Unit 5, Lesson 13

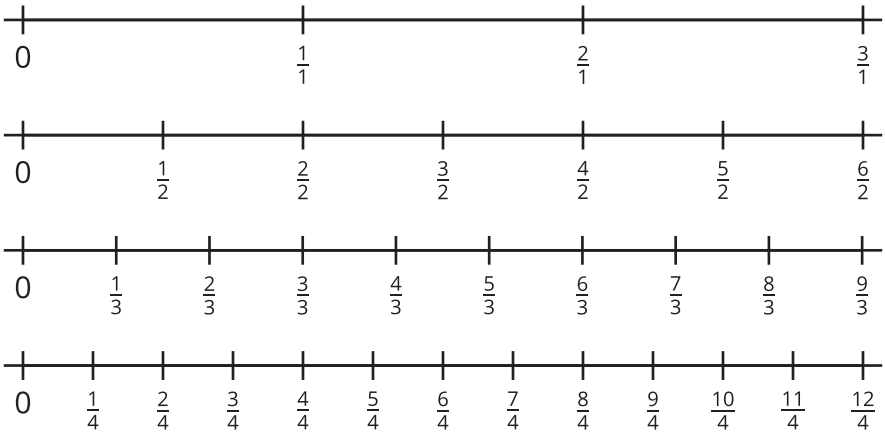
Whole Numbers and Fractions

Let's find fractions and whole numbers that are equivalent.

Warm-up

Notice and Wonder: Four Number Lines

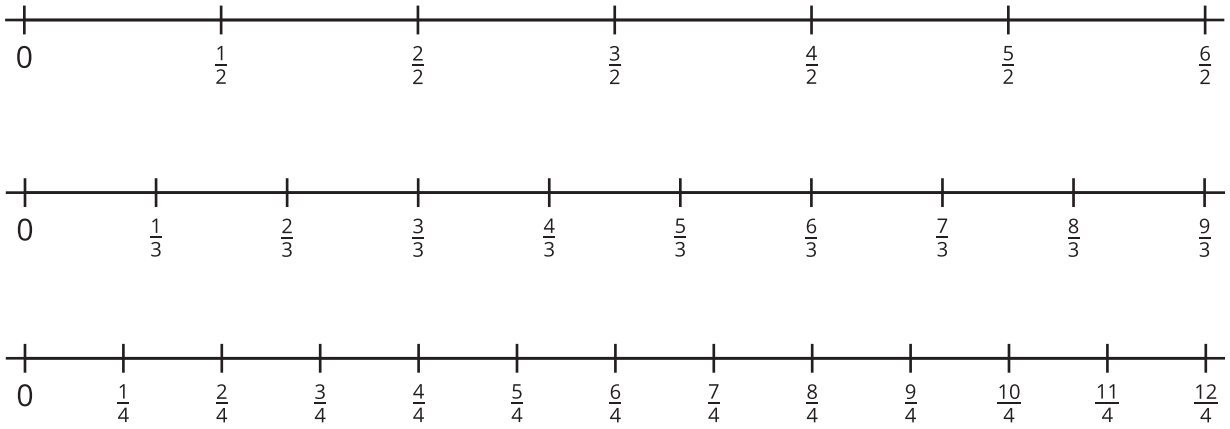
What do you notice? What do you wonder?



Activity 1

Hidden Whole Numbers

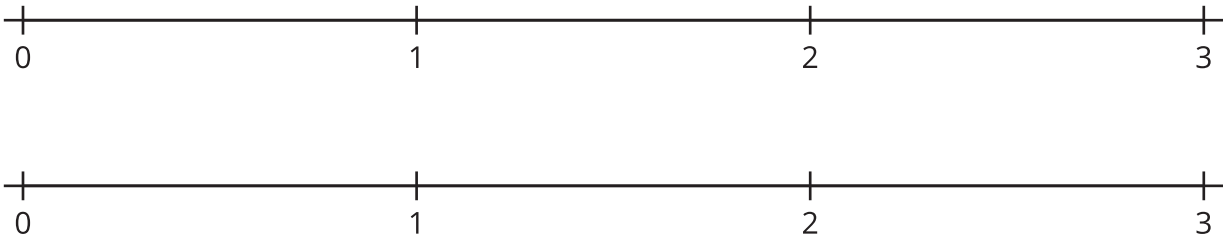
1. On each number line, circle the fractions that are equivalent to whole numbers. Explain your reasoning.



2. The fraction $\frac{4}{2}$ and the whole number 2 are at the same location on a number line, so they are equivalent. We can write the equation $\frac{4}{2} = 2$ to show the 2 numbers are equivalent.

   Write 5 other equations that show fractions that are equivalent to whole numbers. Use the number lines if they are helpful.

   -
   -
   -
   -
   -



Decide if each fraction is equivalent to a whole number. Use number lines if they are helpful.

a. $\frac{11}{2}$

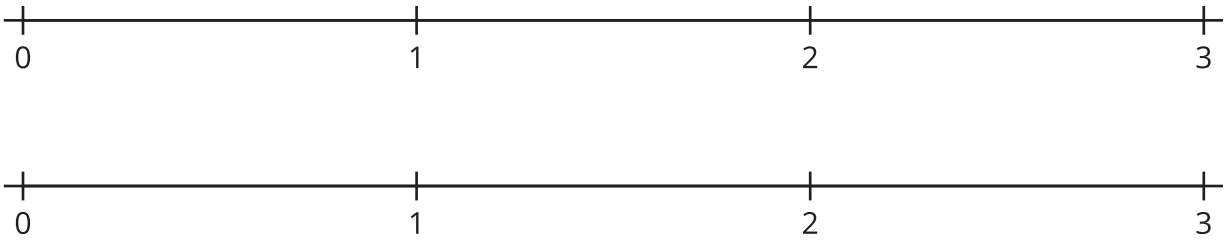
b. $\frac{5}{1}$

c. $\frac{12}{6}$

d. $\frac{10}{3}$

e. $\frac{12}{8}$

f. $\frac{16}{4}$



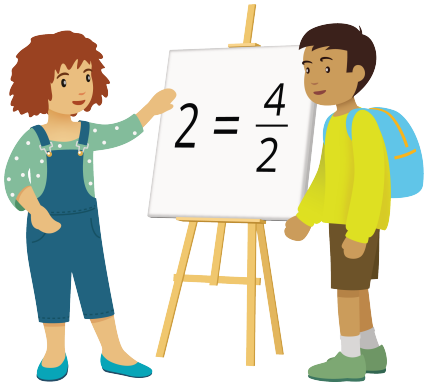
Activity 2

Write Them as Fractions

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

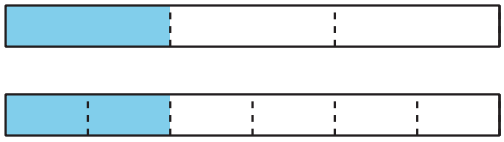
- Step 1: Write 2 fractions that are equivalent to each whole number (6 fractions in all).
- Step 2: Pass your paper to your right. When you receive your neighbor's paper, write a new fraction that is equivalent to a whole number.
- Repeat Step 2 until the table is complete.

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

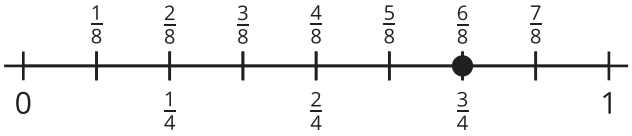


Section C Summary

We learned that different fractions can be equivalent. We learned that fractions are equivalent if they are the same size or are located at the same point on the number line.

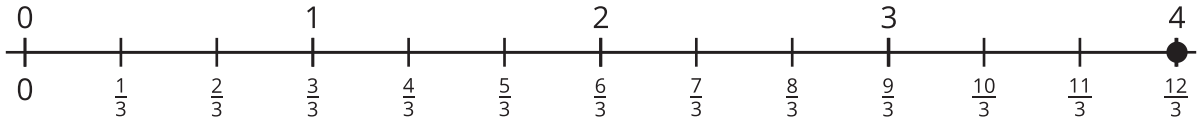


$$\frac{1}{3} = \frac{2}{6}$$



$$\frac{6}{8} = \frac{3}{4}$$

We also learned that some fractions are equivalent to whole numbers and that we can write whole numbers as fractions.



$$4 = \frac{12}{3}$$