

Lesson 2: Create Your Own Number Line

Standards Alignments

Addressing 3.NF.A.2, 3.NF.A.3

Teacher-facing Learning Goals

- Record the results of comparisons with the symbols $>$, $=$, or $<$.
- Represent fractions on a number line.

Student-facing Learning Goals

- Let's create number lines and compare fractions.

Lesson Purpose

The purpose of this lesson is for students to create their own number line to represent and compare fractions.

In previous lessons, students learned to represent fractions on number lines and to record the results of comparisons of fractions with the symbols $>$, $=$, or $<$. In this lesson, students create their own number lines to practice writing fraction comparison statements.

If students need additional support with the concepts in this lesson, refer back to Unit 5, Section B in the curriculum materials.

Access for:

Students with Disabilities

- Action and Expression (Activity 1)

English Learners

- MLR8 (Activity 1)

Instructional Routines

Which One Doesn't Belong? (Warm-up)

Materials to Gather

- Markers: Activity 1
- Tape (painter's or masking): Activity 1

Lesson Timeline

Warm-up

10 min

Teacher Reflection Question

What methods did students use most today

Activity 1	25 min
Activity 2	10 min
Lesson Synthesis	10 min
Cool-down	5 min

when they were locating fractions on their number lines? What strategies do you want students to practice using more frequently?

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

 5 min

Where Do I Go?

Standards Alignments

Addressing 3.NF.A.2

Student-facing Task Statement

Locate and label each number on the number line. Explain your reasoning.

0 1 2 $\frac{1}{2}$ $\frac{3}{4}$ $\frac{8}{4}$ $\frac{9}{8}$



Student Responses

