

FRACTION Worksheets

3rd
GRADE

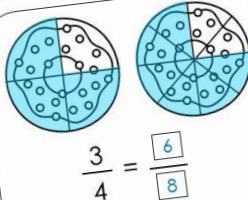
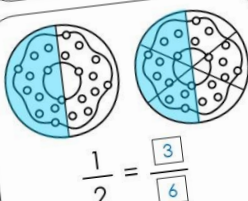
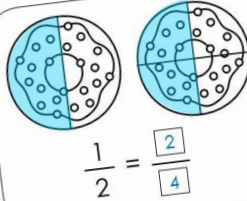
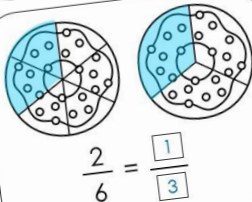
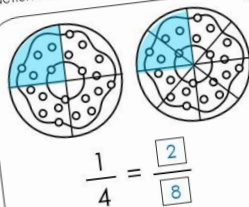
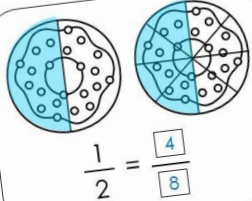
Donut Shop Fractions

Name: Kimberley

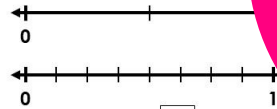
TEKS: 3.3F

CCSS: 3.NF.3a, 3.NF.3b

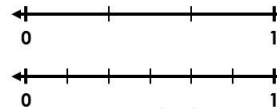
Shade the first model with the fraction shown. Then shade an equivalent amount on the other model. Name the equivalent fraction shown.



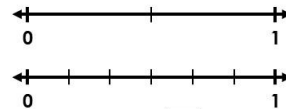
Lining Up Equivalent Fractions



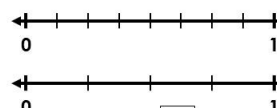
$$\frac{1}{2} = \frac{\boxed{2}}{\boxed{4}}$$



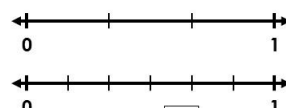
$$\frac{1}{3} = \frac{\boxed{2}}{\boxed{6}}$$



$$\frac{1}{2} = \frac{\boxed{2}}{\boxed{4}}$$



$$\frac{6}{8} = \frac{\boxed{3}}{\boxed{4}}$$



$$\frac{2}{3} = \frac{\boxed{4}}{\boxed{6}}$$

©Melissa Johnson www.MarvelMath.com



Student Pages

- Aligned to 3rd grade Standards
- Build Conceptual Understanding
- Practice Skills

Lining Up Equivalent Fractions

Name: _____ TEKS: 3.3F

Represent each fraction as an equivalent fraction by lining up the same distance from the left.

$\frac{1}{2} = \frac{\square}{\square}$

$\frac{1}{3} = \frac{\square}{\square}$

$\frac{6}{8} = \frac{\square}{\square}$

Shading Fractions

Name: Ta'Shiba TEKS: 3.3A CCSS: 3.NF.1

Shade the fraction strip to represent the fraction.

$\frac{3}{8}$ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$

$\frac{1}{3}$ $\frac{1}{3}$ $\frac{1}{3}$

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

$\frac{2}{2}$ $\frac{1}{2}$ $\frac{1}{2}$

$\frac{3}{4}$ $\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$

$\frac{7}{8}$ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$

$\frac{6}{6}$ $\frac{1}{6}$ $\frac{1}{6}$ $\frac{1}{6}$ $\frac{1}{6}$ $\frac{1}{6}$ $\frac{1}{6}$

Unit Fractions

Name: _____

Match the shaded fraction model to the correct fraction.

$\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{8}$ $\frac{1}{3}$ $\frac{1}{6}$ $\frac{1}{5}$ $\frac{1}{7}$ $\frac{1}{9}$

Easy-to-Use

No Prep Worksheets

for stations, seatwork, tutoring, or
homework

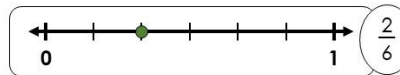
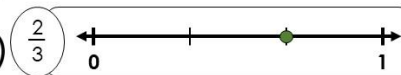
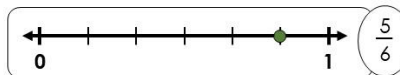
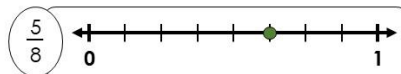
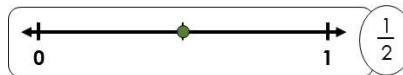
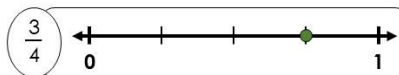
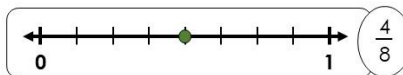
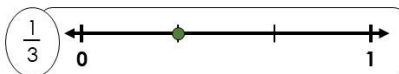
Fractions on the Dot

Name:

Donald

Put a dot to represent each fraction on the numberline.

TEKS: 3.3B, 3.7A CCSS: 3.NF.2b



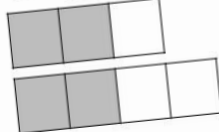
Easy to Use Printable Pages

Equal or Not? #2

Name: _____

TEKS: 3.3G CCSS: 3.NF.3b

Use the models to determine if the fractions are equivalent. Lightly shade in the boxes that correctly complete each statement. Cross out the boxes that are not correct.



amount is
shaded in each fraction.

The same

A different

The whole in both models is

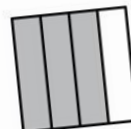
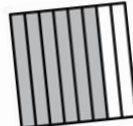
size,

the same

a different

which is why

$$\frac{2}{3} \quad \boxed{} \quad \frac{2}{4}$$



amount of
the square is shaded in
each model.

The same

A different

The whole in both models is

size,

the same

a different

which is why

$$\frac{6}{8} \quad \boxed{} \quad \frac{3}{4}$$

Teacher Key is Included!

I Can Prove It

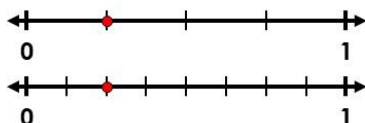
Name: _____

KEY

TEKS: 3.3G CCSS: 3.NF.3b

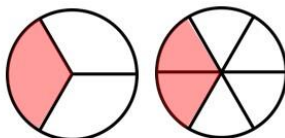
Represent the first fraction on the first shape or number line. Then find an equivalent fraction on the other model or number line. Explain how you know they are equivalent fractions.

$$\frac{1}{4} \text{ is equal to } \frac{2}{8}$$



because the fractions are the same distance from zero on the number lines.

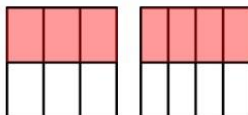
$$\frac{1}{3} \text{ is equal to } \frac{2}{6}$$



because the same amount of each circle is shaded and the circles are the same size.



$$\frac{3}{6} \text{ is equal to } \frac{4}{8}$$



because the same amount of each square is shaded and the squares are the same size.

Aligns to TEKS and Common Core

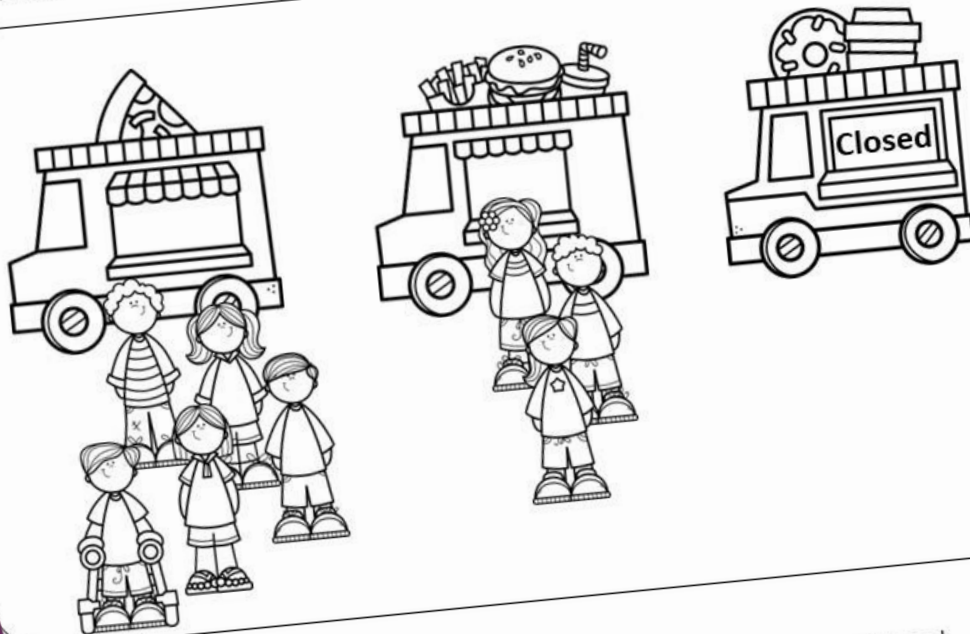
Food Truck Fractions

Name: _____

Charlie

TEKS: 3.3A CCSS: 3.NF.1

Look at the picture to answer the questions.



1. What fraction of food trucks are open?

$\frac{2}{3}$

3. What fraction of the people are in line at the pizza food truck?

$\frac{5}{8}$

2. What fraction of food trucks are closed?

$\frac{1}{3}$

4. What fraction of the people are in line at the burger food truck?

$\frac{3}{8}$

About the Author

This resource was created by Melissa Johnson, who has 16 years of k-10 teaching experience and a masters degree in Mathematics Education. Her resources build conceptual understanding, make connections between math topics and engage students in the mathematics they are learning.

