
4th grade, FGCS

Homework-1

Name: _____

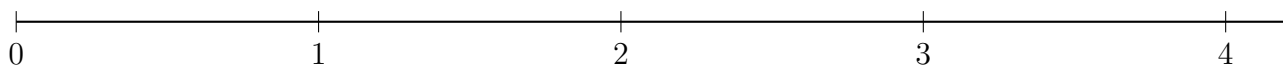
Concepts covered in class: Number line, definition of a number as a point on the number line, the terms *unit* and *unit segment*, placing multiples of a whole number on the number line, informal introduction to fractions using discrete objects

1. Complete the definition by filling in the blank.

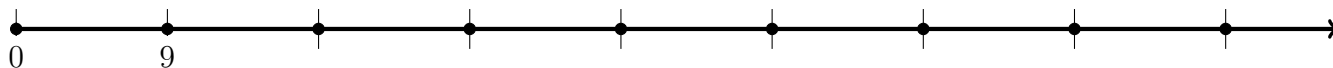
A number is a _____

2. The number **1** on the number line is called a _____
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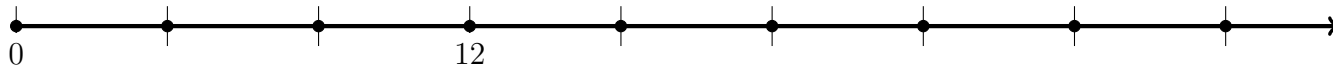
3. Below is a picture of the number line. Mark the **unit segment** using your favorite color.



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4. Below is a picture of the number line. Label each of the thickened points by an appropriate **multiple** of 9.



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5. Below is a picture of the number line. Label each of the thickened points by an appropriate **whole number**.

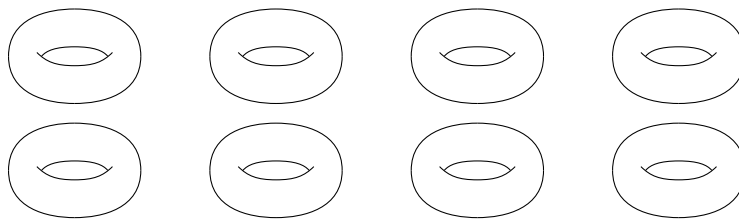


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6. Fill in the blank with a fraction.

57 cups from a collection of 135 cups are broken.

This is the same as saying _____ of the cups are broken.

7. Look at the following collection of 8 donuts. Shade $\frac{5}{8}$ of them in your favorite color.



8. In the fraction $\frac{27}{73}$, the top number 27 is called the _____,

and the bottom number 73 is called the _____

9. Recall that a quarter is the same amount as 25 pennies. **Fill in each blank with a fraction.**

A penny is _____ of a quarter. A nickel is _____ of a quarter.

10. There were 72 birds and $\frac{49}{72}$ of them flew away. How many birds are left?

11. There are exactly 691 apples and 532 oranges in a fruit basket.

The total number of fruits in the basket are _____

What **fraction** of the fruits in the basket are apples? Answer: _____

What **fraction** of the fruits in the basket are oranges? Answer: _____