**Understand fractions**

**N.ME.04.20** Understand fractions as parts of a set of objects.

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There are 4 red cars, 5 blue cars, and 2 green cars in the parking lot. What is the fraction of blue cars in the parking lot?

A. 5/4

B. 5/9

C. 5/11

D. 11/5

What is the fraction for the shaded part of this set?

A. 3/8

B. 3/4

C. 3/7

Look at this set of objects. Which fraction stands for the part of the set that is shaded?

A. 3/5

B. 5/3

C. 5/8

D. 3/8

**N.MR.04.21** Explain why equivalent fractions are equal, using models such as fraction strips or the number line for fractions with denominators of 12 or less, or equal to 100.

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**N.MR.04.22** Locate fractions with denominators of 12 or less on the number line; include mixed numbers.

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**N.MR.04.23** Understand the relationships among halves, fourths, and eighths and among thirds, sixths, and twelfths.

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**N.ME.04.24** Know that fractions of the form m/n where m is greater than n, are greater than 1 and are called improper fractions; locate improper fractions on the number line.

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**N.MR.04.25** Write improper fractions as mixed numbers, and understand that a mixed number represents the number of “wholes” and the part of a whole remaining,

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Convert this improper fraction into a mixed number: 11/2

A. 11 1/2

B. 2/11

C. 4 1/2

D. 5 1/2

**N.MR.04.26** Compare and order up to three fractions with denominators 2, 4, and 8, and 3, 6, and 12, including improper fractions and mixed numbers.

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