



Tier 3

Intervention Lessons

3.NF.2

Learning Target: I will name fractions on a number line

Readiness for 3.NF.3d: Compare fractions with the same numerator or denominator

Table of Contents

Planning Guide	p. 3
Sessions 1 through 8: Lesson Resources	p. 4-52
Independent Practice Activities: “Whose Closest?”	p. 53-56
Classroom Poster: Questions for Solving Word Problems	p. 57
Tier 1 Support Classroom Poster: Steps for Solving Word Problems	p. 58



Tier 3 Intervention Planning Guide

Learning Target: I will name fractions on a number line

Readiness for comparing fractions with the same numerator or denominator

Recommended Actions	
Beginning (5 min.)	<ul style="list-style-type: none"> ➤ Review the learning target with the whole group ➤ Ask each student to set a goal for the day based on their previous Quick Check Score ➤ Have each student use a highlighter to plot their goal for the day
Middle (15 min.)	<ul style="list-style-type: none"> ➤ Model solving a word problem – “I do” (<i>Sessions 1, 3 and 6 only</i>) ➤ Guided Practice – “We do” <p>Sessions 1 and 2: Use fraction strips as a ruler to draw a fraction on a number line</p> <p>Sessions 3, 4 and 5: Use fraction strips as a ruler to name a fraction on a number line</p> <p>Sessions 6, 7 and 8: Use marks on the number line to name a fraction on a number line</p>
End (10 min.)	<ul style="list-style-type: none"> ➤ Bring the students back together. ➤ Ask students to reflect on their progress towards the learning target <ul style="list-style-type: none"> ○ What did I learn today about naming fractions on a number line? ○ How confident do you feel about naming fractions on a number line on my own? (Thumbs up, down, or sideways) ➤ Assess each student’s progress using the next Quick Check form ➤ Guide students to self-correct their Quick Check ➤ Guide students to chart their progress in their Growth Chart <ul style="list-style-type: none"> ○ If not using Delta Math lessons, record the activity in the table ➤ Collect each student’s Quick Check and Growth Chart
After Session 6	<ul style="list-style-type: none"> ➤ Differentiation Options: <ul style="list-style-type: none"> ○ Allow students who met the learning goal to work independently while others do the guided practice during the next session ○ Exit students who met the learning goal for a third time ➤ Problem solve with a team to plan additional support for students who do not meet the learning goal within 8 sessions



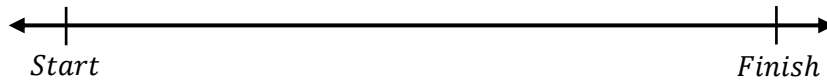
Session 1: Modeling (I Do)

Learning Target: I will name fractions on a number line

Readiness for comparing fractions with the same numerator or denominator

Charlotte ran two-thirds of a 100-yard dash during the first 10 seconds of the race. Draw a point on the number line to represent how far she ran during the first 10 seconds?

1 Whole Race



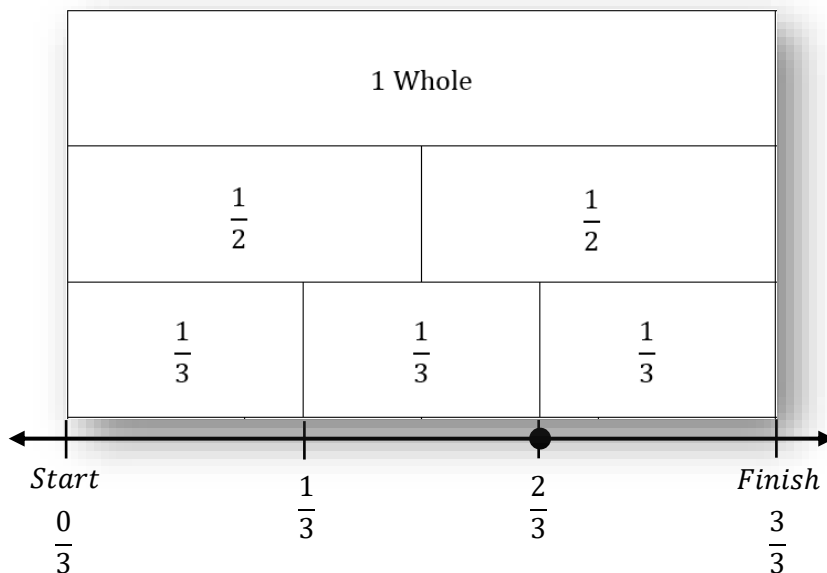


Session 1: Modeling (I Do – Visual Support)

Learning Target: I will name fractions on a number line

Readiness for comparing fractions with the same numerator or denominator

Charlotte ran two-thirds of a 100-yard dash during the first 10 seconds of the race. Draw a point on the number line to represent how far she ran during the first 10 seconds?





Session 1: Modeling (I Do - Teacher Notes)

Learning Target: I will name fractions on a number line

Readiness for comparing fractions with the same numerator or denominator

Charlotte ran two-thirds of a 100 yard dash during the first 10 seconds of the race. Draw a point on the number line to represent how far she ran during the first 10 seconds?

I am going to think aloud to model solving this problem.

Your job is to watch, listen, think and ask questions.

First, it is important to know what the problem is about.

This problem is about Charlotte running a race.

Second, I need to determine what I need to find.

I need to find a place on the number line that represents how far Charlotte ran during the first 10 seconds.

Third, I need to determine what I know.

I know that Charlotte ran two-thirds of the race during the first 10 seconds.

Fourth, I need to figure out what I can try.

I am going to try using a fraction strip to find the distance of two-thirds from 0.

(Hold up the set of fraction strips)

I need to find the fraction strip made up of thirds and fold the fraction strips so that the thirds become the bottom row.

(Fold the fraction strips template so that the “thirds” strip is visible at the bottom.)

Next, I will use the fraction strips like a ruler to mark distances of thirds from zero.

(Make 2 dash marks on the number line and label them with their fractional distance from zero.)

Now, I can draw a dot that is a distance of two-thirds of the whole from 0.

(Draw a point on the number line on the two-thirds mark.)

Last, I need to make sure that my answer makes sense.

I found two-thirds on the number line. It makes sense because I used a fraction strip made up of thirds to separate the number line into three equal parts. Then, I labeled the number line to show each fractional distance from zero to find my answer.

Session 2: Modeling (I Do – Visual Support)
4th Grade – Readiness Standard 6 - 3.NF.2

Learning Target: I will name fractions on a number line
Readiness for comparing fractions with the same numerator or denominator

Charlotte ran two-thirds of a 100-yard dash during the first 10 seconds of the race. Draw a point on the number line to represent how far she ran during the first 10 seconds?

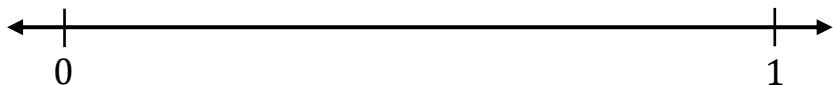
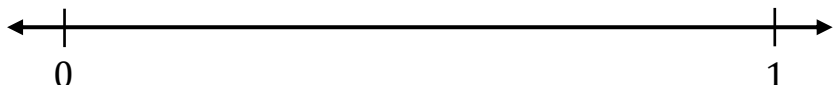
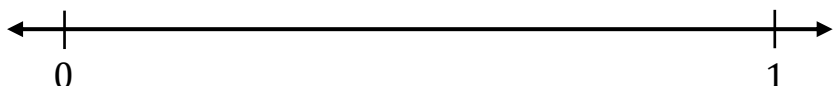
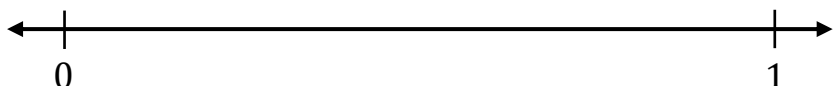
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Learning Target: I will name fractions on a number line

Session 1: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Use fraction strips to mark and label fractions on the number line.


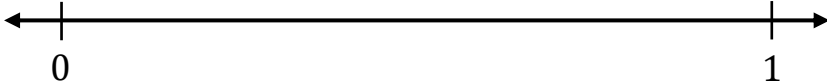
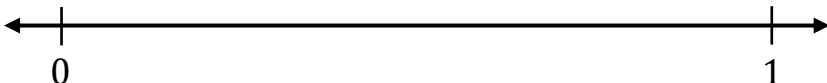
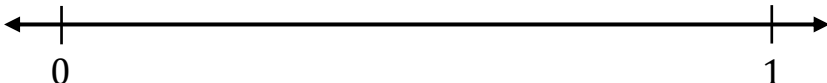
<p>1.</p>	<p>$\frac{4}{6}$</p> 
<p>2.</p>	<p>$\frac{3}{4}$</p> 
<p>3.</p>	<p>$\frac{3}{8}$</p> 
<p>4.</p>	<p>$\frac{1}{3}$</p> 

Learning Target: I will name fractions on a number line

Session 1: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to mark and label fractions on the number line.

5.	$\frac{5}{8}$ 
6.	$\frac{1}{4}$ 
7.	$\frac{5}{6}$ 
8.	$\frac{7}{8}$ 

Learning Target: I will name fractions on a number line

Session 1: Guided Practice (We Do – Teacher Notes)

We Do Together: (Teacher Actions)

- Use fraction strips to mark and label fractions on the number line.

1.	$\frac{4}{6}$	
2.	$\frac{3}{4}$	
3.	$\frac{3}{8}$	
4.	$\frac{1}{3}$	



Fraction Strips (4 Sets)

Directions: Each student should receive one set of strips...do not cut into individual strips. (See example on p. 9, "fold the fraction strips so that the thirds become the bottom row.")

1 Whole								1 Whole									
$\frac{1}{2}$				$\frac{1}{2}$				$\frac{1}{2}$				$\frac{1}{2}$					
$\frac{1}{3}$			$\frac{1}{3}$			$\frac{1}{3}$			$\frac{1}{3}$			$\frac{1}{3}$			$\frac{1}{3}$		
$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$	
$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	
1 Whole								1 Whole									
$\frac{1}{2}$				$\frac{1}{2}$				$\frac{1}{2}$				$\frac{1}{2}$					
$\frac{1}{3}$			$\frac{1}{3}$			$\frac{1}{3}$			$\frac{1}{3}$			$\frac{1}{3}$			$\frac{1}{3}$		
$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$	
$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	



Session 1: Self-Reflection

Learning Target: I will name fractions on a number line

Briefly discuss student responses:

- What did I learn today about naming fractions on a number line?

- How confident do I feel about naming fractions on a number line on my own? (*Thumbs up, down, or sideways*)

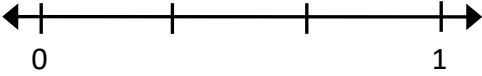
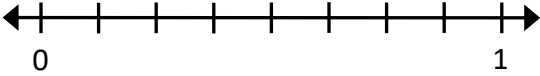


Quick Check - Form A

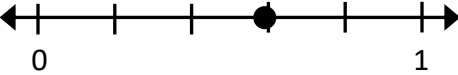
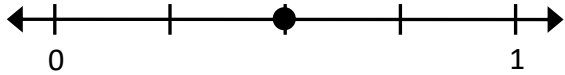
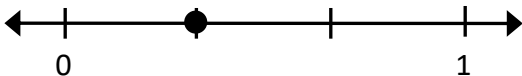
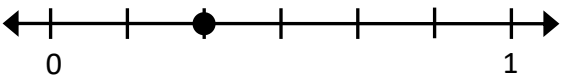
Name _____ Date _____

Learning Target: I will name fractions on a number line.
(Work time: 4 minutes)

Problems 1-2: Write the name of each equal part between 0 and 1.

<p>1.</p>  <p>_____</p>	<p>2.</p>  <p>_____</p>
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Problems 3-6: Write the name of each fraction.

<p>3.</p>  <p>_____</p>	<p>4.</p>  <p>_____</p>
<p>5.</p>  <p>_____</p>	<p>6.</p>  <p>_____</p>

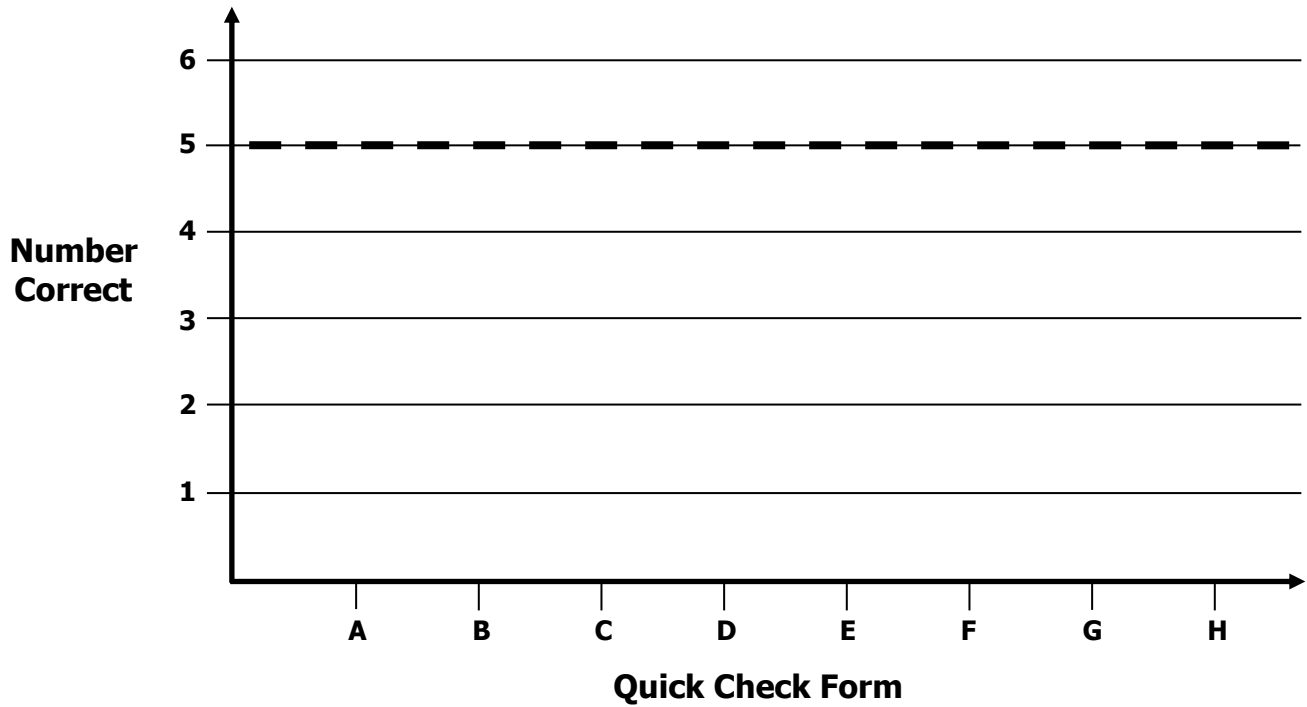


Growth Chart

Name _____ Date _____

Learning Target: I will name fractions on a number line.

Goal: 5 out of 6 correct



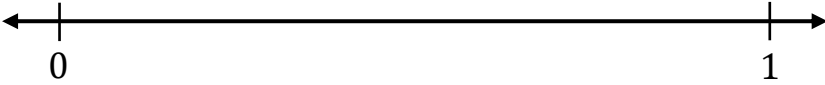
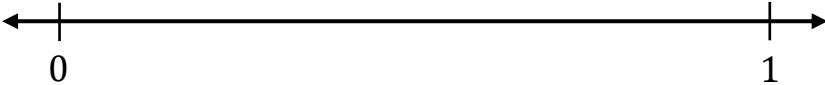
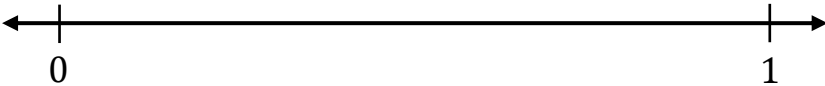
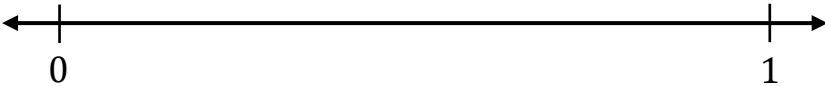
Intervention	Date	Score
Session 1:		
Session 2:		
Session 3:		
Session 4:		
Session 5:		
Session 6:		
Session 7:		
Session 8:		

Learning Target: I will name fractions on a number line

Session 2: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Use fraction strips to mark and label fractions on the number line.

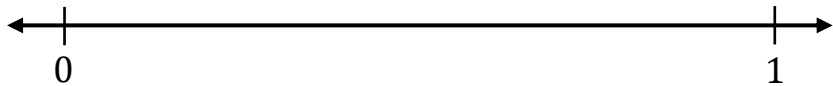
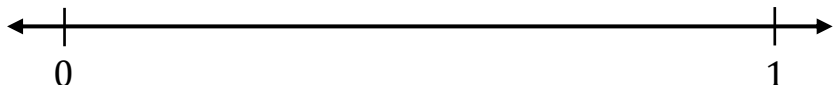
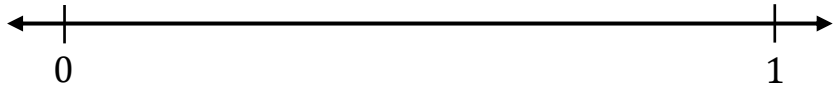
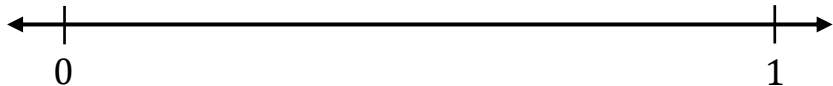
1.	$\frac{5}{6}$ 
2.	$\frac{1}{4}$ 
3.	$\frac{5}{8}$ 
4.	$\frac{2}{3}$ 

Learning Target: I will name fractions on a number line

Session 2: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to mark and label fractions on the number line.

5.	$\frac{3}{8}$ 
6.	$\frac{2}{4}$ 
7.	$\frac{4}{6}$ 
8.	$\frac{1}{3}$ 

Learning Target: I will name fractions on a number line

Session 2: Guided Practice (We Do – Teacher Notes)

We Do Together: (Teacher Actions)

- Use fraction strips to mark and label fractions on the number line.

1.	$\frac{4}{6}$	
2.	$\frac{3}{4}$	
3.	$\frac{3}{8}$	
4.	$\frac{1}{3}$	



Fraction Strips (4 Sets)

Directions: Each student should receive one set of strips...do not cut into individual strips. (See example on p. 9, "fold the fraction strips so that the thirds become the bottom row.")

1 Whole								1 Whole							
$\frac{1}{2}$				$\frac{1}{2}$				$\frac{1}{2}$				$\frac{1}{2}$			
$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$			
$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$			
$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$		
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$		
1 Whole								1 Whole							
$\frac{1}{2}$				$\frac{1}{2}$				$\frac{1}{2}$				$\frac{1}{2}$			
$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$			
$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$			
$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$		
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$		



Session 2: Self-Reflection

Learning Target: I will name fractions on a number line

Briefly discuss student responses:

- What did I learn today about naming fractions on a number line?

- How confident do I feel about naming fractions on a number line on my own? (*Thumbs up, down, or sideways*)

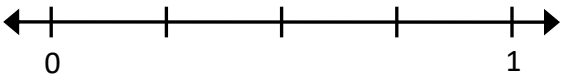
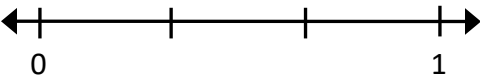


Quick Check - Form B

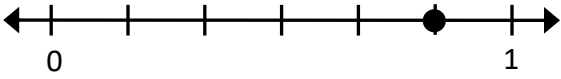
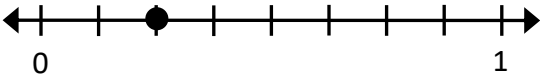
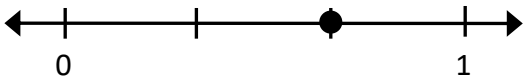
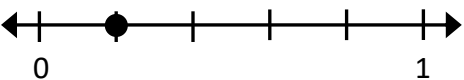
Name _____ Date _____

Learning Target: I will name fractions on a number line.
(Work time: 4 minutes)

Problems 1-2: Write the name of each equal part between 0 and 1.

<p>1.</p>  <p>_____</p>	<p>2.</p>  <p>_____</p>
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Problems 3-6: Write the name of each fraction.

<p>3.</p>  <p>_____</p>	<p>4.</p>  <p>_____</p>
<p>5.</p>  <p>_____</p>	<p>6.</p>  <p>_____</p>



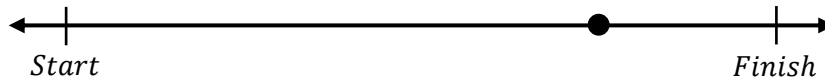
Session 3: Modeling (I Do)

Learning Target: I will name fractions on a number line

Readiness for comparing fractions with the same numerator or denominator

Oliver ran a 100-yard dash during a track meet. The point on the number line represents his location on the track after 12 seconds. What fractional part of the race did Oliver complete up during the first 12 seconds?

1 Whole Race



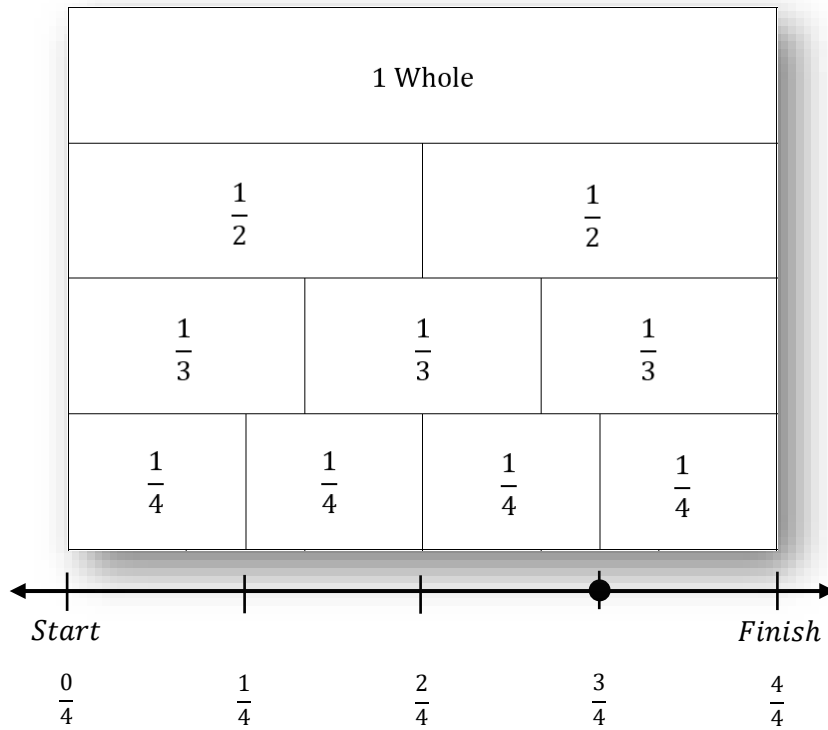


Session 3: Modeling (I Do – Visual Support)

Learning Target: I will name fractions on a number line

Readiness for comparing fractions with the same numerator or denominator

Oliver ran a 100-yard dash during a track meet. The point on the number line represents how far he ran after 12 seconds. How much of the race did Oliver complete during the first 12 seconds?





Session 3: Modeling (I Do - Teacher Notes)

Learning Target: I will name fractions on a number line

Readiness for comparing fractions with the same numerator or denominator

Oliver ran a 100-yard dash during a track meet. The point on the number line represents how far he ran after 12 seconds. How much of the race did Oliver complete during the first 12 seconds?

I am going to think aloud to model solving this problem.

Your job is to watch, listen, think and ask questions.

First, it is important to know what the problem is about.

This problem is about Oliver running a 100-yard dash.

Second, I need to determine what I need to find.

I need to find how much of the race Oliver completed during the first 12 seconds.

Third, I need to determine what I know...I know how far Oliver ran represented with a point on a number line.

Fourth, I need to figure out what I can try.

I am going to try using fraction strips to help me find this fractional distance from zero to the point on the number line.

(Point to the distance from zero to the point on the number line.)

The distance from zero to this point is not one-half since it is not equal to the length of a one-half fraction strip.

(Use the one-half fraction strip to show that the distance is greater than one-half.)

The distance from zero to this point is not one or two thirds since it is not equal to the length of a one or two "thirds" fraction strips.

(Use the fraction strip made up of thirds to show that the distance is greater than two-thirds.)

The distance from zero to this point looks like it could equal three-fourths since it does line up with the length of three "fourths" fraction strips.

(Use the fraction strip made up of fourths to show that the distance is equal to three of the "fourths" strips.)

To record my reasoning, I am going to mark the number line to separate it into 4 equal distances.

(Mark the number line at the edge of each unit fraction.)

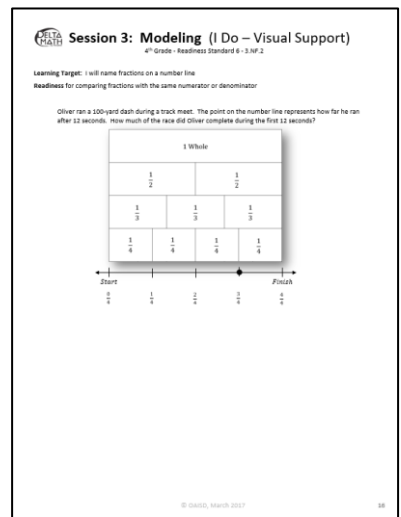
Now, I can label each mark to show each total distance from zero.

The first dash is before he began to run and I will label the distance as zero-fourths.

(Write $\frac{0}{4}$ underneath the first dash.)

The second dash is after he ran one-fourth of the total distance from zero, so I will label this distance as one-fourth. (Write $\frac{1}{4}$ underneath the second dash.)

The third dash is after he ran two-fourths of the total distance from zero, so I will label this distance as two-fourths. (Write $\frac{2}{4}$ underneath the third dash.)



The fourth dash is after he ran three-fourths of the total distance from zero, so I will label this distance as three-fourths.

(Write $\frac{3}{4}$ underneath the fourth dash.)

And, the fifth dash is after he ran four-fourths of the total distance from zero, so I will label this distance as four-fourths.

(Write $\frac{4}{4}$ underneath the third dash.)

DELTA MATH Session 3: Modeling (I Do – Visual Support)
4th Grade • Readiness Standard 4 - 3.NF.2

Learning Target: I will name fractions on a number line.
Readiness for comparing fractions with the same numerator or denominator.

Oliver ran a 100-yard dash during a track meet. The point on the number line represents how far he ran after 12 seconds. How much of the race did Oliver complete during the first 12 seconds?

© OAISD, March 2017

Last, I need to make sure that my answer makes sense.

I found that Oliver completed three-fourths of the whole race after 12 seconds of running. It makes sense because I used fraction strips to find how far the point was from zero using fraction strips made up of fourths. And, I separated the number line into four equal parts and labeled each dash to show its fractional distance from zero.

Learning Target: I will name fractions on a number line

Session 3: Guided Practice (We Do)

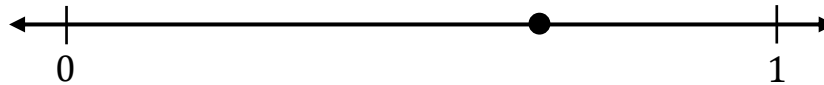
Materials:

- Fraction strips (1 set per student)

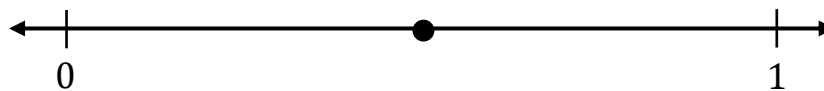
We Do Together: (Teacher Actions)

- Use fraction strips to name the fraction on the number line.

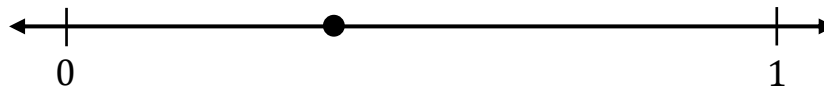
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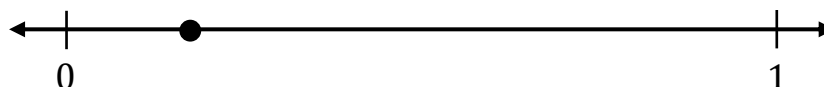
2.



3.



4.



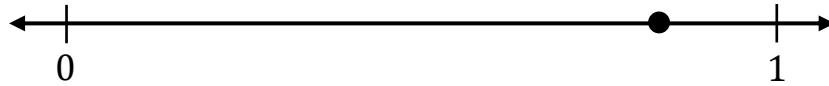
Learning Target: I will name fractions on a number line

Session 3: Guided Practice (We Do - Continued)

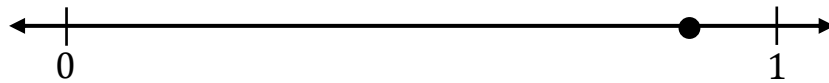
You Do Together: (As a class, or in small groups)

- Students take turns leading to name fractions on the number line.

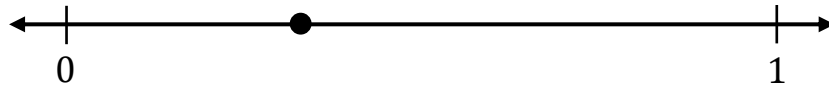
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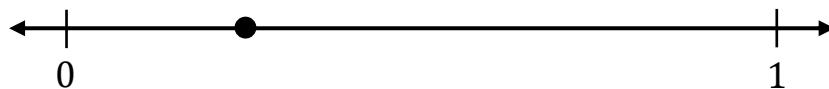
6.



7.



8.



Learning Target: I will name fractions on a number line

Session 3: Guided Practice (We Do – Teacher Notes)

Materials:

- Fraction strips (1 set per student)

We Do Together: (Teacher Actions)

- Use fraction strips to name the fraction on the number line.

1.	
2.	
3.	
4.	



Session 3: Self-Reflection

Learning Target: I will name fractions on a number line

Briefly discuss student responses:

- What did I learn today about naming fractions on a number line?

- How confident do I feel about naming fractions on a number line on my own? (*Thumbs up, down, or sideways*)

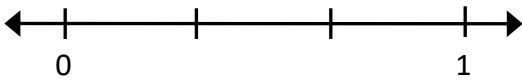
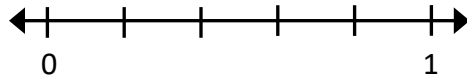


Quick Check - Form C

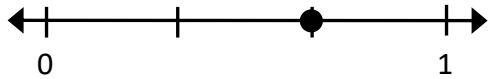
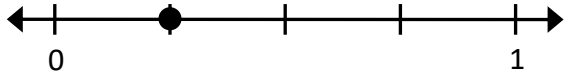
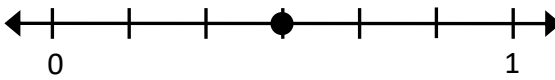
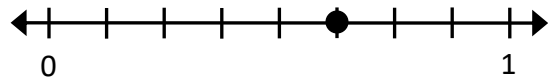
Name _____ Date _____

Learning Target: I will name fractions on a number line.
(Work time: 4 minutes)

Problems 1-2: Write the name of each equal part between 0 and 1.

<p>1.</p>  <p>_____</p>	<p>2.</p>  <p>_____</p>
---	--

Problems 3-6: Write the name of each fraction.

<p>3.</p>  <p>_____</p>	<p>4.</p>  <p>_____</p>
<p>5.</p>  <p>_____</p>	<p>6.</p>  <p>_____</p>

Learning Target: I will name fractions on a number line

Session 4: Guided Practice (We Do)

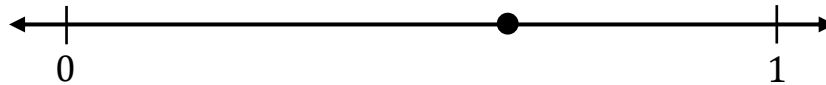
Materials:

- Fraction strips (1 set per student)

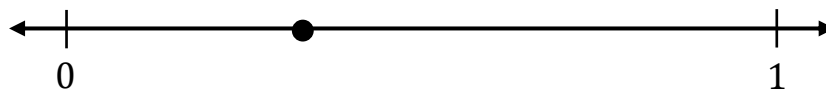
We Do Together: (Teacher Actions)

- Use fraction strips to name the fraction on the number line.

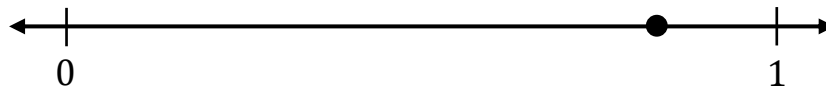
1.



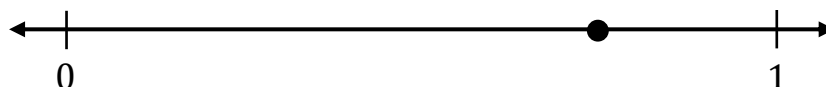
2.



3.



4.



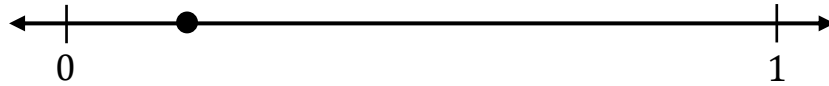
Learning Target: I will name fractions on a number line

Session 4: Guided Practice (We Do - Continued)

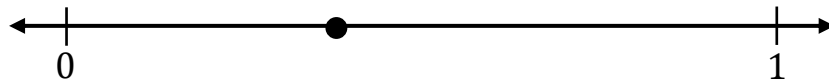
You Do Together: (As a class, or in small groups)

- Students take turns leading to name fractions on the number line.

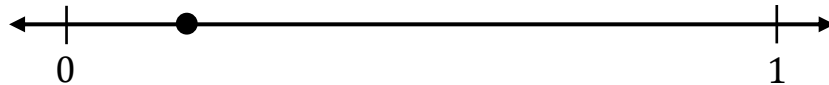
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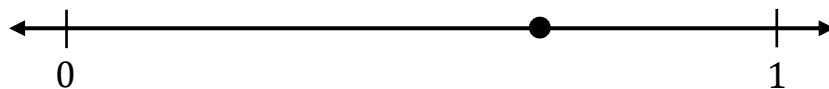
6.



7.



8.





Session 4: Self-Reflection

Learning Target: I will name fractions on a number line

Briefly discuss student responses:

- What did I learn today about naming fractions on a number line?

- How confident do I feel about naming fractions on a number line on my own? (*Thumbs up, down, or sideways*)

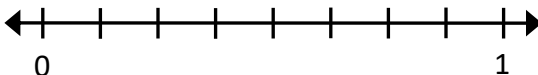
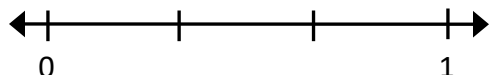


Quick Check - Form D

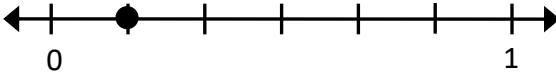
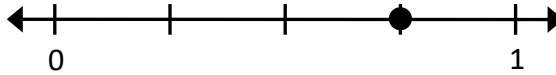
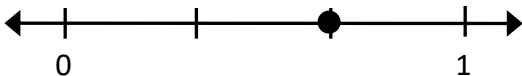
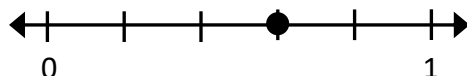
Name _____ Date _____

Learning Target: I will name fractions on a number line.
(Work time: 4 minutes)

Problems 1-2: Write the name of each equal part between 0 and 1.

<p>1.</p>  <p>_____</p>	<p>2.</p>  <p>_____</p>
---	--

Problems 3-6: Write the name of each fraction.

<p>3.</p>  <p>_____</p>	<p>4.</p>  <p>_____</p>
<p>5.</p>  <p>_____</p>	<p>6.</p>  <p>_____</p>

Learning Target: I will name fractions on a number line

Session 5: Guided Practice (We Do)

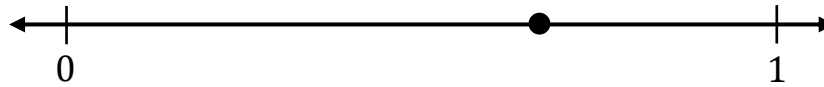
Materials:

- Fraction strips (1 set per student)

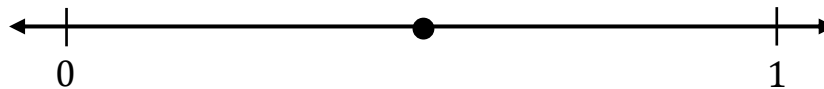
We Do Together: (Teacher Actions)

- Use fraction strips to name the fraction on the number line.

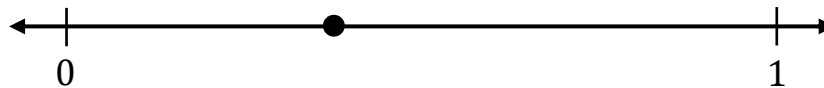
1.



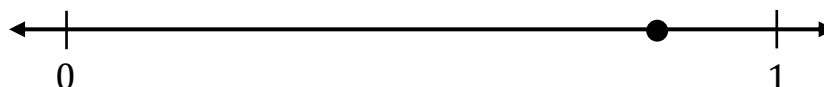
2.



3.



4.



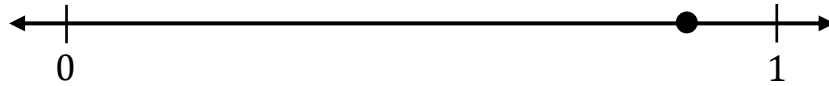
Learning Target: I will name fractions on a number line

Session 5: Guided Practice (We Do - Continued)

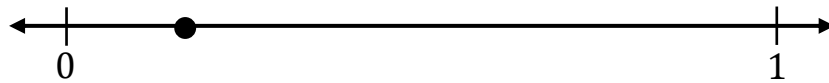
You Do Together: (As a class, or in small groups)

- Students take turns leading to name fractions on the number line.

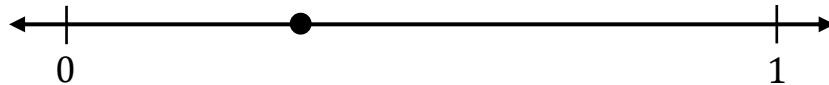
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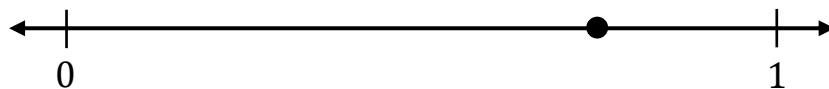
6.



7.



8.





Session 5: Self-Reflection

Learning Target: I will name fractions on a number line

Briefly discuss student responses:

- What did I learn today about naming fractions on a number line?

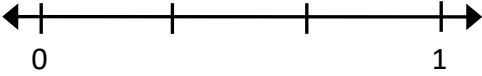
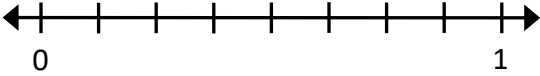
- How confident do I feel about naming fractions on a number line on my own? (*Thumbs up, down, or sideways*)

Quick Check - Form E

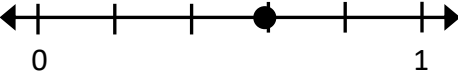
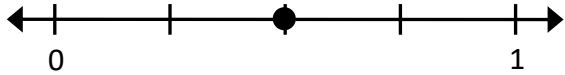
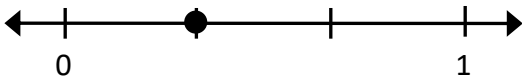
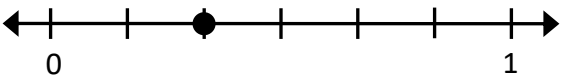
Name _____ Date _____

Learning Target: I will name fractions on a number line.
(Work time: 4 minutes)

Problems 1-2: Write the name of each equal part between 0 and 1.

<p>1.</p>  <p style="text-align: center;">_____</p>	<p>2.</p>  <p style="text-align: center;">_____</p>
---	--

Problems 3-6: Write the name of each fraction.

<p>3.</p>  <p style="text-align: center;">_____</p>	<p>4.</p>  <p style="text-align: center;">_____</p>
<p>5.</p>  <p style="text-align: center;">_____</p>	<p>6.</p>  <p style="text-align: center;">_____</p>

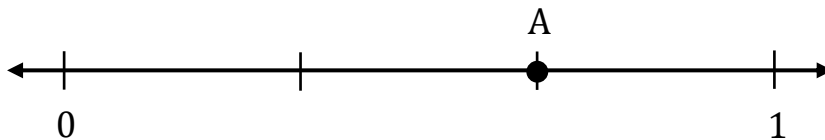


Session 6: Modeling (I Do)

Learning Target: I will name fractions on a number line

Readiness for comparing fractions with the same numerator or denominator

On the Delta Math readiness screener, Dominik chose $\frac{3}{4}$ as the name of point A. Is he correct? If not, what is the correct answer?





Session 6: Modeling (I Do – Visual Support)

Learning Target: I will name fractions on a number line

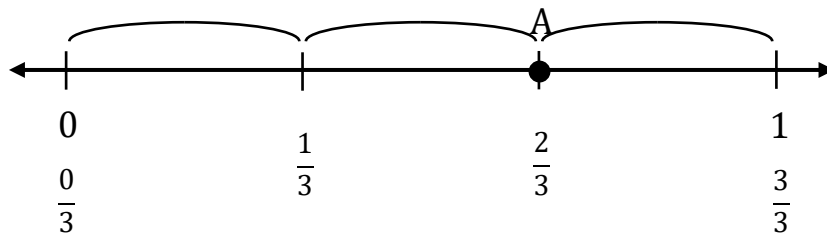
Readiness for comparing fractions with the same numerator or denominator

On the Delta Math readiness screener, Dominik chose $\frac{3}{4}$ as the name of point A. Is he correct? If not, what is the correct answer?

3 equal sections from 0

$\frac{3}{4}$

4 equal sections make 1 whole



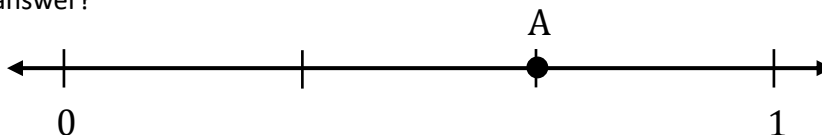


Session 6: Modeling (I Do - Teacher Notes)

Learning Target: I will name fractions on a number line

Readiness for comparing fractions with the same numerator or denominator

On the Delta Math readiness screener, Dominik chose $\frac{3}{4}$ as the name of point A. Is he correct? If not, what is the correct answer?



I am going to think aloud to model solving this problem.

Your job is to watch, listen, think and ask questions.

First, it is important to know what the problem is about.

This problem is about Dominik answering a fraction problem on a Delta Math readiness screener.

Second, I need to determine what I need to find.

I need to find if Dominik chose the correct answer and if not, I need to find the correct answer.

Third, I need to determine what I know.

I know that Dominik chose three-fourths as his answer.

Fourth, I need to figure out what I can try.

I am going to try analyzing the number line to see if Dominik's answer of three-fourths is correct. If it is not correct, I will find how many unit fractions point A is from zero to get the correct answer.

Three-fourths means that point A is 3 equal sections away from 0.

(Write, "3 equal sections from 0" next to the numerator in the question.)

And the distance between 0 and 1 is separated into 4 equal sections.

(Write, "4 equal sections make 1 whole" next to the denominator in the question.)

When I look at this number line, it looks like both the numerator...3...and denominator...4...are incorrect.

Point A is not 3 equal sections away from 0...it is 2.

(Point to the 2 equal sections between 0 and Point A.)

And, the distance from 0 to 1 it is not separated into 4 equal sections...it is separated into 3, which are thirds.

(Draw 3 curved braces to highlight the 3 equal sections that make up 1 whole. Then label each point: $\frac{0}{3}$, $\frac{1}{3}$, $\frac{2}{3}$, and $\frac{3}{3}$.)

So, Dominik should have chosen 2-thirds as the name of point A, not 3-fourths.

(Circle the fraction $\frac{2}{3}$ written under point A.)

Last, I need to make sure that my answer makes sense.

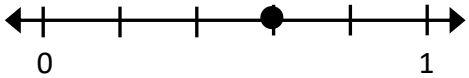
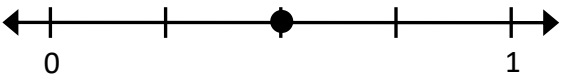
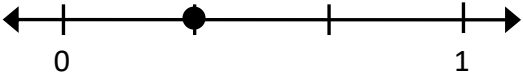
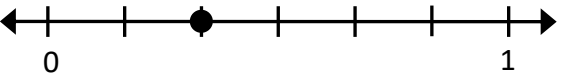
I found that point A is not located at 3-fourths on the number line...it is actually at 2-thirds. It makes sense because I found the unit fractions between 0 and 1 and used this to label the individual distances between 0 and point A and the total distances from 0 for each dash mark on the number line.

Learning Target: I will name fractions on a number line

Session 6: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Write the name of each equal part between 0 and 1 on the number line. Then, find the location of the point.

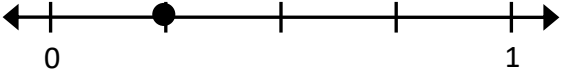
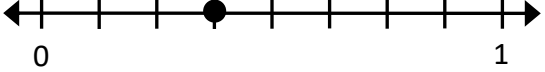
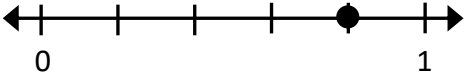
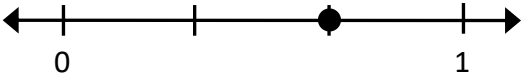
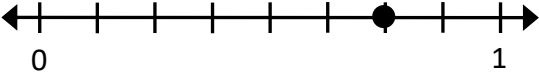
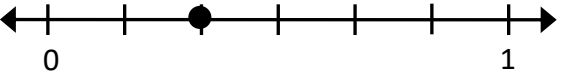
<p>1.</p>  <p>Name of each equal part: _____</p>	<p>2.</p>  <p>Name of each equal part: _____</p>
<p>3.</p>  <p>Name of each equal part: _____</p>	<p>4.</p>  <p>Name of each equal part: _____</p>

Learning Target: I will name fractions on a number line

Session 6: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to find the name of each equal part between 0 and 1 and the location of the point.

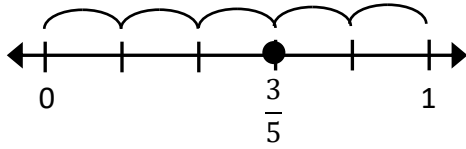
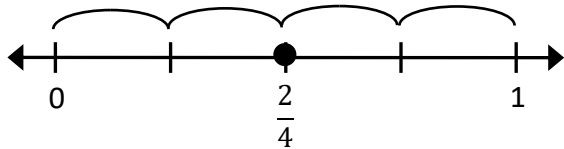
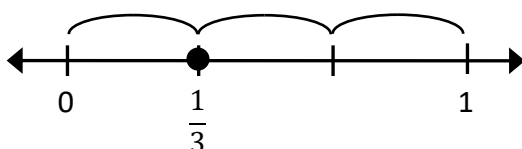
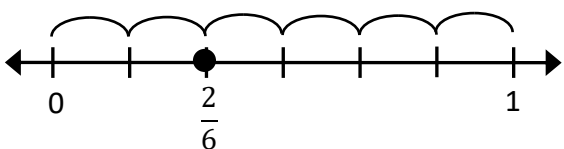
<p>5.</p>  <p>Name of each equal part: _____</p>	<p>6.</p>  <p>Name of each equal part: _____</p>
<p>7.</p>  <p>Name of each equal part: _____</p>	<p>8.</p>  <p>Name of each equal part: _____</p>
<p>9.</p>  <p>Name of each equal part: _____</p>	<p>10.</p>  <p>Name of each equal part: _____</p>

Learning Target: I will name fractions on a number line

Session 6: Guided Practice (We Do – Teacher Notes)

We Do Together: (Teacher Actions)

- Write the name of each equal part between 0 and 1 on the number line. Then, find the location of the point.

<p>1.</p>  <p>Name of each equal part: <u>Fifths</u></p>	<p>2.</p>  <p>Name of each equal part: <u>Fourths</u></p>
<p>3.</p>  <p>Name of each equal part: <u>Thirds</u></p>	<p>4.</p>  <p>Name of each equal part: <u>Sixths</u></p>



Session 6: Self-Reflection

Learning Target: I will name fractions on a number line

Briefly discuss student responses:

- What did I learn today about naming fractions on a number line?

- How confident do I feel about naming fractions on a number line on my own? (*Thumbs up, down, or sideways*)

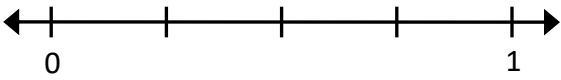
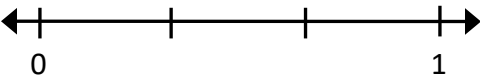


Quick Check - Form F

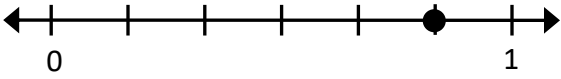
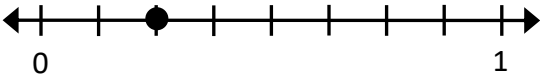
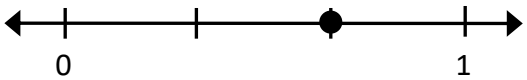
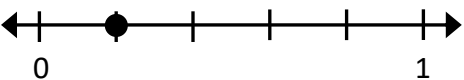
Name _____ Date _____

Learning Target: I will name fractions on a number line.
(Work time: 4 minutes)

Problems 1-2: Write the name of each equal part between 0 and 1.

<p>1.</p>  <p>_____</p>	<p>2.</p>  <p>_____</p>
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Problems 3-6: Write the name of each fraction.

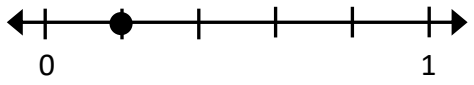
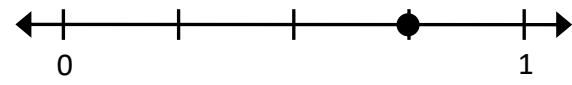
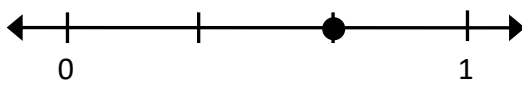
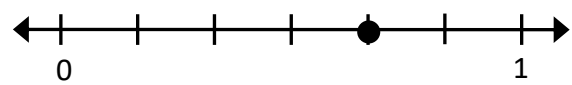
<p>3.</p>  <p>_____</p>	<p>4.</p>  <p>_____</p>
<p>5.</p>  <p>_____</p>	<p>6.</p>  <p>_____</p>

Learning Target: I will name fractions on a number line

Session 7: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Write the name of each equal part between 0 and 1 on the number line. Then, find the location of the point.

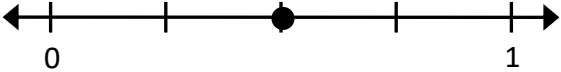
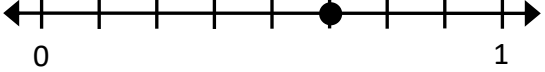
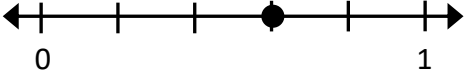
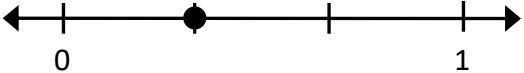
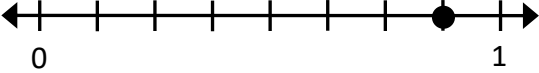
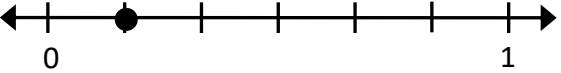
<p>1.</p>  <p>Name of each equal part: _____</p>	<p>2.</p>  <p>Name of each equal part: _____</p>
<p>3.</p>  <p>Name of each equal part: _____</p>	<p>4.</p>  <p>Name of each equal part: _____</p>

Learning Target: I will name fractions on a number line

Session 7: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to find the name of each equal part between 0 and 1 and the location of the point.

<p>5.</p>  <p>Name of each equal part: _____</p>	<p>6.</p>  <p>Name of each equal part: _____</p>
<p>7.</p>  <p>Name of each equal part: _____</p>	<p>8.</p>  <p>Name of each equal part: _____</p>
<p>9.</p>  <p>Name of each equal part: _____</p>	<p>10.</p>  <p>Name of each equal part: _____</p>



Session 7: Self-Reflection

Learning Target: I will name fractions on a number line

Briefly discuss student responses:

- What did I learn today about naming fractions on a number line?

- How confident do I feel about naming fractions on a number line on my own? (*Thumbs up, down, or sideways*)

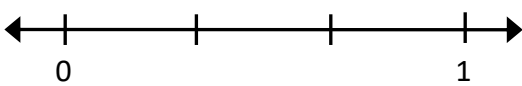
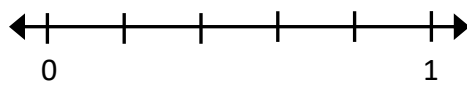


Quick Check - Form G

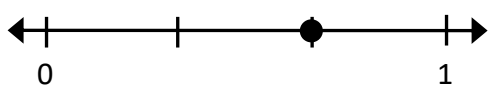
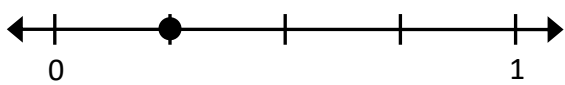
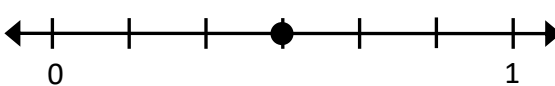
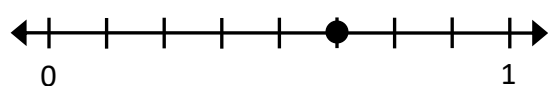
Name _____ Date _____

Learning Target: I will name fractions on a number line.
(Work time: 4 minutes)

Problems 1-2: Write the name of each equal part between 0 and 1.

<p>1.</p>  <p>_____</p>	<p>2.</p>  <p>_____</p>
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Problems 3-6: Write the name of each fraction.

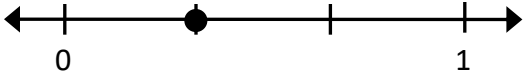
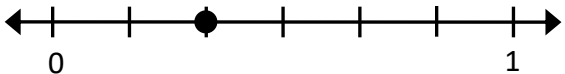
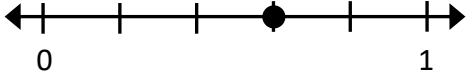
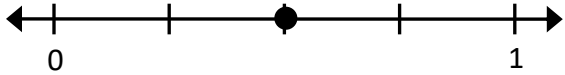
<p>3.</p>  <p>_____</p>	<p>4.</p>  <p>_____</p>
<p>5.</p>  <p>_____</p>	<p>6.</p>  <p>_____</p>

Learning Target: I will name fractions on a number line

Session 8: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Write the name of each equal part between 0 and 1 on the number line. Then, find the location of the point.

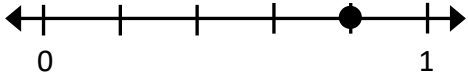
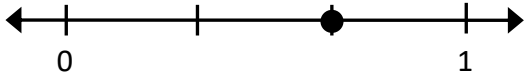
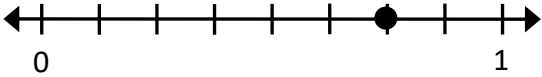
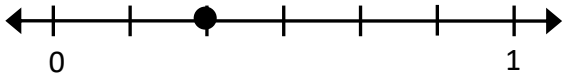
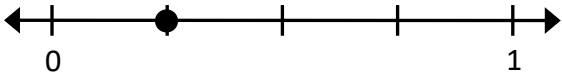
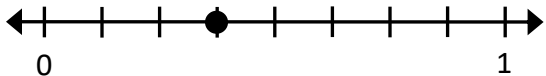
<p>1.</p>  <p>Name of each equal part: _____</p>	<p>2.</p>  <p>Name of each equal part: _____</p>
<p>3.</p>  <p>Name of each equal part: _____</p>	<p>4.</p>  <p>Name of each equal part: _____</p>

Learning Target: I will name fractions on a number line

Session 8: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to find the name of each equal part between 0 and 1 and the location of the point.

<p>5.</p>  <p>Name of each equal part: _____</p>	<p>6.</p>  <p>Name of each equal part: _____</p>
<p>7.</p>  <p>Name of each equal part: _____</p>	<p>8.</p>  <p>Name of each equal part: _____</p>
<p>9.</p>  <p>Name of each equal part: _____</p>	<p>10.</p>  <p>Name of each equal part: _____</p>



Session 8: Self-Reflection

Learning Target: I will name fractions on a number line

Briefly discuss student responses:

- What did I learn today about naming fractions on a number line?

- How confident do I feel about naming fractions on a number line on my own? (*Thumbs up, down, or sideways*)

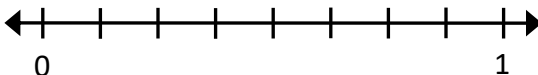
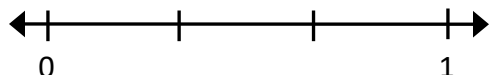


Quick Check - Form H

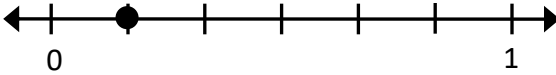
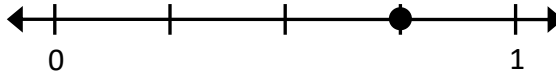
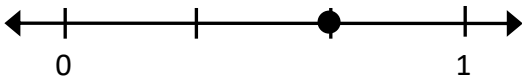
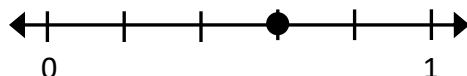
Name _____ Date _____

Learning Target: I will name fractions on a number line.
(Work time: 4 minutes)

Problems 1-2: Write the name of each equal part between 0 and 1.

<p>1.</p>  <p>_____</p>	<p>2.</p>  <p>_____</p>
---	--

Problems 3-6: Write the name of each fraction.

<p>3.</p>  <p>_____</p>	<p>4.</p>  <p>_____</p>
<p>5.</p>  <p>_____</p>	<p>6.</p>  <p>_____</p>



Independent Practice (You Do)

Learning Target: I will name fractions on a number line

Readiness for comparing fractions with the same numerator or denominator

Title of Game: "Who's Closest?"

Number of Players: 2 to 4

Objective: To approximate where a fraction is located on a number line closer than each opponent.

Materials:

- Fraction Cards (1 set per group...A or B)
- Fractions Strips (1 set, see page 13)
- 1 Recording Sheet Per Player

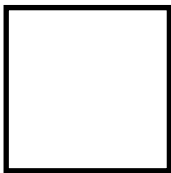
Directions:

- Shuffle the fraction cards and set them face-down in a pile.
- Turn the first card over and each player writes the fraction
- Each player works individually to approximate where the draw the fraction on the number line.
 - Draw dashes to separate the number line into unit fractions.
 - Draw a point to represent the fraction on the number line.
- Players switch papers to determine how close there approximation is to the exact location
 - Use fraction strips to mark the exact location of the fraction
 - Draw a horizontal line between the exact location and the approximation
- The player with the shorter comparison line gets to keep the fraction card.
- Turn the next card over and repeat

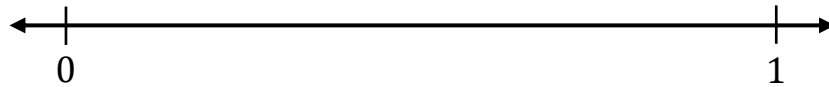
Who's Closest?: Recording Sheet

Directions: Approximate where the draw each fraction on the number line. Then use fraction strips to check how close it is to the exact location.

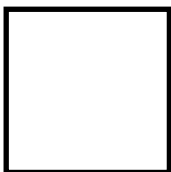
Round 1



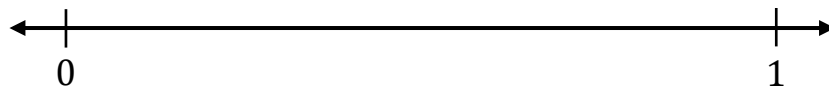
Fraction



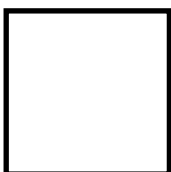
Round 2



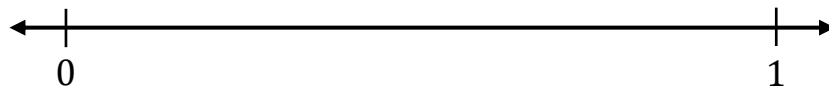
Fraction



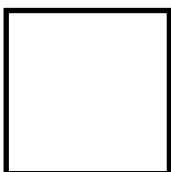
Round 3



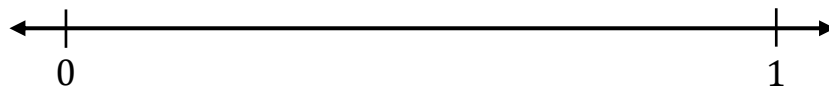
Fraction



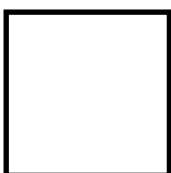
Round 4



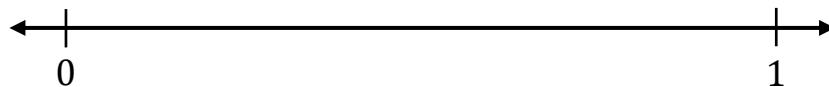
Fraction



Round 5



Fraction





Fraction Cards (Set A)

$\frac{1}{2}$ Set A	$\frac{1}{3}$ Set A
$\frac{2}{3}$ Set A	$\frac{1}{4}$ Set A
$\frac{3}{4}$ Set A	$\frac{1}{6}$ Set A
$\frac{5}{6}$ Set A	$\frac{1}{8}$ Set A
$\frac{4}{8}$ Set A	$\frac{7}{8}$ Set A



Fraction Cards (Set B)

$$\frac{1}{3}$$

Set B

$$\frac{2}{3}$$

Set B

$$\frac{1}{4}$$

Set B

$$\frac{2}{4}$$

Set B

$$\frac{3}{4}$$

Set B

$$\frac{2}{6}$$

Set B

$$\frac{3}{6}$$

Set B

$$\frac{4}{6}$$

Set B

$$\frac{2}{8}$$

Set B

$$\frac{6}{8}$$

Set B



Questions for Solving Word Problems

Q_1

What is the problem about?

Q_2

What do I need to find?

Q_3

What do I know?

Q_4

What can I try?

Q_5

Does my answer make sense?



Steps for Solving Word Problems

Q₁. What is the problem about?

Q₂. What do I need to find?

Q₃. What do I know?

Q₄. What can I try?

Q₅. Does my answer make sense?