



Name:

Module: Fraction & Decimal Relationships (FDR)

Student Activity Sheets



Mathematics Institute for Learning Disabilities and Difficulties

www.meadowscenter.org

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Write the fraction for the shaded part.

1)		

2)			
,			

4.)		

3.)

Read the problem and answer the questions below.

1.) Lin divided her piece of paper into 10 equal parts. She used $\frac{9}{10}$ of the paper for a project. Shade the model to represent the amount of paper Lin used.



What is the denominator, the number of parts that make the whole?

What is the numerator, the number of parts Lin used?

How many tenths are shaded?

What fraction of the paper did Lin not use? _____





2.) Alex ate $\frac{2}{10}$ of the lasagna. Shade the model to represent the amount of lasagna Alex ate.



What is the denominator, the number of parts that make the whole?

What is the numerator, the number of parts Alex ate?

How many tenths are shaded?

What fraction of the lasagna was left after Alex ate?



Write the fraction for the amount shaded of the whole.

3.)







Shade the fraction.

5.) one-tenth







Tenths Tic Tac Toe

Directions:

- 1. Decide which player will play first. The other player will play second.
- 2. Decide who will be "X" and who will be "O."
- 3. Take turns selecting a problem in the box. Write the fraction or shade in the box.
- 4. If the player's answer is correct, then mark the box with either an "X" or an "O."
- 5. Continue to take turns.
- 6. Play the game until one player has 3 boxes filled in any column, row, or diagonal.









ESTAR INTERVENTION

4

Write the fraction for the amount shaded of the whole.

1.) _____







Shade the fraction.

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













ESTAR INTERVENTION

Module FDR Lesson 2 Engaged Practice

Write the fraction.

1.) _____



2.)



3.)



Shade the fraction.

4.) $\frac{4}{10}$



5.) $\frac{1}{10}$







1.) Katey and Rose shared a loaf of bread. Katey ate $\frac{2}{10}$ and Rose ate $\frac{4}{10}$ of the loaf of bread. How much bread did they eat?



Equation: _____

ESTAR INTERVENTION





2.) There is $\frac{8}{10}$ of a birthday cake. Kwantay ate $\frac{2}{10}$ of the cake. How much cake is left?



Equation:





Shade the models and solve.

$$1.) \frac{1}{10} + \frac{7}{10} = \underline{\qquad}$$

2.)
$$\frac{8}{10} - \frac{4}{10} =$$

ESTAR







Write an equation and solve.

- **3.)** There is $\frac{9}{10}$ of a brownie left in the pan. David ate $\frac{5}{10}$. How much of a brownie is left after David ate $\frac{5}{10}$?
- **4.)** Write an addition equation for the picture below.



5.) Write a subtraction equation for the picture below.







_		
	6	

Write the fraction for the shaded amount of the whole.

1.) _____



Shade the whole to represent the fraction.

2.) $\frac{6}{10}$



Choose the correct answer.

3.) Which fraction does the model represent.



A
$$\frac{7}{10}$$

ESTAR INTERVENTION



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Shade the models and then solve.



Write an equation and solve.

ESTAR

6.) Julie ran $\frac{7}{10}$ of a mile. Dan ran $\frac{2}{10}$ of a mile less than Julie. How far did Dan run?



Shade the model to represent the fraction.

1.) $\frac{24}{100}$



3.) $\frac{19}{100}$





4.) It rained $\frac{59}{100}$ of an meter yesterday. Shade the model to represent how much it rained.

Write the fraction for the shaded model.

5.)	

6.)





Hundredths Tic Tac Toe

Directions:

- 1. Decide which player will play first. The other player will play second.
- 2. Decide who will be "X" and who will be "O."
- 3. Take turns selecting a problem in the box. Write the fraction or shade in the box.
- 4. If the player's answer is correct, then mark the box with either an "X" or an "O."
- 5. Continue to take turns.
- 6. Play the game until one player has 3 boxes in any column, row, or diagonal.



	_
8	

ESTAR

Write the fraction for the shaded amount of the whole.

1.) _____



С

D

2.) Choose the model that has $\frac{6}{10}$ shaded.



Use the model to solve.

3.)
$$\frac{3}{10} + \frac{5}{10} =$$



4.)
$$\frac{4}{10} - \frac{1}{10} =$$

ESTAR INTERVENTION







Shade the model to represent the fraction.

5.) $\frac{31}{100}$

				-	_
\vdash	H				

Write the fraction for the shaded model.

5.) _____

6.)







Α					

В

С



D







1.) It snowed $\frac{13}{100}$ of a meter on Monday and $\frac{16}{100}$ of a meter on Tuesday. It did not snow at all on Wednesday. How much snow fell in all 3 days?



Equation:





2.) Ana measured $\frac{40}{100}$ of a meter of rain in the rain gauge. $\frac{20}{100}$ of a meter later evaporated. How much rain is left in the rain gauge?

Equation: _____





Shade the models and solve.





2.)
$$\frac{80}{100} - \frac{20}{100} =$$





3.) It snowed three hundredths of a meter on Friday and four hundredths of a meter on Saturday. How much snow fell both days? Write an equation and solve.

Write the fraction.

4.) sixty-six hundredths

5.) nine hundredths

6.) ninety six hundredths



8	

1.) Choose the best answer. Which fraction represents the shaded model?

A $\frac{25}{100}$





<u>65</u> 100 D

Shade the model and solve

2.) $\frac{8}{10} - \frac{3}{10} =$







Module FDR **Lesson** 4 Independent Practice

Write the fraction.

3.)



Shade the models and solve.

4.) $\frac{32}{100} + \frac{18}{100} =$



н

L









Write the fraction.

6.) eight hundredths

7.) forty-three hundredths

8.) Shade the models and solve.

$$\frac{67}{100} + \frac{22}{100} =$$



					-



B $\frac{91}{100}$







Use the fraction bar to help find the equivalent fraction.





STOP

Module FDR Lesson 5 Modeled Practice









Shade the model and use multiplication to find the equivalent fraction.









4.) Marcus measured the width of his fingernail to be $\frac{2}{10}$ of a centimeter. Shade the models and use multiplication to find the equivalent fraction in hundredths.



The width of Marcus' fingernail in hundredths is _____


8

Use the models below to solve.

1.) $\frac{25}{100} - \frac{15}{100} =$

Write the fraction.

2.) three-tenths

3.) nine-hundredths

4.) fifty-six hundredths

Shade the model and use multiplication to find the equivalent fraction.

5.)







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Shade the model and use multiplication to find the equivalent fraction.





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ESTAR

Choose the best answer.

8.) Which model represents the number of hundredths that are equivalent to

 $\frac{5}{10}$?





В

ESTAR

D





Compare using greater than >, less than <, or equal =

1.)
$$\frac{20}{100} \bigcirc \frac{90}{100}$$

2.)
$$\frac{56}{100} \bigcirc \frac{54}{100}$$

3.)
$$\frac{9}{100} \bigcirc \frac{35}{100}$$

4.)
$$\frac{81}{100} \bigcirc \frac{18}{100}$$

ESTAR



Shade the model and use multiplication to find the equivalent fraction.



STOP

Shade the models to represent the two fractions. Find a fraction with a common denominator, and then write < or >.

1.)
$$\frac{6}{10} \bigcirc \frac{56}{100}$$





56 100





















Use the model to solve the problem.

4.) Martin walks $\frac{76}{100}$ of a mile to school. Christina walks $\frac{8}{10}$ of a mile to school. Who walks further to school?







Shade the model and use multiplication to find the equivalent fraction.



2.) Choose the model that represents the number of hundredths that are equivalent to $\frac{7}{10}$.





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Shade the models to represent the two fractions. Find a fraction with a common denominator, and then write < or >.

3.)
$$\frac{4}{10} \bigcirc \frac{37}{100}$$









Use the models to solve the problem.

4.) $\frac{77}{100} \bigcirc \frac{7}{10}$















6.) Choose the letter that shows the fractions compared correctly.









ones	tenths







Ernesto has some pictures printed on shaded paper. What part of his pictures are printed on shaded paper?









Write the fraction and decimal for the shaded area.

1.)

2.)





Shade and write the decimal.

3.)





Write and read the fraction and decimal for the shaded model.







Write and read the fraction and decimal for the shaded model.





1.)

Shade the model and use multiplication to find the equivalent fraction.



00

2.) Choose the model that represents the number of hundredths that are equivalent to $\frac{4}{10}$.





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3.) Choose the letter that shows the fractions compared correctly.



4.) Write the fraction and decimal for the shaded area.







5.) Choose the letter of the model with 0.6 shaded.



6.) Which fraction represents the decimal number 0.9?







Module FDR Lesson 8 Modeled Practice #1



ones	tenths	hundredths



ones	tenths	hundredths





ones	tenths	hundredths





ESTAR

Write the fraction and decimal for the shaded area.

1.)

ones	tenths	hundredths

2.)

ones	tenths	hundredths





Shade the model and write the decimal.

3.)

1	52
I	100

ones	tenths	hundredths





Write and read the fraction and decimal for the shaded model.

1.)

fraction _____

decimal _____

2.)

fraction _____

decimal _____









ESTAR INTERVENTION

7	

1.) Choose the letter that shows the fractions compared correctly.

A
$$\frac{5}{10} < \frac{53}{100}$$

B $\frac{2}{10} > \frac{40}{100}$
C $\frac{6}{10} > \frac{67}{100}$
D $\frac{8}{100} = \frac{8}{10}$

2.) Write the fraction and decimal for the shaded area.



fraction _____

decimal _____



3.) Choose the best answer. Which model represents 0.4?



4.) Which fraction represents the decimal number 0.2?

A
$$\frac{2}{10}$$
 C $\frac{2}{100}$
B $\frac{20}{100}$ **D** 2



5.) Write the fraction and decimal for the shaded area.

ones	tenths	hundredths

6.) Shade and write the decimal.

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I	1	00	-										Τ						





- 7.) Micah was recording information in science class. His lab partner stated it rained one and thirty-six hundredths of a centimeter. Which of the following decimal numbers should Micah write on his paper?
 - **A** 1.26
 - **B** 0.36
 - **C** 1.06
 - **D** 1.36





Read the following decimals:

1.2 6.8 3.47 4.09

Write the number in the place value chart and in expanded notation.

378

Thousands	Hundreds	Tens	Ones

_____ + _____ + _____

5,107

Thousands	Hundreds	Tens	Ones





8.36

ones	tenths	hundredths

+	+	





Write the number in the place value chart and then in expanded notation. **1.)** 3.7

ones	tenths	hundredths
	•	

2.) 4.62

ones	tenths	hundredths

3.) 9.08

ones	tenths	hundredths





6	

Write the fraction and decimal for the amount shown.

1.)



2.)

	_				on	ies		er	hth	S	h	un	dr	ec	lth	s
							•									



Write the number in the place value chart and then in expanded notation. **3.)** 8.5

ones	tenths	hundredths

4.) 2.93

ones	tenths	hundredths
	•	

5.) 7.01

ones	tenths	hundredths

6.) Choose the letter that shows the expanded notation for 6.38.

- **A** 6.0 + 0.8 + 0.03
- **B** 600 + 30 + 8.0
- **C** 6.0 + 0.3 + 0.08
- **D** 6.0 + 3.0 + 8.0



Module FDR Lesson 10 Modeled Practice #1





STOP]

Module FDR Lesson 10 Modeled Practice #2






Identify each point on the number line.

ESTAR



72

STOP

6	

Write the fraction and decimal for the amount shown.

1.)







Write the number in the place value chart and then in expanded notation.

3.) 6.2

ones	tenths	hundredths

4.) Choose the letter that shows the number expression for 5.15.

- A 5.0 + 0.1
 B 500 + 15
 C 5.0 + 0.5 + 0.1
- **D** 5.0 + 0.1 + 0.05

5.) What fraction represents point C?







Grade 4 7





STOP



1.) Write the missing fraction on the number line.







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Write the number in the place value chart and then in expanded form.

1.) 9.24

ones	tenths	hundredths
	•	

2.) Choose the letter that shows the expanded form for 5.57.

A 7.0 + 0.7
B 7.0 + 0.07
C 5.0 + 0.5 + 0.07
D 7.0 + 0.75

3.) What fraction represents point J?











Module FDR Lesson 12 Engaged Practice

Write the decimal for each blank box on the number line.



STOP

Activity 1

Write the decimal for the shaded models.

1.)



2.) Shade 0.3 and 0.30.



3.) Write 2 equivalent decimals and then shade the matching amounts.

=

=







=

Activity 2

Write the decimal for the shaded models.

1.)



2.) Shade 0.2 and 0.20.



3.) Write 2 equivalent decimals and then shade the matching amounts.

=

=







=

7

1.) Choose the letter that shows the expanded form for 7.57.

- A 7.0 + 0.7
 B 7.0 + 0.07
 C 7.0 + 0.5 + 0.07
- **D** 7.0 + 0.75

2.) What decimal represents point J?



3.) What decimal represents point L?



4.) Nora is finding points on a number line. What decimal best represents point S?



Write the equivalent decimals for the shaded models.

5.)



_					
_					
_					
		\vdash	\vdash		
_					

6.) Shade 0.8 and 0.80.







=

=

Module FDR Lesson 12 Independent Practice

7.) Which statement is true about the shaded models below?



- **A** 0.50 > 0.5
- **B** 0.05 > 0.5
- **C** 0.5 = 0.05
- **D** 0.50 = 0.5













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ESTAR INTERVENTION







ESTAR INTERVENTION

Activity 1 Shade and compare using >, <, or =.





Module FDR Lesson 13 Practice

Shade and compare using >, <, or =.

3.)

4.)

 0.77		0.67	
0.4	\bigcirc	0.6	



ESTAR INTERVENTION

Activity 2

1.)

Write the decimal for the shaded models. Then, compare using >, <, or =.

		\bigcirc		

					•				





Write the decimal for the shaded models. Then, compare using >, <, or =.

3.)	
	 0
4.)	



7	

Write the equivalent decimals for the shaded models.

1.)



2.) Shade 0.4 and write the equivalent decimal.



=

=



3.) Write 2 equivalent decimals and shade.



Shade and compare using >, <, or =.







Shade and compare using >, <, or =.

5.)



6.)

				-					

0.46

0.53







Which of the following makes the statement true?

- **A** >
- **B** <
- **C** =











Module FDR Lesson 14 Modeled Practice #2









Module FDR Lesson 14 Modeled Practice #3









Write the decimal for the shaded models. Then, compare using >, <, or =.

1.)





Module FDR Lesson 14 Practice

Write the decimal for the shaded models. Then, compare using >, <, or =.





Comparing Decimals Tic Tac Toe

Directions:

- 1. Decide which player will play first. The other player will play second.
- 2. Decide who will be "X" and who will be "O."
- 3. Take turns selecting a problem in the box.
- 4. Compare the decimals using >, <, or =.
- 5. Use the Fractions and Decimals Mat and dry erase marker to solve the problem.
- 6. If a player's answer is correct, then mark the box with either an "X" or an "O."
- 7. Continue to take turns.
- 8. Play the game until one player has 3 boxes in any column, row, or diagonal.



7

1.) Shade the models.



Which of the following makes the statement true?

A > B < C =

Shade and compare using >, <, or =.







Module FDR Lesson 14 Independent Practice

Shade and compare using >, <, or =.

3.)



0.7

_ <u>_ _ _</u>

0.87







Module FDR Lesson 14 Independent Practice

Write the decimal for the shaded models. Then, compare using >, <, or =.

5.)	
	()
6.)	
	()
7.) Which de	ecimal makes the statement true? 0.26 <
 A 0.04 B 0.20 C 0.4 	



D 0.25

Module FDR Lesson 15 Modeled Practice #1












Module FDR Lesson 15 Practice

Shade and compare using >, <, or =.

1.)

2.)







Module FDR Lesson 15 Practice

Shade and compare using >, <, or =.

3.)









Module FDR Lesson 15 Independent Practice

Shade and compare using >, <, or =.

1.)

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Щ	Ц					

0.47

0.55

2.)

ESTAR





Module FDR Lesson 15 Independent Practice

Write the decimal for the shaded models. Then, compare using >, <, or =.

3.)





4.)

ESTAR



Module FDR Lesson 15 Independent Practice

Shade and compare using >, <, or =.

5.)

6.)







7.)



Which of the following statements is true?

- **A** 1 < 0.66
- **B** 0.66 > 1
- **C** 1 = 0.66
- **D** 1 > 0.66





least to greatest

0.17











least to greatest



















1.) Shade and order the decimal numbers from least to greatest.



2.) Order the decimal numbers for the shaded models from least to greatest.







7	

Write the decimal for the shaded models. Then, compare using >, <, or =.

1.)





Shade and compare using >, <, or =.

2.)





3.)



4.) Look at the shaded models.



Which of the following makes the statement true?

- **A** 0.03 > 0.37
- **B** 0.3 > 0.37
- **C** 0.3 < 0.37
- **D** 0.3 = 0.37



5.) Shade and order the decimal numbers from least to greatest.



6.) Order the decimal numbers for the shaded models from least to greatest.





7.) Look at the shaded models.







Which of the following shows the decimals in order from least to greatest?

- **A** 0.21; 0.3; 0.02
- **B** 0.3; 0.21; 0.02
- **C** 0.02; 0.3; 0.21
- **D** 0.02; 0.21; 0.3





Shade and order the decimals from least to greatest.







greatest to least

0.73





greatest to least

0.09







0.46







1.) Shade and order the decimals from greatest to least.



2.) Order the decimals for the shaded models from greatest to least.









1.) Look at the shaded models.



Which of the following statements is true?

- **A** 1 > 0.95
- **B** 1 < 0.95
- **C** 1 = 0.95
- **D** 1 < 0.09
- 2.) Shade and order the decimals from least to greatest.



0.32

0.05





3.) Look at the shaded models.







Which of the following shows the decimals in order from least to greatest?

- **A** 7; 0.8; 0.82
- **B** 0.8; 0.7; 0.82
- **C** 0.82; 0.8; 0.7
- **D** 0.7; 0.8; 0.82
- 4.) Shade and order the decimals from greatest to least.

0.13



0.43



5.) Order the decimals for the shaded models from greatest to least.







6.) Look at the shaded models.







Which of the following shows the decimals in order from greatest to least?

- **A** 0.63; 0.6; 0.06
- **B** 0.6; 0.63; 0.06
- **C** 0.06; 0.6; 0.63
- **D** 0.06; 0.63; 0.6





7.) Order the money from greatest to least.

\$0.10 \$0.01

\$0.11





Shade the models and solve.

ESTAR

1)
$$\frac{4}{10} + \frac{4}{10} =$$

1) $\frac{4}{10} + \frac{4}{10} =$ ______
2) $\frac{9}{10} - \frac{3}{10} =$ _____











1.4

Read the problem, shade the models and solve.

1.) Gilbert drove 1.3 kilometer to the post office. Then he drove 1.5 kilometer to the store.



	\square	Π	Π	
				+





What is the total distance Gilbert drove?

2.) Write a decimal for the shaded models and solve.







=



3.) Solve.



+

+



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2.8 - 1.3 =



Read each problem and use the models to help solve.

1.) Corin has 2.6 liters of water.



If she drinks 0.4 liters of water after soccer practice, what will be the amount of water remaining?

_____ liters

2.) Will had a piece of string 2.6 meters long. He cut off a 1.5 meter piece. How much string is left?





meters



5	

1.) Shade and order the decimals from least to greatest.



2.) Order the decimals for the shaded models from greatest to least.





ESTAR

3.) Look at the shaded models.





Which of the following shows the decimals in order from greatest to least?

- **A** 0.82; 0.07; 0.08
- **B** 0.7; 0.8; 0.82
- **C** 0.82; 0.8; 0.7
- **D** 0.82; 0.7; 0.8



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133

Read the problem. Use the model to solve.

5.) James ran 4.9 meters. Lilian ran 1.5 meters less than James. How far did Lilian run?







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0.22

1.) There are 2.58 liters of lemonade. Shade the amount of lemonade below.

					-			

Kara poured 1.3 liters into some cups. What will be the amount of lemonade remaining? ______ liters

2.) Shade the decimals and solve.



1.25 + 1.32 =



Read each problem and solve.

1.) The container has 2.56 milliliters of water.



Diego poured out 0.25 milliliters. How much water is remaining?

_____ milliliters

2.) Steven bought a toy for \$1.45 and a snack for \$1.20. How much money did he spend? Shade the decimal and solve.

╈





TESTAR

INTERVENTION

6	

1.) Shade and order the decimals from least to greatest.



2.) Order the decimals for the shaded models from greatest to least.





3.) Look at the shaded models.





Which of the following shows the decimals in order from greatest to least?

- **A** 0.2; 0.30; 0.6
- **B** 0.6; 0.30; 0.2
- **C** 0.6; 0.2; 0.30
- **D** 0.30; 0.6; 0.2





Read the problem and write an expression. Then shade the models and solve.

4.) The fish weighs 2.45 pounds and the small snake weighs 1.23 pounds. How much more does the fish weigh than the snake?

Expression

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	Ц		+	Ц				
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	Η		╈	Η			Η	
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	Ц		+	Ц				
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								C

Module FDR Lesson 19 Independent Practice

5.) Mike walked 2.33 meters to work and 1.15 meters to the store. What is the total distance Mike walked?



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6.) Mason threw a ball 5.73 meters. Nathan threw a ball 7.82 meters. Which expression can be used to find how much farther Nathan threw the ball than Mason?

A 5.73 + 7.82

B 7.8 + 5.73

C 7 – 5.73

D 7.82 - 5.73



Module FDR Lesson 20 Modeled Practice #1	ed 2.6 liters of water and the red ers of water. How much water was arrels?	I liters	
	The blue rain barrel collect rain barrel collected 3.3 lite collected in the two rain be		



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STOP
Module Fl Lesson Modeled Practice	

Gabriel has \$4.55. He spent \$3.50 on his lunch. How much money does Gabriel have after buying his lunch?





Module FDR Lesson 20 Practice

Read the problem and write an expression. Then, shade the models and solve.

I.) Rosa earned \$2.50 for watering the flowers and \$2.25 for taking out the trash. What is the total amount of money Rosa earned?



2.) The grass is 2.4 inches tall. Later the grass was mowed and measured 1.3 inches tall. What is the difference in the height of the grass?



inches

II



Read the problem. Then write an expression to solve the problem.

1.) Caitlin saved \$19.67. She donated \$8.25 to a charity. How much money does she have left?

Expression _____

2.) Jeremy bought 2.3 pounds of pineapple and 4.2 pounds of carrots at the farmer's market. What is the total weight of pineapple and carrots he bought?

Expression _____

3.) Kristen improved her swimming time from 8.35 seconds to 6.24 seconds. By how much time did she improve?

Expression _____





7	

1.) Order the decimals for the shaded models from greatest to least.







2.) Look at the shaded models.







Which of the following shows the decimals in order from greatest to least?

- **A** 0.6; 0.30; 0.2
- **B** 0.2; 0.30; 0.6
- **C** 0.6; 0.2; 0.30
- **D** 0.6; 0.20; 0.30

ESTAR INTERVENTION





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Module FDR Lesson 20 Independent Practice
Read the problem. Then write an expression to solve the problem. 5.) Claire saved \$25.29. She donated \$13.15 to a charity that helps rescue animals. How much money does she have left?
Expression
6.) Nate bought 2.3 pounds of apples and 3.2 pounds of cucumbers at the farmer's market. What is the total weight of apples and cucumbers he bought?
Expression
7.) Solve problem 6 using the models below.
spunod