## Unit 2 Lesson 5: Fractions on Number Lines

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

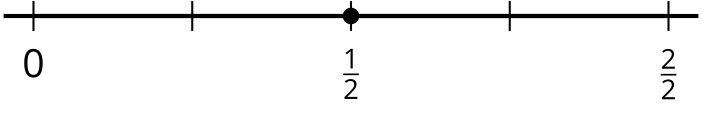
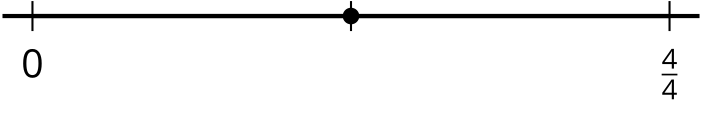
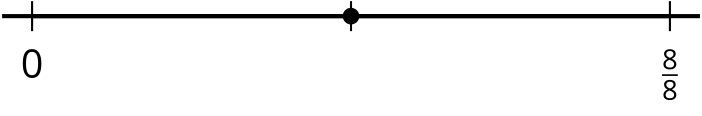
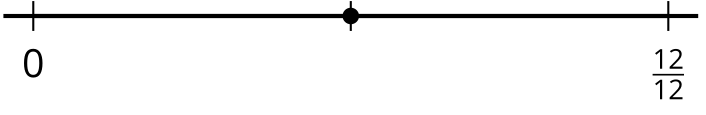
#### Student Task Statement

Find the value of each expression mentally.

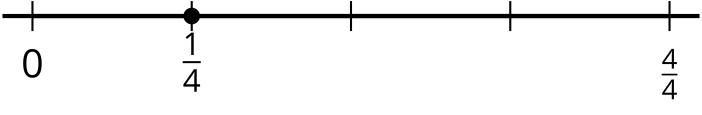
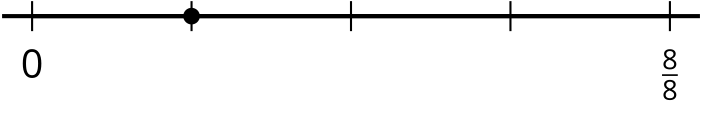
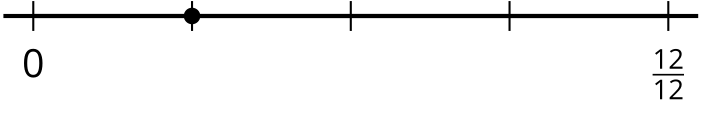
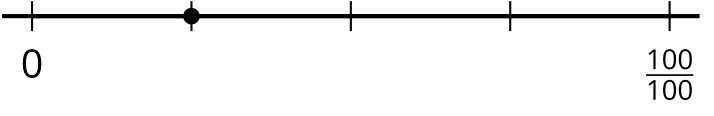
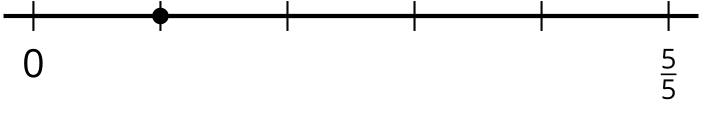
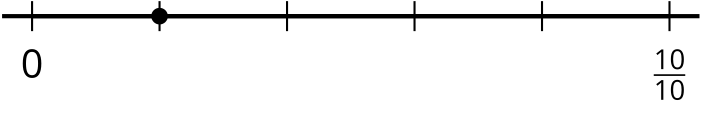
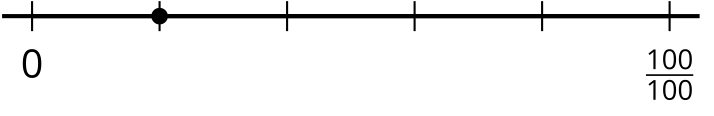
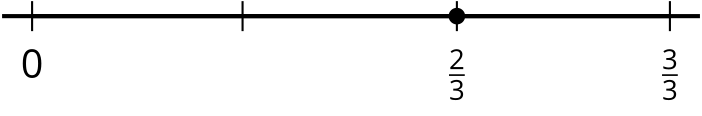
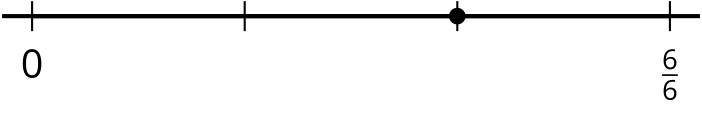
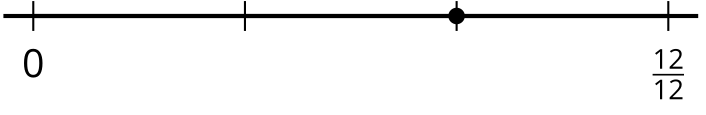
### 1 All Lined Up

#### 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 ).
  3. Explain to your partner why the fractions you wrote are equivalent.

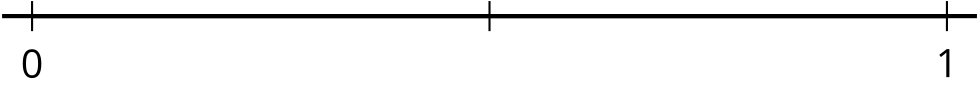
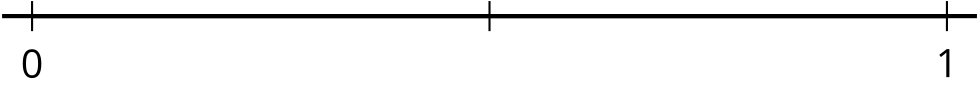
1. Label the point on each number line with a number it represents. Be prepared to explain your reasoning.

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

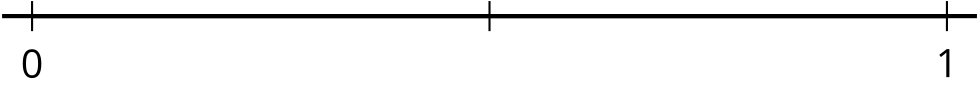
### 2 How Far to Run?

#### Student Task Statement

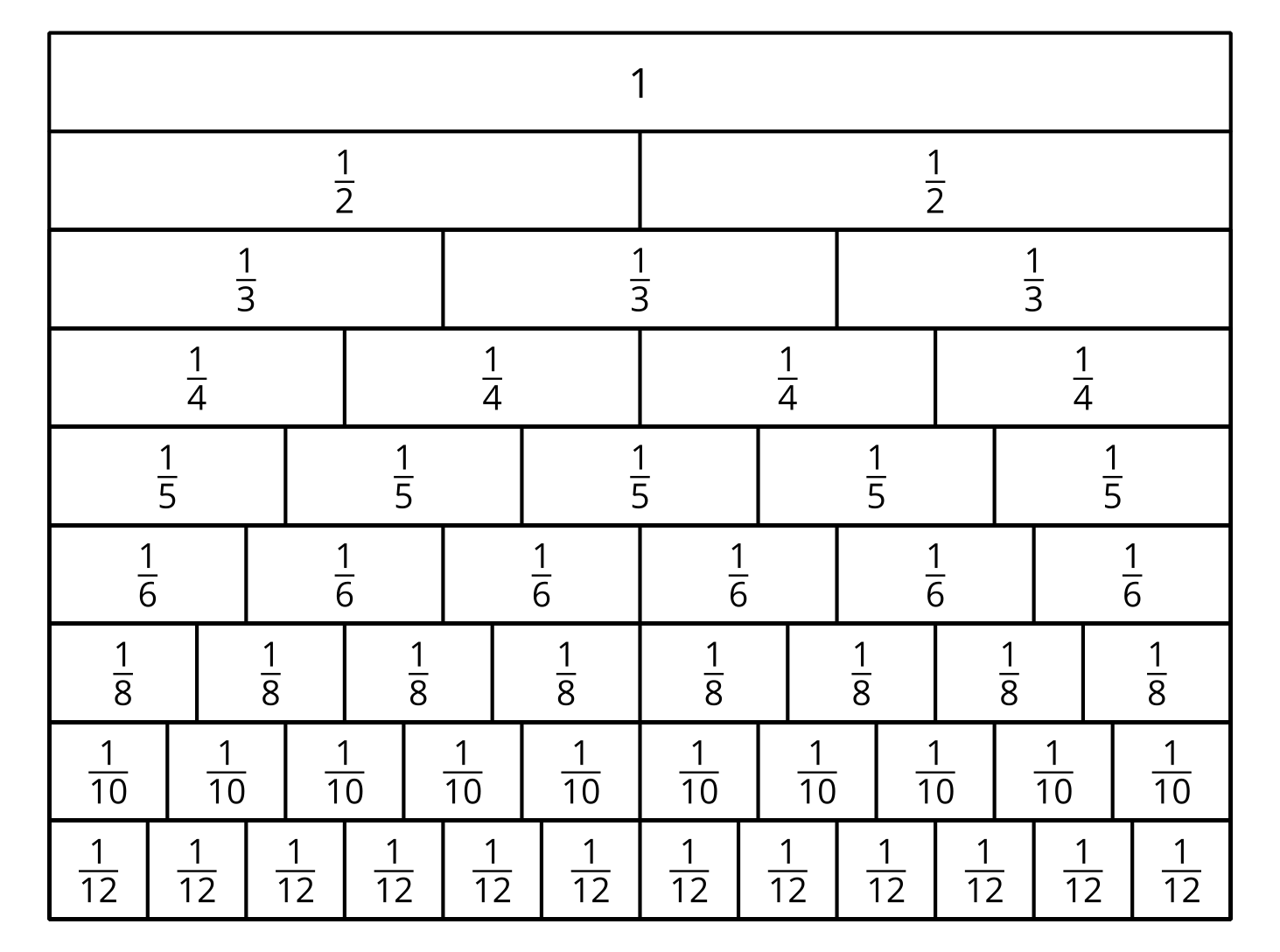
1. Han and Kiran plan to go for a run after school. They are deciding how far to run.
   * Han says, “Let’s run of a mile. That’s how far I run to my soccer practice.”
   * Kiran says, “I can only run of a mile.”

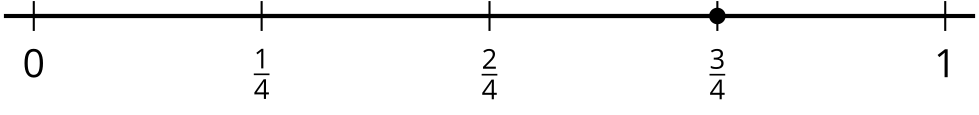
* Which distance should they run? Explain your reasoning. Use one or more number lines to show your reasoning.
* 
* 

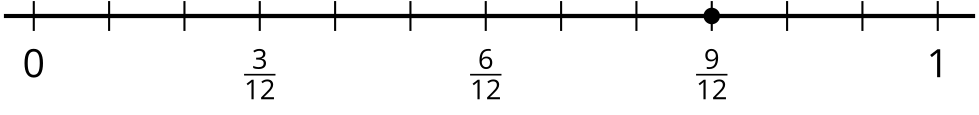
1. Tyler wants to join Han and Kiran on their run. He says, “How about we run of a mile?”

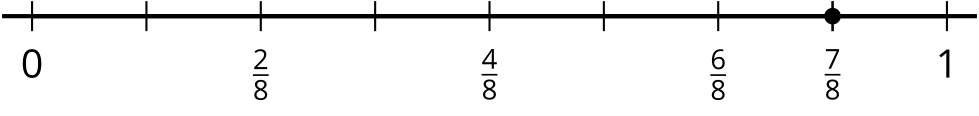
* 
* Is the distance Tyler suggested the same as what his friends wanted to run? Explain or show your reasoning.​​​​
* 

#### Images for Activity Synthesis











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