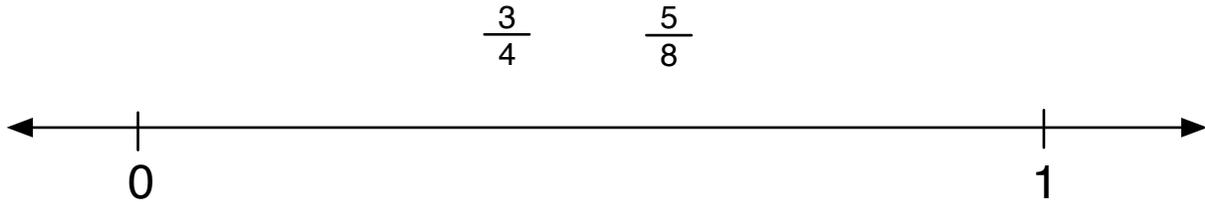


11. Place the fractions and circle if they are equivalent: $\frac{6}{12}$ $\frac{3}{12}$ $\frac{1}{4}$ RODS
 You can add tickmarks and numbers to help you.



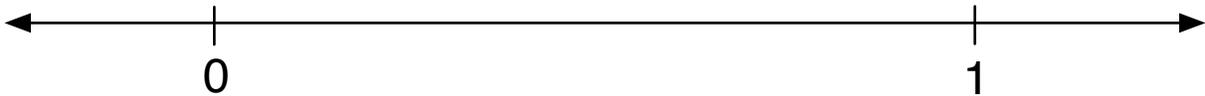
Review Problems Page 6 Name _____

12. a. Place the fractions on the line. You can add tick marks and numbers to help.

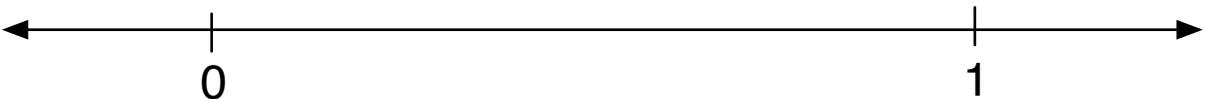


b. True or false? *true* *false* $\frac{5}{8} > \frac{3}{4}$

13. a. Mark $\frac{1}{4}$ on the line below. You can add other tickmarks and numbers.

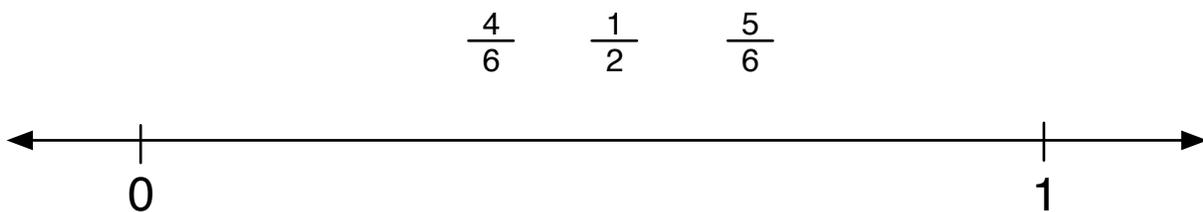


b. Mark $\frac{1}{3}$ on the line below. You can add other tickmarks and numbers.



c. True or false? *true* *false* $\frac{1}{4} > \frac{1}{3}$

14. a. Place the fractions on the line. You can add tickmarks and numbers.



b. True or false? *true* *false* $\frac{4}{6} > \frac{1}{2}$