4th Grade TX Go Math Module 5 Test REVIEW

1. Linda uses $\frac{3}{12}$ pound of strawberries and $\frac{2}{12}$ pound of blueberries to make jam.

How many pounds of berries does Linda use to make jam?

A. $\frac{1}{12}$ pound
B. $\frac{5}{24}$ pound
C. $\frac{5}{12}$ pound
D. $\frac{1}{2}$ pound

2. A painter mixed $\frac{1}{4}$ quart of red paint with $\frac{3}{4}$ quart of blue paint to make purple paint.

How much purple paint did the painter make?

A. $1 \frac{3}{4}$ quarts
B. 1 quart
3. Ellen sewed $\frac{5}{8}$ yard of fringe on her scarf. Ling sewed $\frac{2}{8}$ yard of fringe on her scarf.

How much more fringe did Ellen sew on her scarf than Ling?

A. $\frac{1}{8}$ yard  
B. $\frac{2}{8}$ yard  
C. $\frac{3}{8}$ yard  
D. $\frac{7}{8}$ yard

4. Keiko sewed $\frac{3}{4}$ yard of lace on her backpack. Pam sewed $\frac{1}{4}$ yard of lace on her backpack.
How much more lace did Keiko sew on her backpack than Pam?

A. \(\frac{4}{4}\) yard

B. \(\frac{3}{4}\) yard

C. \(\frac{2}{4}\) yard

D. \(\frac{1}{4}\) yard

5. Look at the model.

Which equation does the model show?

A. \(\frac{2}{5} + \frac{1}{5} = \frac{3}{5}\)

B. \(\frac{2}{5} + \frac{4}{5} = \frac{6}{5}\)

C. \(\frac{4}{5} + \frac{1}{5} = 1\)
6. Use the model.

What is the difference of \( \frac{7}{12} - \frac{4}{12} \)?

A. \( \frac{2}{12} \)

B. \( \frac{4}{7} \)

C. \( \frac{3}{12} \)

D. \( \frac{11}{12} \)

7. Use the fraction model to answer the question.

Which equation represents the shaded parts of the model?

A. \( \frac{5}{5} + \frac{5}{5} = \frac{10}{5} \)
8. Which model shows a way to find the difference \( \frac{7}{12} - \frac{2}{12} \)?

A. \[
\begin{array}{c}
\text{1} \\
\begin{array}{cccccccccccc}
\frac{1}{12} & \frac{1}{12} & \frac{1}{12} & \frac{1}{12} & \frac{1}{12} & \frac{1}{12} & \frac{1}{12} & \frac{1}{12} & \frac{1}{12} & \frac{1}{12} & \frac{1}{12} & \frac{1}{12}
\end{array}
\end{array}
\]

B. \[
\begin{array}{c}
\text{1} \\
\begin{array}{cccccccccccc}
\frac{1}{12} & \frac{1}{12} & \frac{1}{12} & \frac{1}{12} & \frac{1}{12} & \frac{1}{12} & \frac{1}{12} & \frac{1}{12} & \frac{1}{12} & \frac{1}{12} & \frac{1}{12} & \frac{1}{12}
\end{array}
\end{array}
\]

C. \[
\begin{array}{c}
\text{1} \quad \text{1} \\
\begin{array}{cccccccccccc}
\frac{1}{5} & \frac{1}{5} & \frac{1}{5} & \frac{1}{5} & \frac{1}{5} & \frac{1}{5} & \frac{1}{5} & \frac{1}{5} & \frac{1}{5} & \frac{1}{5} & \frac{1}{5} & \frac{1}{5}
\end{array}
\end{array}
\]

D. \[
\begin{array}{c}
\text{1} \\
\begin{array}{cccccccccccc}
\frac{1}{12} & \frac{1}{12} & \frac{1}{12} & \frac{1}{12} & \frac{1}{12} & \frac{1}{12} & \frac{1}{12} & \frac{1}{12} & \frac{1}{12} & \frac{1}{12} & \frac{1}{12} & \frac{1}{12}
\end{array}
\end{array}
\]

9. Andrea uses this model to help her find the sum of \( 1 \frac{1}{6} + 1 \frac{4}{6} \).

What is the sum?
10. Brodie paints part of a fence each day. On Friday he paints \( \frac{2}{8} \) of the fence. On Saturday he paints \( \frac{5}{8} \) of it.

What fraction of the fence does he paint on those two days?

A. \( \frac{3}{8} \)
B. \( \frac{7}{8} \)
C. \( \frac{4}{8} \)
D. \( \frac{5}{8} \)

11. Maria uses the shaded parts of this model to write an equation.
Which equation does the model show?

A. \( \frac{3}{6} + \frac{2}{6} = \frac{5}{6} \)

B. \( \frac{3}{6} + \frac{1}{6} = \frac{4}{6} \)

C. \( \frac{3}{6} + \frac{4}{6} = \frac{7}{6} \)

D. \( \frac{2}{6} + \frac{2}{6} = \frac{2}{6} \)

12. Bakari adds \( \frac{2}{10} \) and \( \frac{2}{10} \) and finds the sum \( \frac{22}{10} \). Which statement best describes the sum \( \frac{22}{10} \)?

A. It is reasonable because \( 0 + \frac{1}{2} = \frac{1}{2} \).

B. It is reasonable because \( \frac{1}{4} + \frac{1}{4} = \frac{2}{4} \).

C. It is not reasonable because \( 0 + \frac{1}{2} = \frac{1}{2} \).

D. It is not reasonable because \( \frac{1}{4} + \frac{1}{4} = \frac{2}{4} \).

13. In Ayumi’s class, \( \frac{1}{6} \) of the students prefer dogs and \( \frac{3}{6} \) of the students prefer cats. Ayumi finds that \( \frac{4}{12} \) of the students in her class prefer dogs or cats. Which statement best describes \( \frac{4}{12} \) as the sum?
A. It is reasonable because $\frac{1}{2} + \frac{1}{2} = 1$.  
B. It is reasonable because $0 + \frac{1}{2} = \frac{1}{2}$.  
C. It is not reasonable because $0 + \frac{1}{2} = \frac{1}{2}$.  
D. It is not reasonable because $\frac{1}{2} + \frac{1}{2} = 1$.

14. Mateo subtracts $\frac{4}{8}$ from $\frac{6}{8}$ and finds a difference of $\frac{2}{8}$. Which best describes the difference of $\frac{2}{8}$?  
A. It is reasonable because $1 - \frac{1}{4} = \frac{3}{4}$.  
B. It is reasonable because $\frac{3}{4} - \frac{1}{2} = \frac{1}{4}$.  
C. It is not reasonable because $1 - \frac{1}{4} = \frac{3}{4}$.  
D. It is not reasonable because $\frac{3}{4} - \frac{1}{2} = \frac{1}{4}$.

15. Kyon subtracts $\frac{2}{12}$ from $\frac{11}{12}$ and finds a difference of $\frac{9}{12}$. Which best describes the difference of $\frac{9}{12}$?  
A. It is reasonable because $1 - \frac{1}{4} = \frac{3}{4}$.  
B. It is reasonable because $\frac{3}{4} - \frac{1}{4} = \frac{1}{2}$.  
C. It is not reasonable because $1 - \frac{1}{4} = \frac{3}{4}$.  
D. It is not reasonable because $\frac{3}{4} - \frac{1}{4} = \frac{1}{2}$.

16. Tavi adds $\frac{3}{10}$ and $\frac{3}{10}$ and finds the sum $\frac{6}{10}$. Which statement best describes the sum $\frac{6}{10}$?  
A. It is reasonable because $\frac{3}{10} + \frac{3}{10} = \frac{6}{10}$.  
B. It is reasonable because $\frac{3}{10} + \frac{3}{10} = \frac{6}{10}$.  
C. It is not reasonable because $\frac{3}{10} + \frac{3}{10} = \frac{6}{10}$.  
D. It is not reasonable because $\frac{3}{10} + \frac{3}{10} = \frac{6}{10}$.
A. It is reasonable because \( 0 + \frac{1}{2} = \frac{1}{2} \).
B. It is reasonable because \( \frac{1}{4} + \frac{1}{4} = \frac{2}{4} \).
C. It is not reasonable because \( 0 + \frac{1}{2} = \frac{1}{2} \).
D. It is not reasonable because \( \frac{1}{4} + \frac{1}{4} = \frac{2}{4} \).

17. In Ama's class, \( \frac{5}{10} \) of the students prefer blue and \( \frac{4}{10} \) of the students prefer red. Ama finds that \( \frac{9}{10} \) of the students in her class prefer blue or red. Which statement best describes \( \frac{9}{10} \) as the sum?

A. It is reasonable because \( \frac{1}{2} + \frac{1}{2} = 1 \).
B. It is reasonable because \( 0 + \frac{1}{2} = \frac{1}{2} \).
C. It is not reasonable because \( 0 + \frac{1}{2} = \frac{1}{2} \).
D. It is not reasonable because \( \frac{1}{2} + \frac{1}{2} = 1 \).

18. Andre subtracts \( \frac{2}{8} \) from \( \frac{5}{8} \) and finds a difference of \( \frac{7}{8} \). Which best describes the difference of \( \frac{7}{8} \)?

A. It is reasonable because \( 1 - \frac{1}{4} = \frac{3}{4} \).
B. It is reasonable because \( \frac{3}{4} - \frac{1}{4} = \frac{1}{2} \).
C. It is not reasonable because \( 1 - \frac{1}{4} = \frac{3}{4} \).
D. It is not reasonable because \( \frac{3}{4} - \frac{1}{4} = \frac{1}{2} \).
19. Nina subtracts $\frac{2}{12}$ from $\frac{11}{12}$ and finds a difference of $\frac{5}{12}$. Which best describes the difference of $\frac{5}{12}$?

A. It is reasonable because $1 - \frac{1}{2} = \frac{3}{4}$.
B. It is reasonable because $\frac{3}{4} - \frac{1}{2} = \frac{1}{4}$.
C. It is not reasonable because $1 - \frac{1}{2} = \frac{3}{4}$.
D. It is not reasonable because $\frac{3}{4} - \frac{1}{2} = \frac{1}{4}$.

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20. Joey runs $\frac{2}{10}$ mile on Monday and the same on Tuesday. He finds the total distance that he runs is $\frac{4}{10}$ mile. Which statement best describes the sum $\frac{4}{10}$?

A. It is reasonable because $0 + \frac{1}{2} = \frac{1}{2}$.
B. It is reasonable because $\frac{1}{4} + \frac{1}{4} = \frac{2}{4}$.
C. It is not reasonable because $0 + \frac{1}{2} = \frac{1}{2}$.
D. It is not reasonable because $\frac{1}{4} + \frac{1}{4} = \frac{2}{4}$.

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21. On Hiro's team, $\frac{1}{12}$ of the players prefer country music and $\frac{5}{12}$ of the players prefer rock music. Hiro finds that $\frac{9}{12}$ of the players on the team prefer country or rock music. Which statement best describes $\frac{9}{12}$ as the sum?

A. It is reasonable because $\frac{1}{2} + \frac{1}{2} = 1$. 

B. It is reasonable because $0 + \frac{1}{2} = \frac{1}{2}$.
C. It is not reasonable because $0 + \frac{1}{2} = \frac{1}{2}$.
D. It is not reasonable because $\frac{1}{2} + \frac{1}{2} = 1$.

22. Darya subtracts $\frac{2}{10}$ from $\frac{9}{10}$ and finds a difference of $\frac{7}{10}$. Which best describes the difference of $\frac{7}{10}$?

A. It is reasonable because $1 - \frac{1}{4} = \frac{3}{4}$.
B. It is reasonable because $\frac{3}{4} - \frac{1}{2} = \frac{1}{4}$.
C. It is not reasonable because $1 - \frac{1}{4} = \frac{3}{4}$.
D. It is not reasonable because $\frac{3}{4} - \frac{1}{2} = \frac{1}{4}$.

23. Miguel subtracts $\frac{5}{12}$ from $\frac{8}{12}$ and finds a difference of $\frac{3}{12}$. Which best describes the difference of $\frac{3}{12}$?

A. It is reasonable because $1 - \frac{1}{4} = \frac{3}{4}$.
B. It is reasonable because $\frac{3}{4} - \frac{1}{2} = \frac{1}{4}$.
C. It is not reasonable because $1 - \frac{1}{4} = \frac{3}{4}$.
D. It is not reasonable because $\frac{3}{4} - \frac{1}{2} = \frac{1}{4}$.

24. Sherise adds $\frac{1}{10}$ and $\frac{5}{10}$ and finds the sum $\frac{6}{10}$. Which statement best describes the sum $\frac{6}{10}$?

A. It is reasonable because $1 - \frac{1}{4} = \frac{3}{4}$.
B. It is reasonable because $\frac{3}{4} - \frac{1}{2} = \frac{1}{4}$.
C. It is not reasonable because $1 - \frac{1}{4} = \frac{3}{4}$.
D. It is not reasonable because $\frac{3}{4} - \frac{1}{2} = \frac{1}{4}$. 
A. It is reasonable because \(0 + \frac{1}{2} = \frac{1}{2}\).
B. It is reasonable because \(\frac{1}{4} + \frac{1}{4} = \frac{2}{4}\).
C. It is not reasonable because \(0 + \frac{1}{2} = \frac{1}{2}\).
D. It is not reasonable because \(\frac{1}{4} + \frac{1}{4} = \frac{2}{4}\).

25. In Bill’s class, \(\frac{2}{10}\) of the students walk to school and \(\frac{5}{10}\) of the students ride the bus. Bill finds that \(\frac{3}{10}\) of the students in his class walk or ride the bus to school. Which statement best describes \(\frac{3}{10}\) as the sum?

A. It is reasonable because \(\frac{1}{4} + \frac{1}{2} = \frac{3}{4}\).
B. It is reasonable because \(0 + \frac{1}{2} = \frac{1}{2}\).
C. It is not reasonable because \(0 + \frac{1}{2} = \frac{1}{2}\).
D. It is not reasonable because \(\frac{1}{4} + \frac{1}{2} = \frac{3}{4}\).

26. Marta subtracts \(\frac{3}{8}\) from 1 and finds a difference of \(\frac{5}{8}\). Which best describes the difference of \(\frac{5}{8}\)?

A. It is reasonable because \(1 - \frac{1}{4} = \frac{3}{4}\).
B. It is reasonable because \(\frac{3}{4} - \frac{1}{2} = \frac{1}{4}\).
C. It is not reasonable because \(1 - \frac{1}{4} = \frac{3}{4}\).
D. It is not reasonable because \(\frac{3}{4} - \frac{1}{2} = \frac{1}{4}\).
27. Betsy subtracts $\frac{6}{12}$ from $\frac{10}{12}$ and finds a difference of $\frac{4}{12}$. Which best describes the difference of $\frac{4}{12}$?

A. It is reasonable because $1 - \frac{1}{4} = \frac{3}{4}$.
B. It is reasonable because $\frac{3}{4} - \frac{1}{2} = \frac{1}{4}$.
C. It is not reasonable because $1 - \frac{1}{4} = \frac{3}{4}$.
D. It is not reasonable because $\frac{3}{4} - \frac{1}{2} = \frac{1}{4}$.

28. Rahul adds $\frac{2}{10}$ and $\frac{7}{10}$ and finds the sum $\frac{9}{10}$. Which statement best describes the sum $\frac{9}{10}$?

A. It is reasonable because $\frac{1}{4} + \frac{3}{4} = 1$.
B. It is reasonable because $\frac{1}{4} + \frac{1}{2} = \frac{3}{4}$.
C. It is not reasonable because $\frac{1}{4} + \frac{3}{4} = 1$.
D. It is not reasonable because $\frac{1}{4} + \frac{1}{2} = \frac{3}{4}$.

29. Wanda adds $\frac{3}{12}$ and $\frac{8}{12}$ and finds the sum $\frac{5}{12}$. Which statement best describes the sum $\frac{5}{12}$?

A. It is reasonable because $\frac{1}{4} + \frac{3}{4} = 1$.
B. It is reasonable because $\frac{1}{4} + \frac{1}{2} = \frac{3}{4}$.
C. It is not reasonable because $\frac{1}{4} + \frac{3}{4} = 1$.
D. It is not reasonable because $\frac{1}{4} + \frac{1}{2} = \frac{3}{4}$. 
30. Fritz subtracts \( \frac{5}{8} \) from \( \frac{7}{8} \) and finds a difference of \( \frac{2}{8} \). Which best describes the difference of \( \frac{2}{8} \)?

A. It is reasonable because \( 1 - \frac{1}{4} = \frac{3}{4} \).
B. It is reasonable because \( \frac{3}{4} - \frac{1}{2} = \frac{1}{4} \).
C. It is not reasonable because \( 1 - \frac{1}{4} = \frac{3}{4} \).
D. It is not reasonable because \( \frac{3}{4} - \frac{1}{2} = \frac{1}{4} \).

31. Kamala subtracts \( \frac{2}{6} \) from \( \frac{4}{6} \) and finds a difference of 2. Which best describes the difference of 2?

A. It is reasonable because \( 1 - \frac{1}{4} = \frac{3}{4} \).
B. It is reasonable because \( \frac{3}{4} - \frac{1}{2} = \frac{1}{4} \).
C. It is not reasonable because \( 1 - \frac{1}{4} = \frac{3}{4} \).
D. It is not reasonable because \( \frac{3}{4} - \frac{1}{2} = \frac{1}{4} \).
4th Grade TX Go Math Module 5 Test REVIEW
Answer Section

1. ANS: C  PTS: 1  DIF: average
   REF: Lesson 5.2: Add Fractions Using Models
   OBJ: Use models to represent and find sums involving fractions.
   STA: TEKS.4.3.E Represent and solve addition and subtraction of fractions with equal denominators and referring to the same whole using objects and pictorial models that build to the number line such as strip diagrams and properties.
   TOP: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
   NOT: Number and Operations - Fractions

2. ANS: B  PTS: 1  DIF: average
   REF: Lesson 5.2: Add Fractions Using Models
   OBJ: Use models to represent and find sums involving fractions.
   STA: TEKS.4.3.E Represent and solve addition and subtraction of fractions with equal denominators and referring to the same whole using objects and pictorial models that build to the number line such as strip diagrams and properties.
   TOP: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
   NOT: Number and Operations - Fractions

3. ANS: C  PTS: 1  DIF: average
   REF: Lesson 5.3: Problem Solving: Subtract Fractions Using Models
   OBJ: Use models to represent and find differences involving fractions.
   STA: TEKS.4.3.E Represent and solve addition and subtraction of fractions with equal denominators and referring to the same whole using objects and pictorial models that build to the number line such as strip diagrams and properties.
   TOP: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
   NOT: Number and Operations - Fractions

4. ANS: C  PTS: 1  DIF: average
   REF: Lesson 5.3: Problem Solving: Subtract Fractions Using Models
   OBJ: Use models to represent and find differences involving fractions.
   STA: TEKS.4.3.E Represent and solve addition and subtraction of fractions with equal denominators and referring to the same whole using objects and pictorial models that build to the number line such as strip diagrams and properties.
TOP: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
NOT: Number and Operations - Fractions

5. ANS: A  
PTS: 1
REF: Lesson 5.2: Add Fractions Using Models
STA: TEKS.4.3.E Represent and solve addition and subtraction of fractions with equal denominators and referring to the same whole using objects and pictorial models that build to the number line such as strip diagrams and properties.

6. ANS: C  
PTS: 1
REF: Lesson 5.3: Problem Solving: Subtract Fractions Using Models
STA: TEKS.4.3.E Represent and solve addition and subtraction of fractions with equal denominators and referring to the same whole using objects and pictorial models that build to the number line such as strip diagrams and properties.

7. ANS: C  
PTS: 1  DIF: average
REF: Lesson 5.1: Investigate: Add and Subtract Parts of a Whole
OBJ: Understand that to add or subtract fractions, they must refer to parts of the same-size wholes.
STA: TEKS.4.3.E Represent and solve addition and subtraction of fractions with equal denominators and referring to the same whole using objects and pictorial models that build to the number line such as strip diagrams and properties.
TOP: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
NOT: Number and Operations - Fractions

8. ANS: A  
PTS: 1
REF: Lesson 5.3: Problem Solving: Subtract Fractions Using Models
STA: TEKS.4.3.E Represent and solve addition and subtraction of fractions with equal denominators and referring to the same whole using objects and pictorial models that build to the number line such as strip diagrams and properties.

9. ANS: D  
PTS: 1
REF: Lesson 5.6: Add and Subtract Mixed Numbers
STA: TEKS.4.3.E Represent and solve addition and subtraction of fractions with equal denominators and referring to the same whole using objects and pictorial models that build to the number line such as strip diagrams and properties.

10. ANS: B  
PTS: 1
Lesson 5.2: Add Fractions Using Models
STA: TEKS.4.3.E Represent and solve addition and subtraction of fractions with equal denominators and referring to the same whole using objects and pictorial models that build to the number line such as strip diagrams and properties.

11. ANS: A       PTS: 1
REF: Lesson 5.1: Investigate: Add and Subtract Parts of a Whole
STA: TEKS.4.3.E Represent and solve addition and subtraction of fractions with equal denominators and referring to the same whole using objects and pictorial models that build to the number line such as strip diagrams and properties.

12. ANS: D       PTS: 1
REF: Lesson 5.4: Use Benchmarks to Determine Reasonableness
STA: TEKS.4.3.F Estimate the reasonableness of sums and differences using benchmark fractions 0, 1/4, 1/2, 3/4, and 1, referring to the same whole.

13. ANS: C       PTS: 1
REF: Lesson 5.4: Use Benchmarks to Determine Reasonableness
STA: TEKS.4.3.F Estimate the reasonableness of sums and differences using benchmark fractions 0, 1/4, 1/2, 3/4, and 1, referring to the same whole.

14. ANS: B       PTS: 1
REF: Lesson 5.4: Use Benchmarks to Determine Reasonableness
STA: TEKS.4.3.F Estimate the reasonableness of sums and differences using benchmark fractions 0, 1/4, 1/2, 3/4, and 1, referring to the same whole.

15. ANS: A       PTS: 1
REF: Lesson 5.4: Use Benchmarks to Determine Reasonableness
STA: TEKS.4.3.F Estimate the reasonableness of sums and differences using benchmark fractions 0, 1/4, 1/2, 3/4, and 1, referring to the same whole.

16. ANS: B       PTS: 1
REF: Lesson 5.4: Use Benchmarks to Determine Reasonableness
STA: TEKS.4.3.F Estimate the reasonableness of sums and differences using benchmark fractions 0, 1/4, 1/2, 3/4, and 1, referring to the same whole.

17. ANS: A       PTS: 1
REF: Lesson 5.4: Use Benchmarks to Determine Reasonableness
STA: TEKS.4.3.F Estimate the reasonableness of sums and differences
using benchmark fractions 0, 1/4, 1/2, 3/4, and 1, referring to the same whole.

18. ANS: D       PTS: 1
REF: Lesson 5.4: Use Benchmarks to Determine Reasonableness
STA: TEKS.4.3.F Estimate the reasonableness of sums and differences using benchmark fractions 0, 1/4, 1/2, 3/4, and 1, referring to the same whole.

19. ANS: C       PTS: 1
REF: Lesson 5.4: Use Benchmarks to Determine Reasonableness
STA: TEKS.4.3.F Estimate the reasonableness of sums and differences using benchmark fractions 0, 1/4, 1/2, 3/4, and 1, referring to the same whole.

20. ANS: B       PTS: 1
REF: Lesson 5.4: Use Benchmarks to Determine Reasonableness
STA: TEKS.4.3.F Estimate the reasonableness of sums and differences using benchmark fractions 0, 1/4, 1/2, 3/4, and 1, referring to the same whole.

21. ANS: C       PTS: 1
REF: Lesson 5.4: Use Benchmarks to Determine Reasonableness
STA: TEKS.4.3.F Estimate the reasonableness of sums and differences using benchmark fractions 0, 1/4, 1/2, 3/4, and 1, referring to the same whole.

22. ANS: A       PTS: 1
REF: Lesson 5.4: Use Benchmarks to Determine Reasonableness
STA: TEKS.4.3.F Estimate the reasonableness of sums and differences using benchmark fractions 0, 1/4, 1/2, 3/4, and 1, referring to the same whole.

23. ANS: B       PTS: 1
REF: Lesson 5.4: Use Benchmarks to Determine Reasonableness
STA: TEKS.4.3.F Estimate the reasonableness of sums and differences using benchmark fractions 0, 1/4, 1/2, 3/4, and 1, referring to the same whole.

24. ANS: A       PTS: 1
REF: Lesson 5.4: Use Benchmarks to Determine Reasonableness
STA: TEKS.4.3.F Estimate the reasonableness of sums and differences using benchmark fractions 0, 1/4, 1/2, 3/4, and 1, referring to the same whole.

25. ANS: D       PTS: 1
REF: Lesson 5.4: Use Benchmarks to Determine Reasonableness
STA: TEKS.4.3.F Estimate the reasonableness of sums and differences using benchmark fractions 0, 1/4, 1/2, 3/4, and 1, referring to the same whole.

26. ANS: C    PTS: 1
REF: Lesson 5.4: Use Benchmarks to Determine Reasonableness

27. ANS: B    PTS: 1
REF: Lesson 5.4: Use Benchmarks to Determine Reasonableness

28. ANS: A    PTS: 1
REF: Lesson 5.4: Use Benchmarks to Determine Reasonableness

29. ANS: C    PTS: 1
REF: Lesson 5.4: Use Benchmarks to Determine Reasonableness

30. ANS: B    PTS: 1
REF: Lesson 5.4: Use Benchmarks to Determine Reasonableness

31. ANS: D    PTS: 1
REF: Lesson 5.4: Use Benchmarks to Determine Reasonableness