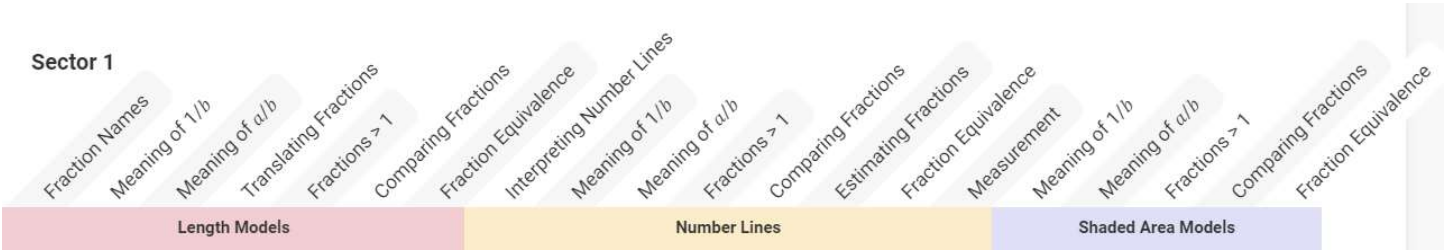
Frax and Texas TEKS Alignment – Sector I

Frax delivers the latest research-proven instructional strategies in an adaptive game-based learning format to create a better way to learn fractions.



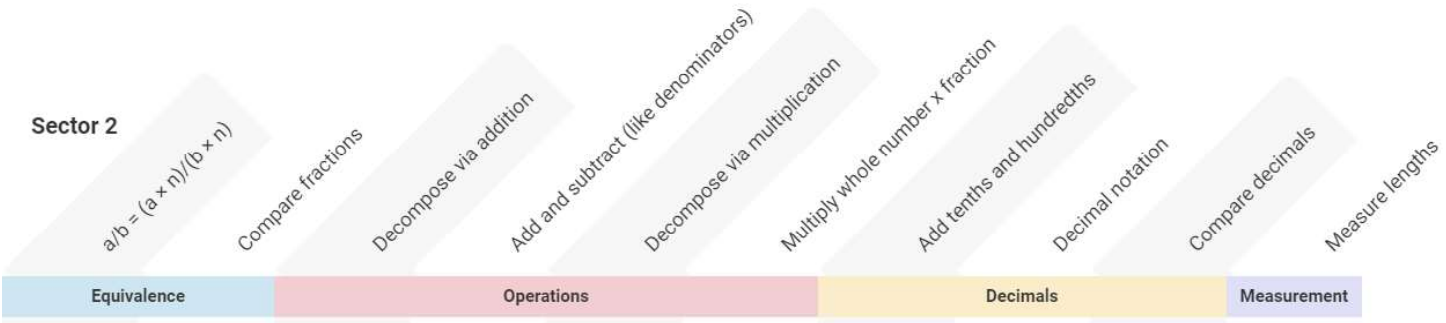
Second Grade

- 2.3(A) partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words
- 2.3(B) explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part
- 2.3(C) use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole
- 2.3(D) identify examples and non-examples of halves, fourths, and eighths

Third Grade

- 3.3(A) represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines
- 3.3(B) determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line
- 3.3(C) explain that the unit fraction 1/b represents the quantity formed by one part of a whole that has been partitioned into b equal parts where b is a non-zero whole number
- 3.3(D) compose and decompose a fraction a/b with a numerator greater than zero and less than or equal to b as a sum of parts 1/b
- 3.3(E) solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8
- 3.3(F) represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines
- 3.3(G) explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area mode
- 3.3(H) compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models

Frax and Texas TEKS Alignment – Sector 2



Third Grade

- 3.3(F) represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines
- 3.3(G) explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area models
- 3.3(H) compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models
- 3.7(A) represent fractions of halves, fourths, and eighths as distances from zero on a number line

Fourth Grade

- 4.3(A) represent a fraction *a/b* as a sum of fractions 1/*b,* where *a* and *b* are whole numbers and $b > 0$, including when $a > b$
- 4.3(B) decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations
- 4.3(C) determine if two given fractions are equivalent using a variety of methods
- 4.3(D) compare two fractions with different numerators and different denominators and represent the comparison using the symbols >, =, or <
- 4.3(E) represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations
- 4.3(F) evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, 1/4, 1/2, 3/4, and 1, referring to the same whole
- 4.3(G) represent fractions and decimals to the tenths or hundredths as distances from zero on a number line