Tier 3
Intervention Lessons

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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Tier 3 Intervention Planning Guide

Learning Target: I will identify fractions and their parts

Readiness for naming fractions on a number line

Recommended Actions	
Beginning (5 min.)	➢ Review the learning target with the whole group ➢ Ask each student to set a goal for the day based on their previous Quick Check Score ➢ Have each student use a highlighter to plot their goal for the day
Middle (15 min.)	➢ Model solving a word problem – "I do" *(Sessions 1, 3 and 6 only)* ➢ Guided Practice – "We do" **Sessions 1 and 2:** Create fractional parts by paper-folding. **Sessions 3, 4 and 5:** Identify fractions and their parts by drawing and addition of unit fractions. **Sessions 6, 7 and 8:** Identify fractions and their parts.
End (10 min.)	➢ Bring the students back together. ➢ Ask students to reflect on their progress towards the learning target o What did I learn today about identifying fractions and their parts? o How confident do I feel about identifying fractions and their parts on my own? (Thumbs up, down, or sideways) ➢ Assess each student's progress using the next **Quick Check** form ➢ Guide students to self-correct their **Quick Check** ➢ Guide students to chart their progress in their **Growth Chart** o If not using Delta Math lessons, record the activity in the table ➢ Collect each student's **Quick Check** and **Growth Chart**
After Session 6	➢ Differentiation Options: o Allow students who met the learning goal to work independently while others do the guided practice during the next session o Exit students who met the learning goal for a third time ➢ Problem solve with a team to plan additional support for students who do not meet the learning goal within 8 sessions

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Session 1: Modeling (I Do)

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.

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Session 1: Modeling (I Do - Teacher Notes)

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.

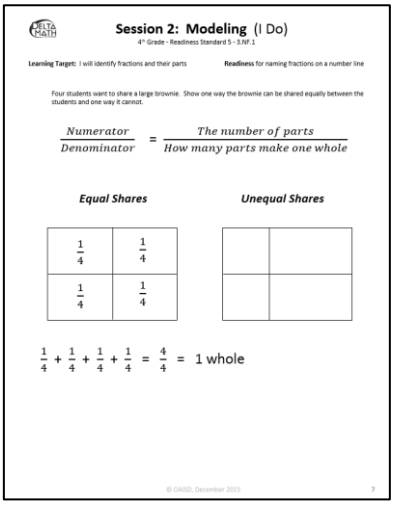
I am going to try modeling this sharing situation using a piece of paper.
(Hold up two rectangular sheets of paper to represent brownies.)

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.

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 $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{4}{4} = 1$ whole.)

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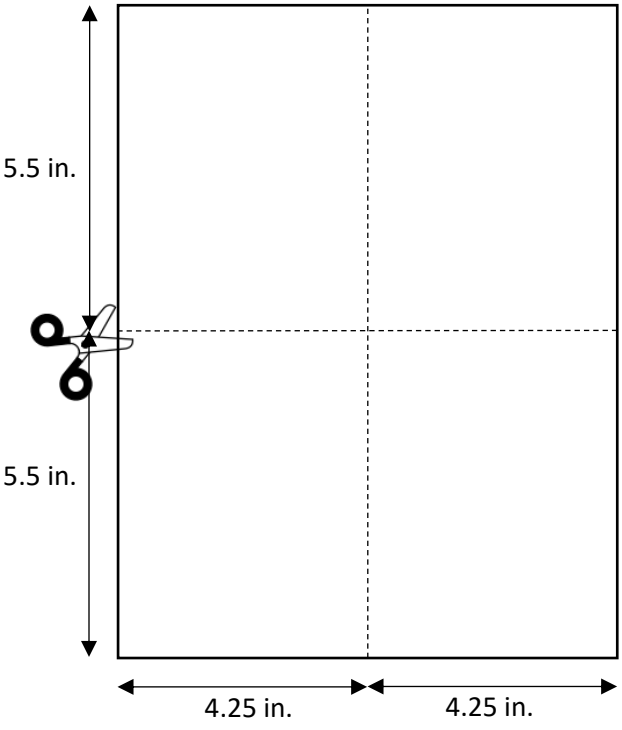
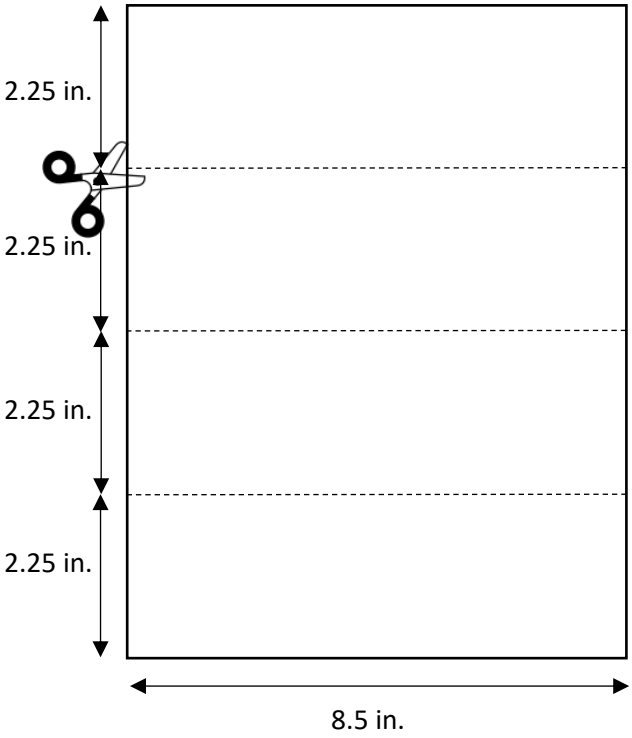
Guides for Wholes





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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

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Name _____ Date _____

Learning Target: I will identify fractions and their parts

Session 1: 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.

1. 2 students $\frac{1}{2} + \frac{1}{2} = \frac{2}{2} =$ 1 whole	**2.** 3 students $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} = \frac{3}{3} =$ 1 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.

3. 8 students $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{8}{8} =$ 1 whole	**4.** 6 students $\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} = \frac{6}{6} =$ 1 whole

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Session 1: Self-Reflection

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)*

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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?

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

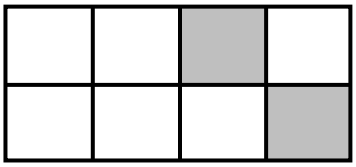
2.

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?



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

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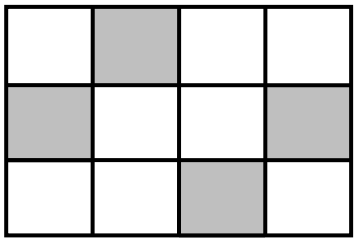
Quick Check - Form A

4.

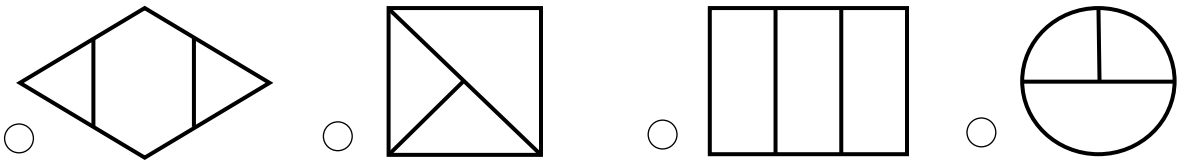
Each section of the rectangle below is the same size.
What fractional part of the rectangle appears to be shaded?



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

5.

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



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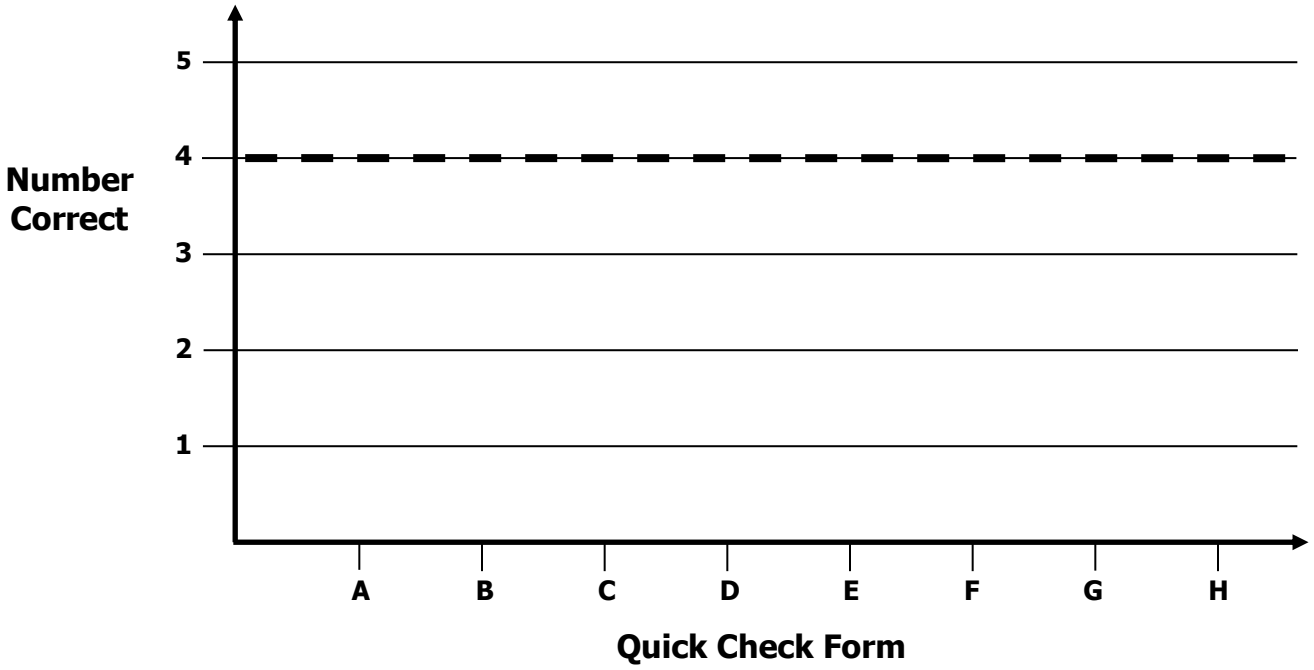
Growth Chart

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:		

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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

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Session 2: Self-Reflection

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)*

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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?

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

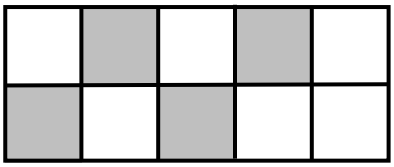
2.

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?



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

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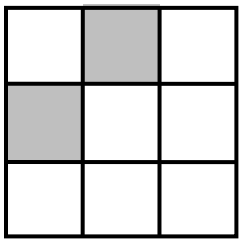
Quick Check - Form B

4.

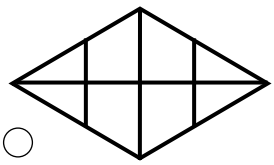
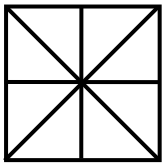
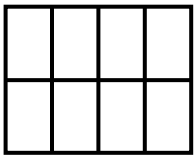
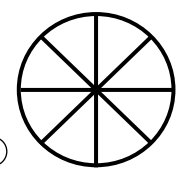
Each section of the square below is the same size.
What fractional part of the square appears to be shaded?



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

5.

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

○  ○  ○  ○ 

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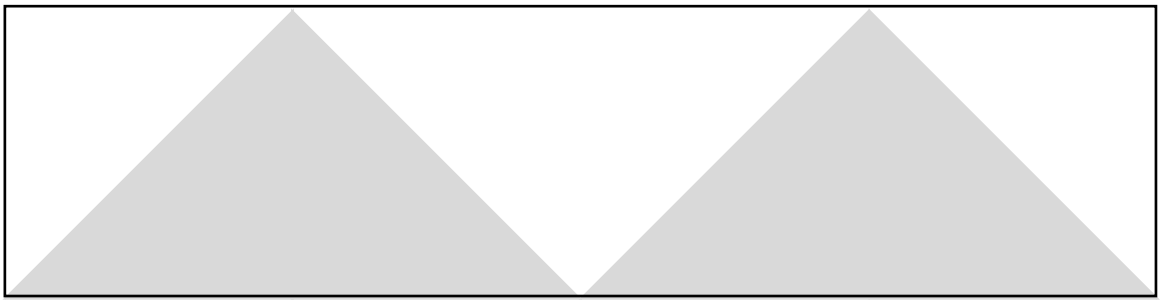
Session 3: Modeling (I Do)

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?



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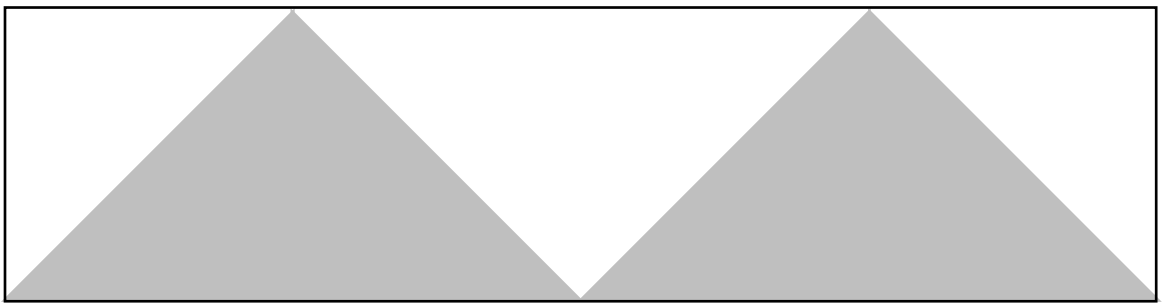
Session 3: Modeling (I Do – Visual Support)

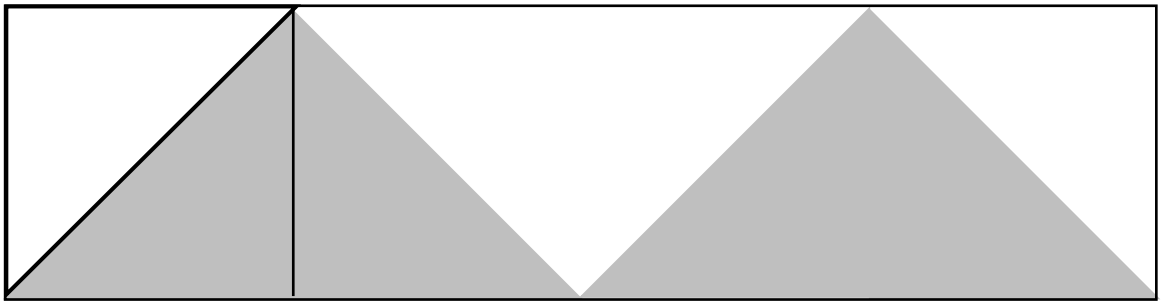
Learning Target: I will identify fractions and their parts

Readiness for naming fractions on a number line

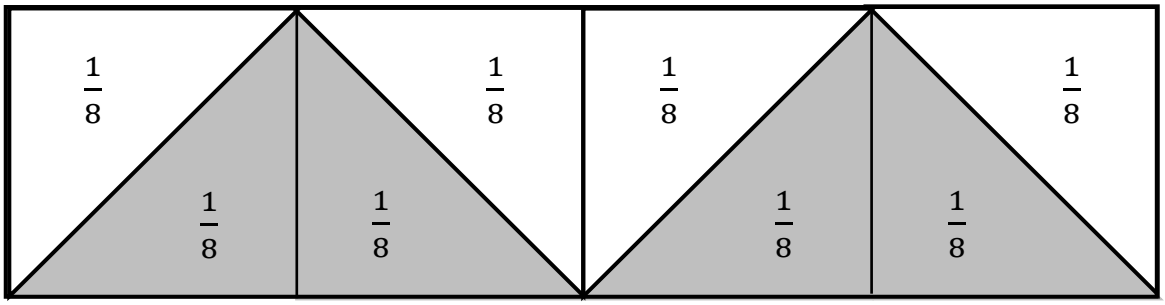
Mr. McKenzie painted a mural on his classroom wall. What fractional part of the mural appears to be shaded?



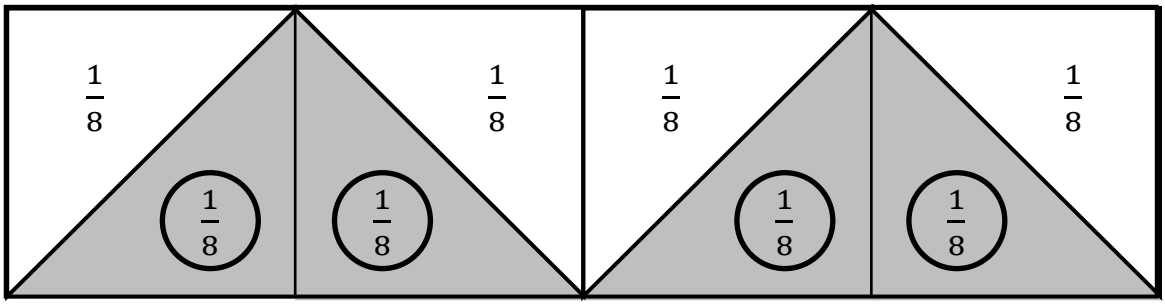
Find the smallest fractional part of the whole…shaded or unshaded.



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



Count to find the numerator. (4)



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

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

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

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.

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Name _____ Date _____

Learning Target: I will identify fractions and their parts

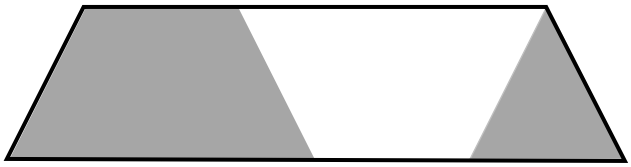
Session 3: Guided Practice (We Do)

We Do Together: (Teacher Actions)

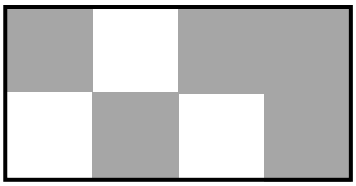
- Separate each whole into unit fractions.
- Add to find the fractional part of the whole that appears to be shaded.

1.

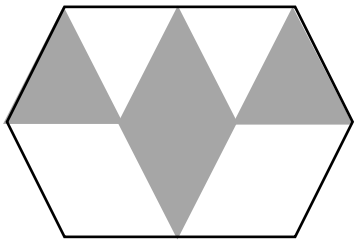
2.



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? _____

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Name _____ Date _____

Learning Target: I will identify fractions and their parts

Session 3: Guided Practice (We Do - Continued)

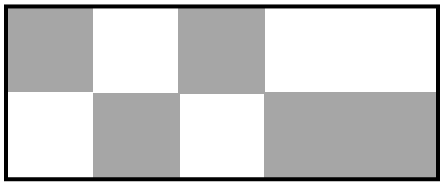
You Do Together: (As a class, or in small groups)

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

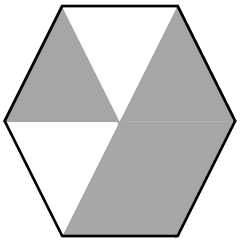
6.

7.

8.



9.



10. a. What fractional part of problem 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? _____

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Name _____ Date _____

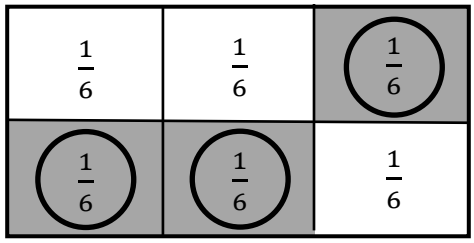
Learning Target: I will identify fractions and their parts

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

We Do Together: (Teacher Actions)

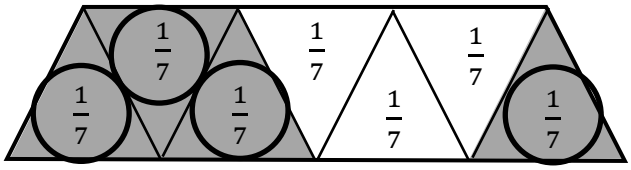
- Separate each whole into unit fractions.
- Add to find the fractional part of the whole that appears to be shaded.

1.



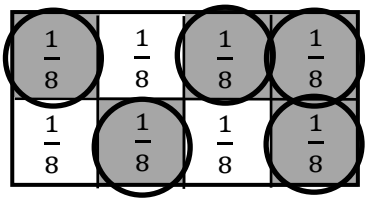
$\frac{1}{6} + \frac{1}{6} + \frac{1}{6} = \frac{3}{6}$

2.



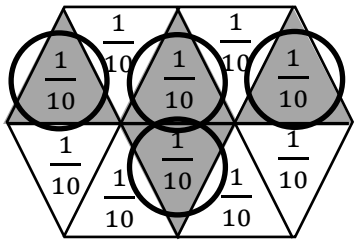
$\frac{1}{7} + \frac{1}{7} + \frac{1}{7} + \frac{1}{7} = \frac{4}{7}$

3.



$\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{5}{8}$

4.



$\frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} = \frac{4}{10}$

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*

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Session 3: Self-Reflection

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)*

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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?

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

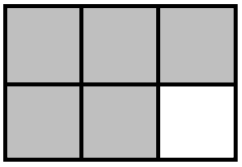
2.

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?



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

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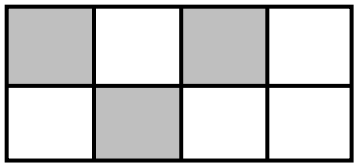
Quick Check - Form C

4.

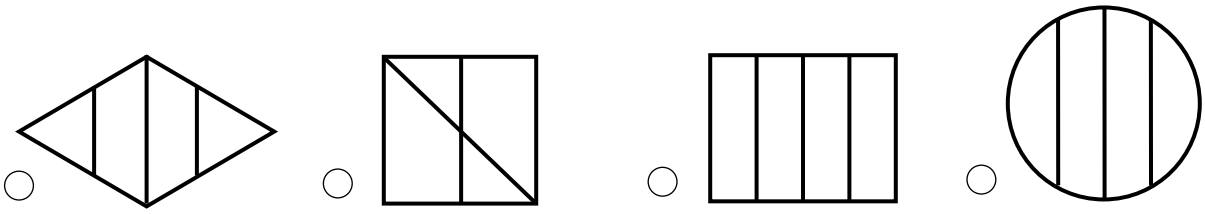
Each section of the rectangle below is the same size.
What fractional part of the rectangle appears to be shaded?



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

5.

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



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Name _____ Date _____

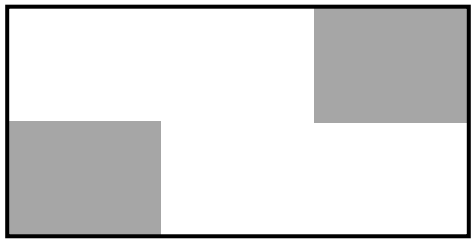
Learning Target: I will identify fractions and their parts

Session 4: Guided Practice (We Do)

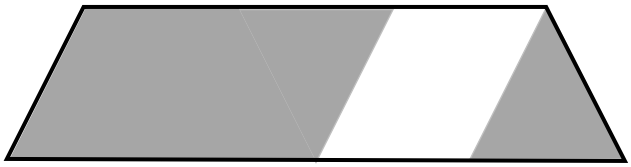
We Do Together: (Teacher Actions)

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

1.



2.



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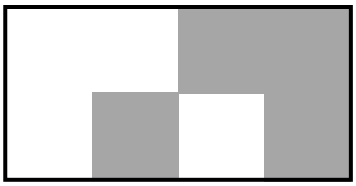
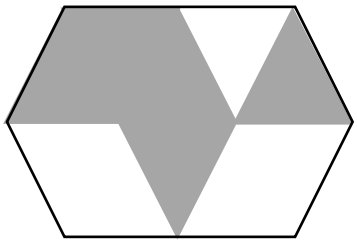


4.



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? _____

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Name _____ Date _____

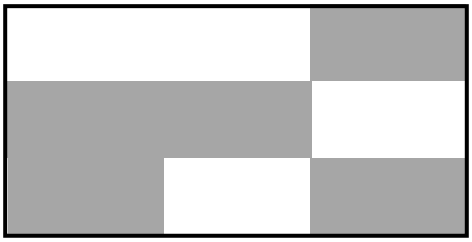
Learning Target: I will identify fractions and their parts

Session 4: Guided Practice (We Do - Continued)

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

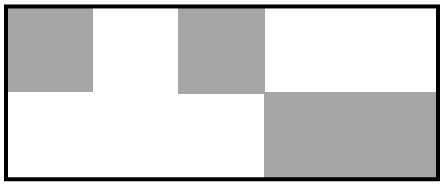
- Separate each whole into unit fractions. Then, add to find the fractional part of the whole that appears to be shaded.

6.

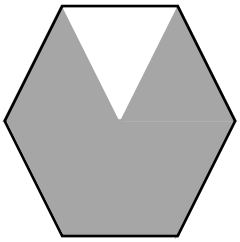


7.

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? _____

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Session 4: Self-Reflection

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)*

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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?

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

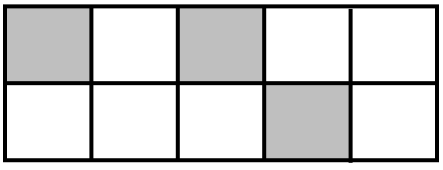
2.

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?



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

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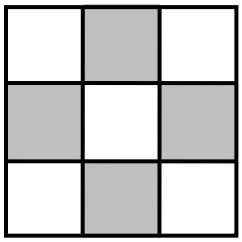
Quick Check - Form D

4.

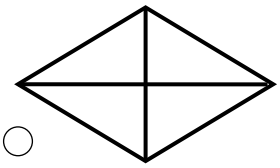
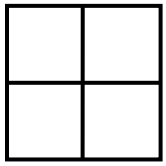
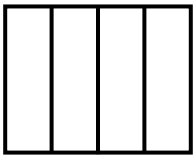
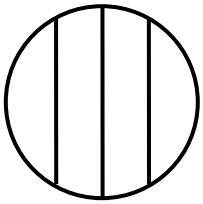
Each section of the square below is the same size.
What fractional part of the square appears to be shaded?



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

5.

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

○  ○  ○  ○ 

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Name _____ Date _____

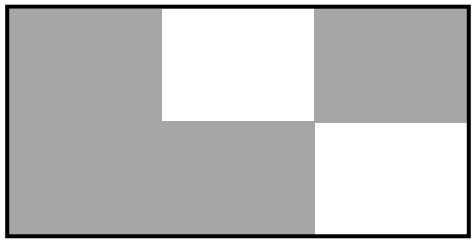
Learning Target: I will identify fractions and their parts

Session 5: Guided Practice (We Do)

We Do Together: (Teacher Actions)

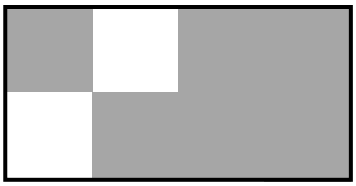
- Separate each whole into unit fractions.
- Add to find the fractional part of the whole that appears to be shaded.

1.

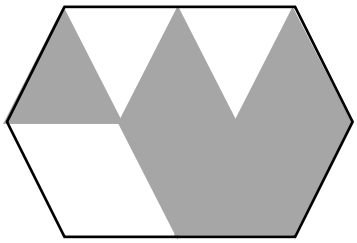


2.

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? _____

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Name _____ Date _____

Learning Target: I will identify fractions and their parts

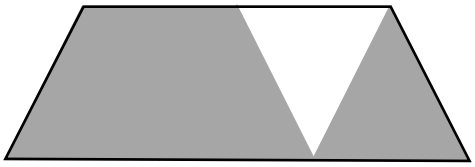
Session 5: Guided Practice (We Do - Continued)

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

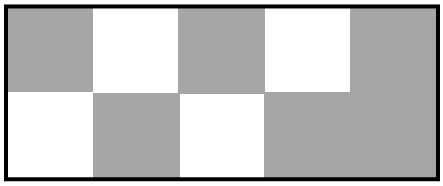
- Separate each whole into unit fractions. Then, add to find the fractional part of the whole that appears to be shaded.

6.

7.



8.



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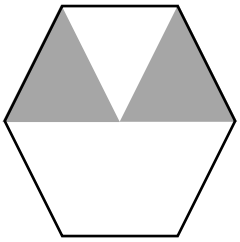

10. a. What fractional part of problem 9 appears to be shaded? _____

b. What does the numerator represent in the answer to problem 9? _____

c. What does the denominator represent in the answer to problem 9? _____

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Session 5: Self-Reflection

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)*

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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?

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

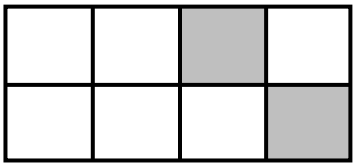
2.

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?



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

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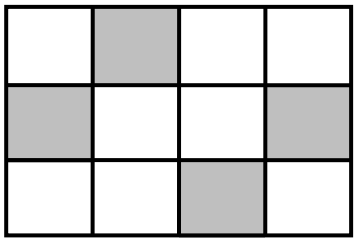
Quick Check - Form E

4.

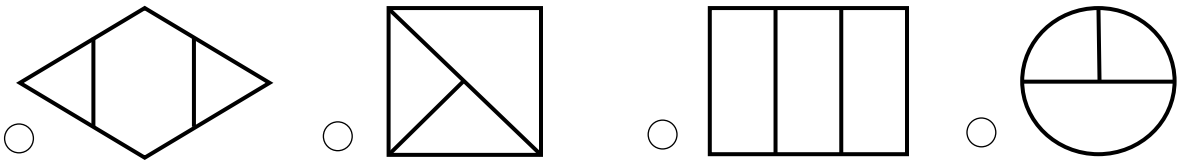
Each section of the rectangle below is the same size.
What fractional part of the rectangle appears to be shaded?



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

5.

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



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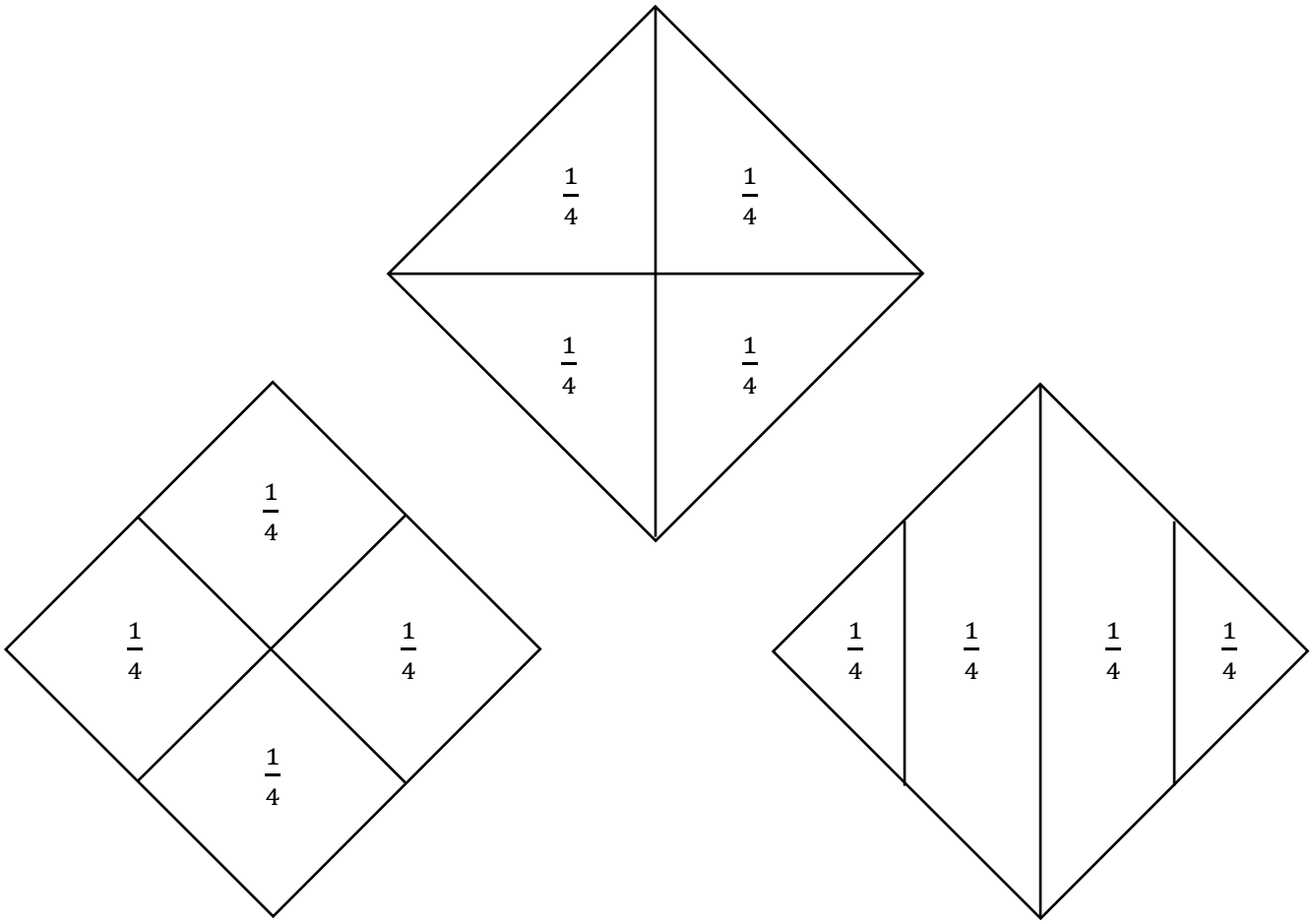
Session 6: Modeling (I Do)

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?



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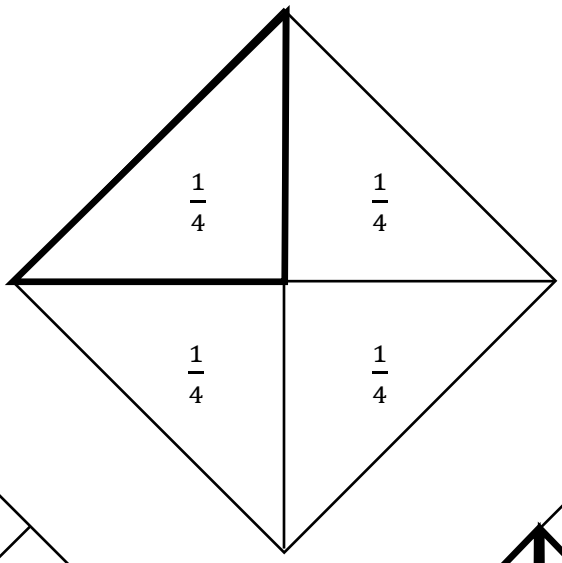
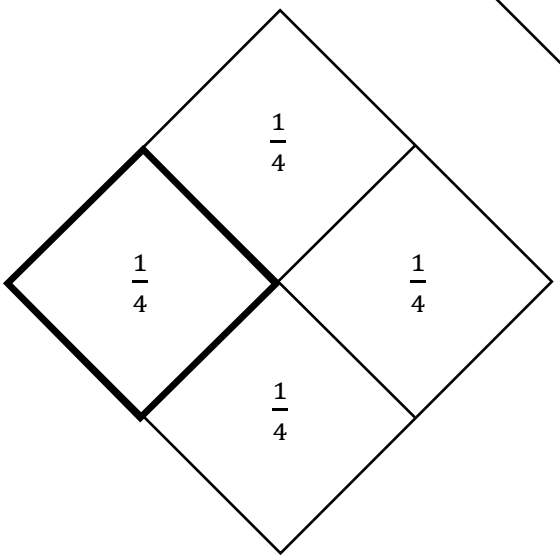
Session 6: Modeling (I Do)

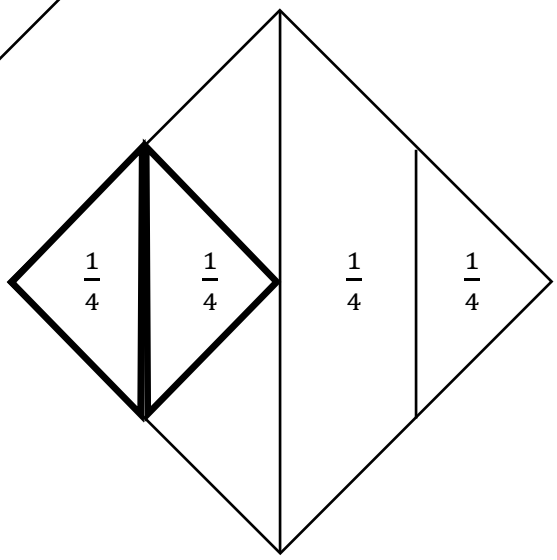
Learning Target: I will identify fractions and their parts

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?







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Session 6: Modeling (I Do - Teacher Notes)

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.

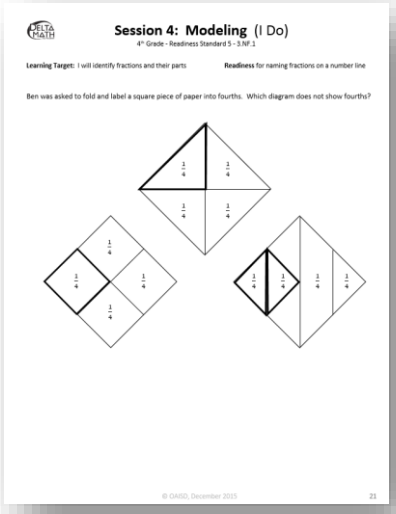
Fourth, I need to figure out what I can try.

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.

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Name _____ Date _____

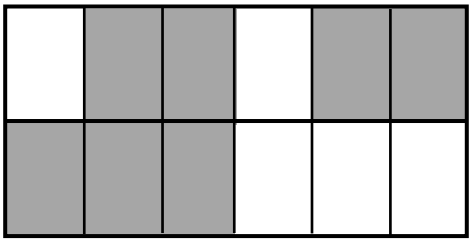
Learning Target: I will identify fractions and their parts

Session 6: Guided Practice (We Do)

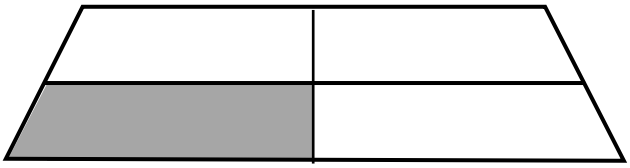
We Do Together: (Teacher Actions)

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

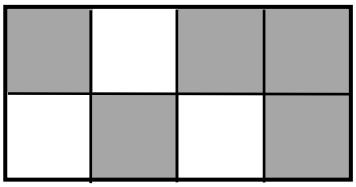
1.



2.



3.



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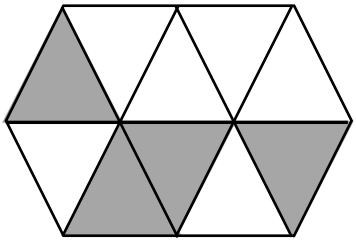

5. a. What fractional part of problem 3 appears to be shaded? _____

b. What does the numerator represent in the answer to problem 3? _____

c. What does the denominator represent in the answer to problem 3? _____

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Name _____ Date _____

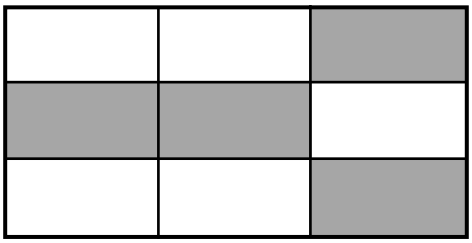
Learning Target: I will identify fractions and their parts

Session 6: Guided Practice (We Do - Continued)

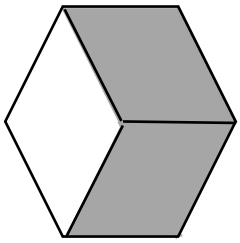
You Do Together: (As a class, or in small groups)

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

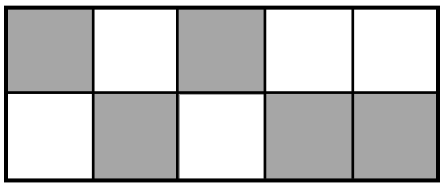
6.



7.



8.



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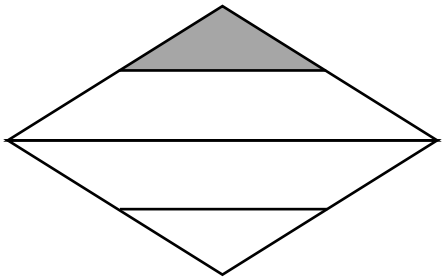

10. a. What fractional part of problem 7 appears to be shaded? _____

b. What does the numerator represent in the answer to problem 7? _____

c. What does the denominator represent in the answer to problem 7? _____

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Name _____ Date _____

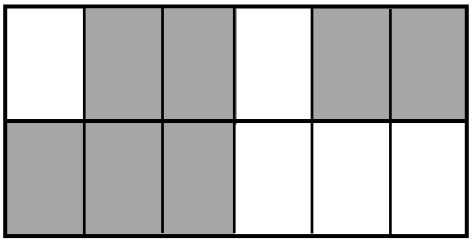
Learning Target: I will identify fractions and their parts

Session 6: Guided Practice (We Do – *Teacher Notes*)

We Do Together: (Teacher Actions)

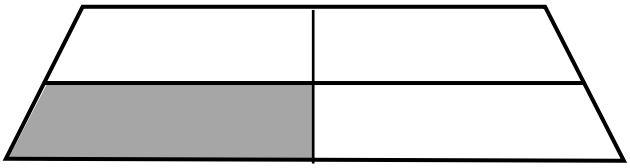
- What fractional part of each whole appears to be shaded?
- If the diagram does not appear to show fractional parts, write "Not Fractional".

1.



$\frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12} = \frac{7}{12}$

2.

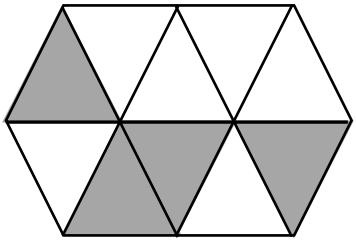


Not Fractional because the unit parts are not equal.

3.

$\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{5}{8}$

4.



$\frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} = \frac{4}{10}$

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*

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Session 6: Self-Reflection

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)*

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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?

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

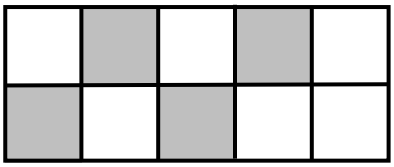
2.

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?



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

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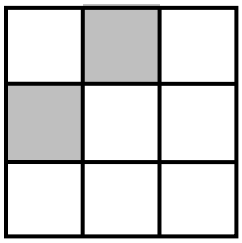
Quick Check - Form F

4.

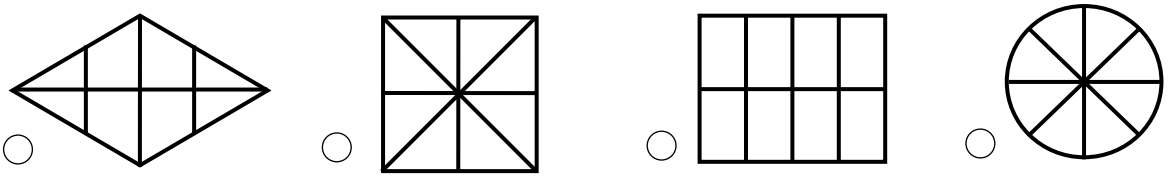
Each section of the square below is the same size.
What fractional part of the square appears to be shaded?



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

5.

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



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Name _____ Date _____

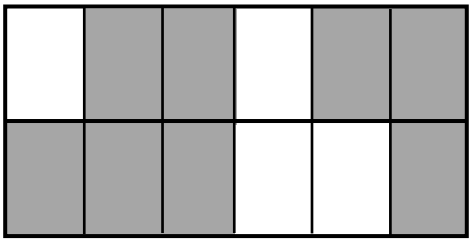
Learning Target: I will identify fractions and their parts

Session 7: Guided Practice (We Do)

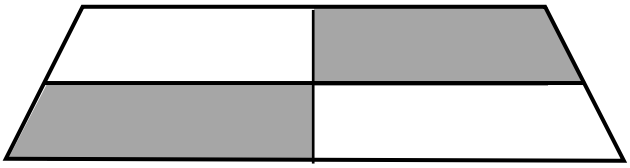
We Do Together: (Teacher Actions)

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

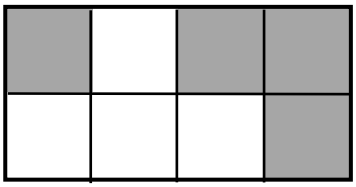
1.



2.



3.



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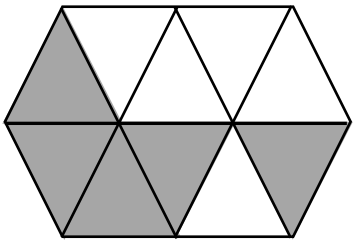

5. a. What fractional part of problem 4 appears to be shaded? _____

b. What does the numerator represent in the answer to problem 4? _____

c. What does the denominator represent in the answer to problem 4? _____

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Name _____ Date _____

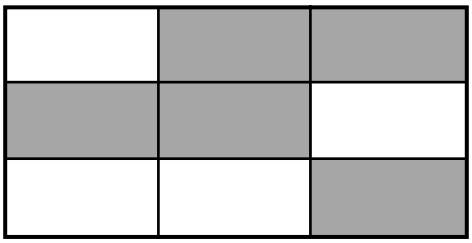
Learning Target: I will identify fractions and their parts

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.



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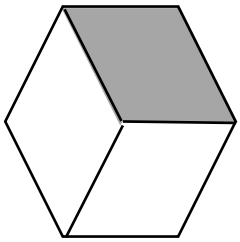

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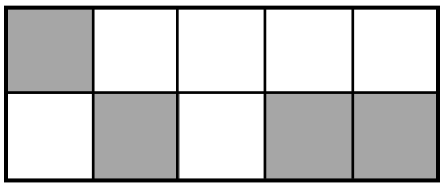
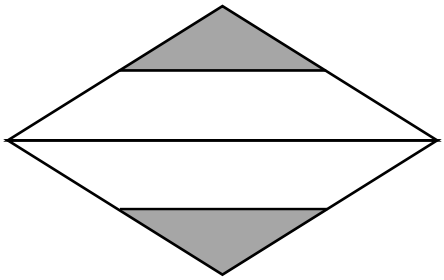


9.



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? _____

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Session 7: Self-Reflection

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)*

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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?

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

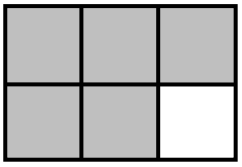
2.

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?



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

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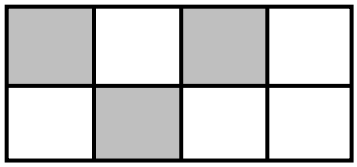
Quick Check - Form G

4.

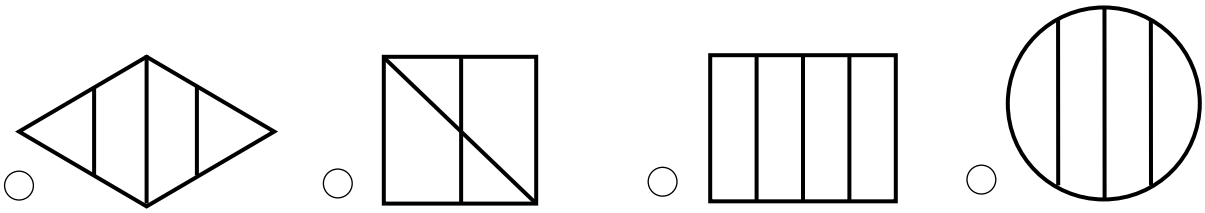
Each section of the rectangle below is the same size.
What fractional part of the rectangle appears to be shaded?



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

5.

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



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Name _____ Date _____

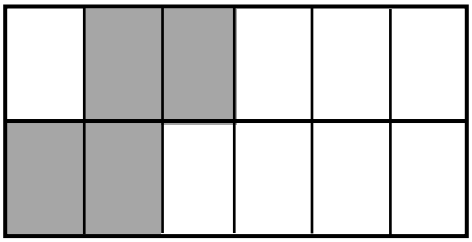
Learning Target: I will identify fractions and their parts

Session 8: Guided Practice (We Do)

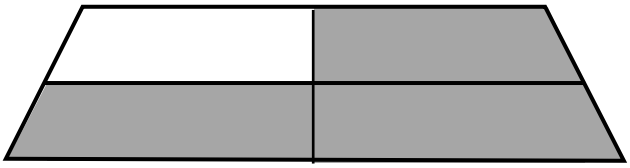
We Do Together: (Teacher Actions)

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

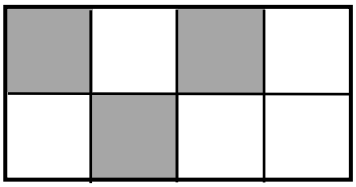
1.



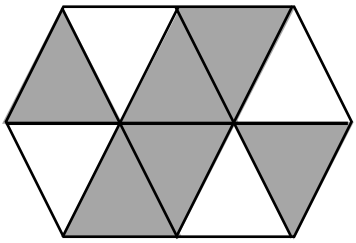
2.



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? _____

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Name _____ Date _____

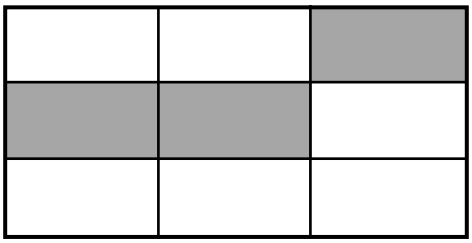
Learning Target: I will identify fractions and their parts

Session 8: Guided Practice (We Do - Continued)

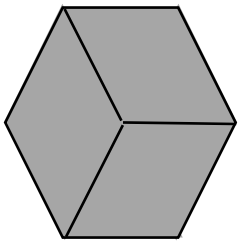
You Do Together: (As a class, or in small groups)

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

6.



7.



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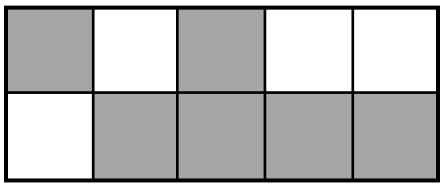

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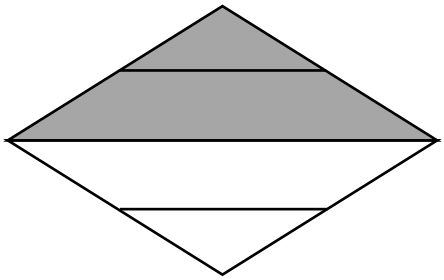

10. a. What fractional part of problem 6 appears to be shaded? _____

b. What does the numerator represent in the answer to problem 6? _____

c. What does the denominator represent in the answer to problem 6? _____

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Name _____ Date _____

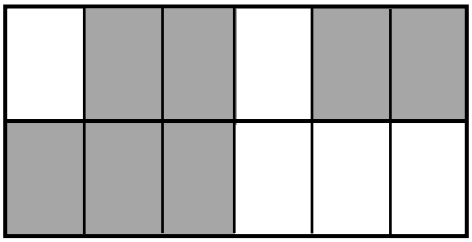
Learning Target: I will identify fractions and their parts

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

We Do Together: (Teacher Actions)

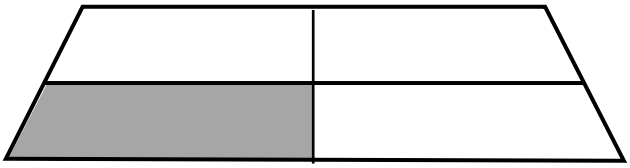
- What fractional part of each whole appears to be shaded?
- If the diagram does not appear to show fractional parts, write "Not Fractional".

1.



$\frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12} = \frac{7}{12}$

2.

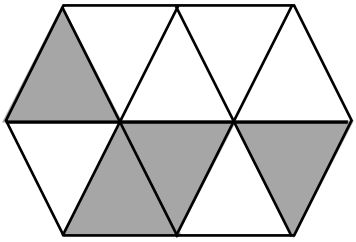


Not Fractional because the unit parts are not equal.

3.

$\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{5}{8}$

4.



$\frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} = \frac{4}{10}$

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*

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Session 8: Self-Reflection

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)*

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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?

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

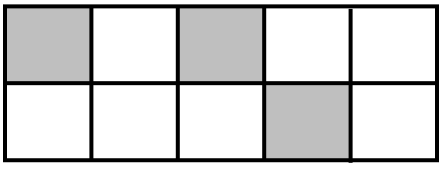
2.

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?



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

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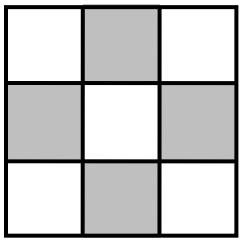
Quick Check - Form H

4.

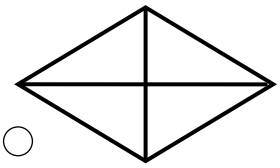
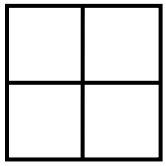
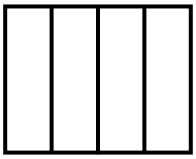
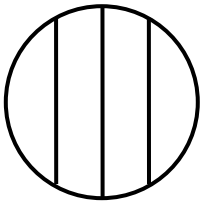
Each section of the square below is the same size.
What fractional part of the square appears to be shaded?



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

5.

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

○  ○  ○  ○ 

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Independent Practice (You Do)

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.

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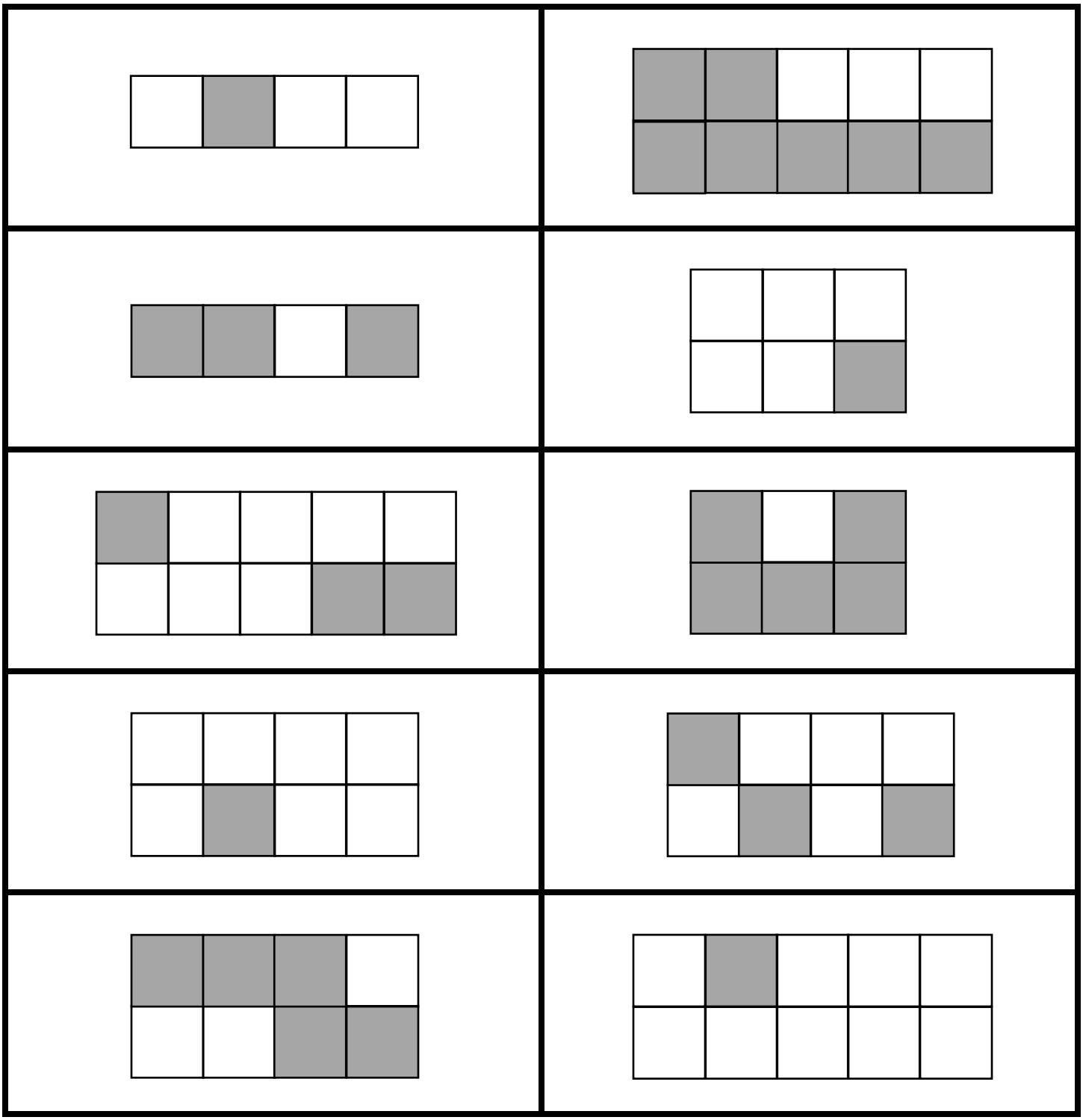
Fraction Cards (Pictures)



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Fraction Cards (Symbols)

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

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Fraction Cards (Words)

$Numerator = 1, Denominator = 4$	$Numerator = 7, Denominator = 10$
$Numerator = 3, Denominator = 4$	$Numerator = 1, Denominator = 6$
$Numerator = 7, Denominator = 10$	$Numerator = 5, Denominator = 6$
$Numerator = 1, Denominator = 8$	$Numerator = 3, Denominator = 8$
$Numerator = 5, Denominator = 8$	$Numerator = 1, Denominator = 10$

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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?***

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Steps 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?*

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