



Module 26: Read and Write Fractions

# Use More Language

Can students use *is* and *are* to ask and answer questions about fractions, based on Practice the Language on page 103 of the student worktext? Use the rubric to identify students who need extra support through additional help and the Intervention activity.

### Intermediate

### Advanced

- Uses *is* or *are* correctly in 1 question and answer.
- Questions and answers use sentence frames with few errors.

**Example of a sentence a student might write:**  
*What fraction of duck is paint?*

- Uses *is* or *are* correctly in both questions and answers.
- Questions and answers are written in students' own words, with few errors.

**Example of a sentence a student might write:**  
*How much of duck is paint?*

### Requires intervention?

**It is often difficult for students to write fractions of groups accurately.** Help students by having them draw pictures. To model the fraction of black balloons in item 1 of Practice the Language, for example, have them draw all the black balloons above a fraction bar. Explain that this shows the numerator of the fraction. Then have them draw *all* the balloons at the bottom of the fraction bar. Explain that this shows the fraction's denominator. Help them count to see that there are 3 black balloons out of 5 in all, so  $\frac{3}{5}$  of the balloons are black.

**Comments:** \_\_\_\_\_  
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