Learning Segment Overview Directions: Briefly describe the instruction preceding the assessment by typing within the brackets in each section of the chart below (**no more than 2 single-spaced pages**). Do not delete or alter the chart; both the chart and your description are included in the total page count allowed. Refer to the evidence chart in the handbook to ensure that this document complies with all format specifications. Pages exceeding the maximum will not be scored.

Central Focus: [Fractions on a Number Line]	State-Adopted Content Standards [CCSSM.3.NF.2: Understand a fraction as a number on the number line; represent fractions on a number line diagram.]	
	Learning Objectives	**Instructional Strategies and Learning Tasks**	**Formative and Summative Assessments**
Lesson 1	[Students will understand that: (1) *fractions can be represented on a number line* (2) *the denominator represents the number of equal parts the number line from 0 to 1 is partitioned* (3) *the numerator represents the quantity of parts being considered within the whole on the number line.*]	[Direct Instruction: on partitioning a number line into equal parts and placing fractions on a number line, 0 to 1. Guided Practice: Worksheet with number lines, 0 to 1, to practice partitioning and placing fractions using Cuisenaire Rods manipulatives as visual scaffolds. Group Work Heterogeneous: word problems, placing fractions on a number line, 0 to 1. Independent Practice: count the number of equal spaces and place fractions on a number line, 0 to 1.]	[Formative Assessment: Progress Monitoring *Group Worksheet*, assess students' ability to solve word problems and divide a number line, 0 to 1, into equal parts and label fractions. Formative Assessment: Progress Monitoring *Independent Worksheet,* assess students' ability count the number of equal spaces and place fractions on a number line, 0 to 1.]
Lesson 2	[Students will understand that: (1) *the denominator is the number of equal parts on the number line from 0 to 1* (2) *the number of equal parts between 1 and 2 is same between 1 to 2, 2 to 3* (3) *the numerator represents the quantity of parts being considered*	[Direct Instruction: teacher reviews content on number lines, 0 to 1; on partitioning a number line into equal parts and placing fractions on a number line, 0 to 3. Guided Practice: partitioning and placing fractions on number lines, 0 to 3, using Cuisenaire Rods manipulatives as visual scaffolds. Group Work Heterogeneous: Word problems, placing fractions on a number line, 0 to 3 Independent Practice: count the number of equal spaces	[Formative Assessment: Progress Monitoring *Group Worksheet*, assess students' ability to solve word problems and divide a number line, 0 to 3, into equal parts and label fractions. Formative Assessment: Progress Monitoring *Independent Worksheet,* assess students' ability count the number of equal spaces and place fractions on a number

	within the whole on the number line.]	and place fractions on a number line, 0 to 3.]	line, 0 to 3.]
Lesson 3	[<u>Students will understand that:</u> (1) *the denominator is the number of equal parts on the number line between each whole* (2) *the numerator represents the quantity of parts being considered within a whole on a number line.*]	[<u>Direct Instruction</u>: teacher reviews content on number lines, 0 to 3, and how to match fraction models to number lines. <u>Group Work Heterogeneous</u>: students match fraction models (rectangular and circle) and points on a number line, to fractions. <u>Group Activity Heterogeneous</u>: students order fractions on a number line. <u>Independent Practice</u>: fraction models and partitioning and labeling number lines from 0 to 3.]	[<u>Formative Assessment</u>: Progress Monitoring *Group Poster*, assess students' ability to match fractions, models, and points on number lines. <u>Formative Assessment</u>: Progress Monitoring *Independent Worksheet*, assess students' ability to partition a model and number line into equal parts, identify fractions on model and number lines.]
Lesson 4 (Optional)	[ ]	[ ]	[ ]
Lesson 5 (Optional)	[ ]	[ ]	[ ]