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

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

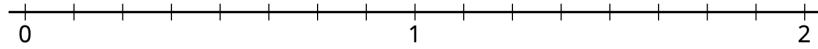
Put a \checkmark in each row to match the correct sum.

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.

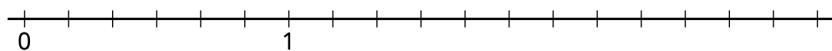
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c. Use the number line to represent the expression

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



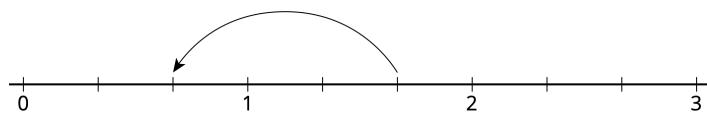
d. Find the sum.

(From Unit 3, Lesson 8.)

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

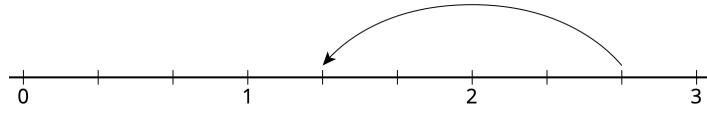
a. $\frac{8}{3} - \frac{4}{3}$

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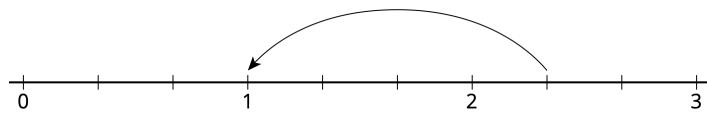
b.
 $2\frac{1}{3} - \frac{4}{3}$

•



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.

$$\frac{3}{7} + \underline{\hspace{2cm}} = \frac{6}{7}$$

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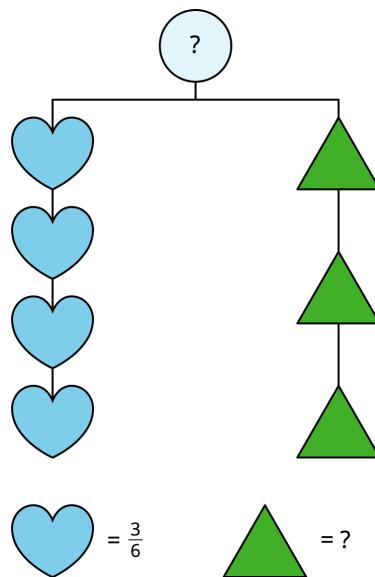
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Choose one of the problems you said would not be helpful to decompose and show how you would find the sum or difference.

(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.