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Grade 4, Unit 3, Section B: Additional Practice Problems

1. Use different combinations of sixths to make each sum.

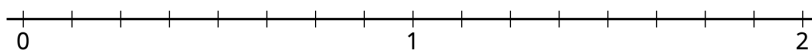
Put a ✓ in each row to match the correct sum.

Expression		$\frac{7}{6}$	$\frac{9}{6}$	$\frac{4}{6}$
a.	$\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6}$			
b.	$\frac{2}{6} + \frac{2}{6} + \frac{2}{6} + \frac{1}{6}$			
c.	$\frac{2}{6} + \frac{2}{6}$			
d.	$\frac{4}{6} + \frac{2}{6} + \frac{1}{6}$			
e.	$\frac{1}{6} + \frac{1}{6} + \frac{5}{6}$			
f.	$\frac{3}{6} + \frac{3}{6} + \frac{2}{6} + \frac{1}{6}$			

(From Unit 3, Lesson 7.)

2. a. Use the number line to represent the expression

$$\frac{4}{8} + \frac{5}{8}$$



b. Find the sum.

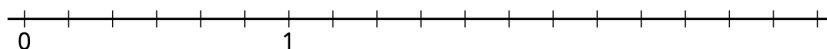
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c. Use the number line to represent the expression

$$2\frac{1}{6} + \frac{1}{6}$$



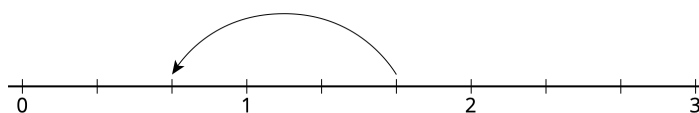
d. Find the sum.

(From Unit 3, Lesson 8.)

3. Match each number line to the difference it represents.

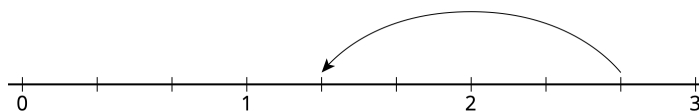
a. $\frac{8}{3} - \frac{4}{3}$

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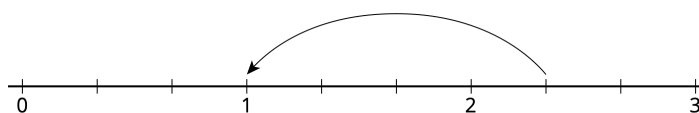
b. $2\frac{1}{3} - \frac{4}{3}$

•



c. $\frac{5}{3} - \frac{3}{3}$

•



(From Unit 3, Lesson 9.)

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4. Find the value of each difference.

a. $5 - \frac{12}{7} =$

b. $4 - \frac{15}{7} =$

c. $2 - \frac{9}{7} =$

(From Unit 3, Lesson 10.)

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5. Mia is painting a fence that is 1625 meters long. In the morning, she painted 245 meters of the fence. How can Mia figure out how much more she has left to paint?

Select **all** the decompositions that Mia could use to solve the problem.

A.

$16\frac{2}{5} - 2\frac{4}{5}$	
first number	second number
$16 + \frac{2}{3}$	$2 + \frac{4}{5}$

D.

$16\frac{2}{5} - 2\frac{4}{5}$	
first number	second number
$16 + \frac{2}{5}$	$2 + \frac{14}{5}$

B.

$16\frac{2}{5} - 2\frac{4}{5}$	
first number	second number
$15 + \frac{5}{5} + \frac{2}{5}$	$2 + \frac{4}{5}$

E.

$16\frac{2}{5} - 2\frac{4}{5}$	
first number	second number
$16 + \frac{2}{5}$	$1 + \frac{4}{5}$

C.

$16\frac{2}{5} - 2\frac{4}{5}$	
first number	second number
$15 + \frac{7}{5}$	$2 + \frac{4}{5}$

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(From Unit 3, Lesson 11.)

6. a. Find the missing number that would make the equation true. Show or explain your reasoning.

$$4\frac{2}{3} - \underline{\hspace{2cm}} = 2\frac{1}{3}$$

- b. Find the missing number that would make the equation true. Show or explain your reasoning.

$$6 - 3\frac{4}{5} = \underline{\hspace{2cm}}$$

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c. Find the missing number that would make the equation true. Show or explain your reasoning.

$$\underline{\hspace{2cm}} + \frac{2}{4} = 8\frac{1}{4}$$

d. Find the missing number that would make the equation true. Show or explain your reasoning.

$$\frac{3}{7} + \frac{6}{7}$$

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(From Unit 3, Lesson 12.)

7. Choose if it is helpful to decompose a number to find the value of the expression or if it is not helpful to decompose.

Expression	Not helpful to decompose	Helpful to decompose
a. $\frac{14}{5} - \frac{6}{5}$		
b. $\frac{1}{8} + \frac{4}{8}$		
c. $6\frac{2}{3} + \frac{2}{3}$		
d. $4 - \frac{7}{9}$		
e. $2\frac{4}{12} - \frac{5}{12}$		
f. $1\frac{3}{10} + \frac{5}{10}$		
g. $8 - 3\frac{2}{3}$		
h. $5\frac{6}{100} + 1\frac{45}{100}$		
i. $\frac{24}{6} - 2\frac{3}{6}$		
j. $\frac{77}{10} + 9\frac{9}{10}$		

Choose one of the problems you said would be helpful to decompose and show how you would find the sum or difference.

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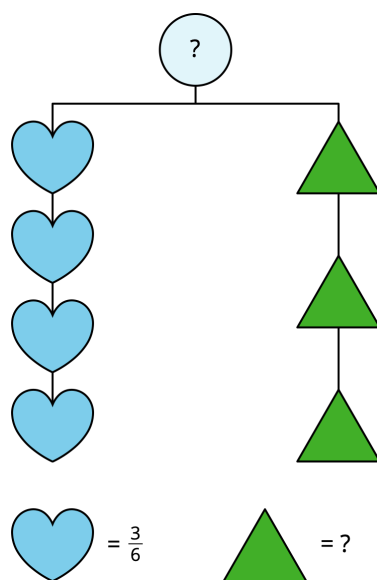
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Choose one of the problems you said would not be helpful to decompose and show how you would find the sum or difference.

(From Unit 3, Lesson 12.)

8. EXPLORATION

- a. Complete the fraction mobile so that the mobile is balanced.



- b. Draw your own fraction mobile using two different fractions.