**Lesson Plan**

**Name:** Miss Daniels

**Subject:** Math

**Grade level:** 3rd grade

**Time Limit:** 1 class period

**Lesson Title:** Fractions on a Number Line

|  |  |
| --- | --- |
| **Standard, Benchmark, Indicator** | 3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram. |
| **Lesson Objective** | Students will learn what a fraction is and how to represent it on a number line. |
| **Essential Question(s)** | How do we represent fractions on a number line? Do we use the numerator or the denominator to help us do so? How many tick marks do we use? |
| **Assessment and Criteria** | Questions are embedded within the video that are designed to assess their knowledge of the content being taught. |
| **Resources (books, articles, video links, etc.)** | Edpuzzle, whiteboard, markers, pieces of paper |

|  |  |  |
| --- | --- | --- |
|  | **Est.**  **Time**  **of Task** | **Lesson Activities** |
| **Beginning** | 10 minutes | Review what fractions represent and what the numerator (the number of pieces we have) and denominator (how many pieces needed to make a whole) are. Place multiple cards around the room with different fractions on them. Have each student grab one. On the white board there will be a straight number line from zero to one. Have each student place their fraction where they think it belongs on the number line. Ask the students, **why do you think this fraction goes here?** Have them discuss with one another why they think so. |
| **Middle** | 30 minutes | Choose one fraction (I would use 2/3) and show them how to represent that particular fraction on a number line. The denominator (3) is the number of tick marks that need to be drawn on the number line and the numerator (2) are the number of pieces that need to be colored in after they have drawn the tick marks. Ask half the class to grab their piece of paper that they placed on the white board earlier. Then have them create their own number line and try to draw their fraction on it. Then ask each student to turn to someone next to them and tell them how they got their answer. Then ask each student, **how did everyone feel?** Next go over a few examples with the whole class on the white board. Afterwards let the other half of the class draw their fractions on the board and again go over them. |
| **End** | 10 minutes | Have all the students do the edpuzzle and answer the questions integrated into the video |

|  |  |
| --- | --- |
| **Strategies: What instructional strategies did you utilize in this lesson? (Ex: graphic organizer, cooperative learning, discussion, technology integration, etc.)** | Discussion, technology integration, cooperative learning, number line on the white board |