

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## EVERYDAY MATHEMATICS—3<sup>rd</sup> Grade

### Unit 7 Review: Fractions

1) Circle the container that is most likely to hold about 250 milliliters of liquid.

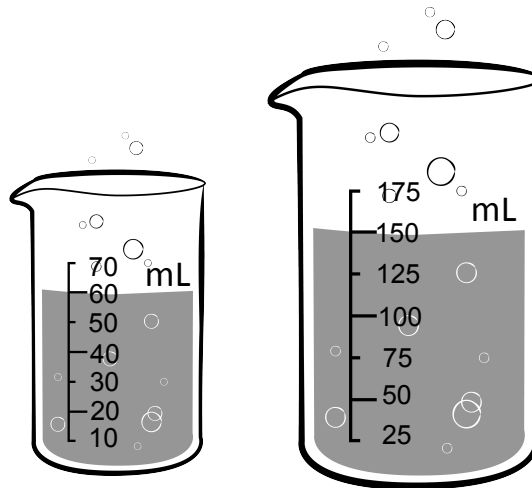
bathtub

water bottle

juice box

Solve each measurement number story in Problems 2-4. Show your work.

2) Maggie fills these two beakers and pours them into her jar.



There is no room left in her jar.

What is the volume of her jar?

Answer: about \_\_\_\_\_ mL (milliliters)

## Unit 7 Review (continued)

- 3) Sam fills a beaker with 1,000 milliliters of water.  
Then he pours some of the water from the beaker to fill a cup.  
There are 600 milliliters of water left in the beaker.

What is the liquid volume of the cup?

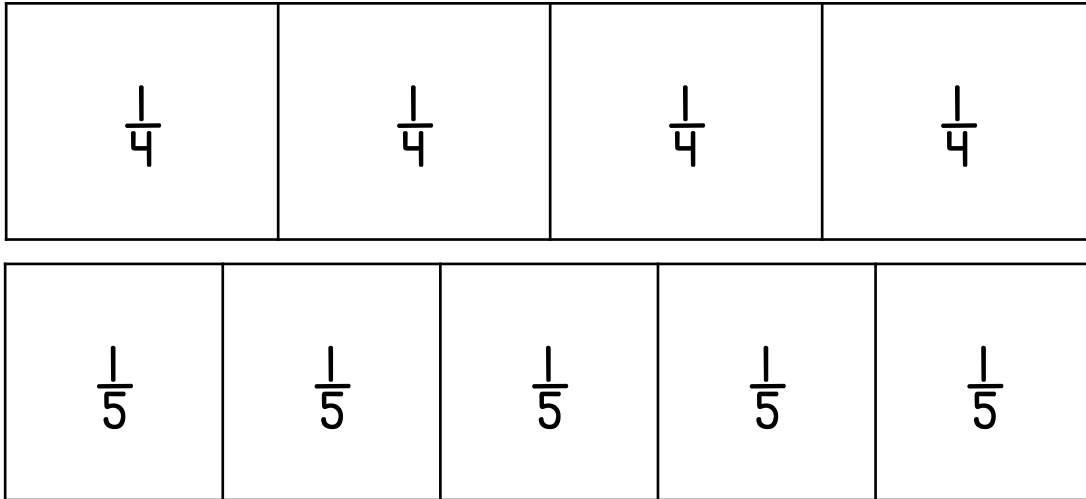
Answer: about \_\_\_\_\_ mL (milliliters)

- 4) One pencil has a mass of about 6 grams.  
What is the mass of 11 pencils altogether?

Answer: about \_\_\_\_\_ grams

## Unit 7 Review (continued)

5) Jonah uses his fraction strips to compare  $\frac{1}{4}$  and  $\frac{1}{5}$ .



Jonah writes this number sentence.  $\frac{1}{4} < \frac{1}{5}$ .

Do you agree with Jonah? \_\_\_\_\_

Use Jonah's fraction strips to help explain your answer.

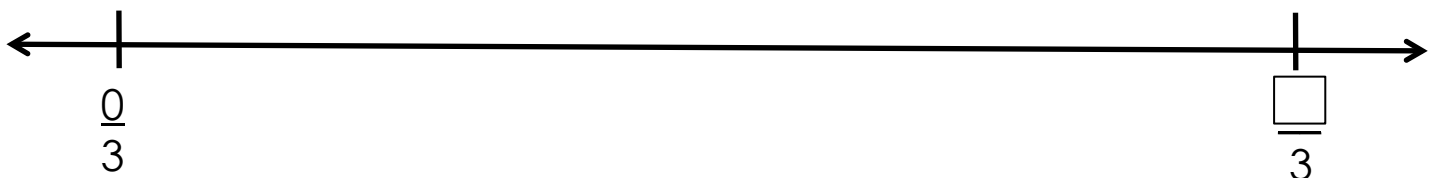
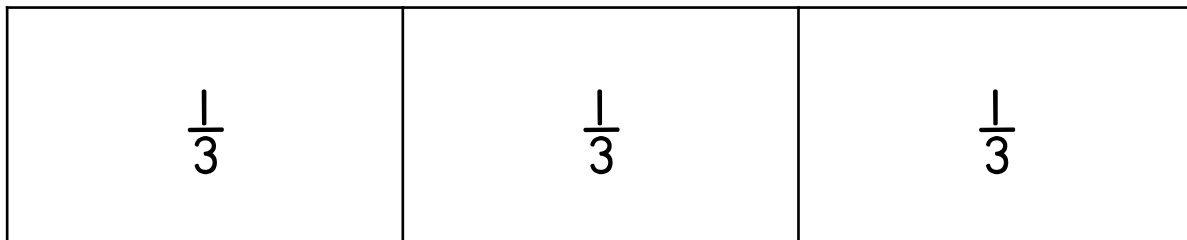
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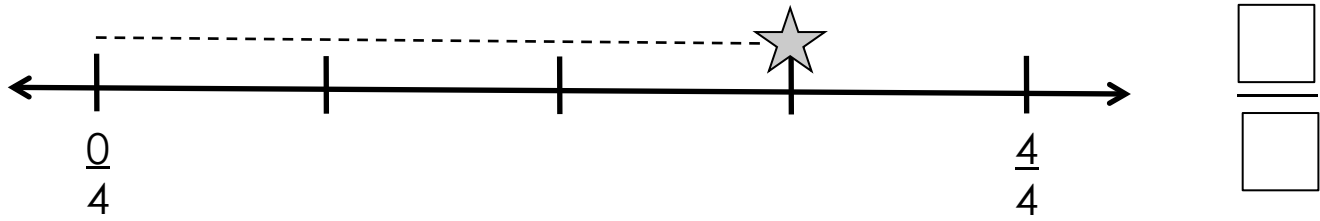
6) Partition the number line into thirds and label each tick mark.

You may use the fraction strip to help.



## Unit 7 Review (continued)

7) How far did the star move? Record the fraction.



8) Write  $>$ ,  $<$ , or  $=$  to make the number sentences true.  
The whole is the same for each fraction.  
You may use your fraction tools.

$<$  means *is less than*  
 $>$  means *is greater than*  
 $=$  means *is equal to*

a.  $\frac{1}{2}$  \_\_\_\_\_  $\frac{2}{4}$

b.  $\frac{3}{5}$  \_\_\_\_\_  $\frac{3}{4}$

c.  $\frac{1}{4}$  \_\_\_\_\_  $\frac{1}{8}$

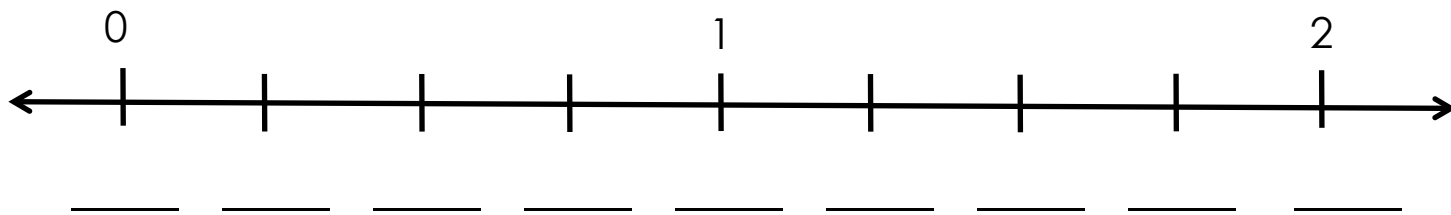
d.  $\frac{5}{3}$  \_\_\_\_\_  $\frac{4}{3}$

e. Show how you can compare  $\frac{1}{2}$  and  $\frac{2}{4}$  using the number lines below.



## Unit 7 Review (continued)

9) a. Fill in the missing fourths on the number line.



b. Draw a point at  $\frac{5}{4}$ .

c. Is  $\frac{5}{4}$  greater than, less than, or equal to 1? \_\_\_\_\_

How do you know? \_\_\_\_\_

10) Solve the fraction stories. Show your work.

Use fraction circles, fraction strips, number lines, or drawings.

a. Lucy walked  $\frac{1}{4}$  of a mile.

Ben walked  $\frac{1}{8}$  of a mile.

Who walked the greater distance?

Answer: \_\_\_\_\_

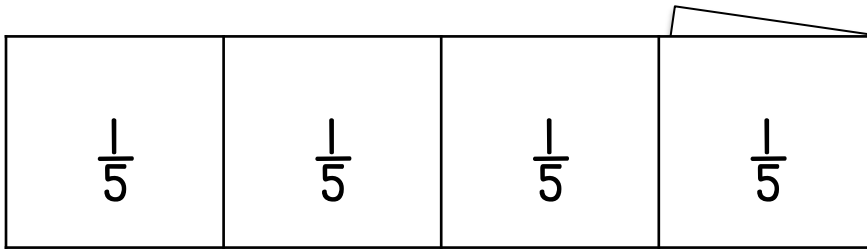
b. Six friends share 3 apples equally.

What fraction of an apple does each friend get?

Answer: \_\_\_\_\_  
(unit)

# Unit 7 Review (continued)

11) a. What fraction is this fraction strip showing?



\_\_\_\_\_ of a fraction strip.

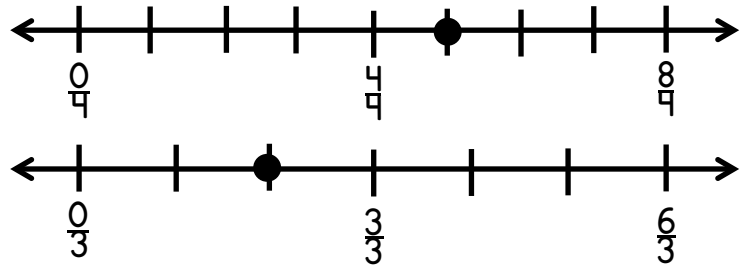
b. Partition this fraction strip to show fourths.

Label with fractions.

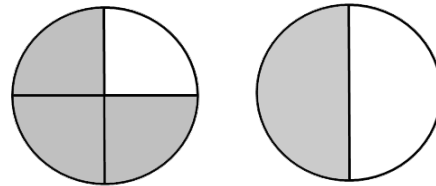


12) Draw a line from each number sentence to the picture that matches it.

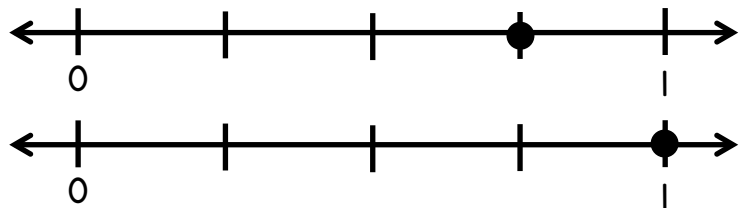
$$\frac{4}{8} = \frac{1}{2}$$



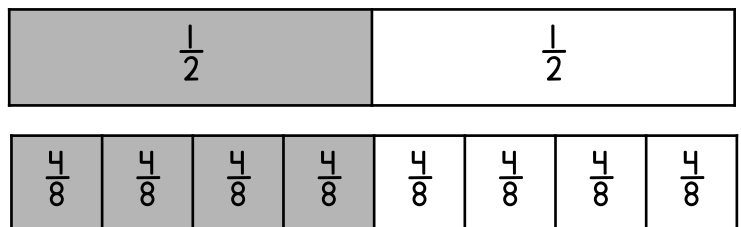
$$\frac{3}{4} < \frac{4}{4}$$



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

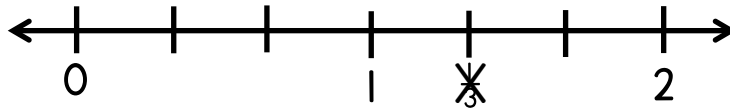


$$\frac{5}{4} > \frac{2}{3}$$



## Unit 7 Review (continued)

- 13) Zack made a mistake when he labeled  $\frac{1}{3}$  on the number line below. He crossed out his mistake but needs help to fix it.



- a. Explain Zack's mistake.

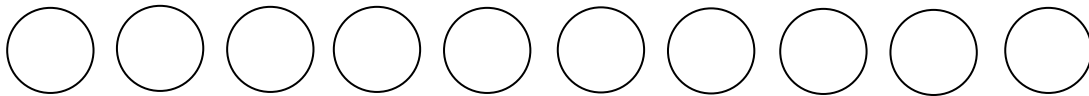
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- b. Label  $\frac{1}{3}$  on the number line.

- 14) a. Five people share 10 dimes. Circle each person's share.



How many dimes does each person get? \_\_\_\_\_ dimes

Write the fraction of the total number of dimes that each person gets.

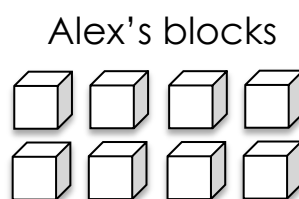
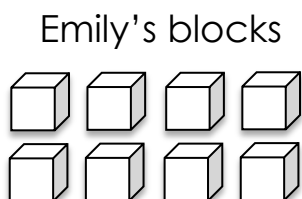
\_\_\_\_\_ dimes

- b. Emily and Alex each have 8 blocks.

$\frac{6}{8}$  of Emily's blocks are blue.

$\frac{2}{8}$  of Alex's blocks are blue.

Shade the blocks to show Emily's and Alex's blue blocks.

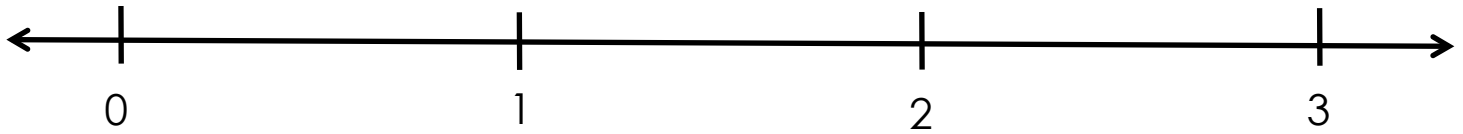


Who has more blue blocks? \_\_\_\_\_

## EVERYDAY MATHEMATICS—3<sup>rd</sup> Grade

### Unit 7 Challenge Review

- 1) a. Mark and label the points  $\frac{2}{3}$ ,  $\frac{5}{3}$ , and  $\frac{8}{3}$  on the number line.



- b. Write  $<$ ,  $>$ , or  $=$  to make the number sentences true.  
Use the number line above to help.

$$\frac{5}{3} \underline{\hspace{2cm}} 2$$

$$\frac{8}{3} \underline{\hspace{2cm}} 2$$

- 2) Maya shared 12 stickers equally with her two sisters, Madison and Maggie. Write at least 3 different equivalent fractions that name each girl's share of the stickers.

\_\_\_\_\_

- 3) Write  $<$ ,  $>$ , or  $=$  to make the number sentences true.  
You may use fraction tools to help.

a.  $\frac{1}{4} \underline{\hspace{2cm}} \frac{2}{8}$

c.  $\frac{5}{4} \underline{\hspace{2cm}} \frac{3}{2}$

b.  $\frac{3}{5} \underline{\hspace{2cm}} \frac{3}{4}$

d.  $\frac{3}{4} \underline{\hspace{2cm}} \frac{3}{6}$

- c. Choose a fraction tool to help you compare  $\frac{3}{4}$  and  $\frac{3}{6}$ .  
Draw a picture to show what you did.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**EVERYDAY MATHEMATICS—3<sup>rd</sup> Grade**  
**Unit 7 Open Response Review**  
*Fourths of a Whole*

Kate ate  $\frac{1}{4}$  of a pie.

Michael ate  $\frac{1}{4}$  of another pie.

Kate said that she ate more pie than Michael, but Michael said they both ate the same amount.

Use words and pictures to show that Kate could be right.

Use words and pictures to show that Michael could be right.

## EVERYDAY MATHEMATICS—3<sup>rd</sup> Grade

### Unit 7 Review: Fractions

1) Circle the container that is most likely to hold about 250 milliliters of liquid.

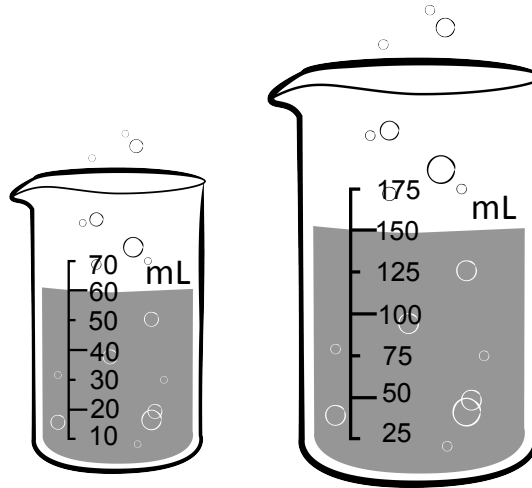
bathtub

water bottle

juice box

Solve each measurement number story in Problems 2-4. Show your work.

2) Maggie fills these two beakers and pours them into her jar.



There is no room left in her jar.

What is the volume of her jar?

Answer: about 210 mL (milliliters)

**Unit 7 Review (continued)**      **\*ANSWER KEY\***

- 3) Sam fills a beaker with 1,000 milliliters of water.  
Then he pours some of the water from the beaker to fill a cup.  
There are 600 milliliters of water left in the beaker.

What is the liquid volume of the cup?

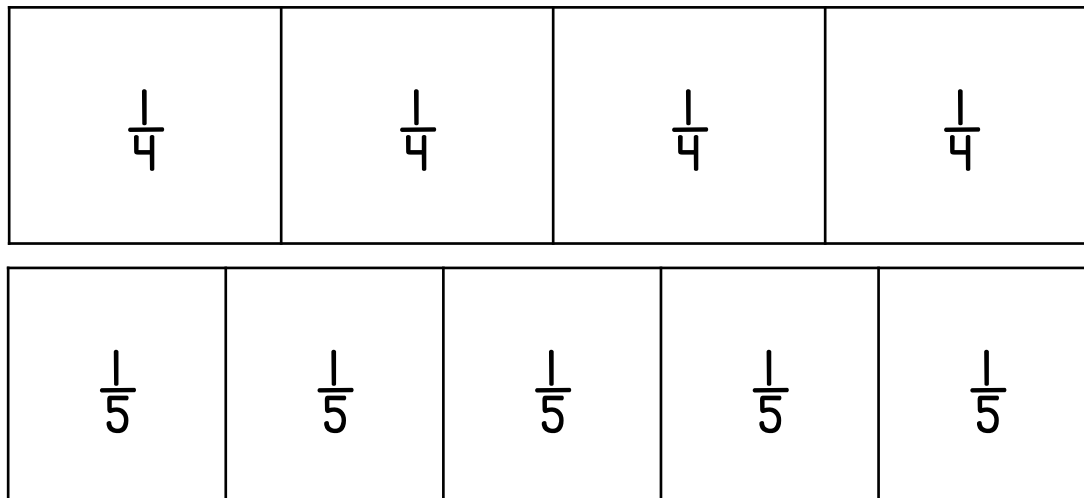
Answer: about 400 mL (milliliters)

- 4) One pencil has a mass of about 6 grams.  
What is the mass of 11 pencils altogether?

Answer: about 66 grams

**Unit 7 Review (continued)****\*ANSWER KEY\***

5) Jonah uses his fraction strips to compare  $\frac{1}{4}$  and  $\frac{1}{5}$ .



Jonah writes this number sentence.  $\frac{1}{4} < \frac{1}{5}$ .

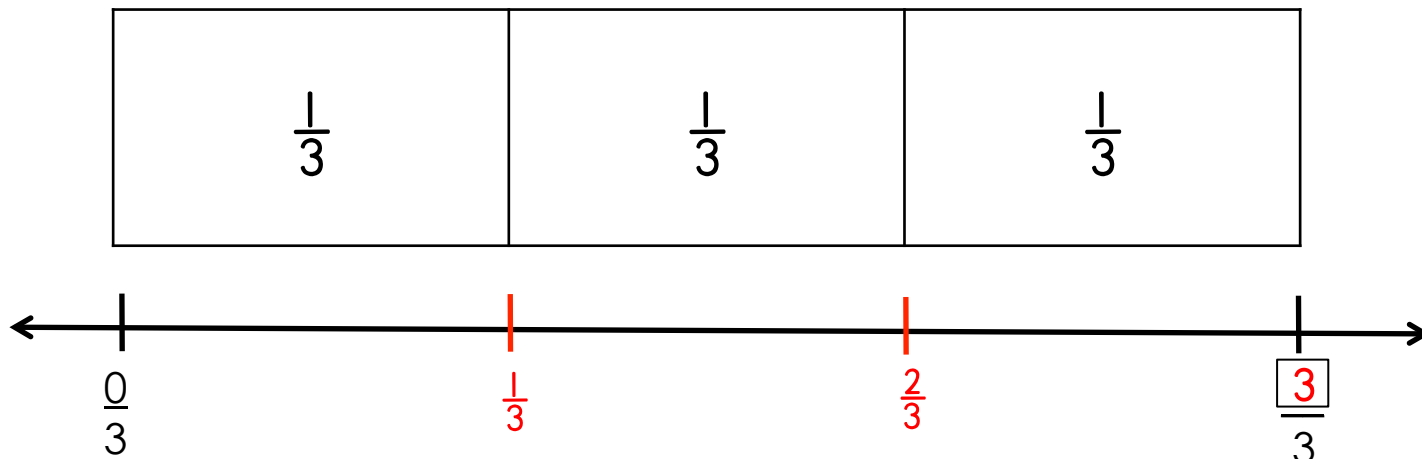
Do you agree with Jonah? no

Use Jonah's fraction strips to help explain your answer.

Possible answer:  $\frac{1}{4}$  is larger than  $\frac{1}{5}$  because one part of the fourths strip is larger than one part of the fifths fraction strip.

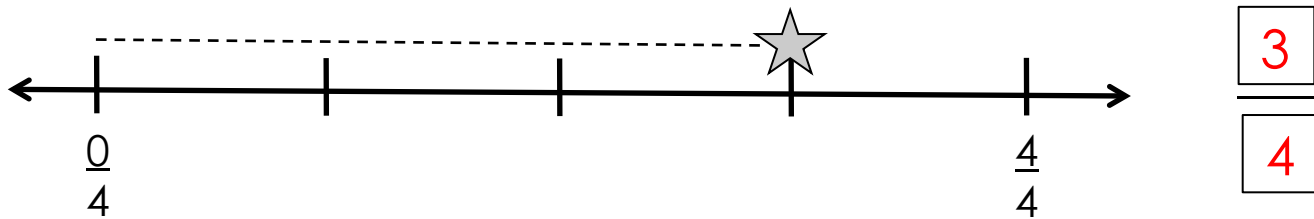
6) Partition the number line into thirds and label each tick mark.

You may use the fraction strip to help.



Unit 7 Review (continued) \*ANSWER KEY\*

7) How far did the star move? Record the fraction.



8) Write  $>$ ,  $<$ , or  $=$  to make the number sentences true. The whole is the same for each fraction. You may use your fraction tools.

$<$  means *is less than*  
 $>$  means *is greater than*  
 $=$  means *is equal to*

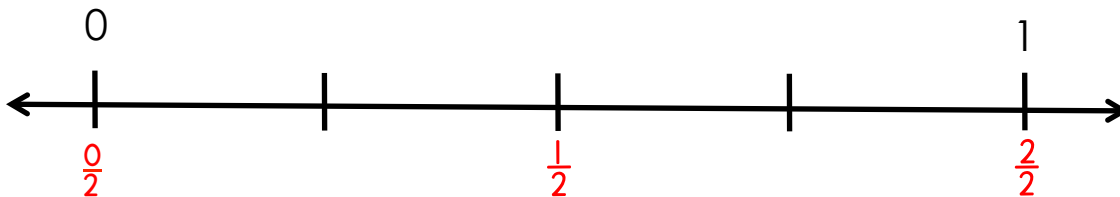
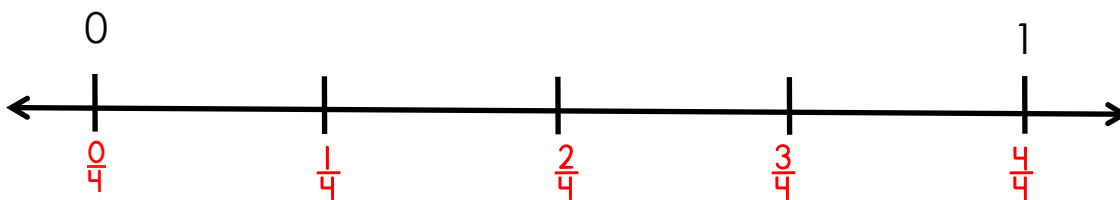
a.  $\frac{1}{2} = \frac{2}{4}$

b.  $\frac{3}{5} < \frac{3}{4}$

c.  $\frac{1}{4} > \frac{1}{8}$

d.  $\frac{5}{3} > \frac{4}{3}$

e. Show how you can compare  $\frac{1}{2}$  and  $\frac{2}{4}$  using the number lines below.

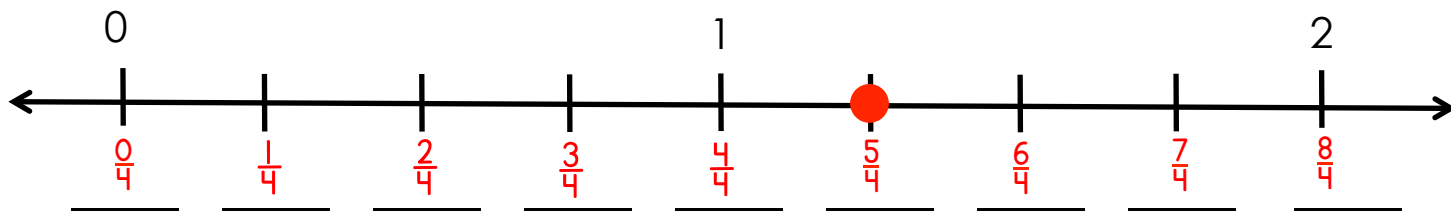


$\frac{2}{4}$  is the same distance from 0 as  $\frac{1}{2}$ .

## Unit 7 Review (continued)

**\*ANSWER KEY\***

9) a. Fill in the missing fourths on the number line.



b. Draw a point at  $\frac{5}{4}$ .

c. Is  $\frac{5}{4}$  greater than, less than, or equal to 1? greater than 1

How do you know? Possible answer:  $\frac{5}{4}$  is to the right of 1 on the number line.

The numerator is greater than the denominator.

10) Solve the fraction stories. Show your work.

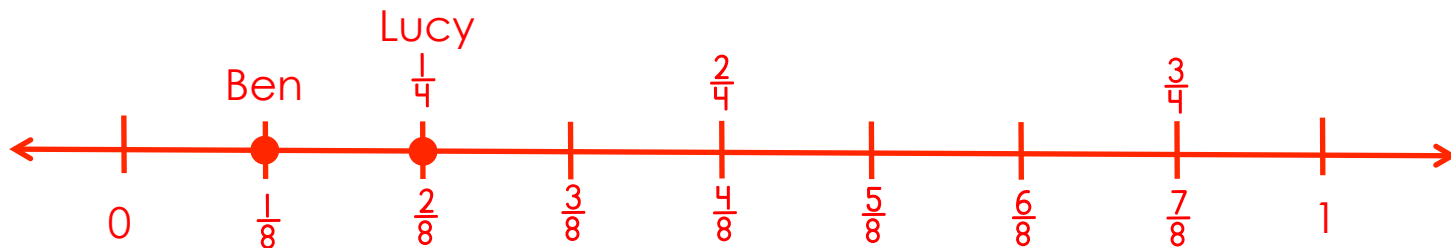
Use fraction circles, fraction strips, number lines, or drawings.

a. Lucy walked  $\frac{1}{4}$  of a mile.

Ben walked  $\frac{1}{8}$  of a mile.

Who walked the greater distance?

Possible solution:

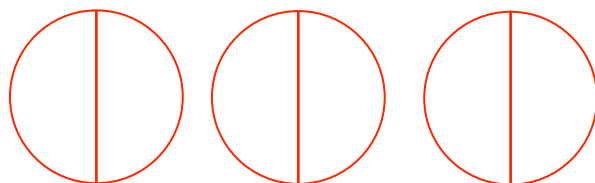


Answer: Lucy

b. Six friends share 3 apples equally.

What fraction of an apple does each friend get?

Possible solution:

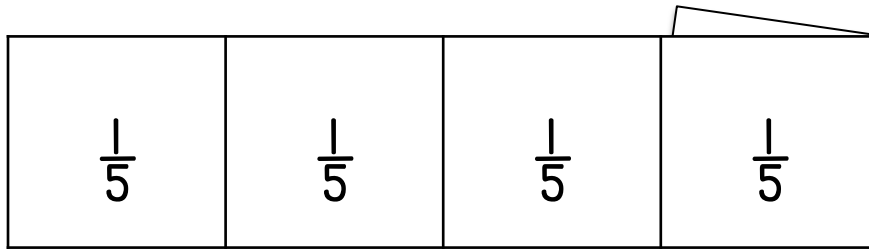


Answer:  $\frac{1}{2}$  of an apple  
(unit)

# Unit 7 Review (continued)

**\*ANSWER KEY\***

11) a. What fraction is this fraction strip showing?



$\frac{4}{5}$

of a fraction strip.

b. Partition this fraction strip to show fourths.

Label with fractions.



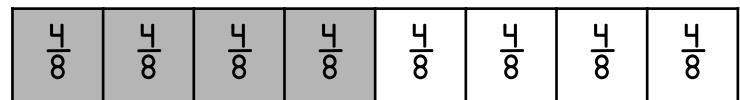
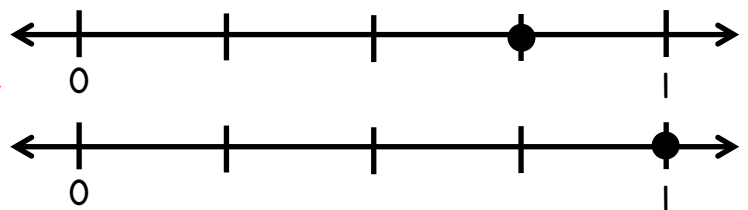
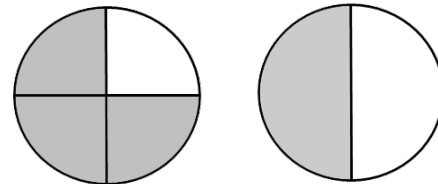
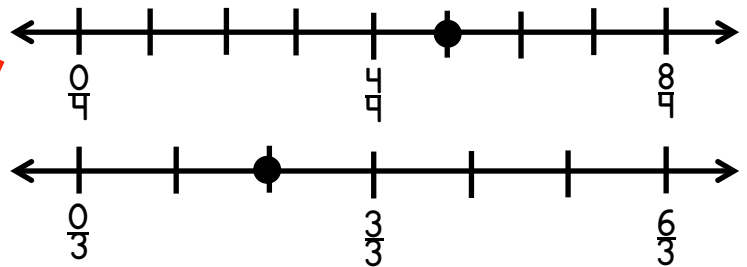
12) Draw a line from each number sentence to the picture that matches it.

$\frac{4}{8} = \frac{1}{2}$

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

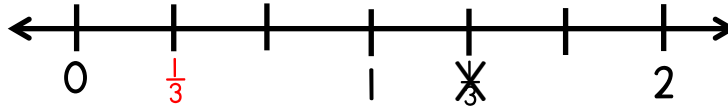
$\frac{3}{4} > \frac{1}{2}$

$\frac{5}{4} > \frac{2}{3}$



**Unit 7 Review (continued)****\*ANSWER KEY\***

- 13) Zack made a mistake when he labeled  $\frac{1}{3}$  on the number line below. He crossed out his mistake but needs help to fix it.

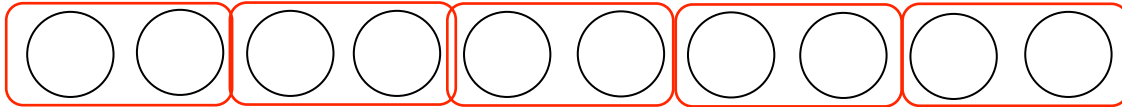


- a. Explain Zack's mistake.

Possible answer:  $\frac{1}{3}$  is between 0 and 1, not to the right of 1. It is one-third of the distance between 0 and 1.

- b. Label  $\frac{1}{3}$  on the number line.

- 14) a. Five people share 10 dimes. Circle each person's share.



How many dimes does each person get? 2 dimes

Write the fraction of the total number of dimes that each person gets.

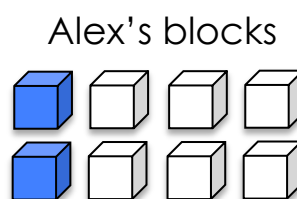
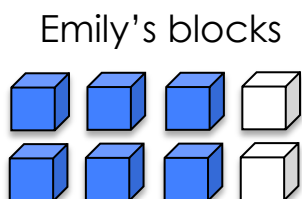
$\frac{2}{10}$  or  $\frac{1}{5}$  dimes

- b. Emily and Alex each have 8 blocks.

$\frac{6}{8}$  of Emily's blocks are blue.

$\frac{2}{8}$  of Alex's blocks are blue.

Shade the blocks to show Emily's and Alex's blue blocks.

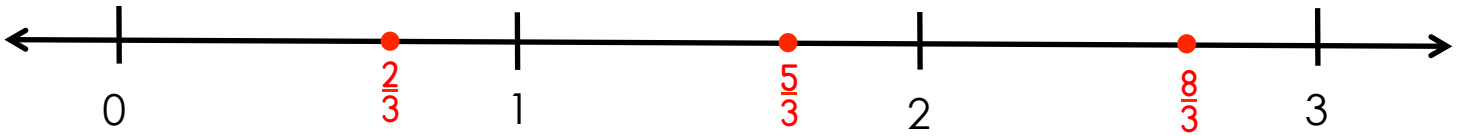


Who has more blue blocks? Emily



## EVERYDAY MATHEMATICS—3<sup>rd</sup> Grade Unit 7 Challenge Review

- 1) a. Mark and label the points  $\frac{2}{3}$ ,  $\frac{5}{3}$ , and  $\frac{8}{3}$  on the number line.



- b. Write  $<$ ,  $>$ , or  $=$  to make the number sentences true.  
Use the number line above to help.

$$\frac{5}{3} < 2$$

$$\frac{8}{3} > 2$$

- 2) Maya shared 12 stickers equally with her two sisters, Madison and Maggie. Write at least 3 different equivalent fractions that name each girl's share of the stickers.

$$\underline{\frac{4}{12}}$$

$$\underline{\frac{1}{3}}$$

$$\underline{\frac{2}{6}}$$

- 3) Write  $<$ ,  $>$ , or  $=$  to make the number sentences true.  
You may use fraction tools to help.

a.  $\frac{1}{4} = \frac{2}{8}$

c.  $\frac{5}{4} < \frac{3}{2}$

b.  $\frac{3}{5} < \frac{3}{4}$

d.  $\frac{3}{4} > \frac{3}{6}$

- c. Choose a fraction tool to help you compare  $\frac{3}{4}$  and  $\frac{3}{6}$ .  
Draw a picture to show what you did.



$$\frac{3}{4} > \frac{3}{6}$$

**EVERYDAY MATHEMATICS—3<sup>rd</sup> Grade**  
**Unit 7 Open Response Review**  
*Fourths of a Whole*

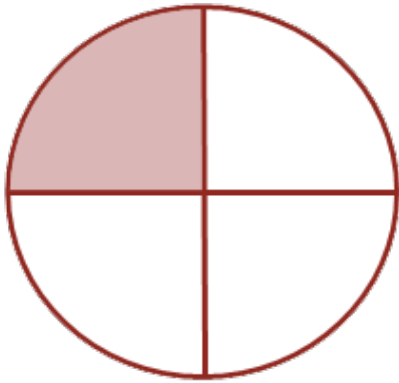
Kate ate  $\frac{1}{4}$  of a pie.

Michael ate  $\frac{1}{4}$  of another pie.

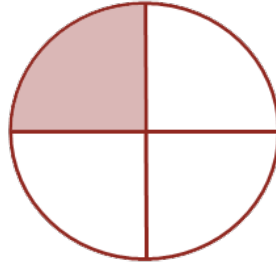
Kate said that she ate more pie than Michael, but Michael said they both ate the same amount.

Use words and pictures to show that Kate could be right.

Kate's pie



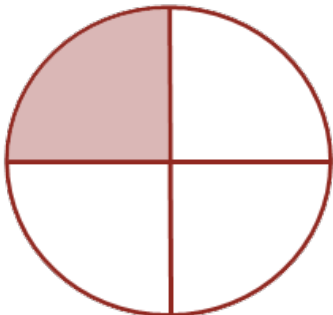
Michael's pie



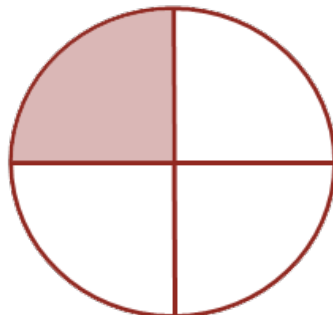
Possible explanation:  
Kate could be right if her pie was bigger than Michael's pie.  $\frac{1}{4}$  of a larger pie is more than  $\frac{1}{4}$  of a smaller pie.

Use words and pictures to show that Michael could be right.

Kate's pie



Michael's pie



Possible explanation:  
Michael could be right if their pies were the same size.