3rd Math STAAR Practice
Week 3

Focus:

- Fractions

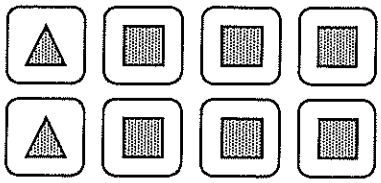
Directions:

- Complete each day's work
- Show your work or justify your answer.

Week 3 Day 1

Page #___ Question # ____	Page #___ Question # ____
Page #___ Question # ____	Page #___ Question # ____
Page #___ Question # ____	Page #___ Question # ____
Page #___ Question # ____	Page #___ Question # ____

1 Perry has some game tiles.



Triangles are printed on what fraction of the tiles?

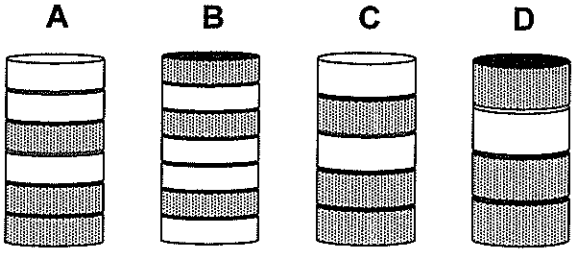
A $\frac{2}{6}$ **B** $\frac{2}{5}$ **C** $\frac{2}{8}$ **D** $\frac{2}{4}$

2 Angela placed points *P*, *Q*, *R*, and *S* on the number line below.

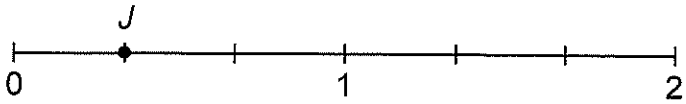
Point *Q* represents which fraction?

F $\frac{2}{6}$ **G** $\frac{3}{6}$ **H** $\frac{1}{4}$ **J** $\frac{3}{5}$

3 Which stack of cylinders is shaded to represent the fraction $\frac{3}{4}$?



4 Javier placed point *J* on the number line shown below.

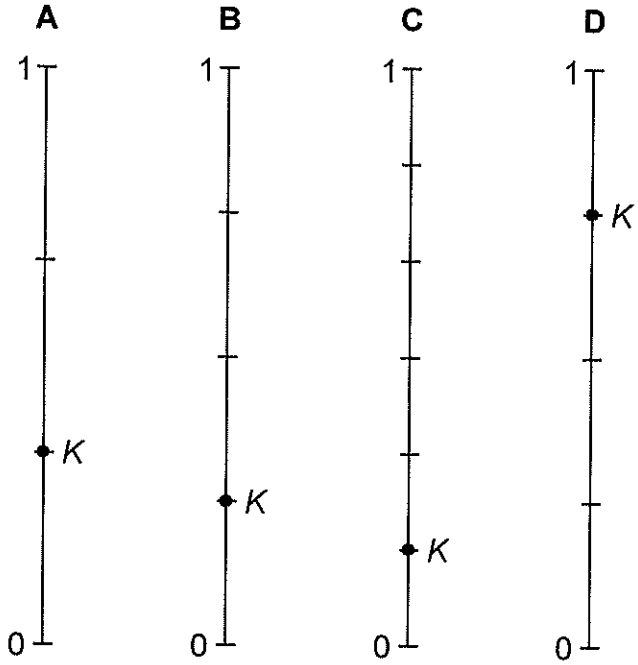


Point *J* represents which fraction?

F $\frac{1}{3}$ **H** $\frac{1}{5}$

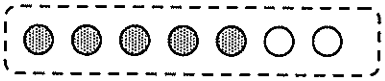
G $\frac{1}{4}$ **J** $\frac{1}{6}$

1 On which number line does point *K* represent one fourth?

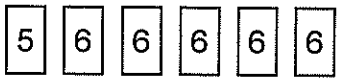


2 Which model represents five sixths?

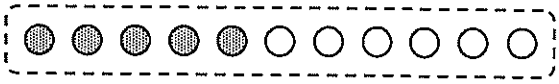
F



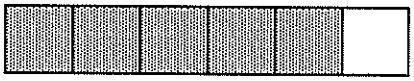
G



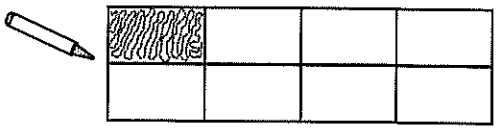
H



J



3 Christina is shading a fraction model.



How many more parts should she shade to represent the fraction $\frac{7}{8}$?

A 6 **B** 5 **C** 7 **D** 4

Week 3 Day 2

Page #___ Question # ____	Page #___ Question # ____
Page #___ Question # ____	Page #___ Question # ____
Page #___ Question # ____	Page #___ Question # ____
Page #___ Question # ____	Page #___ Question # ____

1 Richard wants to make a model of two fourths. Which describes one way Richard can make a correct model of the fraction?

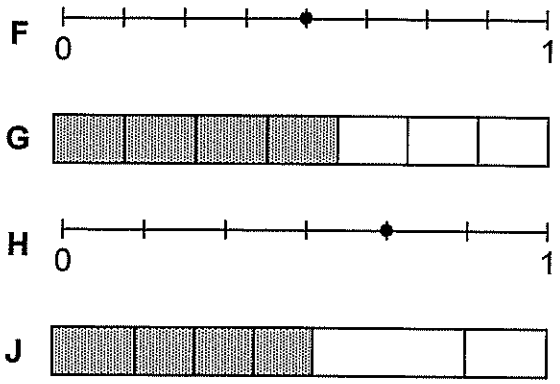
A Draw four congruent squares and then shade two of the squares.

B Draw six congruent squares and then shade two of the squares.

C Draw two congruent squares and then shade both of the squares.

D Draw four congruent squares and then draw two more squares.

2 Which model represents $\frac{4}{6}$?



3 Look at the chopsticks below.

What fraction of the chopsticks is black?

A $\frac{1}{1}$ **B** $\frac{2}{2}$ **C** $\frac{1}{2}$ **D** $\frac{2}{1}$

4 Look at point *P* on the number line below.

Point *P* represents which fraction?

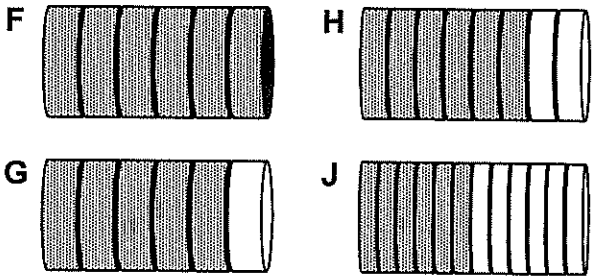
F $\frac{1}{3}$ **G** $\frac{2}{3}$ **H** $\frac{1}{2}$ **J** $\frac{1}{4}$

1 Benjamin spelled his name using letter tiles.

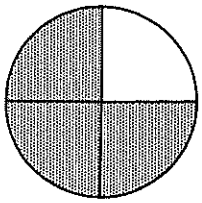
What fraction of Benjamin's name is N's?

A $\frac{2}{7}$ **B** $\frac{3}{8}$ **C** $\frac{2}{6}$ **D** $\frac{2}{8}$

2 Which row of cylinders is shaded to represent the fraction $\frac{6}{6}$?

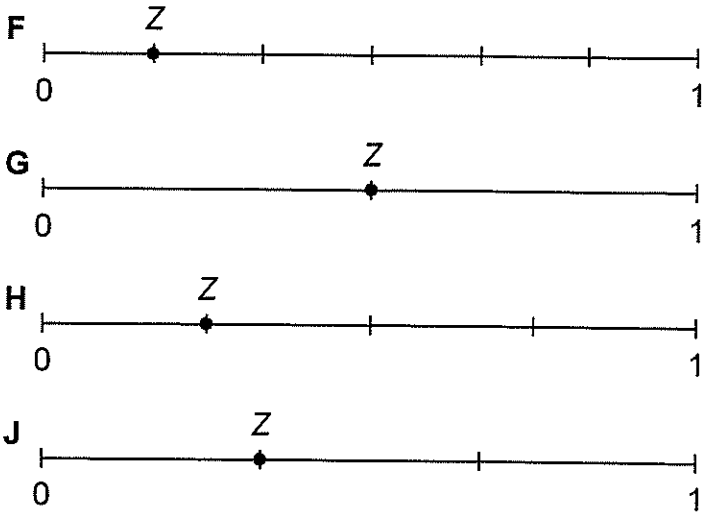


3 Galena shaded part of a circle to represent a fraction. What is the denominator of the fraction that the model represents?



A 1 **B** 4 **C** 2 **D** 3

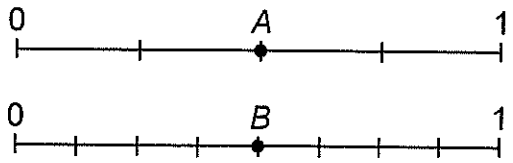
4 On which number line does point *Z* represent one third?



Week 3 Day 3

Page #___ Question # ____	Page #___ Question # ____
Page #___ Question # ____	Page #___ Question # ____
Page #___ Question # ____	Page #___ Question # ____
Page #___ Question # ____	Page #___ Question # ____

1 Amanda drew models of fractions *A* and *B* on the number lines below.



Amanda's models show that –

A $\frac{2}{3} = \frac{4}{6}$ **C** $\frac{2}{4} = \frac{2}{8}$

B $\frac{2}{6} = \frac{4}{8}$ **D** $\frac{2}{4} = \frac{4}{8}$

2 Each model represents one third.

Fraction X  Fraction Y 

Is fraction X equivalent to fraction Y?

F Yes. One third equals one third.

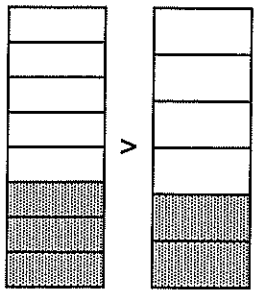
G Yes. The areas of the shaded parts are the same size.

H No. The wholes are different sizes.

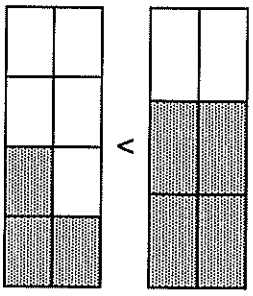
J No. Squares are always smaller than circles.

3 Which model justifies David's conclusion that three eighths is less than three sixths?

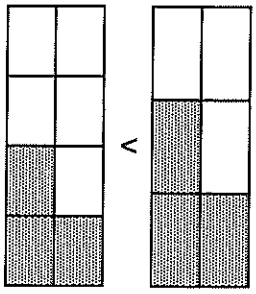
A



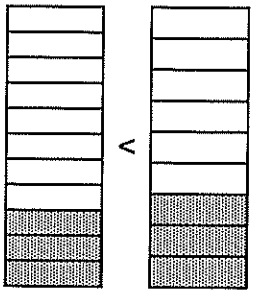
C



B



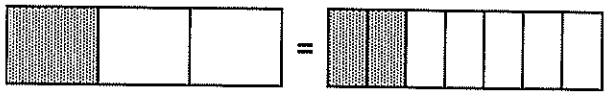
D



1 Which model shows that one third is equivalent to two sixths?

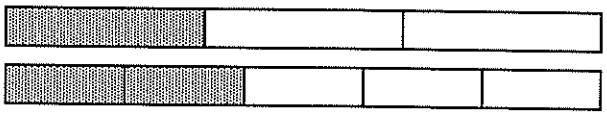
A

B

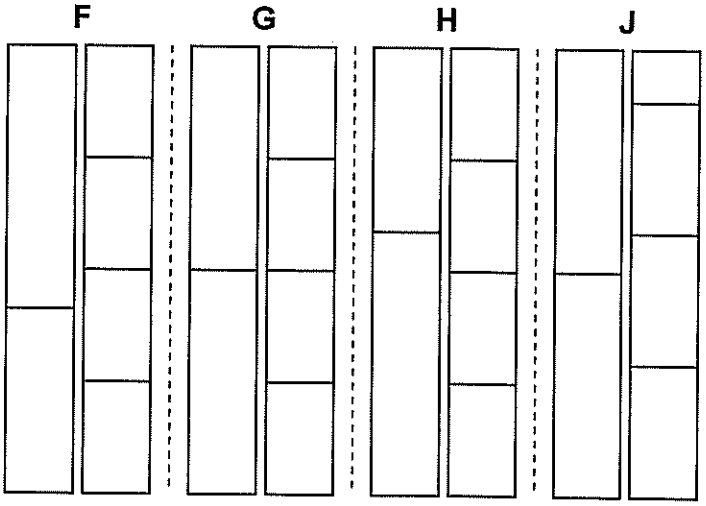


C

D



2 Cheng wants to show that one half is equivalent to two fourths. Which pair of templates can Cheng use to show this?



3 Rashida jogged $\frac{5}{8}$ of a mile. Kendra jogged $\frac{5}{6}$ of a mile. Which girl jogged the greater distance?

A Rashida, because $\frac{5}{8} > \frac{5}{6}$.

B Kendra, because $\frac{5}{6} > \frac{5}{8}$.

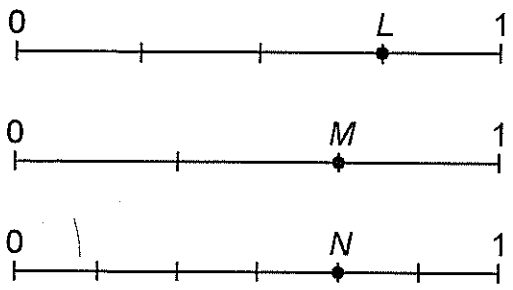
C Rashida, because $\frac{5}{5} > \frac{6}{8}$.

D Neither, because $\frac{5}{8} = \frac{5}{6}$.

Week 3 Day 4

Page #___ Question # ____	Page #___ Question # ____
Page #___ Question # ____	Page #___ Question # ____
Page #___ Question # ____	Page #___ Question # ____
Page #___ Question # ____	Page #___ Question # ____

1 Models of fractions *L*, *M*, and *N* are shown below.



Which statement is true?

A None of the fractions are equivalent.

B Fractions *M* and *N* are equivalent.

C All three fractions are equivalent.

D Fractions *L* and *N* are equivalent.

2 Alexa wants to draw and shade models to show that one fourth is equivalent to two eighths. Alexa should make sure that –

F the whole she divides into fourths is a circle and the whole she divides into eighths is a rectangle.

G the wholes she divides into fourths and eighths are different sizes.

H the whole she divides into fourths is a triangle and the whole she divides into eighths is a quadrilateral.

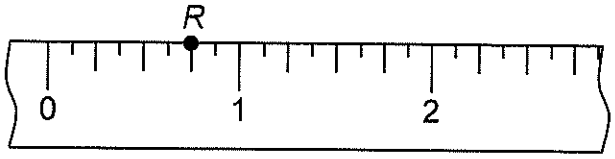
J the wholes she divides into fourths and eighths are the same size.

3 Steven drank $\frac{5}{6}$ cup of juice in the morning and $\frac{6}{6}$ cup of juice in the evening. Which correctly compares these fractions?

A $\frac{5}{6} = \frac{6}{6}$ **C** $\frac{5}{5} < \frac{6}{6}$

B $\frac{5}{6} > \frac{6}{6}$ **D** $\frac{5}{6} < \frac{6}{6}$

1 Look at point *R* on the ruler below.

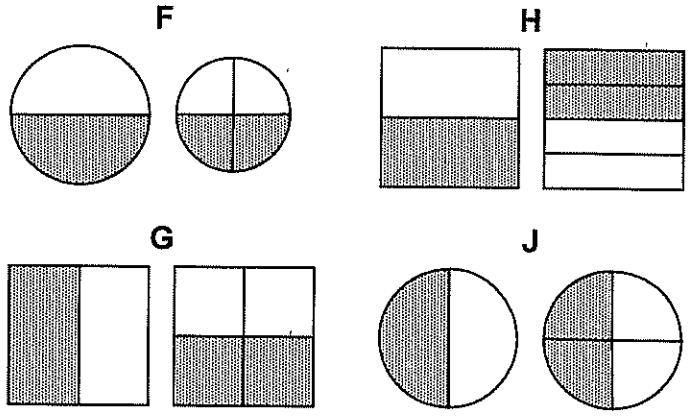


Which two fractions does point *R* represent?

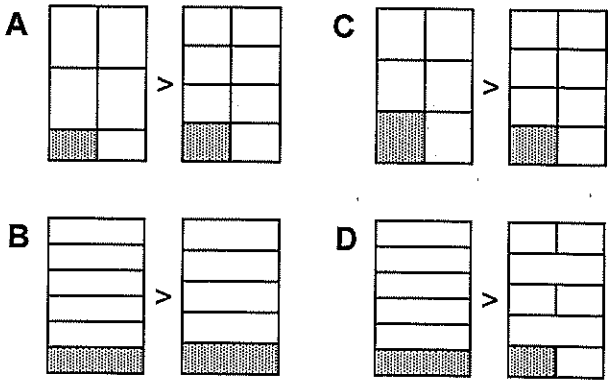
A $\frac{3}{4}$ and $\frac{6}{8}$ **C** $\frac{2}{4}$ and $\frac{6}{8}$

B $\frac{1}{4}$ and $\frac{6}{8}$ **D** $\frac{3}{4}$ and $\frac{6}{6}$

2 Which model does NOT show that one half is equivalent to two fourths?



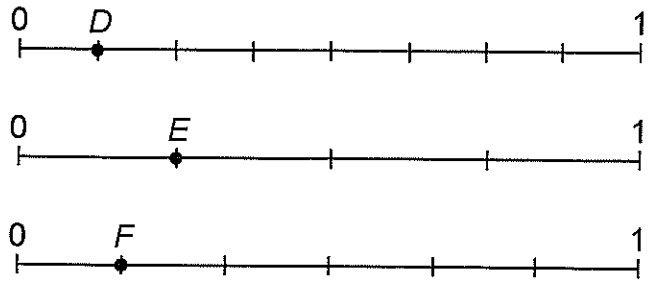
3 Karen ate $\frac{1}{6}$ of a cake. Mulan ate $\frac{1}{8}$ of the same cake. Karen believes that she ate more of the cake than Mulan. Which model can be used to justify Karen's conclusion?



Week 3 Day 5

Page #___ Question # ____	Page #___ Question # ____
Page #___ Question # ____	Page #___ Question # ____
Page #___ Question # ____	Page #___ Question # ____
Page #___ Question # ____	Page #___ Question # ____

1 Models of fractions *D*, *E*, and *F* are shown below.



Which fractions are equivalent?

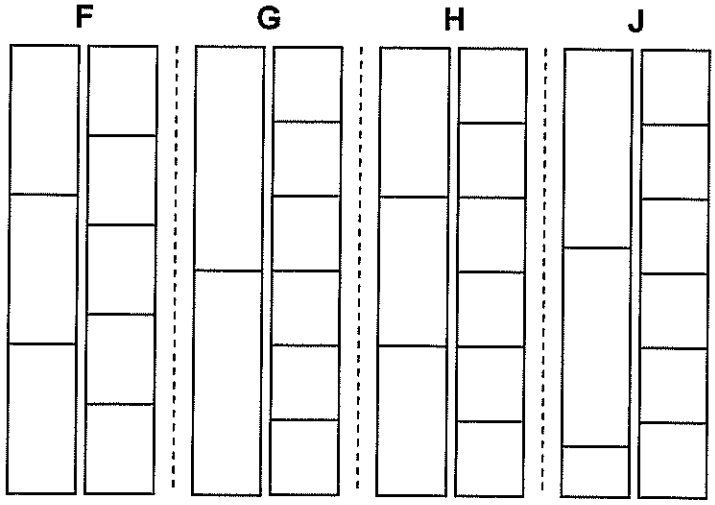
A Fractions *D* and *E* only

B Fractions *D* and *F* only

C None are equivalent

D All three fractions are equivalent

2 Faith wants to show that one third is equivalent to two sixths. Which pair of templates can Faith use to show this?

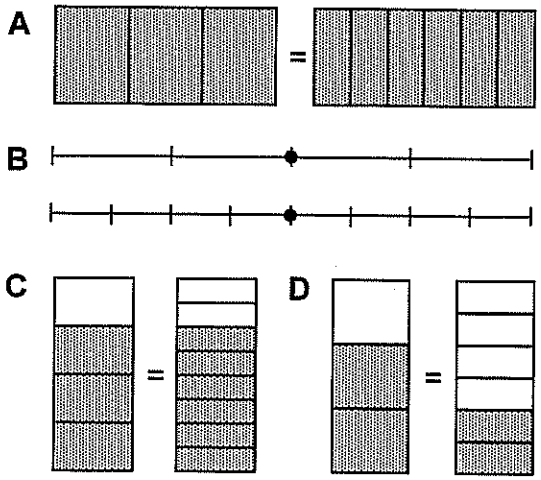


3 Dylan ate $\frac{3}{6}$ pound of shrimp. Carlos ate $\frac{3}{4}$ pound of shrimp. Which shows a correct comparison of these two fractions?

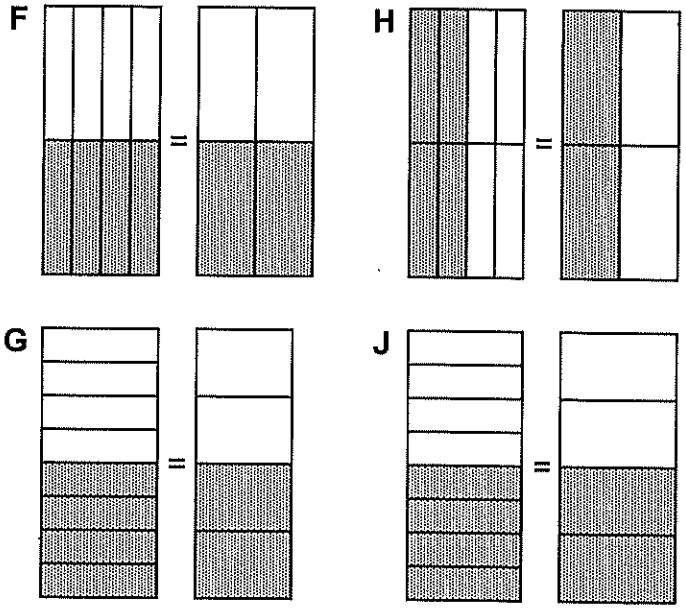
A $\frac{3}{6} > \frac{3}{4}$ **C** $\frac{3}{6} = \frac{3}{4}$

B $\frac{4}{6} < \frac{3}{3}$ **D** $\frac{3}{6} < \frac{3}{4}$

1 Which diagram does NOT represent a pair of equivalent fractions?



2 Which model does NOT show that four eighths is equivalent to two fourths?



3 Alexander drank $\frac{5}{8}$ cup of water after recess. Demont drank $\frac{5}{6}$ cup of water. Which shows a correct comparison of these two fractions?

A $\frac{5}{8} < \frac{5}{6}$ **C** $\frac{5}{8} = \frac{5}{6}$

B $\frac{5}{8} > \frac{5}{6}$ **D** $\frac{6}{8} < \frac{5}{5}$