

Teacher Key: Fractions Are Numbers

Use and look-fors. The unadapted worksheet primarily targets Grade 3. For Grade 2, fold equal-sized strips into halves and fourths, name shares orally, compare equal shares, and reconstruct a whole. Do not require the printed fraction notation or number-line tasks as Grade 2 expectations.

1. Quarter-unit intervals; $\frac{1}{4}, \frac{3}{4}, 1, \frac{5}{4}$ at the first, third, fourth, fifth quarter steps. The unit length and step size stay fixed.
2. 3 copies; $\frac{3}{4} = \frac{6}{8}$. Twice as many pieces, each half the former size; the amount and location stay fixed.
3. $\frac{1}{8} < \frac{1}{4}$ for the same whole. Two eighths fit in one fourth.
4. Equal shaded lengths; both names locate the midpoint of the unit interval.
5. $\frac{2}{3}$ lies between 0 and 1; $\frac{4}{3} = 1\frac{1}{3}$ lies beyond 1. Four third-length steps exceed three thirds.
6. $\frac{6}{4} = \frac{3}{2} = 1\frac{1}{2}$ km, equally far from 1 and 2: $\frac{1}{2}$ km each.

Teacher Decisions and Follow-Up

Listen for

The denominator determines the unit fraction; the numerator counts copies. The learner counts intervals, including beyond one whole.

Reduce support when

The learner locates a new fraction beyond 1, explains its unit, and connects an equivalent name to the same point without a completed model.

Return to a model when

If tick marks are counted or the unit changes after 1, align a strip with a number line and iterate the same-sized step.

A short sequence to compare

Locate $\frac{1}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, and $\frac{5}{4}$. What stays the same as the count increases? Now compare $\frac{3}{4}$ and $\frac{6}{8}$ at the same point.

Delayed check: 1–2 weeks later

On a 0-2 number line with a fixed unit, locate $\frac{8}{6}$. Give another name for it and explain why $\frac{1}{6}$ is smaller than $\frac{1}{3}$.

Delayed-check interpretation

$\frac{8}{6} = \frac{4}{3} = 1 \frac{1}{3}$. Eight sixth-length steps reach that point. For the same whole, each third contains two sixths, so $\frac{1}{6} < \frac{1}{3}$.

Record accuracy, conceptual explanation, and independent transfer separately. Note prompts or models supplied. These are instructional cues, not fixed mastery thresholds. Use the separate delayed-check booklet for student copies.