Misconception/Error	Suggested Intervention
Lacks understanding of fractional values differing from whole number values (3 > 2 but $\frac{1}{3} < \frac{1}{2}$)	• Use real life sharing examples (crackers with sections, candy bars with sections, etc.) • Use manipulatives and/or paper folding to show whole numbers and then show parts of numbers ("Show me 3, now show me $\frac{1}{3}$.") • Play concentration with whole number pictures/numbers combined with fraction pictures/numbers • Use paper folding activities to illustrate parts of a whole • Have students generate models to show the fractions and whole numbers • Develop vocabulary (i.e., *fraction* means *part of a whole*)
When working with unit fractions, lacks understanding that the larger the denominator, the smaller the piece even though there are more pieces	• Use a variety of fraction models to illustrate and discuss the changing denominator and the size of the piece • Students create fractional models from a variety of different wholes to explore the relationship between the size of the piece and the number of pieces • Simulate sharing opportunities for students to experience that the more people they share with, the smaller piece they get to keep • Make connections with sharing experiences in literature (i.e., *The Doorbell Rang*) • Use a fraction flip book to compare the number of pieces and the size of pieces
Lacks understanding that pieces need to be equal sizes (when dividing a whole region or set)	• Use models to represent the idea of "fair share" • Use examples and non-examples of equal parts • Divide a variety of models into equal parts; label the number of equal parts • Use real life examples of fractions to show equal parts

Misconception/Error	Suggested Intervention
	(candy bars, rulers, clocks, eggs in a carton, etc.) • Use literature to illustrate equal sized pieces (i.e., *Each Orange Had 8 Slices, The Lion's Share*)
Lacks knowledge that the whole must be defined	• Use real life examples (i.e., king size vs. fun size candy bars; small vs. large pizzas) and ask "Would you rather have a whole or a half?" • Compare and contrast a variety of wholes using many objects and/or shapes (rods, pattern blocks, counters)
Lacks understanding that a fraction represents a part of a whole	• Ask, "How many pieces are in the whole?" and "How many pieces do you have?" • Have students represent fractions with manipulatives when given fraction notation • When given a fraction, have students count the shaded part and the unshaded part to determine the number of pieces in the whole