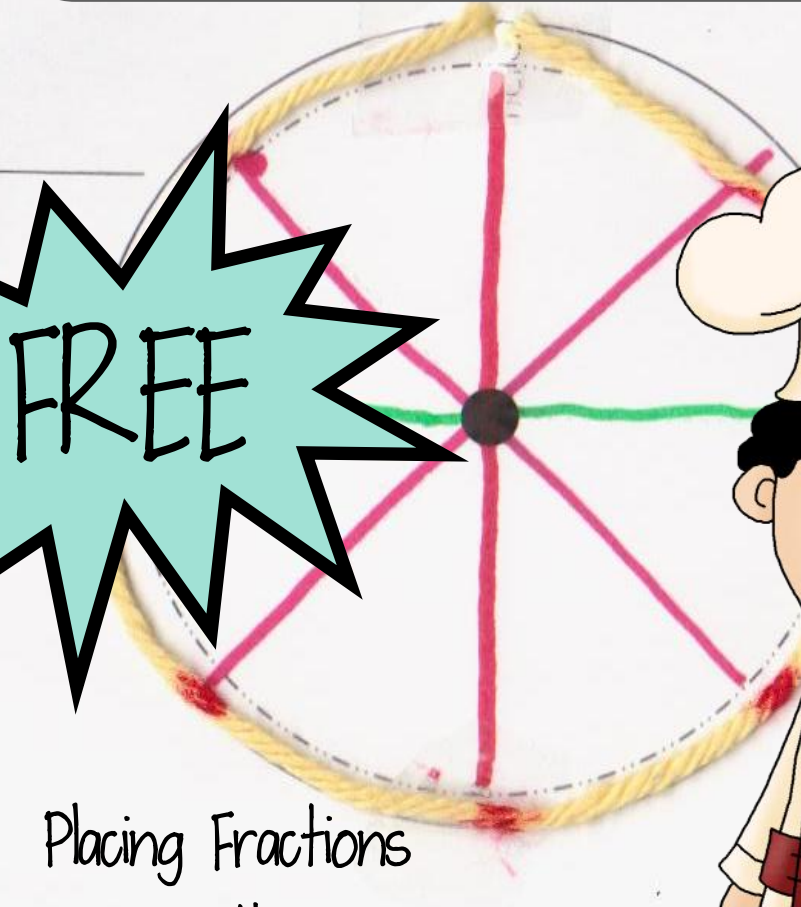


# Pizza Pie & the Number Line 'Freebie



FREE

Placing Fractions  
on the  
Number Line

[www.MathForMiddles.com](http://www.MathForMiddles.com)

© 2012-2017 Adrienne Meldrum



CCSS  
aligned

# Thank You

Thank you for downloading this product. This is for **personal use** only. Mass production is strictly prohibited unless you have written consent from the author.

© 2012 -2017 Adrienne Meldrum

You'll find more games like this and other math resources on my blog.

[www.MathForMiddles.com](http://www.MathForMiddles.com)

[hello@mathformiddles.com](mailto:hello@mathformiddles.com)



Graphics provided by:

Cover Background: [Kika Esteves](#) at [My Grafico](#)

Fonts provided by:

[Kevin and Amanda](#)

# Pizza Pie and the Number Line Freebie

Pizza and the Number Line Freebie is a lesson designed to help students understand more than one way to represent fractions. Most students are introduced to fractions with either a pizza or pie being cut up.

Our goal will be to introduce fractions on the number line. We will be doing this through an exploration with yarn and the circumference of a circle.

Common Core Standards for Math states that students must represent fractions with a visual model. They define this in three different ways:

(1) a tape diagram (2) on the number line (3) area model

We will focus on getting students comfortable with using a number line to represent fractions.

## Lesson Overview:

In Pizza and the Number Line Freebie, students will explore the relationship between the pizza and number line using the pizza worksheet and a piece of yarn cut to the circumference of the pizza. This part of the lesson will take approximately 20-30 minutes.

## Materials Needed for Exploration:

1. Copies of page 7 for each student in the class
2. Yarn cut to ten and a half inches.
3. Markers in at least three different colors.

## Suggested Lesson Development:

**1. Explore-** Begin the lesson by asking students what ways they represent a fraction, or explore the students previous conceptions of fractions. Write a few fractions on the board. Keep them simple, for example use fractions like  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{3}{4}$ . Invite a few students to come up and represent fractions that you have written on the board with the method they feel most comfortable with.

Talk about using the pizza as a way to represent fractions. Explore a little about the fractions created when you cut the pizza once, twice, three times, and so forth.

Explain that today they are going to learn what pizza and number lines have in common. Hand out page number 7 to each student, along with a piece of yarn, and markers. You can choose to have students work in groups, if that suits you better.

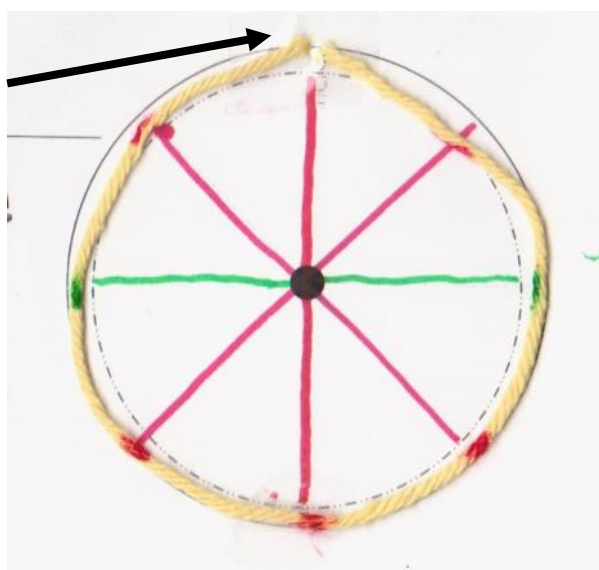
Ask the students to take their piece of yarn and wrap it around the circumference of the pizza. Have them place the ends of the strings at the top of the circle each time they wrap it around.

This piece of yarn represents the whole number one. Have them stretch it back out straight and mark on their paper a number line, zero and one.

Wrap the string around the pizza again. This time using a marker, "cut" the pizza in half using the grey lines as your guide. The student will mark the yarn and pizza where they "cut" it. They must line up their cut with the two ends of the string touching. Markers of different colors can be used for each cut.

Look at previous page for reference.

**Yarn starts at the top of the circle and wraps around.**



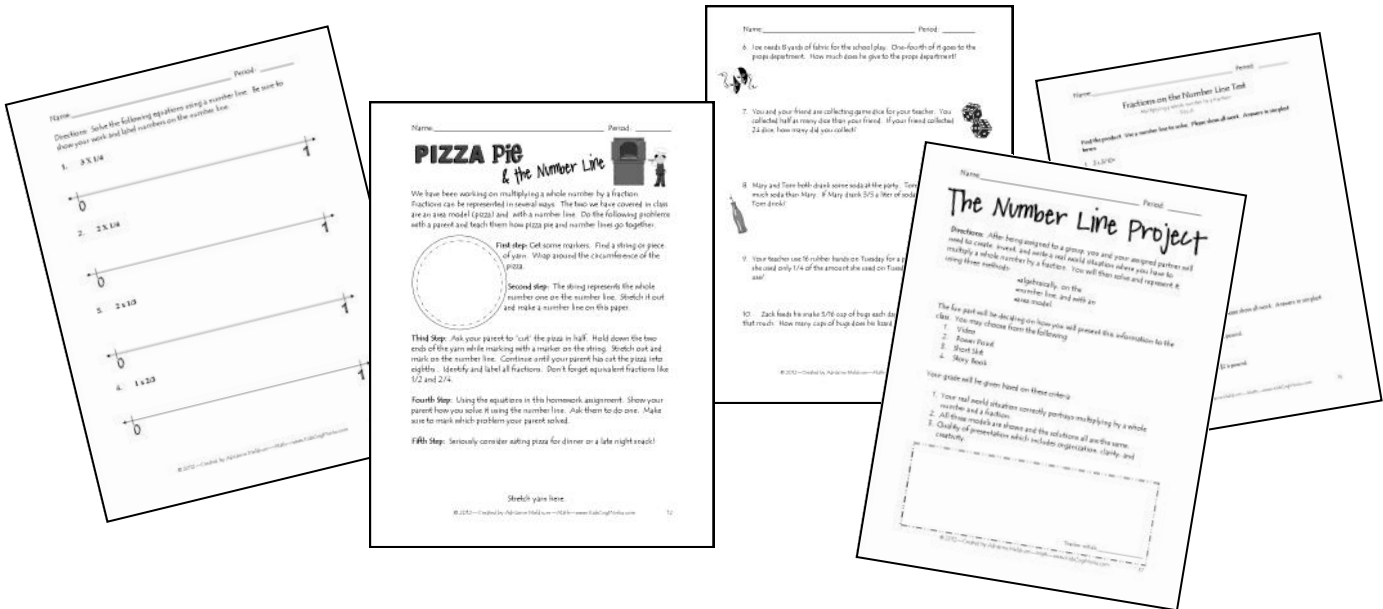
Have students stretch their yarn out and mark on their number line one-half. Wrap the yarn around the pizza again and continue to "Cut" the pizza. The next fraction would be fourths. Mark the string again. Following the same procedure as above. Stretch out the yarn and mark on paper.

Continue with this method until you have broken the number line into eighths. Now have students mark equivalent fractions that they know on the number line. For example, at the one-half mark they will write  $2/4$  and  $4/8$ . For one, they would write  $2/2$ ,  $4/4$ , and  $8/8$ .

Refer to page 6 for an example of what the number line will look like. You can also watch video on my [blog](#) to see how it works.

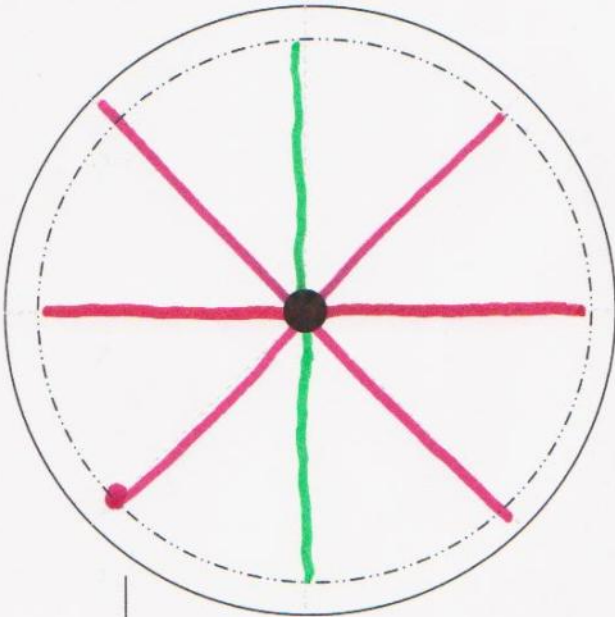
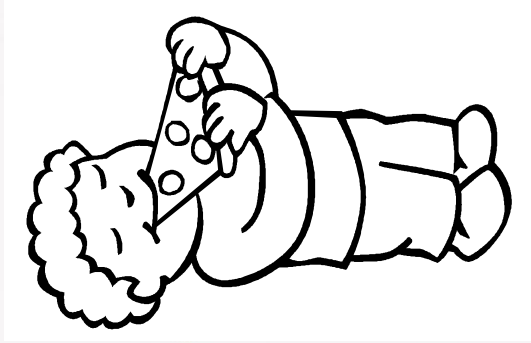
If this freebie has helped you, please take a look at my unit "Pizza Pie and the Number Line". It has 24 pages and includes this freebie . It goes into multiplying a whole number by a fraction. It has worksheets, an interactive homework sheet, a quiz, a test, a group project assignment, and a rubric to grade with. It can be used in grades 5-7.

If you enjoyed this freebie, you may be interested in my [Pizza Pie and the Number Line](#) product where you have an entire unit based around multiplying a whole number by a fraction.

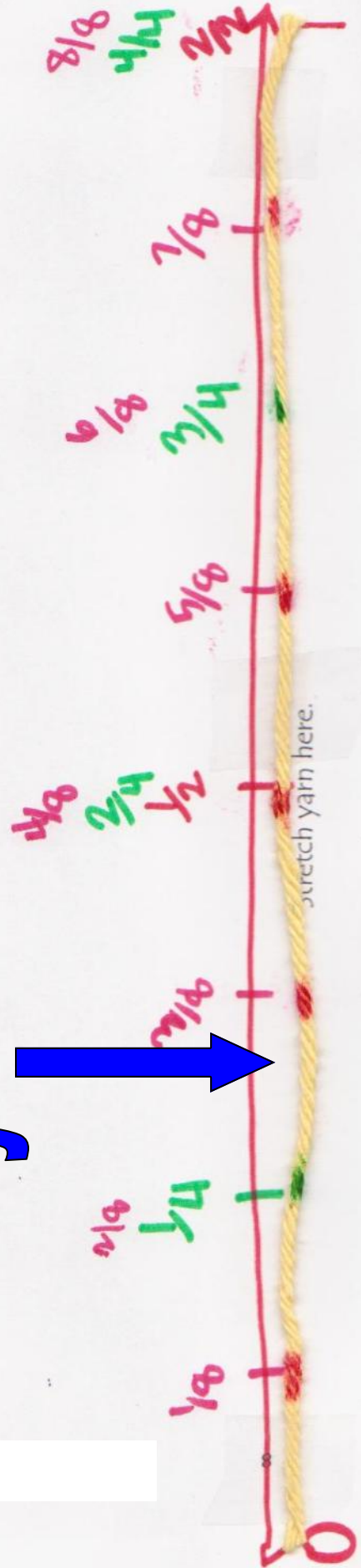


Name: \_\_\_\_\_ Period: \_\_\_\_\_

# Pizza Pie & the Number Line

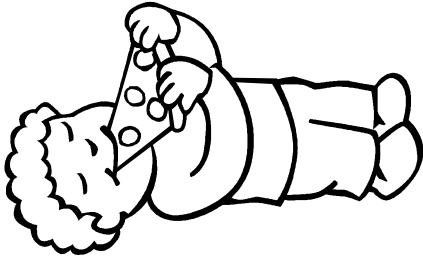
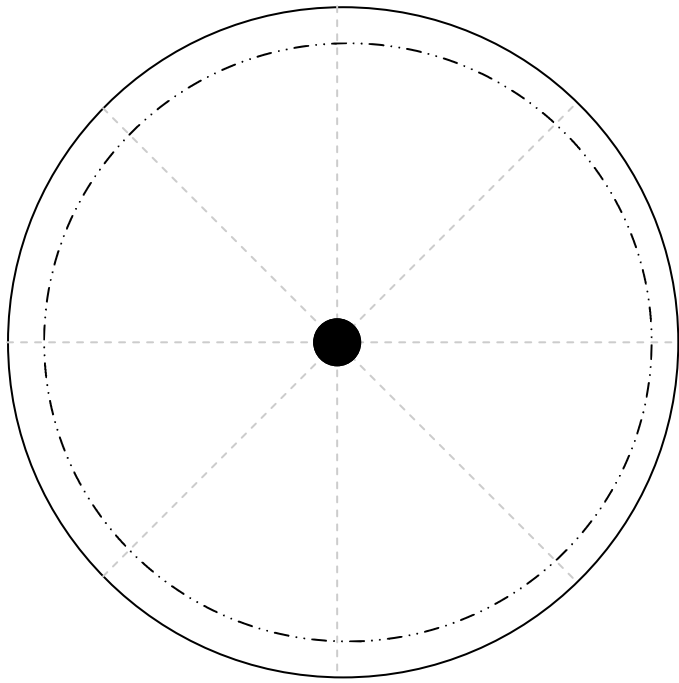


yarn



Name: \_\_\_\_\_ Period: \_\_\_\_\_

# Pizza Pie & the Number Line



Stretch yarn here.