
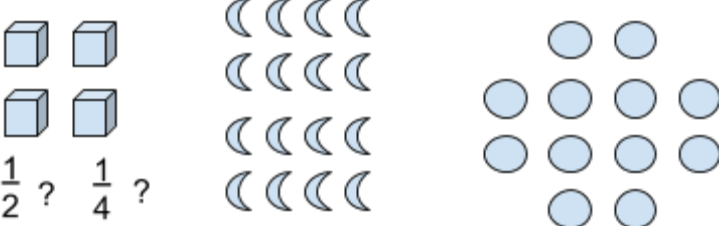
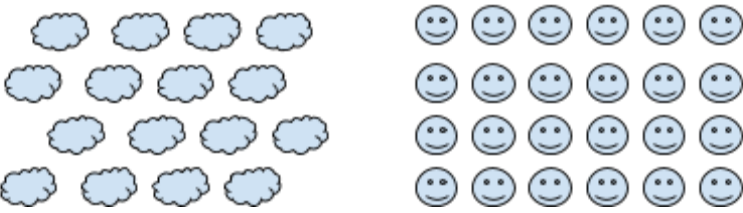



Number Sense 3+ B (fractions) INA Support Document

Content Covered: Fraction Concepts

These skills are foundational skills for students to develop as flexible thinkers. Students must be able to understand the value of number and how to decompose it to form flexible strategies to improve computational fluency. Many of the questions in the fraction portion of the INA overlap into all areas of fraction concepts.

Concepts	Questions	Instructional Strategies to help build students foundational skills	Task Examples- The tasks are listed in one content area but they cover all or most of the fraction concepts.
Fractions are numbers that represent an amount or quantity	Embedded in all questions		
Fractions can represent parts of a region, set or linear model.	Performance task 2	<p>Number Talk- Number Talk Examples and Overview and Sherry Parrish Descriptive Video of Number Talks. Using the fraction Subitizing cards lead number talks with cards similar to the card below.</p>  <p>Number Talk Using group set have students identify different parts of the whole</p>  <p>$\frac{1}{2}$? $\frac{1}{4}$?</p> <p>Can you see ____ of the whole? Can you see ____ in a different way? How can you prove your thinking?</p>  <p>Number Talk</p>  <p>How many ways can you see a half?</p>	

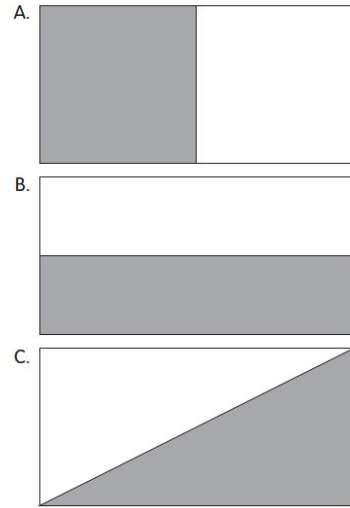
Clothesline Math
Using the following cards place them on a numberline
[Grade 3 Fraction Clothesline Cards](#)

Fraction parts are equal shares or equal sized portions of a whole or unit.

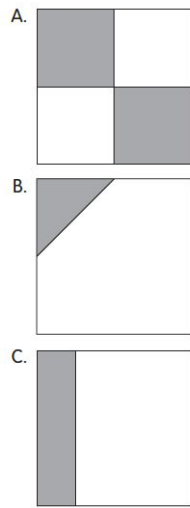
7, 8
 Performance task 1

Number Talk

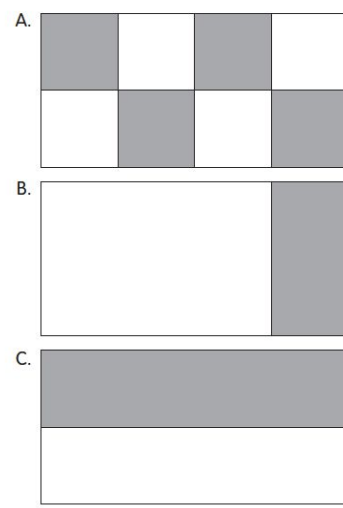
Which of these models represent $\frac{1}{2}$ of the whole?
 How do you know?



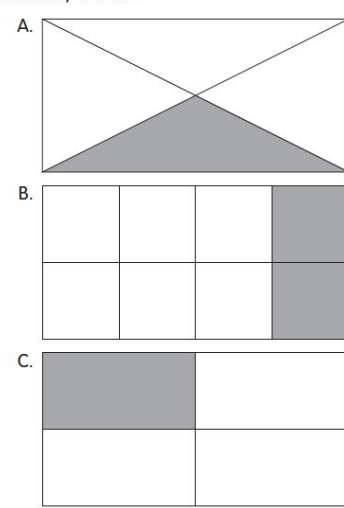
Which of these models represent $\frac{1}{2}$ of the whole?
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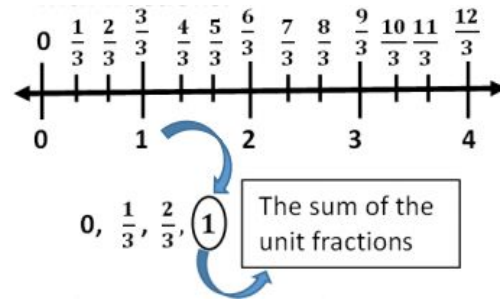
Which of these models represent $\frac{1}{4}$ of the whole?
 How do you know?



Choral Counting - [Choral counting explanation and examples](#)

Counting in unit fractions.

- Choose either $\frac{1}{4}$, $\frac{1}{3}$, or $\frac{1}{2}$ to count in.
- Choose different numbers to start from instead of zero each time.
- Ensure that when students are counting that it is tied to a visual.

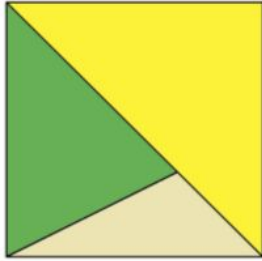
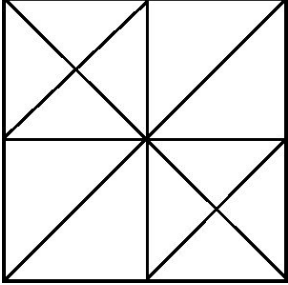
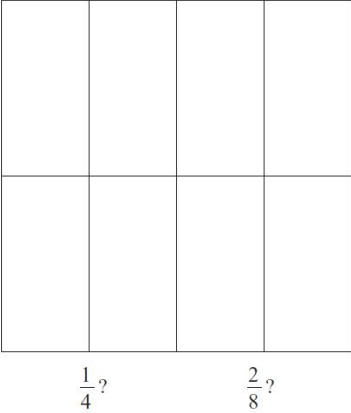


Fair Feast - Here is a picnic that Petros and Michael are going to share equally. Can you tell us what each of them will have?

Halving- These images show squares split in half:
 How might you check that each was correct?
 Can you think of more ways to split a square into two halves?

[Sharing Bacon](#)

[A Mountainous decision](#)

<p>Recording pictorial representations of fraction models and connecting to symbolic notation</p>	<p>2, 3, 4</p>	<p>Number of the day- Representing a fraction in many ways Have the students use manipulatives to represent the fraction that you present as the number in as many ways as possible. Make sure that they are always referencing the whole. One the students have represented have them make visual connections to the abstract values in their math journals or notebooks. This could also be done on whiteboards.</p> <p>Number Talk (Fraction Talks) - Fraction Talks Summary</p>  <p>Question examples: (Find questions in the summary.) What part of the fraction is a half? Could you draw a line to make a quarter?</p> <p>Click for more images</p>	<p>Fraction Match- Match different representations of fractions to each other.</p>
<p>Equal partitioning</p>	<p>5, 6 Performance task 1 Collaborative task 1</p>	<p>Student Focus:</p> <ul style="list-style-type: none"> • When naming fractions they must have the correct amount of equal parts • Equal parts do NOT have to look the same, they just need the same area. • When looking at and comparing parts of a whole, the size of the whole must be the same size. <p>Number Talk (Fraction Talks)</p>  <p>Can you see $\frac{1}{4}$ of the whole? Can you see $\frac{1}{4}$ in a different way? How can you prove your thinking?</p> <p>B.</p>  <p>$\frac{1}{4}?$ $\frac{2}{8}?$</p>	<p>Fair Feast - Here is a picnic that Petros and Michael are going to share equally. Can you tell us what each of them will have?</p> <p>Chocolate - "If the chocolate on the table I sit at is to be shared out equally when I sit down, which would be the best table to sit at?"</p> <p>Fractional Triangles- Given the square that is divided up into triangle how can you make quarters? Halves?</p> <p>Byrony's Triangle - After folding a sheet a paper, what fraction of the original square of paper is the shaded triangle?</p> <p>Cupcake Task- How will you share the cupcakes? Peter Liljedahl</p> <p>3 Act Task - Cheese and Crackers 3 Act Math tip sheet</p> <p>3 Act Task- Cover It Up</p>