NAME _____ DATE _____ PERIOD _____

4.1 – 4.2 Quiz Review Study Guide

State which decimal or fraction is greater.

1. 0.2, 0.025

2. −0.17, −0.29

3. 0.56, 0.52

4. $5\frac{17}{30}$, $5\frac{4}{9}$

5. $-10\frac{1}{3}$, $-10\frac{2}{3}$

6. There were 6 girls and 18 boys in Mrs. Johnson's math class. Write the number of girls as a fraction of the number of boys. Then write the fraction as a decimal.

7. Ms. Rockwell surveyed her core 1 class and found that 12 out of the 30 students chose peaches as their favorite fruit and in her core 2 class 14 out of 32 chose strawberries as their favorite fruit. Write both as fractions or decimals. Which is greater?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Write each fraction or mixed number as a decimal. Use bar notation if the decimal is a repeating decimal.

8. $6\frac{5}{6}$

9. $-\frac{2}{9}$

10. $\frac{1}{2}$

8. _____

9. _____

10. _____

Replace each ● with <, >, or = to make a true sentence.

11. $\frac{14}{20}$ ● $\frac{3}{5}$

12. $-\frac{2}{15}$ ● $-\frac{1}{6}$

11. _____

12. _____

Write the letter for the correct answer in the blank at the right.

13. What is $-\frac{2}{3}$ as a decimal?

A. −0.6 **B.** $-0.\overline{6}$ **C.** −2.3 **D.** −0.06

13. _____

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14. What is $6\frac{3}{5}$ as a decimal?

F. 0.6 **G.** 6.35 **H.** $6.\overline{3}$ **I.** 6.6 **14.** _____

15. What is -0.225 as a fraction in simplest form?

A. $-\frac{9}{40}$ **B.** $\frac{22}{100}$ **C.** $\frac{1}{22}$ **D.** $-\frac{11}{50}$ **15.** _____

16. Which symbol makes $5\frac{3}{10}$ ○ $5\frac{7}{25}$ a true sentence?

E. > **F.** < **G.** = **H.** × **16.** _____

17. Which symbol makes $-\frac{5}{12}$ ○ $-\frac{4}{9}$ a true sentence?

F. > **G.** < **H.** = **I.** ÷ **17.** _____

Order each set of number from least to greatest.

18. $\{-4.25, -4\frac{3}{50}, -4.3\}$ **18.** _____

19. $\{6.49, 6\frac{4}{9}, 6.4\%\}$ **19.** _____

20. $\{-0.21, -3\frac{7}{20}, -0.2, -\frac{4}{25}, -3.25\}$ **20.** _____