Common Misconceptions and Errors

Misconceptions and errors may result if students don’t understand the meaning of the numerator (how many of the equal parts are counted) and the denominator (how many equal parts in the whole).

Errors may also result if students:
- add or subtract denominators as well as numerators.
- interpret units on the number line incorrectly.
- count parts of a whole incorrectly.
- add or subtract whole numbers incorrectly.
**One Grade Level Below**

Students may be having difficulty with the skills and concepts involving quantitative reasoning and may struggle with understanding fraction concepts. Challenges with fraction concepts often relate to not understanding how fractions written as numbers or shown as a model represent a part or multiple parts of a whole. These students will benefit from additional instruction and practice with:

- using fractions to name parts of a whole.
- representing fractions on a number line.
- using a variety of fraction models.

**Teacher-led Small Group**

*Toolbox: Ready Instruction*

*Grade 3, Lesson 15*

- Understand Fractions on a Number Line

**i-Ready: Tools for Instruction**

*Number and Operations, Level 3*

- Fractions on a Number Line

**Student-led Small Group**

*Toolbox: Center Activities*

*Grade 3, Lesson 15*

- 3.28 ★ ★ Identify Fractions on a Number Line

**Independent**

*Toolbox: Ready Practice and Problem Solving*

*Grade 3, Lesson 15*

- Understand Fractions on a Number Line

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**Two Grade Levels Below**

Students may be having difficulty with skills and concepts involving quantitative reasoning and may struggle with understanding fraction concepts. Challenges with fraction concepts often relate to not understanding that fractions represent equal shares of a whole. Math terms related to the essential concept at this level include *half* and *fourth*. Students are also likely to need to develop fluency with basic addition and subtraction facts.

These students will benefit from additional instruction and practice with:

- dividing shapes into equal-sized portions and naming the resulting pieces.
- daily review with basic addition and subtraction facts.

**Teacher-led Small Group**

*Toolbox: Ready Instruction*

*Grade 2, Lesson 28*

- Understand Breaking Shapes into Parts

**i-Ready: Tools for Instruction**

*Geometry, Level 2*

- Make Equal Shares

**Student-led Small Group**

*Toolbox: Center Activities*

*Grade 2, Lesson 28*

- 2.54 ★ ★ Draw Equal Shares

**Independent**

*Toolbox: Ready Practice and Problem Solving*

*Grade 2, End of Book Resource*

- Fluency Practice