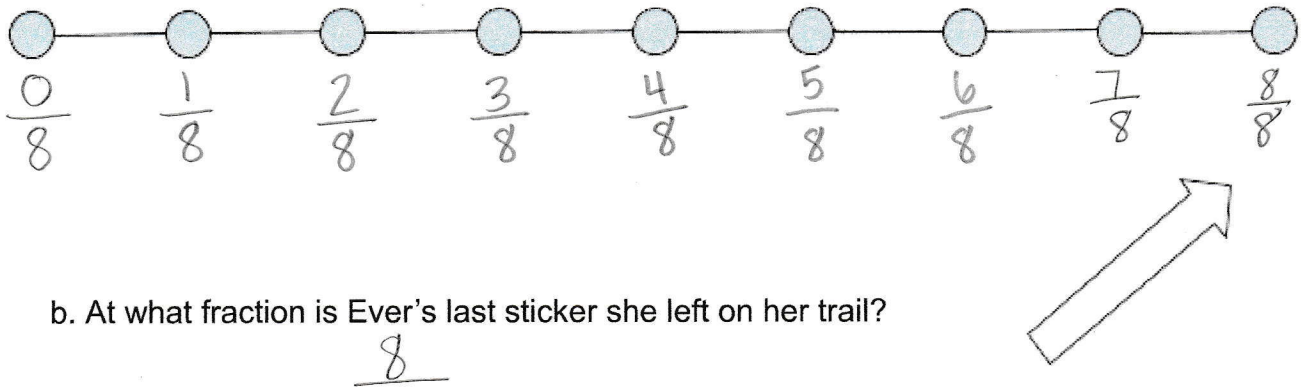
Name Answer Key Number _____ Date _____

End-of-Module 5 Review

1. Ever was going on a walk and wanted to leave a trail on the road for her friends to find her. Ever decided to put 9 equally spaced stickers on a straight-lined road so her friend could find her by following her trail. The whole length is from the first sticker to the last sticker.

   a. On the illustration below, label the fraction of the road's length where each sticker is located.



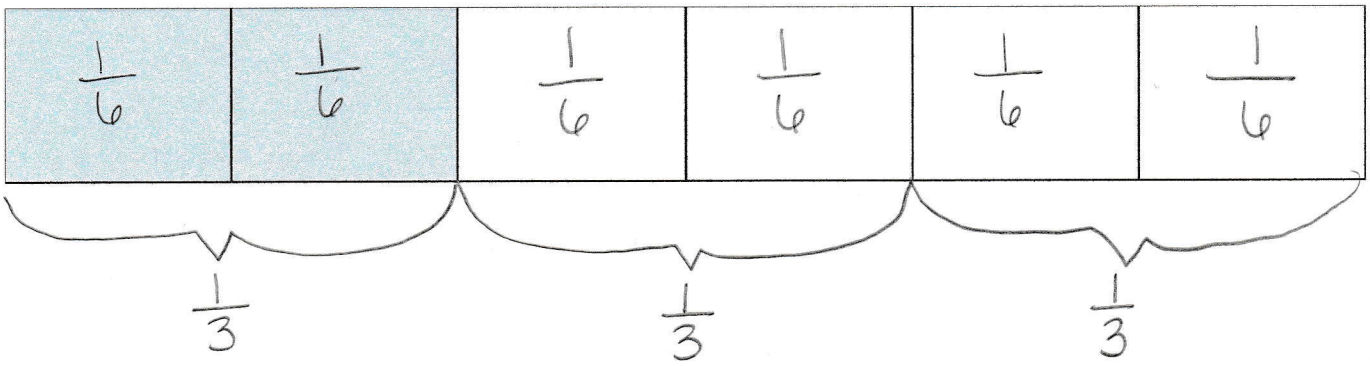
   b. At what fraction is Ever's last sticker she left on her trail?

   $\frac{8}{8}$

   c. Write two fractions that are equivalent to your answer for (b)

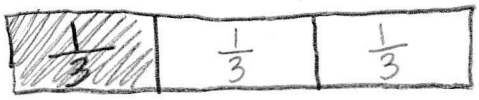
   $\frac{8}{8} = \frac{9}{9}$ $\frac{8}{8} = \frac{6}{6}$ (Any answer that is equivalent to 1 whole)

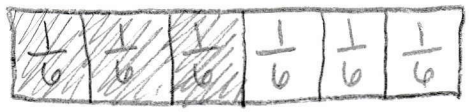
2. Mrs. Bower used the diagram below to show her class how to find a fraction equal to 2/6. Explain what Mrs. Bower might have said and done using **words, pictures, and numbers.**



I made each 2/6 into 3 larger parts. So then it wasn't 2/6 anymore, it was a third too! I can see that for each 2/6 I can combine to make a third. So 2/6 = 1/3.

3. Karthika and Rylan have the exact same Valentine's day chocolate bar. Karthika has eaten 1/3 of her chocolate bar. Rylan has eaten 3/6 of his chocolate bar. Who has eaten more? Explain your answer using **words, pictures, and numbers.**

Karthika 

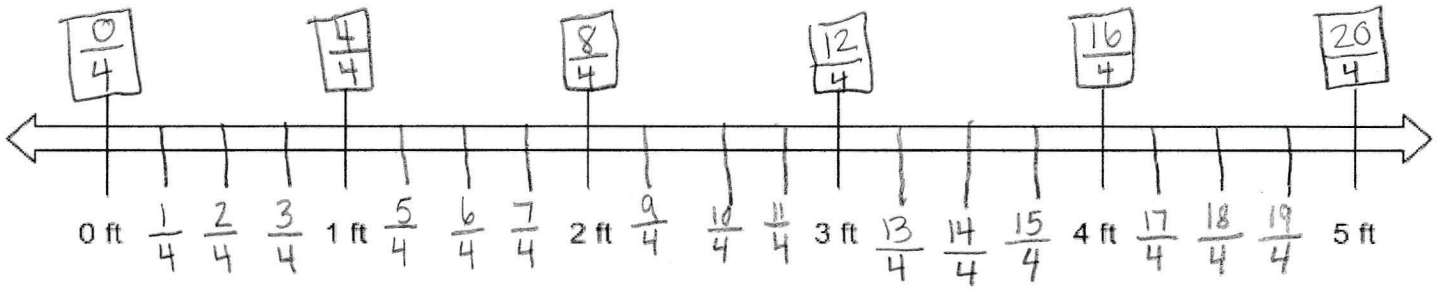
Rylan 

$\frac{3}{6} > \frac{1}{3}$

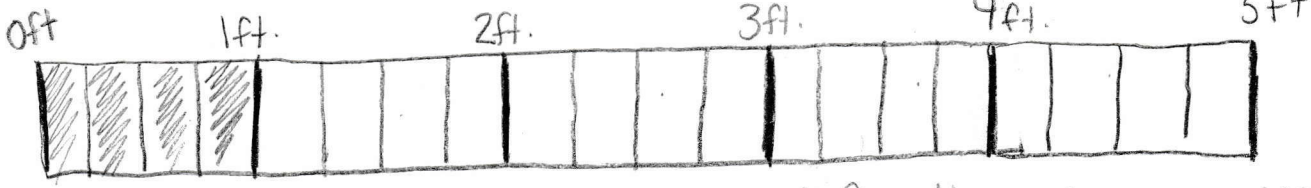
Rylan ate more because his pieces are larger than Karthika's.

4. Darius has a rope that is 5 feet in length.

a. Label the number line to show how Darius might cut his rope into pieces ¼ foot in length. Label every fraction on the number line, including renaming the **<u>whole numbers.</u>**

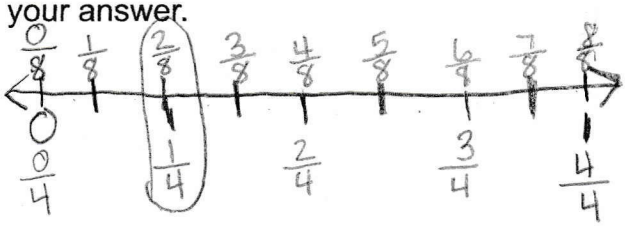


b. Darius decided to cut his rope into pieces that are ¼ feet in length. Darius, Jeremy, Grace, and Nika all take one piece of rope to use for a science project. What fraction of the whole rope was used for the science project? *Draw* and *partition* a **tape diagram.** Also *explain* using words *or* numbers.



$\frac{4}{4}$ of the whole rope was used for the science project. They used 1 foot of 5 feet. Or you can say they had $\frac{4}{20}$ of the rope was used since there are 20 pieces and they used 4.

c. Jeremy cut his fourth of the rope piece into 2 equal parts. Nika says that 1 fourth is the same as 3 eighths. Do you agree? Why or why not? Use **pictures, words, and numbers** to *explain* your answer.



I would disagree. When I draw a number line with fourths and eighths, $\frac{1}{4}$ is not at the same place as $\frac{3}{8}$. That means they are not equal