

## Fractions as Numbers on the Number Line

In this 35-day module, students extend and deepen 2<sup>nd</sup> grade understanding fractions as equal partitions of a whole. They formalize their knowledge as they work with area models and the number line.

In this activity, students s37.17 371

## Key Terms and Ideas

New Terms:

- Unit fraction - fractions with numerator of 1
- Non-unit fraction - fractions with numerators other than 1
- Fractional unit - half, third, fourth, etc.
- Equal parts - parts with equal measurements
- Unit interval - the interval from 0 to 1, measured by length

Equivalent fraction - fractions that are the same size, or the same point on a number line

Copies- refers to the number of unit fractions in one whole

Terms and Symbols to Review:

Number Line

Arrays

Equal Shares

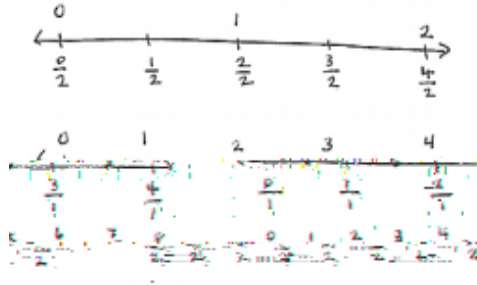
Whole

Fraction

Partition

=, <, >

Students will learn to partition number lines into fractional parts, renaming whole numbers as fractions.



**What Came Before this Module:** Students explored area as an attribute of two-dimensional figures and related it to their prior work with multiplication.

**What Comes After this Module:** In Module 6, students will begin work on data collection and representation. Specifically, students will generate and analyze categorical and measurement data.

## + How you can help at home:

- Continue to review multiplication and division math facts with your student
- Help students practice partitioning household items (pieces of paper, portions of food, a pack of crayons, etc.) into equal parts

## Key Common Core Standards:

- x Develop understanding of fractions as numbers
  - o Understand a fraction  $1/b$  as the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts; understand a fraction  $a/b$  as the quantity formed by  $a$  parts of size  $1/b$
  - o Understand a fraction as a number on the number line; represent fractions on a number line diagram.
  - o Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
- x Reason with shapes and their attributes
  - o Partition shapes into parts with equal areas

