Grade 4 Math - Unit 3 Study Guide

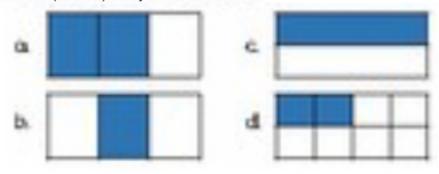
Name:	Date:	

<u>Part A:</u> For questions 1-3, read and solve each problem; choose the best answer from the choices provided for each item.

- 1. Aliana and Brianna shared a box of cookies. Aliana ate 5/8 of the cookies and Brianna ate 1/6of the cookies. Which number sentence compares the fraction amounts they each ate?
 - a. 5/8 < 1/6
 - b. 5/8 = 1/6
 - c. 5/8 > 1/6
- 2. MGSE.4.NF.1: Nyla is playing a math game. She has a card with the fraction model shown.



She looked at the shaded portion and needs to find another card with a different fraction model that represents the same fraction as her card. Which fraction model represents the same fraction (shaded) as Nyla's fraction model?



	3.	Two fraction	on models	s are shown.	Use the	fraction	models	to hel	o answer	the qu	uestion.
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Which statement is true about the fraction models?

- a. The fractions 1/4 and 3/12 are equivalent because they each have the same number of parts.
- b. The fractions 2/4 and 6/12 are equivalent because they each have the same number of parts.
- c. The fractions 1/4 and 3/12 are equivalent because the size of one larger part equals the size of the one smaller part.
- d. The fractions 2/4 and 6/12 are equivalent because the size of two larger parts equals the size of six smaller parts.



Part B: Multiple-Select Response Items

- 4. Jareli bought a bag of oranges.
 - · She used 3/6 of the oranges to make orange juice.
 - She used 4/8 of the oranges to make a fruit salad.
 - She put 2/5 of the oranges in a bowl on the table.
 - She put 2/12 of the oranges in the refrigerator.

Which statement(s) are NOT true?

- a. Jareli put more oranges in the refrigerator than she left on the table.
- b. Jareli used more oranges to make orange juice than she left on the table.
- c. Jareli used the same amount of oranges to make orange juice and fruit salad.
- d. Jareli used more oranges to make a fruit salad than she used to make orange juice.

Part C: Constructed Response Items

For question 5-6, read each problem carefully and use a problem solving strategy to solve each problem. Show your mathematical thinking and record your final solution.

5. The models shown are shaded to represent Fraction 1 and Fraction 2.

	Fraction 1	Fraction 2
Part A: Write an inequal symbol (=, >, or <). Exp		the sizes of these two fractions. Use the correct pared their sizes.
	Fraction 3	
Part B: A new un-shad each section of Fraction		Fraction 3 is shown. What fraction of the whole does



t D: How many sections of t					
ction 1 but less than one who	ole? Explain	your ar	iswer and/o	or show y	our work.
table shows the fraction of r	nonths durir	ng one v	ear that ea	ch of fou	r friends wer
nming at least once.		,			
	Swim	ming			
	Friend	Months	1		
	Allison	4/6	1		
	Blake	2/3	1		
	Chandrel	1/2	-		
	Gus	3/4	1		
			J		
A: Chandrel said she swar	n more mor	ths than	n Gus. Use	the fract	ion bars belo
shade each fraction bar to	show the f	raction	each friend	swam.	
	Cha	ndrel			
	G	us			
	G	us			
	G	us			
	G	us			

