

# Lesson 9: Toda clase de números en la recta numérica

## **Standards Alignments**

Addressing 3.NF.A.2

## **Teacher-facing Learning Goals**

• Locate 1 on the number line given the location of a non-unit fraction.

### **Student-facing Learning Goals**

 Ubiquemos números en la recta numérica cuando tenemos la ubicación de una fracción.

### **Lesson Purpose**

The purpose of this lesson is for students to use their knowledge of fractions on the number line to locate 1 when given a non-unit fraction.

Previously, students have located fractions on the number line, including locating 1 when given a unit fraction. In the first activity, students reinforce their understanding of the numerator and denominator of a fraction as they find 1 given a fraction greater than 1. They use the numerator of the given fraction to identify the size of a unit fraction and then to locate 1. Later, they locate a non-unit fraction given the location of a unit fraction with a different denominator. There, students use their knowledge of locating 1 first and then locating the non-unit fraction from 1.

The second activity in this lesson is optional because it goes beyond the depth of understanding required to address grade 3 standards.

This lesson has a Student Section Summary.

#### Access for:

Students with Disabilities

• Action and Expression (Activity 1)

**3** English Learners

MLR8 (Activity 2)

#### **Instructional Routines**

5 Practices (Activity 2), MLR1 Stronger and Clearer Each Time (Activity 1), Which One Doesn't Belong? (Warm-up)



### **Lesson Timeline**

Warm-up	10 min
Activity 1	20 min
Activity 2	15 min
Lesson Synthesis	10 min
Cool-down	5 min

# **Teacher Reflection Question**

What unfinished learning or misunderstandings do your students have about fractions? How did you leverage those misconceptions in a positive way to further the understanding of the class?

**Cool-down** (to be completed at the end of the lesson)

© 5 min

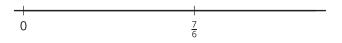
¿Ahora dónde está el 1?

## **Standards Alignments**

Addressing 3.NF.A.2

## **Student-facing Task Statement**

Ubica y marca el 1 en la recta numérica. Explica tu razonamiento.



# **Student Responses**

I know there are 7 one-sixths in  $\frac{7}{6}$ , so I split the space into 7 equal parts. I counted 6 of the parts to get to 1.

