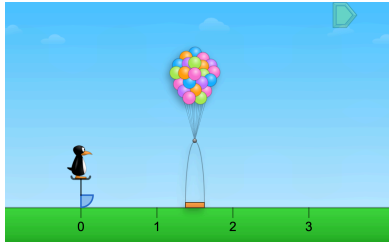


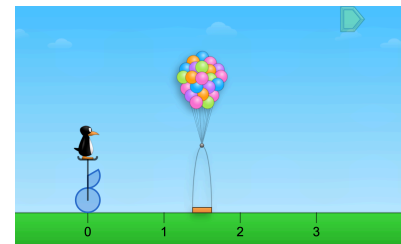
**Materials**

Whiteboards and markers  
 Fraction Number Line Math Mat  
 Strips of paper for students to fold into fractions (if needed)

**Directions**


- Give students a Fraction Number Line Math Mat (in a plastic sleeve) and dry erase marker. Show the first puzzle in Level 3. Ask students, “What do you notice?”
- Have students Think Pair Share how they think they can solve the puzzle. Have students mark on their number line where they think the basket should be placed.
- Have students explain how they determined where to place the basket on the number line.
- Connect the work students have been doing partitioning rectangles to the number line. Explain that now our whole is the distance between two whole numbers. We can also partition this whole into halves, thirds, fourths, etc.
- Continue with the remaining puzzles in Level 3.

- Go to the first puzzle in Level 4 and discuss the similarities and differences to Level 3.
- Have students mark their number line to show jumps and label each jump for the fraction pieces shown on the number line. Count the jumps together.
- Continue with the remaining puzzles in Level 4.


**Sample Questions**

- How did you determine the size of the fraction pieces?
- How is counting unit fractions like counting whole numbers?
- How did you determine where to put the basket?
- How many \_\_\_\_ pieces does it take to make a whole?

**What to look for**

- How does the student:
- explain how they determined the size of the fraction piece? (It would take 4 pieces this size to make a whole circle.)
  - count the fraction pieces? Count the fractions greater than 1? ( $5 \text{ one-thirds} = 5/3$ )
  - determine the label for the whole numbers? ( $3/3$  is equivalent to 1)