

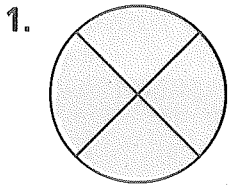
Name _____

Equal Parts of a Whole

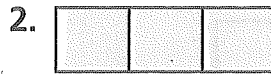
COMMON CORE STANDARD CC.3.NF.1

Develop understanding of fractions as numbers.

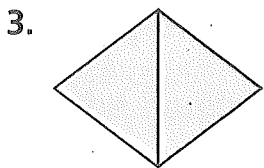
Write the number of equal parts.
Then write the name for the parts.



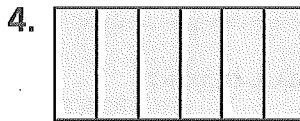
4 equal parts
fourths



_____ equal parts

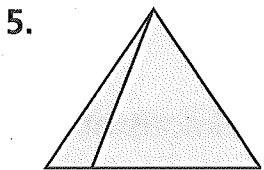


_____ equal parts

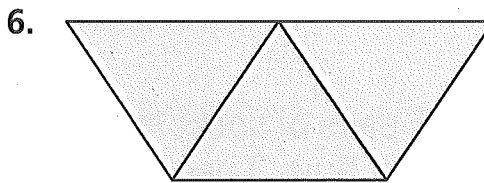


_____ equal parts

Write whether the shape is divided into *equal* parts or *unequal* parts.



_____ parts



_____ parts

Problem Solving

REAL WORLD

7. Diego cuts a round pizza into eight equal slices. What is the name for the parts?

8. Madison is making a place mat. She divides it into 6 equal parts to color. What is the name for the parts?

Name _____

Equal Shares

COMMON CORE STANDARD CC.3.NF.1

Develop understanding of fractions as numbers.

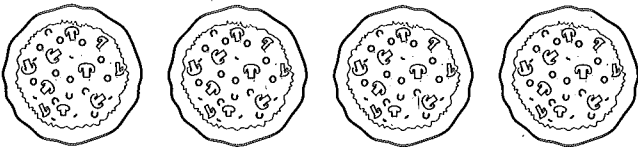
For 1–2, draw lines to show how much each person gets. Write the answer.

1. 6 friends share 3 sandwiches equally.



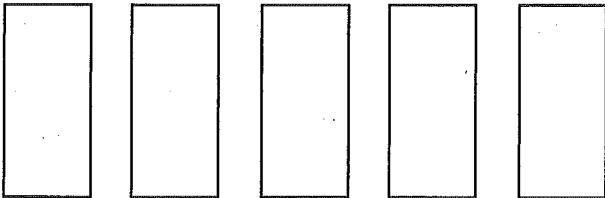
3 sixths of a sandwich

2. 8 classmates share 4 pizzas equally.



3. 4 teammates share 5 granola bars equally.

Draw to show how much each person gets. Shade the amount that one person gets. Write the answer.



Problem Solving **REAL WORLD**

4. Three brothers share 2 sandwiches equally. How much of a sandwich does each brother get?

5. Six neighbors share 4 pies equally. How much of a pie does each neighbor get?

Name _____

Unit Fractions of a Whole

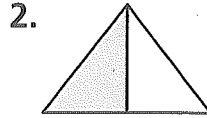
COMMON CORE STANDARD CC.3.NF.1

Develop understanding of fractions as numbers.

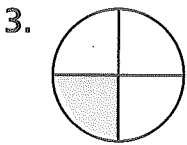
Write the number of equal parts in the whole.
Then write the fraction that names the shaded part.



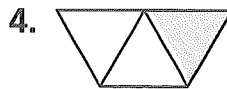
_____ equal parts
 $\frac{1}{6}$



_____ equal parts

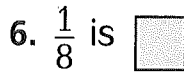
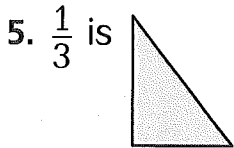


_____ equal parts



_____ equal parts

Draw a picture of the whole.



Problem Solving **REAL WORLD**

7. Tyler made a pan of cornbread. He cut it into 8 equal pieces and ate 1 piece. What fraction of the cornbread did Tyler eat?

8. Anna cut an apple into 4 equal pieces. She gave 1 piece to her sister. What fraction of the apple did Anna give to her sister?

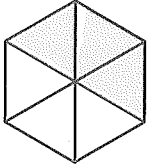
Name _____


Fractions of a Whole

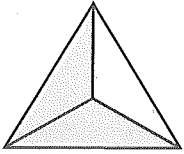
COMMON CORE STANDARD CC.3.NF.1

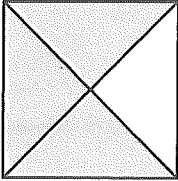
Develop understanding of fractions as numbers.

Write the fraction that names each part. Write a fraction in words and in numbers to name the shaded part.

1.  Each part is $\frac{1}{6}$.
 three sixths
 $\frac{3}{6}$

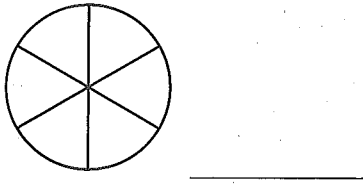
2.  Each part is _____.
 _____ eighths

3.  Each part is _____.
 _____ thirds

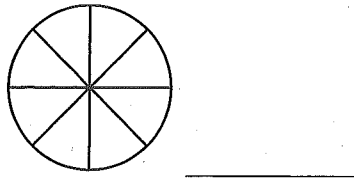
4.  Each part is _____.
 _____ fourths

Shade the fraction circle to model the fraction. Then write the fraction in numbers.

5. four out of six



6. eight out of eight



Problem Solving REAL WORLD

7. Emma makes a poster for the school's spring concert. She divides the poster into 8 equal parts. She uses two of the parts for the title. What fraction of the poster does Emma use for the title?

8. Lucas makes a flag. It has 6 equal parts. Five of the parts are red. What fraction of the flag is red?

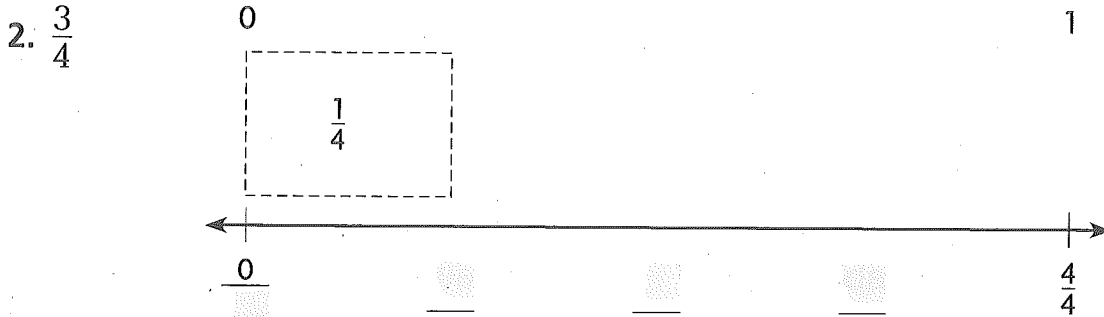
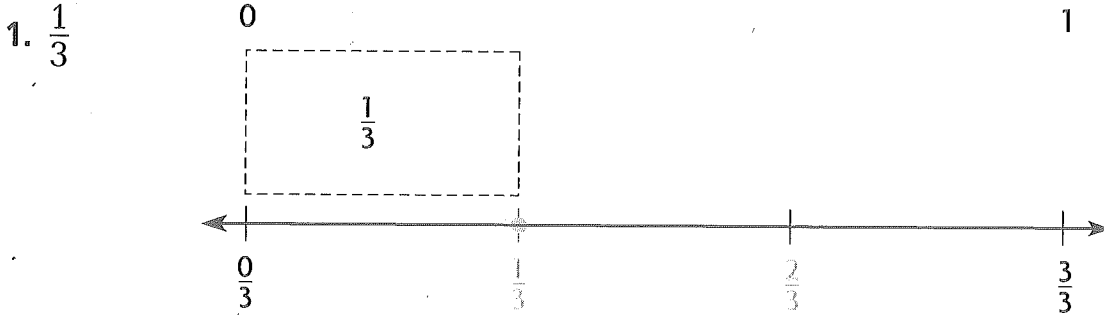
Name _____

Fractions on a Number Line

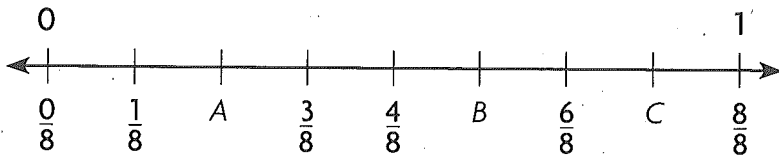
COMMON CORE STANDARDS CC.3.NF.2a, CC.3.NF.2b

Develop understanding of fractions as numbers.

Use fraction strips to help you complete the number line. Then locate and draw a point for the fraction.



Write the fraction that names the point.



3. point A _____

4. point B _____

5. point C _____

Problem Solving **REAL WORLD**

6. Jade ran 6 times around her neighborhood to complete a total of 1 mile. How many times will she need to run to complete $\frac{5}{6}$ of a mile?

7. A missing fraction on a number line is located exactly halfway between $\frac{3}{6}$ and $\frac{5}{6}$. What is the missing fraction?

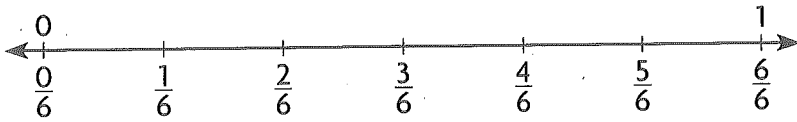
Name _____

Relate Fractions and Whole Numbers

COMMON CORE STANDARD CC.3.NF.3c

Develop an understanding of fractions as numbers.

Use the number line to find whether the two numbers are equal. Write *equal* or *not equal*.



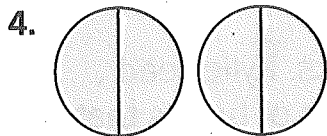
1. $\frac{0}{6}$ and 1

2. 1 and $\frac{6}{6}$

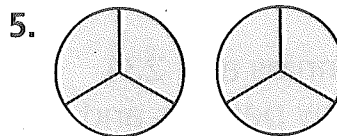
3. $\frac{1}{6}$ and $\frac{6}{6}$

not equal

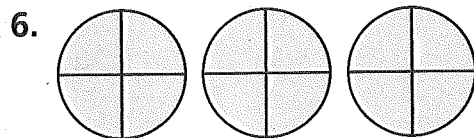
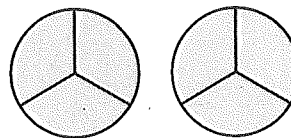
Each shape is 1 whole. Write a fraction greater than 1 for the parts that are shaded.



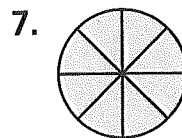
2 = _____



4 = _____



3 = _____



1 = _____

Problem Solving **REAL WORLD**

8. Rachel jogged along a trail that was $\frac{1}{4}$ of a mile long. She jogged along the trail 8 times. How many miles did Rachel jog in all?

9. Jon ran around a track that was $\frac{1}{8}$ of a mile long. He ran around the track 24 times. How many miles did Jon run in all?

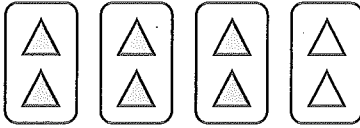
Name _____

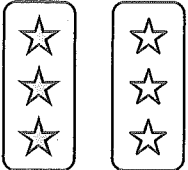
Fractions of a Group

COMMON CORE STANDARD CC.3.NF.1

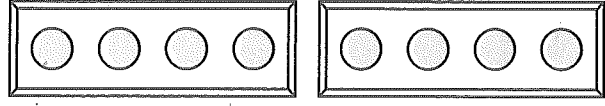
Develop understanding of fractions as numbers.

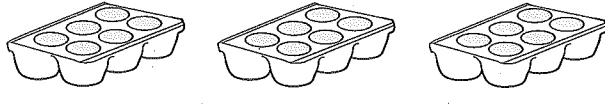
Write a fraction to name the shaded part of each group.

1.  $\frac{6}{8}$ _____

2.  _____

Write a whole number and a fraction greater than 1 to name the part filled. Think: 1 container = 1

3.  _____

4.  _____

Draw a quick picture. Then, write a fraction to name the shaded part of the group.

5. Draw 4 circles.
Shade 2 circles.

6. Draw 6 circles.
Make 3 groups.
Shade 1 group.

Problem Solving **REAL WORLD**

7. Brian has 3 basketball cards and 5 baseball cards. What fraction of Brian's cards are baseball cards?

8. Sophia has 3 pink tulips and 3 white tulips. What fraction of Sophia's tulips are pink?

Name _____

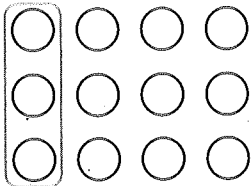
Find Part of a Group Using Unit Fractions

COMMON CORE STANDARD CC.3.NF.1

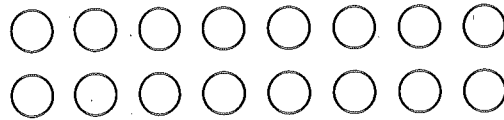
Develop understanding of fractions as numbers.

Circle equal groups to solve. Count the number of items in 1 group.

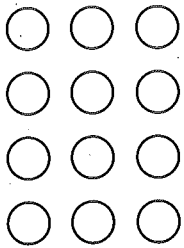
1. $\frac{1}{4}$ of 12 = 3



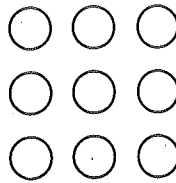
2. $\frac{1}{8}$ of 16 = _____



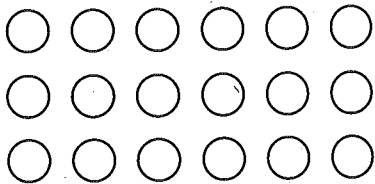
3. $\frac{1}{3}$ of 12 = _____



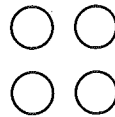
4. $\frac{1}{3}$ of 9 = _____



5. $\frac{1}{6}$ of 18 = _____



6. $\frac{1}{2}$ of 4 = _____



Problem Solving **REAL WORLD**

7. Marco drew 24 pictures. He drew $\frac{1}{6}$ of them in art class. How many pictures did Marco draw in art class?

8. Caroline has 16 marbles. One eighth of them are blue. How many of Caroline's marbles are blue?

Name _____

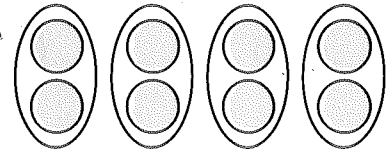
**Problem Solving • Find the Whole
Group Using Unit Fractions**

COMMON CORE STANDARD CC.3.NF.1

Develop understanding of fractions as numbers.

Draw a quick picture to solve.

1. Katrina has 2 blue ribbons for her hair. One fourth of all her ribbons are blue. How many ribbons does Katrina have in all?



8 ribbons

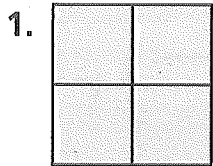
2. One eighth of Tony's books are mystery books. He has 3 mystery books. How many books does Tony have in all?
- _____
-
3. Brianna has 4 pink bracelets. One third of all her bracelets are pink. How many bracelets does Brianna have?
- _____
-
4. Ramal filled 3 pages in a stamp album. This is one sixth of the pages in the album. How many pages are there in Ramal's stamp album?
- _____
-
5. Jeff helped repair one half of the bicycles in a bike shop last week. If Jeff worked on 5 bicycles, how many bicycles did the shop repair in all last week?
- _____
-
6. Layla collects postcards. She has 7 postcards from Europe. Her postcards from Europe are one third of her total collection. How many postcards in all does Layla have?
- _____

Name _____

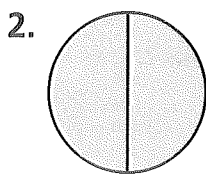
Chapter 8 Extra Practice

Lesson 8.1

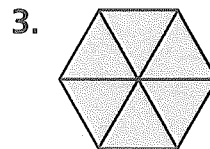
Write the number of equal parts. Then write the name for the parts.



____ equal parts



____ equal parts

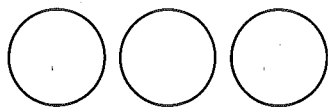


____ equal parts

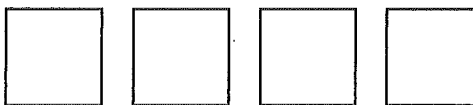
Lesson 8.2

Draw lines to show how much each person gets. Write the answer.

1. 4 friends share 3 oranges equally.

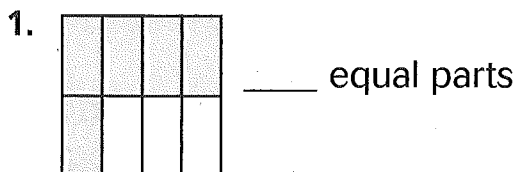


2. 6 sisters share 4 sandwiches equally.

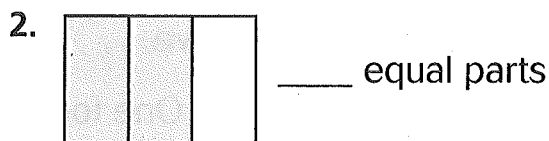


Lessons 8.3 - 8.4

Write the number of equal parts in the whole. Write a fraction in words and in numbers to name the shaded part.



_____ eighths



_____ thirds
