

Fractions Practice

NAME _____
DATE _____

MODELS • NAMES • NUMBER LINES

Directions: Move through every representation: shade the models, name what is shaded, and place fractions on the number line.

Part A • Shade the Fraction Bars

Shade the correct number of parts to show each fraction.

Shade $\frac{3}{8}$



Shade $\frac{5}{6}$



Shade $\frac{2}{5}$



Shade $\frac{7}{10}$



Part B • Shade the Fraction Circles

Shade the correct number of slices to show each fraction.

Shade $\frac{2}{6}$



Shade $\frac{3}{4}$



Shade $\frac{5}{8}$



Shade $\frac{1}{3}$



Part C • Name the Fraction

Write the fraction shown by each shaded model, then write its name in words.



Fraction: _____

In words: _____



Fraction: _____

In words: _____



Fraction: _____

In words: _____



Fraction: _____

In words: _____

Part D • Place the Fractions on the Number Line

Mark and label each fraction: $\frac{1}{8}$ · $\frac{1}{2}$ · $\frac{3}{4}$ · $\frac{7}{8}$



Fractions Practice

Grades 3–5 • Math • Visual

Fraction sense is built on multiple representations: area models (bars and circles), symbolic notation, word names, and the number line. Moving the same fractions through all four builds the part-whole understanding that equivalence and comparison depend on.

Quick Start

LEARNING TARGET

Students represent fractions as shaded area models, name them in symbols and words, and place them on a number line, attending to equal parts.

TIME

30–40 min

GROUPING

Independent or partners

MATERIALS

Printed sheet, pencil; paper strips optional

Guiding questions: How many equal parts in the whole? How many are shaded? Which is bigger, and how do you know?

Facilitation Sequence

- 1 Launch**
Define numerator and denominator with one shaded bar. Stress EQUAL parts. Name what a complete answer includes: shade, symbol, words, point.
- 2 Student work**
Students move through all four representations. Watch for unequal partitions and "bigger denominator = bigger" errors.
- 3 Consolidate & discuss**
Compare a bar and a circle for the same fraction; place two fractions on the line and justify the order.
- 4 Wrap-up**
Quick check: which is bigger, $\frac{1}{3}$ or $\frac{1}{6}$, and why? Collect sheets; note who needs the equal-parts reteach.

Answer Key & How to Approach

Item	Expected Answer / How to Approach
Part A/B — shade the models	Any n parts shaded counts — position doesn't matter. Check the COUNT of shaded parts, not which parts.
Part C — name the shaded bars	$\frac{1}{4}$ (one fourth); $\frac{3}{8}$ (three eighths); $\frac{2}{5}$ (two fifths); $\frac{5}{6}$ (five sixths). Numerator = shaded; denominator = total equal parts.
Part D — number line	$\frac{1}{8}$ just right of 0; $\frac{1}{2}$ at the middle mark; $\frac{3}{4}$ three-quarters along; $\frac{7}{8}$ just left of 1.
Equivalence ($\frac{1}{2} = \frac{?}{8}$)	4 — multiply numerator and denominator by the same factor ($\times 4$).
Compare $\frac{1}{3}$ and $\frac{1}{6}$	$\frac{1}{3} > \frac{1}{6}$ — same numerator, smaller denominator means bigger parts.

Likely Responses, Misconceptions & Teacher Moves

Students may...	What that might mean...	A helpful next move...
Count ALL parts as the numerator (write $\frac{8}{8}$ for 3 shaded of 8)	Confusing shaded with total.	Ask: how many parts are shaded? How many in the whole?
Think a bigger denominator means a bigger fraction ($\frac{1}{6} > \frac{1}{3}$)	Treating the denominator like a whole number.	Shade both bars and compare directly — which shaded region is longer?
Shade unequal parts when drawing their own models	Missing the equal-parts rule.	Fold paper strips to test that parts are equal.

Equity, SEL & Trauma-Informed Prompts

Equity	SEL	Trauma-Informed
Connect fractions to shared contexts — sharing food, splitting teams, time. Multiple models give more than one way in.	Fractions are a common confidence dip. Normalise mistakes as part of building the idea; celebrate reasoning, not speed.	Keep a predictable part-by-part structure; allow a private check-in before sharing answers aloud.

UDL, Differentiation & Language Supports

More support	Ready for more	Language supports
Use pre-partitioned bars and paper strips; start with halves and fourths; do Part A together before independent work.	Find an equivalent fraction for each; order all four Part C fractions; place an extra fraction between two on the line.	Name numerator/denominator with a word bank; sentence frame "___ out of ___ equal parts." Oral rehearsal first.

Assessment Look-Fors & Next Steps

Criterion	What it looks like here	Helpful next step
Equal parts	Shades the right COUNT; partitions are equal.	If unequal, fold paper strips to test.
Naming	Symbol and words match the model.	If reversed, re-anchor numerator = shaded.
Number line	Places fractions in sensible positions.	If bunched, use benchmarks (0, $\frac{1}{2}$, 1) to reason.

Reteach signal: if many students rank $\frac{1}{6} > \frac{1}{3}$, pause and compare shaded bars side by side before moving on.