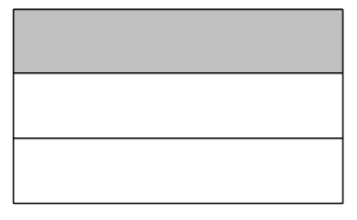
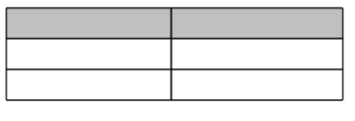
**Fourth Grade Exit Tickets**

**Cluster 5 – NC.4.NF.1**

1. Decompose the shaded fraction model into smaller units to find the equivalent fraction.

a.  \_\_\_\_\_\_\_\_\_\_\_\_

b. \_\_\_\_\_\_\_\_\_\_\_\_

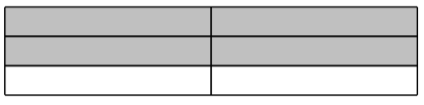
2. Draw area models to show the fractions below are equivalent.

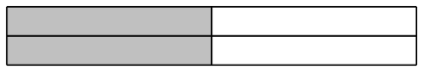
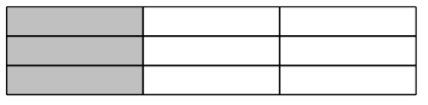
a. =

b. =

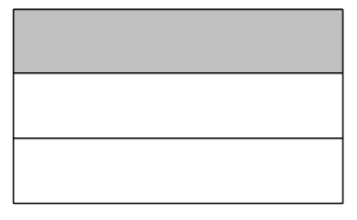
c. =

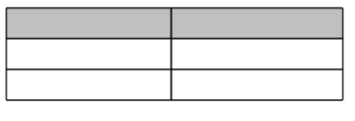
4. Which model below is equivalent to the fraction ?

A.  B. 

C.  D. 

1. Decompose the shaded fraction model into smaller units to find the equivalent fraction.

a.  \_\_\_\_\_\_\_\_\_\_\_\_

b. \_\_\_\_\_\_\_\_\_\_\_\_

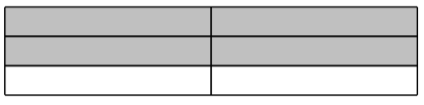
2. Draw area models to show the fractions below are equivalent.

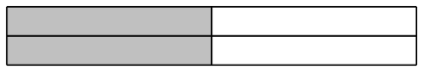
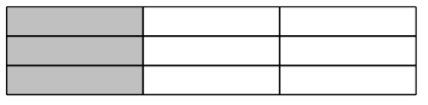
a. =

b. =

c. =

4. Which model below is equivalent to the fraction ?

A.  B. 

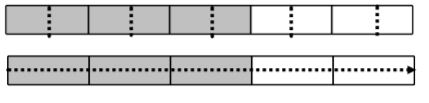
C.  D. 

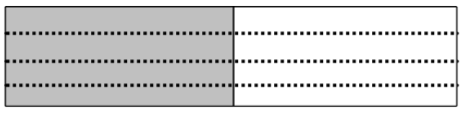
**Answer Key:**

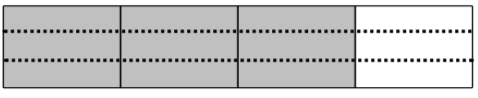
1.

a. Students could have 2/6, 3/9, 4/12, 5/15 etc.

b. Students could have 4/12, 6/18, 10/30 etc.

2. a. 

b. 

c. 

3. A