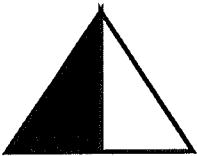

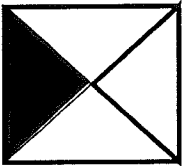
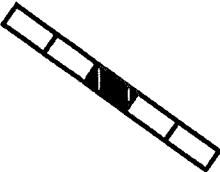
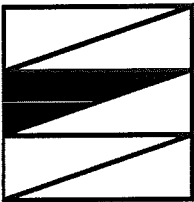
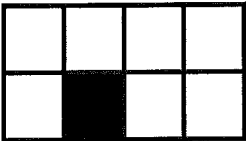


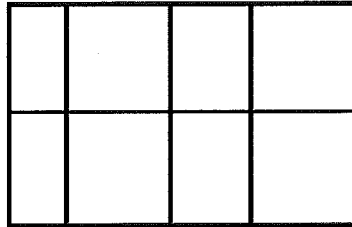
Name \_\_\_\_\_

Date \_\_\_\_\_

1. Fill in the chart. Then whisper the fractional unit.

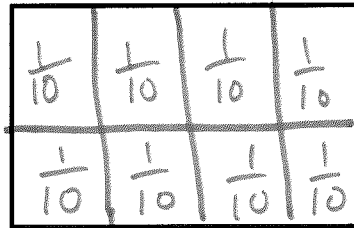
	Total Number of Equal Parts	Total Number of Equal Parts Shaded	Unit Form	Fraction
a. 	2	1	1 half	$\frac{1}{2}$
b. 	3	1	1 third	$\frac{1}{3}$
c. 	4	1	1 fourth	$\frac{1}{4}$
d. 	5	1	1 fifth	$\frac{1}{5}$
e. 	6	1	1 sixth	$\frac{1}{6}$
f. 	8	1	1 eighth	$\frac{1}{8}$

2. Andre's mom baked his 2 favorite cakes for his birthday party. The cakes were the exact same size. Andre cut his first cake into 8 pieces for him and his 7 friends. The picture below shows how he cut it. Did Andre cut the cake into eighths? Explain your answer.



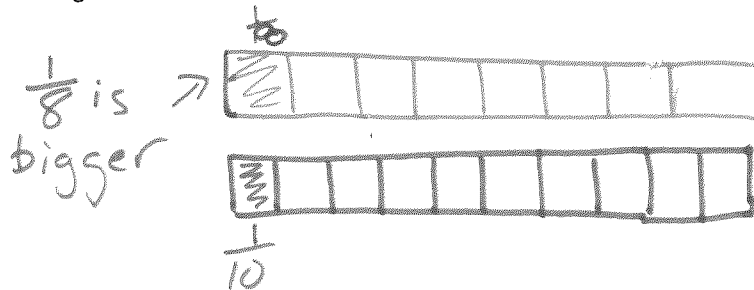
No! The pieces are not all the same size. He needs 8 equal pieces for eighths.

3. Two of Andre's friends came late to his party. They decide they will all share the second cake. Show how Andre can slice the second cake so that he and his nine friends can each get an equal amount with none leftover. What fraction of the second cake will they each receive?



10 people  
They will each get  $\frac{1}{10}$  of the cake.  
10 equal pieces

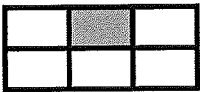
4. Andre thinks it's strange that  $\frac{1}{10}$  of the cake would be less than  $\frac{1}{8}$  of the cake, since ten is bigger than eight. To explain to Andre, draw 2 identical rectangles to stand for the cakes. Show 1 tenth shaded on one and 1 eighth shaded on the other. Label the unit fractions and show him which slice is bigger.



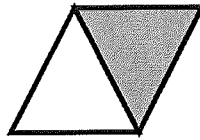
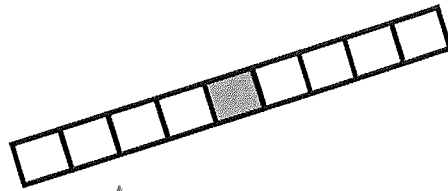
Name \_\_\_\_\_

Date \_\_\_\_\_

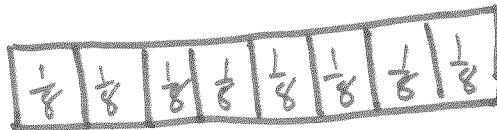
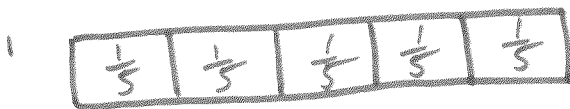
1. Fill in the chart.

	Total Number of Equal Parts	Total Number of Equal Parts Shaded	Unit Form	Fraction
a. 	6	1	1 sixth	$\frac{1}{6}$

2. Each image below is 1 whole. Write the fraction that is shaded.


 $\frac{1}{7}$   
 1 seventh

 $\frac{1}{2}$   
 1 half

 $\frac{1}{9}$   
 1 ninth

3. Draw two rectangles. Partition one into 5 equal parts. Partition the other into 8 equal parts. Label the unit fractions and shade 1 equal part in each rectangle. Use your drawing to explain why
- $\frac{1}{5}$
- is larger than
- $\frac{1}{8}$
- .



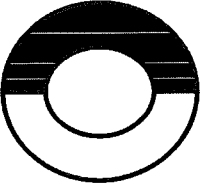
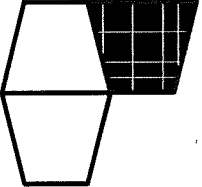
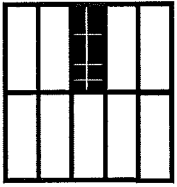
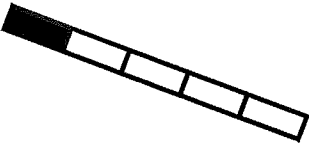
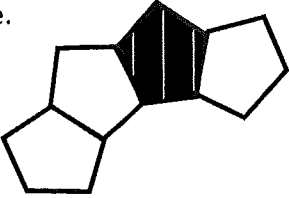
Fifths are larger units than eighths.

The more pieces the whole is cut into, the smaller the piece size is.

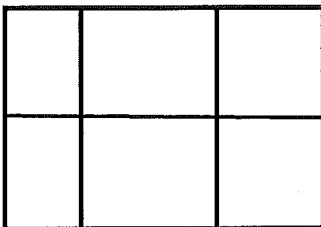
Name \_\_\_\_\_

Date \_\_\_\_\_

1. Fill in the chart. Then whisper the fraction.

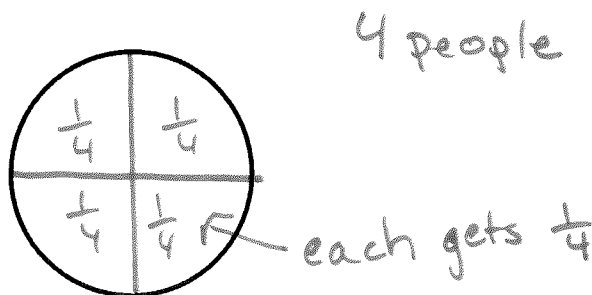
	Total Number of Equal Parts	Total Number of Equal Parts Shaded	Unit Form	Fraction
a. 	2	1	1 half	$\frac{1}{2}$
b. 	3	1	1 third	$\frac{1}{3}$
c. 	10	1	1 tenth	$\frac{1}{10}$
d. 	5	1	1 fifth	$\frac{1}{5}$
e. 	4	1	1 fourth	$\frac{1}{4}$

2. This figure is divided into six parts. Are they sixths? Explain your answer.

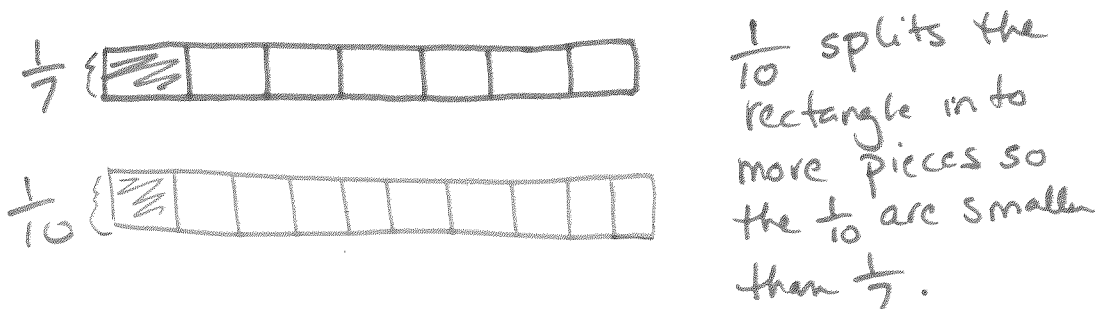


No. The pieces are not equal. You need 6 equal pieces for sixths.

3. Terry and his 3 friends baked a pizza during his sleepover. They want to share the pizza equally. Show how Terry can slice the pizza so that he and his 3 friends can each get an equal amount with none leftover.



4. Draw two identical rectangles. Shade 1 seventh of one rectangle and 1 tenth of the other. Label the unit fractions. Use your rectangles to explain why  $\frac{1}{7}$  is greater than  $\frac{1}{10}$ .



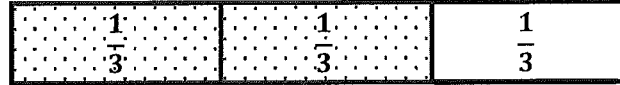
Name \_\_\_\_\_

Date \_\_\_\_\_

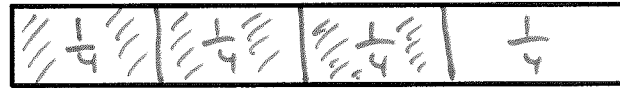
1. Complete the number sentence. Estimate to equally partition each strip and shade the answer.

Sample:

$$2 \text{ thirds} = \frac{2}{3}$$



a. 3 fourths =  $\frac{3}{4}$



b. 3 sevenths =  $\frac{3}{7}$



c. 4 fifths =  $\frac{4}{5}$



d. 2 sixths =  $\frac{2}{6}$



Hard to  
draw!

2. Mr. Stevens bought 8 liters of soda for a party. His friends drank 1 liter.

- a. What fraction of the soda did his guests drink?

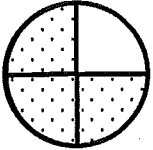
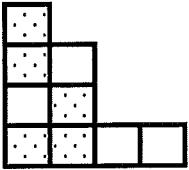
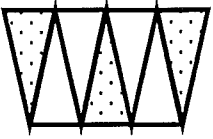
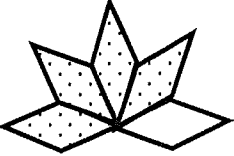
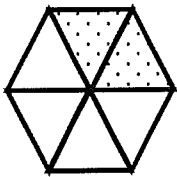
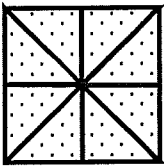


They drank  
 $\frac{1}{8}$  of the  
soda.

- b. What fraction of the soda was left?

$\frac{7}{8}$  of the soda was left.

3. Fill in the chart. Whisper the total number of fractional units.

	Total Number of Equal Parts	Total Number of Shaded Equal Parts	Unit Fraction	Fraction Shaded
Sample: 	4	3	$\frac{1}{4}$	$\frac{3}{4}$
a. 	9	5	$\frac{1}{9}$	$\frac{5}{9}$
b. 	7	3	$\frac{1}{7}$	$\frac{3}{7}$
c. 	5	4	$\frac{1}{5}$	$\frac{4}{5}$
d. 	6	2	$\frac{1}{6}$	$\frac{2}{6}$
e. 	8	8	$\frac{1}{8}$	$\frac{8}{8}$

Name \_\_\_\_\_

Date \_\_\_\_\_

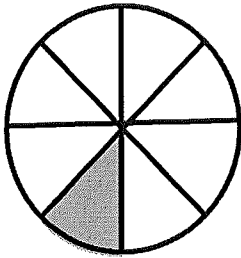
Estimate to equally partition the strip and shade the answer. Write the unit fraction inside each shaded unit.

2 fifths =

$\frac{2}{5}$



1.



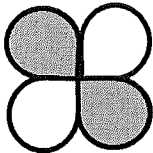
a. What fraction of the circle is shaded?

$\frac{1}{8}$

b. What fraction of the circle is not shaded?

$\frac{7}{8}$

2. Complete the chart.

	Total Number of Equal Parts	Total Number of Shaded Equal Parts	Unit Fraction	Fraction Shaded
	4	2	$\frac{1}{4}$	$\frac{2}{4}$



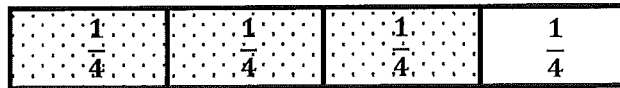
Name \_\_\_\_\_

Date \_\_\_\_\_

1. Complete the number sentence. Estimate to equally partition each strip and shade the answer.

Sample:

3 fourths =  $\frac{3}{4}$



a. 2 thirds =  $\frac{2}{3}$



b. 5 sevenths =  $\frac{5}{7}$



c. 3 fifths =  $\frac{3}{5}$



d. 2 eighths =  $\frac{2}{8}$



2. Mr. Abney bought 6 kg of rice. He cooked 1 kg of it for dinner.

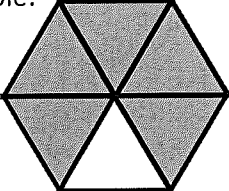
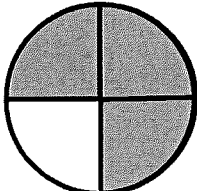
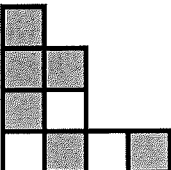
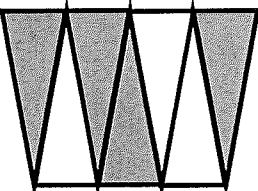
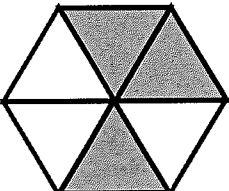
a. What fraction of the rice did he cook for dinner?

He cooked  $\frac{1}{6}$  kg of rice.

b. What fraction of the rice was left?

 $\frac{5}{6}$  of the rice was left.

3. Fill in the chart.

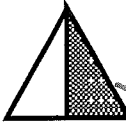
	Total Number of Equal Parts	Total Number of Shaded Equal Parts	Unit Fraction	Fraction Shaded
Sample: 	6	5	$\frac{1}{6}$	$\frac{5}{6}$
a. 	4	3	$\frac{1}{4}$	$\frac{3}{4}$
b. 	9	6	$\frac{1}{9}$	$\frac{6}{9}$
c. 	7	4	$\frac{1}{7}$	$\frac{4}{7}$
d. 	6	3	$\frac{1}{6}$	$\frac{3}{6}$

Name \_\_\_\_\_

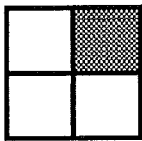
Date \_\_\_\_\_

Whisper the fraction of the shape that is shaded. Then match the shape to the amount that is not shaded.

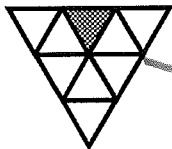
1.  $\frac{1}{2}$



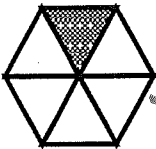
2.  $\frac{3}{4}$



3.  $\frac{8}{9}$



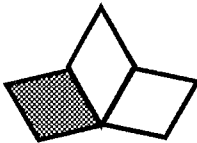
4.  $\frac{5}{6}$



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



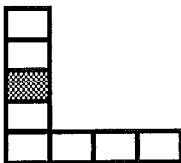
6.  $\frac{2}{3}$



7.  $\frac{6}{7}$



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



▪ 2 thirds

▪ 6 sevenths

▪ 4 fifths

▪ 8 ninths

▪ 1 half

▪ 5 sixths

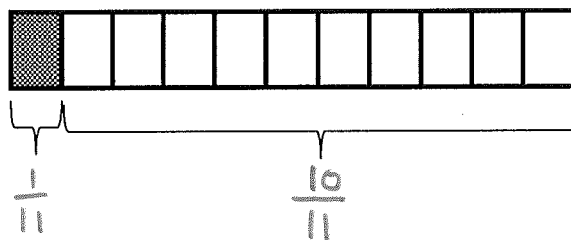
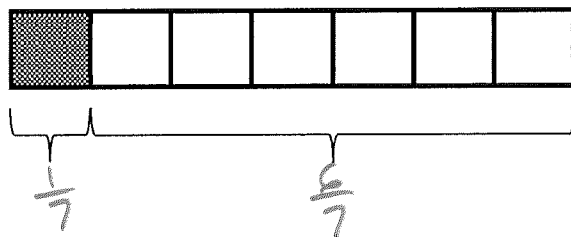
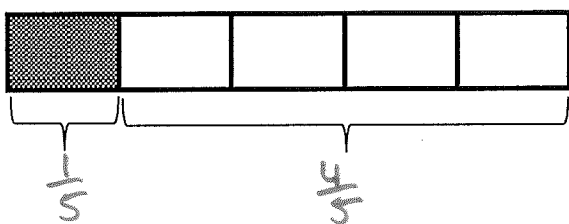
▪ 7 eighths

▪ 3 fourths

© 2013 Common Core, Inc. All rights reserved. commoncore.org

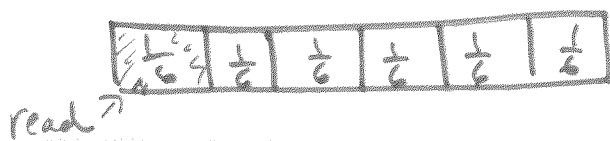
- 9.
- a. How many eighths are in 1 whole? 8
- b. How many ninths are in 1 whole? 9
- c. How many twelfths are in 1 whole? 12

10. Each strip represents 1 whole. Write a fraction to label the shaded and un-shaded parts.



11. Avanti read  $\frac{1}{6}$  of her book. What fraction of the book has she not read yet?

$\frac{5}{6}$  of the book has not been read.

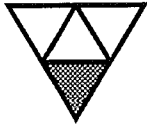


Name \_\_\_\_\_

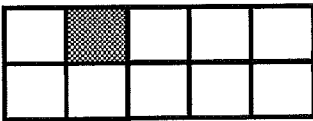
Date \_\_\_\_\_

Whisper the fraction of the shape that is shaded. Then match the shape to the amount that is not shaded.

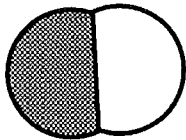
1.  $\frac{16}{34}$



2.  $\frac{9}{10}$



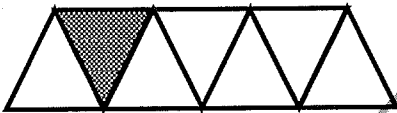
3.  $\frac{1}{2}$



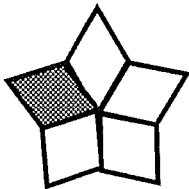
4.  $\frac{2}{3}$



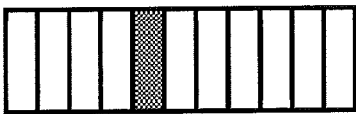
5.  $\frac{7}{16}$



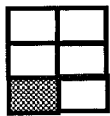
6.  $\frac{4}{5}$



7.  $\frac{10}{11}$



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



▪ 9 tenths

▪ 4 fifths

▪ 10 elevenths

▪ 5 sixths

▪ 1 half

▪ 2 thirds

▪ 3 fourths

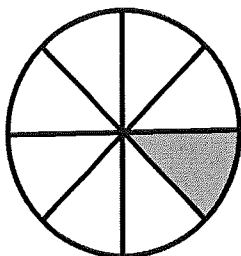
• 6 sevenths

Name \_\_\_\_\_

Date \_\_\_\_\_

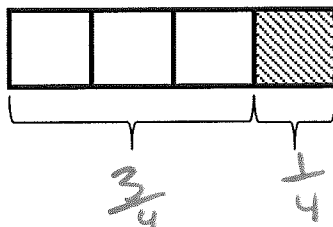
1. Write the fraction that is not shaded.

2. There are 6 sixths in 1 whole.



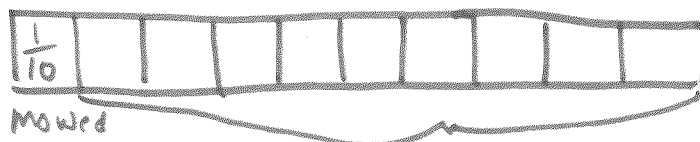
$\frac{7}{8}$  not shaded

3. The fraction strip is 1 whole. Write fractions to label the shaded and un-shaded parts.



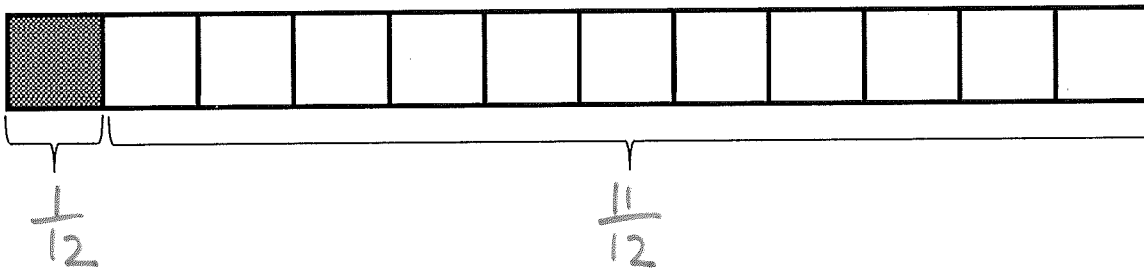
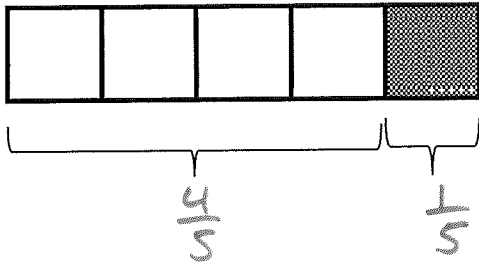
4. Justin mows part of his lawn. Then his lawnmower runs out of gas. He has not mowed  $\frac{9}{10}$  of the lawn. What part of his lawn is mowed?

$\frac{1}{10}$  of the lawn is mowed



$\frac{9}{10}$  Not mowed

9. Each strip represents 1 whole. Write a fraction to label the shaded and un-shaded parts.



10. Carlia finished  $\frac{1}{4}$  of her homework on Saturday. What fraction of her homework has she not finished? Draw and explain.



$\frac{3}{4}$  of her homework is not finished.

11. Jerome cooks 8 cups of oatmeal for his family. They eat  $\frac{7}{8}$  of the oatmeal. What fraction of the oatmeal is uneaten? Draw and explain.



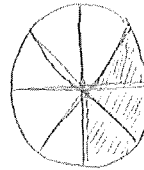
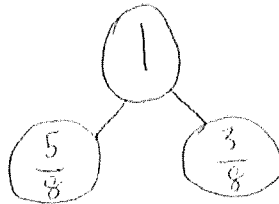
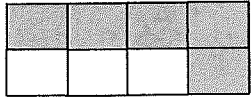
$\frac{1}{8}$  of the oatmeal has not been eaten.

Name \_\_\_\_\_

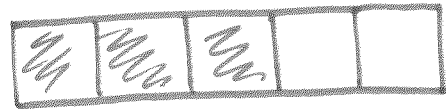
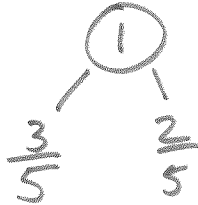
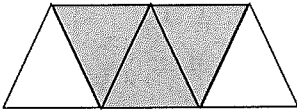
Date \_\_\_\_\_

Show a number bond representing what is shaded and unshaded in each of the figures. Draw a different visual model that would be represented by the same number bond.

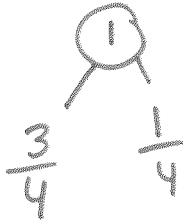
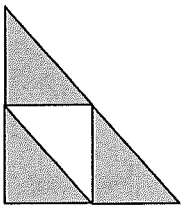
Sample:



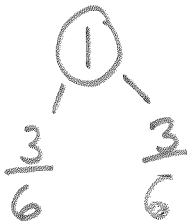
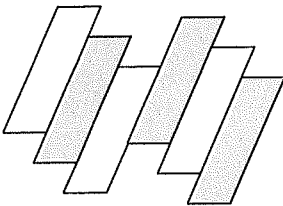
1.



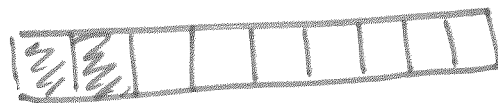
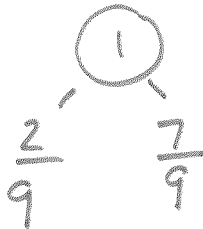
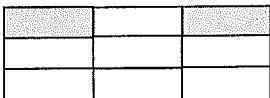
2.



3.



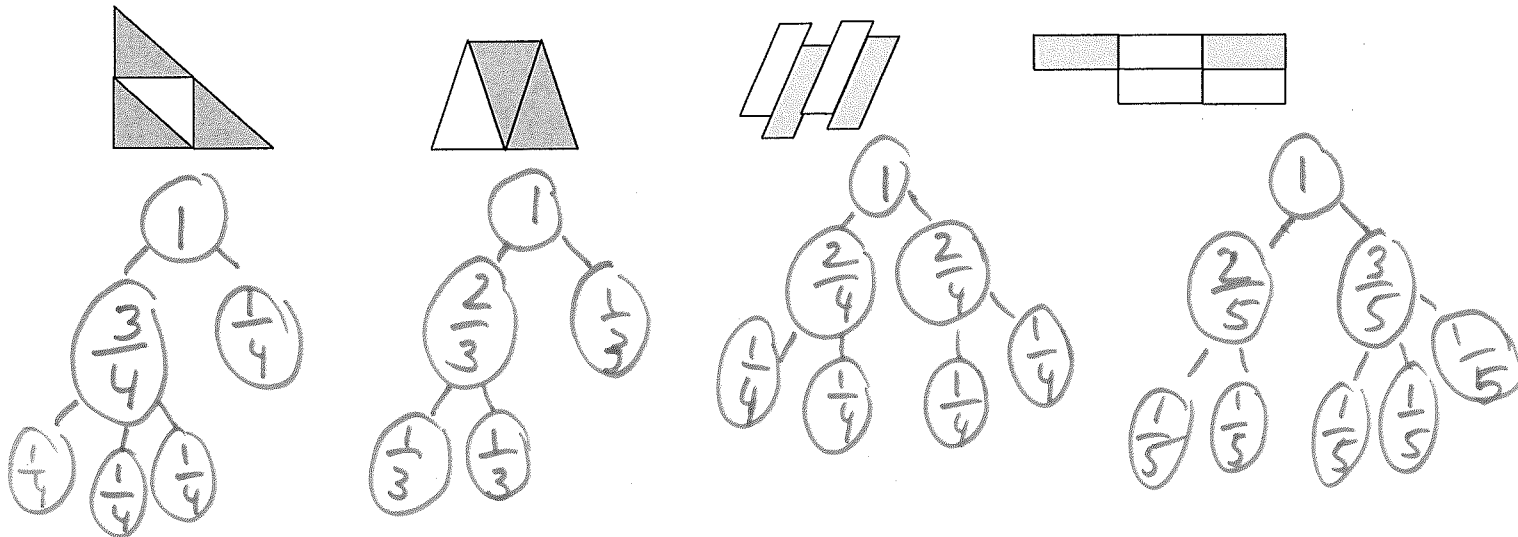
4.



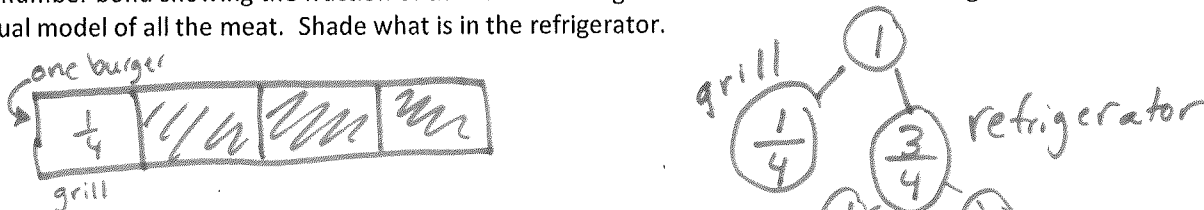
1. http://www.commoncore.org/curriculum-standards/CCSS/MATH/5/B/4/2 2. http://www.commoncore.org/curriculum-standards/CCSS/MATH/5/B/4/2 3. http://www.commoncore.org/curriculum-standards/CCSS/MATH/5/B/4/2 4. http://www.commoncore.org/curriculum-standards/CCSS/MATH/5/B/4/2



5. Draw a number bond with 2 parts showing the shaded and unshaded fractions of each figure. Decompose both parts of the number bond into unit fractions.



6. The chef put  $\frac{1}{4}$  of the meat on the grill to make one burger and put the rest in the refrigerator. Draw a 2-part number bond showing the fraction of the meat on the grill and the fraction in the refrigerator. Draw a visual model of all the meat. Shade what is in the refrigerator.

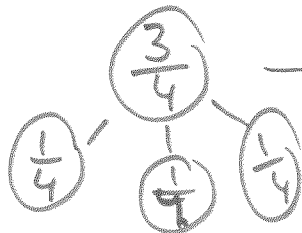


- a. What fraction of the meat was in the refrigerator?

- b. How many other such burgers can the chef make from what is in the refrigerator?

The chef can make 3 more burgers

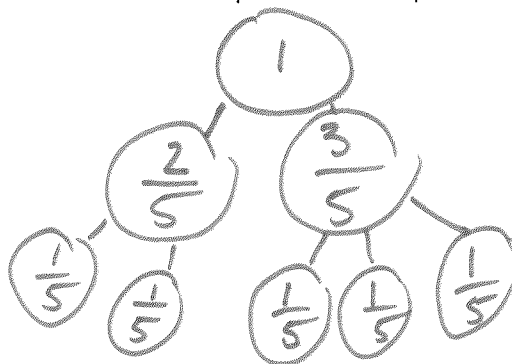
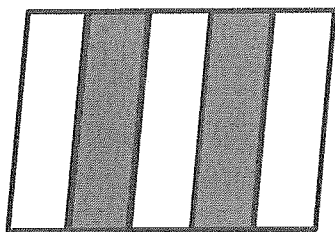
- c. Show the refrigerated meat broken into unit fractions on your number bond.



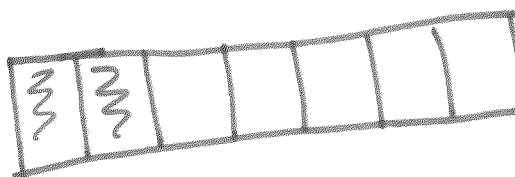
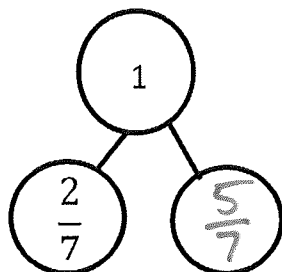
Name \_\_\_\_\_

Date \_\_\_\_\_

1. Draw a number bond that shows the shaded and the unshaded parts of the shape below. Then show each part decomposed into unit fractions.



2. Complete the number bond. Draw a shape that has shaded and unshaded parts that match the completed number bond.

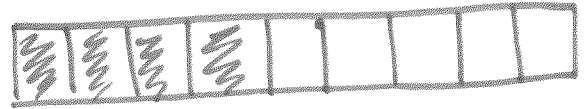
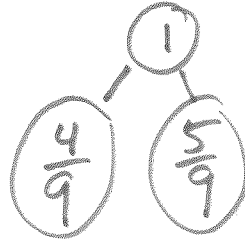
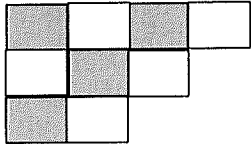


Name \_\_\_\_\_

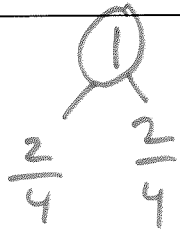
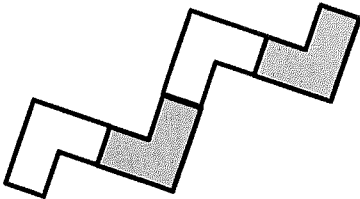
Date \_\_\_\_\_

Show a number bond representing what is shaded and unshaded in each of the figures. Draw a different visual model that would be represented by the same number bond.

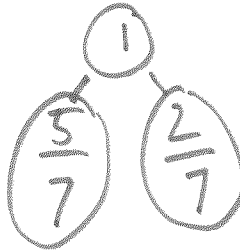
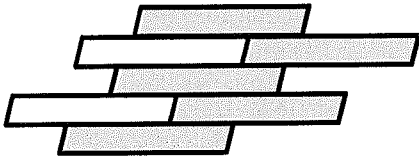
Sample:



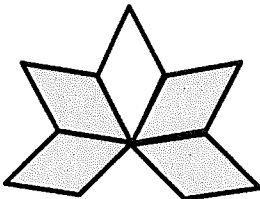
1.



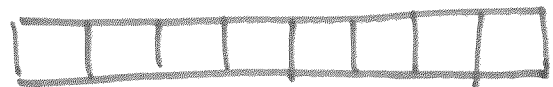
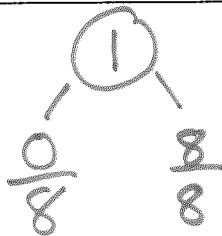
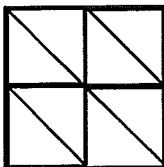
2.



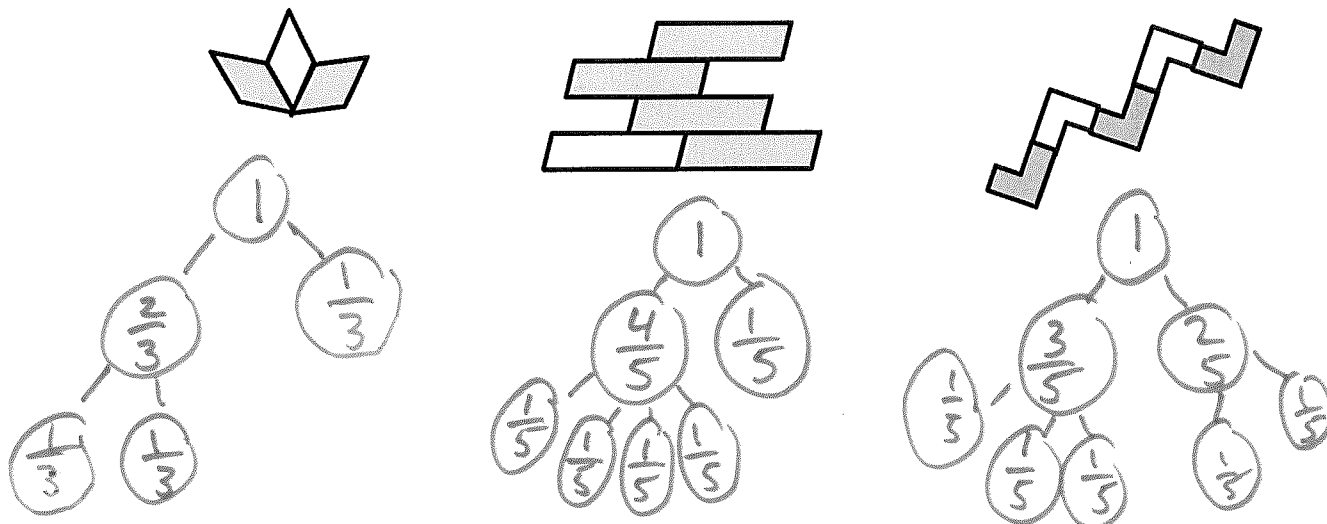
3.



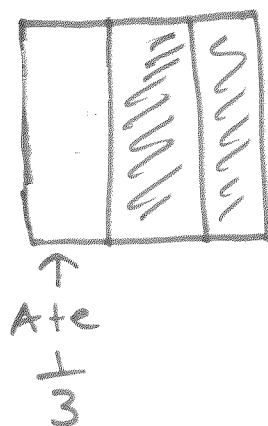
4.



5. Draw a number bond with 2 parts showing the shaded and unshaded fractions of each figure. Decompose both parts of the number bond into unit fractions.



6. Johnny made a square peanut butter and jelly sandwich. He ate  $\frac{1}{3}$  of it and left the rest on his plate. Draw a picture of Johnny's sandwich. Shade the part he left on his plate then draw a number bond that matches what you drew. What part of his sandwich did Johnny leave on his plate?

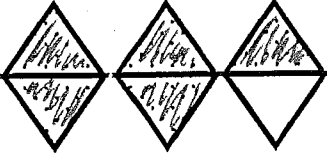
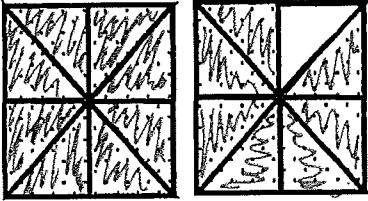
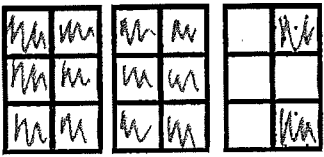
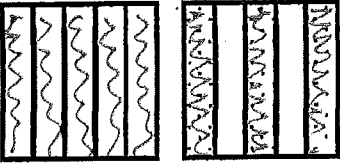
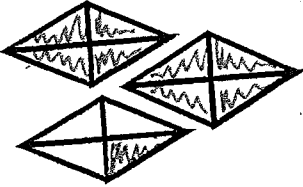
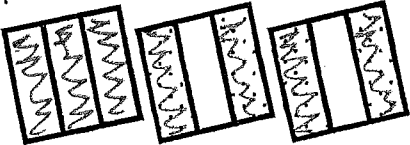


Johnny left  $\frac{2}{3}$  of the sandwich on his plate.

Name \_\_\_\_\_

Date \_\_\_\_\_

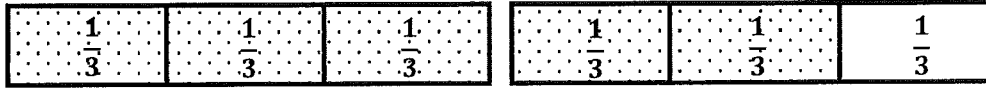
1. Each figure represents 1 whole. Fill in the chart.

	Unit Fraction	Total Number of Units Shaded	Fraction Shaded
a. Sample: 	$\frac{1}{2}$	5	$\frac{5}{2}$
b. 	$\frac{1}{8}$	15	$\frac{15}{8}$
c. 	$\frac{1}{6}$	14	$\frac{14}{6}$
d. 	$\frac{1}{5}$	8	$\frac{8}{5}$
e. 	$\frac{1}{4}$	9	$\frac{9}{4}$
f. 	$\frac{1}{3}$	7	$\frac{7}{3}$

2. Estimate to draw and shade units on the fraction strips. Solve.

Sample:

5 thirds =  $\frac{5}{3}$



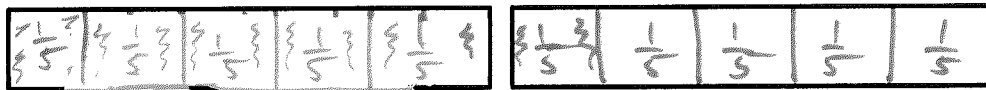
a. 8 sixths =



b. 7 fourths =



c. 6 fifths =  $\frac{6}{5}$



d. 5 halves =  $\frac{5}{2}$



3. Mrs. Jawlik baked 2 pans of brownies. Draw the pans and estimate to partition each pan into 8 equal pieces.



a. Mrs. Jawlik's children gobble up 10 pieces. Shade the amount that was eaten.

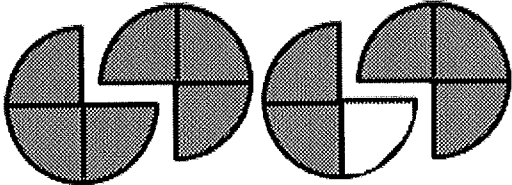
b. Write a fraction to show how many pans of brownies her children ate.

$\frac{10}{8}$  of a pan were eaten

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Each shape represents 1 whole. Fill in the chart.

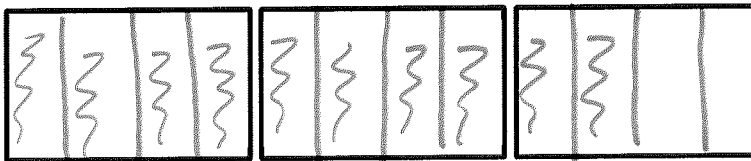
	Fractional Unit	Total Number of Units Shaded	Fraction Shaded
	$\frac{1}{3}$	11	$\frac{11}{3}$

2. Estimate to draw and shade units on the fraction strips. Solve.

a. 4 thirds =  $\frac{4}{3}$



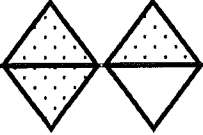
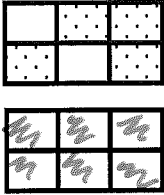
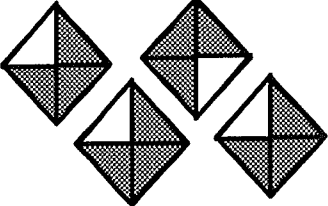

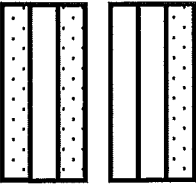

b. 10 fourths =  $\frac{10}{4}$



Name \_\_\_\_\_

Date \_\_\_\_\_

1. Each shape represents 1 whole. Fill in the chart.

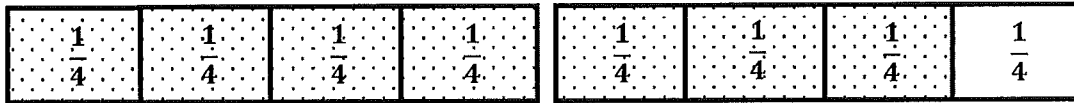
	Fractional Unit	Total Number of Units Shaded	Fraction Shaded
a. Sample: 	$\frac{1}{2}$	3	$\frac{3}{2}$
b. 	$\frac{1}{6}$	10	$\frac{10}{6}$
c. 	$\frac{1}{4}$	12	$\frac{12}{4}$
d. 	$\frac{1}{2}$	6	$\frac{6}{2}$
e. 	$\frac{1}{3}$	3	$\frac{3}{3}$
f. 	$\frac{1}{3}$	4	$\frac{4}{3}$



2. Estimate to draw and shade units on the fraction strips. Solve.

Sample:

$$7 \text{ fourths} = \frac{7}{4}$$



a. 5 thirds =  $\frac{5}{3}$



b. 9 thirds =  $\frac{9}{3}$



3. Reggie bought 2 candy bars. Draw the candy bars and estimate to partition each bar into 4 equal pieces.

- a. Reggie ate 5 pieces. Shade the amount that was eaten.



- b. Write a fraction to show how many pieces of the candy bar Reggie ate.

He ate  $\frac{5}{4}$  of the candy bar.