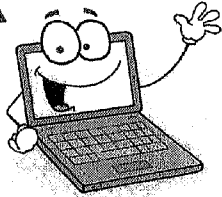


Name: _____

MONDAY
NIGHT

**Check
Me
Out!**



Want a quick review? Check out this week's (or previous week's) tutorials at mcdbsesmath.weebly.com/homework.html

This week: recognizing and generating equivalent fractions.

NOTE: This week's tutorials are the same as last week's.

Compare the expressions using the symbols $<$, $>$, or $=$.

$30 \times 9 \quad \underline{\hspace{1cm}} \quad 90 \times 30$

$600 \times 8 \quad \underline{\hspace{1cm}} \quad 60 \times 800$

$90 \times 60 \quad \underline{\hspace{1cm}} \quad 900 \times 60$

$70 \times 600 \quad \underline{\hspace{1cm}} \quad 600 \times 50$

$80 \times 20 \quad \underline{\hspace{1cm}} \quad 20 \times 80$

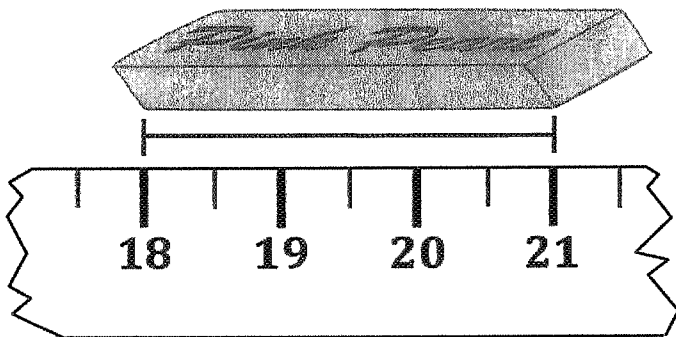
$600 \times 2 \quad \underline{\hspace{1cm}} \quad 60 \times 20$

$500 \times 8 \quad \underline{\hspace{1cm}} \quad 800 \times 5$

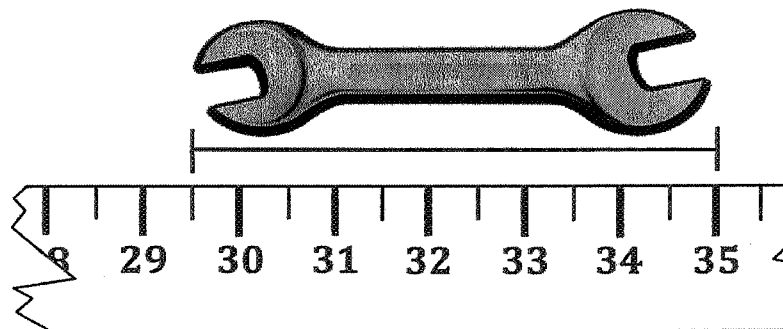
$40 \times 7 \quad \underline{\hspace{1cm}} \quad 70 \times 40$

$500 \times 40 \quad \underline{\hspace{1cm}} \quad 50 \times 40$

What is the length of the eraser, to the nearest inch?

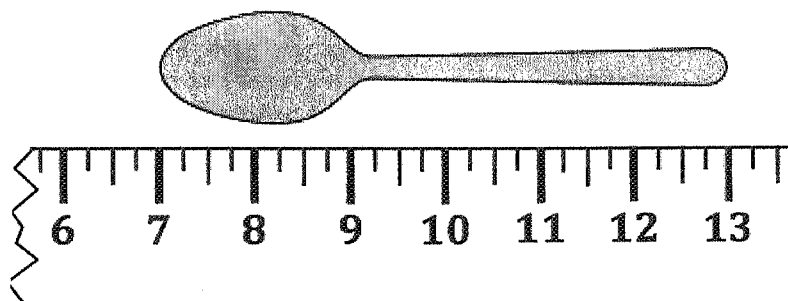


What is the length of the wrench, to the nearest half-inch?



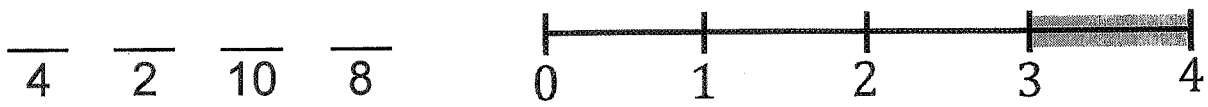
= 1 inch

What is the length of the spoon, to the nearest inch?

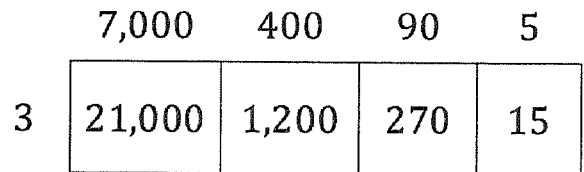
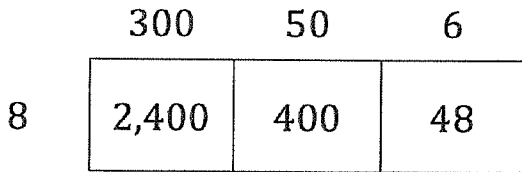


item	length
eraser	
wrench	
spoon	

Add numerators to create four improper fractions that could be placed between 3 and 4 on a number line.



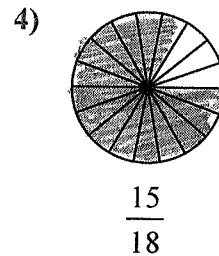
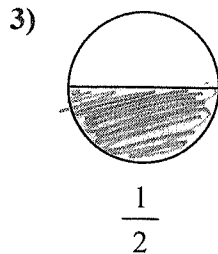
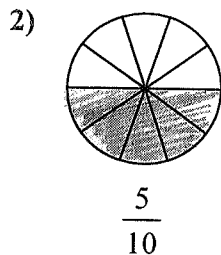
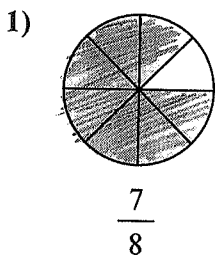
Write an equation to show the two factors and final product represented by each area model.



_____ x _____ = _____

_____ x _____ = _____

Match each numbered fraction (top row) with the lettered fraction that has the same value. Write an equation to show the relationship between the equivalent fractions.



1. _____
2. _____
3. _____
4. _____

