

FRACTION

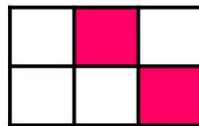
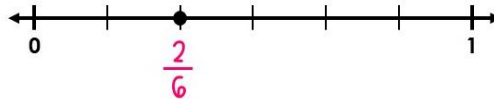
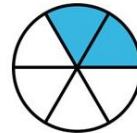
TEKS Journal Prompts

Represent the fraction $\frac{2}{6}$ in as many ways as possible. Make sure to include a numberline as a way to represent the fraction. Then show 2 ways not to represent the fraction.



3.3A #1a

Ways to represent $\frac{2}{6}$:



$\frac{2}{6}$ are footballs

These models do not represent $\frac{2}{6}$.



These models are both equal to $\frac{2}{8}$.

3rd
GRADE

Easy-to-Use Math Station

Print the Sample Journal Response pages to give students ideas on how to respond.

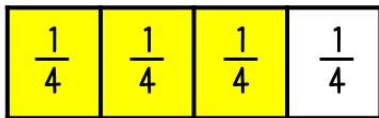
Sample Journal Response

Name and represent the fraction equal to $\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$.
Create an expression like the one shown above that is
equal to $\frac{5}{8}$. Explain your answers with words and models.



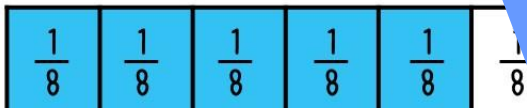
3.3D #1a

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



$\frac{3}{4}$ has 3 parts that each have

$$\frac{5}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8} +$$



Name and represent the fraction equal to $\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$.
Create an expression like the one shown above that is
equal to $\frac{5}{8}$. Explain your answers with words and models. 3.3D #1a



Use these Journal Prompts as **Early Finisher Work** or **Meaningful Homework**

Compare $\frac{4}{6}$ and $\frac{3}{6}$ using the correct symbol, $<$, $>$, or $=$.
Explain your answer by explaining the relationship
between the numerators and denominators in both
fractions.



3.3H #2b

Compare $\frac{4}{6}$ and $\frac{3}{6}$ using the correct symbol, $<$, $>$, or $=$.
Explain your answer by explaining the relationship
between the numerators and denominators in both
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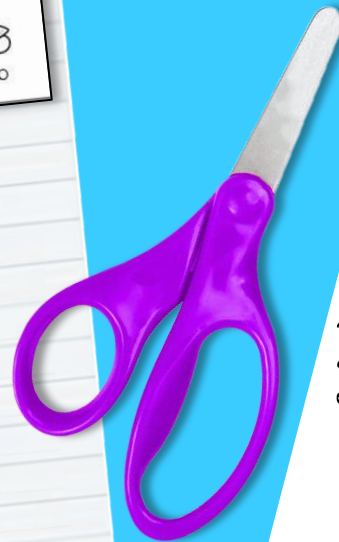


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3.3H #2b



26 Ready-to-Use Journal Prompts to Deepen Understanding

3.7A #1c

Represent Fractions
of halves,
fourths and
eighths
as distances
from zero
on a number
line.

Create 3 number lines to model $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{8}$. Put a dot on the number lines at each of these locations and draw an arrow to show their distance from zero. Pick numerators for each fraction.



3.7A #1c

Create 3 number lines to model $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{8}$. Put a dot on the number lines at each of these locations and draw an arrow to show their distance from zero. Pick numerators for each fraction.



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3.7A #1c

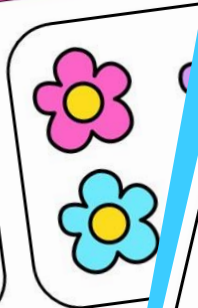
Create 3 number lines to model $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{8}$. Put a dot on the number lines at each of these locations and



This resource includes a
printable sample response
for the first version of each prompt.

Sample Journal Response

2 friends shared 8 flowers. What fraction of the flowers did each person get? Explain your answer with words and pictures.



Each person will get 4 flowers.
The numerator of the fraction is 4.

There are a total of 8 flowers.
The denominator of the fraction is 8.

Sample Journal Response

Compare $\frac{1}{4}$ and $\frac{3}{4}$ using the correct symbol, $<$, $>$, or $=$.
Explain your answer by explaining the relationship between the numerators and denominators in both fractions.



3.3H #2a

The numerators of both fractions are different.
The fractions have a different number of pieces.

The denominators are the same. That means that the size of the pieces is the same.

I need to look at the numerators (number of pieces) to compare the fractions.

fewer pieces

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

$$<$$

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

more pieces

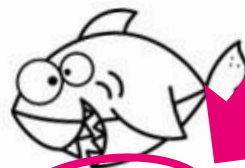


Built for the Fraction TEKS

3.3F/3.3G
represent
equivalent
fractions

explain why
they are
equivalent.

Prove that $\frac{3}{6}$ is equal to $\frac{1}{2}$ using words, models
and number lines.



3.3F/3.3G #1a

Name a fraction that is equivalent to $\frac{6}{8}$. Prove your
answer using words, models and number lines.



3.3F/3.3G #2a

Compare $\frac{3}{6}$ and $\frac{3}{4}$ using the correct symbol, $<$, $>$, or $=$.
Explain your answer by explaining the relationship
between the numerators and denominators in both
fractions.



3.3H #1a

Compare $\frac{1}{4}$ and $\frac{3}{4}$ using the correct symbol, $<$, $>$, or $=$.
Explain your answer by explaining the relationship
between the numerators and denominators in both



3.3H #2a

3.3H
Compare
Two
Fractions

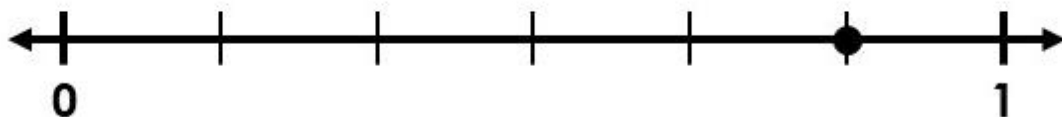
that have the
same
numerator or
denominator
by
reasoning
about the

Every Journal Prompt includes

2 versions

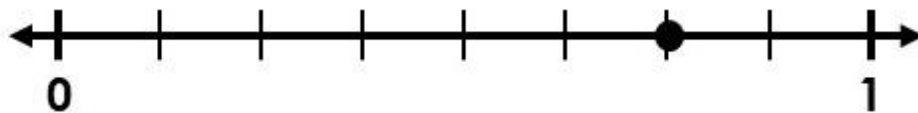


Copy this number line. Explain what fraction is represented.



3.3B #1a

Copy this number line. Explain what fraction it represents.



3.3B #1b

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.

