



GRADE 3

REPRESENTING

FRACTIONS



Whole Class Lessons and Guided Math Groups
Active Engagement and Games
Intervention and Enrichment
Exit Tickets



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AND

be the math teacher that gets results

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I SEE YOU~

- struggling each week to write lesson plans that meet the rigor of the TEKS.
- searching endlessly for resources that will help kids learn math while being challenged and engaged.
- staying late everyday after school working on plans and creating everything from scratch.

You are exhausted from working with students all day, and still have to prep, write and create.

I SEE YOU~

SACRIFICING your time with your family and friends

to ensure success for ALL of OUR Children.



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Name _____

Unit 6 Representing Fractions

LT	Statement	1	2	3	4	Evidence
1	I can represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects.					
2	I can represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using pictorial models, including strip diagrams and number lines.					
3	I can determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line.					
4	I can explain that the unit fraction $\frac{1}{b}$ represents the quantity formed by one part of a whole that has been partitioned into b equal parts where b is a non-zero whole number.					
5	I can compose a fraction $\frac{a}{b}$ with a numerator greater than zero and less than or equal to b as a sum of parts $\frac{1}{b}$.					
6	I can decompose a fraction $\frac{a}{b}$ with a numerator greater than zero and less than or equal to b as a sum of parts $\frac{1}{b}$.					

1	2	3	4
I have no idea how to do this.	I can do this with some help.	I can do this by myself	I can teach someone to do this.

Name _____

Unit 6 Representing Fractions

LT	Statement	1	2	3	4	Evidence
7	I can solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8.					
8	I can represent fractions of halves, fourths, and eighths as distances from zero on a number line.					

1	2	3	4
I have no idea how to do this.	I can do this with some help.	I can do this by myself	I can teach someone to do this.

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
1 3.3A	Represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects.	create fractions with denominators of 2,3,4,6,and 8 using concrete objects- pattern blocks, 2 color counters, bears, and linking cubes	Practice with concrete models to build the concept of the denominator.	Model fractions with larger denominators.
2 3.3A	Represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using pictorial models, including strip diagrams and number lines.	Create fractions with denominators of 2,3,4,6,and 8 with models- strip diagrams, pictures, and number lines.	Practice with concrete models to build the concept of the denominator.	Model fractions with larger denominators.
3 3.3B	Determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line.	Fill in missing fractions on a number line- open an closed number lines, horizontal and vertical number lines..	Practice with concrete models to build the concept of the denominator. Fold paper strips to make their own fraction kit.	Identify equivalent fractions on a number line
4 3.3C	Explain that the unit fraction $\frac{1}{b}$ represents the quantity formed by one part of a whole that has been partitioned into b equal parts where b is a non-zero whole number.	Explain unit fractions as the if same size whole is divided into ___ equal parts, then each part is represented by 1 over _____. Use whole objects and whole groups.	Provide students with sentence stems to help them with the vocabulary of the unit fraction.	None

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
5 3.3D	Compose a fraction a/b with a numerator greater than zero and less than or equal to b as a sum of parts $1/b$.	Compose fractions to make a whole to find out how many equal parts make up the whole in problem solving to add unit fractions.	Give students concrete models to put together. Reinforce the idea that composing is like connecting.	Begin adding and subtracting fractions with like denominators.
6 3.3D	Decompose a fraction a/b with a numerator greater than zero and less than or equal to b as a sum of parts $1/b$.	decompose fractions to find out how many equal parts make up the whole in problem solving to subtract unit fractions.	Give students concrete models to take apart Reinforce the idea that decomposing is like destruction..	
7 3.3E	Solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8.	divided a whole or a set of object equal between two or more friends. Write the fraction..	Give students items to split up evenly between friends.	Give students items that need to be split into 5ths and 10ths.
8 3.7A	Represent fractions of halves, fourths, and eighths as distances from zero on a number line.	Use open and closed number lines to show a distance (jumps) to halves, fourths and eighths. thermometers and rulers are included..	Set up a number line on the floor and have students jump to the fraction.	none

Day 1	Day 2	Day 3	Day 4	Day 5
LT 1 Mini Lesson Concrete objects	LT 2 Mini Lesson Pictorial models	LT 3, 8 Game Number lines	Independent Practice LT 1, 2, 3, 8	LT 4 Mini Lesson Unit Fractions
Guided Math Unit 5 Reteach	Guided Math Create concrete and pictorial models	Guided Math Fill in missing fractions on a number line and show the "jumps" to the fraction	Guided Math Reteach	Guided Math Explain unit fractions- Fill in the blank cards
Day 6	Day 7	Day 8	Day 9	Day 10
LT 5 Mini Lesson Compose	LT 6 Mini Lesson Decompose	LT 7 Mini Lesson Problem Solving	Independent Practice LT 5, 6, 7	Review Game All
Guided Math Problem solving with composing fractions	Guided Math Problem solving with decomposing fractions	Guided Math Problem solving with dividing a set.	Guided Math Reteach	Guided Math Reteach

Representing Fractions



Thank you for your
download!

I hope this helps your
students!



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