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# Introduction

The old adage “practice makes perfect” can really hold true for children and their education. The more practice and exposure your child has with concepts being taught in school, the more success they are likely to find. For many parents, knowing how to support their child’s learning can be frustrating. This book is designed to eliminate the guesswork for parents using it at home while also being a valuable resource for educators using it in the classroom.

*Here’s how:* Grade 4 students need a certain set of skills in order to be able to understand and work with fractions. *Practice Makes Perfect: Fractions* covers the following skills:

- identifying, writing, and ordering fractions
- naming and comparing proper fractions
- identifying proper fractions as a whole or part of a set
- using models to understand fractions
- writing, recognizing, and comparing equivalent fractions
- writing fractions in simplest form
- adding and subtracting fractions with like denominators
- writing mixed numbers and improper fractions
- representing money as fractions

## Inside this Resource

**Practice Pages** (pages 4–39)—There are 36 practice pages organized sequentially so that children can build their knowledge from more basic skills to higher-level math skills.

**Practice Tests** (pages 40–45)—These 6 mixed-skills practice tests are given in a multiple-choice format designed to prepare students for the standardized tests administered in schools.

**Answer Sheet** (page 46)—This optional sheet provides a similar format to those found on standardized tests. This “bubble-in” answer sheet can be used in the classroom or at home.

**Answer Key** (pages 47–48)—This comprehensive key provides the answers for all of the practice pages and the practice tests.

## Helpful Tips

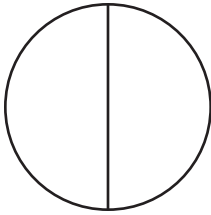
- Keep practice sessions short, positive, and constructive.
- Help with instructions. Consider asking your child to underline or repeat what they are being asked to find or solve.
- Provide extra guidance and support in the areas in which your child is struggling. Look for ways to apply these skills to real-life situations.

**Practice 9**

*Identifying Parts of a Whole and Parts of a Set*

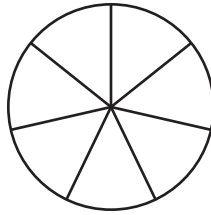
Name: \_\_\_\_\_

1. Write the fraction for one section.



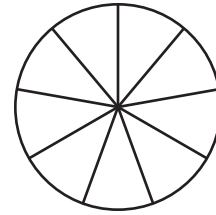
\_\_\_\_\_

2. Write the fraction for one section.



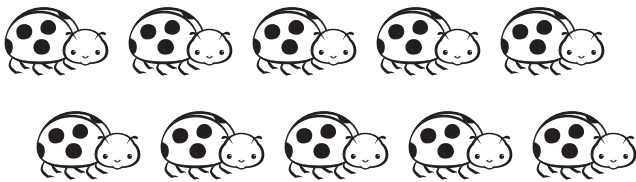
\_\_\_\_\_

3. Write the fraction for one section.



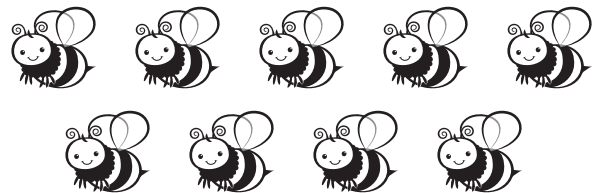
\_\_\_\_\_

4. Circle  $\frac{1}{2}$  of the pictures. Write the answer.



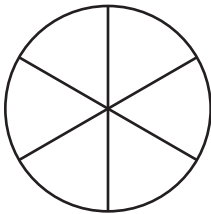
$\frac{1}{2}$  of 10 = \_\_\_\_\_

5. Circle  $\frac{1}{3}$  of the pictures. Write the answer.



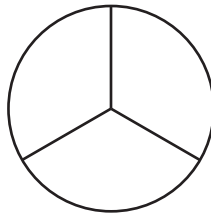
$\frac{1}{3}$  of 9 = \_\_\_\_\_

6. Write the fraction for one section.



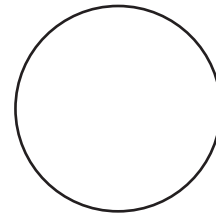
\_\_\_\_\_

7. Write the fraction for one section.



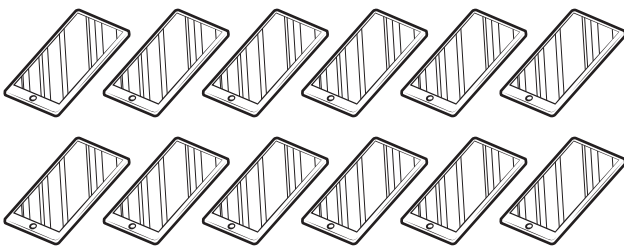
\_\_\_\_\_

8. Write the fraction for one section.



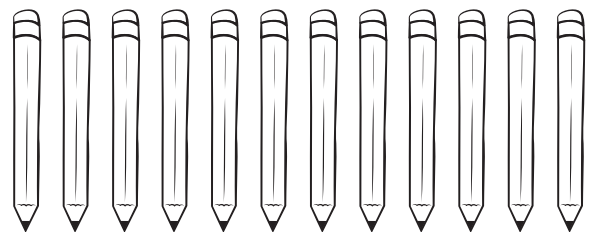
\_\_\_\_\_

9. Divide the pictures into 3 equal sets. Complete the problem.



$\frac{2}{3}$  of 12 = \_\_\_\_\_

10. Divide the pictures into 6 equal sets. Complete the problem.



$\frac{3}{6}$  of 12 = \_\_\_\_\_

**Practice 23***Naming Fractions and Mixed Numbers on a Number Line*

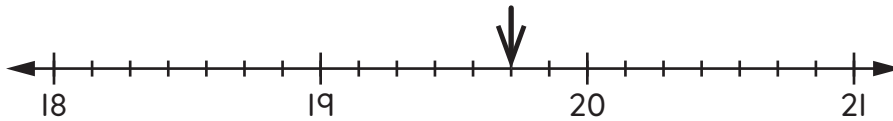
Name: \_\_\_\_\_

Fill in the bubble beside the correct answer.

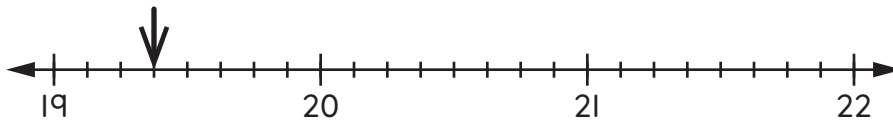
1. Name the mixed number marked by the arrow.



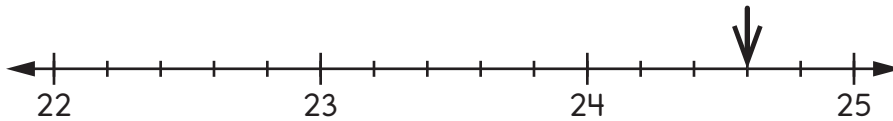
2. Name the mixed number marked by the arrow.



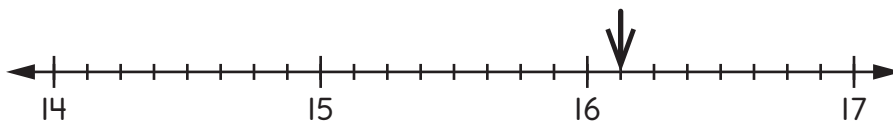
3. Name the mixed number marked by the arrow.



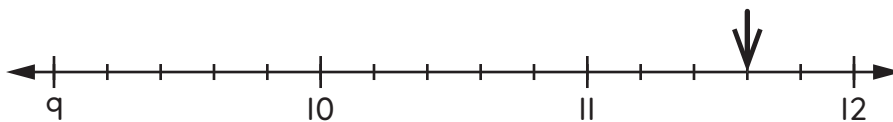
4. Name the mixed number marked by the arrow.



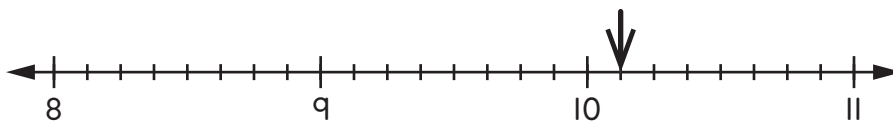
5. Name the mixed number marked by the arrow.



6. Name the mixed number marked by the arrow.



7. Name the mixed number marked by the arrow.



**Practice 30***Representing Money  
as Fractions*

Name: \_\_\_\_\_

Money can be written as a fraction.

 $1¢$  is the same as  $\frac{1}{100}$ 

If it takes 100 cents to make a dollar, then 1¢ is 1-hundredth of a dollar.

 $\$0.41$  is the same as  $\frac{41}{100}$ 

If it takes 100 cents to make a dollar, then 41¢ is 41-hundredths of a dollar.

Write each amount of money as a fraction. The first one has been done for you.

1.  $9¢ = \frac{9}{100}$

2.  $44¢ = \frac{\quad}{\quad}$

3.  $98¢ = \frac{\quad}{\quad}$

4.  $65¢ = \frac{\quad}{\quad}$

5.  $39¢ = \frac{\quad}{\quad}$

6.  $27¢ = \frac{\quad}{\quad}$

7.  $\$0.73 = \frac{\quad}{\quad}$

8.  $\$0.88 = \frac{\quad}{\quad}$

9.  $\$0.23 = \frac{\quad}{\quad}$

10.  $\$0.15 = \frac{\quad}{\quad}$

11.  $\$0.50 = \frac{\quad}{\quad}$

12.  $\$0.11 = \frac{\quad}{\quad}$

Use the  $>$  (greater than),  $<$  (less than), or  $=$  (equal to) symbols to compare the amounts. The first one has been done for you.

13.  $46¢ < \frac{99}{100}$

14.  $57¢ \bigcirc \frac{83}{100}$

15.  $18¢ \bigcirc \frac{18}{100}$

16.  $\$0.25 \bigcirc \frac{20}{100}$

17.  $\$0.63 \bigcirc \frac{63}{100}$

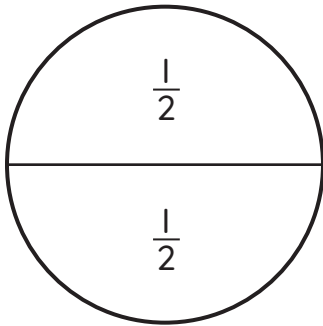
18.  $\$0.74 \bigcirc \frac{31}{100}$

**Practice 35**

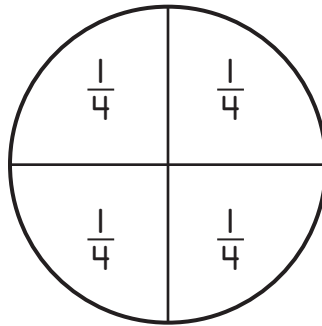
*Mixed Practice  
with Fractions*

Name: \_\_\_\_\_

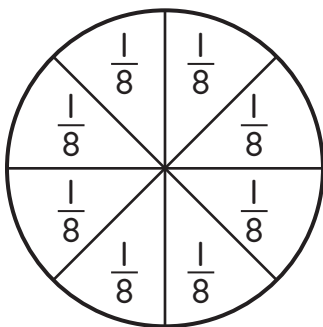
In a **circle graph**, all the parts must add up to be a whole. Think of the parts like pieces that add up to one whole pie. Look at these pies and how they are divided into pieces.



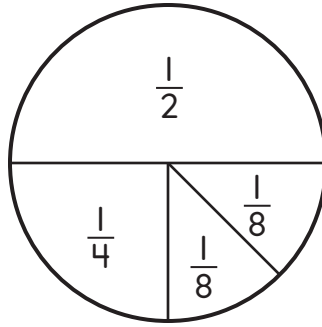
$$\begin{array}{r} \frac{1}{2} \text{ of a pie} \\ + \frac{1}{2} \text{ of a pie} \\ \hline 2 \text{ halves} = \\ 1 \text{ whole pie} \end{array}$$



$$\begin{array}{r} \frac{1}{4} \text{ of a pie} \\ + \frac{1}{4} \text{ of a pie} \\ + \frac{1}{4} \text{ of a pie} \\ + \frac{1}{4} \text{ of a pie} \\ \hline 4 \text{ quarters} = \\ 1 \text{ whole pie} \end{array}$$



$$\begin{array}{r} \frac{1}{8} \text{ of a pie} \\ + \frac{1}{8} \text{ of a pie} \\ + \frac{1}{8} \text{ of a pie} \\ + \frac{1}{8} \text{ of a pie} \\ + \frac{1}{8} \text{ of a pie} \\ + \frac{1}{8} \text{ of a pie} \\ + \frac{1}{8} \text{ of a pie} \\ + \frac{1}{8} \text{ of a pie} \\ \hline 8 \text{ eighths} = \\ 1 \text{ whole pie} \end{array}$$



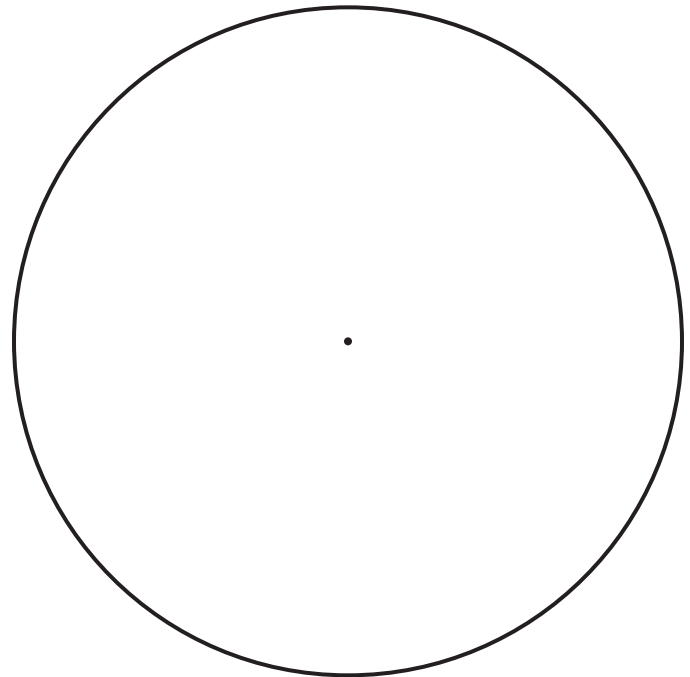
$$\begin{array}{r} \frac{1}{2} \text{ of a pie} = 1 \text{ half} \\ + \frac{1}{4} \text{ of a pie} = 1 \text{ fourth} \\ + \frac{1}{8} \text{ of a pie} = 1 \text{ eighth} \\ + \frac{1}{8} \text{ of a pie} = 1 \text{ eighth} \\ \hline 1 \text{ whole pie} \end{array}$$

Make a circle graph to show how much pizza a family ate. Here is the information you will need:

- Mother ate  $\frac{1}{4}$  of the pizza.
- Sister ate  $\frac{1}{4}$  of the pizza
- Father ate  $\frac{1}{4}$  of the pizza.
- Brother ate  $\frac{1}{8}$  of the pizza.
- Grandma ate  $\frac{1}{8}$  of the pizza.

Color the graph below using the Color Key.

**Pizza the Family Ate**



**Color Key**

- |                 |                  |
|-----------------|------------------|
| Sister = orange | Mother = pink    |
| Grandma = red   | Brother = yellow |
| Father = blue   |                  |