## Lesson 5: Fractions on Number Lines

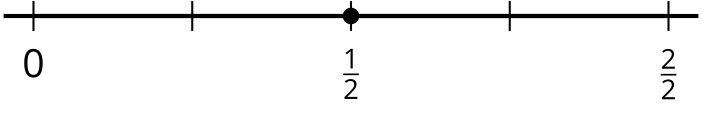
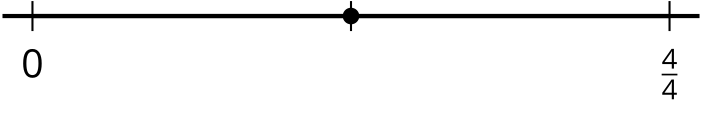
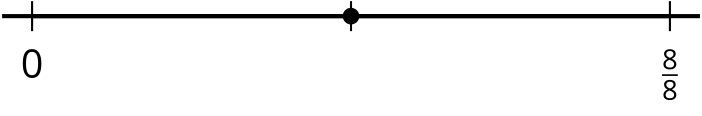
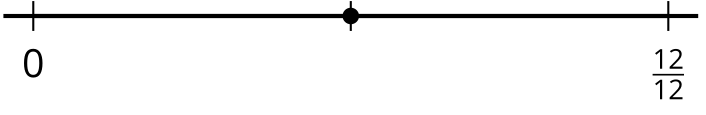
* Let’s investigate equivalent fractions on a number line.

### Warm-up: Number Talk: A Number Times Twelve

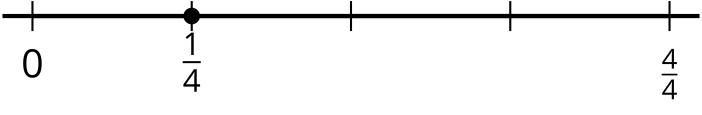
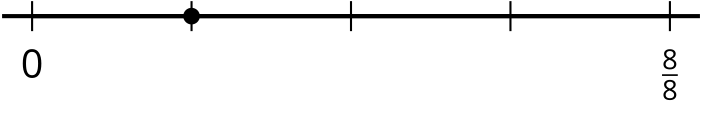
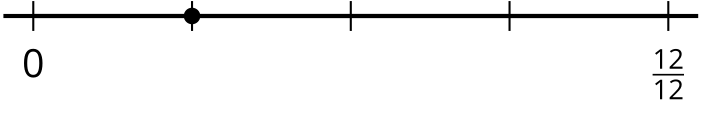
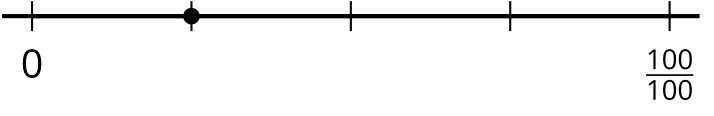
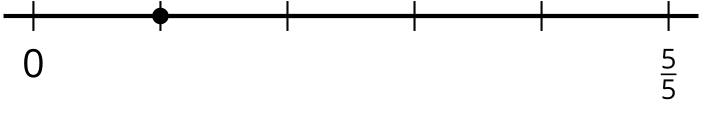
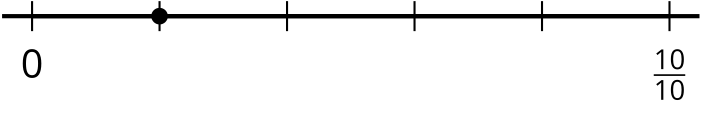
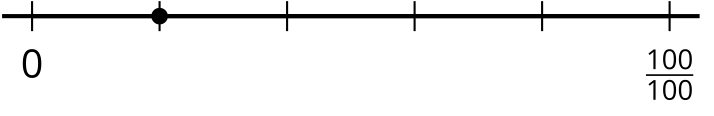
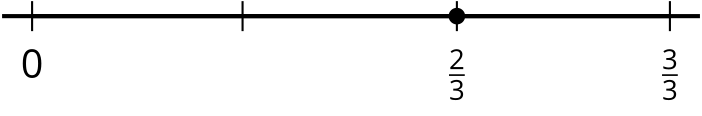
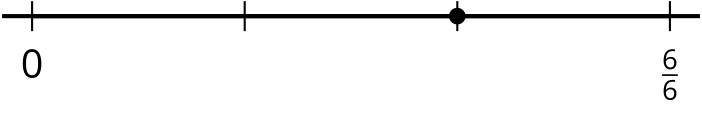
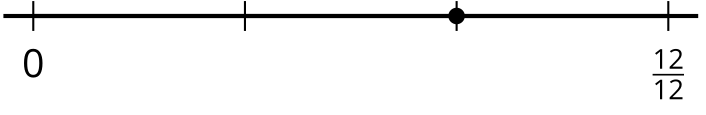
Find the value of each expression mentally.

### 5.1: All Lined Up

1. These number lines have different labels for the tick mark on the far right.

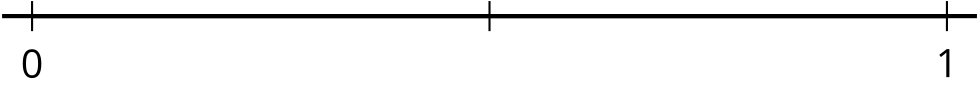
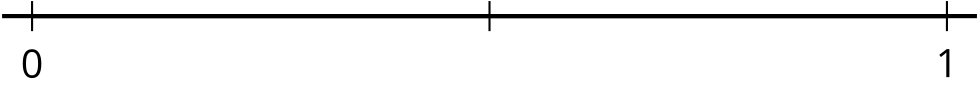
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* 
* 
  1. Explain to your partner why the tick mark on the far right can be labeled with fractions with different numbers.
  2. Label each point with a number it represents (other than ).
  3. Explain to your partner why the fractions you wrote are equivalent.

1. Label the point on each number line with a number it represents. Be prepared to explain your reasoning.

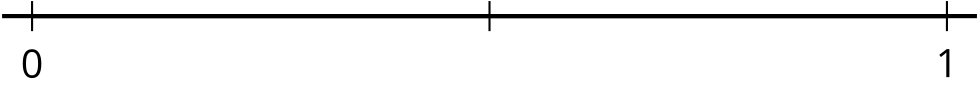
* a.
* 
* 
* 
* 
* b.
* 
* 
* 
* c.
* 
* 
* 

### 5.2: How Far to Run?

1. Han and Kiran plan to go for a run after school. They are deciding how far to run.
   * Han says, “Let’s run of a mile. That’s how far I run to my soccer practice.”
   * Kiran says, “I can only run of a mile.”

* Which distance should they run? Explain your reasoning. Use one or more number lines to show your reasoning.
* 
* 

1. Tyler wants to join Han and Kiran on their run. He says, “How about we run of a mile?”

* 
* Is the distance Tyler suggested the same as what his friends wanted to run? Explain or show your reasoning.​​​​
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