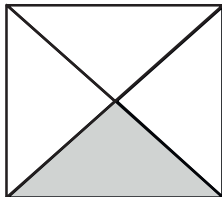


Exit Ticket Packet

Name _____

Date _____

1. Name the fraction that is shaded.



2. Estimate to partition the rectangle into thirds.



3. A plumber has 12 feet of pipe. He cuts it into pieces that are each 3 feet in length. What fraction of the pipe would one piece represent? (Use your strip from the lesson to help you.)

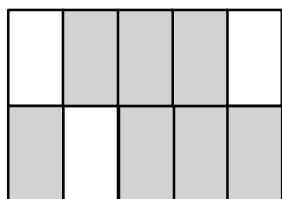
Name _____

Date _____

1. Circle the model that correctly shows $\frac{1}{3}$ shaded.



2.



There are _____ equal parts in all. _____ are shaded.

3. Michael bakes a piece of garlic bread for dinner. He shares it equally with his 3 sisters. Show how Michael and his 3 sisters can each get an equal share of the garlic bread.

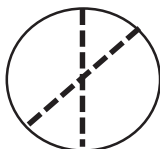
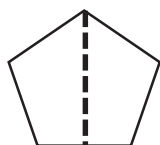
Name _____

Date _____

1. _____ sevenths are shaded.



2. Circle the shapes that are divided into equal parts.



3. Steven wants to equally share his pizza with his 3 sisters. What fraction of the pizza does he and each sister receive?

He and each sister receive _____

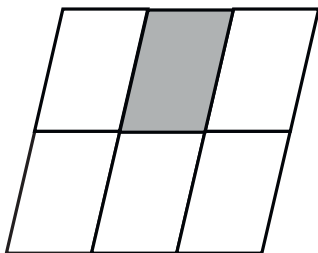
Name _____

Date _____

Each shape is 1 whole. Estimate to equally partition the shape and shade to show the given fraction.

1. $\frac{1}{4}$ 2. $\frac{1}{5}$ 

3. The shape represents 1 whole. Write the fraction for the shaded part.

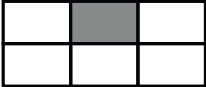


The shaded part is _____.

Name _____

Date _____

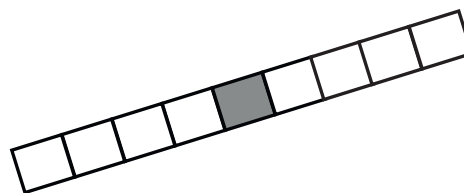
1. Fill in the chart.

	Total Number of Equal Parts	Total Number of Equal Parts Shaded	Unit Form	Fraction Form
				

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







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

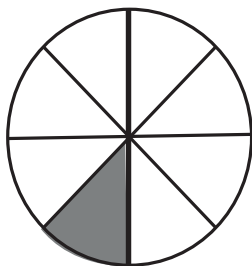
Name _____

Date _____

1. Complete the number sentence. Estimate to partition the strip equally. Write the unit fraction inside each unit. Shade the answer.

2 fifths =

2.



- a. What fraction of the circle is shaded?
- b. What fraction of the circle is not shaded?

3. Complete the chart.

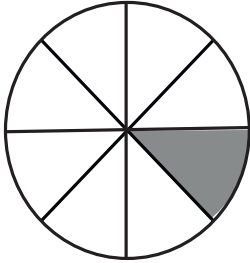
	Total Number of Equal Parts	Total Number of Shaded Equal Parts	Unit Fraction	Fraction Shaded

Name _____

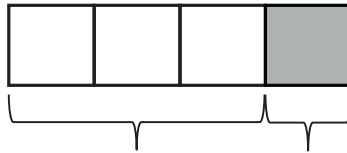
Date _____

1. Write the fraction that is not shaded.

2. There are _____ sixths in 1 whole.



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

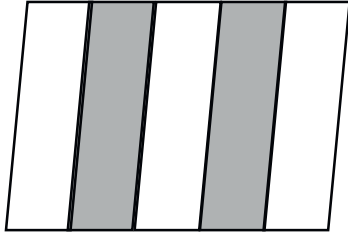


4. Justin mows part of his lawn. Then, his lawnmower runs out of gas. He has not mowed $\frac{9}{10}$ of the lawn.
What part of his lawn is mowed?

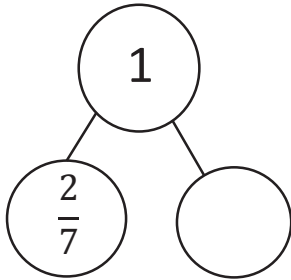
Name _____

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.



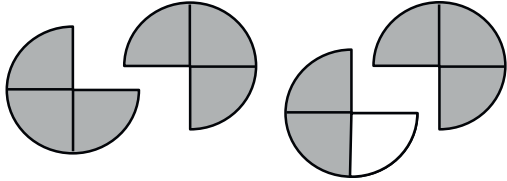
2. Complete the number bond. Draw a shape that has shaded and unshaded parts that match the completed number bond.



Name _____

Date _____

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

	Unit Fraction	Total Number of Units Shaded	Fraction Shaded
			

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

a. 4 thirds =

--	--

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

--	--	--

Name _____

Date _____

1. Each fraction strip is 1 whole. All the fraction strips are equal in length. Color 1 fractional unit in each strip. Then, circle the largest fraction and draw a star to the right of the smallest fraction.

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

2. Use $>$, $<$, or $=$ to compare.

a. 1 eighth



1 tenth

b. 1 whole




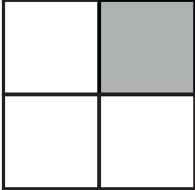
5 fifths

c. $\frac{1}{7}$  $\frac{1}{6}$

Name _____

Date _____

1. Fill in the blank with a fraction to make the statement true. Draw a matching model.

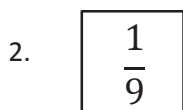
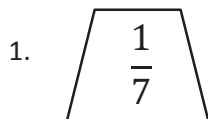
			
$\frac{1}{7}$ is less than <input style="width: 30px; height: 20px;" type="text"/>		$\frac{1}{4}$ is greater than <input style="width: 30px; height: 20px;" type="text"/>	

2. Tatiana ate $\frac{1}{2}$ of a small carrot. Louis ate $\frac{1}{4}$ of a large carrot. Who ate more? Use words and pictures to explain your answer.

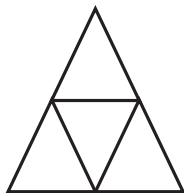
Name _____

Date _____

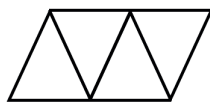
Each shape represents the unit fraction. Draw a picture representing a possible whole.



3. Aileen and Jack used the same triangle representing the unit fraction $\frac{1}{4}$ to create 1 whole. Who did it correctly? Explain your answer.



Aileen's
Drawing

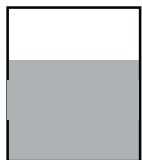


Jack's
Drawing

Name _____

Date _____

Ms. Silverstein asked the class to draw a model showing $\frac{2}{3}$ shaded. Karol and Deb drew the models below. Whose model is correct? Explain how you know.



Karol's
Diagram



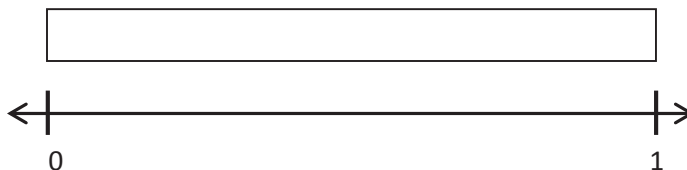
Deb's
Diagram

Name _____

Date _____

1. Draw a number bond for the fractional unit. Partition the fraction strip, and draw and label the fractions on the number line. Be sure to label the fractions at 0 and 1.

Sixths



2. Ms. Metcalf wants to share \$1 equally among 5 students. Draw a number bond and a number line to help explain your answer.

a. What fraction of a dollar will each student get?

b. How much money will each student get?

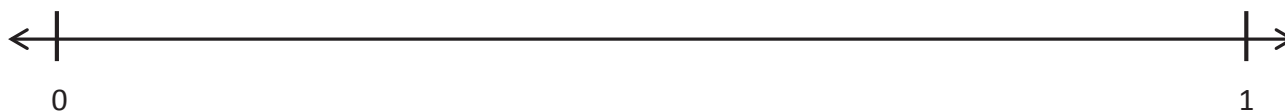
Name _____

Date _____

1. Estimate to label the given fraction on the number line. Be sure to label the fractions at 0 and 1. Write the fractions above the number line. Draw a number bond to match your number line.



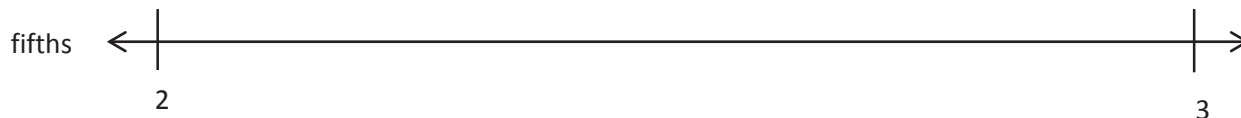
2. Partition the number line. Then, place each fraction on the number line: $\frac{3}{6}$, $\frac{1}{6}$, and $\frac{5}{6}$.



Name _____

Date _____

1. Estimate to equally partition and label the fractions on the number line. Label the wholes as fractions, and box them.



2. Draw a number line with endpoints 0 and 2. Label the wholes. Estimate to partition each whole into sixths, and label them. Box the fractions that are located at the same points as whole numbers.

Name _____

Date _____

1. Locate and label the following fractions on the number line.

$$\frac{7}{3}$$

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

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




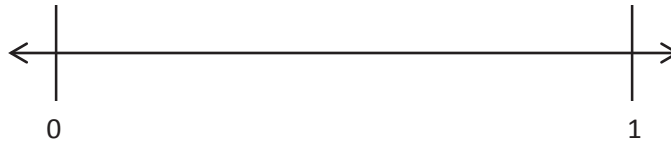
2. Katie bought 2 one-gallon bottles of juice for a party. Her guests drank $\frac{6}{4}$ gallons of juice. What fraction of a gallon of juice is left over? Draw a number line to show, and explain your answer.


Name _____

Date _____

Place the two fractions on the number line. Circle the fraction with the distance closest to 0. Then, compare using $>$, $<$, or $=$.

1. $\frac{3}{5}$  $\frac{1}{5}$



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

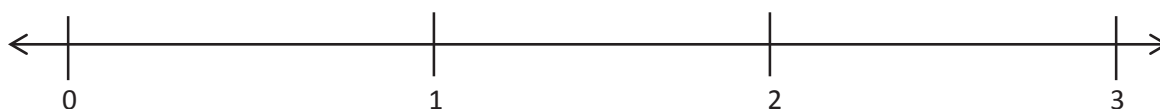


3. Mr. Brady draws a fraction on the board. Ken says it's $\frac{2}{3}$, and Dan said it's $\frac{3}{2}$. Do both of these fractions mean the same thing? If not, which fraction is larger? Draw a number line to model $\frac{2}{3}$ and $\frac{3}{2}$. Use words, pictures, and numbers to explain your comparison.

Name _____

Date _____

1. Divide the number line into the given fractional unit. Then, place the fractions. Write each whole as a fraction.

fourths $\frac{2}{4}$ $\frac{10}{4}$ $\frac{7}{4}$ 

2. Use the number line above to compare the following fractions using $>$, $<$, or $=$.

$$\frac{3}{4} \bigcirc \frac{5}{4}$$

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

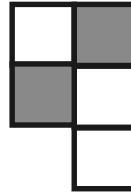
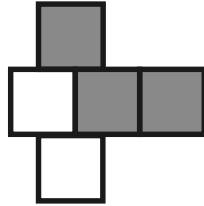
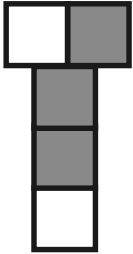
$$3 \bigcirc \frac{6}{4}$$

3. Use the number line from Problem 1. Which is larger: 2 wholes or $\frac{9}{4}$? Use words, pictures, and numbers to explain your answer.

Name _____

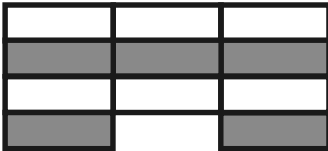
Date _____

1. Label what fraction of the figure is shaded. Then, circle the fractions that are equal.

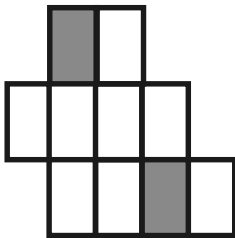


2. Label the shaded fraction. Draw 2 different representations of the same fractional amount.

a.



b.



Name _____

Date _____

Claire went home after school and told her mother that 1 whole is the same as $\frac{2}{2}$ and $\frac{6}{6}$. Her mother asked why, but Claire couldn't explain. Use a number line and words to help Claire show and explain why

$$1 = \frac{2}{2} = \frac{6}{6}$$

Name _____

Date _____

1. Draw and label two models that show equivalent fractions.

2. Draw a number line that proves your thinking about Problem 1.

Name _____

Date _____

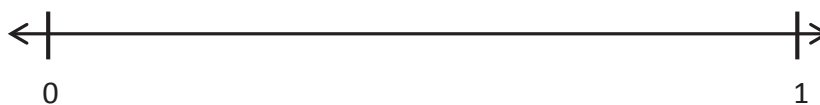
Henry and Maddie were in a pie-eating contest. The pies were cut either into thirds or sixths. Henry picked up a pie cut into sixths and ate $\frac{4}{6}$ of it in 1 minute. Maddie picked up a pie cut into thirds. What fraction of her pie does Maddie have to eat in 1 minute to tie with Henry? Draw a number line, and use words to explain your answer.

Name _____

Date _____

1. Complete the number bond as indicated by the fractional unit. Partition the number line into the given fractional unit, and label the fractions. Rename 0 and 1 as fractions of the given unit.

Fourths

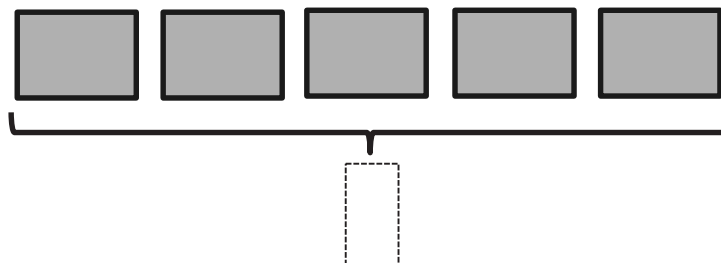
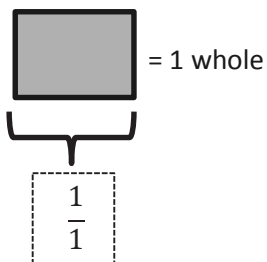


2. How many copies of $\frac{1}{4}$ does it take to make 1 whole? What's the fraction for 1 whole in this case? Use the number line or the number bond in Problem 1 to help you explain.

Name _____

Date _____

1. Label the model as a fraction inside the box.



2. Partition the wholes into thirds. Rename the fraction for 3 wholes. Use the number line and words to explain your answer.



Name _____

Date _____

Irene has 2 yards of fabric.

- Draw a number line to represent the total length of Irene’s fabric.
- Irene cuts her fabric into pieces of $\frac{1}{5}$ yard in length. Partition the number line to show her cuts.
- How many $\frac{1}{5}$ -yard pieces does she cut altogether? Use number bonds with copies of wholes to help you explain.

Name _____

Date _____

1. Solve.

2 thirds is equal to _____ twelfths.

$$\frac{2}{3} = \frac{\quad}{12}$$

2. Draw and label two models that show fractions equivalent to those in Problem 1.

3. Use words to explain why the two fractions in Problem 1 are equal.

Name _____

Date _____

1. Shade the models to compare the fractions.

2 thirds



2 eighths



Which is larger, 2 thirds or 2 eighths? Why? Use words to explain.

2. Draw a model for each fraction. Circle the smaller fraction.

3 sevenths

3 fourths

Name _____

Date _____

1. Complete the number sentence by writing $>$, $<$, or $=$.

$$\frac{3}{5} \text{ _____ } \frac{3}{9}$$

2. Draw 2 number lines with endpoints 0 and 1 to show each fraction in Problem 1. Use the number lines to explain how you know your comparison in Problem 1 is correct.