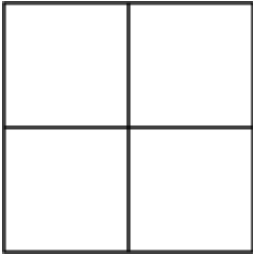


1. Into how many parts is the figure divided?



3

A.

5

C.

6

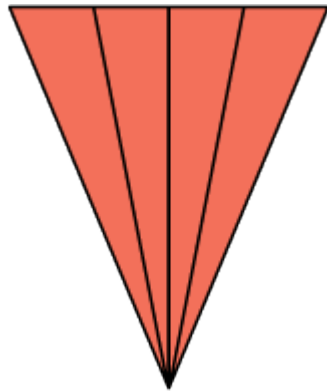
B.

4

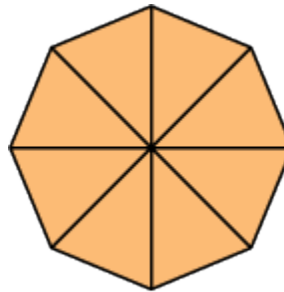
D.

2. Ken draws a figure and divides it into sixths. What could his figure look like?

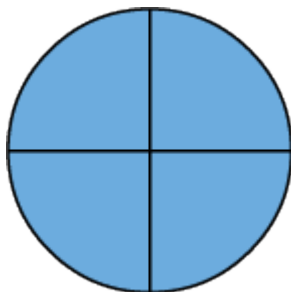
A.



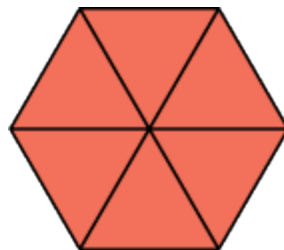
B.



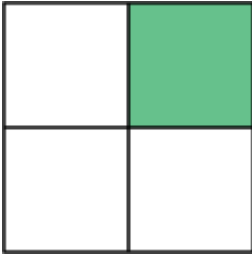
C.



D.



3. What is the fraction for the part that is green?



A. $\frac{2}{3}$

B. $\frac{1}{3}$

C. $\frac{3}{4}$

D. $\frac{1}{4}$

4. What fraction describes the part of the set that is blue?



A. two-fifths

B. four-fifths

C. three-fifths

D. one-fifth

5. Gary dyed eggs for a salad. He has 4 pink eggs, 3 green eggs, 2 blue eggs, and 3 yellow eggs. What fraction of the eggs are pink?

A. $\frac{4}{8}$

B. $\frac{4}{16}$

C. $\frac{4}{12}$

D. $\frac{8}{12}$

6. Complete the number sentence to find an equivalent fraction.

$$\frac{?}{2} = \frac{?}{8}$$



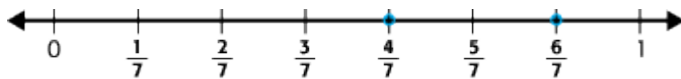
- | | |
|----------------------------|----------------------------|
| <input type="radio"/> 4, 6 | <input type="radio"/> 1, 4 |
| A. | B. |
| <input type="radio"/> 1, 6 | <input type="radio"/> 1, 7 |
| C. | D. |

7. What pattern do you see in the fractions $\frac{2}{5} = \frac{6}{15} = \frac{18}{45}$?

- | | |
|---|--|
| <input type="radio"/> The denominators are doubled each time. | <input type="radio"/> The numerators and denominators are doubled each time. |
| A. | B. |
| <input type="radio"/> Both the numerators and denominators are multiplied by 3 each time. | <input type="radio"/> The numerators are increased by 4 each time. |
| C. | D. |

8. Compare. Use $>$, $<$, or $=$.

$$\frac{4}{7} \underline{\quad} \frac{6}{7}$$



- | | |
|---------------------------|--|
| <input type="radio"/> $<$ | <input type="radio"/> Cannot be determined |
| A. | B. |
| <input type="radio"/> $>$ | <input type="radio"/> $=$ |
| C. | D. |

9. Order the fractions from least to greatest.

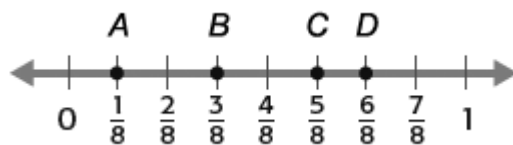
- | | |
|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> |
| A. | B. |
| <input type="radio"/> | <input type="radio"/> |
| C. | D. |
-

10. What point is $\frac{0}{4}$ on the number line?



- | | | | |
|-----------------------|---|-----------------------|---|
| <input type="radio"/> | A | <input type="radio"/> | C |
| A. | | B. | |
| <input type="radio"/> | D | <input type="radio"/> | B |
| C. | | D. | |
-

11. What point is at $\frac{5}{8}$ on the number line?



- | | | | |
|-----------------------|---|-----------------------|---|
| <input type="radio"/> | C | <input type="radio"/> | B |
| A. | | B. | |
| <input type="radio"/> | D | <input type="radio"/> | A |
| C. | | D. | |
-