

Lesson Plan for KNP Activity

F 7704.3: Where on the line? (beyond one)

Teacher Planning Notes:	
Task Group Number: 7704	Task Group Name: Fraction Number Lines
Strand: Fractions	Activity Level and Color: 3 Green
KNP Activity Link with access to Printables and Student Instructions: /knp/activity.php?id=7704.3&prefix=F	
Numeracy Target: Beginning to understand a fraction as a measure, i.e. interpret $\frac{3}{4}$ as the size of 3 one-fourth pieces Numeracy Targets Chart	
Fluency Benchmark: Fractions Fluency with fractions	
Kentucky Academic Standard(s): KY.3.NF.2 , KY.3.NF.3	
Student-Friendly Learning Target: I am learning to estimate the location of a fraction on a number line.	
Suggested Student Grouping(s): independent/ partners	
Materials: Students can work individually or in pairs. A student (or pair of students) will choose one envelope containing a number line and number cards. Number cards are shuffled and placed face down. The student draws one card and, looking at the number line with the smiley face, the student places the paper clip in the approximate location of the number shown on the card. The student flips the number line over to see if the paper clip has been placed correctly. The student repeats the process for all cards in the envelope, then repeats the activity with the other sets of lines and cards. The student may use extra paper clips (or a dry erase pen if the line is laminated) to add tick marks to the number line.	

Activity Description:

See teacher notes for directions for preparing the materials.

Students can work individually or in pairs. A student (or pair of students) will choose one envelope containing a number line and number cards. Number cards are shuffled and placed face down. The student draws one card and, looking at the number line with the smiley face, the student places the paper clip in the approximate location of the number shown on the card. The student flips the number line over to see if the paper clip has been placed correctly. The student repeats the process for all cards in the envelope, then repeats the activity with the other sets of lines and cards. The student may use extra paper clips (or a dry erase pen if the line is laminated) to add tick marks to the number line.

Teacher Notes:

Print pages on color paper or cardstock. This set makes 4 two-sided number lines with corresponding cards. Each number line page makes two number lines. Cut on the dark lines, then fold on the light lines. Use a glue stick to seal lines. If preferred, laminate the cut & folded number lines, leaving at least $\frac{1}{4}$ in trim around edges. Place one number line, corresponding cards and paper clips or binder clips in a legal sized envelope. Label the envelope with the Task Number (7704.3) and Number line label (e.g. Line A, Line B, etc.).

If lines are laminated, students may use dry-erase markers to add extra tick marks to the line to improve accuracy. Note that the larger the paper clip or binder clip used, the less accurately students will need to place a clip.

Evidence of Learning (Diagnostic Assessment of Progress):

Show student number line C (a line with points 0, 1, 2, and 3 labeled and no other tick marks or labels). Say to student "Show me where 2-thirds is located on this line. Continue with "Show me the location of 2 and 1-third." and "Show me the location of 4-thirds."

KNP ID #F 7704.3

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