

Grade 3 Unit 5

Lesson 13

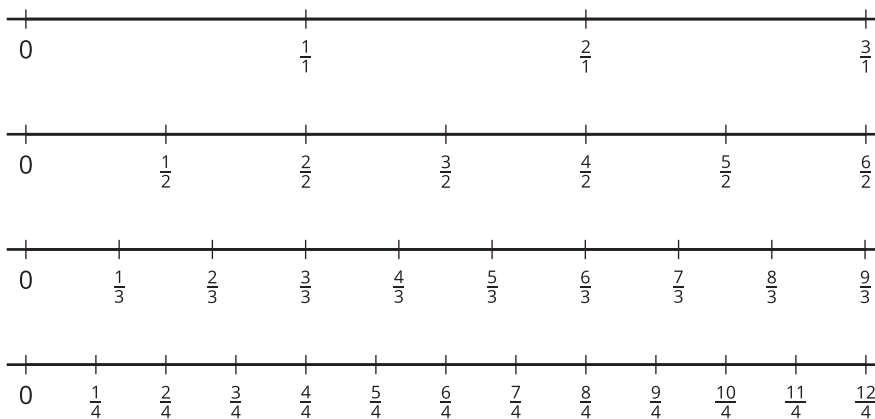
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Unit 5 Lesson 13: Whole Numbers and Fractions

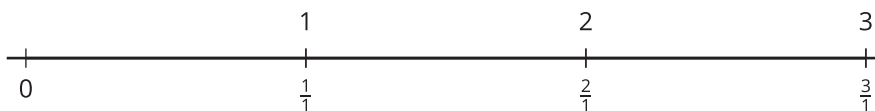
WU Notice and Wonder: Four Number Lines (Warm up)

Student Task Statement

What do you notice? What do you wonder?



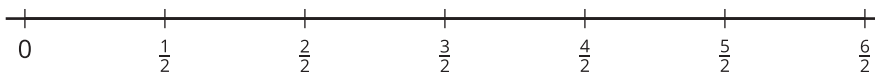
Activity Synthesis

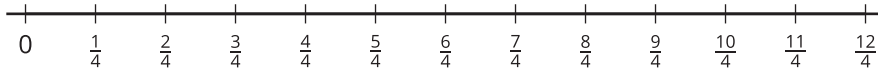
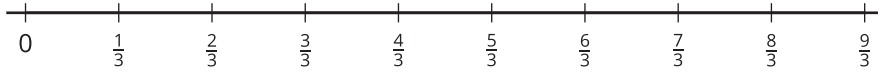


1 Hidden Whole Numbers

Student Task Statement

1. On each number line, circle the fractions that are equivalent to whole numbers. Explain how you know.

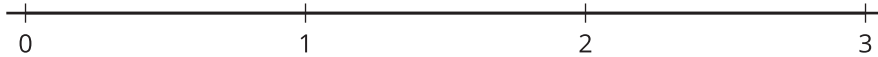




2. We can write $\frac{4}{2} = 2$ to show that $\frac{4}{2}$ and 2 are at the same location on the number line, so they are equivalent.

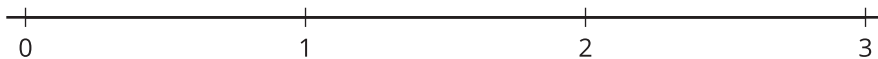
Write 5 other equations that show fractions that are equivalent to whole numbers. Use the number lines if they are helpful.

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3. Decide if each fraction is equivalent to a whole number. Use number lines if they are helpful.

- a. $\frac{11}{2}$
- b. $\frac{5}{1}$
- c. $\frac{12}{6}$
- d. $\frac{10}{3}$
- e. $\frac{12}{8}$
- f. $\frac{16}{4}$





2 Write Them as Fractions

Student Task Statement

Work with your group to complete the table. In each column, write fractions that are equivalent to the whole number in the top row.

- Step 1: Write two fractions that are equivalent to each whole number (six fractions in all). Pass your paper to your right.
- Step 2: When you receive your neighbor's paper, write a new fraction that is equivalent to a whole number.
- Repeat Step 2 until the table is complete.

4	5	6
$\frac{4}{1}$		
	$\frac{\quad}{2}$	
		$\frac{\quad}{3}$
$\frac{\quad}{4}$		
	$\frac{30}{6}$	
		$\frac{48}{8}$

