GIG

Comic of The Day

1 fruit bar shared by 3 people

1 stick of clay shared by 4 people

1 watermelon shared by 12 people

WHAT IS A FIFTH PART OF A FOOT?

A TOE.

$\frac{1}{5}$

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Students apply their understanding of fractions as division to report remainders as fractions.
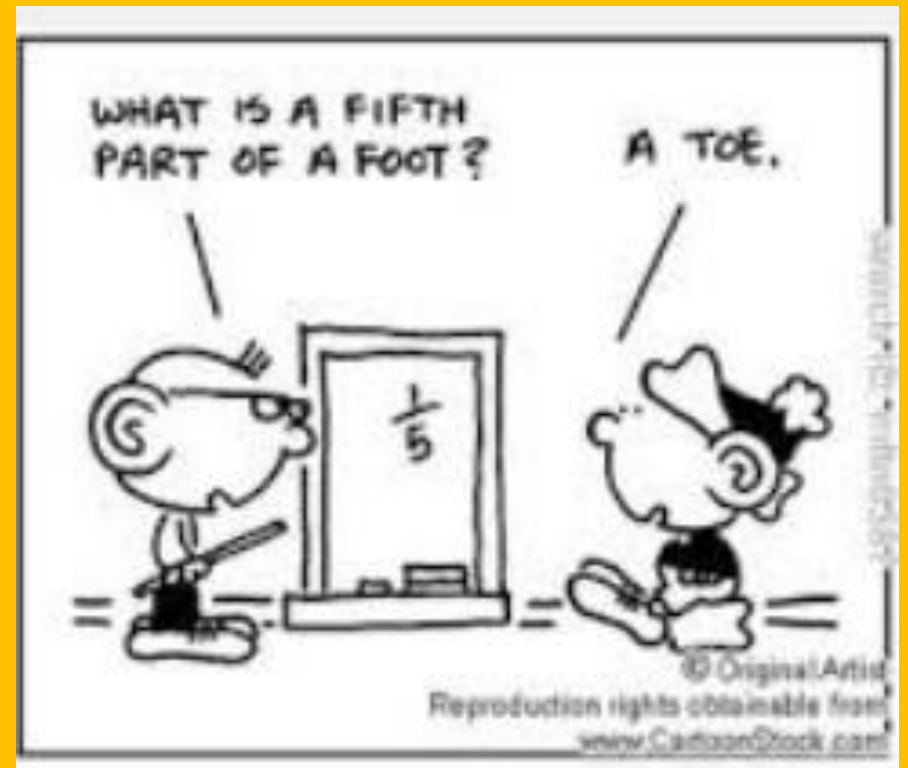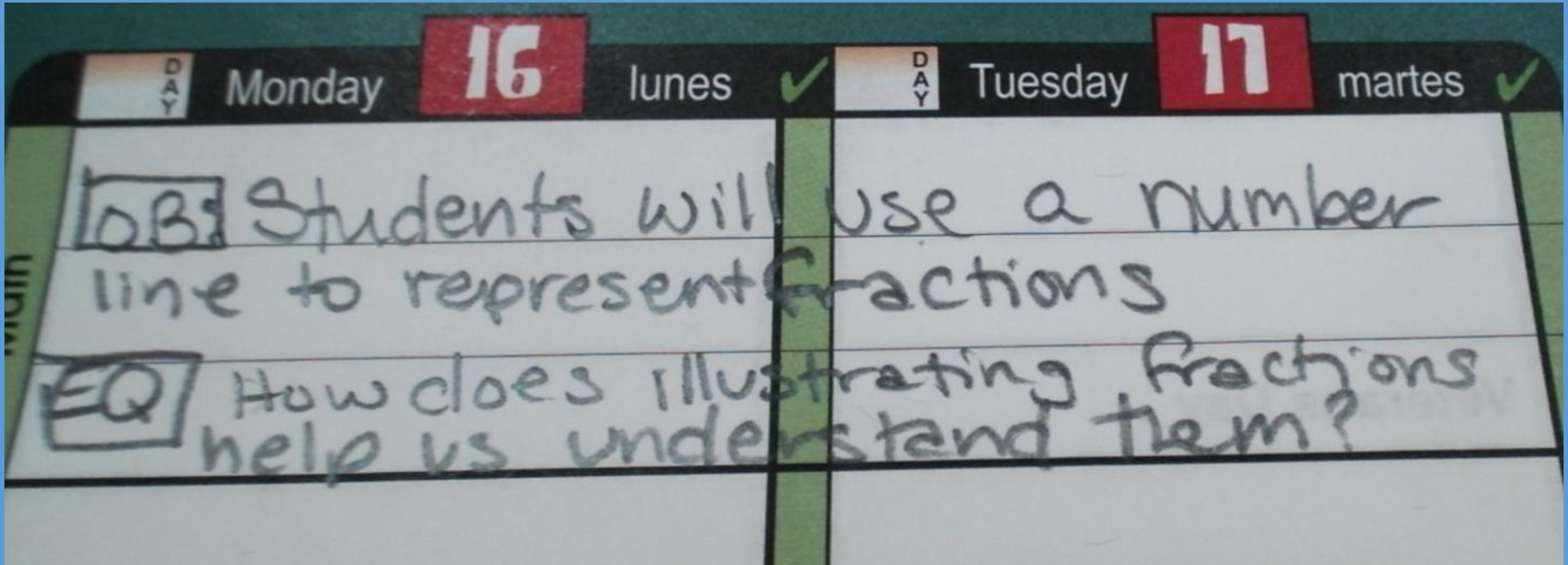
3-4 Finding Fractions on the Number Line

Monday 16 lunes ✓ | Tuesday 17 martes ✓

OBJ: Students will use a number line to represent fractions

EQ: How does illustrating fractions help us understand them?

Students apply their understanding of fractions as division to report remainders as fractions.

3-4	Finding Fractions on the Number Line

Look these Words Up In your SRB Glossary!!

Cooperative Group Work

3 Minutes
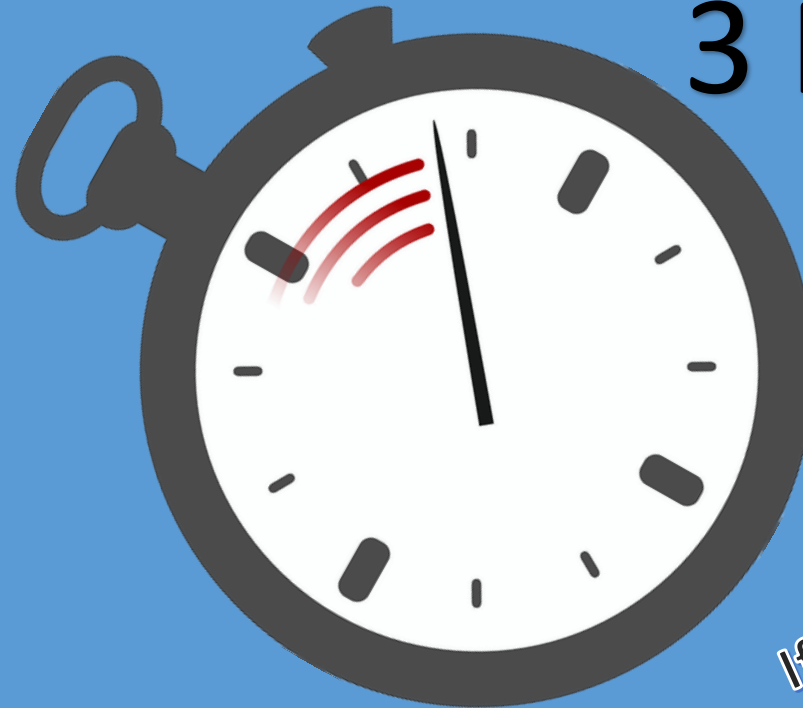
Interval:

Mixed Numbers:

If you finish early:
Work on page 82

Students apply their understanding of fractions as division to report remainders as fractions.

3-4 Finding Fractions on the Number Line

Ida, Nathan, and Genise were running at track practice. After 12 minutes Ida had run 1 1/2 miles, Nathan had run 3/2 miles, and Genise had run 3/4 mile.

Mark the number line in Problem 1 on journal page 80 to show where each runner was after 12 minutes. Be as precise as you can. Label each mark with the runner's name.

Students apply their understanding of fractions as division to report remainders as fractions.

Mrs. Fulks Will Model Discussion

Stand Up – Pair – Up and Share

What answers did you get? What does your number line look like? How did you know how to put what fraction where?

Students apply their understanding of fractions as division to report remainders as fractions.

Finding Fractions on the Number Line

Whole Group Lesson – Level 0 – Facing Forward

Crazy Facts!

Number lines go on forever in both directions
Tick marks on number lines must be evenly spaced
We decide how to label a number line
We use points or dots to represent number lines