

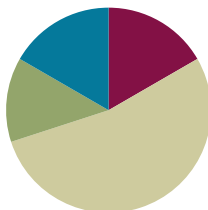
Lesson 18

Objective: Compare fractions and whole numbers on the number line by reasoning about their distance from 0.

Related Topics: [More Lesson Plans for the Common Core Math](#)

Suggested Lesson Structure

■ Fluency Practice	(10 minutes)
■ Application Problem	(8 minutes)
■ Concept Development	(32 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)



Fluency Practice (10 minutes)

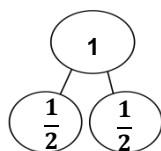
- Draw Number Bonds of 1 Whole **3.NF.1** (4 minutes)
- State Fractions as Division Problems **3.NF.3c** (2 minutes)
- Place Fractions on the Number Line **3.NF.2b** (4 minutes)

Draw Number Bonds of 1 Whole (4 minutes)

Materials: (S) Personal white boards

T: Draw a number bond to partition 1 whole into halves.

S: (Students write.)



T: How many copies of 1 half did you draw to make 1 whole?

S: 2 copies.

Continue with possible sequence: thirds, fourths, fifths, sixths, sevenths, and eighths. Have students draw the models side by side and compare to notice patterns at the end.



NOTES ON MULTIPLE MEANS OF REPRESENTATION:

Students who have not mastered fraction comparisons at an abstract level may benefit from a pictorial reference tool, such as a chart of unit fraction models.

State Fractions as Division Problems (2 minutes)

- T: 5 fifths.
- S: $5 \div 5 = 1$.
- T: 10 fifths.
- S: $10 \div 5 = 2$.
- T: 25 fifths.
- S: $25 \div 5 = 5$.

Continue with possible sequence: 2 halves, 4 halves, 10 halves, 14 halves, 3 thirds, 6 thirds, 9 thirds, 21 thirds, 15 thirds, 4 fourths, 8 fourths, 12 fourths, 36 fourths, and 28 fourths.

Place Fractions on the Number Line (4 minutes)

Materials: (S) Personal white boards

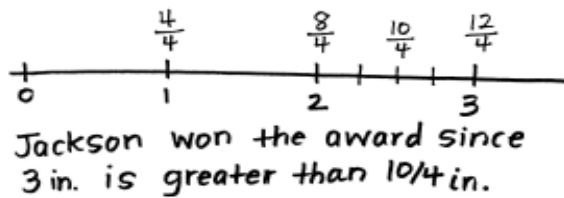
- T: (Project a number line marked at 0, 1, 2, and 3.) Draw my number line on your board.
- S: (Students draw the projected number line.)
- T: Estimate to show and label 1 half in the interval 0 to 1.
- S: (Students estimate the point between 0 and 1 and write $\frac{1}{3}$.)
- T: Write 3 thirds on your number line. Label the point as a fraction.
- S: (Students write $\frac{3}{3}$ above the 1 on the number line.)

Continue with possible sequence: $\frac{6}{3}, \frac{9}{3}, \frac{4}{3}, \frac{7}{3}, \frac{2}{3}, \frac{8}{3}$.

Application Problem (8 minutes)

MP.2

Third grade students are growing peppers for their Earth Day gardening project. The student with the longest pepper wins the “Green Thumb” award. Jackson’s pepper measured 3 inches long. Drew’s measured $\frac{10}{4}$ inches long. Who won the award? Draw a number line to help prove your answer.



Concept Development (32 minutes)

Materials: (T) Large-scale number line partitioned into thirds (description to the right), 4 containers, 4 beanbags (or balled up pieces of paper), sticky notes (S) Work from Application Problem



NOTES ON MATERIALS:

Before the lesson use painter’s tape to make a large-scale number line from 0 to 1 on the floor or in the hallway. Partition the interval evenly into thirds. Try and make the 0 and 1 far apart.

- T: Look at the number line I've created on the floor. Let's use it to measure and compare.
- T: This number line shows the interval from 0 to 1 (Place sticky notes with '0' and '1' written on them in the appropriate places.). What unit does the number line show?
- S: Thirds.
- T: Let's place containers on $\frac{1}{3}$ and $\frac{2}{3}$. (Select volunteers to place containers.)
- S: (Student places containers.)
- T: How can we use our thirds to help us place $\frac{1}{6}$ on this number line?
- S: $\frac{1}{6}$ is right in the middle of the first third. (Student places a container.)
- T: Looking at the number line, where can we place our last container so that it is the greatest distance from 0?
- S: On 1! → On this number line it has to be 1 because the interval is from 0 to 1. → 1 is the furthest point from 0 on this number line. (Student places a container on 1.)
- T: Suppose we invite 4 volunteers to come up. Each volunteer takes a turn to stand at 0 and toss a beanbag into one of the containers. Which container will be the hardest and which will be the easiest to toss the beanbag into? Why?
- S: The container at 1 will be the hardest because it's the furthest away from 0. → The container at $\frac{1}{6}$ will be easy. It's close to 0.
- T: Let's have volunteers toss. (Each different volunteer tosses a beanbag into a given container. They toss in order: $\frac{1}{6}, \frac{1}{3}, \frac{2}{3}, 1$ whole.)
- S: (Volunteers toss, others observe.)



NOTES ON MULTIPLE MEANS OF REPRESENTATION:

You may want to pre-teach the vocabulary by adding it to a math word wall before the lesson starts. Helping students connect terms like 'more than,' 'fewer,' and 'the same' to familiar symbols or often used words (greater than, less than, equal to) will make the language more accessible during the lesson.

Guide students to discuss how each toss shows the different distances from 0 that each beanbag travelled. Emphasize the distance from 0 as an important feature of the comparison.

- T: Why is a fraction's distance from 0 important for comparison?
- T: How would the comparison change if each volunteer stood at a different place on the number line?
- S: It would be hard to compare because distances would be different. → The distance the beanbag flew wouldn't tell you how big the fraction is. → It's like measuring. When you use a ruler, you start at 0 to measure. Then you can compare the measurements. → The number line is like a giant ruler.
- T: Suppose we tossed bean bags to containers at the same points from 0 to 1 on a different number line, but the distance from 0 to 1 was different. How would the comparison of the fractions change if the distance from 0 to 1 was shorter? Longer?
- S: If the whole changes, the distance between fractions also changes → So, if it was shorter, then tossing the bean bags to each distance would be shorter. → The same for if it was longer. → True, but the position of each fraction within the number lines stays the same.

Students return to their seats.

T: Think back to our application problem. What in the application problem relates to the length of the toss?

S: How big they are. → The length of the peppers.

T: Talk to your partner. How did we use the distance from 0 to show the length of the peppers?

S: We saw 3 is bigger than $\frac{10}{4}$. → We used the number line sort of like a ruler. We put the measurements on it. Then we saw which one was furthest from the 0. → On the number line you can see the length from 0 to 3 is longer than the length from 0 to $\frac{10}{4}$.

T: Let's do the same thing we did with our big number line on the floor, pretending we measured *giant* peppers with yards instead of inches. 1 pepper measured 3 yards long and the other measured $\frac{10}{4}$ yards. How would the comparison of the fractions change using yards rather than inches?

S: Yards are much bigger than inches. → But even though the lengths changed, $\frac{10}{4}$ yards is still less than 3 yards just like $\frac{10}{4}$ inches is less than 3 inches.

NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

As students compare the giant peppers, you may want to give students a third pepper to include in the comparison. You might make the length of the pepper equal to $\frac{12}{4}$.

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students solve these problems using the RDW approach used for Application Problems.

Student Debrief (10 minutes)

Lesson Objective: Compare fractions and whole numbers on the number line by reasoning about their distance from 0.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be

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addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

You may choose to use any combination of the questions below to lead the discussion.

- If necessary, review the “toss” portion of the lesson by having students draw each toss on a separate number line, and then place the fractions on the same number line to compare.
- Invite students to share their work on Problems 6, 7 and 8. Make sure that each student can articulate how the distance from 0 helped them to figure out which fraction was greater or less.
- Extend the lesson by having students work through the same comparison given at the end of the Concept Development, this time altering the measurements to centimeters and inches.

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help you assess the students’ understanding of the concepts that were presented in the lesson today and plan more effectively for future lessons. You may read the questions aloud to the students.

6. JoAnn and Lupe live straight down the street from their school. JoAnn walks $\frac{5}{8}$ mile and Lupe walks $\frac{7}{8}$ mile home from school every day. Draw a number line to model how far each girl walks. Who walks the least? Explain using pictures, numbers, and words.

JoAnn ← 0 $\frac{1}{8}$ $\frac{2}{8}$ $\frac{3}{8}$ $\frac{4}{8}$ $\frac{5}{8}$ $\frac{6}{8}$ $\frac{7}{8}$ 1
Lupe ← 0 $\frac{1}{8}$ $\frac{2}{8}$ $\frac{3}{8}$ $\frac{4}{8}$ $\frac{5}{8}$ $\frac{6}{8}$ $\frac{7}{8}$ 1

$\frac{5}{8} < \frac{7}{8}$

JoAnn walks the least home from school. My number lines show me that $\frac{5}{8}$ is closer to 0 than $\frac{7}{8}$ is, so $\frac{5}{8}$ is less.

7. Cheryl cuts 2 pieces of thread. The blue thread is $\frac{3}{5}$ meters long. The red thread is $\frac{4}{4}$ meters long. Draw a number line to model the length of each piece of thread. Which piece of thread is shorter? Explain how you know using pictures, numbers, and words.

Blue ← 0 $\frac{1}{5}$ $\frac{2}{5}$ $\frac{3}{5}$ $\frac{4}{5}$ 1
Red ← 0 $\frac{1}{4}$ $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$ 1

The red thread is shorter because $\frac{3}{5}$ is closer to zero on the number line. Also $\frac{4}{5}$ is less than 1 whole and $\frac{4}{4}$ is more than 1 whole, so $\frac{3}{5}$ is farther from zero.

$\frac{3}{5} < \frac{4}{4}$

8. Brandon makes homemade spaghetti. He measures 3 noodles. One measures $\frac{3}{8}$ feet, the second is $\frac{2}{4}$ feet, and the third is $\frac{4}{2}$ feet long. Draw a number line to model the length of each piece of spaghetti. Write a number sentence using $<$, $>$ or $=$ to compare the pieces. Explain using pictures, numbers, and words.

← 0 $\frac{1}{8}$ $\frac{2}{8}$ $\frac{3}{8}$ $\frac{4}{8}$ $\frac{5}{8}$ $\frac{6}{8}$ $\frac{7}{8}$ 1
← 0 $\frac{1}{4}$ $\frac{2}{4}$ $\frac{3}{4}$ 1
← 0 $\frac{1}{2}$ $\frac{2}{2}$ 1

The one $\frac{3}{8}$ long is the shortest because it is closer to zero. $\frac{2}{4}$ is the longest because that's really $\frac{1}{2}$! So $\frac{3}{8}$ is in the middle!

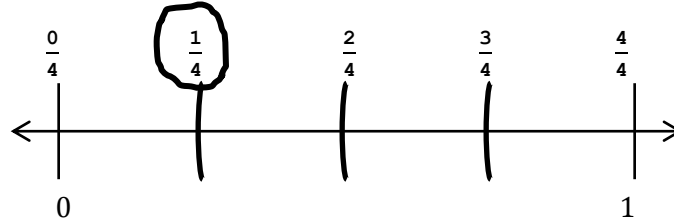
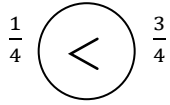
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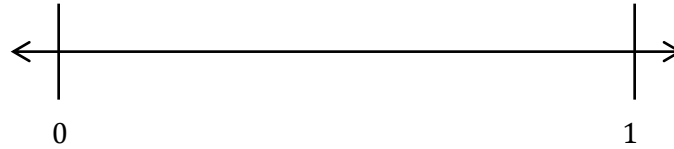
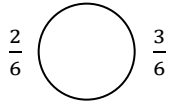
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Directions: Place the 2 fractions on the number line. Circle the fraction with the distance closest to 0. Then compare using $>$, $<$, or $=$. The first problem is done for you.

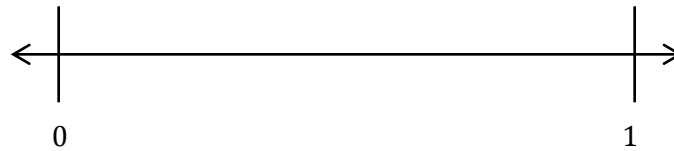
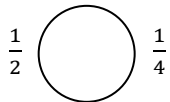
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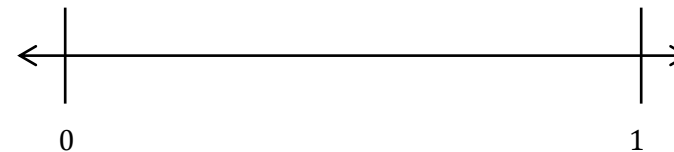
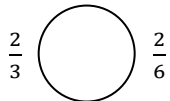
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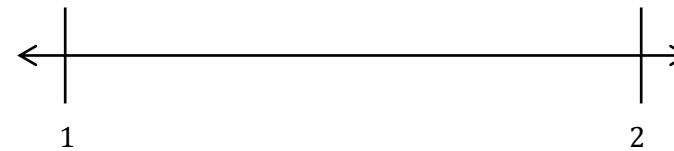
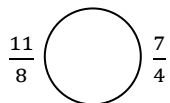
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4.



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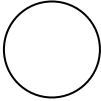


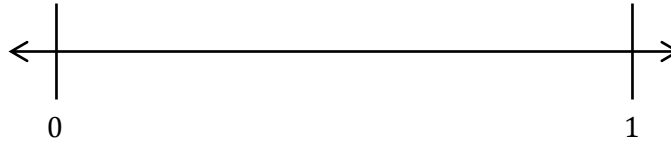
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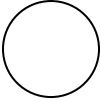
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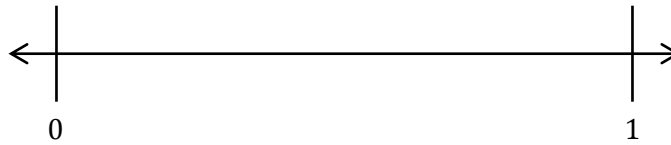
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Directions: Place the two fractions on the number line. Circle the fraction with the distance closest to 0. Then compare using $>$, $<$, or $=$.

1. $\frac{3}{5}$  $\frac{1}{5}$



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

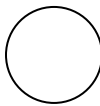


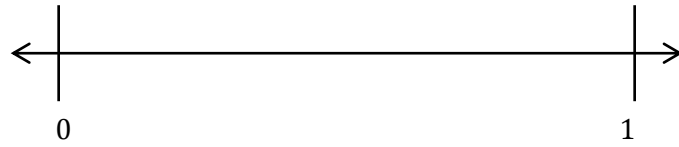
3. Mr. Brady draws a fraction on the board. Ken said it's $\frac{2}{3}$, and Dan said it's $\frac{3}{2}$. Do both of these fractions mean the same thing? If not, which fraction is larger? Draw a number line to model $\frac{2}{3}$ and $\frac{3}{2}$. Use words, pictures, and numbers to explain your comparison.

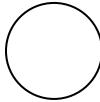
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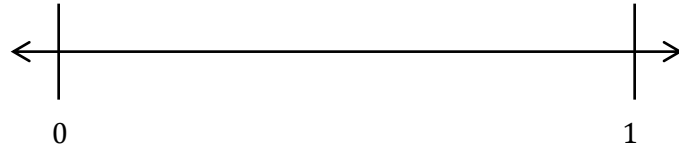
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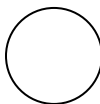
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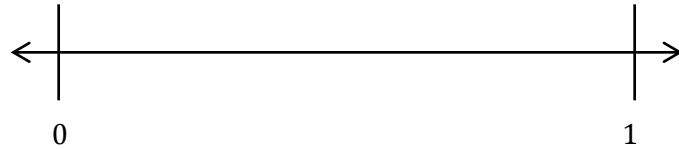
1. $\frac{1}{3}$  $\frac{2}{3}$

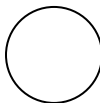


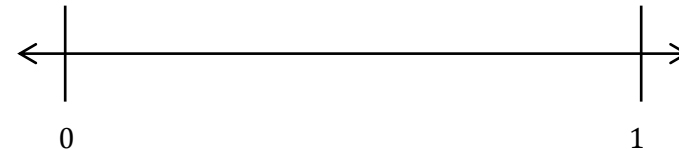
2. $\frac{4}{6}$  $\frac{1}{6}$

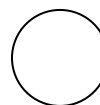


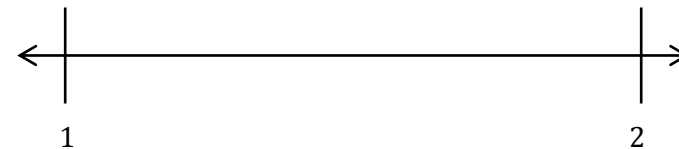
3. $\frac{1}{4}$  $\frac{1}{8}$



4. $\frac{4}{5}$  $\frac{4}{10}$



5. $\frac{8}{6}$  $\frac{5}{3}$



6. Liz and Jay each have a piece of string. Liz's string is $\frac{4}{6}$ yard long, and Jay's string is $\frac{5}{7}$ yard long. Whose string is longer? Draw a number line to model the length of both strings. Explain the comparison using pictures, numbers, and words.
7. In a long jump competition, Wendy jumped $\frac{9}{10}$ meter and Judy jumped $\frac{10}{9}$ meters. Draw a number line to model the distance of each girl's long jump. Who jumped the shorter distance? Explain how you know using pictures, numbers, and words.
8. Nikki has 3 pieces of yarn. The first piece is $\frac{5}{6}$ feet long, the second piece is $\frac{5}{3}$ feet long, and the third piece is $\frac{3}{2}$ feet long. She wants to arrange them from the shortest to the longest. Draw a number line to model the length of each piece of yarn. Write a number sentence using $<$, $>$, or $=$ to compare the pieces. Explain using pictures, numbers, and words.