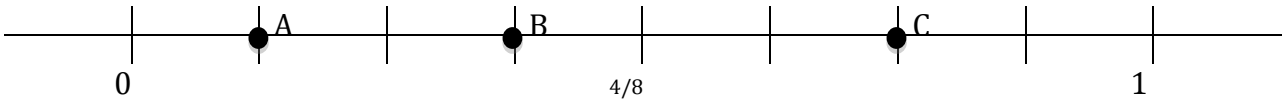
Name ANSWER KEY Number _____ Date _____

Use the number line to answer questions 1-3.



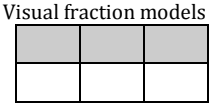
1. Which fraction is found at "A"?
   a. 1/8
   b. 2/8
   c. 3/8
   d. 4/8

2. Which fraction is found at "B"?
   a. 1/8
   b. 2/8
   c. 3/8
   d. 4/8

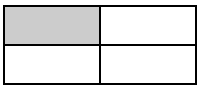
3. Which fraction is found at "C"
   a. 5/8
   b. 6/8
   c. 7/8
   d. 8/8

Choose the correct fraction for each of the shaded areas in the visual fraction models below.

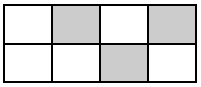
Visual fraction models



4. a. 2/6 b. 1/3 c. 3/6 d. 2/4



5. a. 1/4 b. 2/4 c. 3/4 d. 4/4



6. a. 2/8 b. 3/8 c. 5/8 d. 4/8

7. a. 2/2 b. 0/2 c. 1/2 d. 3/4

8. Look at the number line above. The point 4/8 is equivalent (equal) to which fraction?
   a. 1/3
   b. 1/2
   c. 1/8
   d. 1/4

9. Look at the visual fraction models and your responses for numbers 4-7 above. Which statement about the problems is true?
   a. 4 > 5
   b. 4 < 5
   c. 5 > 6
   d. 4 = 6

10. The fraction 3/1 is equivalent (equal) to which number?
   a. 1
   b. 4
   c. 2
   d. 3

Develop understanding of fractions as numbers.

(1) CCSS.Math.Content.3.NF.A.1 Understand a fraction 1/*b* as the quantity formed by 1 part when *a* whole is partitioned into *b* equal parts; understand a fraction *a*/*b* as the quantity formed by a parts of size 1/*b*.
(A fraction is a part of a whole)

(2) CCSS.Math.Content.3.NF.A.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.

(2A) CCSS.Math.Content.3.NF.A.2a **Represent a fraction 1/*b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts.** Recognize that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line.

(2B) CCSS.Math.Content.3.NF.A.2b **Represent a fraction *a*/*b* on a number line diagram by marking off a lengths 1/*b* from 0.** Recognize that the resulting interval has size *a*/*b* and that its endpoint locates the number *a*/*b* on the number line.

(3)CCSS.Math.Content.3.NF.A.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

(3A) CCSS.Math.Content.3.NF.A.3a **Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.**

(3B) CCSS.Math.Content.3.NF.A.3b **Recognize** and **generate** simple **equivalent fractions**, e.g., 1/2 = 2/4, 4/6 = 2/3. **Explain why the fractions are equivalent, e.g., by using a visual fraction model.**

(3C) CCSS.Math.Content.3.NF.A.3c **Express whole numbers as fractions**, and recognize fractions that are equivalent to whole numbers. *Examples:* ***Express 3 in the form 3 = 3/1****; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram*.

(3D) CCSS.Math.Content.3.NF.A.3d **Compare two fractions with the same numerator or the same denominator** by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. **Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.**

[1] Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, 8.