

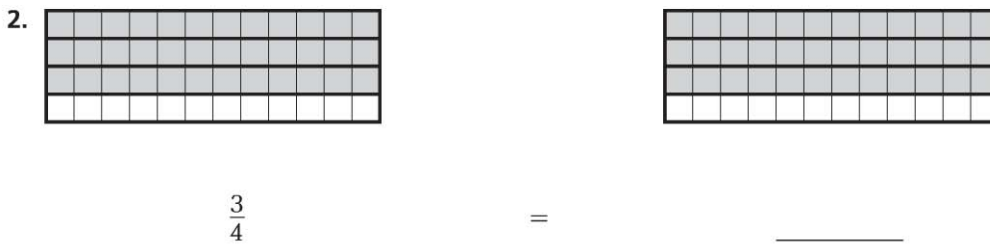
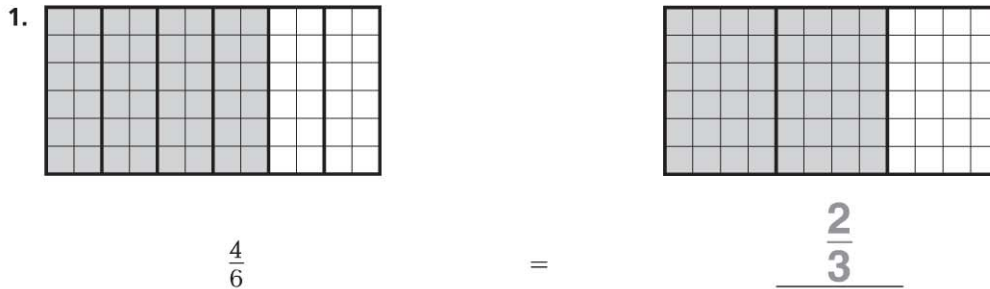
Name _____

Equivalent Fractions

COMMON CORE STANDARD CC.4.NF.1

Extend understanding of fraction equivalence and ordering.

Use the model to write an equivalent fraction.



Tell whether the fractions are equivalent. Write = or \neq .

3. $\frac{8}{10} \bigcirc \frac{4}{5}$

4. $\frac{1}{2} \bigcirc \frac{7}{12}$

5. $\frac{3}{4} \bigcirc \frac{8}{12}$

6. $\frac{2}{3} \bigcirc \frac{4}{6}$

7. $\frac{5}{8} \bigcirc \frac{4}{10}$

8. $\frac{2}{6} \bigcirc \frac{4}{12}$

9. $\frac{20}{100} \bigcirc \frac{1}{5}$

10. $\frac{5}{8} \bigcirc \frac{9}{10}$

Problem Solving

11. Jamal finished $\frac{5}{6}$ of his homework. Margaret finished $\frac{3}{4}$ of her homework, and Steve finished $\frac{10}{12}$ of his homework. Which two students finished the same amount of homework?

12. Sophia's vegetable garden is divided into 12 equal sections. She plants carrots in 8 of the sections. Write two fractions that are equivalent to the part of Sophia's garden that is planted with carrots.

Lesson Check (CC.4.NF.1)

1. A rectangle is divided into 8 equal parts. Two parts are shaded. Which fraction is equivalent to the shaded area of the rectangle?
 - (A) $\frac{1}{4}$
 - (B) $\frac{1}{3}$
 - (C) $\frac{2}{6}$
 - (D) $\frac{3}{4}$
2. Jeff uses 3 fifth-size strips to model $\frac{3}{5}$. He wants to use tenth-size strips to model an equivalent fraction. How many tenth-size strips will he need?
 - (A) 10
 - (B) 6
 - (C) 5
 - (D) 3

Spiral Review (CC.4.OA.3, CC.4.OA.4, CC.4.NBT.5, CC.4.NBT.6)

3. Cassidy places 40 stamps on each of 8 album pages. How many stamps does she place in all? (Lesson 2.3)
 - (A) 300
 - (B) 320
 - (C) 360
 - (D) 380
4. Maria and 3 friends have 1,200 soccer cards. If they share the soccer cards equally, how many will each person receive? (Lesson 4.4)
 - (A) 30
 - (B) 40
 - (C) 300
 - (D) 400
5. Six groups of students sell 162 balloons at the school carnival. There are 3 students in each group. If each student sells the same number of balloons, how many balloons does each student sell? (Lesson 4.12)
 - (A) 9
 - (B) 18
 - (C) 27
 - (D) 54
6. Four students each made a list of prime numbers.
 - Eric: 5, 7, 17, 23
 - Maya: 3, 5, 13, 17
 - Bella: 2, 3, 17, 19
 - Jordan: 7, 11, 13, 21
 Who made an error and included a composite number? (Lesson 5.5)
 - (A) Eric
 - (B) Maya
 - (C) Bella
 - (D) Jordan