
NAME

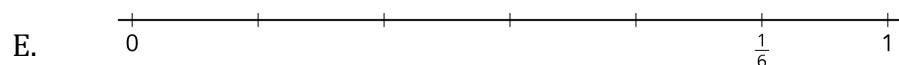
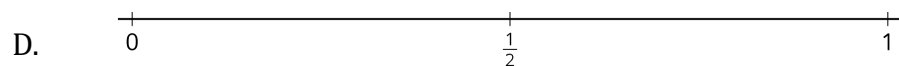
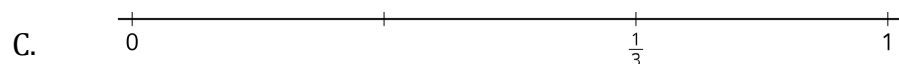
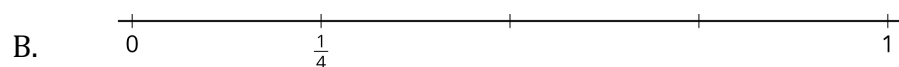
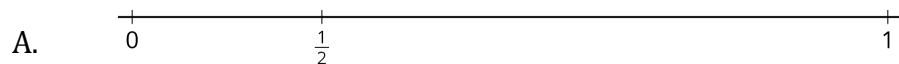
DATE

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Grade 3, Unit 5, Section B: Additional Practice Problems

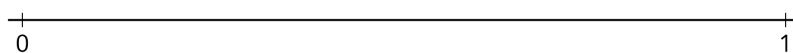
1. Which fraction is located and labeled correctly on the number line?

Select **all** that apply.

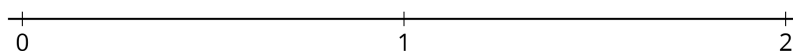


(From Unit 5, Lesson 5.)

2. a. Locate and label the fraction $\frac{1}{6}$ on the number line.



b. Locate and label the fraction $\frac{1}{4}$ on the number line.



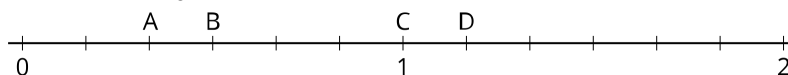
(From Unit 5, Lesson 6.)

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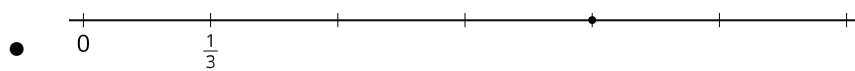
3. Which letter shows where $\frac{3}{6}$ is located?



- A
- B
- C
- D

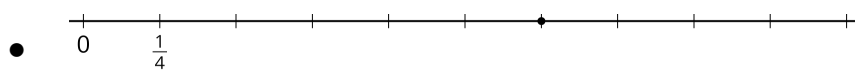
(From Unit 5, Lesson 7.)

4. Select true or false to show whether the point on each number line correctly shows the given fraction.



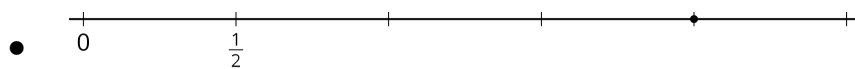
True

False



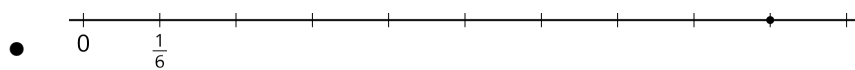
True

False



True

False



True

False

(From Unit 5, Lesson 8.)

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5. Locate and label 1 on each number line.

a.



b.

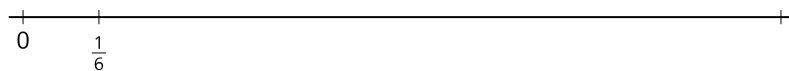


(From Unit 5, Lesson 9.)

6. EXPLORATION

Two students are talking about how to locate 1 on a number line. Clare says that the first number line would be easiest to locate 1 on. Diego says that the second number line would be easiest to locate 1 on. What do you think is each of their reasonings? Explain.

Clare's Number Line



Diego's Number Line

