Learning Target: I will identify fractions and their parts.

1. Which fraction has a denominator of 6 and a numerator of 4?
   - $\frac{4}{10}$
   - $\frac{6}{10}$
   - $\frac{6}{4}$
   - $\frac{4}{6}$

2. Each section of the square below is the same size. What fractional part of the square appears to be shaded?
   - $\frac{4}{9}$
   - $\frac{5}{9}$
   - $\frac{4}{5}$
   - $\frac{5}{4}$

3. Which diagram appears to show fractional parts of $\frac{1}{2}$?
   - Square with one section shaded
   - Triangle with diagonal line
   - Triangle with line splitting it into equal parts
   - Circle with one half shaded
Name______________________________  Date________

Learning Target:  I will identify fractions and their parts.

1. Which fraction has a denominator of 7 and a numerator of 5?
   - \( \frac{7}{5} \)
   - \( \frac{5}{7} \)
   - \( \frac{5}{12} \)
   - \( \frac{7}{12} \)

2. Each section of the rectangle below is the same size. What fractional part of the rectangle appears to be shaded?
   - \( \frac{5}{8} \)
   - \( \frac{3}{5} \)
   - \( \frac{3}{8} \)
   - \( \frac{5}{3} \)

3. Which diagram appears to show fractional parts of \( \frac{1}{4} \)?
   - Triangle
   - Square
   - Circle
   - Triangle
Learning Target: I will identify fractions and their parts.

1. Which fraction has a denominator of 2 and a numerator of 3?

2. Each section of the rectangle below is the same size. What fractional part of the rectangle appears to be shaded?

3. Which diagram appears to show fractional parts of $\frac{1}{3}$?
Quick Check – Form A
Readiness Standard 1 - 3.NF.1

Name______________________________ Date________

Learning Target: I will identify fractions and their parts.

Directions: Choose the answer to each question. (Work time: 4 minutes)

1. Which fraction has a numerator of 5 and a denominator of 7?
   
   ○ \( \frac{5}{2} \)  ○ \( \frac{2}{5} \)  ○ \( \frac{5}{7} \)  ○ \( \frac{7}{5} \)

2. Which fraction has a denominator of 7 and a numerator of 3?
   
   ○ \( \frac{3}{8} \)  ○ \( \frac{7}{3} \)  ○ \( \frac{2}{7} \)  ○ \( \frac{3}{7} \)

3. Each section of the rectangle below is the same size. What fractional part of the rectangle appears to be shaded?

   
   ○ \( \frac{2}{6} \)  ○ \( \frac{6}{2} \)  ○ \( \frac{6}{8} \)  ○ \( \frac{2}{8} \)
4. Each section of the rectangle below is the same size. What fractional part of the rectangle appears to be shaded?

![Rectangle with shaded sections]

- $\frac{4}{8}$
- $\frac{4}{12}$
- $\frac{12}{4}$
- $\frac{8}{4}$

5. Which diagram appears to show fractional parts of $\frac{1}{3}$?

- ![Diagram 1]
- ![Diagram 2]
- ![Diagram 3]
- ![Diagram 4]
## Quick Check – Form B

**Fractions Tier 3**

**Readiness Standard 1 - 3.NF.1**

Name______________________________  Date________

**Learning Target:** I will identify fractions and their parts.

**Directions:** Choose the answer to each question. (Work time: 4 minutes)

### 1. Which fraction has a numerator of 2 and a denominator of 4?

<table>
<thead>
<tr>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
<th>Option 4</th>
</tr>
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<tbody>
<tr>
<td>( \frac{4}{2} )</td>
<td>( \frac{2}{4} )</td>
<td>( \frac{1}{2} )</td>
<td>( \frac{2}{1} )</td>
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</tbody>
</table>

### 2. Which fraction has a denominator of 12 and a numerator of 7?

<table>
<thead>
<tr>
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<th>Option 2</th>
<th>Option 3</th>
<th>Option 4</th>
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<tbody>
<tr>
<td>( \frac{5}{12} )</td>
<td>( \frac{7}{12} )</td>
<td>( \frac{12}{7} )</td>
<td>( \frac{7}{19} )</td>
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</table>

### 3. Each section of the rectangle below is the same size. What fractional part of the rectangle appears to be shaded?

<table>
<thead>
<tr>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
<th>Option 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>( \frac{4}{6} )</td>
<td>( \frac{4}{10} )</td>
<td>( \frac{6}{4} )</td>
<td>( \frac{6}{10} )</td>
</tr>
</tbody>
</table>

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4. Each section of the square below is the same size. What fractional part of the square appears to be shaded?

- \( \frac{2}{9} \)
- \( \frac{7}{2} \)
- \( \frac{7}{9} \)
- \( \frac{2}{7} \)

5. Which diagram does not appear to show fractional parts of \( \frac{1}{8} \)?

- [ ]
- [ ]
- [ ]
- [ ]

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Learning Target: I will identify fractions and their parts.

Directions: Choose the answer to each question. (Work time: 4 minutes)

1. Which fraction has a denominator of 6 and a numerator of 4?
   - $\frac{4}{6}$
   - $\frac{6}{4}$
   - $\frac{2}{6}$
   - $\frac{4}{2}$

2. Which fraction has a numerator of 3 and a denominator of 8?
   - $\frac{8}{3}$
   - $\frac{5}{8}$
   - $\frac{3}{11}$
   - $\frac{3}{8}$

3. Each section of the rectangle below is the same size. What fractional part of the rectangle appears to be shaded?
   - $\frac{1}{5}$
   - $\frac{1}{6}$
   - $\frac{5}{6}$
   - $\frac{6}{5}$
4. Each section of the rectangle below is the same size. What fractional part of the rectangle appears to be shaded?

![Diagram of a rectangle divided into sections, with some shaded]

- $\frac{3}{8}
- \frac{3}{5}
- \frac{5}{3}
- \frac{8}{3}$

5. Which diagram appears to show fractional parts of $\frac{1}{4}$?

- ![Diagram of a shaded shape]
- ![Diagram of a shaded shape]
- ![Diagram of a shaded shape]
- ![Diagram of a shaded shape]
- ![Diagram of a shaded shape]
Learning Target: I will identify fractions and their parts.

Directions: Choose the answer to each question. (Work time: 4 minutes)

1. Which fraction has a denominator of 5 and a numerator of 2?
   - \(\frac{5}{2}\)
   - \(\frac{2}{5}\)
   - \(\frac{5}{7}\)
   - \(\frac{7}{5}\)

2. Which fraction has a denominator of 3 and a numerator of 6?
   - \(\frac{6}{3}\)
   - \(\frac{9}{3}\)
   - \(\frac{3}{9}\)
   - \(\frac{3}{6}\)

3. Each section of the rectangle below is the same size. What fractional part of the rectangle appears to be shaded?
   - \(\frac{3}{7}\)
   - \(\frac{7}{3}\)
   - \(\frac{10}{3}\)
   - \(\frac{3}{10}\)
4. Each section of the square below is the same size. What fractional part of the square appears to be shaded?

- $\frac{4}{9}$
- $\frac{4}{5}$
- $\frac{9}{4}$
- $\frac{5}{4}$

5. Which diagram does not appear to show fractional parts of $\frac{1}{4}$?

- Diamond
- Square
- Rectangle
- Circle
# Fractions Tier 3

## Growth Chart

**Readiness Standard 1 - 3.NF.1**

### Name ________________________________

**Learning Target:** I will identify fractions and their parts.

**Goal:** 4 out of 5 correct

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<th>Score</th>
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**Quick Check Form**

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Fractions Tier 3

Fall Guided Review
Readiness Standard 2 - 3.NF.2

Name________________________ Date________

Learning Target:  I will name fractions on a number line.

1. What is the name of each equal part between 0 and 1?

   - Halves
   - Thirds
   - Fourths
   - Fifths

2. What fraction is shown by point C?

   - $\frac{2}{4}$
   - $\frac{1}{4}$
   - $\frac{1}{5}$
   - $\frac{2}{5}$

3. What fraction is shown by point P?

   - $\frac{4}{7}$
   - $\frac{5}{7}$
   - $\frac{5}{6}$
   - $\frac{4}{6}$

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Name________________________  Date________

Learning Target:  I will name fractions on a number line.

1. What is the name of each equal part between 0 and 1?

   0  |  |  1

   ○ Halves    ○ Thirds    ○ Fourths    ○ Fifths

2. What fraction is shown by point D?

   D

   0  |  |  1

   ○ $\frac{2}{3}$    ○ $\frac{1}{3}$    ○ $\frac{1}{4}$    ○ $\frac{2}{4}$

3. What fraction is shown by point Q?

   Q

   0  |  |  1

   ○ $\frac{4}{6}$    ○ $\frac{3}{6}$    ○ $\frac{4}{5}$    ○ $\frac{3}{5}$
Learning Target: I will name fractions on a number line.

1. What is the name of each equal part between 0 and 1?
   - [ ] Halves
   - [ ] Thirds
   - [ ] Fourths
   - [ ] Fifths

2. What fraction is shown by point E?
   - [ ] $\frac{4}{5}$
   - [ ] $\frac{3}{5}$
   - [ ] $\frac{3}{4}$
   - [ ] $\frac{3}{1}$

3. What fraction is shown by point R?
   - [ ] $\frac{1}{7}$
   - [ ] $\frac{2}{7}$
   - [ ] $\frac{2}{6}$
   - [ ] $\frac{1}{6}$
Learning Target: I will name fractions on a number line.
(Work time: 4 minutes)

Problems 1-2: Write the name of each equal part between 0 and 1.

1. 
   \[\quad\]

2. 
   \[\quad\]

Problems 3-6: Write the name of each fraction.
Name________________________ Date________

Learning Target: I will name fractions on a number line.
(Work time: 4 minutes)

Problems 1-2: Write the name of each equal part between 0 and 1.

1.  

2.  

Problems 3-6: Write the name of each fraction.

3.  

4.  

5.  

6.  
Name________________________ Date________

Learning Target: I will name fractions on a number line.
(Work time: 4 minutes)

Problems 1-2: Write the name of each equal part between 0 and 1.

1. 
   \[\frac{\phantom{1}}{\phantom{1}}\]

2. 
   \[\frac{\phantom{1}}{\phantom{1}}\]

Problems 3-6: Write the name of each fraction.

3. 
   \[\frac{\phantom{1}}{\phantom{1}}\]

4. 
   \[\frac{\phantom{1}}{\phantom{1}}\]

5. 
   \[\frac{\phantom{1}}{\phantom{1}}\]

6. 
   \[\frac{\phantom{1}}{\phantom{1}}\]
Learning Target: I will name fractions on a number line.
(Work time: 4 minutes)

Problems 1-2: Write the name of each equal part between 0 and 1.

1. _______

2. _______

Problems 3-6: Write the name of each fraction.

3. _______

4. _______

5. _______

6. _______
Name ________________________________________________

**Learning Target:** I will name fractions on a number line.

**Goal:** 5 out of 6 correct

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**Intervention**

Guided Review
### Learning Target:
I will compare fractions with the same numerator or same denominator.

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</tbody>
</table>

**1.**
Which sign compares the two fractions?

\[ \frac{2}{5} \underline{\phantom{0}} \frac{4}{5} \]

- [ ] >
- [ ] <
- [ ] =

**2.**
Which sign compares the two fractions?

\[ \frac{1}{2} \underline{\phantom{0}} \frac{1}{10} \]

- [ ] >
- [ ] <
- [ ] =

**3.**
Which sign compares the two fractions?

\[ \frac{3}{5} \underline{\phantom{0}} \frac{3}{4} \]

- [ ] >
- [ ] <
- [ ] =
Learning Target: I will compare fractions with the same numerator or same denominator.

1. Which sign compares the two fractions?

\[
\frac{5}{6} \quad \frac{3}{6}
\]

○ >  ○ <  ○ =

2. Which sign compares the two fractions?

\[
\frac{1}{4} \quad \frac{1}{2}
\]

○ >  ○ <  ○ =

3. Which sign compares the two fractions?

\[
\frac{4}{7} \quad \frac{4}{5}
\]

○ >  ○ <  ○ =
### Learning Target: I will compare fractions with the same numerator or same denominator.

1. Which sign compares the two fractions?

   \[
   \frac{4}{5} \quad \frac{3}{5}
   \]

   [ ] >  [ ] <  [ ] =

2. Which sign compares the two fractions?

   \[
   \frac{1}{3} \quad \frac{1}{5}
   \]

   [ ] >  [ ] <  [ ] =

3. Which sign compares the two fractions?

   \[
   \frac{5}{7} \quad \frac{5}{6}
   \]

   [ ] >  [ ] <  [ ] =
Quick Check – Form A
Readiness Standard 3 - 3.NF.3d

Name______________________________  Date________

Learning Target:  I will compare fractions with the same numerator or same denominator.

Directions:  Fill in the blank.  (>, <, =)
(Work time: 4 minutes)

<table>
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<tr>
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<tbody>
<tr>
<td>(\frac{2}{5}) ___ (\frac{4}{5})</td>
<td>(\frac{1}{7}) ___ (\frac{1}{6})</td>
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</tbody>
</table>

<table>
<thead>
<tr>
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<th>4.</th>
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<tbody>
<tr>
<td>(\frac{3}{4}) ___ (\frac{3}{8})</td>
<td>(\frac{2}{8}) ___ (\frac{3}{8})</td>
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<table>
<thead>
<tr>
<th>5.</th>
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<tbody>
<tr>
<td>(\frac{5}{7}) ___ (\frac{4}{7})</td>
<td>(\frac{5}{7}) ___ (\frac{5}{10})</td>
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</table>
**Quick Check – Form B**

Readiness Standard 3 - 3.NF.3d

Name______________________________  Date________

**Learning Target:** I will compare fractions with the same numerator or same denominator.

**Directions:** Fill in the blank. (>, <, =)
(Work time: 4 minutes)

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tr>
<td></td>
<td>$\frac{1}{2}$</td>
<td></td>
<td>$\frac{1}{3}$</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 2. |   |   |   |   |   |
|   | $\frac{2}{4}$ |   | $\frac{3}{4}$ |   |   |

| 3. |   |   |   |   |   |
|   | $\frac{4}{5}$ |   | $\frac{4}{7}$ |   |   |

| 4. |   |   |   |   |   |
|   | $\frac{2}{6}$ |   | $\frac{3}{6}$ |   |   |

| 5. |   |   |   |   |   |
|   | $\frac{8}{10}$ |   | $\frac{7}{10}$ |   |   |

| 6. |   |   |   |   |   |
|   | $\frac{3}{7}$ |   | $\frac{3}{8}$ |   |   |
## Quick Check – Form C
Readiness Standard 3 - 3.NF.3d

**Learning Target:** I will compare fractions with the same numerator or same denominator.

**Directions:** Fill in the blank. (>, <, =)
(Work time: 4 minutes)

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<table>
<thead>
<tr>
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<tr>
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<tr>
<td>3.</td>
<td>( \frac{5}{6} \quad \text{---} \quad \frac{5}{10} )</td>
</tr>
<tr>
<td>5.</td>
<td>( \frac{1}{9} \quad \text{---} \quad \frac{1}{8} )</td>
</tr>
</tbody>
</table>
# Quick Check – Form D

**Fractions Tier 3**

Readiness Standard 3 - 3.NF.3d

Name______________________________  Date________

**Learning Target:** I will compare fractions with the same numerator or same denominator.

**Directions:** Fill in the blank. (>, <, =)
(Work time: 4 minutes)

<p>| | |</p>
<table>
<thead>
<tr>
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<tr>
<td>2.</td>
<td>(\frac{3}{5}) ____ (\frac{4}{5})</td>
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<td>3.</td>
<td>(\frac{3}{8}) ____ (\frac{4}{8})</td>
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<td>4.</td>
<td>(\frac{2}{3}) ____ (\frac{2}{6})</td>
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<td>5.</td>
<td>(\frac{6}{10}) ____ (\frac{6}{7})</td>
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<td>6.</td>
<td>(\frac{9}{10}) ____ (\frac{8}{10})</td>
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Learning Target: I will compare fractions with the same numerator or same denominator.
Goal: 5 out of 6 correct

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<td>Guided Review</td>
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<td></td>
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</table>
Learning Target: I will compare two fractions.

1. Which sign compares the two fractions?

\[
\frac{3}{5} \quad \underline{\quad} \quad \frac{4}{9}
\]

○ < ○ > ○ =

2. Which sign compares the two fractions?

\[
\frac{2}{3} \quad \underline{\quad} \quad \frac{6}{9}
\]

○ < ○ > ○ =

3. Which sign compares the two fractions?

\[
\frac{3}{4} \quad \underline{\quad} \quad \frac{5}{7}
\]

○ < ○ > ○ =
**Learning Target:** I will compare two fractions.

<table>
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<th>Which sign compares the two fractions?</th>
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<td>○ &lt;</td>
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<td>[ \frac{3}{4} \quad \frac{15}{20} ]</td>
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<td>[ \frac{4}{7} \quad \frac{5}{9} ]</td>
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<tr>
<td></td>
<td>○ &lt;</td>
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</table>
Learning Target: I will compare two fractions.

1. Which sign compares the two fractions?

\[ \frac{2}{3} \quad \quad \quad \frac{3}{8} \]

○ < ○ > ○ =

2. Which sign compares the two fractions?

\[ \frac{2}{5} \quad \quad \quad \frac{8}{20} \]

○ < ○ > ○ =

3. Which sign compares the two fractions?

\[ \frac{3}{7} \quad \quad \quad \frac{4}{9} \]

○ < ○ > ○ =
Learning Target: I will compare two fractions.

Directions: Fill in the blank. (> , < , =)
(Work time: 5 minutes)

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<tr>
<td>[ \frac{1}{3} ]</td>
<td>&lt;</td>
</tr>
<tr>
<td>[ \frac{4}{6} ]</td>
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</table>
Name______________________________  Date________

**Learning Target:** I will compare two fractions.

**Directions:** Fill in the blank. (>, <, =)
(Work time: 5 minutes)

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</table>
| 1. | \[
\begin{array}{cc}
\frac{1}{3} & \_\_\_ \frac{2}{7}
\end{array}
\] | 2. | \[
\begin{array}{cc}
\frac{2}{3} & \_\_\_ \frac{6}{12}
\end{array}
\] |
| 3. | \[
\begin{array}{cc}
\frac{3}{5} & \_\_\_ \frac{4}{7}
\end{array}
\] | 4. | \[
\begin{array}{cc}
\frac{3}{4} & \_\_\_ \frac{6}{8}
\end{array}
\] |
| 5. | \[
\begin{array}{cc}
\frac{1}{5} & \_\_\_ \frac{3}{10}
\end{array}
\] | 6. | \[
\begin{array}{cc}
\frac{5}{6} & \_\_\_ \frac{3}{4}
\end{array}
\] |
Learning Target: I will compare two fractions.

Directions: Fill in the blank. (>, <, =)
(Work time: 5 minutes)

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<tr>
<td>[\frac{2}{5}]</td>
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<tr>
<td>[\frac{3}{4}]</td>
<td>[\frac{4}{12}]</td>
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<td>[\frac{4}{7}]</td>
</tr>
<tr>
<td>[\frac{2}{3}]</td>
<td>[\frac{8}{12}]</td>
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<tr>
<td>[\frac{2}{3}]</td>
<td>[\frac{3}{9}]</td>
</tr>
<tr>
<td>[\frac{5}{6}]</td>
<td>[\frac{3}{4}]</td>
</tr>
</tbody>
</table>
Quick Check – Form D
Readiness Standard 4 - 4.NF.2

Name______________________________  Date________

Learning Target: I will compare two fractions.

Directions: Fill in the blank. (>, <, =)
(Work time: 5 minutes)

1. \[
\frac{2}{5} \quad \underline{\quad} \quad \frac{1}{4}
\]

2. \[
\frac{1}{6} \quad \underline{\quad} \quad \frac{2}{12}
\]

3. \[
\frac{5}{6} \quad \underline{\quad} \quad \frac{4}{7}
\]

4. \[
\frac{3}{4} \quad \underline{\quad} \quad \frac{5}{8}
\]

5. \[
\frac{2}{3} \quad \underline{\quad} \quad \frac{8}{12}
\]

6. \[
\frac{5}{8} \quad \underline{\quad} \quad \frac{3}{4}
\]
Name___________________________________________

**Learning Target:** I will compare two fractions.

**Goal:** 5 out of 6 correct

<table>
<thead>
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<th>Intervention</th>
<th>Date</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Review</td>
<td></td>
<td></td>
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</tbody>
</table>

© OAISD, August 2013
Learning Target: I will convert between improper fractions and mixed numbers.

1. The mixed number $4\frac{2}{3}$ is equivalent to which expression?

   - $4 \times \frac{2}{3}$
   - $\frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3}$
   - $3 + \frac{2}{4}$
   - $\frac{3}{3} + \frac{3}{3} + \frac{3}{3} + \frac{3}{3} + \frac{2}{3}$

2. The mixed number $3\frac{4}{5}$ is equivalent to which fraction?

   - $\frac{19}{5}$
   - $\frac{19}{4}$
   - $\frac{12}{5}$
   - $\frac{11}{4}$

3. The improper fraction $\frac{9}{4}$ is equivalent to which mixed number or fraction?

   - $1\frac{1}{4}$
   - $1\frac{2}{4}$
   - $2\frac{1}{4}$
   - $\frac{4}{9}$
Learning Target: I will convert between improper fractions and mixed numbers.

1. The mixed number $3 \frac{1}{4}$ is equivalent to which expression?
   - $3 \times \frac{1}{4}$
   - $\frac{4}{4} + \frac{4}{4} + \frac{4}{4} + \frac{1}{4}$
   - $4 + \frac{1}{3}$
   - $\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$

2. The mixed number $2 \frac{5}{6}$ is equivalent to which fraction?
   - $\frac{13}{6}$
   - $\frac{10}{6}$
   - $\frac{17}{5}$
   - $\frac{17}{6}$

3. The improper fraction $\frac{13}{5}$ is equivalent to which mixed number or fraction?
   - $1 \frac{3}{5}$
   - $2 \frac{3}{5}$
   - $3 \frac{2}{5}$
   - $\frac{5}{13}$
**Learning Target:** I will convert between improper fractions and mixed numbers.

1. The mixed number $4 \frac{1}{2}$ is equivalent to which expression?
   - $\frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2}$
   - $4 \times \frac{1}{2}$
   - $2 + \frac{1}{4}$
   - $\frac{2}{2} + \frac{2}{2} + \frac{2}{2} + \frac{2}{2} + \frac{1}{2}$

2. The mixed number $2 \frac{3}{4}$ is equivalent to which fraction?
   - $\frac{11}{4}$
   - $\frac{11}{3}$
   - $\frac{6}{4}$
   - $\frac{9}{4}$

3. The improper fraction $\frac{14}{3}$ is equivalent to which mixed number or fraction?
   - $\frac{3}{14}$
   - $4 \frac{1}{3}$
   - $4 \frac{2}{3}$
   - $3 \frac{2}{3}$
**Fractions Tier 3**

**Quick Check – Form A**

Readiness Standard 5 - 4.NF.3b

Name ________________________________  Date________

**Learning Target:** I will convert between improper fractions and mixed numbers.

**Directions:** Write each equivalent mixed number or improper fraction. (Work time: 5 minutes)

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>(5 \frac{3}{4} = )</td>
<td>(3 \frac{2}{5} = )</td>
</tr>
<tr>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td>(4 \frac{1}{3} = )</td>
<td>(\frac{13}{4} = )</td>
</tr>
<tr>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>(\frac{8}{3} = )</td>
<td>(\frac{9}{2} = )</td>
</tr>
</tbody>
</table>
**Quick Check – Form B**

Readiness Standard 5 - 4.NF.3b

Learning Target: I will convert between improper fractions and mixed numbers.

Directions: Write each equivalent mixed number or improper fraction. (Work time: 5 minutes)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>2</td>
</tr>
<tr>
<td>[4 \frac{2}{3} = __]</td>
<td>[3 \frac{1}{4} = __]</td>
</tr>
<tr>
<td>3.</td>
<td>4</td>
</tr>
<tr>
<td>[2 \frac{3}{5} = __]</td>
<td>[\frac{10}{3} = __]</td>
</tr>
<tr>
<td>5.</td>
<td>6</td>
</tr>
<tr>
<td>[\frac{7}{2} = __]</td>
<td>[\frac{17}{4} = __]</td>
</tr>
</tbody>
</table>

Name  

Date _____
Learning Target: I will convert between improper fractions and mixed numbers.

Directions: Write each equivalent mixed number or improper fraction. (Work time: 5 minutes)

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<tbody>
<tr>
<td>1.</td>
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<tr>
<td>(3 \frac{4}{5} = )</td>
<td>(4 \frac{1}{5} = )</td>
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<td>3.</td>
<td>4.</td>
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<tr>
<td>(3 \frac{2}{3} = )</td>
<td>(\frac{17}{5} = )</td>
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<td>5.</td>
<td>6.</td>
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<tr>
<td>(\frac{11}{4} = )</td>
<td>(\frac{9}{2} = )</td>
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</table>
**Learning Target:** I will convert between improper fractions and mixed numbers.

**Directions:** Write each equivalent mixed number or improper fraction. (Work time: 5 minutes)

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<td>1.</td>
<td>[ \frac{5}{3} = ]</td>
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<tr>
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<td>[ \frac{2}{5} = ]</td>
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<tr>
<td>4.</td>
<td>[ \frac{11}{3} = ]</td>
</tr>
<tr>
<td>5.</td>
<td>[ \frac{12}{5} = ]</td>
</tr>
<tr>
<td>6.</td>
<td>[ \frac{17}{4} = ]</td>
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</table>
Name__________________________________________

Learning Target: I will convert between improper fractions and mixed numbers.
Goal: 5 out of 6 correct

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© OAISD, August 2013
Learning Target: I will add and subtract mixed numbers.

1. Add:
   \[
   \frac{4}{3} + \frac{2}{3}
   \]
   \[
   \frac{6}{3}
   \]

   ○ $\frac{5}{3}$  ○ $\frac{4}{6}$  ○ $\frac{6}{3}$  ○ $\frac{4}{3}$

2. Subtract:
   \[
   \frac{5}{5} - \frac{4}{5}
   \]
   \[
   \frac{1}{5}
   \]

   ○ $\frac{2}{0}$  ○ $\frac{3}{5}$  ○ $\frac{5}{5}$  ○ $\frac{5}{10}$
3. Subtract:

\[
4 \frac{2}{5} - 2 \frac{3}{5}
\]

\[= 1 \frac{4}{5}\]

Options:
- 1 \frac{1}{5}
- 1 \frac{4}{5}
- 2 \frac{1}{5}
- 2 \frac{4}{5}
Learning Target: I will add and subtract mixed numbers.

1. Add:
   \[ \frac{3}{5} \]
   \[ + \frac{3}{5} \]
   \[ \frac{6}{5} \]

   - 7 \( \frac{1}{5} \)
   - 7 \( \frac{6}{5} \)
   - 6 \( \frac{6}{10} \)
   - 6 \( \frac{1}{5} \)

2. Subtract:
   \[ \frac{5}{7} \]
   \[ - \frac{1}{7} \]
   \[ \frac{4}{7} \]

   - 3 \( \frac{6}{7} \)
   - 3 \( \frac{4}{7} \)
   - 9 \( \frac{6}{14} \)
   - 3 \( \frac{4}{0} \)
3. Subtract:

\[
\begin{align*}
6 \frac{1}{3} & - 1 \frac{2}{3} \\
\end{align*}
\]

\[
\begin{align*}
\circ & 4 \frac{1}{3} \\
\circ & 5 \frac{1}{3} \\
\circ & 5 \frac{2}{3} \\
\circ & 4 \frac{2}{3}
\end{align*}
\]
Learning Target: I will add and subtract mixed numbers.

1. Add:
   \[
   \begin{array}{c}
   5 \frac{3}{4} \\
   + 2 \frac{2}{4} \\
   \hline
   \end{array}
   \]
   \(\bigcirc 7 \frac{1}{4} \quad \bigcirc 7 \frac{5}{8} \quad \bigcirc 8 \frac{1}{4} \quad \bigcirc 8 \frac{5}{4}\)

2. Subtract:
   \[
   \begin{array}{c}
   6 \frac{2}{3} \\
   - 4 \frac{1}{3} \\
   \hline
   \end{array}
   \]
   \(\bigcirc 2 \frac{3}{3} \quad \bigcirc 10 \frac{3}{6} \quad \bigcirc 2 \frac{1}{0} \quad \bigcirc 2 \frac{1}{3}\)
3. Subtract:

\[
\begin{array}{c}
7 \frac{2}{5} \\
- 2 \frac{4}{5} \\
\end{array}
\]

○ 5 \frac{3}{5}  ○ 4 \frac{3}{5}  ○ 5 \frac{2}{5}  ○ 4 \frac{2}{5}
Learning Target: I will add and subtract mixed numbers.

Directions: Write the answer to each problem. (Work time: 4 minutes)

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<tbody>
<tr>
<td><strong>1.</strong></td>
<td><strong>2.</strong></td>
</tr>
<tr>
<td>[1 \frac{2}{3} + 4 \frac{2}{3}]</td>
<td>[2 \frac{5}{7} + 1 \frac{2}{7}]</td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td><strong>4.</strong></td>
</tr>
<tr>
<td>[6 - 1 \frac{3}{4}]</td>
<td>[5 \frac{1}{6} - 1 \frac{4}{6}]</td>
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</table>
**Quick Check – Form B**

Readiness Standard 6 - 4.NF.3c

Name_________________________________ Date________

**Learning Target:** I will add and subtract mixed numbers.

**Directions:** Write the answer to each problem. (Work time: 4 minutes)

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<tr>
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<tbody>
<tr>
<td>1.</td>
<td>[3 \frac{2}{5}] + 1 [\frac{3}{5}]</td>
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<tr>
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<td></td>
<td></td>
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<tr>
<td>3.</td>
<td>5 [\frac{1}{3}]</td>
<td>4.</td>
</tr>
</tbody>
</table>
**Learning Target:** I will add and subtract mixed numbers.

**Directions:** Write the answer to each problem. (Work time: 4 minutes)

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</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>( \frac{3}{4} )</td>
<td>( \frac{5}{8} )</td>
</tr>
<tr>
<td>( 1 \frac{3}{4} )</td>
<td>( 3 \frac{5}{8} )</td>
</tr>
<tr>
<td>+ ( 5 \frac{3}{4} )</td>
<td>+ ( 1 \frac{3}{8} )</td>
</tr>
<tr>
<td>_</td>
<td>_</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3.</th>
<th>4.</th>
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<tbody>
<tr>
<td>7</td>
<td>( \frac{3}{6} )</td>
</tr>
<tr>
<td>( -1 \frac{3}{5} )</td>
<td>( -1 \frac{4}{6} )</td>
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<tr>
<td>_</td>
<td>_</td>
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</tbody>
</table>
Learning Target: I will add and subtract mixed numbers.

Directions: Write the answer to each problem. (Work time: 4 minutes)

<p>| | |</p>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
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<tr>
<td>$1 \frac{2}{3}$</td>
<td>$2 \frac{5}{7}$</td>
</tr>
<tr>
<td>$+4 \frac{1}{3}$</td>
<td>$+1 \frac{4}{7}$</td>
</tr>
<tr>
<td>______________</td>
<td>______________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>$5 \frac{3}{8}$</td>
</tr>
<tr>
<td>$-3 \frac{1}{4}$</td>
<td>$-1 \frac{5}{8}$</td>
</tr>
<tr>
<td>______________</td>
<td>______________</td>
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</tbody>
</table>
Name__________________________________________

Learning Target:  I will add and subtract mixed numbers.
Goal:   3 out of 4 correct
Learning Target: I will multiply a whole number by a fraction.

1. \( \frac{1}{3} \times 4 \) is equivalent to which expression?
   - \( \frac{1}{3} + \frac{1}{4} \)
   - \( \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} \)
   - \( 4 + \frac{1}{3} \)
   - \( \frac{1}{3} \times \frac{1}{3} \times \frac{1}{3} \times \frac{1}{3} \)

2. Multiply: \( 3 \times \frac{1}{4} \)
   - \( \frac{1}{12} \)
   - \( \frac{12}{1} \)
   - \( \frac{3}{4} \)
   - \( \frac{4}{3} \)

3. Multiply: \( 4 \times \frac{5}{6} \)
   - \( \frac{20}{6} \)
   - \( \frac{5}{24} \)
   - \( \frac{24}{5} \)
   - \( \frac{20}{24} \)
### Learning Target:  I will multiply a whole number by a fraction.

1. \( \frac{1}{2} \times 3 \) is equivalent to which expression?

- \( \frac{1}{2} \times \frac{1}{3} \)
- \( \frac{1}{2} + \frac{1}{2} + \frac{1}{2} \)
- \( 3 + \frac{1}{2} \)
- \( \frac{1}{2} \times \frac{1}{2} \times \frac{1}{2} \)

2. Multiply: 4 \( \times \) \( \frac{1}{3} \)

- \( \frac{1}{12} \)
- \( \frac{12}{1} \)
- \( \frac{3}{4} \)
- \( \frac{4}{3} \)

3. Multiply: 5 \( \times \) \( \frac{3}{4} \)

- \( \frac{20}{3} \)
- \( \frac{15}{20} \)
- \( \frac{15}{4} \)
- \( \frac{3}{20} \)
### Learning Target:
I will multiply a whole number by a fraction.

1. \( \frac{2}{3} \times 4 \) is equivalent to which expression?
   - \( \frac{2}{3} \times \frac{2}{3} \times \frac{2}{3} \times \frac{2}{3} \)
   - \( 4 + \frac{2}{3} \)
   - \( \frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} \)
   - \( \frac{2}{3} \times \frac{1}{4} \)

2. Multiply: \( 5 \times \frac{1}{4} \)
   - \( \frac{5}{4} \)
   - \( \frac{4}{5} \)
   - \( \frac{1}{20} \)
   - \( \frac{20}{1} \)

3. Multiply: \( 3 \times \frac{4}{5} \)
   - \( \frac{4}{15} \)
   - \( \frac{12}{5} \)
   - \( \frac{12}{15} \)
   - \( \frac{15}{4} \)
**Quick Check – Form A**

Readiness Standard 7 - 4.NF.4b

Name______________________________  Date________

**Learning Target:** I will multiply a whole number by a fraction.

**Directions:** Which answer choice has the same value as the multiplication problem.  
(Work time: 30 seconds)

<table>
<thead>
<tr>
<th>1.</th>
<th>$\frac{1}{3} \times 2 = \underline{\quad}$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$\frac{1}{3} + \frac{1}{2}$</td>
</tr>
<tr>
<td></td>
<td>$2 + \frac{1}{3}$</td>
</tr>
</tbody>
</table>

**Directions:** Multiply each whole number and fraction.  (Work time: 3 minutes)

<table>
<thead>
<tr>
<th>2.</th>
<th>$5 \times \frac{1}{3} = \underline{\quad}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>$4 \times \frac{5}{7} = \underline{\quad}$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.</th>
<th>$\frac{4}{5} \times 2 = \underline{\quad}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>$\frac{3}{4} \times 6 = \underline{\quad}$</td>
</tr>
</tbody>
</table>
Name________________________________________ Date________

Learning Target: I will multiply a whole number by a fraction.

Directions: Which answer choice has the same value as the multiplication problem. (Work time: 30 seconds)

\[
\frac{1}{3} \times 4 = \underline{\phantom{0000}}
\]

- \(\frac{1}{3} + \frac{1}{4}\)
- \(4 + \frac{1}{3}\)
- \(\frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3}\)
- \(\frac{1}{3} \times \frac{1}{3} \times \frac{1}{3} \times \frac{1}{3}\)

Directions: Multiply each whole number and fraction. (Work time: 3 minutes)

<table>
<thead>
<tr>
<th>2.</th>
<th>3.</th>
</tr>
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<tbody>
<tr>
<td>(4 \times \frac{2}{5}) = _____</td>
<td>(6 \times \frac{3}{4}) = _____</td>
</tr>
<tr>
<td>4.</td>
<td>5.</td>
</tr>
<tr>
<td>(\frac{3}{7} \times 4) = _____</td>
<td>(\frac{1}{4} \times 5) = _____</td>
</tr>
</tbody>
</table>
Learning Target: I will multiply a whole number by a fraction.

Directions: Which answer choice has the same value as the multiplication problem. (Work time: 30 seconds)

\[
\frac{1}{4} \times 3 = \underline{\quad} 
\]

- \( \frac{1}{4} + \frac{1}{4} + \frac{1}{4} \)
- \( \frac{1}{4} + \frac{1}{3} \)
- \( \frac{3}{4} + \frac{1}{4} \)

Directions: Multiply each whole number and fraction. (Work time: 3 minutes)

2. \[2 \times \frac{4}{5} = \underline{\quad}\]

3. \[5 \times \frac{3}{4} = \underline{\quad}\]

4. \[\frac{1}{7} \times 3 = \underline{\quad}\]

5. \[\frac{3}{5} \times 4 = \underline{\quad}\]
## Quick Check – Form D
Readiness Standard 7 - 4.NF.4b

Name______________________________  Date________

### Learning Target:
I will multiply a whole number by a fraction.

### Directions:
Which answer choice has the same value as the multiplication problem.
(Work time: 30 seconds)

<table>
<thead>
<tr>
<th>( \frac{1}{3} \times 5 ) =</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>( \frac{1}{3} + \frac{1}{5} )</td>
<td></td>
</tr>
<tr>
<td>( 5 + \frac{1}{3} )</td>
<td></td>
</tr>
<tr>
<td>( \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} )</td>
<td></td>
</tr>
<tr>
<td>( \frac{1}{3} \times \frac{1}{3} \times \frac{1}{3} \times \frac{1}{3} \times \frac{1}{3} )</td>
<td></td>
</tr>
</tbody>
</table>

### Directions:
Multiply each whole number and fraction. (Work time: 3 minutes)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>3.</td>
</tr>
<tr>
<td>( 4 \times \frac{2}{5} ) =</td>
<td>( 6 \times \frac{1}{4} ) =</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>5.</td>
</tr>
<tr>
<td>( \frac{3}{7} \times 4 ) =</td>
<td>( \frac{3}{4} \times 5 ) =</td>
</tr>
</tbody>
</table>

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Name__________________________________________

Learning Target:  I will multiply a whole number by a fraction.
Goal:  4 out of 5 correct

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Date</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Review</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning Target: I will add and subtract mixed numbers with different denominators.

1. Add:
   \[2 \frac{3}{4} + 1 \frac{3}{5}\]
   \[
   \frac{3}{9} \quad \frac{3}{20} \quad \frac{7}{20} \quad \frac{7}{20}
   \]

2. Subtract:
   \[7 - 2 \frac{3}{5}\]
   \[
   \frac{2}{5} \quad \frac{3}{5} \quad \frac{2}{5} \quad \frac{3}{5}
   \]
3. Subtract:

\[
8 \frac{2}{5} \quad - \quad 3 \frac{1}{2}
\]

\[\bigcirc \quad 4 \frac{1}{10} \quad \bigcirc \quad 4 \frac{9}{10} \quad \bigcirc \quad 5 \frac{1}{10} \quad \bigcirc \quad 5 \frac{9}{10}\]
Learning Target: I will add and subtract mixed numbers with different denominators.

1. Add:

\[
4 \frac{1}{3} + 2 \frac{3}{4}
\]

- \(\bigcirc 6 \frac{1}{12}\)
- \(\bigcirc 6 \frac{4}{12}\)
- \(\bigcirc 7 \frac{1}{12}\)
- \(\bigcirc 6 \frac{4}{7}\)

2. Subtract:

\[
6 - 2 \frac{3}{4}
\]

- \(\bigcirc 4 \frac{1}{4}\)
- \(\bigcirc 3 \frac{1}{4}\)
- \(\bigcirc 4 \frac{3}{4}\)
- \(\bigcirc 3 \frac{3}{4}\)
3. Subtract:

\[
\begin{align*}
5 \frac{1}{2} \\
-1 \frac{2}{3}
\end{align*}
\]

\[\quad \frac{5}{6} \quad \frac{1}{6} \quad \frac{1}{6} \quad \frac{5}{6}\]
Learning Target: I will add and subtract mixed numbers with different denominators.

1. Add:

\[
4 \frac{3}{5} + 3 \frac{1}{2}
\]

- 8 \frac{1}{10}
- 7 \frac{4}{10}
- 7 \frac{1}{10}
- 7 \frac{4}{7}

2. Subtract:

\[
8 - 2 \frac{1}{6}
\]

- 5 \frac{1}{6}
- 6 \frac{5}{6}
- 6 \frac{1}{6}
- 5 \frac{5}{6}
### 3.

**Subtract:**

\[
\begin{array}{c}
6 \frac{1}{5} \\
-1 \frac{2}{3}
\end{array}
\]

- $4 \frac{1}{2}$
- $5 \frac{8}{15}$
- $4 \frac{8}{15}$
- $5 \frac{7}{15}$
Learning Target: I will add and subtract mixed numbers with different denominators.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1. \[ \begin{align*} 4 \frac{1}{6} + 3 \frac{2}{3} &= \ ? \\ &\end{align*} \]

2. \[ \begin{align*} 2 \frac{2}{5} + 6 \frac{2}{3} &= \ ? \\ &\end{align*} \]

3. \[ \begin{align*} 5 \frac{3}{4} - 2 \frac{1}{3} &= \ ? \\ &\end{align*} \]

4. \[ \begin{align*} 7 \frac{1}{10} - 5 \frac{5}{6} &= \ ? \\ &\end{align*} \]
Fractions Tier 3

Quick Check – Form B
Readiness Standard 8 - 5.NF.1

Name______________________ Date________

Learning Target: I will add and subtract mixed numbers with different denominators.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1. \[ 2 \frac{1}{4} + 3 \frac{1}{3} = \]

2. \[ 4 \frac{2}{3} + 2 \frac{5}{6} = \]

3. \[ 8 \frac{3}{5} - 5 \frac{1}{4} = \]

4. \[ 6 \frac{1}{3} - 4 \frac{1}{2} = \]
Learning Target: I will add and subtract mixed numbers with different denominators.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1. \[5 \frac{1}{2} + 3 \frac{1}{4}\]

2. \[7 \frac{1}{6} + 4 \frac{8}{9}\]

3. \[6 \frac{4}{5} - 1 \frac{1}{3}\]

4. \[8 \frac{3}{5} - 3 \frac{3}{4}\]
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td><strong>2.</strong></td>
</tr>
<tr>
<td>[4 , \frac{1}{2}]</td>
<td>[3 , \frac{4}{7}]</td>
</tr>
<tr>
<td>[+ , 3 , \frac{1}{4}]</td>
<td>[+ , 2 , \frac{4}{5}]</td>
</tr>
<tr>
<td>[\text{Answer}]</td>
<td>[\text{Answer}]</td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td><strong>4.</strong></td>
</tr>
<tr>
<td>[8 , \frac{6}{7}]</td>
<td>[6 , \frac{2}{5}]</td>
</tr>
<tr>
<td>[- , 2 , \frac{1}{5}]</td>
<td>[- , 4 , \frac{2}{3}]</td>
</tr>
<tr>
<td>[\text{Answer}]</td>
<td>[\text{Answer}]</td>
</tr>
</tbody>
</table>
Learning Target: I will add and subtract mixed numbers with different denominators.
Goal: 3 out of 4 correct
Learning Target: I will multiply fractions.

1. Multiply: \[
\frac{1}{3} \times \frac{2}{5}
\]
   - \[\frac{3}{8}\]
   - \[\frac{2}{15}\]
   - \[\frac{3}{15}\]
   - \[\frac{6}{5}\]

2. Multiply: \[
\frac{7}{8} \times \frac{3}{5}
\]
   - \[\frac{10}{13}\]
   - \[\frac{10}{40}\]
   - \[\frac{24}{35}\]
   - \[\frac{21}{40}\]

3. Multiply: \[
\frac{3}{4} \times \frac{2}{7}
\]
   - \[\frac{5}{11}\]
   - \[\frac{5}{28}\]
   - \[\frac{3}{14}\]
   - \[\frac{6}{21}\]
Name________________________________________ Date________

**Learning Target:** I will multiply fractions.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Multiply:</td>
<td></td>
</tr>
<tr>
<td>( \frac{1}{4} \times \frac{3}{5} )</td>
<td></td>
</tr>
<tr>
<td></td>
<td>( \frac{4}{20} )</td>
</tr>
<tr>
<td>2. Multiply:</td>
<td></td>
</tr>
<tr>
<td>( \frac{5}{6} \times \frac{1}{7} )</td>
<td></td>
</tr>
<tr>
<td></td>
<td>( \frac{5}{42} )</td>
</tr>
<tr>
<td>3. Multiply:</td>
<td></td>
</tr>
<tr>
<td>( \frac{2}{3} \times \frac{5}{8} )</td>
<td></td>
</tr>
<tr>
<td></td>
<td>( \frac{7}{24} )</td>
</tr>
<tr>
<td>Learning Target: I will multiply fractions.</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>

1. Multiply: \( \frac{1}{5} \times \frac{2}{3} \)
   - \( \frac{3}{10} \)
   - \( \frac{3}{8} \)
   - \( \frac{2}{15} \)
   - \( \frac{3}{15} \)

2. Multiply: \( \frac{6}{7} \times \frac{2}{5} \)
   - \( \frac{8}{12} \)
   - \( \frac{12}{35} \)
   - \( \frac{8}{35} \)
   - \( \frac{14}{30} \)

3. Multiply: \( \frac{2}{5} \times \frac{5}{6} \)
   - \( \frac{12}{25} \)
   - \( \frac{7}{30} \)
   - \( \frac{7}{11} \)
   - \( \frac{1}{3} \)
Learning Target: I will multiply fractions.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1. \( \frac{2}{3} \times \frac{1}{5} = \) 

2. \( \frac{1}{5} \times \frac{3}{8} = \) 

3. \( \frac{6}{7} \times \frac{2}{5} = \) 

4. \( \frac{7}{8} \times \frac{4}{9} = \) 

5. \( \frac{5}{9} \times \frac{3}{10} = \) 

6. \( \frac{3}{4} \times \frac{4}{5} = \)
Quick Check – Form B
Readiness Standard 9 - 5.NF.4b

Learning Target: I will multiply fractions.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1. \( \frac{1}{3} \times \frac{2}{3} = \) _____

2. \( \frac{1}{5} \times \frac{1}{6} = \) _____

3. \( \frac{8}{9} \times \frac{2}{5} = \) _____

4. \( \frac{2}{9} \times \frac{3}{4} = \) _____

5. \( \frac{3}{10} \times \frac{6}{7} = \) _____

6. \( \frac{3}{4} \times \frac{2}{3} = \) _____
### Quick Check – Form C

**Fractions Tier 3**

**Readiness Standard 9 - 5.NF.4b**

**Name______________________________  Date____**

**Learning Target:** I will multiply fractions.

**Directions:** Write the answer to each problem. (Work time: 4 minutes)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>[ \frac{3}{4} \times \frac{3}{5} = \text{_____} ]</td>
</tr>
<tr>
<td></td>
<td>[ \frac{4}{5} \times \frac{1}{2} = \text{_____} ]</td>
</tr>
<tr>
<td>3.</td>
<td>[ \frac{5}{7} \times \frac{2}{5} = \text{_____} ]</td>
</tr>
<tr>
<td>4.</td>
<td>[ \frac{3}{10} \times \frac{5}{6} = \text{_____} ]</td>
</tr>
<tr>
<td>5.</td>
<td>[ \frac{6}{7} \times \frac{3}{8} = \text{_____} ]</td>
</tr>
<tr>
<td>6.</td>
<td>[ \frac{3}{5} \times \frac{5}{5} = \text{_____} ]</td>
</tr>
</tbody>
</table>
## Learning Target:
I will multiply fractions.

## Directions:
Write the answer to each problem. (Work time: 4 minutes)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1. | \[
\frac{1}{4} \times \frac{3}{5} = \quad -
\]
| 2. | \[
\frac{2}{5} \times \frac{2}{3} = \quad -
\]
| 3. | \[
\frac{5}{6} \times \frac{4}{5} = \quad -
\]
| 4. | \[
\frac{7}{10} \times \frac{3}{4} = \quad -
\]
| 5. | \[
\frac{8}{9} \times \frac{2}{4} = \quad -
\]
| 6. | \[
\frac{2}{3} \times \frac{3}{5} = \quad -
\]
Name__________________________________________

Learning Target:  I will multiply fractions.
Goal:  5 out of 6 correct

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Date</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Review</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning Target: I will divide a unit fraction by a whole number.

1. Divide: \( \frac{1}{9} \div 3 \)
   - \( \frac{1}{27} \)
   - \( \frac{3}{9} \)
   - \( 3 \)
   - \( 27 \)

2. Divide: \( \frac{1}{4} \div 8 \)
   - \( 32 \)
   - \( \frac{4}{8} \)
   - \( \frac{8}{4} \)
   - \( \frac{1}{32} \)

3. Divide: \( \frac{1}{10} \div 2 \)
   - \( \frac{20}{1} \)
   - \( \frac{1}{20} \)
   - \( \frac{2}{10} \)
   - \( \frac{10}{2} \)
<table>
<thead>
<tr>
<th>1. Divide: $\frac{1}{8} \div 2$</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$\frac{1}{16}$</td>
<td>$\frac{2}{8}$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Divide: $\frac{1}{3} \div 6$</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$18$</td>
<td>$\frac{3}{6}$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Divide: $\frac{1}{7} \div 2$</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$\frac{14}{1}$</td>
<td>$\frac{7}{2}$</td>
</tr>
</tbody>
</table>
Learning Target: I will divide a unit fraction by a whole number.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Divide: ( \frac{1}{6} \div 3 )</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>( \circ) 18</td>
<td>( \circ) ( \frac{3}{6} )</td>
<td>( \circ) 2</td>
<td>( \circ) ( \frac{1}{18} )</td>
</tr>
</tbody>
</table>

| 2. | Divide: \( \frac{1}{9} \div 5 \) |   |   |   |
|   | \( \circ\) \( \frac{1}{45} \) | \( \circ\) 45 | \( \circ\) \( \frac{5}{9} \) | \( \circ\) \( \frac{9}{5} \) |

| 3. | Divide: \( \frac{1}{8} \div 7 \) |   |   |   |
|   | \( \circ\) \( \frac{7}{8} \) | \( \circ\) \( \frac{56}{1} \) | \( \circ\) \( \frac{1}{56} \) | \( \circ\) \( \frac{8}{7} \) |
Learning Target: I will divide a unit fraction by a whole number.

Directions: Write the answer to each problem. (Work time: 4 minutes)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>( \frac{1}{4} \div 5 = )</td>
</tr>
<tr>
<td>2.</td>
<td>( \frac{1}{3} \div 4 = )</td>
</tr>
<tr>
<td>3.</td>
<td>( \frac{1}{6} \div 2 = )</td>
</tr>
<tr>
<td>4.</td>
<td>( \frac{1}{9} \div 6 = )</td>
</tr>
<tr>
<td>5.</td>
<td>( \frac{1}{3} \div 4 = )</td>
</tr>
<tr>
<td>6.</td>
<td>( \frac{1}{4} \div 8 = )</td>
</tr>
</tbody>
</table>
**Quick Check – Form B**

Readiness Standard 10 - 5.NF.7a

Name______________________________  Date________

**Learning Target:** I will divide a unit fraction by a whole number.

**Directions:** Write the answer to each problem. (Work time: 4 minutes)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1. | \( \frac{1}{4} \div 3 = \)  
\( \frac{1}{4} \div 3 = \)  | 2. | \( \frac{1}{6} \div 4 = \)  
\( \frac{1}{6} \div 4 = \) |
| 3. | \( \frac{1}{5} \div 7 = \)  
\( \frac{1}{5} \div 7 = \)  | 4. | \( \frac{1}{10} \div 5 = \)  
\( \frac{1}{10} \div 5 = \)  |
| 5. | \( \frac{1}{4} \div 2 = \)  
\( \frac{1}{4} \div 2 = \)  | 6. | \( \frac{1}{8} \div 4 = \)  
\( \frac{1}{8} \div 4 = \)  |
Learning Target: I will divide a unit fraction by a whole number.

Directions: Write the answer to each problem. (Work time: 4 minutes)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1. | \( \frac{1}{5} \div 2 = \)  
\[ \quad \quad \quad \] | 2. | \( \frac{1}{4} \div 5 = \)  
\[ \quad \quad \quad \] |
| 3. | \( \frac{1}{7} \div 4 = \)  
\[ \quad \quad \quad \] | 4. | \( \frac{1}{10} \div 2 = \)  
\[ \quad \quad \quad \] |
| 5. | \( \frac{1}{5} \div 10 = \)  
\[ \quad \quad \quad \] | 6. | \( \frac{1}{9} \div 3 = \)  
\[ \quad \quad \quad \] |
Learning Target:  I will divide a unit fraction by a whole number.

Directions:  Write the answer to each problem.  (Work time: 4 minutes)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>( \frac{1}{2} \div 6 = )</td>
</tr>
<tr>
<td>2.</td>
<td>( \frac{1}{5} \div 3 = )</td>
</tr>
<tr>
<td>3.</td>
<td>( \frac{1}{8} \div 9 = )</td>
</tr>
<tr>
<td>4.</td>
<td>( \frac{1}{6} \div 8 = )</td>
</tr>
<tr>
<td>5.</td>
<td>( \frac{1}{4} \div 6 = )</td>
</tr>
<tr>
<td>6.</td>
<td>( \frac{1}{2} \div 10 = )</td>
</tr>
</tbody>
</table>
Name__________________________________________

Learning Target:  I will divide a unit fraction by a whole number.
Goal:  5 out of 6 correct

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Date</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Review</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Quick Check Form

<table>
<thead>
<tr>
<th>Number Correct</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>1</td>
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<td></td>
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</tr>
</tbody>
</table>
# Fall Guided Review

**Readiness Standard 11 - 5.NF.7b**

Name______________________________  Date________

**Learning Target:** I will divide a whole number by a unit fraction.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Divide:</td>
<td>$6 \div \frac{1}{4}$</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>$\frac{1}{24}$</td>
<td>$\frac{6}{4}$</td>
</tr>
<tr>
<td>2.</td>
<td>Divide:</td>
<td>$8 \div \frac{1}{2}$</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>$\frac{1}{16}$</td>
<td>$\frac{8}{2}$</td>
</tr>
<tr>
<td>3.</td>
<td>Divide:</td>
<td>$7 \div \frac{1}{4}$</td>
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<td>$\frac{28}{1}$</td>
<td>$\frac{7}{4}$</td>
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© OAISD, August 2013
Learning Target: I will divide a whole number by a unit fraction.

1. Divide: \(10 \div \frac{1}{2}\)
   - \(\frac{10}{2}\)
   - \(\frac{1}{20}\)
   - \(\frac{2}{10}\)
   - \(20\)

2. Divide: \(6 \div \frac{1}{3}\)
   - \(\frac{6}{3}\)
   - \(\frac{3}{6}\)
   - \(18\)
   - \(\frac{1}{18}\)

3. Divide: \(4 \div \frac{1}{5}\)
   - \(\frac{20}{1}\)
   - \(\frac{5}{4}\)
   - \(\frac{4}{5}\)
   - \(\frac{1}{20}\)
**Learning Target:** I will divide a whole number by a unit fraction.

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<td>( \frac{1}{20} )</td>
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<td></td>
<td>( \frac{6}{9} )</td>
<td>( \frac{9}{6} )</td>
<td>( \frac{54}{1} )</td>
<td>( \frac{1}{54} )</td>
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Learning Target: I will divide a whole number by a unit fraction.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1. \[2 \div \frac{1}{3} = \______\]

2. \[3 \div \frac{1}{4} = \______\]

3. \[6 \div \frac{1}{4} = \______\]

4. \[5 \div \frac{1}{9} = \______\]

5. \[9 \div \frac{1}{3} = \______\]

6. \[2 \div \frac{1}{4} = \______\]
Name__________________________________________ Date________

Learning Target: I will divide a whole number by a unit fraction.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1. \[4 ÷ \frac{1}{5} = \ldots\]

2. \[2 ÷ \frac{1}{8} = \ldots\]

3. \[5 ÷ \frac{1}{3} = \ldots\]

4. \[8 ÷ \frac{1}{8} = \ldots\]

5. \[9 ÷ \frac{1}{7} = \ldots\]

6. \[3 ÷ \frac{1}{6} = \ldots\]
Learning Target: I will divide a whole number by a unit fraction.

Directions: Write the answer to each problem. (Work time: 4 minutes)

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<td>4.</td>
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<td>(5 \div \frac{1}{8} = )</td>
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<td>(8 \div \frac{1}{10} = )</td>
<td>(3 \div \frac{1}{6} = )</td>
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**Quick Check – Form D**
Readiness Standard 11 - 5.NF.7b

Name______________________________  Date________

**Learning Target:** I will divide a whole number by a unit fraction.

**Directions:** Write the answer to each problem. (Work time: 4 minutes)

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<td>1.</td>
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<td>$2 \div \frac{1}{5} = \underline{\hspace{2cm}}$</td>
<td>$3 \div \frac{1}{2} = \underline{\hspace{2cm}}$</td>
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<tr>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td>$5 \div \frac{1}{6} = \underline{\hspace{2cm}}$</td>
<td>$7 \div \frac{1}{8} = \underline{\hspace{2cm}}$</td>
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<tr>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>$9 \div \frac{1}{6} = \underline{\hspace{2cm}}$</td>
<td>$8 \div \frac{1}{2} = \underline{\hspace{2cm}}$</td>
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Name__________________________________________________________________________

Learning Target:  I will divide a whole number by a unit fraction.

Goal:  5 out of 6 correct

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<th>Intervention</th>
<th>Date</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Guided Review</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Learning Target:** I will multiply and divide fractions.

1. **Multiply:**

\[
\frac{2}{3} \times \frac{5}{6}
\]

- \(\frac{7}{18}\)
- \(\frac{5}{9}\)
- \(\frac{7}{9}\)
- \(\frac{15}{12}\)

2. **Divide:**

\[
\frac{3}{4} \div \frac{5}{7}
\]

- \(\frac{15}{28}\)
- \(\frac{15}{11}\)
- \(\frac{21}{20}\)
- \(\frac{20}{21}\)

3. **Divide:**

\[
\frac{7}{8} \div \frac{1}{2}
\]

- \(\frac{7}{16}\)
- \(\frac{4}{5}\)
- \(\frac{4}{7}\)
- \(\frac{7}{4}\)
Learning Target: I will multiply and divide fractions.

1. Multiply:
\[ \frac{2}{5} \times \frac{3}{4} \]

- \( \frac{5}{9} \)
- \( \frac{3}{10} \)
- \( \frac{5}{20} \)
- \( \frac{8}{15} \)

2. Divide:
\[ \frac{2}{3} \div \frac{4}{5} \]

- \( \frac{3}{4} \)
- \( \frac{8}{15} \)
- \( \frac{5}{6} \)
- \( \frac{6}{5} \)

3. Divide:
\[ \frac{5}{6} \div \frac{1}{3} \]

- \( \frac{7}{16} \)
- \( \frac{4}{5} \)
- \( \frac{2}{5} \)
- \( \frac{5}{2} \)
Name_____________________________  Date________

Learning Target: I will multiply and divide fractions.

1. Multiply:
   \[
   \frac{3}{5} \times \frac{2}{9}
   \]
   - \(\frac{5}{14}\)
   - \(\frac{2}{15}\)
   - \(\frac{5}{45}\)
   - \(\frac{10}{27}\)

2. Divide:
   \[
   \frac{3}{4} \div \frac{2}{3}
   \]
   - \(\frac{1}{2}\)
   - \(\frac{5}{7}\)
   - \(\frac{9}{8}\)
   - \(\frac{8}{9}\)

3. Divide:
   \[
   \frac{4}{7} \div \frac{2}{5}
   \]
   - \(\frac{7}{10}\)
   - \(\frac{10}{7}\)
   - \(\frac{8}{35}\)
   - \(\frac{1}{2}\)

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Name______________________________  Date________

Learning Target: I will multiply and divide fractions.

Directions: Write the answer to each problem. (Work time: 4 minutes)

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<td>1.</td>
<td>[ \frac{3}{4} \times \frac{5}{6} = ___ ]</td>
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<tr>
<td>3.</td>
<td>[ \frac{2}{5} \times \frac{1}{4} = ___ ]</td>
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<tr>
<td>5.</td>
<td>[ \frac{3}{4} \div \frac{6}{7} = ___ ]</td>
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</table>
**Learning Target:** I will multiply and divide fractions.

**Directions:** Write the answer to each problem. (Work time: 4 minutes)

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<td>1.</td>
<td>( \frac{4}{5} \times \frac{1}{6} = )</td>
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<td>( \frac{3}{4} \times \frac{2}{6} = )</td>
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<td>4.</td>
<td>( \frac{2}{5} \div \frac{5}{6} = )</td>
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<td>( \frac{1}{4} \div \frac{2}{5} = )</td>
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<td>6.</td>
<td>( \frac{7}{8} \div \frac{2}{9} = )</td>
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Fractions Tier 3

Quick Check – Form C
Readiness Standard 12 - 6.NS.1

Name______________________________  Date________

Learning Target:  I will multiply and divide fractions.

Directions:  Write the answer to each problem.  (Work time: 4 minutes)

1. \[
\frac{1}{3} \times \frac{3}{5} = \underline{______}
\]

2. \[
\frac{4}{5} \times \frac{3}{8} = \underline{______}
\]

3. \[
\frac{2}{5} \times \frac{3}{4} = \underline{______}
\]

4. \[
\frac{1}{4} \div \frac{5}{6} = \underline{______}
\]

5. \[
\frac{3}{4} \div \frac{2}{3} = \underline{______}
\]

6. \[
\frac{5}{6} \div \frac{2}{7} = \underline{______}
\]
Quick Check – Form D
Readiness Standard 12 - 6.NS.1

Name_________________________________________ Date________

Learning Target: I will multiply and divide fractions.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1. \( \frac{2}{3} \times \frac{4}{5} = _____ \)

2. \( \frac{7}{10} \times \frac{2}{5} = _____ \)

3. \( \frac{2}{8} \times \frac{2}{4} = _____ \)

4. \( \frac{2}{3} \div \frac{3}{4} = _____ \)

5. \( \frac{5}{6} \div \frac{2}{5} = _____ \)

6. \( \frac{9}{10} \div \frac{1}{3} = _____ \)
Name__________________________________________

Learning Target:  I will multiply and divide fractions.
Goal:  5 out of 6 correct

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