



Line Plots with Fractions

Name: _____

Date: _____

Grade: Grade 5

Part A: Fill in the Blank

Write the missing word or number on each line.

1. A line plot shows paint used in cups: $\frac{1}{4} \rightarrow 3$ Xs, $\frac{1}{2} \rightarrow 5$ Xs, $\frac{3}{4} \rightarrow 2$ Xs. Total paint for the $\frac{1}{4}$ -cup entries: _____ cups.
2. Using the paint data, total paint for the $\frac{1}{2}$ -cup entries: _____ cups.
3. Using the paint data, total paint for ALL entries combined (write as a mixed number): _____ cups.
4. A line plot shows hours practiced: $\frac{1}{8} \rightarrow 2$ Xs, $\frac{1}{4} \rightarrow 4$ Xs, $\frac{3}{8} \rightarrow 3$ Xs, $\frac{1}{2} \rightarrow 1$ X. Total hours for the $\frac{1}{4}$ -hour entries: _____ hour(s).
5. Using the practice data, combined total hours for the $\frac{3}{8}$ entries and the $\frac{1}{2}$ entry (write as a fraction): _____.
6. A line plot shows package weights in pounds: $\frac{1}{4} \rightarrow 2$ Xs, $\frac{1}{2} \rightarrow 6$ Xs, $\frac{3}{4} \rightarrow 4$ Xs, $1 \rightarrow 3$ Xs. Difference between total weight of 1-pound packages and $\frac{1}{4}$ -pound packages: _____ pounds.
7. Using the package data, total weight of all packages (write as a mixed number): _____ pounds.
8. A line plot shows distances run in miles: $\frac{1}{4} \rightarrow 3$ Xs, $\frac{3}{4} \rightarrow 5$ Xs, $1 \rightarrow 2$ Xs. Total distance run by students who ran $\frac{3}{4}$ mile (mixed number): _____ miles.
9. Using the running data, if the 3 students who ran $\frac{1}{4}$ mile each ran an extra $\frac{1}{2}$ mile, their new total distance is _____ miles.

Part B: Matching

Match each item on the left to the correct answer on the right.

1. Match each item to its correct answer.

Line plot: $\frac{1}{4} \rightarrow 4$ Xs, $\frac{1}{2} \rightarrow 2$ Xs, $\frac{3}{4} \rightarrow 6$ Xs. Total of all data values? → _____	$3 \frac{1}{2}$
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Answer Key • Line Plots with Fractions • Grade: Grade 5

Part A: Fill in the Blank

Write the missing word or number on each line.

- A line plot shows paint used in cups: $\frac{1}{4} \rightarrow 3$ Xs, $\frac{1}{2} \rightarrow 5$ Xs, $\frac{3}{4} \rightarrow 2$ Xs. Total paint for the $\frac{1}{4}$ -cup entries: $\frac{3}{4}$ cups.
- Using the paint data, total paint for the $\frac{1}{2}$ -cup entries: $\frac{5}{2}$ cups.
- Using the paint data, total paint for ALL entries combined (write as a mixed number): $4\frac{3}{4}$ cups.
- A line plot shows hours practiced: $\frac{1}{8} \rightarrow 2$ Xs, $\frac{1}{4} \rightarrow 4$ Xs, $\frac{3}{8} \rightarrow 3$ Xs, $\frac{1}{2} \rightarrow 1$ X. Total hours for the $\frac{1}{4}$ -hour entries: 1 hour(s).
- Using the practice data, combined total hours for the $\frac{3}{8}$ entries and the $\frac{1}{2}$ entry (write as a fraction): $\frac{13}{8}$.
- A line plot shows package weights in pounds: $\frac{1}{4} \rightarrow 2$ Xs, $\frac{1}{2} \rightarrow 6$ Xs, $\frac{3}{4} \rightarrow 4$ Xs, $1 \rightarrow 3$ Xs. Difference between total weight of 1-pound packages and $\frac{1}{4}$ -pound packages: $\frac{5}{2}$ pounds.
- Using the package data, total weight of all packages (write as a mixed number): $9\frac{1}{2}$ pounds.
- A line plot shows distances run in miles: $\frac{1}{4} \rightarrow 3$ Xs, $\frac{3}{4} \rightarrow 5$ Xs, $1 \rightarrow 2$ Xs. Total distance run by students who ran $\frac{3}{4}$ mile (mixed number): $3\frac{3}{4}$ miles.
- Using the running data, if the 3 students who ran $\frac{1}{4}$ mile each ran an extra $\frac{1}{2}$ mile, their new total distance is $2\frac{1}{4}$ miles.

Part B: Matching

Match each item on the left to the correct answer on the right.

- Match each item to its correct answer.

Line plot: $\frac{1}{4} \rightarrow 4$ Xs, $\frac{1}{2} \rightarrow 2$ Xs, $\frac{3}{4} \rightarrow 6$ Xs. Total of all data values?	\rightarrow <u>$6\frac{1}{2}$</u>	$3\frac{1}{2}$
$\frac{1}{4} \rightarrow 1$, $\frac{1}{2} \rightarrow 3$, $\frac{3}{4} \rightarrow 5$		3