



# 4<sup>th</sup> Grade

## Tier 2 Intervention Lessons

Readiness Standard 5 - 3.NF.1

**Learning Target:** I will identify fractions and their parts

**Readiness for 3.NF.2:** Name fractions on a number line

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## IES Recommendations for Tier 2 and 3 intervention lessons:

|   |                 |
|---|-----------------|
| 2. Instructional materials for students receiving interventions should focus intensely on in-depth treatment of whole numbers in kindergarten through grade 5 and on rational numbers in grades 4 through 8. These materials should be selected by committee. | <b>Low</b>      |
| 3. Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.             | <b>Strong</b>   |
| 4. Interventions should include instruction on solving word problems that is based on common underlying structures.   | <b>Strong</b>   |
| 5. Intervention materials should include opportunities for students to work with visual representations of mathematical ideas and interventionists should be proficient in the use of visual representations of mathematical ideas.                           | <b>Moderate</b> |
| 6. Interventions at all grade levels should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts.   | <b>Moderate</b> |
| 7. Monitor the progress of students receiving supplemental instruction and other students who are at risk.  | <b>Low</b>      |
| 8. Include motivational strategies in tier 2 and tier 3 interventions.  | <b>Low</b>      |

(Institute of Educational Sciences, Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools, 2009, p. 6)

## Gradual release of responsibility model

### Teacher Responsibility

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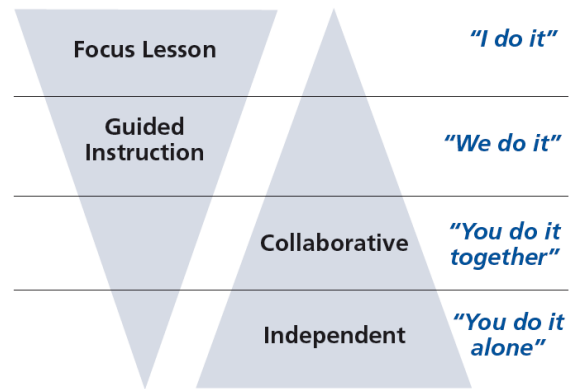


Figure 1

[\(Dr. Douglas Fisher, Effective Use of the Gradual Release of Responsibility Model\)](#)



# Planning Guide: Session 1

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

**Learning Target:** I will identify fractions and their parts

**Readiness** for naming fractions on a number line

| Recommended Actions           |   |
|-------------------------------|---|
| <b>Beginning</b><br>(15 min.) | <p><u>Review</u> the readiness standard with the intervention group using the <b>Guided Review</b></p> <ul style="list-style-type: none"><li>➤ Introduce the learning target and why it is important for future learning</li><li>➤ Read each question on the Guided Review and ask students to share what they remember from the previous school year.</li></ul>                                    |
| <b>Middle</b><br>(5 min.)     | <ul style="list-style-type: none"><li>➤ Ask students to <u>reflect</u> on their progress towards the learning target<ul style="list-style-type: none"><li>➤ What did I remember about the learning target?</li><li>➤ What did I learn today about the learning target?</li><li>➤ How confident do I feel about doing the learning target on my own?</li></ul></li></ul>                             |
| <b>End</b><br>(10 min.)       | <ul style="list-style-type: none"><li>➤ <u>Assess</u> each student's progress using <b>Quick Check – Form A</b></li><li>➤ Guide students to self-correct their <b>Quick Check – Form A</b></li><li>➤ Guide students to <u>chart their progress</u> by recording the date and Quick Check score in their <b>Growth Chart</b></li><li>➤ Collect each student's Quick Check and Growth Chart</li></ul> |
| <b>After</b>                  | <ul style="list-style-type: none"><li>➤ Create sub-groups to differentiate the middle of sessions 2 through 8<ul style="list-style-type: none"><li>○ Group 1 – Include students who <u>did not</u> meet the learning goal</li><li>○ Group 2 – Include students who met or exceeded the learning goal</li></ul></li></ul>  |

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will identify fractions and their parts.

**1.**

Which fraction has a denominator of 6 and a numerator of 4?

$\frac{4}{10}$

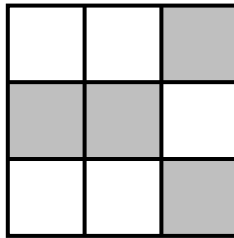
$\frac{6}{10}$

$\frac{6}{4}$

$\frac{4}{6}$

**2.**

Each section of the square below is the same size.  
What fractional part of the square appears to be shaded?



$\frac{4}{9}$

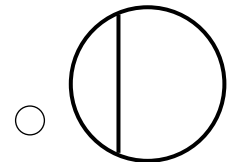
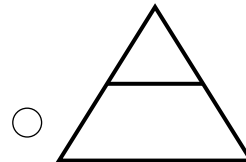
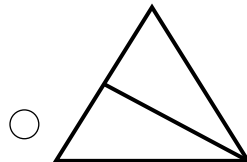
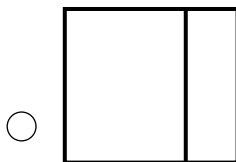
$\frac{5}{9}$

$\frac{4}{5}$

$\frac{5}{4}$

**3.**

Which diagram appears to show fractional parts of  $\frac{1}{2}$  ?



# 4<sup>th</sup> Grade Winter Guided Review

Readiness Standard 5 - 3.NF.1

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will identify fractions and their parts.

1.

Which fraction has a denominator of 7 and a numerator of 5?

$\frac{7}{5}$

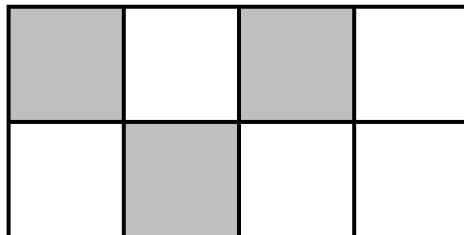
$\frac{5}{7}$

$\frac{5}{12}$

$\frac{7}{12}$

2.

Each section of the rectangle below is the same size.  
What fractional part of the rectangle appears to be shaded?



$\frac{5}{8}$

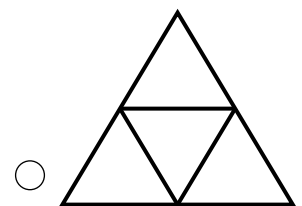
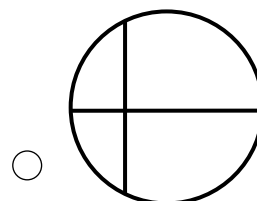
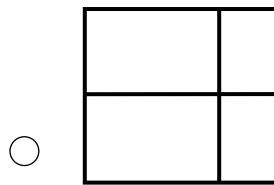
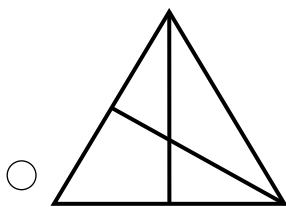
$\frac{3}{5}$

$\frac{3}{8}$

$\frac{5}{3}$

3.

Which diagram appears to show fractional parts of  $\frac{1}{4}$  ?



Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will identify fractions and their parts.

**1.**

Which fraction has a denominator of 2 and a numerator of 3?

$\frac{2}{5}$

$\frac{3}{5}$

$\frac{3}{2}$

$\frac{2}{3}$

**2.**

Each section of the rectangle below is the same size.  
What fractional part of the rectangle appears to be shaded?



$\frac{1}{6}$

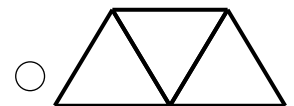
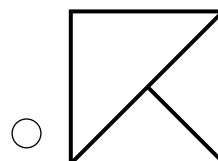
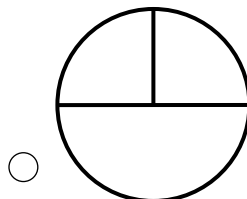
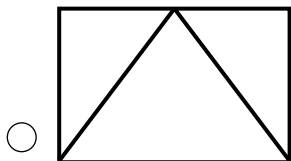
$\frac{5}{6}$

$\frac{1}{5}$

$\frac{5}{1}$

**3.**

Which diagram appears to show fractional parts of  $\frac{1}{3}$  ?





# Session 1: Self-Reflection

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

**Learning Target:** I will identify fractions and their parts

Briefly discuss student responses:

- What did I remember today about identifying fractions and their parts?
  
- What did I learn today about identifying fractions and their parts?
  
- How confident do I feel about identifying fractions and their parts on my own? (*Thumbs up, down, or sideways*)





# Quick Check - Form A

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will identify fractions and their parts.

**Directions:** Choose the answer to each question. (Work time: 4 minutes)

1.

Which fraction has a numerator of 5 and a denominator of 7?

$\frac{5}{2}$

$\frac{2}{5}$

$\frac{5}{7}$

$\frac{7}{5}$

2.

Which fraction has a denominator of 7 and a numerator of 3?

$\frac{3}{8}$

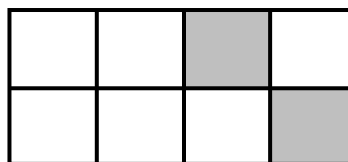
$\frac{7}{3}$

$\frac{2}{7}$

$\frac{3}{7}$

3.

Each section of the rectangle below is the same size.  
What fractional part of the rectangle appears to be shaded?



$\frac{2}{6}$

$\frac{6}{2}$

$\frac{6}{8}$

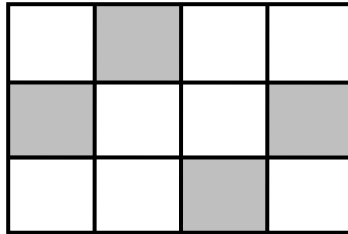
$\frac{2}{8}$

# Quick Check - Form A

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

4.

Each section of the rectangle below is the same size.  
What fractional part of the rectangle appears to be shaded?



$\frac{4}{8}$

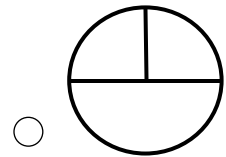
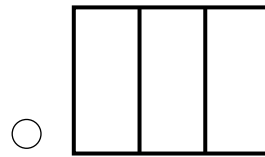
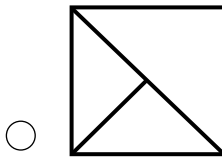
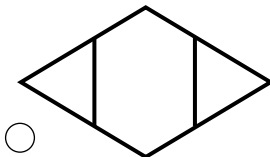
$\frac{4}{12}$

$\frac{12}{4}$

$\frac{8}{4}$

5.

Which diagram appears to show fractional parts of  $\frac{1}{3}$  ?





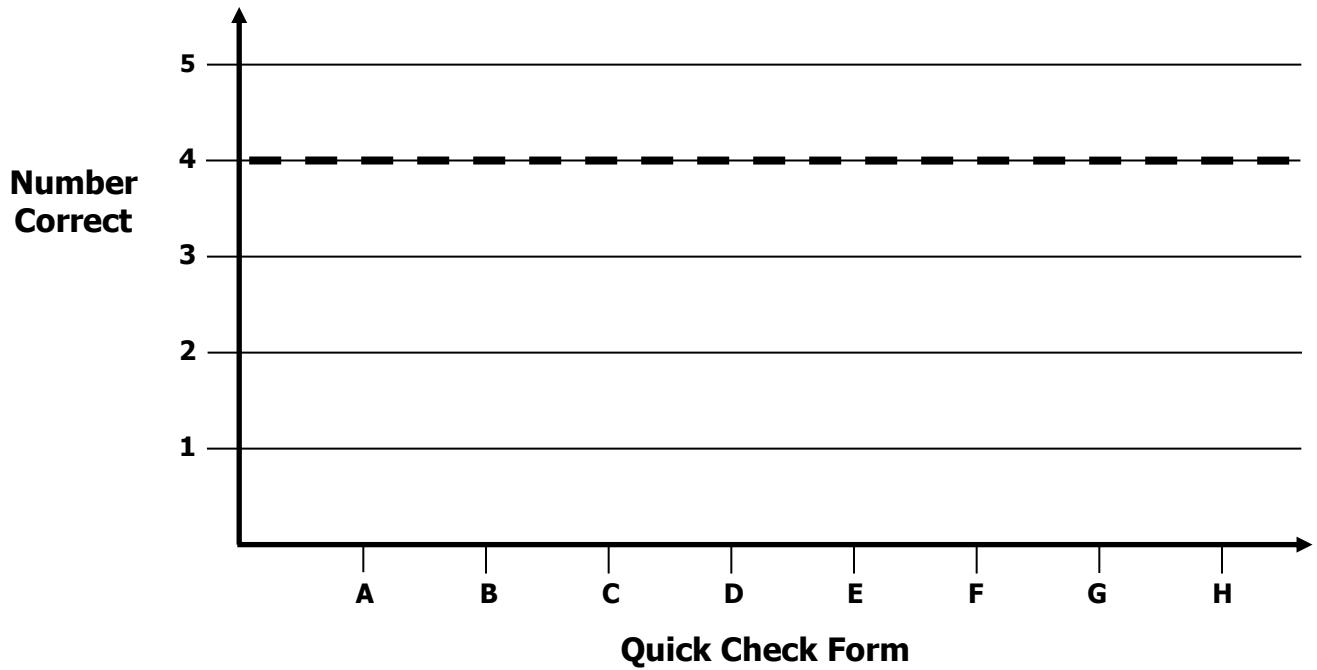
# Growth Chart

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will identify fractions and their parts.

**Goal:** 4 out of 5 correct



| Intervention | Date | Score |
|--------------|------|-------|
| Session 1:   |      |       |
| Session 2:   |      |       |
| Session 3:   |      |       |
| Session 4:   |      |       |
| Session 5:   |      |       |
| Session 6:   |      |       |
| Session 7:   |      |       |
| Session 8:   |      |       |



# Planning Guide: Sessions 2 Through 8

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

**Learning Target:** I will identify fractions and their parts

**Readiness** for naming fractions on a number line

| <b>Recommended Actions</b>   |   |  |   |
|--|---|--|---|
| <b>Beginning</b><br>(5 min.)   | <ul style="list-style-type: none"> <li>➤ Review the learning target with the whole group and ask each student to set a goal for today's learning</li> </ul>   |  |   |
| <b>Middle</b><br>(15 min.)   | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Group 1:</b> <i>(Students who <u>did not</u> meet the learning goal on the previous Quick Check)</i></p> <ul style="list-style-type: none"> <li>➤ Model solving a word problem – “I do”</li> <li>➤ Guided Practice – “We do together/ You do together”</li> </ul> <p><b>Session 2:</b> Create fractional parts by paper-folding.</p> <p><b>Session 3:</b> Identify fractions and their parts by drawing and addition of unit fractions.</p> <p><b>Session 4:</b> Identify fractions and their parts.</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Group 2:</b> <i>(Students who met the learning goal)</i></p> <ul style="list-style-type: none"> <li>➤ Independent practice – “You do alone”</li> </ul> <p><b>Activity:</b> <i>“Go Fish: Three-of-a-kind”</i></p> <p style="text-align: center;"><i>(Look for additional activities in 3<sup>rd</sup> grade core instruction resources.)</i></p> </td> </tr> </table> | <p><b>Group 1:</b> <i>(Students who <u>did not</u> meet the learning goal on the previous Quick Check)</i></p> <ul style="list-style-type: none"> <li>➤ Model solving a word problem – “I do”</li> <li>➤ Guided Practice – “We do together/ You do together”</li> </ul> <p><b>Session 2:</b> Create fractional parts by paper-folding.</p> <p><b>Session 3:</b> Identify fractions and their parts by drawing and addition of unit fractions.</p> <p><b>Session 4:</b> Identify fractions and their parts.</p> | <p><b>Group 2:</b> <i>(Students who met the learning goal)</i></p> <ul style="list-style-type: none"> <li>➤ Independent practice – “You do alone”</li> </ul> <p><b>Activity:</b> <i>“Go Fish: Three-of-a-kind”</i></p> <p style="text-align: center;"><i>(Look for additional activities in 3<sup>rd</sup> grade core instruction resources.)</i></p> |
| <p><b>Group 1:</b> <i>(Students who <u>did not</u> meet the learning goal on the previous Quick Check)</i></p> <ul style="list-style-type: none"> <li>➤ Model solving a word problem – “I do”</li> <li>➤ Guided Practice – “We do together/ You do together”</li> </ul> <p><b>Session 2:</b> Create fractional parts by paper-folding.</p> <p><b>Session 3:</b> Identify fractions and their parts by drawing and addition of unit fractions.</p> <p><b>Session 4:</b> Identify fractions and their parts.</p> | <p><b>Group 2:</b> <i>(Students who met the learning goal)</i></p> <ul style="list-style-type: none"> <li>➤ Independent practice – “You do alone”</li> </ul> <p><b>Activity:</b> <i>“Go Fish: Three-of-a-kind”</i></p> <p style="text-align: center;"><i>(Look for additional activities in 3<sup>rd</sup> grade core instruction resources.)</i></p>   |  |   |
| <b>End</b><br>(10 min.)  | <ul style="list-style-type: none"> <li>➤ Bring the students back together.</li> <li>➤ Ask students to reflect on their progress towards the learning target               <ul style="list-style-type: none"> <li>○ What did I learn today about identifying fractions and their parts?</li> <li>○ How confident do I feel about identifying fractions and their parts on my own? (Thumbs up, down, or sideways)</li> </ul> </li> <li>➤ Assess each student's progress using the next <b>Quick Check</b> form</li> <li>➤ Guide students to self-correct their <b>Quick Check</b></li> <li>➤ Guide students to chart their progress in their <b>Growth Chart</b> <ul style="list-style-type: none"> <li>○ If not using Delta Math lessons, record the activity in the table</li> </ul> </li> <li>➤ Collect each student's <b>Quick Check</b> and <b>Growth Chart</b></li> </ul>   |  |   |
| <b>After</b>   | <ul style="list-style-type: none"> <li>➤ Regroup students to differentiate the middle of sessions 3 through 8               <ul style="list-style-type: none"> <li>○ Promote students who met the learning goal to group 2</li> <li>○ Exit students who met the learning goal for a third time</li> </ul> </li> <li>➤ Problem solve with a team to plan additional support for students who did not exit</li> </ul>   |  |   |



# Session 2: Modeling (I Do)

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

**Learning Target:** I will identify fractions and their parts

**Readiness** for naming fractions on a number line

Four students want to share a large brownie. Show one way the brownie can be shared equally between the students and one way it cannot.



# Session 2: Modeling (I Do - Teacher Notes)

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

**Learning Target:** I will identify fractions and their parts

**Readiness** for naming fractions on a number line

Four students want to share a large brownie. Show one way the brownie can be shared equally between the students and one way it cannot.

I am going to think aloud to model solving this problem.

Your job is to watch, listen, think and ask questions.

**First, it is important to know what the problem is about.**

**This problem is about students sharing a large brownie.**

**Second, I need to determine what I need to find.**

**I need to find one way the brownie can be shared equally and one way it cannot.**

**Third, I need to determine what I know...I know there are 4 students and 1 brownie.**

**Fourth, I need to figure out what I can try.**

**I am going to try modeling this sharing situation using a piece of paper.**

(Hold up two rectangular sheets of paper to represent brownies.)

**To share the first brownie equally, I will fold it in half to create two equal parts...**

(Fold the paper so that one edge lines up with its opposite edge.)

**Next, I will fold the brownie in the other direction to create four equal parts.**

(Fold the paper equally in the other direction and then unfold it.)

**After unfolding the paper, I see 4 equal parts and each part is one-fourth of the brownie.** (Write  $\frac{1}{4}$  in each section of the rectangle.)

**Now, I am going to fold the second brownie into 4 unequal parts.**

**There are many ways I can do this, but I am going to begin making sure my edges do not line up.** (Make a fold with an exaggerated overlap.)

**Since I guaranteed unequal parts with my first fold...** (Show the unfolded rectangle.)

**I can make the edges of my second fold line up and the 4 parts will still be unequal.**

(Fold the rectangle in the opposite direction with the edges lined up...then unfold the rectangle to show that all four parts are not equal.)

**Since these shares are not equal, they would not be fair to all four students and I cannot write  $\frac{1}{4}$  in each section of the rectangle because they do not represent fractional parts!**

**Last, I need to make sure that my answer makes sense.**

**I folded the pretend brownie 2 different ways...one that created equal parts...fourths...and one that created unequal parts. It makes sense because I was careful to align the edges for each fold I made to create equal parts. And, I was careful not to align the edges of the first fold when I made the unequal parts.**

**Session 2: Modeling (I Do)**  
4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

**Learning Target:** I will identify fractions and their parts      **Readiness** for naming fractions on a number line

Four students want to share a large brownie. Show one way the brownie can be shared equally between the students and one way it cannot.

$$\frac{\text{Numerator}}{\text{Denominator}} = \frac{\text{The number of parts}}{\text{How many parts make one whole}}$$

**Equal Shares**      **Unequal Shares**

|               |               |  |
|---------------|---------------|--|
| $\frac{1}{4}$ | $\frac{1}{4}$ |  |
| $\frac{1}{4}$ | $\frac{1}{4}$ |  |

$$\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{4}{4} = 1 \text{ whole}$$

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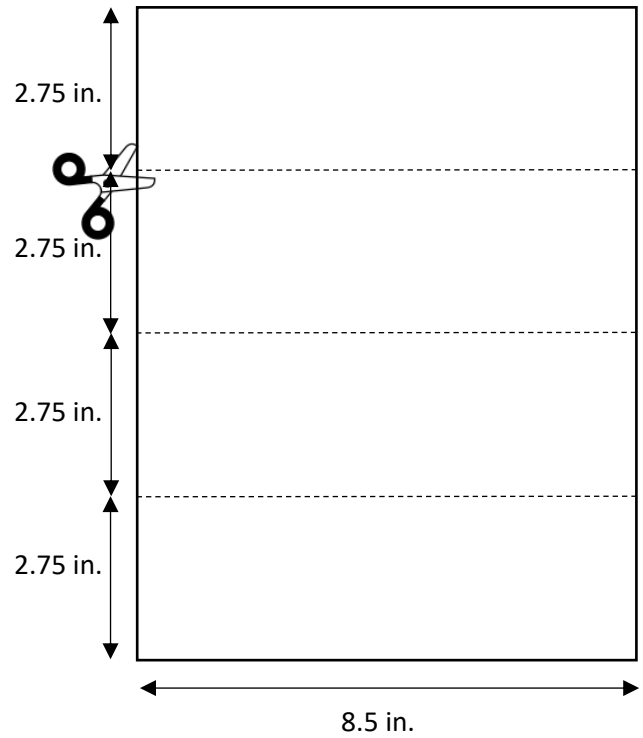
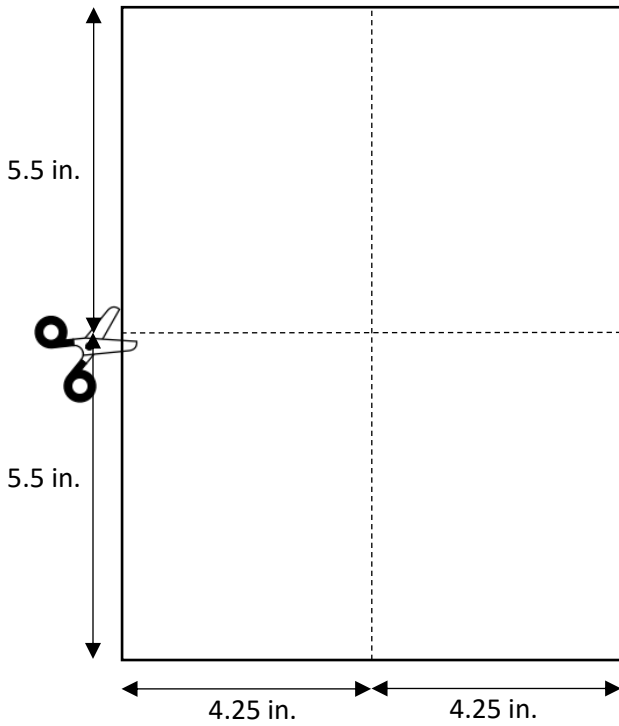
Before we go on to the guided practice, I'd like to remind you the names of the parts of a fraction...

The numerator is the top number that tells the number of parts....and the denominator is the bottom number that tells the number of equal parts that make up one whole. (Write the words and definitions.)

And, if we add all of the unit fractions together we get one whole. (Write  $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{4}{4} = 1 \text{ whole.}$ )

# Guides for Wholes

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1





Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will identify fractions and their parts

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

## Session 2: Guided Practice (We Do)

### Materials:

- Rectangular sheets of paper (12 per student)

### We Do Together: (Teacher Actions)

- Show fractional parts for each sharing situation by folding two different rectangles.
- Label the fractional parts on each rectangle and write an addition equation to show the unit fractions add to equal one whole.
- Show non fractional parts by folding one rectangle into unequal parts.

|                      |                      |
|----------------------|----------------------|
| 1.<br><br>2 students | 2.<br><br>3 students |
|----------------------|----------------------|

### You Do Together: (As a class, or in small groups)

- Students take turns leading to create 2 examples and 1 non-example for each sharing situation.

|                      |                      |
|----------------------|----------------------|
| 3.<br><br>8 students | 4.<br><br>6 students |
|----------------------|----------------------|





Name \_\_\_\_\_

Date \_\_\_\_\_

**Learning Target:** I will identify fractions and their parts4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

## Session 2: Guided Practice (*We Do – Teacher Notes*)

**Materials:**

- Rectangular sheets of paper (12 per student)

**We Do Together:** (Teacher Actions)

- Show fractional parts for each sharing situation by folding two different rectangles.
- Label the fractional parts on each rectangle and write an addition equation to show the unit fractions add to equal one whole.
- Show non fractional parts by folding one rectangle into unequal parts.

|   |   |
|---|---|
| <p>1.</p> <p>2 students</p> $\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1 \text{ whole}$ | <p>2.</p> <p>3 students</p> $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} = \frac{3}{3} = 1 \text{ whole}$ |
|---|---|

**You Do Together:** (As a class, or in small groups)

- Students take turns leading to create 2 examples and 1 non-example for each sharing situation.

|   |   |
|---|---|
| <p>3.</p> <p>8 students</p> $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{8}{8}$ $= 1 \text{ whole}$ | <p>4.</p> <p>6 students</p> $\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} = \frac{6}{6} = 1 \text{ whole}$ |
|---|---|



## Session 2: Self-Reflection

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

**Learning Target:** I will identify fractions and their parts

Briefly discuss student responses:

- What did I learn today about identifying fractions and their parts?
  
- How confident do I feel about identifying fractions and their parts on my own? (*Thumbs up, down, or sideways*)



# Quick Check - Form B

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will identify fractions and their parts.

**Directions:** Choose the answer to each question. (Work time: 4 minutes)

**1.**

Which fraction has a numerator of 2 and a denominator of 4?

$\frac{4}{2}$

$\frac{2}{4}$

$\frac{1}{2}$

$\frac{2}{1}$

**2.**

Which fraction has a denominator of 12 and a numerator of 7?

$\frac{5}{12}$

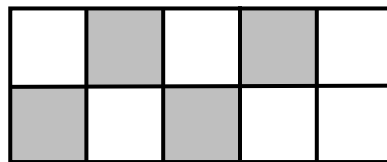
$\frac{7}{12}$

$\frac{12}{7}$

$\frac{7}{19}$

**3.**

Each section of the rectangle below is the same size.  
What fractional part of the rectangle appears to be shaded?



$\frac{4}{6}$

$\frac{4}{10}$

$\frac{6}{4}$

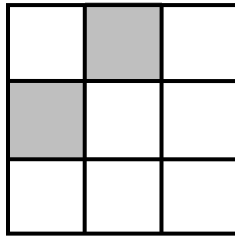
$\frac{6}{10}$

# Quick Check - Form B

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

4.

Each section of the square below is the same size.  
What fractional part of the square appears to be shaded?



$\frac{2}{9}$

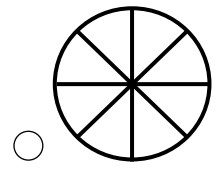
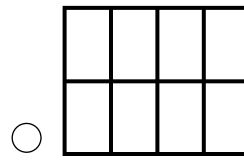
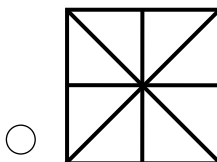
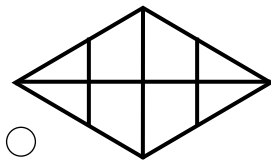
$\frac{7}{2}$

$\frac{7}{9}$

$\frac{2}{7}$

5.

Which diagram does not appear to show fractional parts of  $\frac{1}{8}$  ?





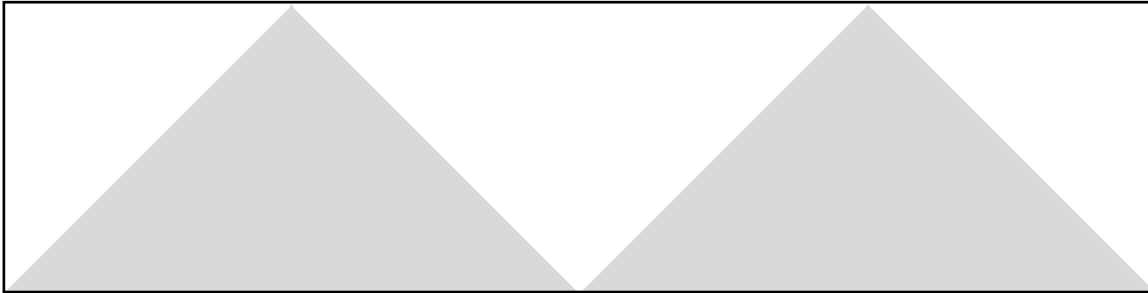
# Session 3: Modeling (I Do)

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

**Learning Target:** I will identify fractions and their parts

**Readiness** for naming fractions on a number line

Mr. McKenzie painted a mural on his classroom wall. What fractional part of the mural appears to be shaded?



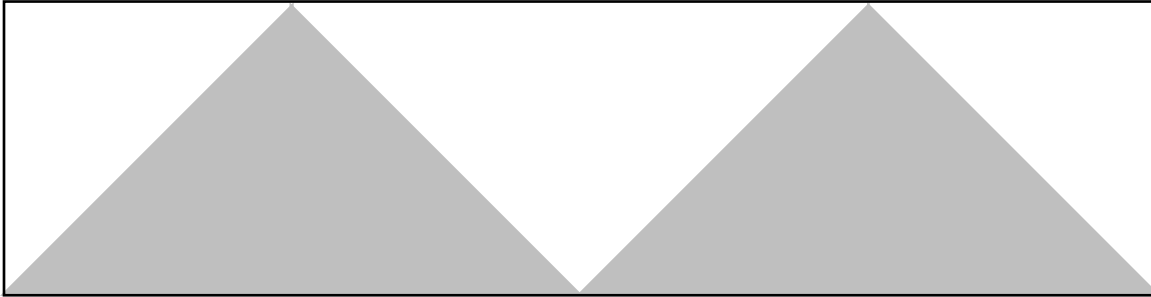
# Session 3: Modeling (I Do – Visual Support)

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

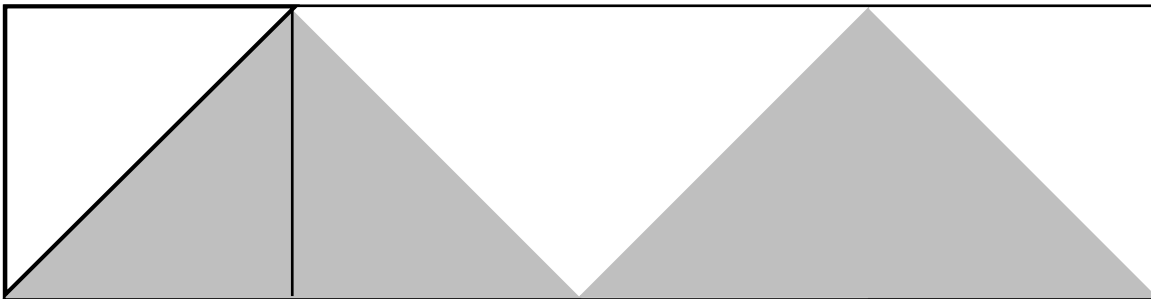
**Learning Target:** I will identify fractions and their parts

**Readiness** for naming fractions on a number line

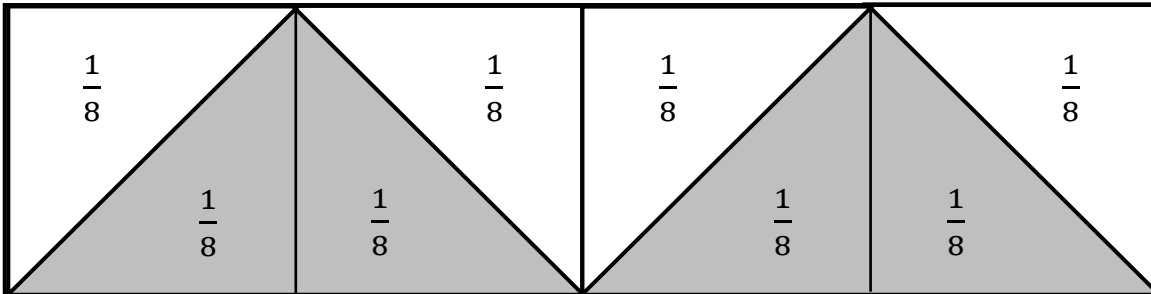
Mr. McKenzie painted a mural on his classroom wall. What fractional part of the mural appears to be shaded?



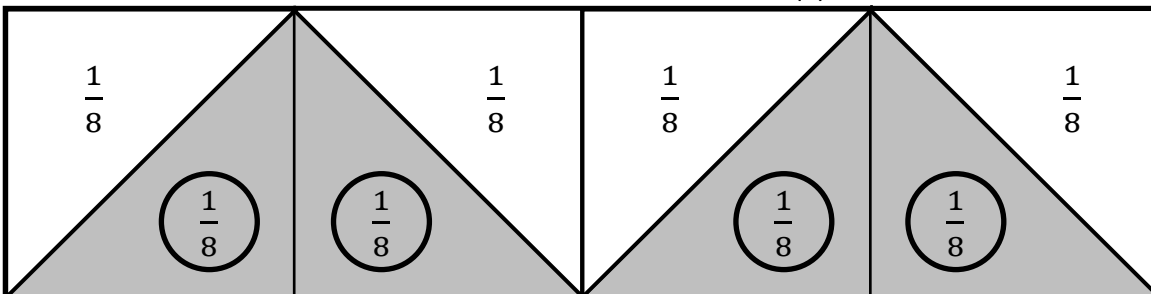
Find the smallest fractional part of the whole...shaded or unshaded.



Separate the whole into equal parts, then label each unit part. (8)



Count to find the numerator. (4)



$$\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{4}{8}$$

$\frac{\text{Numerator—Number of shaded parts}}{\text{Denominator—Number of equal parts that make up one whole}}$



# Session 3: Modeling (I Do - Teacher Notes)

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

**Learning Target:** I will identify fractions and their parts

**Readiness** for naming fractions on a number line

Mr. McKenzie painted a mural on his classroom wall. What fractional part of the mural appears to be shaded?

**I am going to think aloud to model solving this problem.**

**Your job is to watch, listen, think and ask questions.**

**First, it is important to know what the problem is about.**

**This problem is about Mrs. McKenzie’s mural on his classroom wall.**

**Second, I need to determine what I need to find.**

**I need to find the fractional part of the mural that appears to be shaded.**

**Third, I need to determine what I know.**

**I know that fractional parts must all be the same size of a whole.**

**Fourth, I need to figure out what I can try.**

**I am going to find a fractional part that will work for each shaded and unshaded part.**

**I notice that the unshaded triangle on the left is half the size of this shaded rectangle.**

(Outline a triangle on the end and draw a line down the middle of a larger shaded triangle to show equal parts.)

**Next, I will separate the whole mural into equal parts and label them as unit fractions.**

(Draw equal-sized triangles that separate the whole into equal parts.)

**To find the fractional part of the mural that appears to be shaded, I need to add each shaded unit fraction**

**together...  $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{4}{8}$**

(Circle each shaded unit fraction and write the addition equation.)

**Last, I need to make sure that my answer makes sense.**

**I found that Mr. M shaded  $\frac{4}{8}$  of the mural. It makes sense because I separated the mural into equal parts and labeled them as unit fractions. Then, I added the number of unit fractions that were shaded to find my answer.**

In my answer  $\frac{4}{8}$ , I would like to provide you with a little more information about fractions.

The top number is called the numerator and represents the number of shaded parts we have.

And, the bottom number is the denominator and represents the number of equal parts that make up the whole.


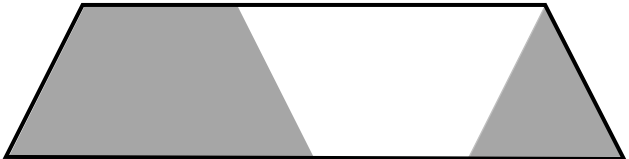
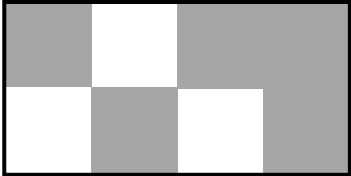
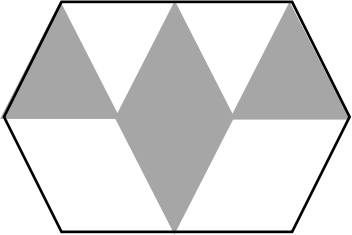
**Learning Target:** I will identify fractions and their parts

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

## Session 3: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Separate each whole into unit fractions.
- Add to find the fractional part of the whole that appears to be shaded.

|   |  |
|---|--|
| <p>1.</p>    | <p>2.</p>    |
| <p>3.</p>  | <p>4.</p>  |

5. a. What fractional part of problem 4 appears to be shaded? \_\_\_\_\_
- b. What does the numerator represent in the answer to problem 4? \_\_\_\_\_
- c. What does the denominator represent in the answer to problem 4? \_\_\_\_\_





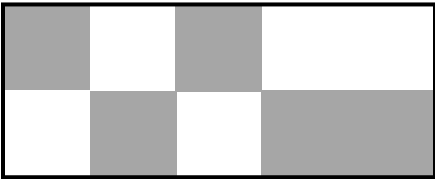
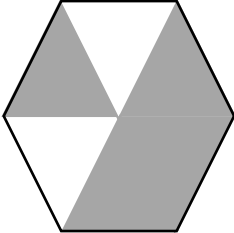
**Learning Target:** I will identify fractions and their parts

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

## Session 3: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Separate each whole into unit fractions. Then, add to find the fractional part of the whole that appears to be shaded.

|  |   |
|--|---|
| <p><b>6.</b></p>    | <p><b>7.</b></p>    |
| <p><b>8.</b></p>  | <p><b>9.</b></p>  |

- 10. a.** What fractional part of problem 9 appears to be shaded? \_\_\_\_\_
- b.** What does the numerator represent in the answer to problem 9? \_\_\_\_\_
- c.** What does the denominator represent in the answer to problem 9? \_\_\_\_\_

**Learning Target:** I will identify fractions and their parts

 4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

## Session 3: Guided Practice (*We Do – Teacher Notes*)

**We Do Together:** (Teacher Actions)

- Separate each whole into unit fractions.
- Add to find the fractional part of the whole that appears to be shaded.

|  |   |
|--|---|
| <p><b>1.</b></p> <p style="text-align: center; margin-top: 20px;"> <math>\frac{1}{6} + \frac{1}{6} + \frac{1}{6} = \frac{3}{6}</math> </p>                             | <p><b>2.</b></p> <p style="text-align: center; margin-top: 20px;"> <math>\frac{1}{7} + \frac{1}{7} + \frac{1}{7} + \frac{1}{7} = \frac{4}{7}</math> </p>      |
| <p><b>3.</b></p> <p style="text-align: center; margin-top: 20px;"> <math>\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{5}{8}</math> </p> | <p><b>4.</b></p> <p style="text-align: center; margin-top: 20px;"> <math>\frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} = \frac{4}{10}</math> </p> |

5. a. What fractional part of problem 4 appears to be shaded?  $\frac{4}{10}$

b. What does the numerator represent in the answer to problem 4? The number of shaded sections

c. What does the denominator represent in the answer to problem 4? The number of equal parts that make 1 whole



## Session 3: Self-Reflection

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

**Learning Target:** I will identify fractions and their parts

Briefly discuss student responses:

- What did I learn today about identifying fractions and their parts?
  
- How confident do I feel about identifying fractions and their parts on my own? (*Thumbs up, down, or sideways*)



# Quick Check - Form C

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will identify fractions and their parts.

**Directions:** Choose the answer to each question. (Work time: 4 minutes)

**1.**

Which fraction has a denominator of 6 and a numerator of 4?

$\frac{4}{6}$

$\frac{6}{4}$

$\frac{2}{6}$

$\frac{4}{2}$

**2.**

Which fraction has a numerator of 3 and a denominator of 8?

$\frac{8}{3}$

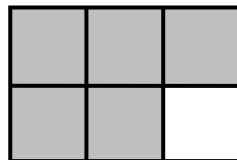
$\frac{5}{8}$

$\frac{3}{11}$

$\frac{3}{8}$

**3.**

Each section of the rectangle below is the same size.  
What fractional part of the rectangle appears to be shaded?



$\frac{1}{5}$

$\frac{1}{6}$

$\frac{5}{6}$

$\frac{6}{5}$

# Quick Check - Form C

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

4.

Each section of the rectangle below is the same size.  
What fractional part of the rectangle appears to be shaded?



$\frac{3}{8}$

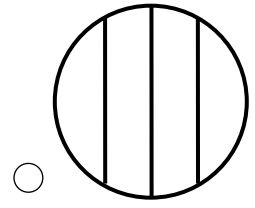
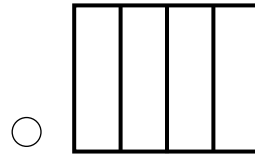
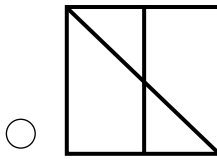
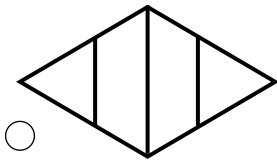
$\frac{3}{5}$

$\frac{5}{3}$

$\frac{8}{3}$

5.

Which diagram appears to show fractional parts of  $\frac{1}{4}$  ?



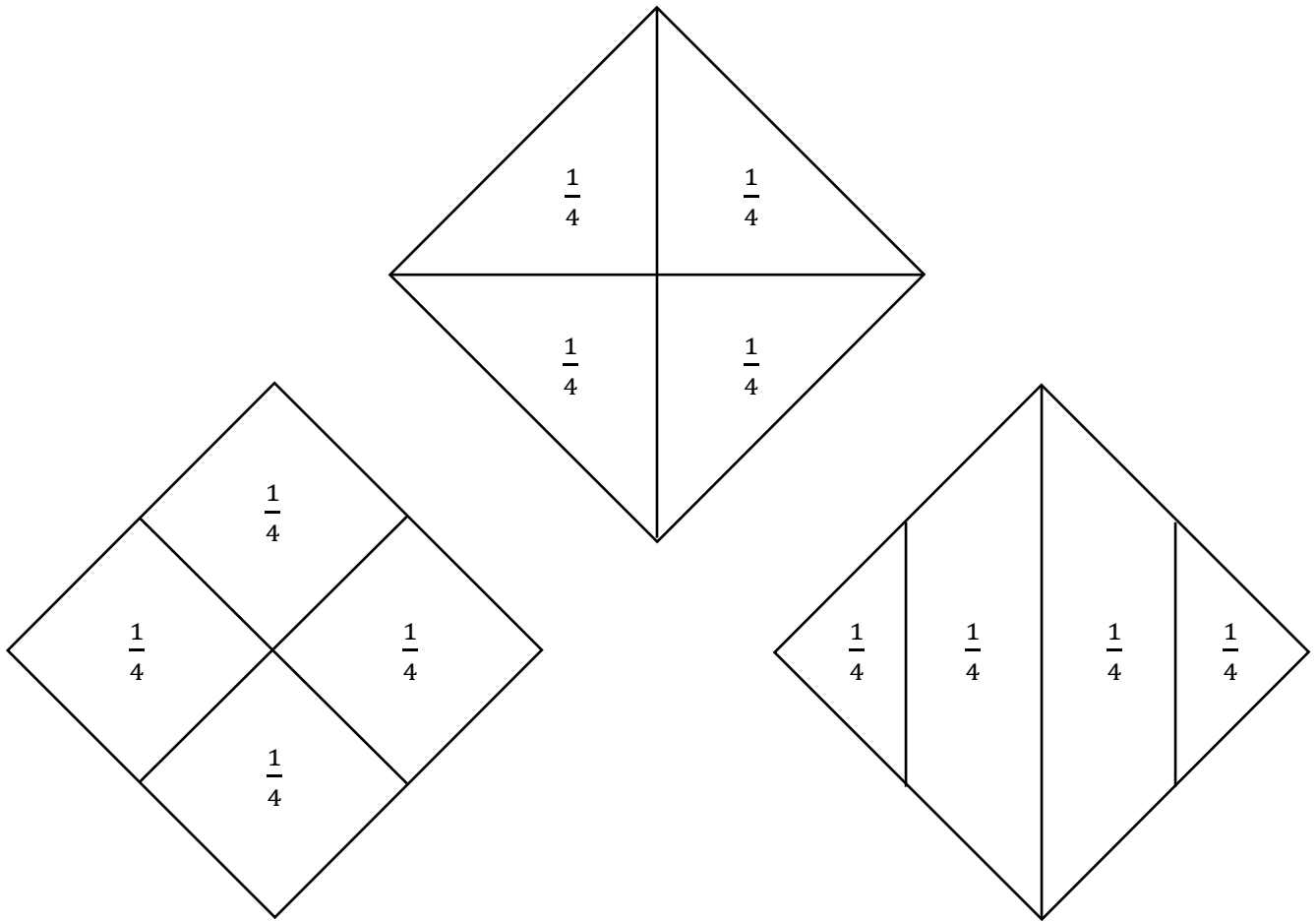
# Session 4: Modeling (I Do)

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

**Learning Target:** I will identify fractions and their parts

**Readiness** for naming fractions on a number line

Ben was asked to fold and label a square piece of paper into fourths. Which diagram does not show fourths?



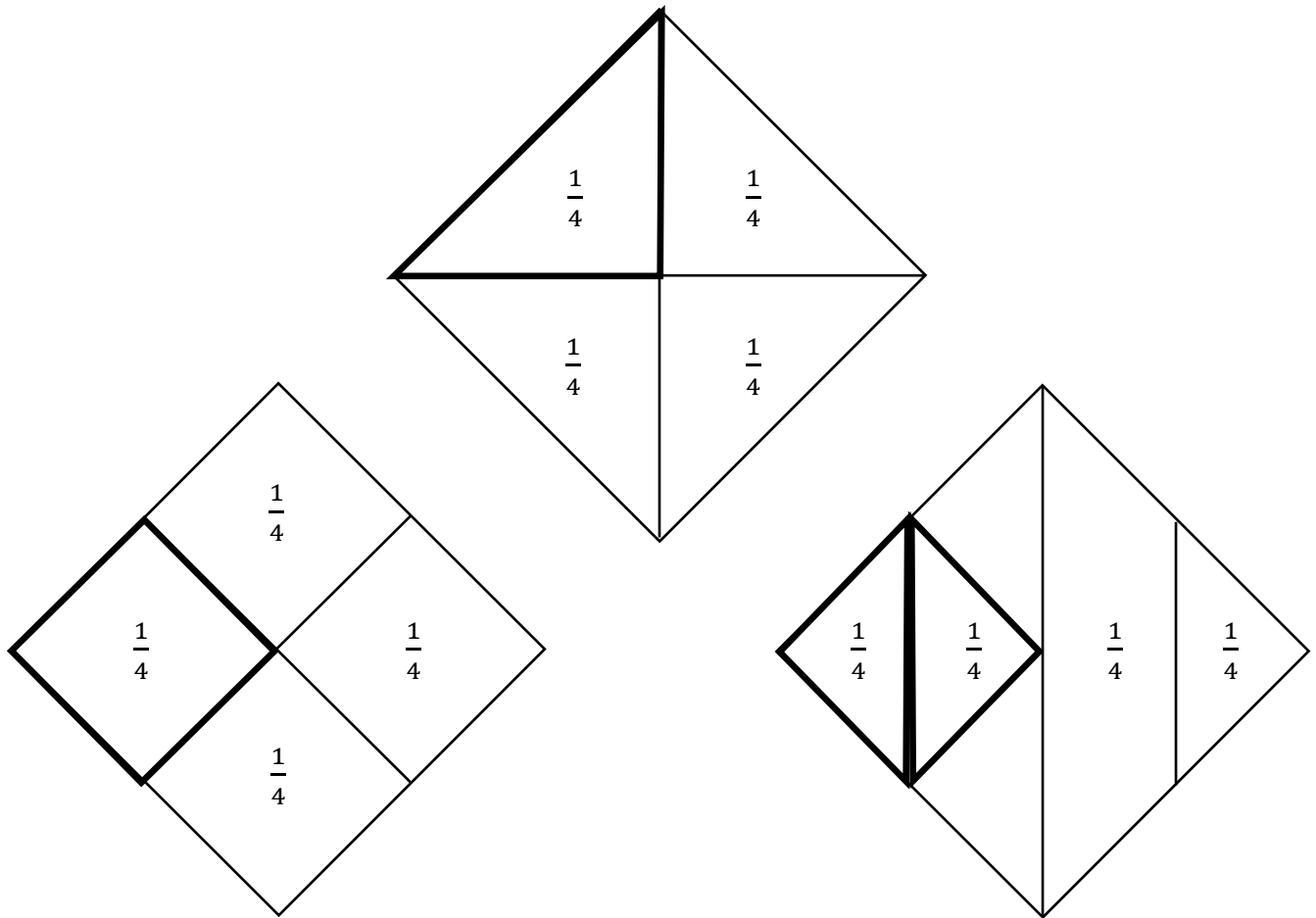
# Session 4: Modeling (I Do)

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

**Learning Target:** I will identify fractions and their parts

**Readiness** for naming fractions on a number line

Ben was asked to fold and label a square piece of paper into fourths. Which diagram does not show fourths?





# Session 4: Modeling (I Do - Teacher Notes)

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

**Learning Target:** I will identify fractions and their parts

**Readiness** for naming fractions on a number line

Ben was asked to fold and label a square piece of paper into fourths. Which diagram does not show fourths?

I am going to think aloud to model solving this problem.

Your job is to watch, listen, think and ask questions.

First, it is important to know what the problem is about.

This problem is about Ben folding a square piece of paper into fourths.

Second, I need to determine what I need to find.

I need to find which diagram does not show fourths.

Third, I need to determine what I know.

I know that fourths separate a whole into 4 equal parts.

Fourth, I need to figure out what I can try.

I am going to try looking at each diagram to determine if it is separated into 4 equal parts.

The first square looks like it was separated into 4 equal smaller squares...  
(Outline one of the smaller squares. Then, point to the other 3 to show that they appear equal in size.)

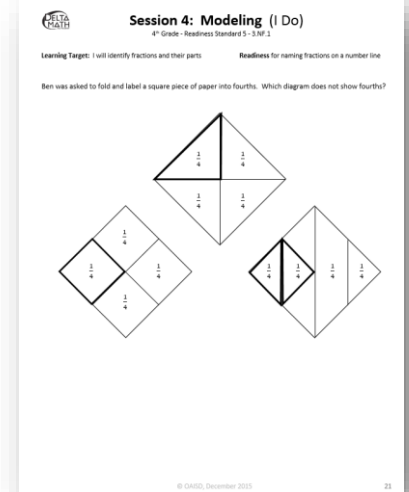
The second square looks like it was separated into 4 equal smaller triangles...  
(Outline one of the smaller triangles. Then, point to the other 3 to show that they also appear equal in size.)

The last square looks like it was separated into 4 parts, but I'm not sure that they are equal...  
(Outline the triangle on the left. Then, draw a triangle of similar size in the second section.)

It appears that the second part is 3 times larger than the first.  
(Point to the 3 similar sized triangles in the second section of the square.)

Last, I need to make sure that my answer makes sense.

I found that the third square is not separated into fourths. It makes sense because I checked to see if each solution had 4 parts that were equal. And after inspecting all three, I found that the second section in the third square was not separated into equal parts.





**Learning Target:** I will identify fractions and their parts

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

## Session 4: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- What fractional part of each whole appears to be shaded?
- If the diagram does not appear to show fractional parts, write "Not Fractional".

|                  |                  |
|------------------|------------------|
| <p><b>1.</b></p> | <p><b>2.</b></p> |
| <p><b>3.</b></p> | <p><b>4.</b></p> |

5. a. What fractional part of problem 3 appears to be shaded? \_\_\_\_\_
- b. What does the numerator represent in the answer to problem 3? \_\_\_\_\_
- c. What does the denominator represent in the answer to problem 3? \_\_\_\_\_

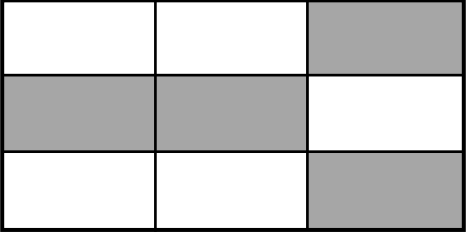
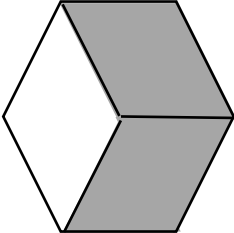

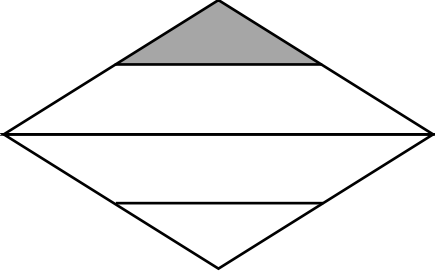
**Learning Target:** I will identify fractions and their parts

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

## Session 4: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading to find the shaded fractional part of each whole.

|  |   |
|--|---|
| <p><b>6.</b></p>    | <p><b>7.</b></p>   |
| <p><b>8.</b></p>  | <p><b>9.</b></p>  |

- 10. a.** What fractional part of problem 7 appears to be shaded? \_\_\_\_\_
- b.** What does the numerator represent in the answer to problem 7? \_\_\_\_\_
- c.** What does the denominator represent in the answer to problem 7? \_\_\_\_\_

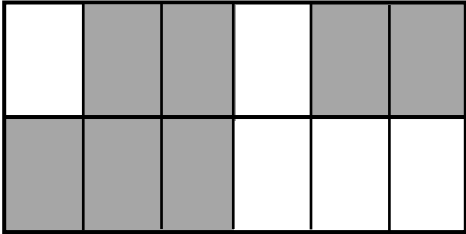


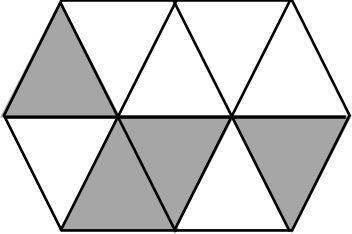
**Learning Target:** I will identify fractions and their parts

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

## Session 4: Guided Practice (We Do – Teacher Notes)

**We Do Together:** (Teacher Actions)

- What fractional part of each whole appears to be shaded?
- If the diagram does not appear to show fractional parts, write “Not Fractional”.

|  |  |
|--|--|
| <p><b>1.</b></p>  $\frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12} = \frac{7}{12}$ | <p><b>2.</b></p>  <p><i>Not Fractional because the unit parts are not equal.</i></p>           |
| <p><b>3.</b></p>  $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{5}{8}$                                   | <p><b>4.</b></p>  $\frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} = \frac{4}{10}$ |

5. a. What fractional part of problem 3 appears to be shaded?  $\frac{5}{8}$

b. What does the numerator represent in the answer to problem 3? *The number of shaded sections*

c. What does the denominator represent in the answer to problem 3? *The number of equal parts that make 1 whole*



## Session 4: Self-Reflection

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

**Learning Target:** I will identify fractions and their parts

Briefly discuss student responses:

- What did I learn today about identifying fractions and their parts?
  
- How confident do I feel about identifying fractions and their parts on my own? (*Thumbs up, down, or sideways*)



# Quick Check - Form D

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will identify fractions and their parts.

**Directions:** Choose the answer to each question. (Work time: 4 minutes)

1.

Which fraction has a denominator of 5 and a numerator of 2?

$\frac{5}{2}$

$\frac{2}{5}$

$\frac{5}{7}$

$\frac{7}{5}$

2.

Which fraction has a denominator of 3 and a numerator of 6?

$\frac{6}{3}$

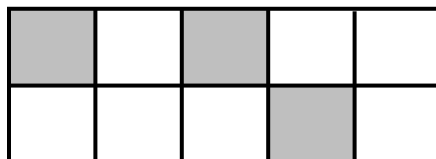
$\frac{9}{3}$

$\frac{3}{9}$

$\frac{3}{6}$

3.

Each section of the rectangle below is the same size.  
What fractional part of the rectangle appears to be shaded?



$\frac{3}{7}$

$\frac{7}{3}$

$\frac{10}{3}$

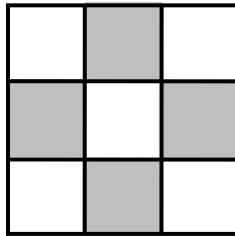
$\frac{3}{10}$

# Quick Check - Form D

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

4.

Each section of the square below is the same size.  
What fractional part of the square appears to be shaded?



$\frac{4}{9}$

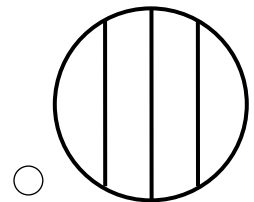
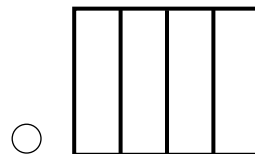
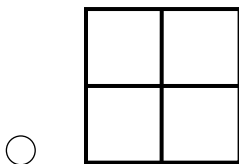
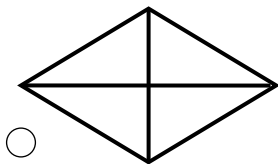
$\frac{4}{5}$

$\frac{9}{4}$

$\frac{5}{4}$

5.

Which diagram does not appear to show fractional parts of  $\frac{1}{4}$  ?



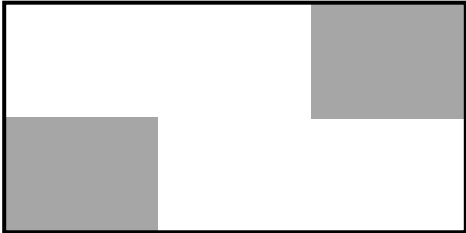
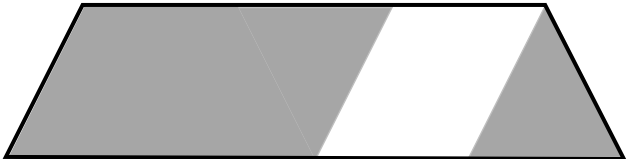
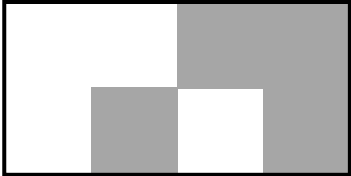
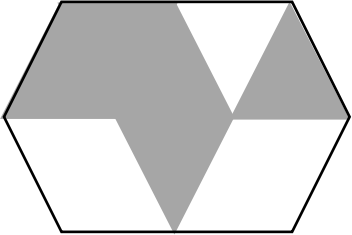
**Learning Target:** I will identify fractions and their parts

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

## Session 5: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Separate each whole into unit fractions.
- Add to find the fractional part of the whole that appears to be shaded.

|  |   |
|--|---|
| <p><b>1.</b></p>    | <p><b>2.</b></p>    |
| <p><b>3.</b></p>  | <p><b>4.</b></p>  |

5. a. What fractional part of problem 4 appears to be shaded? \_\_\_\_\_
- b. What does the numerator represent in the answer to problem 4? \_\_\_\_\_
- c. What does the denominator represent in the answer to problem 4? \_\_\_\_\_

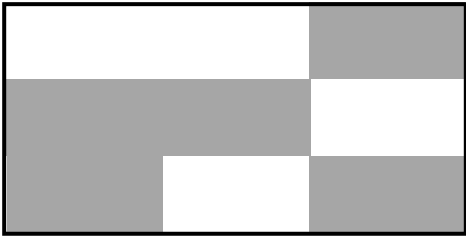


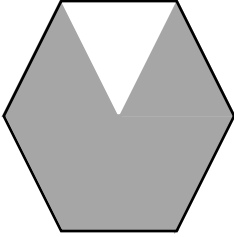
**Learning Target:** I will identify fractions and their parts

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

## Session 5: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Separate each whole into unit fractions. Then, add to find the fractional part of the whole that appears to be shaded.

|  |   |
|--|---|
| <p><b>6.</b></p>    | <p><b>7.</b></p>    |
| <p><b>8.</b></p>  | <p><b>9.</b></p>  |

**10. a.** What fractional part of problem 9 appears to be shaded? \_\_\_\_\_

**b.** What does the numerator represent in the answer to problem 9? \_\_\_\_\_

**c.** What does the denominator represent in the answer to problem 9? \_\_\_\_\_





# Session 5: Self-Reflection

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

**Learning Target:** I will identify fractions and their parts

Briefly discuss student responses:

- What did I learn today about identifying fractions and their parts?
  
- How confident do I feel about identifying fractions and their parts on my own? (*Thumbs up, down, or sideways*)



# Quick Check - Form E

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will identify fractions and their parts.

**Directions:** Choose the answer to each question. (Work time: 4 minutes)

**1.**

Which fraction has a numerator of 5 and a denominator of 7?

$\frac{5}{2}$

$\frac{2}{5}$

$\frac{5}{7}$

$\frac{7}{5}$

**2.**

Which fraction has a denominator of 7 and a numerator of 3?

$\frac{3}{8}$

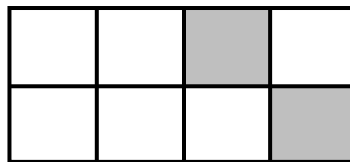
$\frac{7}{3}$

$\frac{2}{7}$

$\frac{3}{7}$

**3.**

Each section of the rectangle below is the same size.  
What fractional part of the rectangle appears to be shaded?



$\frac{2}{6}$

$\frac{6}{2}$

$\frac{6}{8}$

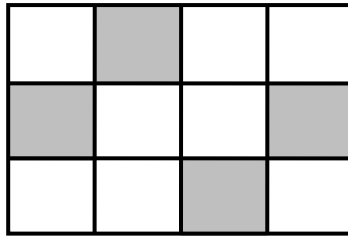
$\frac{2}{8}$

# Quick Check - Form E

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

4.

Each section of the rectangle below is the same size.  
What fractional part of the rectangle appears to be shaded?



$\frac{4}{8}$

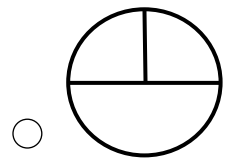
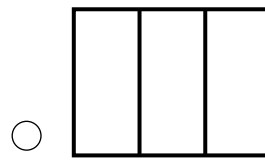
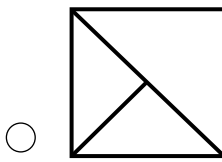
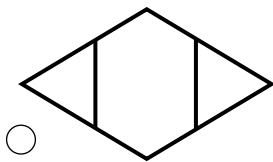
$\frac{4}{12}$

$\frac{12}{4}$

$\frac{8}{4}$

5.

Which diagram appears to show fractional parts of  $\frac{1}{3}$  ?



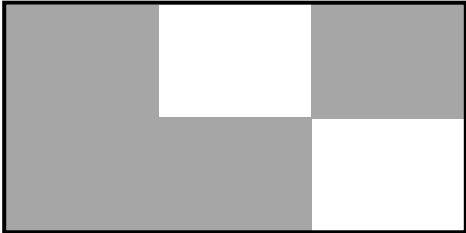

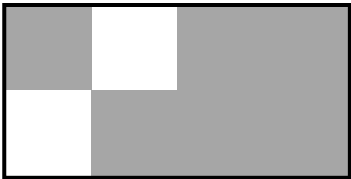
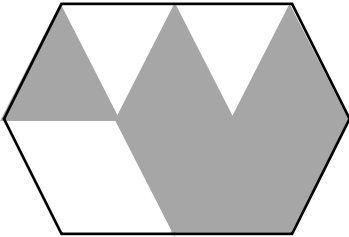
**Learning Target:** I will identify fractions and their parts

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

## Session 6: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Separate each whole into unit fractions.
- Add to find the fractional part of the whole that appears to be shaded.

|  |   |
|--|---|
| <p><b>1.</b></p>    | <p><b>2.</b></p>    |
| <p><b>3.</b></p>  | <p><b>4.</b></p>  |

5. a. What fractional part of problem 1 appears to be shaded? \_\_\_\_\_
- b. What does the numerator represent in the answer to problem 1? \_\_\_\_\_
- c. What does the denominator represent in the answer to problem 1? \_\_\_\_\_


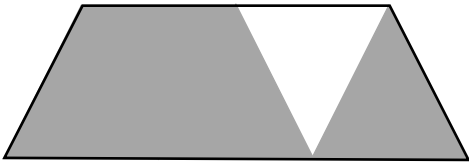
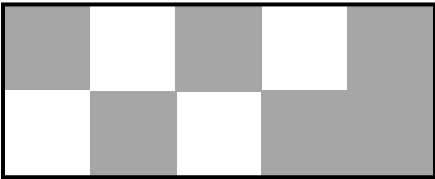
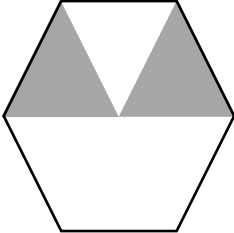
**Learning Target:** I will identify fractions and their parts

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

## Session 6: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Separate each whole into unit fractions. Then, add to find the fractional part of the whole that appears to be shaded.

|  |   |
|--|---|
| <p><b>6.</b></p>    | <p><b>7.</b></p>    |
| <p><b>8.</b></p>  | <p><b>9.</b></p>  |

- 10. a.** What fractional part of problem 9 appears to be shaded? \_\_\_\_\_
- b.** What does the numerator represent in the answer to problem 9? \_\_\_\_\_
- c.** What does the denominator represent in the answer to problem 9? \_\_\_\_\_



# Session 6: Self-Reflection

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

**Learning Target:** I will identify fractions and their parts

Briefly discuss student responses:

- What did I learn today about identifying fractions and their parts?
  
- How confident do I feel about identifying fractions and their parts on my own? (*Thumbs up, down, or sideways*)



# Quick Check - Form F

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will identify fractions and their parts.

**Directions:** Choose the answer to each question. (Work time: 4 minutes)

**1.**

Which fraction has a numerator of 2 and a denominator of 4?

- $\frac{4}{2}$         $\frac{2}{4}$         $\frac{1}{2}$         $\frac{2}{1}$

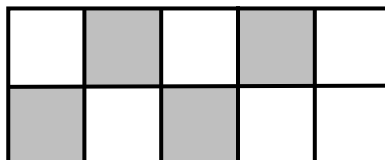
**2.**

Which fraction has a denominator of 12 and a numerator of 7?

- $\frac{5}{12}$         $\frac{7}{12}$         $\frac{12}{7}$         $\frac{7}{19}$

**3.**

Each section of the rectangle below is the same size.  
What fractional part of the rectangle appears to be shaded?



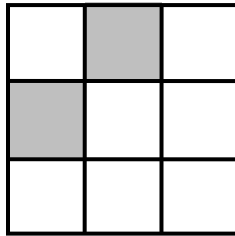
- $\frac{4}{6}$         $\frac{4}{10}$         $\frac{6}{4}$         $\frac{6}{10}$

# Quick Check - Form F

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

4.

Each section of the square below is the same size.  
What fractional part of the square appears to be shaded?



$\frac{2}{9}$

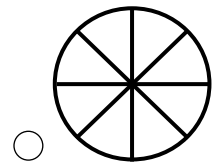
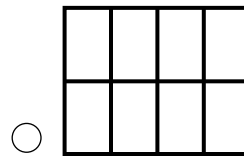
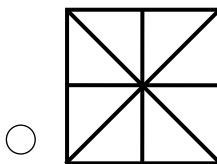
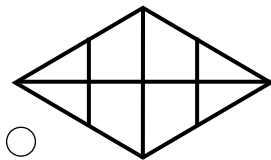
$\frac{7}{2}$

$\frac{7}{9}$

$\frac{2}{7}$

5.

Which diagram does not appear to show fractional parts of  $\frac{1}{8}$  ?





**Learning Target:** I will identify fractions and their parts

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

## Session 7: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- What fractional part of each whole appears to be shaded?
- If the diagram does not appear to show fractional parts, write "Not Fractional".

|                  |                  |
|------------------|------------------|
| <p><b>1.</b></p> | <p><b>2.</b></p> |
| <p><b>3.</b></p> | <p><b>4.</b></p> |

5. a. What fractional part of problem 4 appears to be shaded? \_\_\_\_\_
- b. What does the numerator represent in the answer to problem 4? \_\_\_\_\_
- c. What does the denominator represent in the answer to problem 4? \_\_\_\_\_

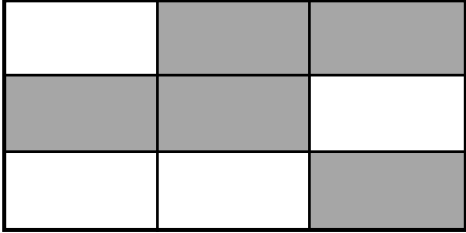
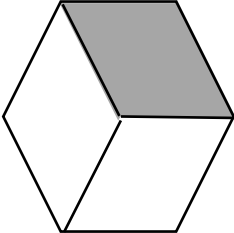
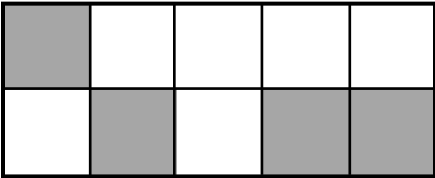
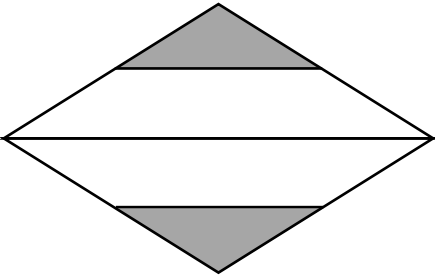
**Learning Target:** I will identify fractions and their parts

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

## Session 7: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading to find the shaded fractional part of each whole.

|  |   |
|--|---|
| <p><b>6.</b></p>    | <p><b>7.</b></p>   |
| <p><b>8.</b></p>  | <p><b>9.</b></p>  |

- 10. a.** What fractional part of problem 7 appears to be shaded? \_\_\_\_\_
- b.** What does the numerator represent in the answer to problem 7? \_\_\_\_\_
- c.** What does the denominator represent in the answer to problem 7? \_\_\_\_\_



# Session 7: Self-Reflection

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

**Learning Target:** I will identify fractions and their parts

Briefly discuss student responses:

- What did I learn today about identifying fractions and their parts?
  
- How confident do I feel about identifying fractions and their parts on my own? (*Thumbs up, down, or sideways*)



# Quick Check - Form G

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will identify fractions and their parts.

**Directions:** Choose the answer to each question. (Work time: 4 minutes)

**1.**

Which fraction has a denominator of 6 and a numerator of 4?

$\frac{4}{6}$

$\frac{6}{4}$

$\frac{2}{6}$

$\frac{4}{2}$

**2.**

Which fraction has a numerator of 3 and a denominator of 8?

$\frac{8}{3}$

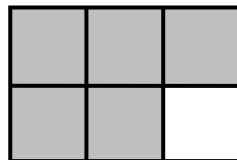
$\frac{5}{8}$

$\frac{3}{11}$

$\frac{3}{8}$

**3.**

Each section of the rectangle below is the same size.  
What fractional part of the rectangle appears to be shaded?



$\frac{1}{5}$

$\frac{1}{6}$

$\frac{5}{6}$

$\frac{6}{5}$

# Quick Check - Form G

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

4.

Each section of the rectangle below is the same size.  
What fractional part of the rectangle appears to be shaded?



$\frac{3}{8}$

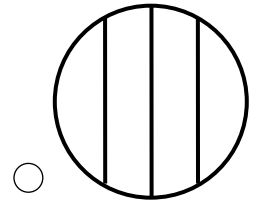
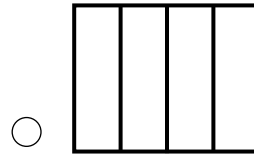
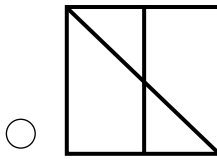
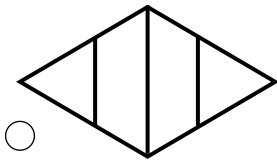
$\frac{3}{5}$

$\frac{5}{3}$

$\frac{8}{3}$

5.

Which diagram appears to show fractional parts of  $\frac{1}{4}$  ?



**Learning Target:** I will identify fractions and their parts

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

## Session 8: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- What fractional part of each whole appears to be shaded?
- If the diagram does not appear to show fractional parts, write "Not Fractional".

|                  |                  |
|------------------|------------------|
| <p><b>1.</b></p> | <p><b>2.</b></p> |
| <p><b>3.</b></p> | <p><b>4.</b></p> |

5. a. What fractional part of problem 3 appears to be shaded? \_\_\_\_\_
- b. What does the numerator represent in the answer to problem 3? \_\_\_\_\_
- c. What does the denominator represent in the answer to problem 3? \_\_\_\_\_

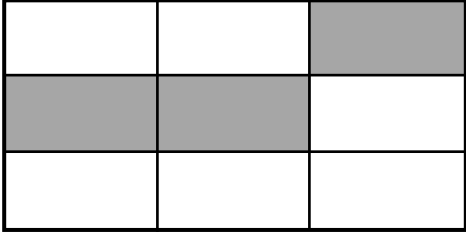
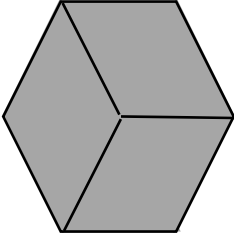
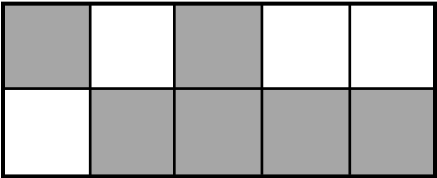
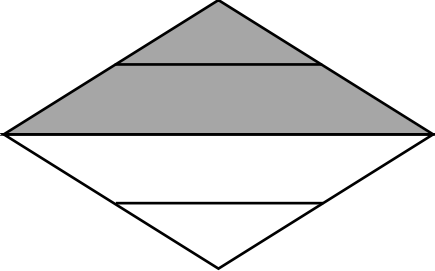
**Learning Target:** I will identify fractions and their parts

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

## Session 8: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading to find the shaded fractional part of each whole.

|  |   |
|--|---|
| <p><b>6.</b></p>    | <p><b>7.</b></p>   |
| <p><b>8.</b></p>  | <p><b>9.</b></p>  |

- 10. a.** What fractional part of problem 6 appears to be shaded? \_\_\_\_\_
- b.** What does the numerator represent in the answer to problem 6? \_\_\_\_\_
- c.** What does the denominator represent in the answer to problem 6? \_\_\_\_\_

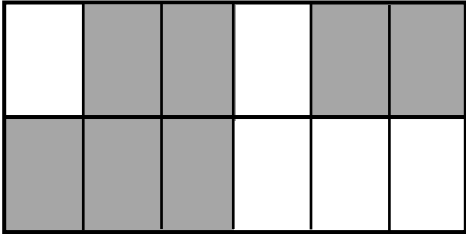


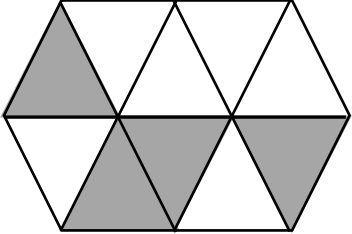
**Learning Target:** I will identify fractions and their parts

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

## Session 8: Guided Practice (We Do – Teacher Notes)

**We Do Together:** (Teacher Actions)

- What fractional part of each whole appears to be shaded?
- If the diagram does not appear to show fractional parts, write “Not Fractional”.

|  |  |
|--|--|
| <p><b>1.</b></p>  $\frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12} = \frac{7}{12}$ | <p><b>2.</b></p>  <p><i>Not Fractional because the unit parts are not equal.</i></p>           |
| <p><b>3.</b></p>  $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{5}{8}$                                   | <p><b>4.</b></p>  $\frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} = \frac{4}{10}$ |

5. a. What fractional part of problem 3 appears to be shaded?  $\frac{5}{8}$

b. What does the numerator represent in the answer to problem 3? *The number of shaded sections*

c. What does the denominator represent in the answer to problem 3? *The number of equal parts that make 1 whole*





# Session 8: Self-Reflection

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

**Learning Target:** I will identify fractions and their parts

Briefly discuss student responses:

- What did I learn today about identifying fractions and their parts?
  
- How confident do I feel about identifying fractions and their parts on my own? (*Thumbs up, down, or sideways*)



# Quick Check - Form H

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will identify fractions and their parts.

**Directions:** Choose the answer to each question. (Work time: 4 minutes)

1.

Which fraction has a denominator of 5 and a numerator of 2?

$\frac{5}{2}$

$\frac{2}{5}$

$\frac{5}{7}$

$\frac{7}{5}$

2.

Which fraction has a denominator of 3 and a numerator of 6?

$\frac{6}{3}$

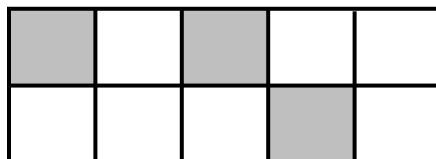
$\frac{9}{3}$

$\frac{3}{9}$

$\frac{3}{6}$

3.

Each section of the rectangle below is the same size.  
What fractional part of the rectangle appears to be shaded?



$\frac{3}{7}$

$\frac{7}{3}$

$\frac{10}{3}$

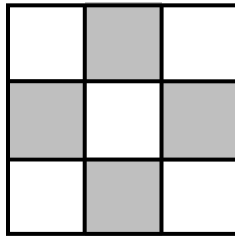
$\frac{3}{10}$

# Quick Check - Form H

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

4.

Each section of the square below is the same size.  
What fractional part of the square appears to be shaded?



$\frac{4}{9}$

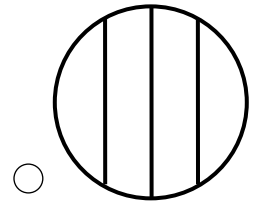
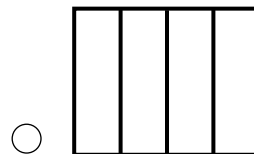
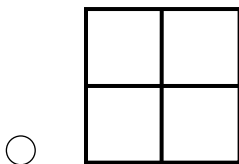
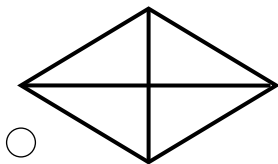
$\frac{4}{5}$

$\frac{9}{4}$

$\frac{5}{4}$

5.

Which diagram does not appear to show fractional parts of  $\frac{1}{4}$  ?





# Independent Practice (You Do)

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

**Learning Target:** I will identify fractions and their parts

**Readiness** for naming fractions on a number line

**Title of Game:** "Go Fish: Three-of-a-Kind"

**Number of Players:** 2

**Objective:** To be the player with the most 3-of-a-kinds.

**Materials:**

- Each set of Fraction Cards (Pictures, Words and Symbols)

**Directions:**

- Shuffle all cards together and deal each player 5 cards. Place the rest of the cards face-down in a pile.
- For each turn,
  - The first player asks another for a specific kind of card
  - If the second player does not have the requested card, the second player says "Go Fish" and the first player picks up a card from the face-down pile
  - If the first player has any 3-of-a-kinds, they should lay them down at the end of their turn
- Players continue to ask each other another for cards that will help them make three-of-a-kind
- The player with the most any 3-of-a-kinds at the end of the game is the winner.

# Fraction Cards (Pictures)

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |



# Fraction Cards (Symbols)

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

|                |                |
|----------------|----------------|
| $\frac{1}{4}$  | $\frac{7}{10}$ |
| $\frac{3}{4}$  | $\frac{1}{6}$  |
| $\frac{3}{10}$ | $\frac{5}{6}$  |
| $\frac{1}{8}$  | $\frac{3}{8}$  |
| $\frac{5}{8}$  | $\frac{1}{10}$ |



# Fraction Cards (Words)

4<sup>th</sup> Grade - Readiness Standard 5 - 3.NF.1

|  |  |
|--|--|
| <i>Numerator = 1, Denominator = 4</i>  | <i>Numerator = 7, Denominator = 10</i> |
| <i>Numerator = 3, Denominator = 4</i>  | <i>Numerator = 1, Denominator = 6</i>  |
| <i>Numerator = 7, Denominator = 10</i> | <i>Numerator = 5, Denominator = 6</i>  |
| <i>Numerator = 1, Denominator = 8</i>  | <i>Numerator = 3, Denominator = 8</i>  |
| <i>Numerator = 5, Denominator = 8</i>  | <i>Numerator = 1, Denominator = 10</i> |



# Questions for Solving Word Problems

$Q_1$

*What is the problem about?*

$Q_2$

*What do I need to find?*

$Q_3$

*What do I know?*

$Q_4$

*What can I try?*

$Q_5$

*Does my answer make sense?*





# Steps for Solving Word Problems

*Q<sub>1</sub>. What is the problem about?*

*Q<sub>2</sub>. What do I need to find?*

*Q<sub>3</sub>. What do I know?*

*Q<sub>4</sub>. What can I try?*

*Q<sub>5</sub>. Does my answer make sense?*