Whole Class Discussion

Whole Numbers and Mixed Numbers

Launch	→ *"We spent a lot of time last week talking about fractions. This week, we are going to keep talking about fractions, but we are going to start talking more about different types of fractions."*
On the Board	→ **At the top of the board, write the words proper fraction, whole number, and mixed number. At the bottom of the board, draw a number line. Label the points 0, $^1/_2$, 1, $1^1/_2$, 2, $2^1/_2$, and 3 on the number line.**
Inquiry 1	→ *"What is a proper fraction?" (e.g. A fraction with a numerator that is less than the denominator; A fraction that is less than one whole).* → **Ask two volunteers to come to the board and draw a model of a proper fraction. Be sure the students label their models.** → **Ask two more volunteers to tell you where these proper fractions go on the number line.**
Inquiry 2	→ *"What are examples of whole numbers?" (e.g. 0, 1, 2, 3, 4)* → **Draw a picture of one circle on the board and shade in the circle. Then draw a picture of two circles and shade in both circles.** → *"What whole numbers do you think these models represent?" (1 and 2) "Where do these numbers go on the number line?"* → **Divide all of the circles into four equal parts.** → *"What fractions do these models represent?" ($^4/_4$ and $^8/_4$). "Where do $^4/_4$ and $^8/_4$ go on the number line? (e.g. In the same place as 1 and 2)* → *"What are some other examples of fractions that are equal to 1 and 2?" (e.g. $^5/_5$, $^{10}/_{10}$, $^{40}/_{20}$, $^{100}/_{50}$)* → **Choose one or two examples that the students gave of fractions that are equal to 1 and 2. Ask a volunteer to tell you what a circle model of each of these fractions would look like. Draw what the student describes to you on the board.**
Inquiry 3	→ **Draw a model of $2^1/_4$ and a model of $1^1/_3$ on the board. Use whole circles to represent the whole numbers rather than circles divided into equal parts.** → *"What mixed numbers do these models represent? ($2^1/_4$ and $1^1/_3$). Where do these mixed numbers go on the number line?"*
If there's time…	→ **Draw other models of mixed numbers and whole numbers on the board and ask students where these numbers should go on the number line.**

Teacher Comments/Reflections	