COMPLETION

1. Reduce the following fraction to its lowest terms.
   54/81 = _____

   ANS: 2/3

   PTS: 1 REF: Page 10

2. Reduce the following fraction to its lowest terms.
   105/135 = _____

   ANS: 7/9

   PTS: 1 REF: Page 10

3. Reduce the following fraction to its lowest terms.
   39/65 = _____

   ANS: 3/5

   PTS: 1 REF: Page 10

4. Change the following improper fraction to a whole or mixed number. If the answer is a mixed number, put a space between the whole number and the fraction.
   325/16 = _____

   ANS: 20 5/16

   PTS: 1 REF: Page 8

5. Change the following improper fraction to a whole or mixed number. If the answer is a mixed number, put a space between the whole number and the fraction.
   1,500/100 = _____

   ANS: 15

   PTS: 1 REF: Page 8

6. Change the following improper fraction to a whole or mixed number. If the answer is a mixed number, put a space between the whole number and the fraction.
   193/62 = _____

   ANS: 3 7/62

   PTS: 1 REF: Page 8

7. Change the following mixed number to an improper fraction.
   12 1/8 = _____

   ANS: 97/8

   PTS: 1 REF: Page 8

8. Change the following mixed number to an improper fraction.
   29 2/3 = _____

   ANS: 89/3

   PTS: 1 REF: Page 8

9. Perform the indicated operation and reduce the result to its lowest terms.
   1/12 + 6/12 + 5/12 = ____

   ANS: 1

   PTS: 1 REF: Page 11

10. Perform the indicated operation and reduce the result to its lowest terms.
    3/8 –1/3 = _____

    ANS: 1/24

    PTS: 1 REF: Page 12

11. Perform the indicated operation and reduce the result to its lowest terms.
    4/5 × 5/16 = _____

    ANS: 1/4

    PTS: 1 REF: Page 14

12. Perform the indicated operation and reduce the result to its lowest terms.
    1/12 × 1/15 = _____

    ANS: 1/180

    PTS: 1 REF: Page 14

13. Perform the indicated operation and reduce the result to its lowest terms.
    3/5 ÷ 5 = _____

    ANS: 3/25

    PTS: 1 REF: Page 15

14. Perform the indicated operation and reduce the result to its lowest terms.
    1/100 ÷ 1/200 = _____

ANS: 2

PTS: 1 REF: Page 15

15. Indicate which fraction is the largest.
1/100, 1/150, 1/200: _____

ANS: 1/100

PTS: 1 REF: Page 8

16. Arrange the following fractions from smallest to largest. After each fraction place a comma followed by a space.
1/6, 1/5, 1/8, 1/4, 1/3: _____

ANS: 1/8, 1/6, 1/5, 1/4, 1/3

PTS: 1 REF: Page 8

17. Perform the indicated operation with fractions. Reduce each to its lowest terms.
1/5 + 1/2 + 1/4 = _____

ANS: 19/20

PTS: 1 REF: Page 11

18. Perform the indicated operation with fractions. Reduce each to its lowest terms. If the answer is a mixed number, put a space between the whole number and the fraction.
16 5/6 - 14 3/8 = _____

ANS: 2 11/24

PTS: 1 REF: Page 13

19. Perform the indicated operation with fractions. Reduce each to its lowest terms. If the answer is a mixed number, put a space between the whole number and the fraction.
6 10/12 × 15/3 = _____

ANS: 34 1/6

PTS: 1 REF: Page 15

20. Perform the indicated operation with fractions. Reduce each to its lowest terms. If the answer is a mixed number, put a space between the whole number and the fraction.
56 ÷ 9/20 = _____

ANS: 124 4/9

PTS: 1 REF: Page 15

21. Indicate the largest number in the following set.
5/6, 5/8: _____

ANS: 5/6

PTS: 1 REF: Page 8

22. Indicate the largest number in the following set.
1/30, 1/4, 1/150: _____

ANS: 1/4

PTS: 1 REF: Page 8

23. Reduce the following fraction to its lowest terms.
34/102 = _____

ANS: 1/3

PTS: 1 REF: Page 10

24. Reduce the following fraction to its lowest terms.
60/1200 = _____

ANS: 1/20

PTS: 1 REF: Page 10

25. Express the following improper fraction as a mixed number. Reduce it to its lowest terms. With a mixed number, put a space between the whole number and the fraction.
24/18 = _____

ANS: 1 1/3

PTS: 1 REF: Page 8 | Page 10

26. Express the following improper fraction as a mixed number. Reduce it to its lowest terms. With a mixed number, put a space between the whole number and the fraction.
15/13 = _____

ANS: 1 2/13

PTS: 1 REF: Page 8 | Page 10

27. Change the following mixed number to an improper fraction.
9 1/9 = _____

ANS: 82/9

PTS: 1 REF: Page 8

28. Change the following mixed number to an improper fraction.
6 7/10 = _____

ANS: 67/10

PTS: 1 REF: Page 8

29. Perform the indicated operation with fractions. Reduce each to its lowest terms. If the answer is a mixed number, put a space between the whole number and the fraction.
6 5/16 + 5 3/16 = _____

ANS: 11 1/2

PTS: 1 REF: Page 12

30. Perform the indicated operation with fractions. Reduce each to its lowest terms. If the answer is a mixed number, put a space between the whole number and the fraction.
4 3/10 + 2 2/10 = _____

ANS: 6 1/2

PTS: 1 REF: Page 12

31. Perform the indicated operation with fractions. Reduce each to its lowest terms. If the answer is a mixed number, put a space between the whole number and the fraction.
3 1/5 + 3 2/3 + 2 1/2 = _____

ANS: 9 11/30

PTS: 1 REF: Page 12

32. Perform the indicated operation with fractions. Reduce each to its lowest terms. If the answer is a mixed number, put a space between the whole number and the fraction.
1 2/4 + 3 1/3 = _____

ANS: 4 5/6

PTS: 1 REF: Page 12

33. Perform the indicated operation with fractions. Reduce the result to its lowest terms.
15/21 – 10/21 = _____

ANS: 5/21

PTS: 1 REF: Page 12

34. Perform the indicated operation with fractions. Reduce the result to its lowest terms.
8/16 – 1/4 = _____

ANS: 1/4

PTS: 1 REF: Page 12

35. Perform the indicated operation with fractions. Reduce the result to its lowest terms. If the answer is a mixed number, put a space between the whole number and the fraction.
14 – 5/9 = _____

ANS: 13 4/9

PTS: 1 REF: Page 14

36. Perform the indicated operation with fractions. Reduce the result to its lowest terms. If the answer is a mixed number, put a space between the whole number and the fraction.
6 1/4 – 2 5/8 = _____

ANS: 3 5/8

PTS: 1 REF: Page 14

37. Perform the indicated operation with fractions. Reduce the result to its lowest terms. If the answer is a mixed number, put a space between the whole number and the fraction.
5 1/3 – 1 7/12 = _____

ANS: 3 3/4

PTS: 1 REF: Page 14

38. A patient received 2 1/2 pills at breakfast and 2 1/3 pills at lunch. How many pills has the patient received? If the answer is a mixed number, put a space between the whole number and the fraction. _____ pills

ANS: 4 5/6

PTS: 1 REF: Page 12

39. A patient who weighed 51 1/2 kilograms (kg) lost 2 3/4 kg due to illness. How many kilograms does the patient now weigh? If the answer is a mixed number, put a space between the whole number and the fraction. ____ kg

ANS: 48 3/4

PTS: 1 REF: Page 12

40. A patient drank 1/2 of a 1-litre can of seltzer water. How many millilitres (mL) of seltzer water did the patient drink? _____ mL

ANS: 500

PTS: 1 REF: Page 14

41. A patient is supposed to drink a 300-millilitre (mL) bottle of magnesium citrate before an X-ray study. The patient was able to drink 120 mL. How much of the magnesium citrate remains? Express the answer as a fraction reduced to its lowest terms. _____ mL

ANS: 2/5

PTS: 1 REF: Page 10

42. The nurse is instructed to give a patient 2/3 of a 240-millilitre (mL) cup of solution. How many mL should the nurse administer? _____ mL

ANS: 160

PTS: 1 REF: Page 14

ANSWERS

Answers to Practice Problems

1. LCD = 30; therefore $\frac{6}{30}$ has the lesser value.
2. LCD = 8; therefore $\frac{6}{8}$ has the lesser value.
3. $\frac{1}{150}$ has the lesser value; the denominator (150) is larger.
4. $\frac{6}{18}$ has the lesser value; the numerator (6) is smaller.
5. $\frac{3}{5}$ has the lesser value; the numerator (3) is smaller.
6. $\frac{1}{8}$ has the lesser value; the numerator (1) is smaller.
7. $\frac{1}{40}$ has the lesser value; the denominator (40) is larger.
8. $\frac{1}{300}$ has the lesser value; the denominator (300) is larger.
9. $\frac{4}{24}$ has the lesser value; the numerator (4) is smaller.
10. LCD = 6; therefore $\frac{1}{6}$ has the lesser value.
11. LCD = 72; therefore $\frac{6}{8}$ has the higher value.
12. LCD = 6; therefore $\frac{7}{6}$ has the higher value.
13. LCD = 72; therefore $\frac{6}{12}$ has the higher value.
14. $\frac{1}{6}$ has the higher value; the denominator (6) is smaller.
15. $\frac{1}{75}$ has the higher value; the denominator (75) is smaller.
16. $\frac{6}{5}$ has the higher value; the numerator (6) is larger.
17. LCD = 24; therefore $\frac{4}{6}$ has the higher value.
18. $\frac{8}{9}$ has the higher value; the numerator (8) is larger.
19. $\frac{1}{10}$ has the higher value; the denominator (10) is smaller.
20. $\frac{6}{15}$ has the higher value; the numerator (6) is larger.

21. $\frac{10 \div 5}{15 \div 5} = \frac{2}{3}$
22. $\frac{7 \div 7}{49 \div 7} = \frac{1}{7}$
23. $\frac{64 \div 2}{128 \div 2} = \frac{32}{64} = \frac{1}{2}$
24. $\frac{100 \div 2}{150 \div 2} = \frac{50}{75} = \frac{2}{3}$
25. $\frac{20 \div 4}{28 \div 4} = \frac{5}{7}$
26. $\frac{14 \div 2}{98 \div 2} = \frac{7}{49} = \frac{1}{7}$
27. $\frac{10 \div 2}{18 \div 2} = \frac{5}{9}$
28. $\frac{24 \div 12}{36 \div 12} = \frac{2}{3}$
29. $\frac{10 \div 10}{50 \div 10} = \frac{1}{5}$
30. $\frac{9 \div 9}{27 \div 9} = \frac{1}{3}$
31. $\frac{9 \div 9}{9 \div 9} = \frac{1}{1} = 1$
32. $\frac{15 \div 15}{45 \div 15} = \frac{1}{3}$
33. $\frac{124 \div 31}{155 \div 31} = \frac{4}{5}$
34. $\frac{12 \div 6}{18 \div 6} = \frac{2}{3}$
35. $\frac{36 \div 4}{64 \div 4} = \frac{9}{16}$
36. $3\frac{3}{5}$
37. $4\frac{2}{7}$
38. $1\frac{5}{8}$
39. $2\frac{11}{12}$
40. $1\frac{3}{25}$
41. $\frac{29}{25}$
42. $\frac{34}{8}$
43. $\frac{9}{2}$
44. $\frac{27}{8}$
45. $\frac{79}{5}$
46. $1\frac{1}{2}$
47. $2\frac{19}{24}$
48. $7\frac{1}{6}$
49. $8\frac{1}{15}$
50. $22\frac{5}{6}$
51. $\frac{19}{21}$
52. $1\frac{31}{40}$
53. $\frac{11}{16}$
54. $\frac{1}{12}$
55. $\frac{1}{24}$
56. $13\frac{4}{9}$
57. $1\frac{3}{5}$
58. $\frac{8}{15}$
59. $\frac{18}{125}$
60. $\frac{3}{50}$
61. $7\frac{7}{32}$
62. $\frac{5}{27}$
63. $1\frac{13}{20}$
64. $\frac{1}{30}$
65. 15
66. 1
67. $2\frac{2}{19}$

Answers to Chapter Review

1. $1\frac{2}{8} = 1\frac{1}{4}$
2. $7\frac{2}{4} = 7\frac{1}{2}$
3. $3\frac{4}{6} = 3\frac{2}{3}$
4. $2\frac{3}{4}$
5. $4\frac{3}{14}$
6. $6\frac{7}{10}$
7. $4\frac{1}{2}$
8. $2\frac{1}{5}$
9. $4\frac{4}{15}$
10. $7\frac{9}{13}$
11. $\frac{5}{2}$
12. $\frac{59}{8}$
13. $\frac{43}{5}$
14. $\frac{65}{4}$
15. $\frac{16}{5}$
16. $\frac{13}{5}$
17. $\frac{84}{10}$
18. $\frac{37}{4}$
19. $\frac{51}{4}$
20. $\frac{47}{7}$
21. LCD = 30; $1\frac{13}{30}$
22. LCD = 24; $\frac{13}{24}$
23. LCD = 4; $\frac{88}{4} = 22$
24. LCD = 10; $\frac{7}{10}$
25. LCD = 36; $\frac{234}{36} = 6\frac{18}{36} = 6\frac{1}{2}$
26. $\frac{30}{47}$
27. $22\frac{5}{6}$
28. $140\frac{1}{4}$
29. LCD = 9; $106\frac{8}{9}$
30. LCD = 10; $13\frac{2}{10} = 13\frac{1}{5}$
31. $\frac{1}{9}$
32. LCD = 4; $\frac{3}{4}$
33. $2\frac{2}{4} = 2\frac{1}{2}$
34. LCD = 30; $\frac{19}{30}$
35. LCD = 4; 1
36. LCD = 20; $\frac{11}{20}$
37. LCD = 24; $\frac{7}{24}$
38. LCD = 6; $\frac{17}{6} = 2\frac{5}{6}$
39. LCD = 15; $\frac{19}{15} = 1\frac{4}{15}$
40. LCD = 21; $\frac{5}{21}$
41. LCD = 12; $\frac{3}{12} = \frac{1}{4}$
42. LCD = 24; $26\frac{7}{24}$
43. $24\frac{6}{11}$
44. LCD = 10; $12\frac{1}{5}$
45. LCD = 18; $31\frac{1}{9}$
46. $\frac{4}{36} = \frac{1}{9}$
47. $9\frac{11}{32}$
48. 14
49. 10
50. 27
51. $\frac{10}{16} = \frac{5}{8}$
52. $\frac{2}{30} = \frac{1}{15}$
53. $\frac{12}{120} = \frac{1}{10}$
54. $\frac{7}{27}$
55. $\frac{50}{75} = \frac{2}{3}$
56. $\frac{9}{40}$
57. $1\frac{7}{8}$
58. 10
59. $8\frac{3}{4}$
60. $\frac{1}{2}$
61. $\frac{42}{75} = \frac{14}{25}$
62. $\frac{2}{3}$
63. 2
64. $\frac{7}{18}$
65. 4
66. $1\frac{1}{3}$
67. $1\frac{25}{50} = 1\frac{1}{2}$
68. $7\frac{1}{2}$
69. $\frac{15}{300} = \frac{1}{20}$
70. 1
71. 2
72. 18
73. $\frac{1}{16}$
74. 2
75. $\frac{3}{8}$
76. $\frac{14}{16}, \frac{7}{16}, \frac{5}{16}, \frac{3}{16}, \frac{1}{16}$
77. $\frac{5}{6}, \frac{5}{8}, \frac{5}{12}, \frac{5}{32}, \frac{5}{64}$
78. $\frac{2}{5}$ of water remains
79. $\frac{1}{5}$ of the dosage
80. $\frac{1}{6}$ of Ensure remains
81. 24 tablets
82. 280 mL
83. 84 hours
84. 700 mg
85. 75 doses
86. $1\frac{3}{4}$ bottles
87. $1\frac{11}{21}$
88. $8\frac{2}{4} = 8\frac{1}{2}$
89. $1\frac{3}{4}$

01 Lesson Plans for Fractions

OBJECTIVES

1. Compare the size of fractions.
2. Add fractions.
3. Subtract fractions.
4. Divide fractions.
5. Multiply fractions.
6. Reduce fractions to lowest terms.

KEY TERMS

- complex fraction, p. 7
- denominator, p. 6
- improper fraction, p. 7
- mixed number, p. 7
- numerator, p. 6
- proper fraction, p. 7
- whole numbers, p. 7

QUALITY AND SAFETY

- Quality Improvement
  - Introduction, p. 6

CONCEPTS

THEME: Care Competencies

- Concept: Health Care Quality
  - Exemplar: Advisory Bodies, p. 6

STUDENT CHAPTER RESOURCES	
Cha 1	**READ—Textbook (pp. 6–22)** **REVIEW—Evolve Resources** • Drug Calculations Companion, version 5 **ANSWER—Evolve Resources** • Student Practice Problems
DCO	**PRACTISE**—Drug Calculations Online—Module 2

INSTRUCTOR CHAPTER RESOURCES	
TB	**Test Bank** • To access the **ExamView** format, go to the Downloads section. • Drug Calculations Comprehensive Test Bank—Chapter 1A
PPT	**PowerPoint Slides (Slides 1–26)**
IC	**Images: The following images are available in the text:** • Figure 1-1. Diagram representing fractions of a whole. Five parts shaded out of the six parts represent: $\frac{5}{6}$ $\frac{\text{Numerator}}{\text{Denominator}}$ • Figure 1-2. Fraction pie charts.
DCO	Drug Calculations Online—Module 2
ETC.	• TEACH for Nurses • Drug Label Glossary

TEACHING STRATEGIES		
CONTENT FOCUS	**CONTENT HIGHLIGHTS**	**LEARNING ACTIVITIES**
TYPES OF FRACTIONS	There are several types of fractions, and nurses must know how to differentiate among them and know the fraction rules in regards to reducing and comparing them.	• **Activity #1:** For Small Group Activity, Large Group Activity, Clinical Activity, or Remediation Activity. Have the students bring their text to class. Divide the students up into groups of two and practise solving 10 practice questions from Chapter 1.
REDUCING FRACTIONS	Fractions are easier to comprehend when reduced to their lowest terms.	• **Online Activity:** Continue the online journal by answering the question: "What types of fractions do I see in the clinical setting?"
ADDING FRACTIONS	The denominators of fractions must be the same in order to add them together.	• **Activity #2:** Clinical Activity. Bring needles of different lengths: $\frac{3}{8}$, $\frac{1}{2}$, $\frac{5}{8}$. Have the students change the fractional lengths to a common denominator so they can determine which needle is the shortest and the longest based on the fractions.
SUBTRACTING FRACTIONS	Just like adding fractions, the denominators of fractions must be the same to subtract one fraction from another.	• **Activity #3:** For Small Group Activity, Large Group Activity, Clinical Activity, or Remediation Activity. Bring needles of different lengths: $\frac{3}{8}$, $\frac{1}{2}$, $\frac{5}{8}$. Have the students draw three circles and divide one "pie" into two parts and two "pies" into eight parts. Shade the pies to represent the needle lengths. For example, one of the "pies" with eight parts will have three parts shaded and so on. Have the students compare and contrast the three "pies."
MULTIPLYING FRACTIONS	Fractions being multiplied do not need the same denominator.	
SUBTRACTING A FRACTION FROM A WHOLE NUMBER	Set up the problem by changing the whole number to a fraction.	
SUBTRACTING FRACTIONS USING BORROWING	If necessary, one (in the form of an equivalent fraction) may be added to the fraction so that subtraction is possible. Changing $5\frac{1}{4}$ to $4\frac{5}{4}$ does not change the value of the mixed number, but does allow the subtraction of a smaller fraction.	
DIVIDING FRACTIONS	To divide fractions, the rule states to invert the second fraction and multiply.	

IN-CLASS/ONLINE CASE STUDY

A nurse is recording the fluid intake for a patient and the volume of medication to administer. The following questions pertain to this situation.

1. The nurse notes that the patient has drunk half of the water in the water pitcher. The pitcher holds 900 millilitres (mL) of water. How many mL would the nurse record?

Answer: 450 mL

Rationale: $900 \text{ mL} \times \frac{1}{2} = 450 \text{ mL}$

2. The nurse notes that $\frac{3}{4}$ of the intravenous (IV) fluids have infused in the last 12 hours. The IV bag contained 1 000 mL of fluid at the beginning of the shift. How many mL would the nurse record for the IV intake?

Answer: 750 mL

Rationale: $1\,000 \text{ mL} \times \frac{3}{4} = 750 \text{ mL}$

01 Lesson Plans for Fractions

OBJECTIVES

1. Compare the size of fractions.
2. Add fractions.
3. Subtract fractions.
4. Divide fractions.
5. Multiply fractions.
6. Reduce fractions to lowest terms.

KEY TERMS

- complex fraction, p. 7
- denominator, p. 6
- improper fraction, p. 7
- mixed number, p. 7
- numerator, p. 6
- proper fraction, p. 7
- whole numbers, p. 7

QUALITY AND SAFETY

- Quality Improvement
  - Introduction, p. 6

CONCEPTS

THEME: Care Competencies

- Concept: Health Care Quality
  - Exemplar: Advisory Bodies, p. 6

STUDENT CHAPTER RESOURCES

Chap. 1	**READ—Textbook (pp. 6–22)** **REVIEW—Evolve Resources** • Drug Calculations Companion, version 5 **ANSWER—Evolve Resources** • Student Practice Problems
DCO	**PRACTISE—**Drug Calculations Online—Module 2

INSTRUCTOR CHAPTER RESOURCES	
TB	**Test Bank** • To access the **ExamView** format, go to the Downloads section. • Drug Calculations Comprehensive Test Bank—Chapter 1A
PPT	**PowerPoint Slides (Slides 1–26)**
IC	**Images: The following images are available in the text:** • Figure 1-1. Diagram representing fractions of a whole. Five parts shaded out of the six parts represent: $\frac{5}{6}$ $\frac{\text{Numerator}}{\text{Denominator}}$ • Figure 1-2. Fraction pie charts.
DCO	Drug Calculations Online—Module 2
ETC.	• TEACH for Nurses • Drug Label Glossary

TEACHING STRATEGIES		
CONTENT FOCUS	**CONTENT HIGHLIGHTS**	**LEARNING ACTIVITIES**
TYPES OF FRACTIONS	There are several types of fractions, and nurses must know how to differentiate among them and know the fraction rules in regards to reducing and comparing them.	• **Activity #1:** For Small Group Activity, Large Group Activity, Clinical Activity, or Remediation Activity**.** Have the students bring their text to class. Ask the students to work in pairs to solve 10 practice questions from Chapter 1.
REDUCING FRACTIONS	Fractions are easier to comprehend when reduced to their lowest terms.	• **Online Activity:** Continue the online journal by answering the question: "What types of fractions do I see in the clinical setting?"
ADDING FRACTIONS	The denominator of fractions must be the same in order to add them together.	• **Activity #2:** Clinical Activity. Bring needles of different lengths: $\frac{3}{8}$, $\frac{1}{2}$, $\frac{5}{8}$. Have the students change the fractional lengths to a common denominator so they can determine which needle is the shortest and the longest based on the fractions.
SUBTRACTING FRACTIONS	Just like adding fractions, the denominators of fractions must be the same to subtract one fraction from another.	• **Activity #3:** For Small Group Activity, Large Group Activity, Clinical Activity, or Remediation Activity. Bring needles of different lengths: $\frac{3}{8}$, $\frac{1}{2}$, $\frac{5}{8}$. Have the students draw three circles and divide one "pie" into two parts and two "pies" into eight parts. Shade the pies to represent the needle lengths. For example, one of the "pies" with eight parts will have three parts shaded and so on. Have the students compare and contrast the three "pies."
MULTIPLYING FRACTIONS	Fractions being multiplied do not need the same denominator.	
SUBTRACTING A FRACTION FROM A WHOLE NUMBER	Set up the problem by changing the whole number to a fraction.	
SUBTRACTING FRACTIONS USING BORROWING	If necessary, one (in the form of an equivalent fraction) may be added to the fraction so that subtraction is possible. Changing $5\frac{1}{4}$ to $4\frac{5}{4}$ does not change the value of the mixed number, but does allow the subtraction of a smaller fraction.	
DIVIDING FRACTIONS	To divide fractions, the rule states to invert the second fraction and multiply.	

IN-CLASS/ONLINE CASE STUDY

A nurse is recording the fluid intake for a patient and the volume of medication to administer. The following questions pertain to this situation.

1. The nurse notes that the patient has drunk half of the water in the water pitcher. The pitcher holds 900 millilitres (mL) of water. How many mL would the nurse record?

Answer: 450 mL

Rationale: $900 \text{ mL} \times \frac{1}{2} = 450 \text{ mL}$

2. The nurse notes that $\frac{3}{4}$ of the intravenous (IV) fluids have infused in the last 12 hours. The IV bag contained 1 000 mL of fluid at the beginning of the shift. How many mL would the nurse record for the IV intake?

Answer: 750 mL

Rationale: $1\,000 \text{ mL} \times \frac{3}{4} = 750 \text{ mL}$