

## 2nd Grade TEKS Critical Standards

**TEKS 2.3B:** ***Explain** that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part.*

**Activity Directions:**

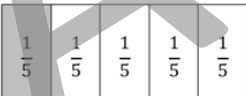
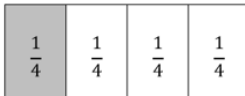

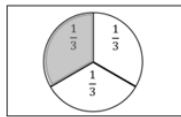

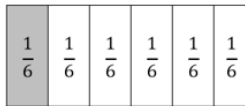




Items needed: Fraction Activity sheet (1 per partner group), fraction model sheet (1 per player), number cube, colored pencil/crayon, pencil, scissors, glue

1. **Player A** rolls the number cube. He/she writes the digit rolled as the denominator of the fraction on the activity sheet.
2. **Player B** repeats this step.
3. Both players will create his/her own color representation for the fraction on his/her fraction model sheet. The models should be cut out and glued next to the fraction. Players must both use the same type of model for each round.
- \*\*Encourage players to alternate using fraction bars/fraction circles each round.
4. Once the fraction models are in place, players should verbally answer the provided question(s). Players should explain their thinking.
5. Play continues for five rounds. If more practice is needed, play again.
6. Have students practice questions coded to TEKS 2.2D.

Player A: Jesse

Player B: Dwayne

Fraction Activity

Player A	Explain.	Player B
$\frac{1}{5}$ 	Which fraction is larger?  Why?	$\frac{1}{4}$ 
$\frac{1}{2}$ 	Which fraction is smaller?  Why?	$\frac{1}{3}$ 
$\frac{1}{2}$ 	Which fraction is larger?  Why?	$\frac{1}{6}$ 
$\frac{1}{\quad}$ 	Which fraction is smaller?  Why?	$\frac{1}{\quad}$ 
$\frac{1}{\quad}$ 	How many of each fraction are needed to make one whole?	$\frac{1}{\quad}$ 

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**TEKS 2.3B:** ***Explain** that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part.*

1. Leah bought 3 candy bars. She cut each candy bar into a different number of fair shares. Color one part of each of the candy bars, and then name that fraction.

Candy Bar 1



What is the fraction name of the colored fair share?

\_\_\_\_\_

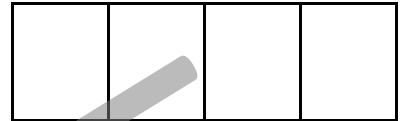
Candy Bar 2



What is the fraction name of the colored fair share?

\_\_\_\_\_

Candy Bar 3



What is the fraction name of the colored fair share?

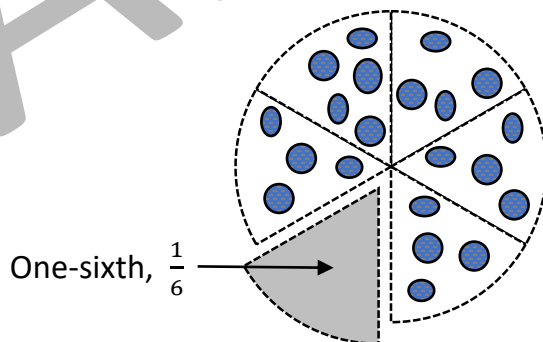
\_\_\_\_\_

Which fraction is larger in size?

- A. one-fourth
- B. one-half
- C. one-third



2. A pizza was cut into six equal pieces. The model is shaded to show the piece of pizza that Ruben ate.



Which fraction below is **smaller** than the part of the pizza Ruben ate?

- F. one-third,  $\frac{1}{3}$
- G. one-half,  $\frac{1}{2}$
- H. one-eighth,  $\frac{1}{8}$

3. Farmer Mary, Farmer Tan, and Farmer Jon all have the same size gardens.

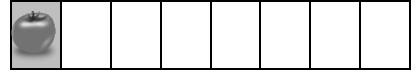
- One-fourth of Farmer Mary's garden is planted in tomato plants.



- One-half of Farmer Tan's garden is planted in tomato plants.



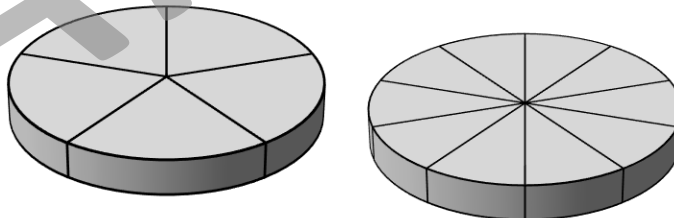
- One-eighth of Farmer Jon's garden is planted in tomato plants.



Which is true?

- A.** Farmer Mary planted the largest area of tomato plants because one-fourth is one of four equal parts.
- B.** Farmer Tan planted the largest area of tomato plants because one-half is one of two equal parts.
- C.** Farmer Jon planted the largest area of tomato plants because one-eighth is one of eight equal parts.

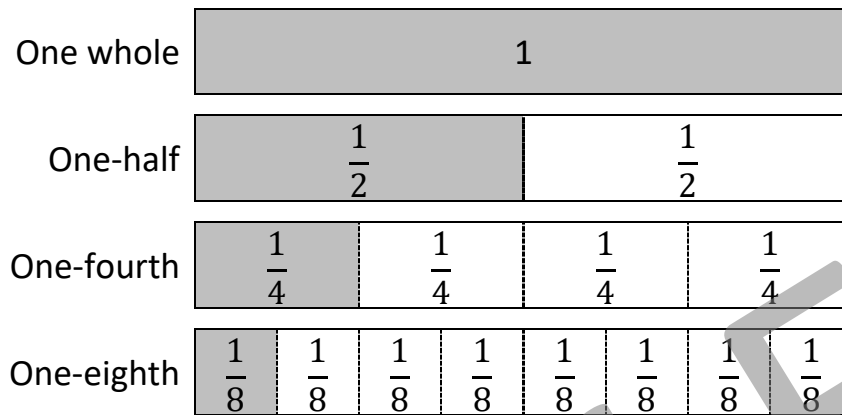
4. Mom baked two apple pies. The first pie was cut into 5 equal pieces. The second pie was cut into 10 equal pieces.



Which of the following is true?

- F.** If 5 people want to share an apple pie, one-fifth of the pie will be larger than one-tenth.
- G.** If 5 people want to share an apple pie, one-fifth of the pie will be smaller than one-tenth.
- H.** If 5 people want to share an apple pie, one-fifth of the pie will be equal to one-tenth.

5. The teacher drew four strips and named the fair shares on each strip.



Which is **NOT** true?

- A. The bottom number of a fraction tells how many pieces make one whole strip.
- B. The smaller the bottom number of a fraction, the larger the size of the piece.
- C. The larger the bottom number of a fraction, the larger the size of the piece.

6. Sam has a piece of lumber he plans to cut into fair shares.



Which is true?

- F. If Sam cuts the lumber into two fair shares, the pieces will be shorter than if he cuts it into four fair shares.
- G. If Sam cuts the lumber into six fair shares, the pieces will be shorter than if he cuts it into eight fair shares.
- H. If Sam cuts the lumber into six fair shares, the pieces will be shorter than if he cuts it into three fair shares.

7. Part of a recipe is shown below.

**Fruit Smoothie**

$\frac{1}{2}$  cup of sliced strawberries

$\frac{1}{4}$  cup of sliced bananas

$\frac{1}{8}$  cup of yogurt

1 cup milk

Mix in blender for 20 seconds.








Shade the cups to match the recipe amount for each item.

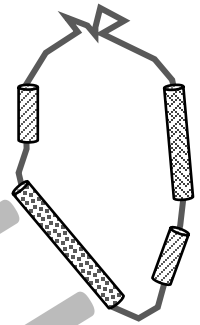
strawberries one-half cup	bananas one-fourth cup	yogurt one-eighth cup	milk 1 cup

Which shows the items in order from **least** to **greatest**?

- A. yogurt, bananas, strawberries, milk
- B. milk, bananas, yogurt, strawberries
- C. milk, strawberries, bananas, yogurt

8. Liz likes fancy straws. She cuts them into pieces to make necklaces. One whole straw is shown below, and several fractions of a whole straw are shown.

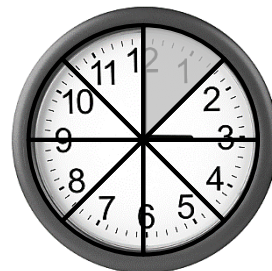
One whole	1	
One-eighth	$\frac{1}{8}$	
One-fourth	$\frac{1}{4}$	
One-third	$\frac{1}{3}$	
One-half	$\frac{1}{2}$	



Why is the one-eighth piece of a whole straw shorter than the other pieces?

- F. When a whole straw is cut into eight fair shares, the pieces will be smaller.
- G. When a whole straw is cut into eight fair shares, the pieces will be larger.
- H. When a whole straw is cut into eight fair shares, you can make more necklaces.

9. Sara must decide how much time to spend helping at the animal shelter. She can choose one-half of an hour, one-fourth of an hour, or one-eighth of an hour. If Sara loves helping at the animal shelter, and wants to spend the most time there, which choice should she make?

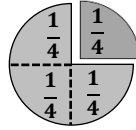


- A. Sara should choose one-eighth of an hour because eight is the largest number.
- B. Sara should choose one-half of an hour because one-half of an hour is more time than the other choices.
- C. Sara should choose one-fourth of an hour because one-fourth of an hour is enough time to help 4 animals.

10. Leo is trying to help his little brother understand fractions and sharing. Leo cut a cookie into four fair shares.



If four people share a cookie, each person will get one-fourth of the cookie.



Leo asked David to tell a story about sharing a cookie. If David understands fractions and sharing, which story will he tell?

F.



If I get one-tenth of a chocolate chip cookie, my fair share will be a big piece because 10 is a big number.

H.



If I get one-half of a chocolate chip cookie, my fair share will be tiny because only two people are sharing.

G.



If I get one-sixth of a chocolate chip cookie, it won't be very much because the whole cookie must be cut into six fair shares.