UNIT 5 - LESSON PLANS

Class	Math	**Topic**	Place Fractions on a Number Line	**Lesson**	9	**Of**	13

Objective	Students will place fractions on a number line.
"I Can" Statement	I can place fractions on a number line.

Common Core Standards	**CCSS.MATH.CONTENT.3.NF.A.2** Understand a fraction as a number on the number line; represent fractions on a number line diagram. **CCSS.MATH.CONTENT.3.NF.A.2.A** Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line. **CCSS.MATH.CONTENT.3.NF.A.2.B** Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.

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Bell Work	See Bell Work

Procedures	1. Students complete Bell Work. 2. Discuss the Bell Work and ensure students have a secure understanding of comparing unit fractions. 3. Distribute the Guided Notes and Interactive Notebook 4. Present lesson. Ensure students fully understand why fractions greater than one whole cannot be put on the number lines given. Also ensure students understand how to write wholes as fractions at the end of the number lines 5. Students answer review questions 1 – 4 6. Check answers to question 1 - 4 7. Set assignment questions to complete outside of class. 8. Complete Exit Quiz.

Assessment	Bell Work 5-9 Assignment 5-9 Exit Quiz 5-9

Additional Resources: Online Activities 5-9	