

NAME \_\_\_\_\_

DATE \_\_\_\_\_



## Frankie's Fractions & Decimals page 1 of 2

Solve the following problems. Use numbers, words, or labeled sketches to show your thinking.

- 1** Frankie's dad made scrambled eggs for the family's breakfast. He started with a full carton of 12 eggs. He used 8 of the eggs. What fraction of the carton of eggs did he use? Write at least two equivalent fractions.

- 2** Frankie found a quarter on the sidewalk.

**a** What fraction of a dollar did Frankie find? Write at least two equivalent fractions.

**b** Write the amount of money Frankie found as a decimal. \_\_\_\_\_

- 3** Frankie ate  $\frac{3}{8}$  of a granola bar. Her friend Pablo ate  $\frac{4}{8}$  of the granola bar.

**a** What fraction of the granola bar did they eat in all?

**b** How much of the granola bar is left?

- 4** Write each fraction as an equivalent fraction with 100 in the denominator.

**ex**  $\frac{4}{10} = \frac{40}{100}$       $\frac{2}{10} = \underline{\hspace{2cm}}$       $\frac{6}{10} = \underline{\hspace{2cm}}$       $\frac{9}{10} = \underline{\hspace{2cm}}$       $\frac{5}{10} = \underline{\hspace{2cm}}$

- 5** Add or subtract.

**a**  $1\frac{2}{4} + 3\frac{2}{4} = \underline{\hspace{2cm}}$

**b**  $\frac{1}{5} + \underline{\hspace{2cm}} = \frac{3}{5}$

**c**  $\frac{4}{10} + \frac{23}{100} = \underline{\hspace{2cm}}$

**d**  $\frac{50}{100} - \frac{2}{10} = \underline{\hspace{2cm}}$

**e**  $\frac{10}{12} - \underline{\hspace{2cm}} = \frac{4}{12}$

**f**  $\frac{75}{100} - \frac{5}{10} = \underline{\hspace{2cm}}$

(continued on next page)

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**6** Frankie wrote this equation on her paper during math class:  $1\frac{2}{3} = \frac{3}{3} + \frac{2}{3}$ .

**a** Is Frankie's equation true? \_\_\_\_\_

**b** Write 3 more equations for  $1\frac{2}{3}$  that are all true and all different. Use only fractions with a denominator of 3 in your equations.

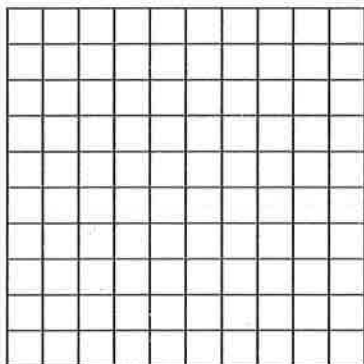
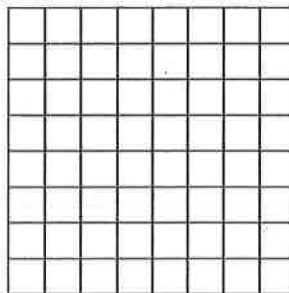
$$1\frac{2}{3} = \underline{\hspace{10cm}}$$

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**7** Frankie's teacher asked each of the students to cut a square of grid paper any size they wanted. Frankie cut out a  $10 \times 10$  grid, and her friend Lori cut out a  $8 \times 8$  grid. Then the teacher said, "Each grid you cut, no matter what size, has a value of 1. Please shade in exactly  $\frac{1}{4}$  of your grid."

**a** Here are the grids Frankie and Lori cut out. Shade in exactly  $\frac{1}{4}$  of each grid.

Frankie's  $10 \times 10$  gridLori's  $8 \times 8$  grid

**b** How many little squares did you shade in on Frankie's grid? \_\_\_\_\_

How many little squares did you shade in on Lori's grid? \_\_\_\_\_

**c** Why did you need to shade in a different number of squares on each grid, even though you shaded in one-fourth on both of them?