Fractions on a Number Line Two-Sided Banner

This Really Good Stuff® product includes:
• Fractions on a Number Line Two-Sided Banner, laminated
• The Really Good Stuff® Activity Guide

Congratulations on your purchase of this Really Good Stuff® Fractions on a Number Line Two-Sided Banner—a powerful reference tool that helps students visualize fractions.

Meeting Common Core State Standards
The Really Good Stuff® Fractions on a Number Line Two-Sided Banner is aligned with the following Common Core State Standards for Mathematics:

3.NF.A.2
3.NF.A.2a
3.NF.A.2b
3.NF.A.3
3.NF.A.3a

Grades 4 & 5
• Simplify fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
• Understand decimal notations for fractions, and convert fractions readily from decimals.
• Understand a fraction a/b with a > 1 as a multiple of 1/b.
• Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the numerator and denominator are changed even though the fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

Assembling and Displaying the Fractions on a Number Line Two-Sided Banner
Before displaying the Fractions on a Number Line Two-Sided Banner, make copies of the Really Good Stuff® Activity Guide, and file the pages for future use. Or, download another copy of it from our Web site at www.reallygoodstuff.com. Hang the Banner where students will be able to see it easily.

Introducing the Fractions on a Number Line Two-Sided Banner
Tell students that they are going to review fractions on a number line. Remind students that fractions represent a part of a whole. Examine several examples of visual models, such as 1/2 (circle with 1 shaded) or 1/4 (rectangle, with two of three parts shaded). Emphasize that in the visual models, the denominator represents the number of equal parts in the whole, and the numerator represents the number of parts to shade.

Draw a number line with the numbers 1, 2, 3, 4. Remind students that the number line goes on forever in both directions, can be used to show whole numbers, and can also show fractions between whole numbers. Display Slide 1 of the Fractions on a Number Line Two-Sided Banner, and explain how this Banner represents the space on the number line between 0 and 1. Describe how this number line shows the location of Rover, (at 0) who is trying to get home (to 1) using the sidewalk (number line).

Think aloud as you model using the number line. Let’s think about where Rover will be on the sidewalk when he is halfway home. The red mark on the line indicates the location of Rover. Recognize the whole (0 to 1), and then identify the end point of Rover’s journey.

Comparing Fractions on the Number Line
Remind students that they can also find fractions on the number line that are greater than 1. Have them describe what they see on the number line and how it relates to what they know about fractions from 0 to 1. Copy and distribute the Finding Fractions (0 to 1) reproducible. Have students locate the given fractions on the number line. Use their reproducibles to assess students’ understanding.

Many Names for Fractions
Remind students that there are many smaller numbers between the whole numbers that can be represented as fractions. Explain that the name of the fraction is based on the number of equal parts that it takes to make one whole and that the location on the number line can have more than one name. Review how the number line is broken into halves, quarters, and eighths. Model finding an equivalent fraction. For example, 1/2 and 2/4 are in the same location, as 0.5 and 1/2. We can see that 1/4 is the same length as 1/8 on the number line. Copy and distribute the Many Names for Fractions reproducible. Review the directions with students to use the number line to find equivalent fractions. Use their reproducibles to assess students’ understanding.

Variation: Extend to sixteenths: Have students explore how many sixteenths would be equivalent to 1/4, 1/2, 3/4.

Exploring Fractions Greater than 1
Display Slide 2 of the Fractions on a Number Line Two-Sided Banner. Review with students that they can also find fractions on the number line that are greater than 1. Have them describe what they see on the number line and how it relates to what they know about fractions from 0 to 1. Copy and distribute the Finding Fractions (0 to 2) reproducible. Have students locate the given fractions on the number line. Use their reproducibles to assess students’ understanding.

All activity guides can be found online.

Name: __________  Date: __________

Finding Fractions (0 to 2) Reproducible

Find each fraction on the number line. On each number line, make sure to:
• Identify 0, 1, 2.
• Label the space between each whole number into equal parts.
• Label the fraction.

1. 1/4

2. 7/8

3. 1/2

4. 1/8

5. Choose one fraction from above. Describe how you found where to place the fraction on the number line.

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Finding Fractions 0 to 1

Find each fraction on the number line. On each number line, make sure to

- Identify 0 and 1.
- Divide the space between 0 and 1 into equal parts.
- Label the fraction.

1. \( \frac{1}{4} \)

2. \( \frac{3}{8} \)

3. \( \frac{1}{3} \)

4. \( \frac{2}{5} \)

5. Choose one fraction from above. Describe how you found where to place the fraction on the number line.

Use the number line above to find another name for the fraction.

1. \( \frac{1}{2} = \) ________

2. \( \frac{3}{4} = \) ________

3. \( \frac{1}{3} = \) ________

4. \( \frac{2}{5} = \) ________

5. Choose one fraction from above. Describe how you found where to place the fraction on the number line.

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