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Fractions As Division Worksheet

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Part 1: Building a Foundation

What does the numerator in a fraction represent?

Hint: Think about what part of the fraction is being counted.

◯ A) The total number of parts
◯ B) The number of parts being considered
◯ C) The division of the denominator
◯ D) The sum of the parts

Which of the following are equivalent fractions to $\frac{1}{2}$?

Hint: Look for fractions that simplify to the same value.

☐ A) $\frac{2}{4}$
☐ B) $\frac{3}{6}$
☐ C) $\frac{4}{8}$
☐ D) $\frac{5}{10}$

Explain in your own words how a fraction represents a division problem.

Hint: Consider how the numerator and denominator relate to division.

List the two main components of a fraction and their roles.

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Hint: Think about what each part of the fraction does.

1. What is the numerator?

[   ]

2. What is the denominator?

[   ]

What is the result of simplifying the fraction $\frac{8}{12}$?

Hint: Find the greatest common divisor of the numerator and denominator.

○ A) $\frac{2}{3}$
○ B) $\frac{3}{4}$
○ C) $\frac{4}{6}$
○ D) $\frac{1}{2}$

Part 2: Application and Analysis

You have 15 apples and want to divide them equally among 4 friends. What fraction of the apples does each friend get?

Hint: Think about how to divide 15 by 4.

○ A) $\frac{15}{4}$
○ B) $\frac{4}{15}$
○ C) $\frac{3}{4}$
○ D) $\frac{1}{4}$

Which of the following scenarios can be represented by the fraction $\frac{3}{5}$?

Hint: Consider situations where parts of a whole are involved.

☐ A) 3 out of 5 slices of pizza eaten
☐ B) 3 apples shared among 5 people
☐ C) 3 miles out of a 5-mile journey completed
☐ D) 3 dollars out of 5 dollars spent

Create a real-world problem that can be solved using the fraction $\frac{7}{2}$. Explain your reasoning.

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Hint: Think about situations involving sharing or dividing something.

> [text area]

If $\frac{a}{b} = \frac{6}{9}$, what is the relationship between a and b when simplified?

Hint: Consider the simplest form of the fraction.

○ A) $a = 2, b = 3$
○ B) $a = 3, b = 4$
○ C) $a = 1, b = 2$
○ D) $a = 4, b = 6$

Which of the following statements are true about the fraction $\frac{12}{16}$?

Hint: Evaluate each statement based on your knowledge of fractions.

☐ A) It can be simplified to $\frac{3}{4}$
☐ B) It is an improper fraction
☐ C) It represents a division of 12 by 16
☐ D) It is equivalent to $\frac{6}{8}$

Analyze the fraction $\frac{10}{15}$ and explain the steps to simplify it. What is the significance of simplifying fractions?

Hint: Consider the greatest common factor and its role in simplification.

> [text area]

Part 3: Evaluation and Creation

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Which of the following best evaluates the statement: "Fractions and division are interchangeable in all mathematical contexts"?

Hint: Consider the contexts in which fractions and division are used.

◯ A) Always true
◯ B) Sometimes true
◯ C) Never true
◯ D) True only for whole numbers

Evaluate the effectiveness of using fractions to solve the following problems:

Hint: Think about the context of each problem.

☐ A) Dividing a pizza into equal slices
☐ B) Calculating the percentage of a test score
☐ C) Determining the ratio of boys to girls in a class
☐ D) Converting currency exchange rates

Design a complex word problem involving fractions as division that requires multiple steps to solve. Provide a solution and explain your thought process.

Hint: Consider a scenario that involves several calculations.

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