

Fractions Practice

NAME _____

DATE _____ PERIOD _____

SIMPLIFY • CONVERT • OPERATE

Directions: Show your work where there is space. Always write fractions in lowest terms unless told otherwise.

Part A • Equivalent Fractions

Shade the second bar to match the first, then confirm the fractions are equal.

$$1/2 = 2/4 \quad \begin{array}{|c|c|} \hline \text{Shaded} & \text{Empty} \\ \hline \end{array} = \begin{array}{|c|c|c|c|} \hline & & & \\ \hline \end{array}$$

$$2/3 = 4/6 \quad \begin{array}{|c|c|c|} \hline \text{Shaded} & \text{Shaded} & \text{Empty} \\ \hline \end{array} = \begin{array}{|c|c|c|c|c|c|} \hline & & & & & \\ \hline \end{array}$$

Part B • Simplify to Lowest Terms

1. $6/8 =$ _____

2. $9/12 =$ _____

3. $10/15 =$ _____

4. $8/20 =$ _____

Part C • Improper Fractions & Mixed Numbers

Convert each one. (Improper $\rightarrow$ mixed, or mixed $\rightarrow$ improper.)

1. $7/4 =$ _____

2. $11/3 =$ _____

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

4. $3\frac{2}{5} =$ _____

Part D • Compare (unlike denominators)

Write $>$, $<$, or $=$ in each box. Use common denominators or convert to decimals.

$$2/3 \quad \square \quad 3/4 \quad 5/6 \quad \square \quad 7/8 \quad 3/5 \quad \square \quad 1/2$$

Part E • Add & Subtract (unlike denominators)

Find a common denominator. Show your work, then simplify.

1. $\frac{1}{2} + \frac{1}{3} =$ _____

.....

2. $\frac{3}{4} - \frac{1}{6} =$ _____

.....

3. $\frac{2}{5} + \frac{1}{2} =$ _____

.....

4. $\frac{5}{6} - \frac{1}{3} =$ _____

.....

Part F • Apply

A recipe needs $\frac{3}{4}$ cup of flour. You decide to make **half** the recipe. How much flour do you need? Show your work.

Write $\frac{3}{5}$ as a decimal: _____ and as a percent: _____

Fractions Practice

Grades 6–8 • Math

By Grades 6–8 fractions become procedural and connected: simplifying, converting between improper and mixed forms, comparing across unlike denominators, operating with unlike denominators, and linking fractions to decimals and percents. A visual anchor (Part A) keeps the meaning attached to the procedure.

Quick Start

LEARNING TARGET

Students simplify fractions, convert improper/mixed forms, compare and add/subtract with unlike denominators, and connect fractions to decimals, percents, and a real-world problem.

TIME

40–50 min

GROUPING

Independent; show work

MATERIALS

Printed sheet, pencil

Guiding questions: What's the GCF? What common denominator works? How would a decimal confirm your comparison?

Facilitation Sequence

1 Launch

Connect Part A's shaded equivalence to " $\times \div$ top and bottom by the same number." Set the expectation: lowest terms, work shown.

2 Student work

Watch for: forgetting to simplify, adding denominators, and miscounting whole numbers when converting mixed/improper.

3 Consolidate & discuss

Compare two methods for Part D (common denominators vs decimals) and surface why both work.

4 Wrap-up

Discuss Part F: half of $\frac{3}{4}$ is multiplication; connect $\frac{3}{5} = 0.6 = 60\%$.

Answer Key & How to Approach

Item	Answer / How to Approach
Part B – simplify	1) $\frac{3}{4}$ 2) $\frac{3}{4}$ 3) $\frac{2}{3}$ 4) $\frac{2}{5}$. Divide top and bottom by the GCF.
Part C – convert	1) $1\frac{3}{4}$ 2) $3\frac{2}{3}$ 3) $\frac{5}{2}$ 4) $1\frac{7}{5}$.
Part D – compare	$\frac{2}{3} < \frac{3}{4} \cdot \frac{5}{6} < \frac{7}{8} \cdot \frac{3}{5} > \frac{1}{2}$. (Decimals: $.67/.75, .83/.875, .6/.5$)
Part E – add/subtract	1) $\frac{5}{6}$ 2) $\frac{7}{12}$ 3) $\frac{9}{10}$ 4) $\frac{1}{2}$. Common denominators, then simplify.
Part F – apply	Half of $\frac{3}{4} = \frac{3}{4} \times \frac{1}{2} = \frac{3}{8}$ cup. $\frac{3}{5} = 0.6 = 60\%$.

Likely Responses, Misconceptions & Teacher Moves

Students may...	What that might mean...	A helpful next move...
Add denominators ($\frac{1}{2} + \frac{1}{3} = \frac{2}{5}$)	Treating denominators like whole numbers.	Build common denominators first; show why $\frac{1}{2} + \frac{1}{3}$ must be $> \frac{1}{2}$.
Leave answers un-simplified (e.g., $\frac{6}{8}$)	Stopping before lowest terms.	"Is there a common factor left?" Divide by the GCF.
Miscount the whole in $\frac{7}{4} \rightarrow 1\frac{1}{4}$	Division/remainder slip.	$7 \div 4 = 1$ remainder 3 $\rightarrow 1\frac{3}{4}$.
Compare by numerator or denominator alone	No common reference.	Common denominators or convert to decimals.

Equity, SEL & Trauma-Informed Prompts

Equity	SEL	Trauma-Informed
Anchor in shared contexts — recipes, money, sports stats. Multiple valid methods value different ways of reasoning.	Fractions carry math anxiety. Reward shown work and a justified method over speed; normalise checking with a decimal.	Predictable structure and a private check before sharing; let students choose which problem to present.

UDL, Differentiation & Language Supports

More support	Ready for more	Language supports
A multiplication-table strip; a worked example per part; fraction bars for Part A/D; allow a calculator for the decimal check.	Add/subtract mixed numbers; multiply two fractions; insert a fraction between two on the number line; convert all of Part D to percents.	The function is justify (because...). Frames: "___ is greater because..."; name GCF, LCD, numerator, denominator.

Assessment Look-Fors & Next Steps

Criterion	What it looks like here	Helpful next step
Simplifying	Answers in lowest terms.	If not, prompt "common factor left?"
Operating with unlike denominators	Finds a common denominator before adding.	If adding denominators, reteach with bars.
Connecting forms	Links fraction $\leftrightarrow$ decimal $\leftrightarrow$ percent.	If shaky, practice $/100$ conversions.

Reteach signal: if many add denominators, do a fraction-bar mini-lesson on common denominators before the next set.