

# Rational Number Project

<b>Fraction Operations and Initial Decimal Ideas</b> <b>Lesson 16: Overview</b>	<b>Materials</b> <ul style="list-style-type: none"><li>• Large classroom display of the first 6 number lines on Student Page A</li><li>• Red ribbon</li><li>• Student Pages A-H.</li><li>• Transparencies of large group story problems</li></ul>
Students make connections between adding and subtracting fractions using a symbolic procedure to using a number line.	

## Teaching Actions

### Warm Up

Tom was in a hurry when he was doing his homework. He has a picture that is partially drawn. What number is shown on the number line?



### Large Group Introduction

1. Remind students that they are able to add fractions using fraction circles and with symbols. Explain that in this lesson, they will see how to model adding and subtracting fractions on a number line.
2. State clearly that the goal is for them to explain how to use a number line to model fraction addition and subtraction.
3. Direct students' attention to the 6 number lines on the board. Students should have Student Page A showing the same number lines.

## Comments

The purpose of this lesson is to reinforce students' understanding of the addition and subtraction procedure for fractions by making symbolic to picture translations using the number line as the picture.

Students understanding of the algorithm for adding and subtracting fractions is strengthened by asking them to make sense of adding and subtracting on a number line.

Students use the algorithm to made sense of this new model. Consider what the students will need to do to use the number line to add and subtraction fractions:

- The decision as to what number line to use to add or subtract two fractions is equivalent to finding common denominator.
- Identifying each fraction as an equivalent amount on the number line relies on students' ability to find equivalent fractions symbolically.

Students should note that the lines are equal in length; the distance from 0 to 1 is the same. The lines are partitioned into different number of

## Teaching Actions

Ask: How are these number lines alike and different?

- Present this story problem: Jacob ran  $\frac{2}{3}$  of a mile and stopped to tie his shoelaces. He then ran another  $\frac{1}{2}$  of a mile. Did he run more or less than one mile?
- Estimate: Is the amount  $>$  or  $<$  1? Greater or less than 2? More or less than  $1\frac{1}{2}$ ?
- Show the ribbons cut into  $\frac{2}{3}$  length and  $\frac{1}{2}$  length. Place the ribbons on the first number line (no fractional amounts shown). Mark the spot on the number line that shows the length of the two ribbons combined.
- Comment on their estimate. Ask: What is the exact amount? You know how to do this with fraction circles. You know how to do this with symbols. Now you need to figure out how to model this on the number line.
- Ask: Which number line might be the best one to show how much Jacob ran in all? Try their suggestions. Ask students to explain their reasoning.
- Move the ribbons to the number line partitioned into sixths. Ask:  $\frac{2}{3}$  is equal to how many 6ths?  $\frac{1}{2}$  is equal to how many 6ths? What is the total number of miles that Jacob ran?
- Ask: Why is the 6ths number line better for solving this problem than the number line showing 3rds? (Both fractions can be easily modeled on the number line showing 6ths).
- Ask: How might you use symbols to show what you did on the number line?

## Comments

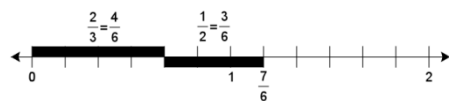
equal parts.

Prepare 2 lengths of ribbon. One is  $\frac{2}{3}$  the length of the unit of the number line you drew on the board. The other is  $\frac{1}{2}$  the length of the unit.

You may want at this point to step back and let students try to do this on their own as opposed to guiding them through the steps.

The idea is for students to build on their prior experience with equivalence and operating with fractions and symbols to see that the number line representing the common denominator is the best choice. For example a student working on  $\frac{3}{4} + \frac{1}{3} =$  explained that he would use the "12 number line because they both go into it."

Number line for  $\frac{2}{3} + \frac{1}{2}$



## Teaching Actions

$$\left( \frac{2}{3} = \frac{4}{6} \quad \frac{1}{2} = \frac{3}{6} \quad \frac{4}{6} + \frac{3}{6} = \frac{7}{6} = 1\frac{1}{6} \right)$$

12. Repeat for  $\frac{1}{4} + \frac{7}{8}$
13. Ask: In what ways is adding fractions using the number line the same as using fraction circles? How is it the same as using just symbols?
14. Suggest that they imagine adding  $\frac{3}{7} + \frac{1}{4}$  using a number line. Ask: What type of number line would you need to add these two fractions?

## Small Group/Partner Work

15. Provide practice using Student Pages B -H. As students work on these problems, stop by each group and ask students to explain what they are doing.
16. Student Pages F- H ask students to construct for themselves a way to model subtraction on the number line. On the first story problem students may draw in two lines and compare lengths; on the take away problem, students may draw one line and count back.

## Wrap Up

17. End class by sharing students' strategies for subtraction.
18. Help students to verbalize how finding answers on the number line is the same as adding or subtracting finding common denominators.

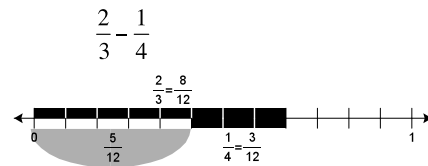
## Translations:

- Real life to verbal to pictures to symbols
- Symbols to pictures to symbols

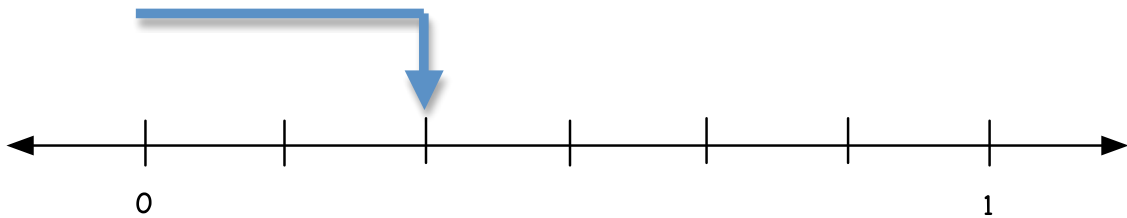
## Comments

Students will need extra copies of the number lines (Student Page A). As you watch students do the class work notice if they are labeling the number lines. If not, encourage students to label the number lines to clearly show the numbers involved.

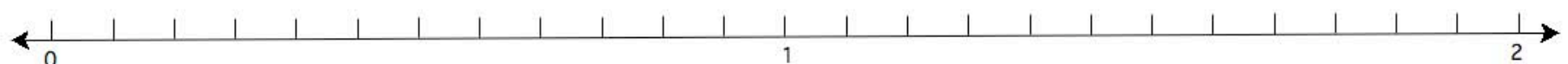
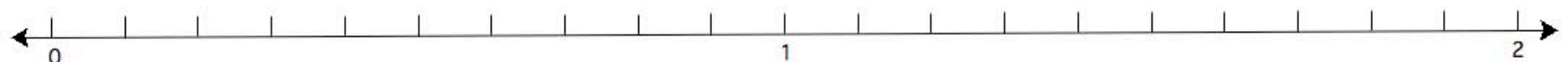
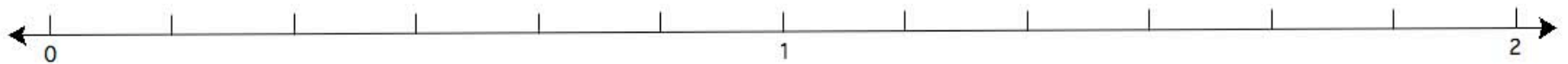
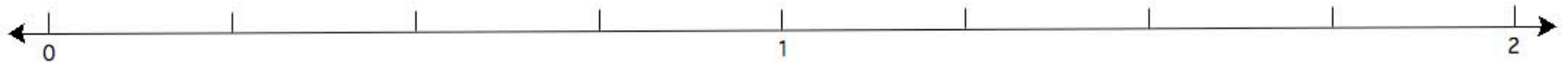
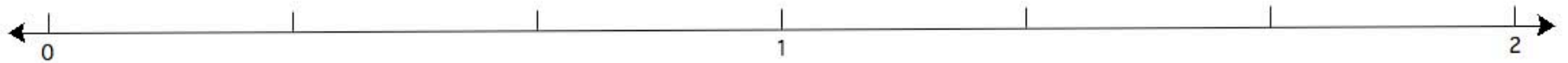
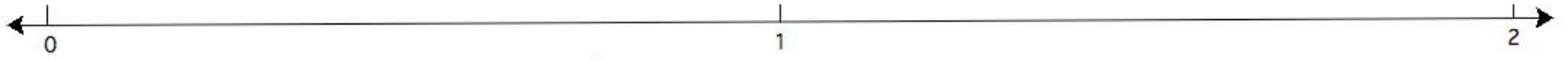
Take away model on the number line



Tom was in a hurry when he was doing his homework. He has a picture that is partially drawn. What number is shown on the number line?



Name \_\_\_\_\_



## Post Lesson Reflection

Lesson \_\_\_\_\_

1) Number of class periods allocated to this lesson: \_\_\_\_\_

2) Student Pages used: \_\_\_\_\_

3) Adaptations made to lesson: (For example: added extra examples, eliminated certain problems, changed fractions used)

4) Adaptations made on Student Pages:

5) To improve the lesson I suggest: