

Name: _____

Date: _____

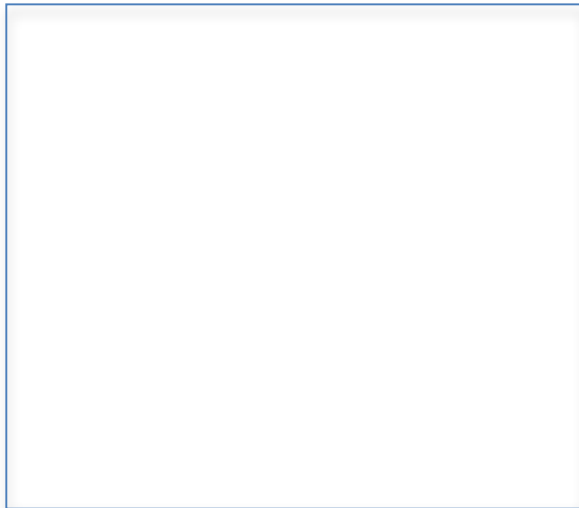
Grade 3 Fraction Performance Task: School Garden

Part 1: Splitting up the Garden

The four 3rd grade classes at Jefferson Elementary School are planting a garden.

Using the garden space below.

1) Show how each class can have an equal section of the garden.



What fraction of the garden will each class plant?

2) Class A _____

3) Class B _____

4) Class C _____

5) Class D _____

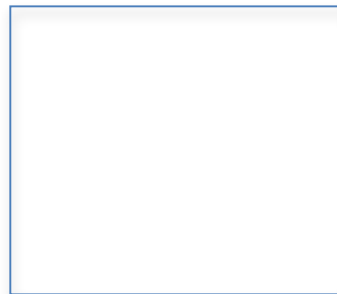


Part 2: Planting the Garden

On Monday and Tuesday, Class A and Class B each planted seeds in their sections of the garden.

6) Show how much of the garden was used?

Write the fraction: _____



7) On Wednesday, Class C planted tulips in their section of the garden.

Now, how much of the garden is left for planting now? _____

8) On Thursday, Class D planted carrots on their section of the garden.

What fraction of the garden is planted? _____

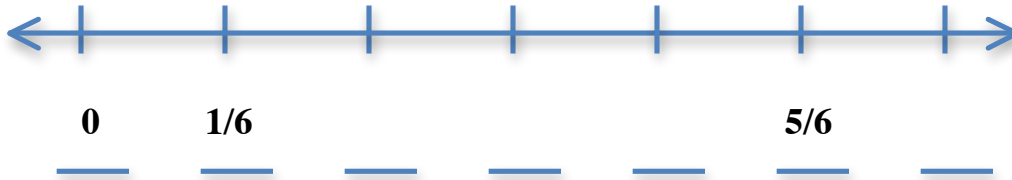
Part 3: Planting Seeds on the Number Line



The students are preparing to plant seeds in the garden. They are using number lines to plant them an even distance apart. Help them to figure out the missing fractions.

Number Line 1 (Questions 9–12)

On the number line below, label the blanks with the correct missing fractions.



Number Line 2 (Questions 13–18)

Below is a number line. Label the number line by following the directions.

Look at the Example: Label the 1/8 mark.

Label the **2/8** mark

Label the **5/8** mark

Label the **1/2** mark

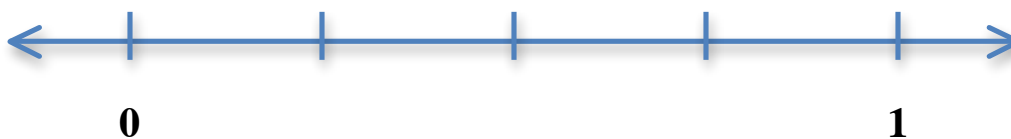
Label the **6/8** mark



On the number line below, label the number line by following the directions.

Label the fraction that is equivalent to **6/8**

Label the fraction that is equivalent to **2/8**



Part 4: Splitting Watermelons

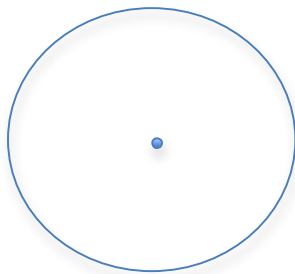


Jake and Melvin were picking watermelons from the garden. They were so excited to find watermelons that were the exact same size. **Jake** cut his into three equal pieces. **Melvin** cut his into eight equal pieces.

19) Who has the watermelon with the bigger pieces?

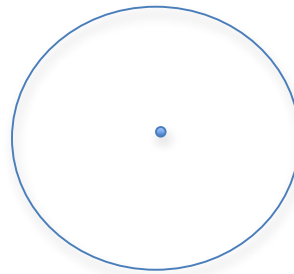
20) How do you know? In the space below, **draw** or **write** how you know.

21) **Jake** ate $\frac{2}{3}$ of a watermelon.
Shade in the amount that **Jake** ate on his watermelon.



Jake's Watermelon

22) **Melvin** ate $\frac{7}{8}$ of a watermelon.
Shade in the amount that **Melvin** ate on his watermelon.



Melvin's Watermelon

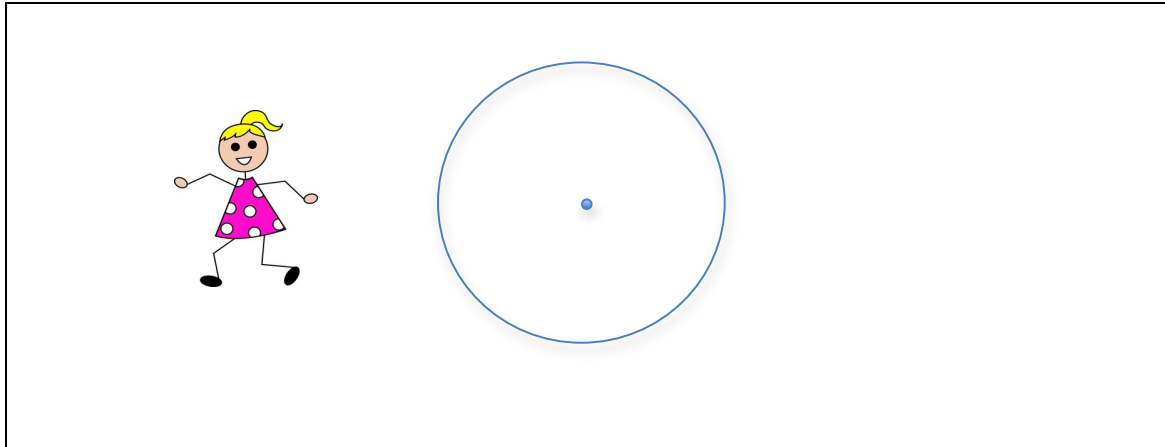
23) Using $>$, $<$, or $=$, compare the two fractions.

$$\frac{2}{3} \quad \square \quad \frac{7}{8}$$

24) **Suzie** also picked a watermelon the same size as **Jake**. She cut her watermelon in six equal pieces.

She wants to eat an equal amount of watermelon as **Jake**.

Shade in the *fraction* that Suzie ate on the watermelon below.



Did Suzie eat more than half of her watermelon? Explain your answer below.
