## Unit 5 Lesson 13: Whole Numbers and Fractions

### WU Notice and Wonder: Four Number Lines (Warm up)

#### Student Task Statement

What do you notice? What do you wonder?



#### Activity Synthesis



### 1 Hidden Whole Numbers

#### Student Task Statement

1. On each number line, circle the fractions that are equivalent to whole numbers. Explain how you know.
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* 
* 
1. We can write $\frac{4}{2}=2$ to show that $\frac{4}{2}$ and 2 are at the same location on the number line, so they are equivalent.
* Write 5 other equations that show fractions that are equivalent to whole numbers. Use the number lines if they are helpful.
1. 
* 
1. Decide if each fraction is equivalent to a whole number. Use number lines if they are helpful.
	1. $\frac{11}{2}$
	2. $\frac{5}{1}$
	3. $\frac{12}{6}$
	4. $\frac{10}{3}$
	5. $\frac{12}{8}$
	6. $\frac{16}{4}$
* 
* 

### 2 Write Them as Fractions

#### Student Task Statement

Work with your group to complete the table. In each column, write fractions that are equivalent to the whole number in the top row.

* Step 1: Write two fractions that are equivalent to each whole number (six fractions in all). Pass your paper to your right.
* Step 2: When you receive your neighbor’s paper, write a new fraction that is equivalent to a whole number.
* Repeat Step 2 until the table is complete.

| 4 | 5 | 6 |
| --- | --- | --- |
| $\frac{4}{1}$ |  |  |
|  | $\frac{}{2}$ |  |
|  |  | $\frac{}{3}$ |
| $\frac{}{4}$ |  |  |
|  | $\frac{30}{6}$ |  |
|  |  | $\frac{48}{8}$ |





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