

Guided Math: Unit 5, Lesson 3

Essential Question

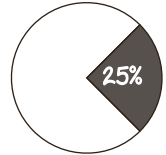
How are parts on a number line similar to the parts of a fraction?

Lesson Objective

Students will represent adding fractions using number lines.

Whole-Group Lesson

Draw a large circle divided into fourths. Explain that the circle represents 1 whole and that each equal part represents $\frac{1}{4}$. Then draw a large number line showing 0 to 1. Label 0, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, 1. Draw a point at $\frac{3}{4}$. Discuss with students model and their similarities. Demonstrate that a fraction is the sum of fractions that make up the whole. Repeat with a mixed number and an improper fraction. Take extra time to work with improper fractions and mixed numbers on a number line, providing multiple examples. Ask students to identify what numbers would be located to the left and right of the mixed number and how many parts make up the whole. Have students work to create their own number line representations.



Lesson Discussion Questions

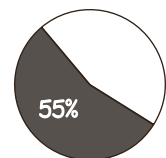
What is a part? What is a whole? What is a numerator? What is a denominator? What is a number line?

Materials

- Equation Number Line Cards
- Number Line Models Cards
- Dry-erase markers and erasers

Small-Group Lesson

Have students complete the Equation Number Line and Number Line Models Cards. Students should be labeling number lines by identifying the parts of the whole, the fractional representation, and the sum of the fractions. Make sure students can correctly identify a mixed number and an improper fraction.



Remediate

Use a visual aid, such as fraction tiles or a blank number line.

On Level

Model, monitor, and assist as needed.

Enrich

Allow students to create a number line problem for their partner to solve.