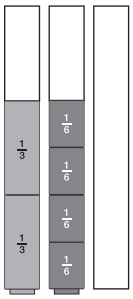
Name _____

Use Fraction Towers to model the problem. Perform the division.

1. $\frac{2}{3} \div \frac{1}{6} =$ _____



Use Fraction Towers to model the problem. Sketch the model. Perform the division.

2. $\frac{5}{6} \div \frac{5}{12} =$ _____

Use Fraction Towers to model the problem. Solve the problem.

3. Aidan has $\frac{4}{5}$ of a gallon of juice. He wants to pour it into $\frac{1}{10}$-gallon jars. How many jars can he fill?

$\frac{4}{5} \div \frac{1}{10} =$ _____

Divide. Simplify, if possible.

4. $\frac{1}{2} \div \frac{1}{2} =$ _____

5. $\frac{3}{4} \div \frac{3}{8} =$ _____

6. $\frac{5}{8} \div \frac{5}{6} =$ _____

7. $\frac{2}{5} \div \frac{3}{5} =$ _____

8. $\frac{7}{10} \div \frac{4}{5} =$ _____

9. $\frac{7}{10} \div \frac{7}{8} =$ _____

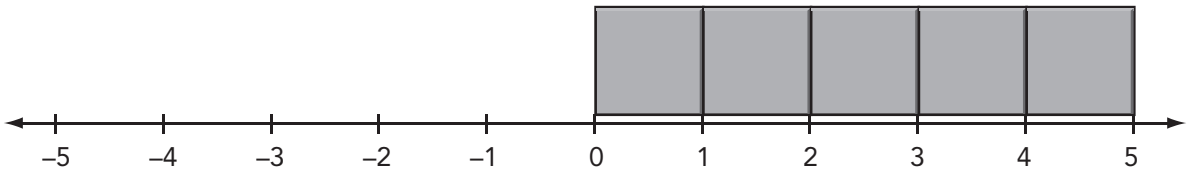
Name _____

Challenge! Create a story problem and draw a model to show $\frac{5}{6} \div \frac{1}{3}$.
Divide to answer the problem. Simplify, if possible.

Name _____

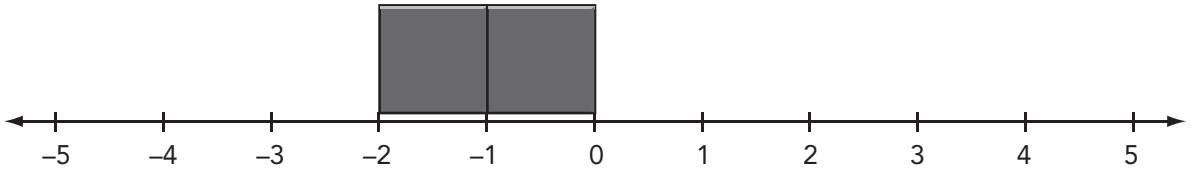
Use Color Tiles and a number line to model each integer. Write the integer.

1.



_____

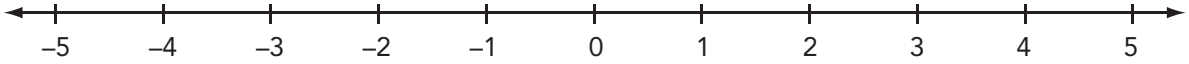
2.



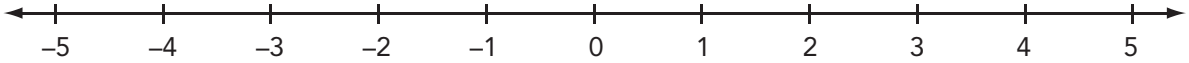
_____

Using Color Tiles, model each integer. Sketch the model.

3. –4



4. 1



Use a number line to locate and compare each pair of integers. Write an inequality.

5. 5 and –2

6. –8 and –6

7. 9 and –9

8. 4 and 3

9. –10 and 11

10. –7 and –6

Use <, =, or > to complete each inequality.

11. 87 ◯ –78

12. –31 ◯ 28

13. –914 ◯ –914

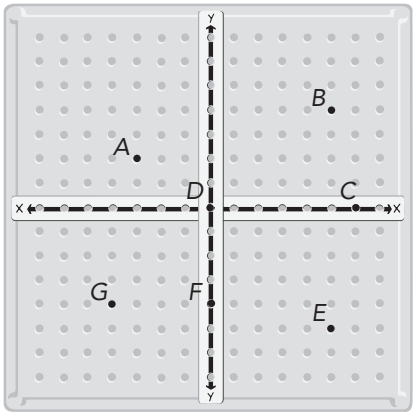
Name _____

Challenge! When comparing integers, a number line is not always available or practical. Write guidelines you can use when comparing integers without a number line.

Name _____

Use an XY Coordinate Pegboard to plot each point. Write the ordered pair for each labeled point.

1.



A _____ *B* _____

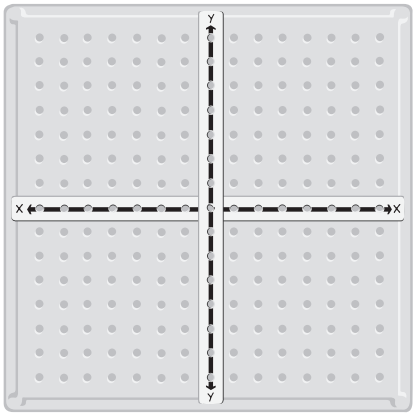
C _____ *D* _____

E _____ *F* _____

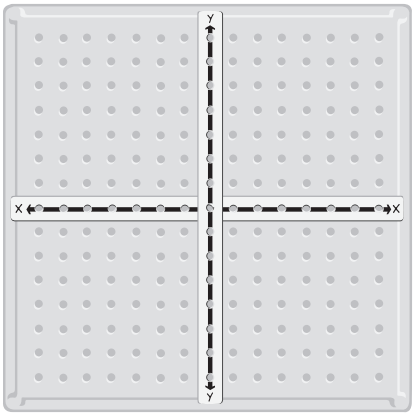
G _____

Using an XY Coordinate Pegboard, plot the ordered pairs. Sketch the points on the graph below. Label the points.

2. *L* (3, 5) *M* (–2, 4) *N* (6, 0)



3. *S* (0, –4) *T* (–1, 1) *U* (3, –2)



Graph and label each ordered pair on the coordinate plane.

4.

A (–1, 2) *B* (3, 0)

C (4, 6) *D* (1, –5)

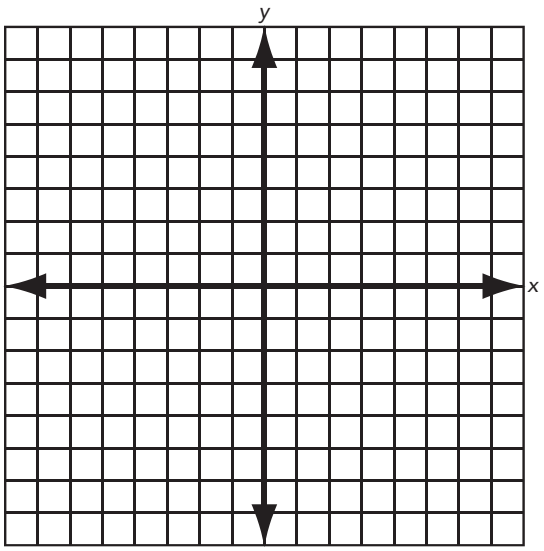
E (0, –2) *F* (7, –4)

G (5, 7) *H* (–6, 0)

I (–7, 1) *J* (–4, –4)

K (–3, 3) *L* (0, –4)

M (–2, –1) *N* (0, 0)



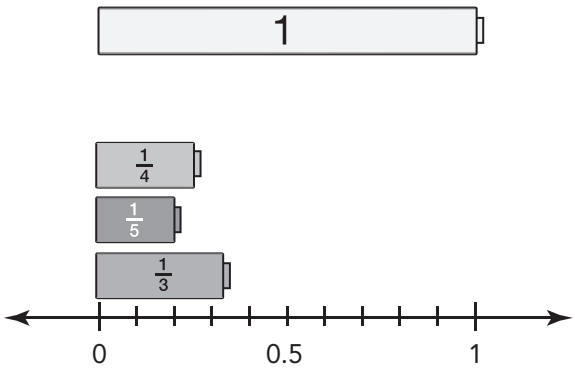
Name _____

Challenge! Identify the signs of the ordered pairs in each quadrant of the coordinate plane. Draw a picture to help.

Name _____

Use Fraction Towers to model each fraction on a number line. Write the fractions as decimals in order from least to greatest.

1.



_____ _____ _____

Using Fraction Towers, model each fraction. Sketch the models using the number line. Write the equivalent decimals in order from least to greatest.

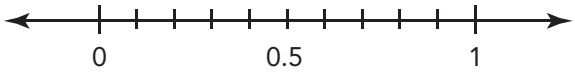
2. $\frac{3}{8}, \frac{1}{6}, \frac{3}{10}, \frac{2}{5}$

least _____

_____

_____

greatest _____



Write the fractions as decimals in order from least to greatest.

3. $\frac{2}{3}, \frac{3}{4}, \frac{7}{10}$

_____

4. $\frac{3}{5}, \frac{3}{10}, \frac{7}{12}$

_____

5. $\frac{3}{8}, \frac{1}{3}, \frac{5}{12}$

_____

6. $\frac{5}{6}, \frac{7}{8}, \frac{3}{4}$

_____

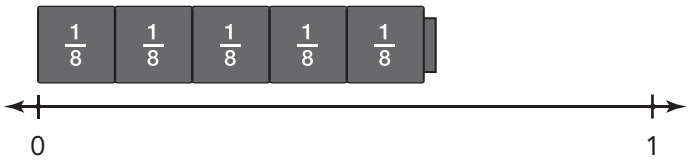
Name _____

Challenge! Draw a diagram to show why $\frac{1}{5}$ is greater than $\frac{1}{6}$. Use this to compare the fractions $\frac{4}{5}$ and $\frac{4}{6}$. Explain.

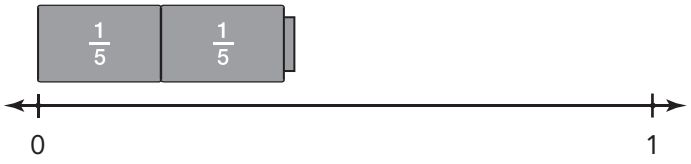
Name _____

Use Fraction Towers to model each fraction on a number line. Tell whether the fraction is closer to 0 or 1.

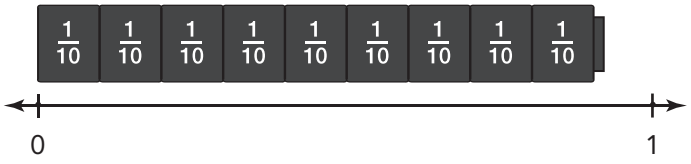
1.



$\frac{5}{8}$ _____



$\frac{2}{5}$ _____



$\frac{9}{10}$ _____

Using Fraction Towers, model each fraction. Sketch the model on a number line. Tell whether the fraction is closer to 0 or 1.

2. $\frac{5}{12}$ _____

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

Estimate each fraction. Tell whether the fraction is closer to 0 or 1.

4. $\frac{7}{8}$ _____

5. $\frac{3}{10}$ _____

6. $\frac{3}{4}$ _____

7. $\frac{4}{5}$ _____

8. $\frac{9}{12}$ _____

9. $\frac{2}{6}$ _____

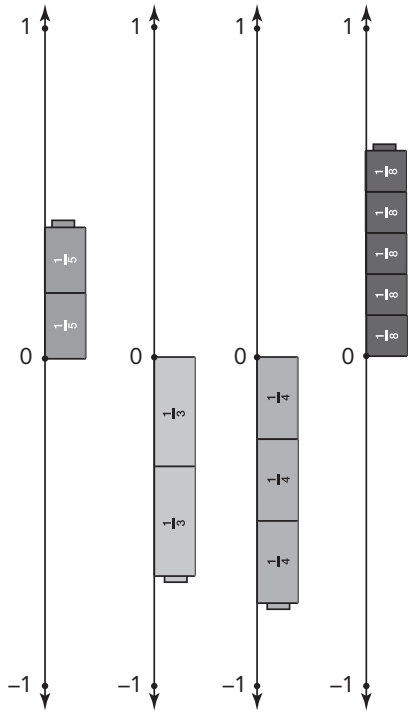
Name _____

Challenge! How are the rounding rules for fractions similar to the rounding rules for whole numbers?

Name _____

Use Fraction Towers to model each rational number on a number line. Write each number. Then write the numbers in order from least to greatest.

1.



Numbers:

_____

Ordered from least to greatest:

_____

Using Fraction Towers, model each rational number. Sketch the models on number lines. Write the numbers in order from least to greatest.

2. $\frac{3}{8}, -\frac{1}{4}, \frac{7}{12}, -\frac{2}{5}$

Ordered from least to greatest: _____

Use < or > to compare the numbers.

3. $\frac{7}{8}$ ◯ $\frac{3}{4}$

4. $\frac{7}{10}$ ◯ $\frac{9}{12}$

5. $\frac{1}{3}$ ◯ $\frac{1}{4}$

6. $\frac{2}{5}$ ◯ $\frac{1}{2}$

7. $\frac{1}{6}$ ◯ $\frac{1}{4}$

8. $\frac{3}{12}$ ◯ $\frac{2}{6}$

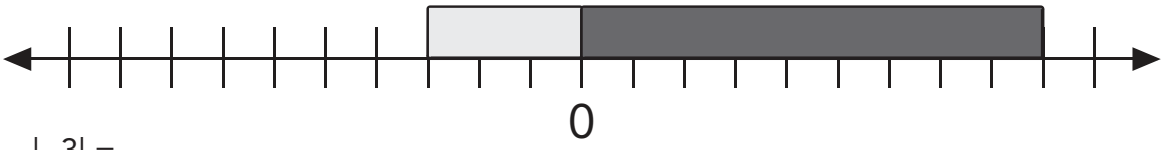
Name _____

Challenge! Explain how comparing negative rational numbers is different than comparing positive rational numbers.

Name _____

Use Cuisenaire Rods and a number line. Model the numbers. Write the absolute values. Find the greater absolute value.

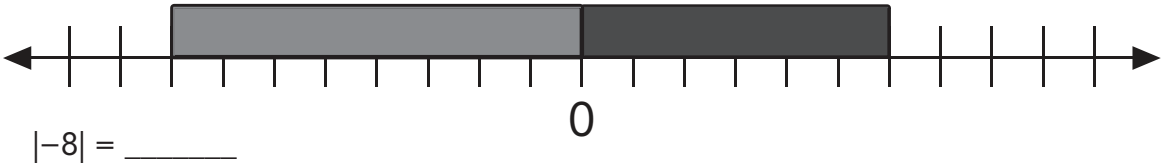
1.



|−3| = _____

|9| = _____ Greater absolute value: _____

2.



|−8| = _____

|6| = _____ Greater absolute value: _____

Write a situation that each integer could represent.

3. +17 _____

_____

4. −61 _____

_____

5. −9 _____

_____

6. +12 _____

_____

Write the absolute value.

7. |−40| = _____

8. |33| = _____

9. |16| = _____

10. |−11| = _____

11. |−90| = _____

12. |4| = _____

Name _____

Challenge! Consider point *A* on a number line. *A* represents a negative number. How would the absolute value of *A* change if it is moved 4 units to the left? Explain.