

Lesson 5: To the Number Line

Standards Alignments

Addressing 3.NF.A.2

Teacher-facing Learning Goals

- Extend understanding of whole numbers on the number line to see fractions on a number line.

Student-facing Learning Goals

- Let's learn about fractions on the number line.

Lesson Purpose

The purpose of this lesson is for students to extend their understanding of whole numbers on the number line as they work with number lines partitioned into fractions.

Previously, students used fraction strips to make sense of unit and non-unit fractions. In grade 2, they represented whole numbers on the number line. In this lesson, students learn that quantities that are not whole numbers can also be represented on the number line, an important step toward the understanding that fractions are numbers. To support this transition, students move from representing fractions by shading diagrams (an area representation) to marking their locations on a number line (a linear representation).

Access for:

Students with Disabilities

- Representation (Activity 2)

English Learners

- MLR2 (Activity 1)

Instructional Routines

Card Sort (Activity 1), Notice and Wonder (Warm-up)

Materials to Gather

- Scissors: Activity 2

Materials to Copy

- Card Sort: Number Lines (groups of 2): Activity 1
- Fold and Label the Number Line (groups of 1): Activity 2

Lesson Timeline

Warm-up	10 min
Activity 1	10 min
Activity 2	25 min
Lesson Synthesis	10 min
Cool-down	5 min

Teacher Reflection Question

What was the best question you asked students today? Why would you consider it the best one based on what students said or did?

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

 5 min

Reflection

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Student-facing Task Statement

Describe something you really understand well after today's lesson or describe something that was confusing or challenging.

Student Responses

Sample responses:

- I understand that fractions show up on the number line in between whole numbers.
- I am confused about where to label fractions on the number line.