

Sample A

Spring 2013/ 3rd Grade

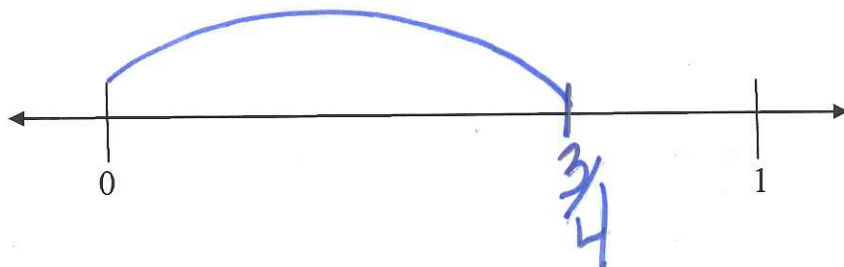
3.NF.1-2

Jesse's Journey



Jesse walked $\frac{3}{4}$ of a mile. Then he stopped.

Use the number line to show where Jesse stopped.



Explain how you knew where to place $\frac{3}{4}$ on the number line.

I knew that $\frac{3}{4}$ was $\frac{1}{4}$ away from a whole

Sample B

Spring 2013/ 3rd Grade

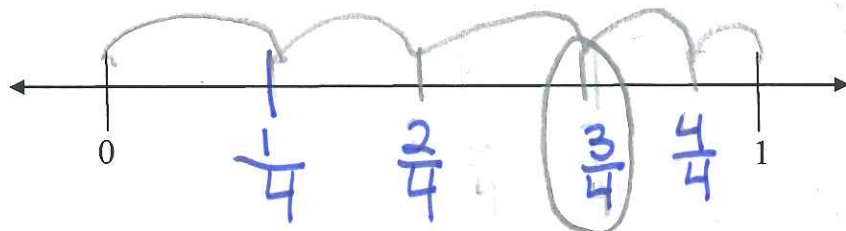
3.NF.1-2

Jesse's Journey



Jesse walked $\frac{3}{4}$ of a mile. Then he stopped.

Use the number line to show where Jesse stopped.



Explain how you knew where to place $\frac{3}{4}$ on the number line.

Well $\frac{4}{4}$ is close to a 1 so I started with the 0 then I started with $\frac{1}{4}$ then $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, and a 1. I made sure they're were equal I know the denominator stays the same and that's how I got it.

Sample C

Spring 2013/3rd Grade

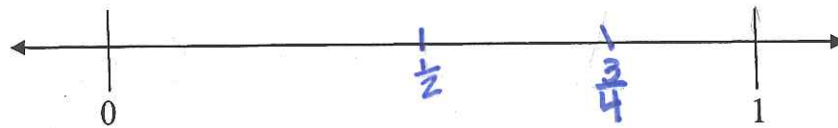
3.NF.1-2

Jesse's Journey



Jesse walked $\frac{3}{4}$ of a mile. Then he stopped.

Use the number line to show where Jesse stopped.



Explain how you knew where to place $\frac{3}{4}$ on the number line. Because I know $\frac{2}{4} = \frac{1}{2} + \frac{1}{4}$ is closer to 1 whole so I put $\frac{3}{4}$ closer to 1 whole. Because of its size.

$\frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{3}{4}$ Jesse walked $\frac{3}{4}$ of a mile

Jesse



Jesse walked $\frac{3}{4}$ of a mile

Sample D

Spring 2013/ 3rd Grade

3.NF.1-2

Jesse's Journey



Jesse walked $\frac{3}{4}$ of a mile. Then he stopped.

Use the number line to show where Jesse stopped.



Explain how you knew where to place $\frac{3}{4}$ on the number line.

I knew, because $\frac{3}{4}$ is closer to 1 whole because
If you had 1 more $\frac{1}{4}$ to that that will equal a whole.

Sample E

Spring 2013/ 3rd Grade

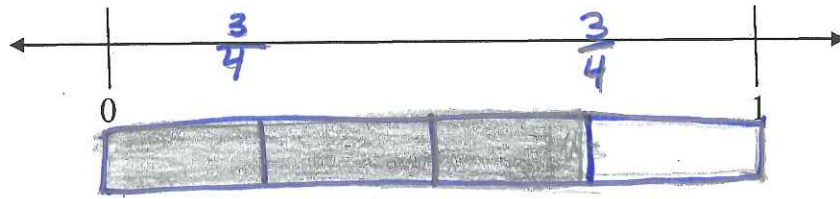
3.NF.1-2

Jesse's Journey



Jesse walked $\frac{3}{4}$ of a mile. Then he stopped.

Use the number line to show where Jesse stopped.



Explain how you knew where to place $\frac{3}{4}$ on the number line.

I know because in the middle it is $\frac{1}{2}$ and 4 is closer to 1 so $\frac{3}{4}$ goes by the 1.

Sample F

Spring 2013/ 3rd Grade

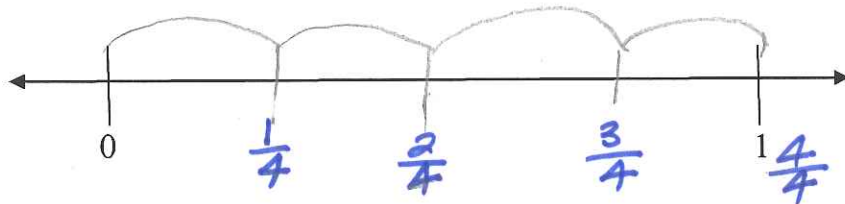
3.NF.1-2

Jesse's Journey



Jesse walked $\frac{3}{4}$ of a mile. Then he stopped.

Use the number line to show where Jesse stopped.



Explain how you knew where to place $\frac{3}{4}$ on the number line.

I drew lines to mark the spaces on the number line and made it equal. I wrote $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$ and got the answer.

Sample G

Spring 2013/3rd Grade

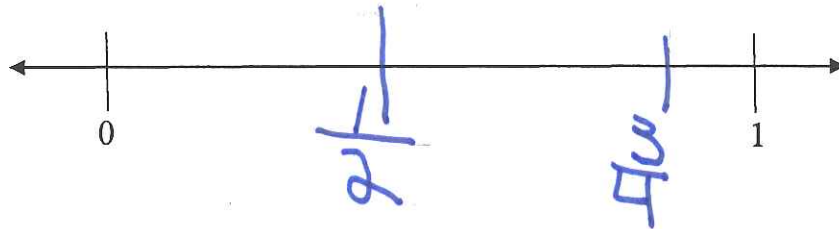
3.NF.1-2

Jesse's Journey



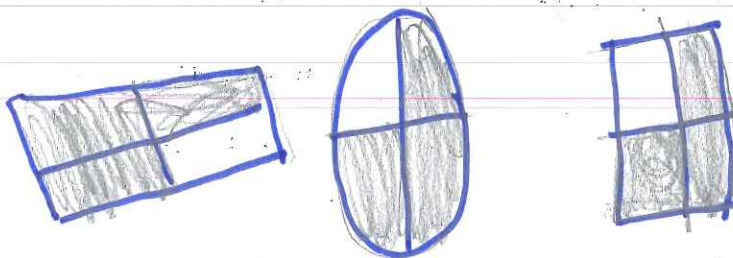
Jesse walked $\frac{3}{4}$ of a mile. Then he stopped.

Use the number line to show where Jesse stopped.



Explain how you knew where to place $\frac{3}{4}$ on the number line.

Because I put $\frac{1}{2}$ in the middle and I knew $\frac{3}{4}$ was right there. I counted



Note: Student has solid understanding of $\frac{3}{4}$ in area model drawings, but needs support in creating more accurate numberlines as models.