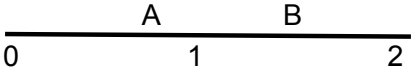


## Designing assessment tasks – Choosing the fraction model

Each task suggests a particular way of thinking about and representing fractions.

A comprehensive understanding of fractions includes the ability to work with a variety of models for fractions.

| Fraction model        | Task example 1                                                                                                                                                   | Task example 2                                                                                                                                                    |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part whole – area     | Draw a shape and show $\frac{3}{4}$ of the shape.                                                                                                                | Fold the paper circle into quarters                                                                                                                               |
| Linear (length) model | Mark a starting point and show where $\frac{2}{3}$ of the way around the circle would be.                                                                        | Fold this length of string to show how much $\frac{1}{3}$ of the string is.                                                                                       |
| Fraction of a group   | Show how to find $\frac{1}{5}$ of this group of 20 counters.                                                                                                     | Ling brought 12 stickers to school. If this was $\frac{1}{5}$ of her sticker collection, how many in her whole collection?                                        |
| Number line           | Mark $\frac{1}{2}$ , $\frac{3}{4}$ and $\frac{3}{8}$ on this number line.<br> | What fraction might be located at A? What fraction might be located at B?<br> |
| Division (sharing)    | Draw something to show how you would share two pancakes equally among three people.<br><br>How much does each person get?                                        | $2 \div 3 = \frac{2}{3}$ Is this true?<br>Explain your reasons.                                                                                                   |