Name _____ Date _____

Learning Target: I will identify fractions and their parts

Session 1: 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. 2 students	**2.** 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. 8 students	**4.** 6 students

Quick Check - Form A

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?

○ $\frac{5}{2}$ ○ $\frac{2}{5}$ ○ $\frac{5}{7}$ ○ $\frac{7}{5}$

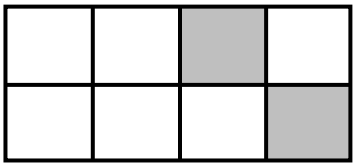
2.

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?

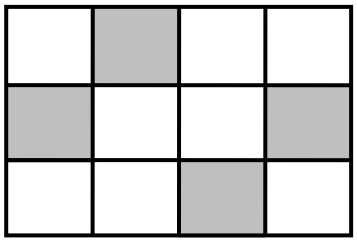


○ $\frac{2}{6}$ ○ $\frac{6}{2}$ ○ $\frac{6}{8}$ ○ $\frac{2}{8}$

Quick Check - Form A

4.

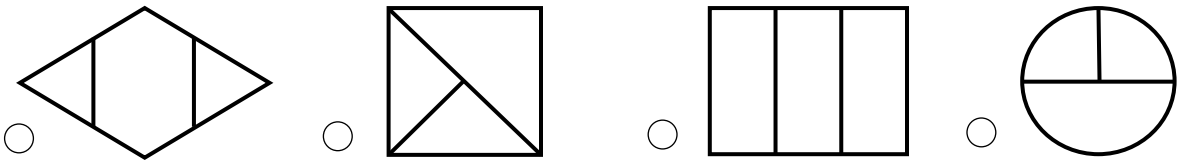
Each section of the rectangle below is the same size.
What fractional part of the rectangle appears to be shaded?



○ $\frac{4}{8}$ ○ $\frac{4}{12}$ ○ $\frac{12}{4}$ ○ $\frac{8}{4}$

5.

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

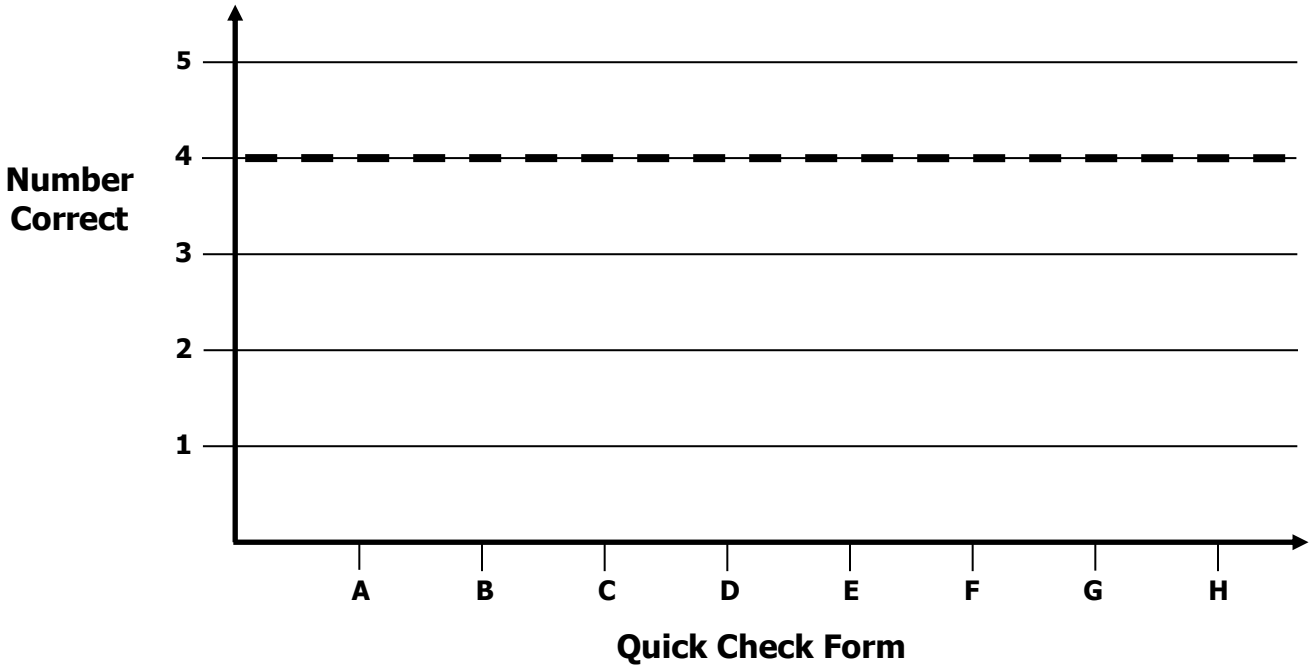


Growth Chart

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:		

Name _____ Date _____

Learning Target: I will identify fractions and their parts

Session 2: Guided Practice (We Do)

Materials:

- Rectangular sheets of paper (12 per student – See Session 1)

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. 4 students	**2.** 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. 6 students	**4.** 8 students

Quick Check - Form B

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?

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

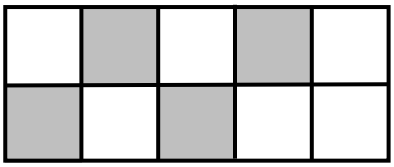
2.

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?

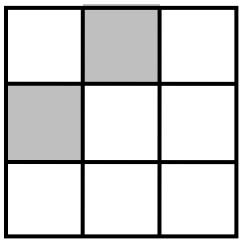


○ $\frac{4}{6}$ ○ $\frac{4}{10}$ ○ $\frac{6}{4}$ ○ $\frac{6}{10}$

Quick Check - Form B

4.

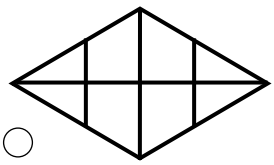
Each section of the square below is the same size.
What fractional part of the square appears to be shaded?



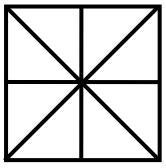
○ $\frac{2}{9}$ ○ $\frac{7}{2}$ ○ $\frac{7}{9}$ ○ $\frac{2}{7}$

5.

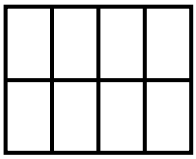
Which diagram does not appear to show fractional parts of $\frac{1}{8}$?



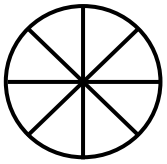
○



○



○



○

Name _____ Date _____

Learning Target: I will identify fractions and their parts

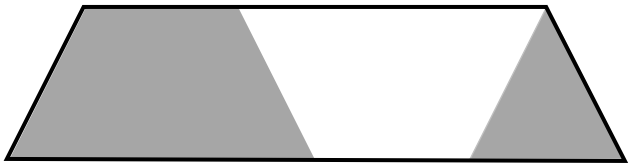
Session 3: Guided Practice (We Do)

We Do Together: (Teacher Actions)

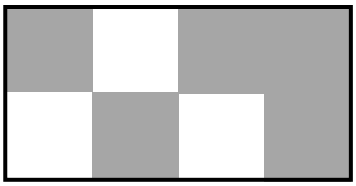
- Separate each whole into unit fractions.
- Add to find the fractional part of the whole that appears to be shaded.

1.

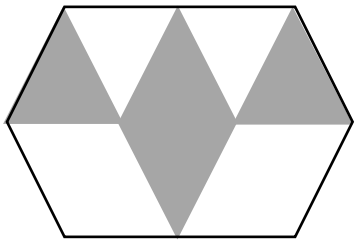
2.



3.



4.



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? _____

Name _____ Date _____

Learning Target: I will identify fractions and their parts

Session 3: Guided Practice (We Do - Continued)

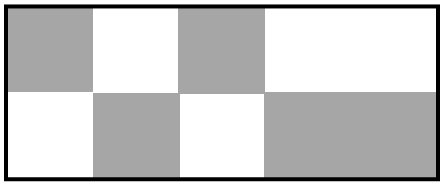
You Do Together: (As a class, or in small groups)

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

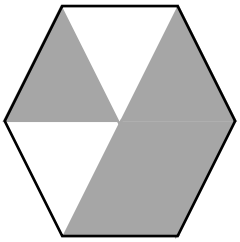
6.

7.

8.



9.



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? _____

Quick Check - Form C

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?

○ $\frac{4}{6}$ ○ $\frac{6}{4}$ ○ $\frac{2}{6}$ ○ $\frac{4}{2}$

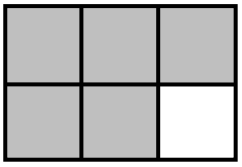
2.

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?

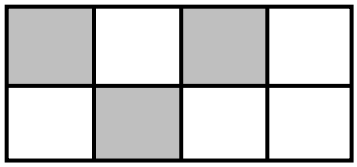


○ $\frac{1}{5}$ ○ $\frac{1}{6}$ ○ $\frac{5}{6}$ ○ $\frac{6}{5}$

Quick Check - Form C

4.

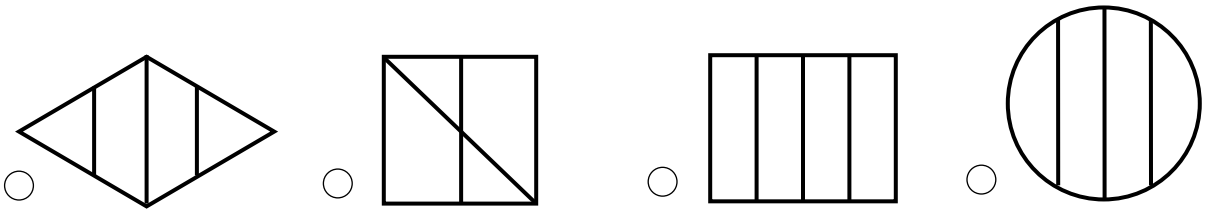
Each section of the rectangle below is the same size.
What fractional part of the rectangle appears to be shaded?



○ $\frac{3}{8}$ ○ $\frac{3}{5}$ ○ $\frac{5}{3}$ ○ $\frac{8}{3}$

5.

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



Name _____ Date _____

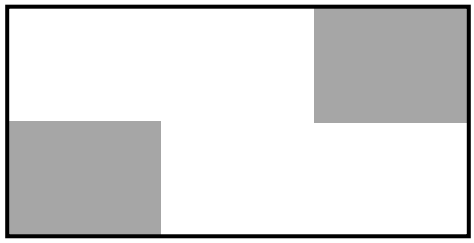
Learning Target: I will identify fractions and their parts

Session 4: Guided Practice (We Do)

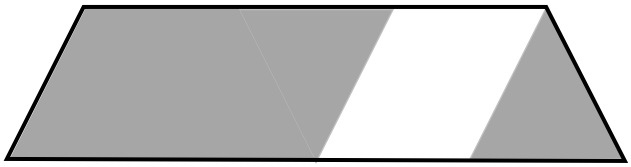
We Do Together: (Teacher Actions)

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

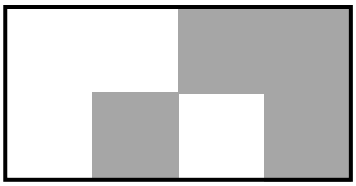
1.



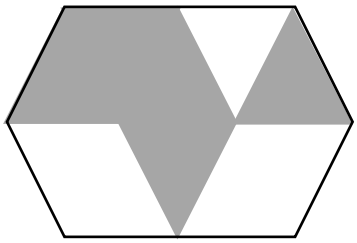
2.



3.



4.



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? _____

Name _____ Date _____

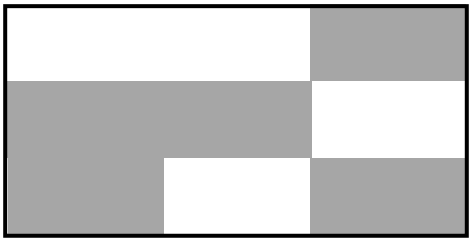
Learning Target: I will identify fractions and their parts

Session 4: Guided Practice (We Do - Continued)

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

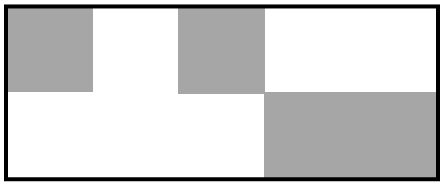
- Separate each whole into unit fractions. Then, add to find the fractional part of the whole that appears to be shaded.

6.

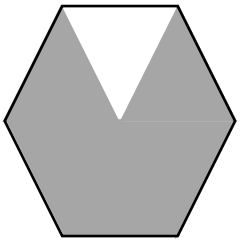


7.

8.



9.



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? _____

Quick Check - Form D

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?

○ $\frac{5}{2}$ ○ $\frac{2}{5}$ ○ $\frac{5}{7}$ ○ $\frac{7}{5}$

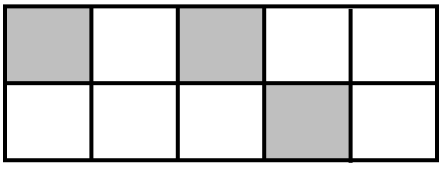
2.

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?

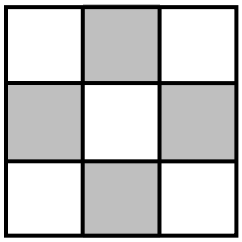


○ $\frac{3}{7}$ ○ $\frac{7}{3}$ ○ $\frac{10}{3}$ ○ $\frac{3}{10}$

Quick Check - Form D

4.

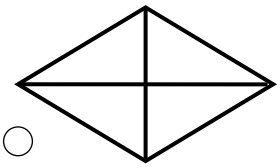
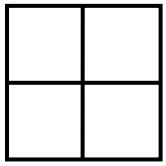
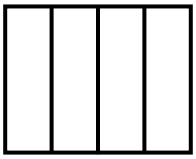
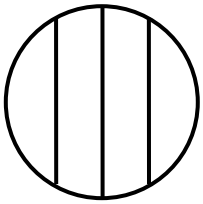
Each section of the square below is the same size.
What fractional part of the square appears to be shaded?



○ $\frac{4}{9}$ ○ $\frac{4}{5}$ ○ $\frac{9}{4}$ ○ $\frac{5}{4}$

5.

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

○  ○  ○  ○ 

Name _____ Date _____

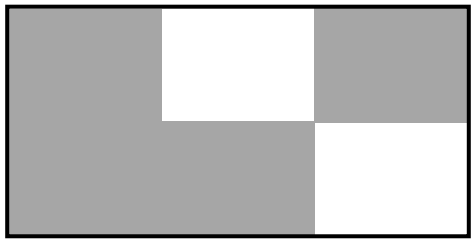
Learning Target: I will identify fractions and their parts

Session 5: Guided Practice (We Do)

We Do Together: (Teacher Actions)

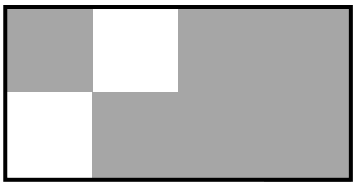
- Separate each whole into unit fractions.
- Add to find the fractional part of the whole that appears to be shaded.

1.

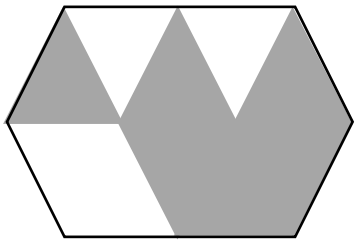


2.

3.



4.



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? _____

Name _____ Date _____

Learning Target: I will identify fractions and their parts

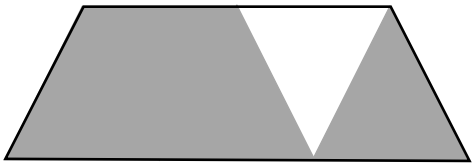
Session 5: Guided Practice (We Do - Continued)

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

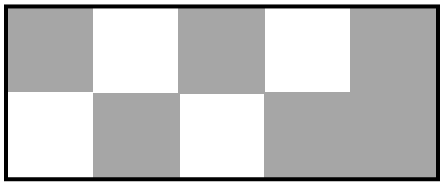
- Separate each whole into unit fractions. Then, add to find the fractional part of the whole that appears to be shaded.

6.

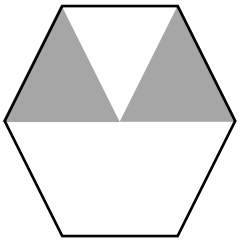
7.



8.



9.



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? _____

Quick Check - Form E

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?

○ $\frac{5}{2}$ ○ $\frac{2}{5}$ ○ $\frac{5}{7}$ ○ $\frac{7}{5}$

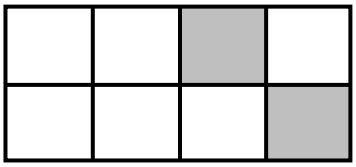
2.

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?

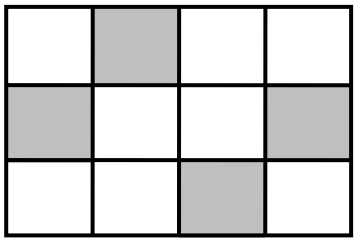


○ $\frac{2}{6}$ ○ $\frac{6}{2}$ ○ $\frac{6}{8}$ ○ $\frac{2}{8}$

Quick Check - Form E

4.

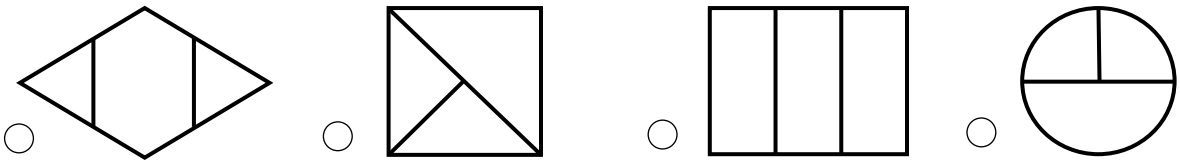
Each section of the rectangle below is the same size.
What fractional part of the rectangle appears to be shaded?



○ $\frac{4}{8}$ ○ $\frac{4}{12}$ ○ $\frac{12}{4}$ ○ $\frac{8}{4}$

5.

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



Name _____ Date _____

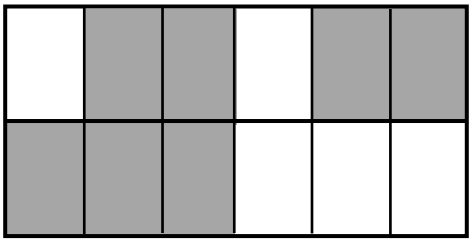
Learning Target: I will identify fractions and their parts

Session 6: Guided Practice (We Do)

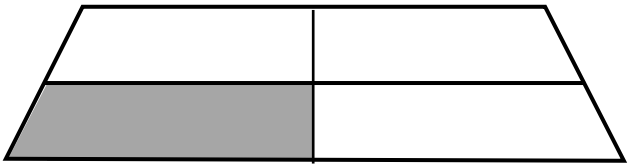
We Do Together: (Teacher Actions)

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

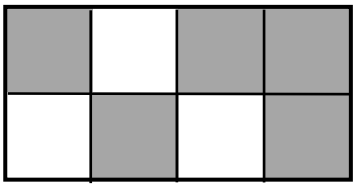
1.



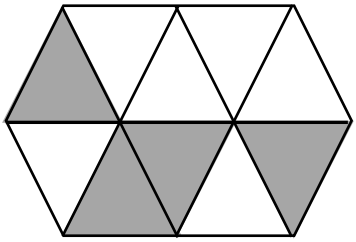
2.



3.



4.



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? _____

Name _____ Date _____

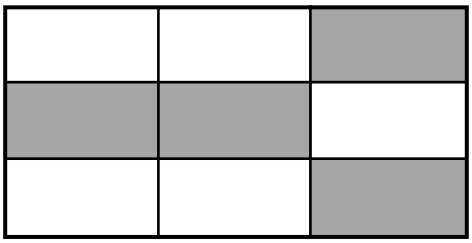
Learning Target: I will identify fractions and their parts

Session 6: Guided Practice (We Do - Continued)

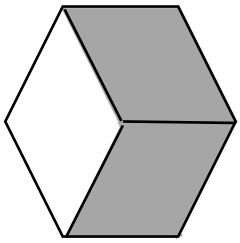
You Do Together: (As a class, or in small groups)

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

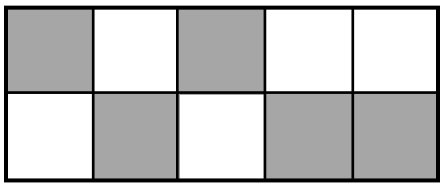
6.



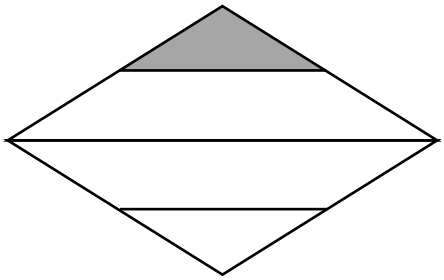
7.



8.



9.



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? _____

Quick Check - Form F

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?

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

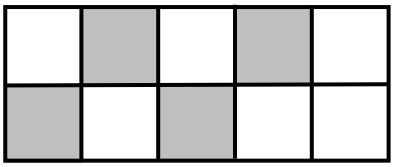
2.

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?

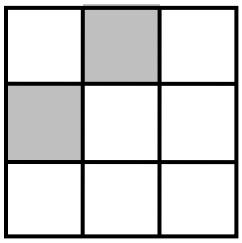


○ $\frac{4}{6}$ ○ $\frac{4}{10}$ ○ $\frac{6}{4}$ ○ $\frac{6}{10}$

Quick Check - Form F

4.

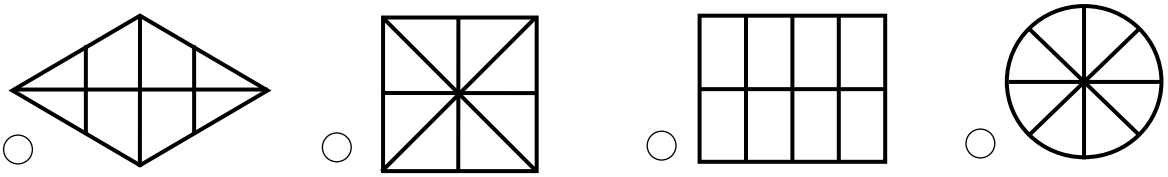
Each section of the square below is the same size.
What fractional part of the square appears to be shaded?



○ $\frac{2}{9}$ ○ $\frac{7}{2}$ ○ $\frac{7}{9}$ ○ $\frac{2}{7}$

5.

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



Name _____ Date _____

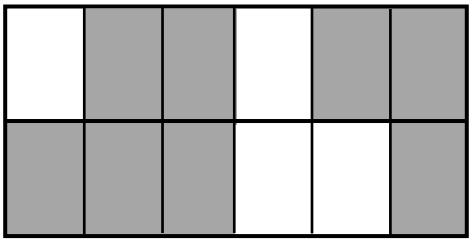
Learning Target: I will identify fractions and their parts

Session 7: Guided Practice (We Do)

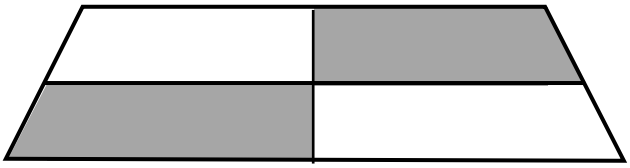
We Do Together: (Teacher Actions)

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

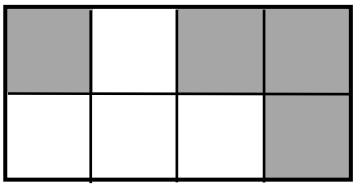
1.



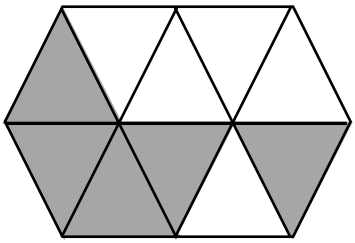
2.



3.



4.



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? _____

Name _____ Date _____

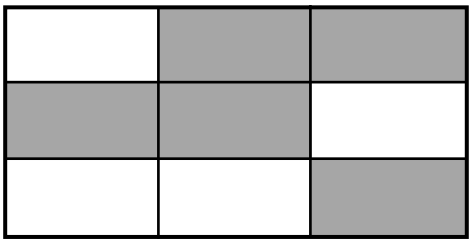
Learning Target: I will identify fractions and their parts

Session 7: Guided Practice (We Do - Continued)

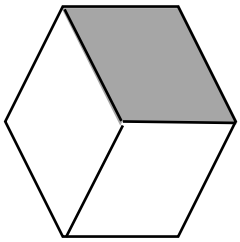
You Do Together: (As a class, or in small groups)

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

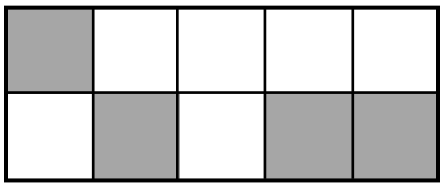
6.



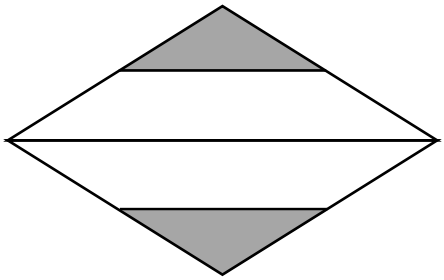
7.



8.



9.



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? _____

Quick Check - Form G

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?

○ $\frac{4}{6}$ ○ $\frac{6}{4}$ ○ $\frac{2}{6}$ ○ $\frac{4}{2}$

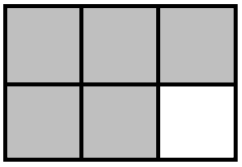
2.

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?

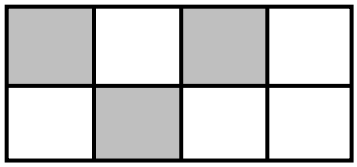


○ $\frac{1}{5}$ ○ $\frac{1}{6}$ ○ $\frac{5}{6}$ ○ $\frac{6}{5}$

Quick Check - Form G

4.

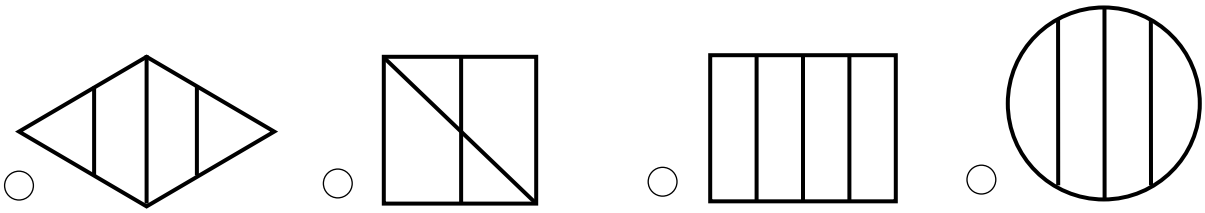
Each section of the rectangle below is the same size.
What fractional part of the rectangle appears to be shaded?



○ $\frac{3}{8}$ ○ $\frac{3}{5}$ ○ $\frac{5}{3}$ ○ $\frac{8}{3}$

5.

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



Name _____ Date _____

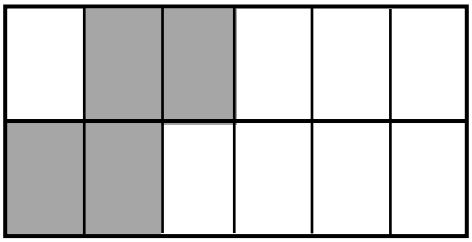
Learning Target: I will identify fractions and their parts

Session 8: Guided Practice (We Do)

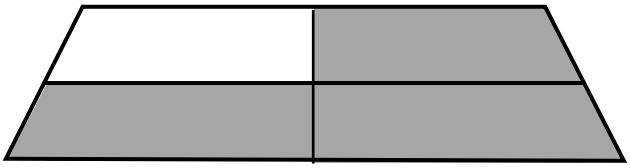
We Do Together: (Teacher Actions)

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

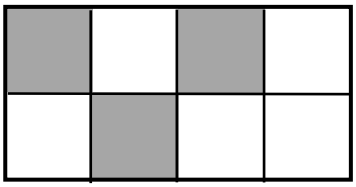
1.



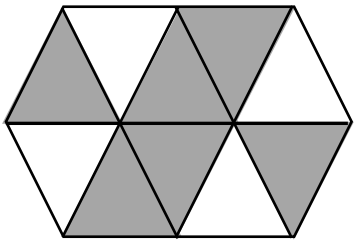
2.



3.



4.



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? _____

Name _____ Date _____

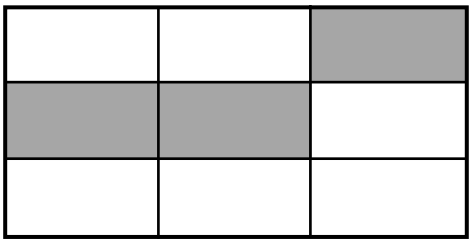
Learning Target: I will identify fractions and their parts

Session 8: Guided Practice (We Do - Continued)

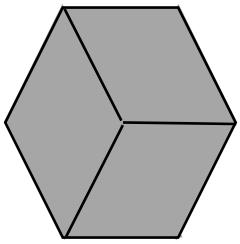
You Do Together: (As a class, or in small groups)

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

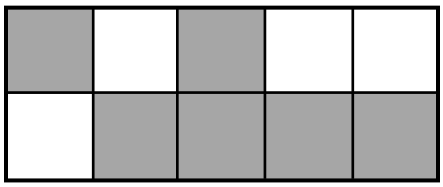
6.



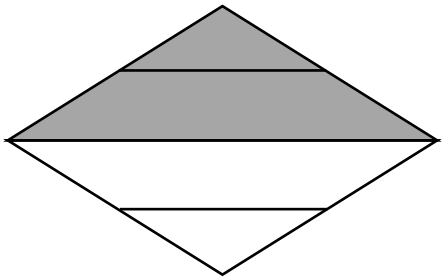
7.



8.



9.



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? _____

Quick Check - Form H

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?

○ $\frac{5}{2}$ ○ $\frac{2}{5}$ ○ $\frac{5}{7}$ ○ $\frac{7}{5}$

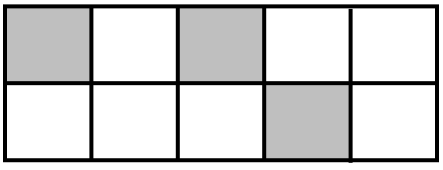
2.

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?

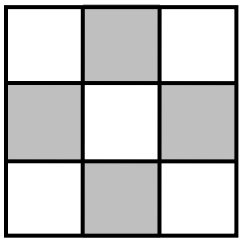


○ $\frac{3}{7}$ ○ $\frac{7}{3}$ ○ $\frac{10}{3}$ ○ $\frac{3}{10}$

Quick Check - Form H

4.

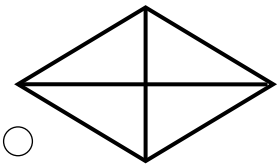
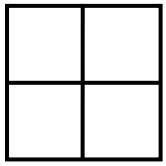
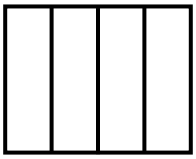
Each section of the square below is the same size.
What fractional part of the square appears to be shaded?



○ $\frac{4}{9}$ ○ $\frac{4}{5}$ ○ $\frac{9}{4}$ ○ $\frac{5}{4}$

5.

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

○  ○  ○  ○