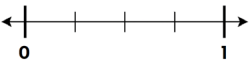
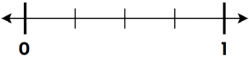
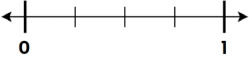
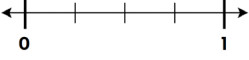
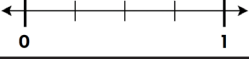
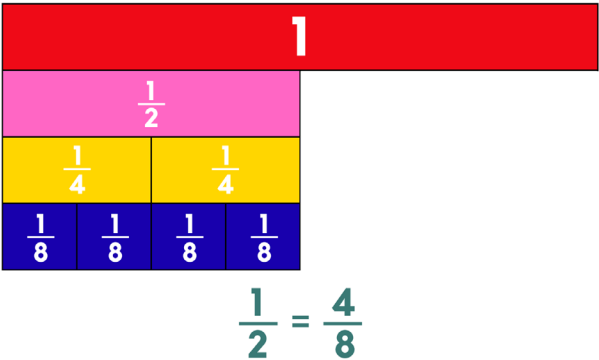
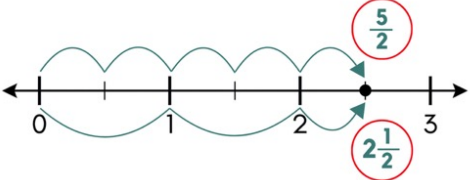
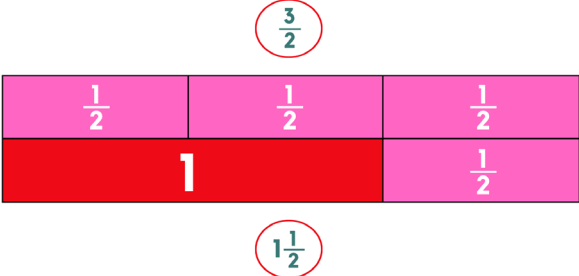
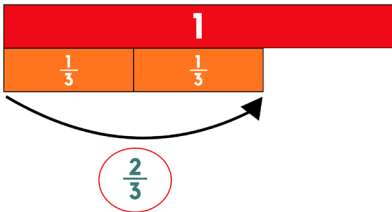
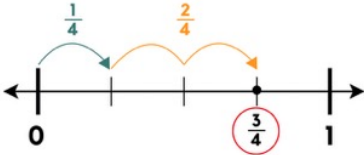
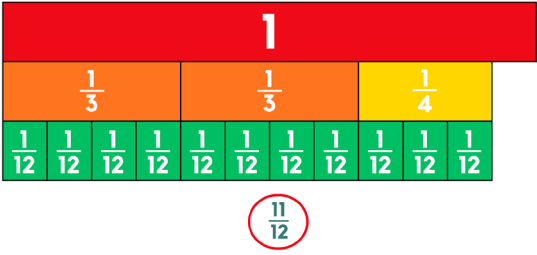


Fraction Intervention Tracker

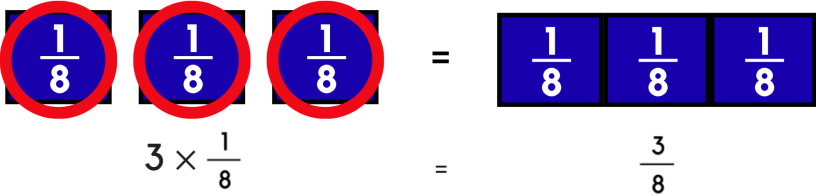
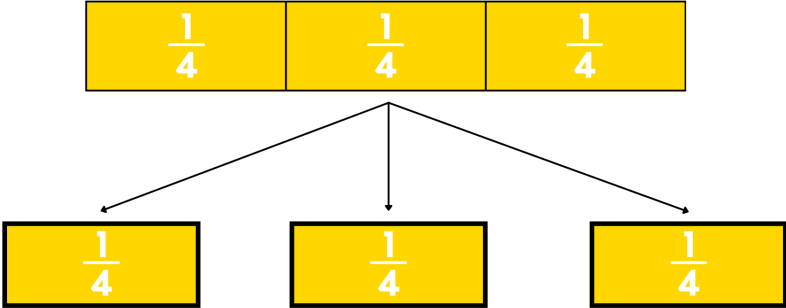
Student Name:

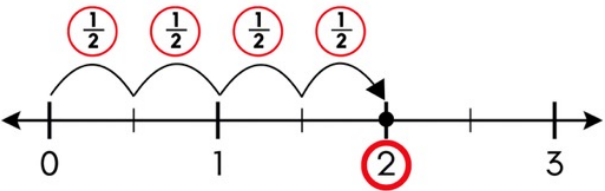
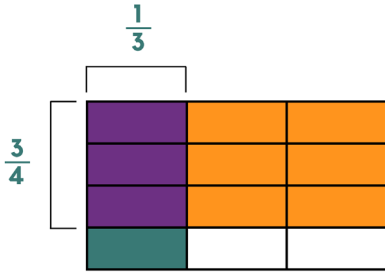
Intervention Guide			
	Description	Examples and Notes	☒
A	Use concrete/visual models to connect fraction notation to representations.	Shade $\frac{1}{2}$ of the rectangle.  Shade $\frac{1}{4}$ of the circle.  Shade $\frac{3}{4}$ of the rectangle.  Shade $\frac{2}{3}$ of the circle. 	
B	Use concrete/visual models to identify and name fractions.	What fraction of the shape is shaded?  Name the shaded fraction.  What fraction of the model is shaded?  Write the fraction represented by the model. 	
C	Use mathematical language to identify the numerator and denominator .	What is the <u>numerator</u> of the shaded model?  What is the <u>denominator</u> of the shaded model?  In the fraction $\frac{3}{4}$, what is the <u>numerator</u>? In the fraction $\frac{5}{8}$, what is the <u>denominator</u>? Draw a model with a <u>numerator of 2</u> and a <u>denominator of 6</u>. Write a fraction with a <u>denominator of 5</u> and a <u>numerator of 3</u>.	
D	Use number lines to understand fractions as numbers.	Plot $\frac{1}{2}$ on the number line.  Plot $\frac{1}{4}$ on the number line.  Plot $\frac{1}{3}$ on the number line.  Plot $\frac{3}{4}$ on the number line.  Plot $\frac{2}{3}$ on the number line. 	

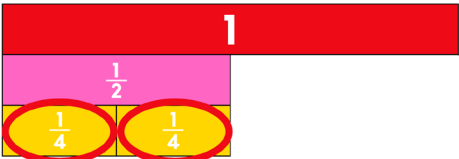
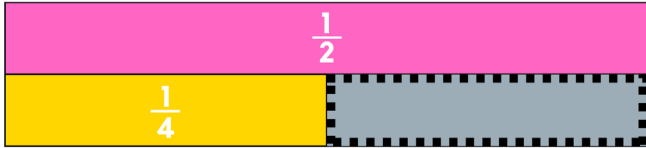
	Description	Examples and Notes	
E	Use concrete/visual models , including number lines , to generate equivalent fractions.	Write two equivalent fractions for each: $\frac{1}{2} =$ $\frac{3}{4} =$ $\frac{2}{3} =$ $\frac{4}{5} =$ $\frac{3}{8} =$ $\frac{4}{6} =$ <i>Example using fraction tiles:</i> 	
F	Use concrete/visual models , including number lines , to compare fractions.	Compare using >, <, or =. $\frac{3}{4} \bigcirc \frac{1}{4} \text{ (like denominators)}$ $\frac{5}{8} \bigcirc \frac{5}{8} \text{ (equivalent fractions)}$ $\frac{3}{4} \bigcirc \frac{3}{8} \text{ (like numerators)}$ $\frac{4}{6} \bigcirc \frac{3}{8} \text{ (using } \frac{1}{2} \text{ as a benchmark)}$	
G	Use concrete/visual models , including number lines , to convert between mixed numbers and improper fractions.	Use number lines and fraction tiles to convert between mixed numbers and improper fractions. $\frac{3}{3}$ $\frac{3}{2}$ $\frac{9}{4}$ $1\frac{3}{4}$ $1\frac{5}{4}$ $2\frac{1}{2}$ <i>Example using a number line:</i>  <i>Example using fraction tiles:</i> 	

	Description	Examples and Notes	
H	Use concrete/visual models , including number lines , to add and subtract fractions with like denominators.	Find the sum or difference. $\frac{1}{3} + \frac{1}{3} =$ (adding unit fractions) $\frac{2}{8} + \frac{1}{8} =$ (adding proper fractions) $\frac{3}{4} - \frac{2}{4} =$ (subtracting proper fractions) $\frac{3}{8} + \frac{1}{8} =$ (and) $\frac{3}{8} - \frac{1}{8} =$ (add/subtract proper fractions with simplifying) $\frac{1}{3} + \frac{2}{3} =$ (sum = 1) $\frac{3}{8} + \frac{7}{8} =$ (sum > 1) $\frac{9}{8} + \frac{7}{8} =$ (and) $\frac{5}{4} - \frac{3}{4} =$ (add/subtract improper fractions) <i>Example using fraction tiles:</i>  <i>Example using a number line:</i> 	
I	Use concrete/visual models , including number lines , to add and subtract fractions with unlike denominators.	Find the sum or difference. <i>Example using fraction tiles:</i> $\frac{2}{3} + \frac{1}{4} = \frac{8}{12} + \frac{3}{12}$  $\frac{1}{2} + \frac{1}{4} =$ (unit fractions/1 fraction requires renaming) $\frac{3}{8} + \frac{1}{2} =$ (and) $\frac{3}{4} - \frac{1}{8} =$ (proper fractions/1 fraction requires renaming) $\frac{1}{2} + \frac{1}{3} =$ (and) $\frac{3}{4} - \frac{1}{3} =$ (proper fractions/2 fractions require renaming) $\frac{4}{5} + \frac{7}{10} =$ (sum ≥ 1) $\frac{9}{8} + \frac{1}{4} =$ (and) $\frac{5}{4} - \frac{1}{2} =$ (proper and improper fractions)	

	Description	Examples and Notes	
J	Use concrete/visual models , including number lines , to add and subtract mixed numbers with like denominators.	Find the sum or difference. <i>Example using fraction tiles:</i>  $1\frac{1}{3} + \frac{1}{3} = 1\frac{2}{3}$ $3 + \frac{1}{4} =$ (and) $2 - \frac{1}{4} =$ (whole number and a proper fraction) $3 + 1\frac{1}{4} =$ (and) $2 - 1\frac{1}{4} =$ (whole number and a mixed number) $1\frac{2}{8} + \frac{1}{8} =$ (and) $1\frac{5}{8} - \frac{3}{8} =$ (mixed number and a proper fraction) $1\frac{1}{4} + 2\frac{2}{4} =$ (and) $2\frac{2}{4} - 1\frac{1}{4} =$ (two mixed numbers) $1\frac{1}{4} + 2\frac{1}{4} =$ (and) $2\frac{3}{4} - 1\frac{1}{4} =$ (two mixed numbers/simplify) $1\frac{3}{8} + 2\frac{7}{8} =$ (result is an improper mixed number)	
K	Use concrete/visual models , including number lines , to add and subtract mixed numbers with unlike denominators.	Find the sum or difference. $1\frac{3}{8} + \frac{1}{4} =$ (and) $1\frac{5}{8} - \frac{1}{4} =$ (mixed number and a proper fraction) $1\frac{1}{3} + \frac{1}{2} =$ (and) $1\frac{2}{3} - \frac{1}{4} =$ (both fractions require renaming) $1\frac{1}{5} + 2\frac{3}{10} =$ (and) $2\frac{1}{2} - 1\frac{1}{10} =$ (two mixed numbers) $1\frac{1}{2} + 2\frac{3}{10} =$ (and) $2\frac{3}{10} - 1\frac{1}{5} =$ (two mixed numbers/simplify) $1\frac{2}{3} + 2\frac{3}{4} =$ (result is an improper fraction)	

	Description	Examples and Notes	
L	Use concrete/visual models , including number lines , to multiply fractions by a whole number.	Find the product. Example using fraction tiles:  $3 \times \frac{1}{8} = \frac{3}{8}$ $3 \times \frac{1}{4} = \text{(whole number and a unit fraction)}$ $2 \times \frac{3}{8} = \text{(whole number and a proper fraction)}$ $3 \times \frac{3}{4} = \text{(product} \geq 1\text{)}$	
M	Use concrete/visual models , including number lines , to divide fractions by a whole number.	Find the quotient. Example using fraction tiles: $\frac{3}{4} \div 3 = \frac{1}{4}$  Partitive Division: "If you divide $\frac{3}{4}$ into 3 equal groups, how much is in each group?" $\frac{3}{4} \div 3 =$ $\frac{6}{8} \div 2 =$	

	Description	Examples and Notes	
N	Use concrete/visual models , including number lines , to divide whole numbers by fractions.	Find the quotient. <i>Example using a number line:</i>  $2 \div \frac{1}{2} = 4$ Quotative Division: "How many groups of $\frac{1}{2}$ make 2?" $2 \div \frac{1}{2} =$ $3 \div \frac{2}{3} =$	
O	Use concrete/visual models , including number lines , to multiply fractions by fractions.	Find the product. $\frac{1}{2} \times \frac{1}{4} = \text{(two unit fractions)}$ $\frac{2}{3} \times \frac{1}{4} = \text{(proper fraction and a unit fraction)}$ $\frac{2}{3} \times \frac{3}{4} = \text{(two proper fractions)}$ $\frac{3}{2} \times \frac{2}{5} = \text{(improper fraction and a proper fraction)}$ $1\frac{1}{2} \times \frac{4}{5} = \text{(mixed number and a proper fraction)}$ $1\frac{1}{2} \times 1\frac{2}{3} = \text{(two mixed numbers)}$ <i>Example using area model:</i>  $\frac{3}{4} \times \frac{1}{3} = \frac{3}{12}$	

	Description	Examples and Notes	
P	Use concrete/visual models , including number lines , to divide fractions by fractions.	Quotative Division: "How many groups of $\frac{1}{4}$ make $\frac{1}{2}$?" (dividend > divisor)  $\frac{1}{2} \div \frac{1}{4} = 2$ Quotative Division: "How much of $\frac{1}{2}$ makes $\frac{1}{4}$?" (dividend < divisor)  $\frac{1}{4} \div \frac{1}{2} = \frac{1}{2}$ Find the quotient. $\frac{1}{3} \div \frac{1}{2} = \text{(two unit fractions)}$ $\frac{2}{3} \div \frac{1}{4} = \text{(proper fraction and a unit fraction)}$ $\frac{2}{3} \div \frac{3}{4} = \text{(two proper fractions)}$ $\frac{3}{2} \div \frac{3}{4} = \text{(improper fraction and a proper fraction)}$ $1\frac{1}{2} \div \frac{4}{5} = \text{(mixed number and a proper fraction)}$ $1\frac{1}{2} \div 1\frac{2}{3} = \text{(two mixed numbers)}$	
Q	Spiral review	Mixed practice.	

