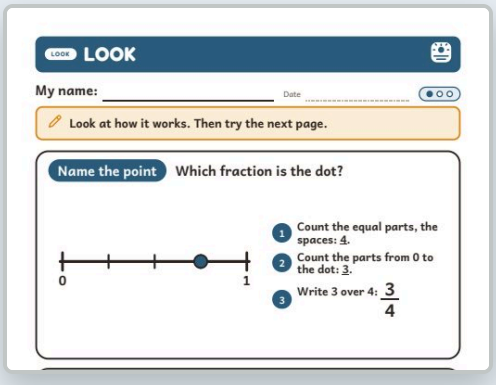
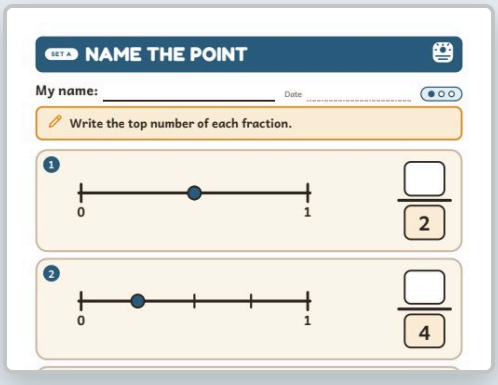
3RD GRADE · MATH

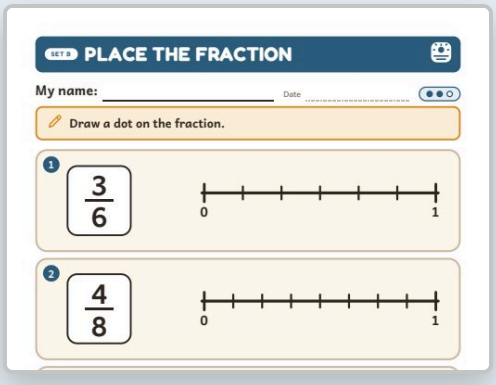
NAME IT. PLACE IT.

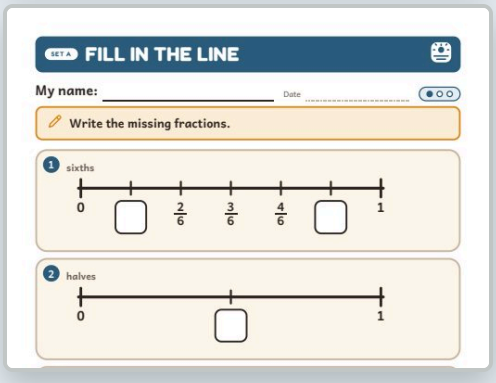
FRACTIONS ON A NUMBER LINE

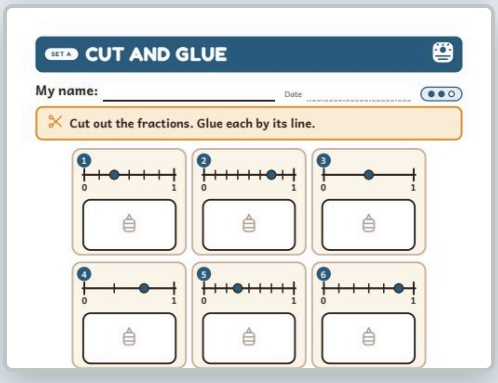
Halves, thirds, fourths, sixths and eighths. Name the point, place the fraction, make the equal parts, fill in the line, and cut and glue, with keys, a tracker and a family page. Print, or type the names and answers. PDF.

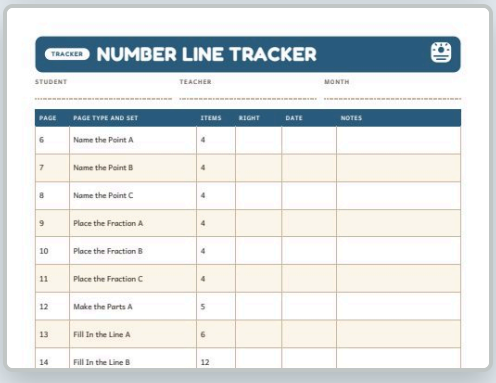












29 Pages | **6 Page Types** | **23 Fractions** | **Halves to Eighths**

BRIGHT PATH SPED

START HERE

QUICK START

One complete kit for one big idea: a fraction is a point on a number line, found by counting equal parts. Name it, place it, make the parts, fill in the line, and cut and glue — on pages with room to work, untimed.

THREE STEPS

1 Look at the line together

Page 5 names one point and places one fraction. The bottom number says how many equal parts; the top number says how many parts from 0. Read it aloud, then turn to Name the Point.

2 Hand over a page

Every student page has a name line and one short instruction, so the child can start. The chart below says which page for which child; the dots at the top right are the only level code.

3 Check it, record it, send it home

The answer keys are pages 18, 19 and 20. Date each page on the tracker (page 21), roll a group up on page 22, and send the home page (24). A filled example is on page 25.

WHICH PAGE, WHEN

WHEN…	USE…
Meeting the number line for the first time	Look, page 5 · Name the Point A, page 6
Can name a point, needs to place one	Place the Fraction A, page 9
Counts the marks instead of the parts	Make the Parts, page 12
Knows halves to fourths, ready for sixths and eighths	Name the Point B, page 7 · Fill In B, page 14
Ready to go past 1	Name the Point C, page 8 · Place C, page 11
Needs to see the whole line first	Fill In the Line, pages 13, 14
Better with cutting and gluing	Cut and Glue, pages 15, 16, 17
Ready to send practice home	Home page 24 · notes: page 23

Everything inside (29 pages)

- **13 student pages** in 6 page types: Look, Name the Point, Place the Fraction, Make the Parts, Fill In the Line and Cut and Glue
- **23 different fractions** on number lines, in halves, thirds, fourths, sixths and eighths; 5 of them past 1 (lines from 0 to 2), every one computed in code
- **18 cut-and-glue pieces**, **8 lines to fill in**
- **3 answer keys, 1 tracker, 1 class grid**
- **Team note, home page, filled example, phrase bank,** binder cover, 6 divider tabs

What makes it different

Every page uses the same kind of line: tall ticks at the whole numbers, short ticks between them, and a dot. Each fraction is a point, never a shaded shape, so the child meets fractions as numbers. No fraction repeats within Name the Point or within Place the Fraction, and no answer sits where a child could guess it. Nothing is timed or scored on a student page.

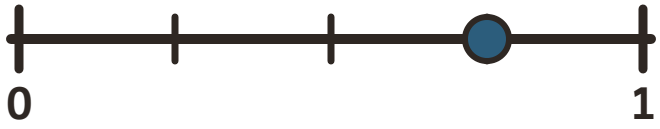
LOOK

My name: _____ Date .....

Look at how it works. Then try the next page.

Name the point

Which fraction is the dot?



1. Count the equal parts, the spaces: 4.
2. Count the parts from 0 to the dot: 3.
3. Write 3 over 4: $\frac{3}{4}$

Place the fraction

Where does $\frac{2}{3}$ go?



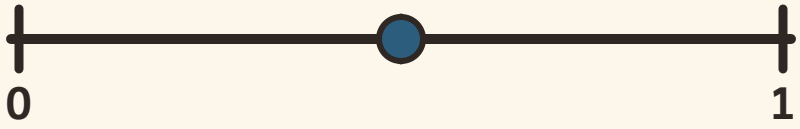
1. The bottom number is 3: make 3 equal parts.
2. The top number is 2: count 2 parts from 0.
3. Draw the dot there.

SET A NAME THE POINT

My name: _____ Date .....

Write the top number of each fraction.

1



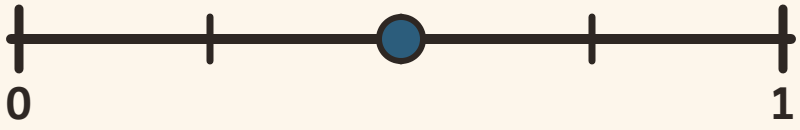
$\frac{\square}{2}$

2



$\frac{\square}{4}$

3



$\frac{\square}{4}$

4



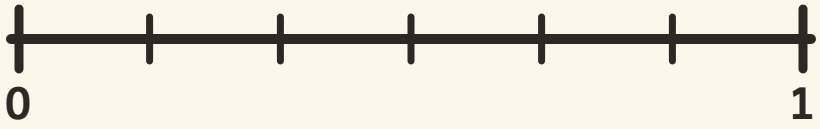
$\frac{\square}{3}$

SET B PLACE THE FRACTION

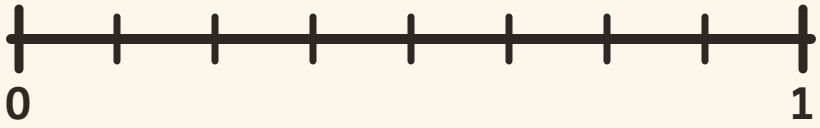
My name: _____ Date .....

Draw a dot on the fraction.

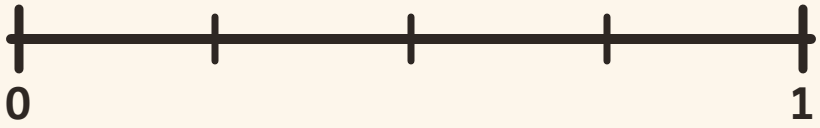
1. $\frac{3}{6}$



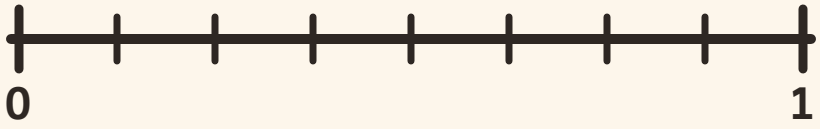
2. $\frac{4}{8}$



3. $\frac{2}{4}$



4. $\frac{2}{8}$



SET A MAKE THE PARTS

My name: _____ Date .....

Draw marks to make equal parts. Write the first mark.

1 **4** equal parts



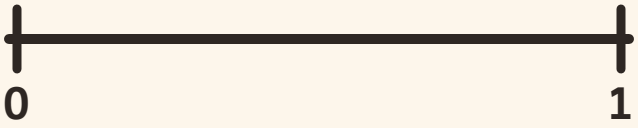
first mark ☐/☐

2 **2** equal parts



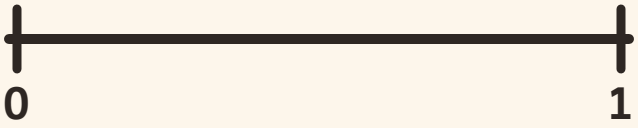
first mark ☐/☐

3 **6** equal parts



first mark ☐/☐

4 **3** equal parts



first mark ☐/☐

5 **8** equal parts



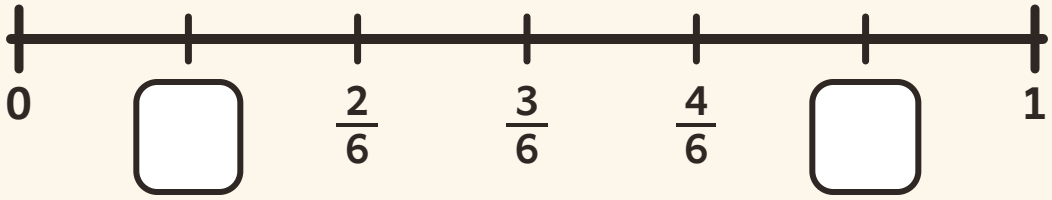
first mark ☐/☐

SET A FILL IN THE LINE

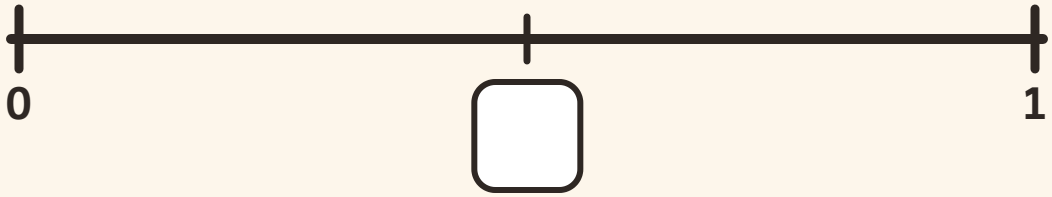
My name: _____ Date .....

Write the missing fractions.

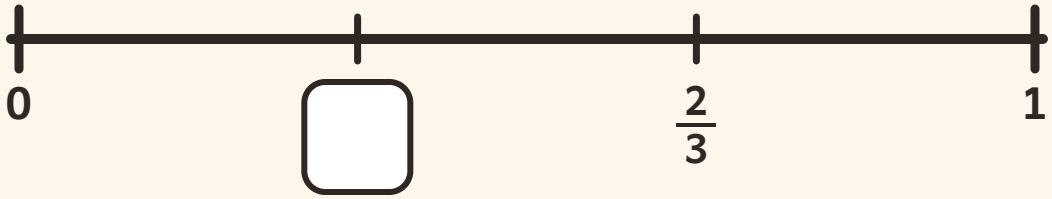
1 sixths



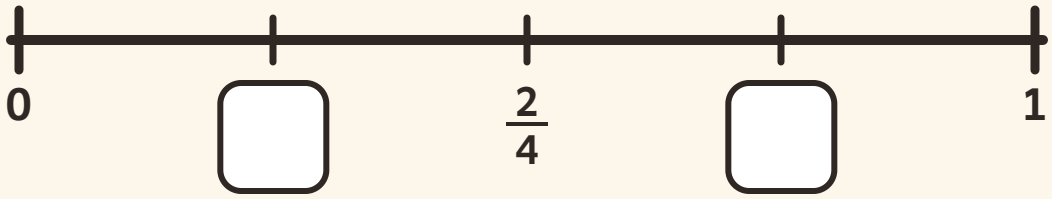
2 halves



3 thirds



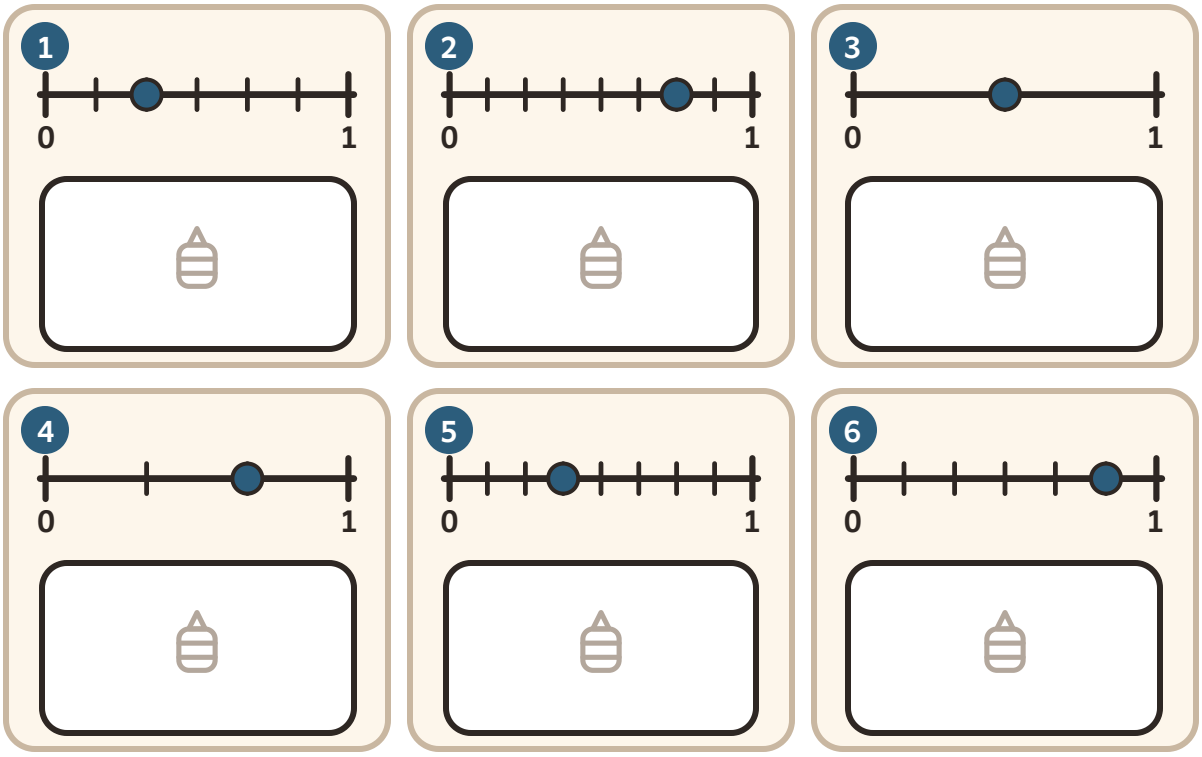
4 fourths



SET A CUT AND GLUE

My name: _____ Date .....

Cut out the fractions. Glue each by its line.



Cut on the dashed lines.

$\frac{2}{3}$	$\frac{2}{6}$	$\frac{5}{6}$
$\frac{1}{2}$	$\frac{6}{8}$	$\frac{3}{8}$

TRACKER

NUMBER LINE TRACKER

STUDENT _____ TEACHER _____ MONTH _____

PAGE	PAGE TYPE AND SET	ITEMS	RIGHT	DATE	NOTES
6	Name the Point A	4			
7	Name the Point B	4			
8	Name the Point C	4			
9	Place the Fraction A	4			
10	Place the Fraction B	4			
11	Place the Fraction C	4			
12	Make the Parts A	5			
13	Fill In the Line A	6			
14	Fill In the Line B	12			
15	Cut and Glue A	6			
16	Cut and Glue B	6			
17	Cut and Glue C	6			

How to fill this in

Write how many items the child got right with no prompt, and the date. A blank means not tried yet, never wrong. There are 65 items on the 12 pages above; Look (page 5) is not scored. On Fill In the Line an item is one blank; on a Cut and Glue page an item is one piece in the right place. Answer keys: pages 18, 19 and 20. Filled example: page 25.

THIS MONTH WE ARE WORKING ON (YOUR OWN WORDING)

EXAMPLE MARCUS'S TRACKER

Marcus T. is invented; nothing on this page describes a real student. The blank tracker is on page 21.

STUDENT **Marcus T. (an invented student)**

TEACHER **Ms. Rivera (invented)**

MONTH **October**

PAGE	PAGE TYPE AND SET	ITEMS	RIGHT	DATE	NOTES
6	Name the Point A	4	4	10/1	–
7	Name the Point B	4	3	10/5	Counted the marks, not the equal parts, once
8	Name the Point C	4	–	–	–
9	Place the Fraction A	4	4	10/8	–
10	Place the Fraction B	4	4	10/12	–
11	Place the Fraction C	4	–	–	–
12	Make the Parts A	5	5	10/14	–
13	Fill In the Line A	6	6	10/16	–
14	Fill In the Line B	12	11	10/19	Wrote 3/8 under the 4th mark once
15	Cut and Glue A	6	6	10/21	–
16	Cut and Glue B	6	–	–	–
17	Cut and Glue C	6	5	10/23	Glued one line next to the wrong fraction

How to read it

Marcus T. has done **9 of 12** scored pages and got **48 of 51** items right with no prompt. **6** pages were all right. Every number here comes from the table above.

The family note this tracker would produce

"This month Marcus finished 9 number-line pages and got 48 of 51 items right. Counting the equal parts, the spaces, before writing the bottom number is next." — every fact in it is a row of the table above.

What the table points to

Every page with a note is one item short of full: Name the Point B, Fill In the Line B, Cut and Glue C. The 3 slips are different kinds, so there is no single next page; the note on each row says what to watch for on it. Pages left blank (3 of 12) are not tried yet, never wrong.

THANK YOU FOR USING THIS RESOURCE

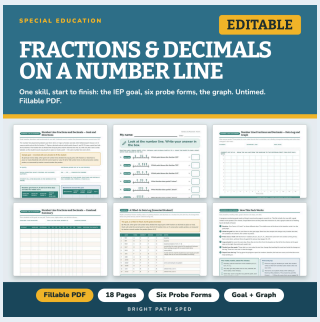
Everything here was built for the teacher who has a table of children who each need a different amount of support with fractions. If this helped, leaving feedback on TPT helps other teachers find it.

Something missing or wrong?

Please use the **Ask a Question** tab on the product page first — every question is read, and a fix to the file is a free update you re-download from **My Purchases**.

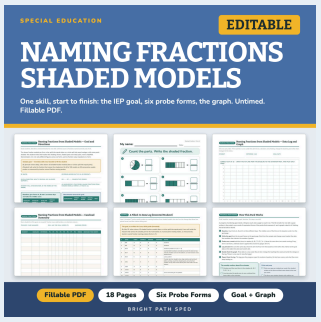
WHAT'S NEXT FROM THIS STORE

The data side of this skill, fractions as parts of a shape, putting fractions in order, and where fractions start.



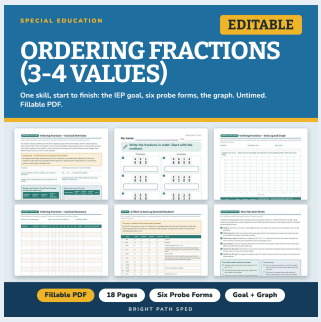
Plotting Fractions and Decimals on a Number Line Probes

The data side of this skill: forms for a goal on the IEP.



Naming Fractions from Shaded Models Probes

The other way to see a fraction: part of a shape.



Ordering Fractions Probes

Put fractions in order, smallest to biggest.



Halves and Fourths Worksheets K-2

Where fractions start: equal parts, cut and glue.

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