## Unit 2 Lesson 5: Fractions on Number Lines

### WU Number Talk: A Number Times Twelve (Warm up)

#### Student Task Statement

Find the value of each expression mentally.

* $2×12$
* $4×12$
* $8×12$
* $16×12$

### 1 All Lined Up

#### Student Task Statement

1. These number lines have different labels for the tick mark on the far right.
* 
* 
* 
* 
	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 $\frac{1}{2}$).
	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.
* 
* 
* 

### 2 How Far to Run?

#### Student Task Statement

1. Han and Kiran plan to go for a run after school. They are deciding how far to run.
	* Han says, “Let’s run $\frac{3}{4}$ of a mile. That’s how far I run to my soccer practice.”
	* Kiran says, “I can only run $\frac{9}{12}$ 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 $\frac{7}{8}$ of a mile?”
* 
* Is the distance Tyler suggested the same as what his friends wanted to run? Explain or show your reasoning.​​​​
* 

#### Images for Activity Synthesis











© CC BY 2021 Illustrative Mathematics®