1. Nan drew a model to show the addition of two fractions.

Write an equation to match Nate’s model.

1. Amy runs \( \frac{2}{5} \) of a mile. Then she walks another \( \frac{2}{5} \) of a mile.

a. How far does Amy run and walk? Use the number line to model the problem.

b. Write and solve an equation to match your model.

3. Mr. Kopek cuts a pie into 8 equal pieces. He eats two pieces and his son eats three pieces.

a. What fraction of the pie do Mr. Kopek and his son eat? Draw a model to match the problem.

b. Write an equation to match your model.

4. Kyle draws a model to show the subtraction of two fractions.

Write an equation to match the model.

5. Fen bought \( \frac{3}{4} \) yard of cloth. She used \( \frac{1}{4} \) yard to make a napkin. How much cloth does she have left?

6. In spring, Toni divided her vegetable garden into 3 equal sections. She planted beans in one section, corn in the second section, and squash in the third section. One day in autumn, Toni harvested all the beans and squash.

a. Draw a model to match the problem situation.

b. What fraction of the garden has Toni not yet harvested?
### Practice for Common Core Assessment

1. Martin has 14 marbles. His brother gives him 5 more marbles. How many marbles does he have now? Write a number sentence. Use ? for the unknown. Solve the number sentence you wrote.

2. How many strawberries are there? Write the number.

3. Which sentence is true?

   A) 16 – 8 = 8  
   B) 13 – 5 = 7  
   C) 14 – 6 = 8

---

### Practice End-of-Year Assessment

1. Use the protractor to draw an angle of 40°. One side of the angle is drawn for you.

2. Circle all of the fractions that are greater than \( \frac{4}{9} \).

   - \( \frac{4}{5} \)  
   - \( \frac{4}{10} \)  
   - \( \frac{4}{8} \)  
   - \( \frac{4}{12} \)  
   - \( \frac{4}{20} \)  
   - \( \frac{4}{6} \)  
   - \( \frac{4}{11} \)  
   - \( \frac{4}{7} \)

3. The table shows three bills that the Brock family paid in March. Find the total of the three bills.

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hockey gear</td>
<td>$862</td>
</tr>
<tr>
<td>Car repair</td>
<td>$1,055</td>
</tr>
<tr>
<td>New carpeting</td>
<td>$3,293</td>
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</tbody>
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---

### Practice Performance Task 1

**Camp Walkie-Talkies**

**Mathematical Content Focus:**
- 4.OA.3
- 4.NBT.5
- 4.NBT.6
- 4.MD.2

**Mathematical Practice Focus:**
- 1
- 2
- 3
- 6

**Part A**

The treasurer of a camp has a $1,000 budget to buy walkie-talkies for 56 campers. Each camper must have a walkie-talkie. The camp treasurer has narrowed down the choices to two models, Model A and Model B. Each model has different prices depending on how they are ordered, including tax, for Model A and Model B are shown below.

<table>
<thead>
<tr>
<th>Walkie-Talkie Model A</th>
<th>Price (including tax)</th>
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<tbody>
<tr>
<td>Box with 6 pair</td>
<td>$34/pair</td>
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<tr>
<td>1 pair</td>
<td>$42/pair</td>
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<table>
<thead>
<tr>
<th>Walkie-Talkie Model B</th>
<th>Price (including tax)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Box with 24 pair</td>
<td>$33/pair</td>
</tr>
<tr>
<td>1 pair</td>
<td>$53/pair</td>
</tr>
</tbody>
</table>

1. Which model can the camp treasurer order with his $1,000 budget? Show and explain your work. Use a model to explain your calculations.

**Part B**

The director of the same camp wants to make sure that when the older campers go on their 6-day hike, they will be able to use the new walkie-talkies during each day of the hike. She learns that both models have 15 hours of talk time (the amount of time a person can talk without recharging batteries). She will direct the camp counselors to set a limit on the number of minutes the campers can use the walkie-talkies each day of the hike.

2. How long can each camper use his or her walkie-talkie each day if it is used for the same amount of time each day?

3. Write an equation to show how you solved the problem in Question 2. Let \( t \) be the amount of time a camper can use the walkie-talkie each day.
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