Lesson 8: Fracciones y números enteros

Standards Alignments

Addressing   3.NF.A.2, 3.NF.A.3.c, 3.OA.C.7

Teacher-facing Learning Goals

- Locate whole numbers on the number line given the location of a unit fraction and express them as fractions.
- Recognize that whole numbers can be written as fractions.

Student-facing Learning Goals

- Trabajemos con fracciones y con números enteros en la recta numérica.

Lesson Purpose

The purpose of this lesson is for students to recognize fractions that are equivalent to whole numbers and, given the location of a unit fraction on the number line, to locate whole numbers.

In previous lessons, students learned to partition number lines and located and labeled fractions on the number line. Students deepen their understanding of fractions as they consider which fractions are equivalent to whole numbers and relate that understanding to their knowledge of how many halves, thirds, and fourths, are in one whole. They leverage their understanding of how many halves, thirds, and fourths, are in one whole to locate whole numbers, such as 1 and 2, on the number line when given the location of a unit fraction.

Access for:

♿ Students with Disabilities

- Representation (Activity 2)

🌐 English Learners

- MLR1 (Activity 2)

Instructional Routines

Number Talk (Warm-up)

Lesson Timeline

Warm-up	10 min
Activity 1	15 min

Teacher Reflection Question

Think about times when students were able to make connections to and build on the ideas of their peers during discussions today. What norms or routines allowed students to engage

Activity 2	20 min
Lesson Synthesis	10 min
Cool-down	5 min

with other students' ideas?

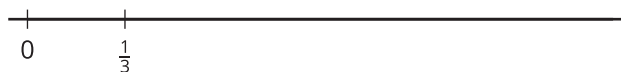# Cool-down (to be completed at the end of the lesson) 🕐 5 min

¿Dónde está el 1?

Standards Alignments

Addressing   3.NF.A.2

Student-facing Task Statement

Ubica y marca el 1 en la recta numérica.
Explica cómo razonaste.

Student Responses

I repeated the $\frac{1}{3}$ space 3 times since there are 3 one-thirds in 1.