

# ST Math Activity Page: Teacher Guide



Students are developing a new concept of number line and recognizing that there are numbers between the whole numbers.



## SCALE FRACTION



How are these models the same?

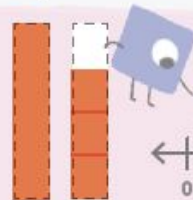
Possible answer:  
They both represent  $3\frac{2}{3}$ .

How are these models different?

Possible answer:  
One shows the number on a number line. The other is a bar model.

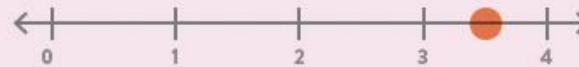


Where does this go on the numberline?



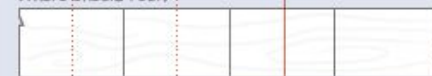
What model goes with this numberline?

Where would  $3\frac{1}{2}$  go on this numberline?



My uncle asked me to cut  $\frac{5}{8}$  of this wood board.

Where should I cut?



How do you know?

Possible answer:  
I can create eighths by cutting fourths in half, and then I need to cut at  $\frac{5}{8}$ .

**LOOK FOR** students who label the tick marks in between each whole.



What does each full bar represent?

Where do you see that on the number line?



What fraction is each piece of this board?

What do you know about that fraction and eighths?