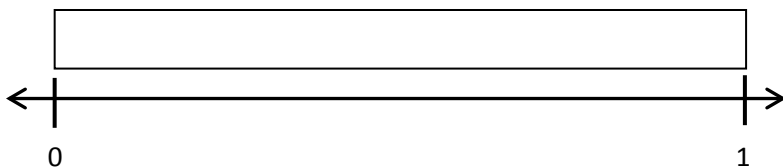
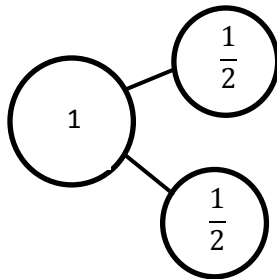


Name \_\_\_\_\_

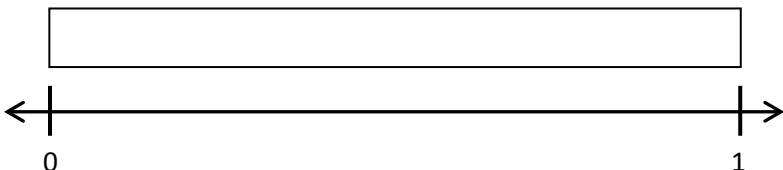
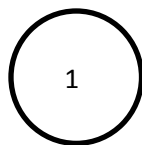
Date \_\_\_\_\_

1. Draw a number bond for each fractional unit. Partition the fraction strip to show the unit fractions of the number bond. Use the fraction strip to help you label the fractions on the number line. Be sure to label the fractions at 0 and 1.

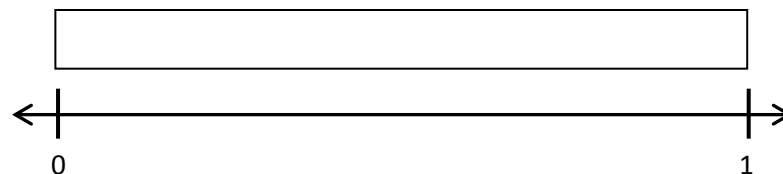
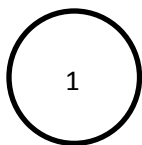
a. Halves



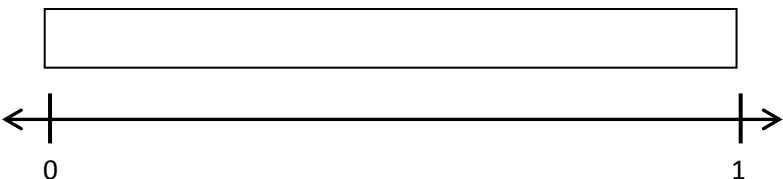
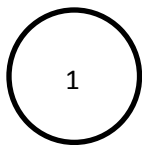
b. Thirds



c. Fourths



d. Fifths



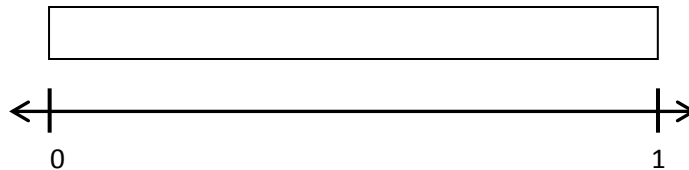
2. Trevor needs to let his puppy outside every quarter (1 fourth) hour to potty train him. Draw and label a number line from 0 hours to 1 hour to show every 1 fourth hour. Include 0 fourths and 4 fourths hour. Label 0 hours and 1 hour, too.
3. A ribbon is 1 meter long. Mrs. Lee wants to sew a bead every  $\frac{1}{5}$  meter. The first bead is at  $\frac{1}{5}$  meter. The last bead is at 1 meter. Draw and label a number line from 0 meters to 1 meter to show where Mrs. Lee will sew beads. Label all the fractions, including 0 fifths and 5 fifths. Label 0 meters and 1 meter, too.

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



Draw number bonds and a number line to help explain Problem 2.

2. Ms. Metcalf wants to share \$1 equally between 5 students.

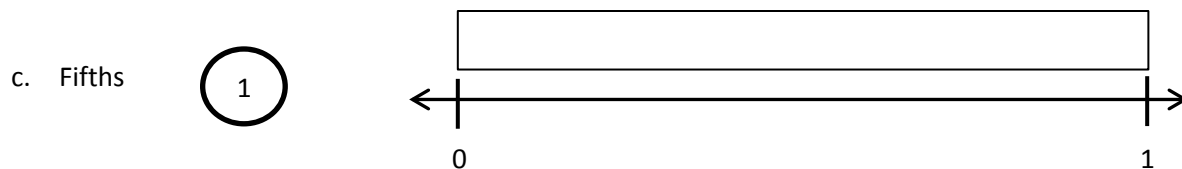
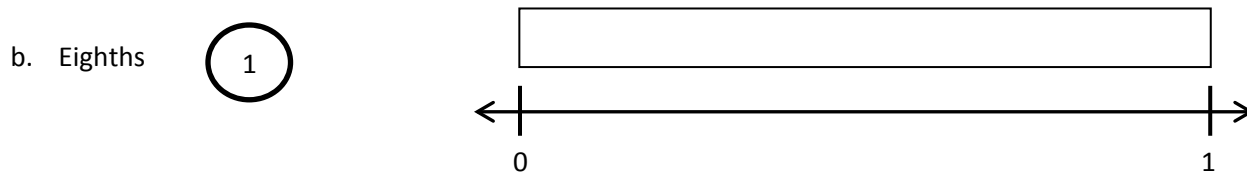
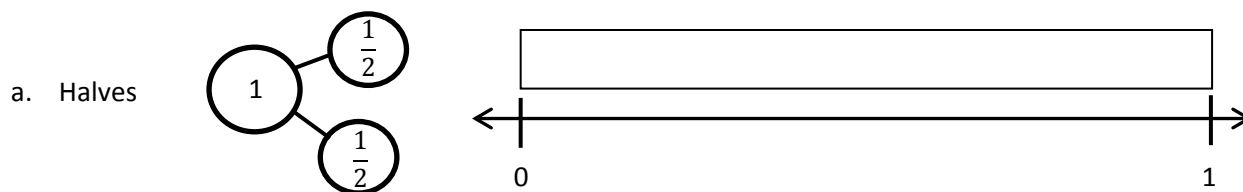
a. What fraction of a dollar will each student get?

b. How much money will each student get?

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Draw a number bond for each fractional unit. Partition the fraction strip to show the unit fractions of the number bond. Use the fraction strip to help you label the fractions on the number line. Be sure to label the fractions at 0 and 1.

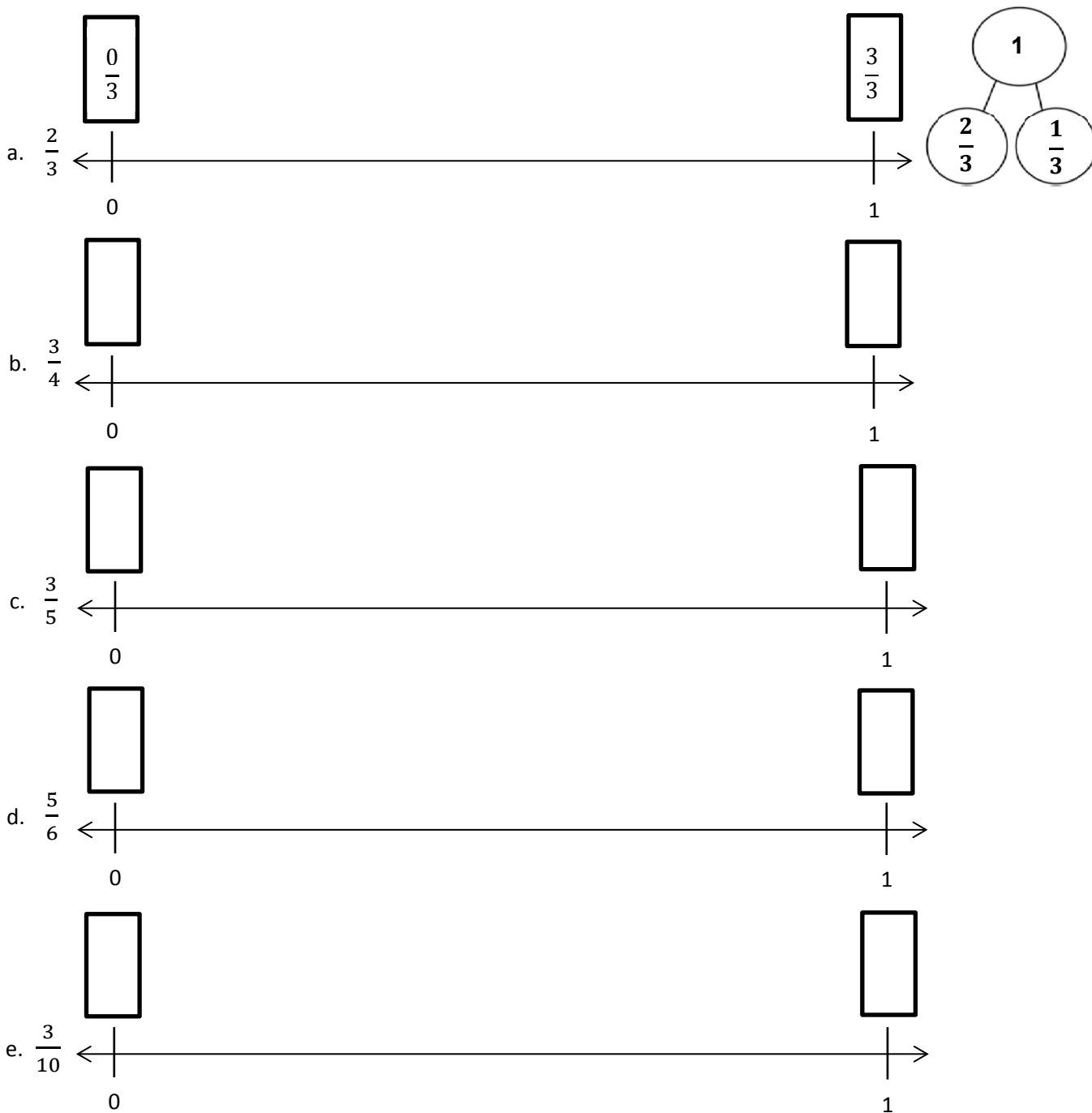


2. Carter needs to wrap 7 presents. He lays the ribbon out flat and says, “If I make 6 equally spaced cuts, I’ll have just enough pieces. I can use 1 piece for each package, and I won’t have any pieces left over.” Does he have enough pieces to wrap all the presents?
3. Mrs. Rivera is planting flowers in her 1-meter long rectangular plant box. She divides the plant box into sections  $\frac{1}{9}$  meter in length, and plants 1 seed in each section. Draw and label a fraction strip representing the plant box from 0 meters to 1 meter. Represent each section where Mrs. Rivera will plant a seed. Label all the fractions.
- a. How many seeds will she be able to plant in 1 plant box?
- b. How many seeds will she be able to plant in 4 plant boxes?
- c. Draw a number line below your fraction strip and mark all the fractions.

Name \_\_\_\_\_

Date \_\_\_\_\_

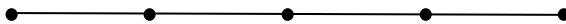
1. Estimate to label the given fractions on the number line. Be sure to label the fractions at 0 and 1. Write the fractions above the number line. Draw a number bond to match your number line.



2. Draw a number line. Use a fraction strip to locate 0 and 1. Fold the strip to make 8 equal parts. Use the strip to measure and label your number line with eighths.

Count up from 0 eighths to 8 eighths on your number line. Touch each number with your finger as you count.

3. For his boat, James stretched out a rope with 5 equally spaced knots as shown.



- a. Starting at the first knot and ending at the last knot, how many equal parts are formed by the 5 knots? Label each fraction at the knot.
- b. What fraction of the rope is labeled at the third knot?
- c. What if the rope had 6 equally spaced knots along the same length? What fraction of the rope would be measured by the first 2 knots?

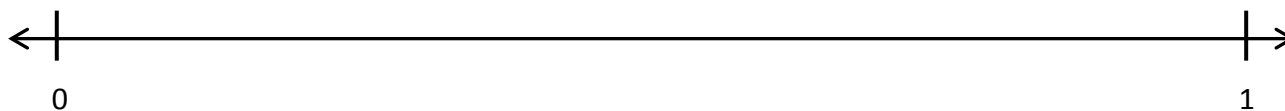
Name \_\_\_\_\_

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.



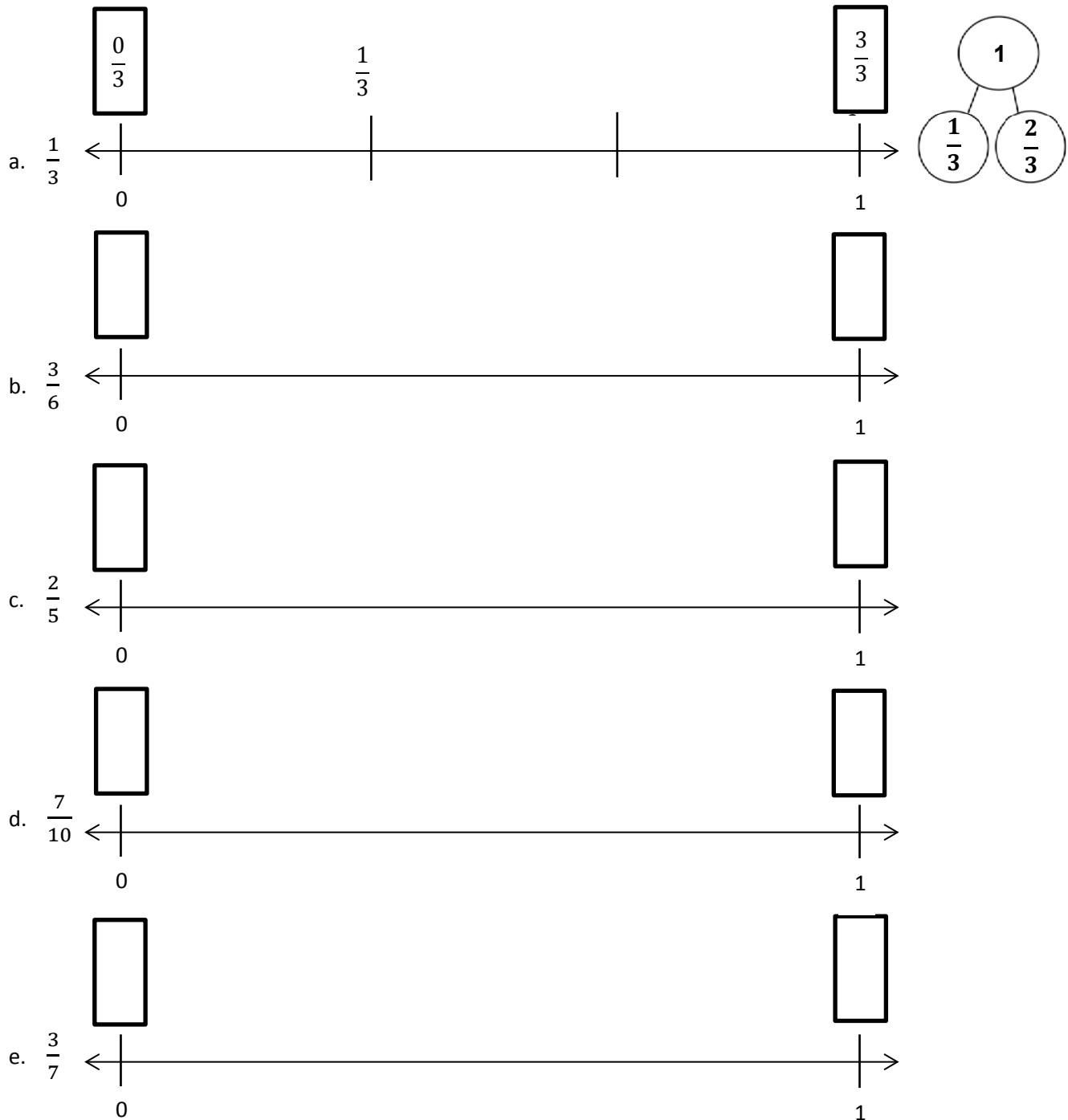
2. Partition the number line. Then, place each fraction on the number line:  $\frac{3}{6}$ ,  $\frac{1}{6}$ , and  $\frac{5}{6}$ .



Name \_\_\_\_\_

Date \_\_\_\_\_

1. Estimate to label the given fractions 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. The first one is done for you.



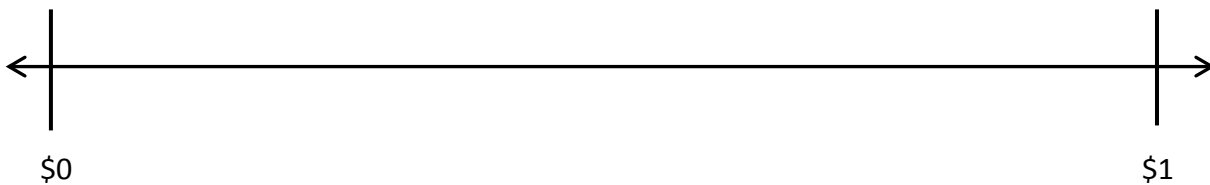
2. Henry has 5 dimes. Ben has 9 dimes. Tina has 2 dimes.
- a. Write the value of each person's money as a fraction of a dollar:

Henry:

Ben:

Tina:

- b. Estimate to place each fraction on the number line.

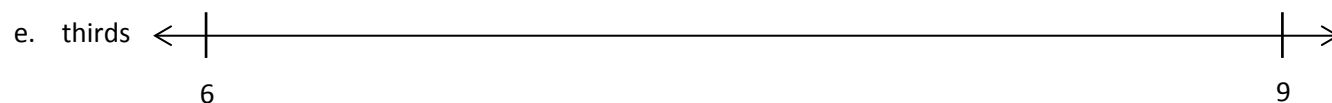
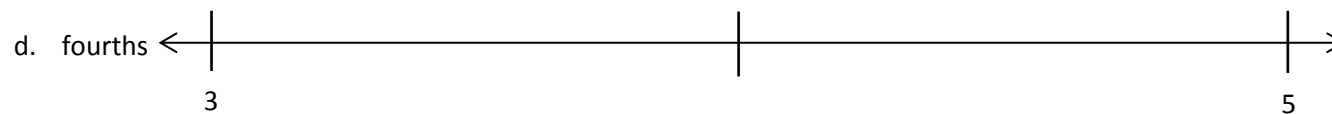
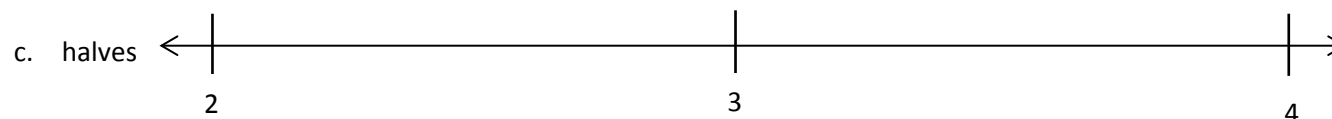
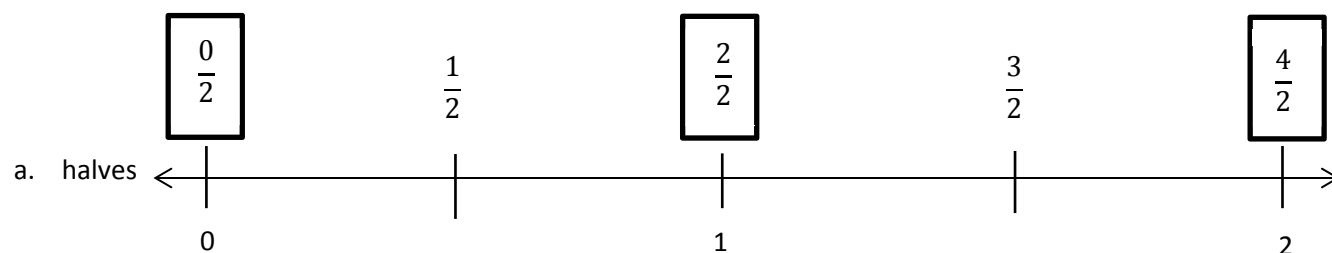


3. Draw a number line. Use a fraction strip to locate 0 and 1. Fold the strip to make 8 equal parts.
- a. Use the strip to measure and label your number line with eighths.
- b. Count up from 0 eighths to 8 eighths on your number line. Touch each number with your finger as you count.

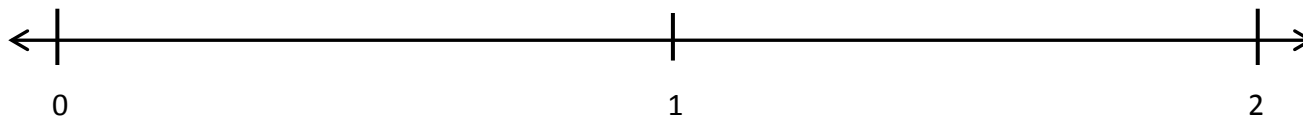
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Date \_\_\_\_\_

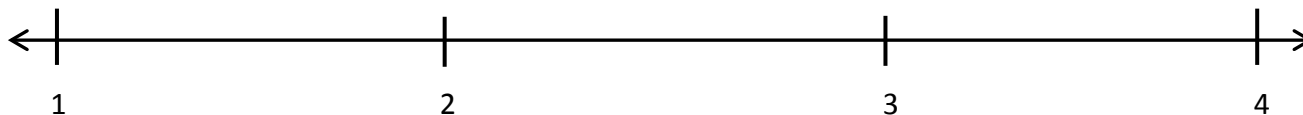
1. Estimate to equally partition and label the fractions on the number line. Label the wholes as fractions and box them. The first one is done for you.



2. Partition each whole into fifths. Label each fraction. Count up as you go. Box the fractions that are located at the same points as whole numbers.



3. Partition each whole into thirds. Label each fraction. Count up as you go. Box the fractions that are located at the same points as whole numbers.

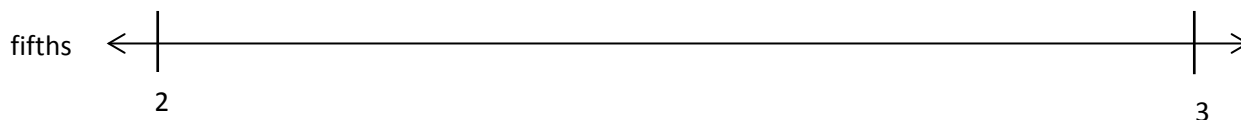


4. Draw a number line with endpoints 0 and 3. Label the wholes. Partition each whole into fourths. Label all the fractions from 0 to 3. Box the fractions that are located at the same points as whole numbers. Use a separate paper if you need more space.

Name \_\_\_\_\_

Date \_\_\_\_\_

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

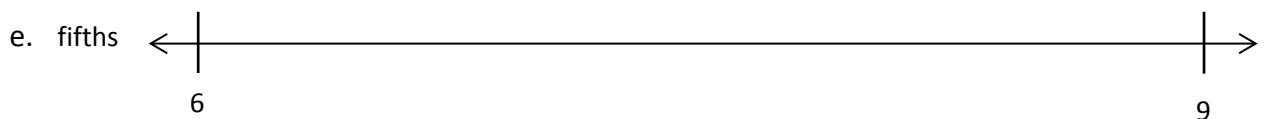
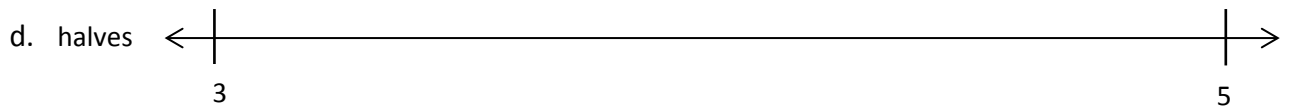
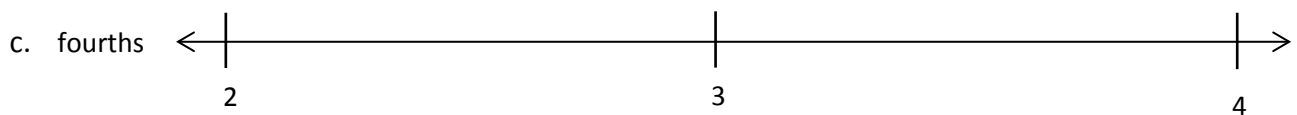
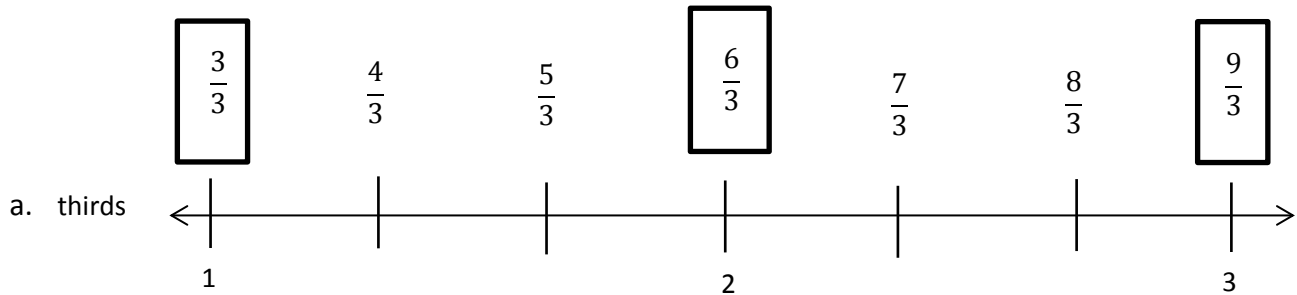


2. Draw a number line with endpoints 0 and 2. Label the wholes. Estimate to partition each whole into sixths and label them. Box the fractions that are located at the same points as whole numbers.

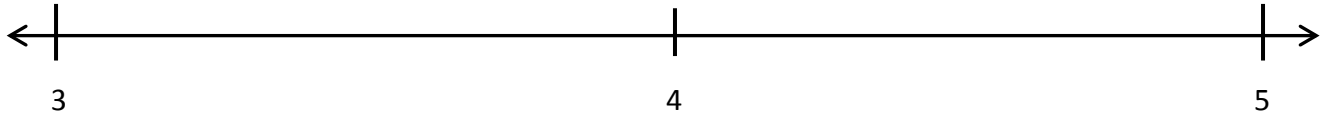
Name \_\_\_\_\_

Date \_\_\_\_\_

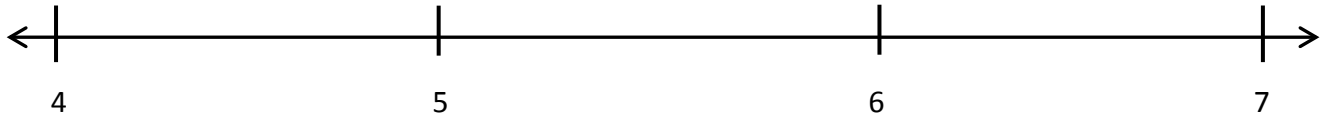
1. Estimate to equally partition and label the fractions on the number line. Label the wholes as fractions and box them. The first one is done for you.



2. Partition each whole into sixths. Label each fraction. Count up as you go. Box the fractions that are located at the same points as whole numbers.



3. Partition each whole into halves. Label each fraction. Count up as you go. Box the fractions that are located at the same points as whole numbers.



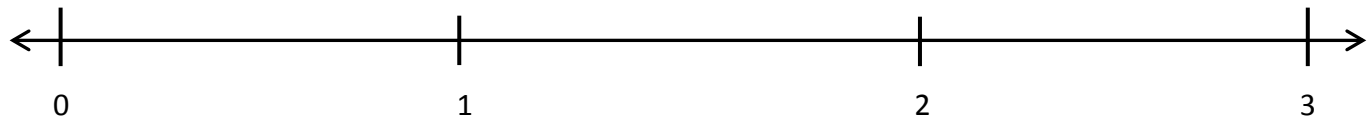
4. Draw a number line with endpoints 0 and 3. Label the wholes. Partition each whole into fifths. Label all the fractions from 0 to 3. Box the fractions that are located at the same points as whole numbers. Use a separate paper if you need more space.

Name \_\_\_\_\_

Date \_\_\_\_\_

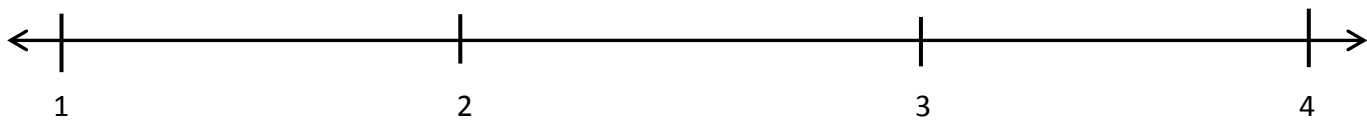
1. Locate and label the following fractions on the number line.

$$\frac{0}{6} \qquad \frac{6}{6} \qquad \frac{12}{6} \qquad \frac{3}{6} \qquad \frac{9}{6}$$



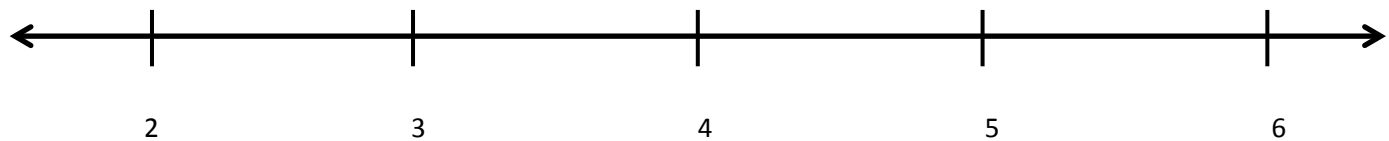
2. Locate and label the following fractions on the number line.

$$\frac{8}{4} \qquad \frac{6}{4} \qquad \frac{12}{4} \qquad \frac{16}{4} \qquad \frac{4}{4}$$



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

$$\frac{18}{3} \qquad \frac{14}{3} \qquad \frac{9}{3} \qquad \frac{11}{3} \qquad \frac{6}{3}$$



4. For a measurement project in math class, students measured the lengths of their pinky fingers. Alex's measured 2 inches long. Jerimiah's pinky finger was  $\frac{7}{4}$  inches long. Whose finger is longer? Draw a number line to help prove your answer.
5. Marcy ran 4 kilometers after school. She stopped to tie her shoelace at  $\frac{7}{5}$  kilometers. Then, she stopped to switch songs on her iPod at  $\frac{12}{5}$  kilometers. Draw a number line showing Marcy's run. Include her starting and finishing points and the 2 places where she stopped.

Name \_\_\_\_\_

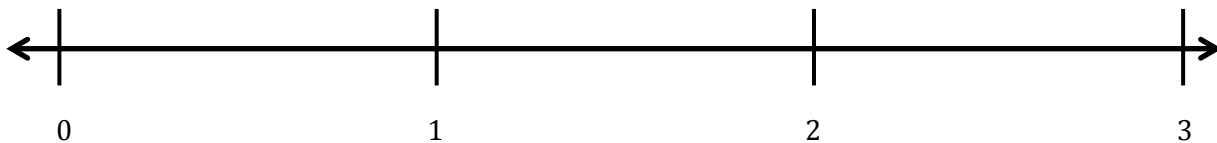
Date \_\_\_\_\_

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

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

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

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

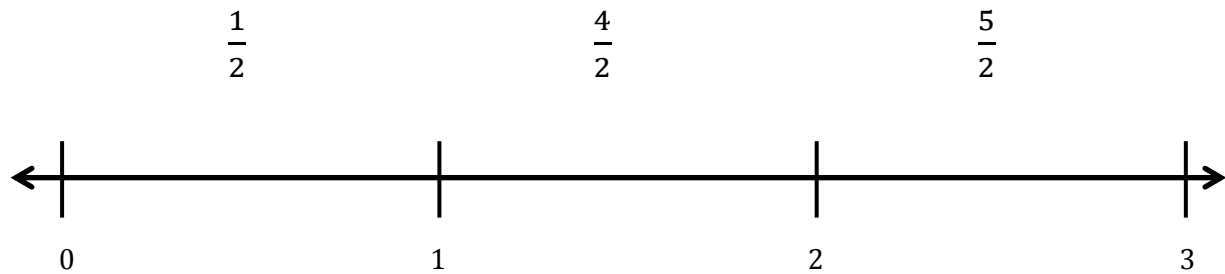


2. Katie bought 2 one-gallon bottles of juice for a party. Her guests drank  $\frac{6}{4}$  gallons of juice. What fraction of juice didn't they drink? Draw a number line to show and explain your answer.

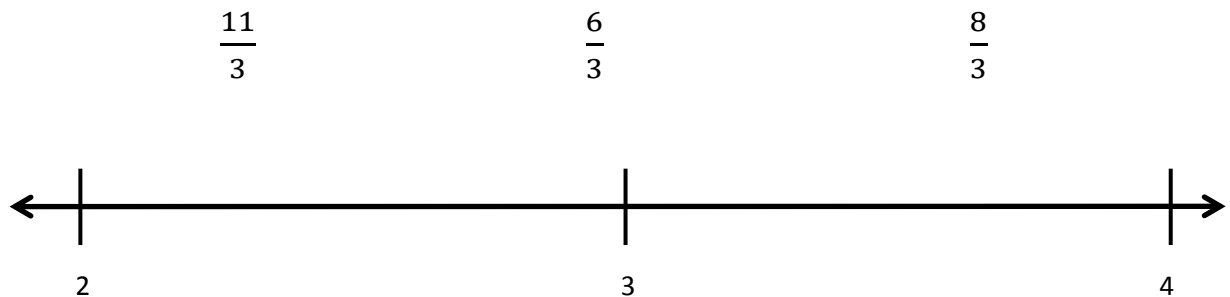
Name \_\_\_\_\_

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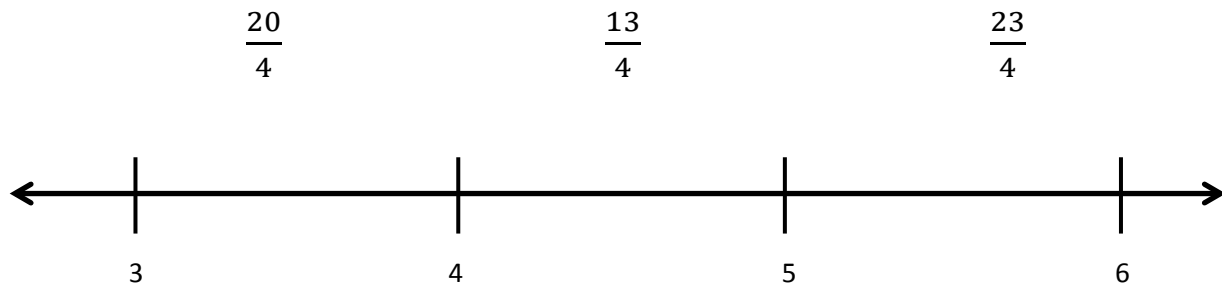
1. Locate and label the following fractions on the number line.



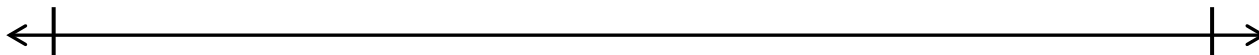
2. Locate and label the following fractions on the number line.



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



4. Wayne went on a 4-kilometer hike. He took a break at  $\frac{4}{3}$  kilometers. He took a drink of water at  $\frac{10}{3}$  kilometers. Show Wayne's hike on the number line. Include his starting and finishing place and the 2 points where he stopped.



5. Ali wants to buy a piano. The piano measures  $\frac{19}{4}$  feet long. She has a space 5 feet long for the piano in her house. Does she have enough room? Draw a number line to show and explain your answer.

