# Lesson 7: Fracciones no unitarias en la recta numérica

### 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

* Ubiquemos fracciones no unitarias en la recta numérica.

### 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, Spanish (groups of 2): Activity 1
* Number Line Scoot Stage 2 Gameboard (groups of 2): Activity 1

### Lesson Timeline

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

### Teacher Reflection Question

Who has been sharing their ideas in class lately? Make a note of students whose ideas have not 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) 5min

¿Dónde está $\frac{5}{3}$?

### Standards Alignments

|  |  |
| --- | --- |
| Addressing | 3.NF.A.2.b |

### Student-facing Task Statement

Ubica y marca $\frac{2}{3}$ y $\frac{5}{3}$ en la recta numérica. Explica tu razonamiento.



### Student Responses

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

