

Lesson Plan for KNP Activity

F 7704.1: Partitioning Number Lines

Teacher Planning Notes:	
Task Group Number: 7704	Task Group Name: Fraction Number Lines
Strand: Fractions	Activity Level and Color: 1 Red
KNP Activity Link with access to Printables and Student Instructions: /knp/activity.php?id=7704.1&prefix=F	
Numeracy Target: Emerging partitioning (e.g. partitioning to create halves, thirds, etc.) Numeracy Targets Chart	
Fluency Benchmark: Fractions Fluency with fractions	
Kentucky Academic Standard(s): KY.3.NF.2	
Student-Friendly Learning Target: I am learning to partition the distance from 0 to 1 into equal parts	
Suggested Student Grouping(s): independent	
Materials: Level 1 Number Lines, paper clips	
Activity Description: See teacher notes for directions for preparing the materials. Students work individually or in pairs. A student chooses a line, then uses paper clips to partition the distance from 0 to 1 as directed on the smiley face side. The student then flips over the line to verify that the clips have been placed correctly. The student repeats the process with another line, continuing until all lines have been partitioned.	

Teacher Notes:

Prepare materials by printing pages on colored paper or cardstock. Each page will make two 2-sided number lines. Cut on the dark lines, then fold on the light line. Use a glue stick to seal the lines shut.

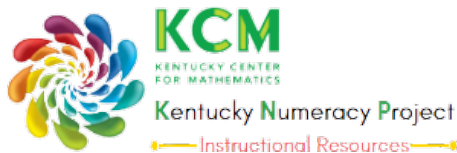
During this entry level activity, students are focused on creating equal partitions and using appropriate terminology to name the size of the sections (i.e. half, fourth or third). At this level, it is recommended that you do not use symbolic representations such as " $\frac{1}{2}$ " to name each part. Research shows it's important for students to have strong verbal names for fractional parts before interacting with fraction symbols.

Students at this level are developing the concept of partitioning the unit interval into equal parts and naming the parts using appropriate fraction words.

From Teaching Student-Centered Mathematics, Volume III, page 109-110 "When you ask students to show eighths on a rectangle, or on a number line, they are not dividing (a commonly used term that can lead to confusion with the operation division) the shape or line, they are partitioning it."

Evidence of Learning (Diagnostic Assessment of Progress):

Give student a number line with 0, 1 and 2 labelled. Ask student to partition the distance from zero to one into thirds. Ask student to identify one-third of the distance from zero to one.

KNP ID #F 7704.1

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