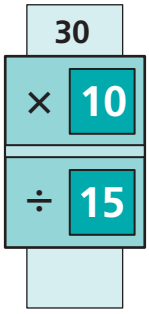
Chapter 4

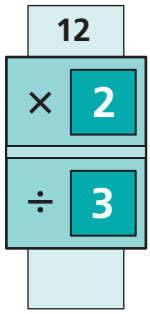
Name _____ Date _____

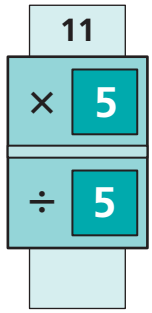
# Review/Assessment

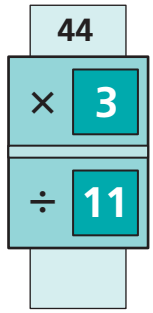
NCTM Standards 1, 2, 6, 7, 8, 9, 10

**Record the outputs.** Lessons 1 and 2

1. 


2. 


3. 


4. 


**Write a fraction equivalent to each. Draw dot sketches, if you wish.** Lessons 3 and 4

5. $\frac{3}{4} = \frac{\square}{\square}$

6. $\frac{2}{8} = \frac{\square}{\square}$

7. $\frac{2}{5} = \frac{\square}{\square}$

8. $\frac{8}{16} = \frac{\square}{\square}$

**Solve.** Lessons 5 and 6

9. Melinda uses a recipe that calls for $\frac{1}{2}$ cup of sugar, $\frac{3}{4}$ cup of flour, $\frac{1}{4}$ cup of nuts and $\frac{1}{3}$ cup of oil. List the ingredients in order from greatest to least amount.

_____

10. Drew ran $\frac{7}{8}$ of the route to the baseball field. Scott ran $\frac{4}{6}$ of the same route. Who was closer to the baseball field when he stopped running?

_____

**For each pair of fractions:** Lesson 6

- **Write an equivalent pair of fractions with a common denominator. Make dot sketches, if you wish.**
- **Write <, >, or = between the fractions.**

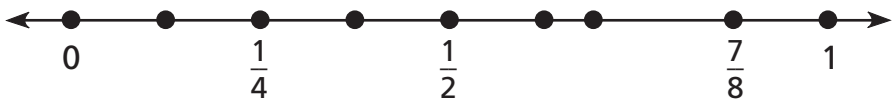
11. $\frac{4}{6}$ $\frac{3}{4}$

$\frac{\square}{\square}$ ◯ $\frac{\square}{\square}$

12. $\frac{2}{5}$ $\frac{1}{3}$

$\frac{\square}{\square}$ ◯ $\frac{\square}{\square}$

**For 13–15, write a fraction equivalent to each fraction labeled on the number line.** Lesson 7




13 _____ 14 _____ 15 _____

**Write the numbers at their locations on the number line.**

16 $1\frac{3}{4}$ 17 $\frac{7}{3}$ 18 $\frac{2}{8}$ 19 $3\frac{5}{10}$ 20 $\frac{12}{3}$ 21 $\frac{7}{4}$


**Write equivalent fractions. Write one in simplest form and circle it.** Lesson 9

22 23 24

$\frac{3}{6}$ = _____ = _____ = _____

25 26 27

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

**Solve the problem. Show your work.** Lesson 10

28 Maria was shopping for a jump rope. One store sold ropes that were $10\frac{3}{8}$ feet long and another had ropes that were $10\frac{1}{2}$ feet long. Which is longer?

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