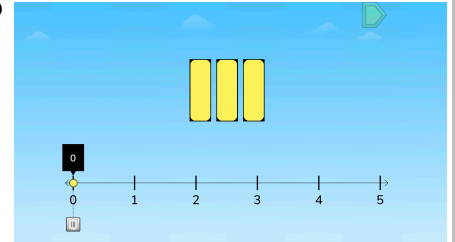




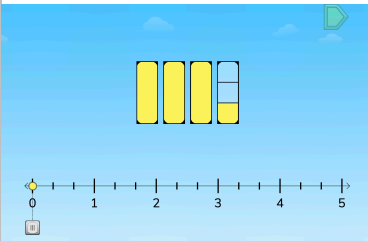
Materials

Fraction Number Line (3-5)
0 – 5 number line
a dry erase marker

- Give students a Fraction Number Line (3-5) Game mat (0 – 5 number line) and a dry erase marker. In Teacher Mode, display the first puzzle in Level 1 that does not have JiJi’s Helping Hand. Ask students, “What do you see in this puzzle? What do you think we need to do to solve this puzzle?”
- Have students talk with a partner. Share students’ thinking. Ask students, “How many whole numbers are on this number line? How many rectangles do you see in the sky?” Ask students to record their solution on their game mat.
- Try a student’s solution and watch the feedback. Say to students, “There are __ whole rectangles in the sky. The rectangle(s) are the same as __ spaces on the number line.”
- Solve a few more puzzles in Level 1. Make the connection between one whole rectangle and one space between each two whole numbers.



Directions



- Display the first puzzle in Level 2. Ask students, “How is this puzzle different from the ones we just solved? How have our rectangles changed? How has our number line changed? How do you think we solve this puzzle?”
- Have students record their solution on their game mat and then compare their solution to a partner’s solution. Try a student’s solution and watch the feedback.
- Display the next puzzle. Have students record their solution on their game mat. Ask students, “How could we name the rectangles that we see in this puzzle? How many whole rectangles do we have? What fraction of a rectangle do we have? How do you know?”
- Have students record their answer as a number. Share students’ answers. Discuss answers written as mixed numbers and fractions. Ask students to share how they named and counted the unit fractions.
- Repeat with the remaining puzzles in Level 2 and a few puzzles in Level 3.

Sample Questions

- What do you see on this number line?
- How could you name the rectangles you see in this puzzle?
- How many whole numbers are on this number line?
- How has the number line been divided?
- What is the denominator for this fraction? Numerator? Why?
- How did you determine where to place the yellow ball?

What to look for

How does the student:

- discuss strategies for finding the location on the number line?
- count by unit fractions?
- write numbers as fractions greater than one and mixed numbers?
- determine the denominator for the unit fraction?
- determine the numerator when it is not a unit fraction?



Number Line

