Lesson 7: Non-unit Fractions on the Number Line

Standards Alignments

Addressing	3.NF.A.2.b
Building Towards	3.NF.A.2

Teacher-facing Learning Goals

- Locate non-unit fractions on the number line (including fractions greater than 1).

Student-facing Learning Goals

- Let's locate non-unit fractions on the number line.

Lesson Purpose

The purpose of this lesson is for students to locate non-unit fractions on the number line.

Previously, students built non-unit fractions from unit fractions with diagrams and fraction strips. Now, students deepen their understanding of fractions on the number line as they locate and label non-unit fractions. Students also discuss how they know when fractions are less than 1 or greater than 1 and are introduced to the terminology **numerator** and **denominator**.

Access for:

Students with Disabilities

- Engagement (Activity 1)

English Learners

- MLR8 (Activity 2)

Instructional Routines

Choral Count (Warm-up)

Materials to Gather

- Base-ten blocks: Activity 1
- Number cubes: Activity 1

Materials to Copy

- Number Line Scoot Stage 2 Directions (groups of 2): Activity 1
- Number Line Scoot Stage 2 Gameboard (groups of 2): Activity 1

Lesson Timeline

Warm-up	10 min

Teacher Reflection Question

Who has been sharing their ideas in class lately? Make a note of students whose ideas have not

Activity 1	15 min
Activity 2	10 min
Activity 3	10 min
Lesson Synthesis	10 min
Cool-down	5 min

been featured in class and look for an opportunity for them to share their thinking in tomorrow's lesson.

Cool-down (to be completed at the end of the lesson)

5 min

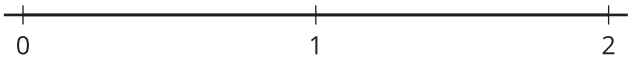
Where is $\frac{5}{3}$?

Standards Alignments

Addressing 3.NF.A.2.b

Student-facing Task Statement

Locate and label $\frac{2}{3}$ and $\frac{5}{3}$ on the number line. Explain your reasoning.



Student Responses

I partitioned the number line into thirds, and then I counted 5 one-thirds.