

Eureka Math

3rd Grade Module 5 Lesson 4

At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this project!

Directions for customizing presentations are available on the next slide.



This work by Bethel School District (www.bethelsd.org) is licensed under the Creative Commons Attribution Non-Commercial Share-Alike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by/4.0/>. Bethel School District Based this work on Eureka Math by Common Core (<http://greatminds.net/maps/math/copyright>) Eureka Math is licensed under a Creative Commons Attribution Non-Commercial-ShareAlike 4.0 License.

Customize this Slideshow

Reflecting your Teaching Style and Learning Needs of Your Students

- When the Google Slides presentation is opened, it will look like Screen A.
- Click on the “pop-out” button in the upper right hand corner to change the view.
- The view now looks like Screen B.
- Within Google Slides (not Chrome), choose FILE.
- Choose MAKE A COPY and rename your presentation.
- Google Slides will open your renamed presentation.
- It is now editable & housed in MY DRIVE.

Screen A

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

“pop-out”

Screen B

Gr3(2) U3MAL1 Sample Lesson.pptx

File Edit View Insert Slide Format Arrange Tools Table Help Last edit was yesterday at

Share...

New

Open...

Rename...

Make a copy...

Organize...

Move to trash

Import slides...

See revision history

Language

Download as

Publish to the web...

Email collaborators...

Email as attachment...

Page setup...

Print settings and preview

Print

Copy document

Enter a new document name:

Rename Your Presentation

Comments will not be copied to the new document.

Share it with the same people

OK Cancel

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Icons



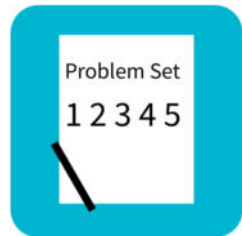
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



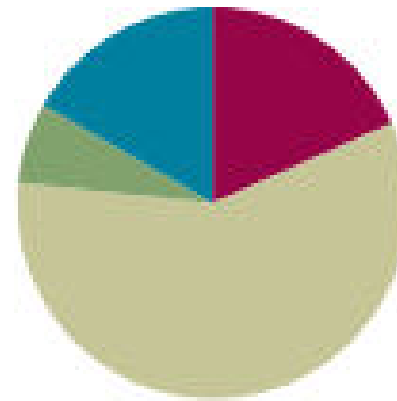
Small Group Time

Lesson 4

Objective: Represent and identify fractional parts of different wholes.

Suggested Lesson Structure

■ Fluency Practice	(11 minutes)
■ Application Problem	(4 minutes)
■ Concept Development	(35 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)

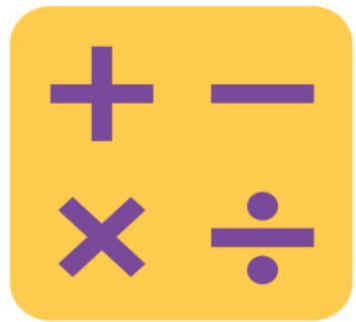


Fluency Practice (11 minutes)

- Sprint: Multiply and Divide by Six **3.OA.4** (9 minutes)
- Group Counting **3.OA.1** (2 minutes)



I can create and identify fractions as a part of a whole.



Fluency Practice

Sprint: Multiply and Divide by Six

A STORY OF UNITS

Lesson 4 Sprint

3•5

A

Number Correct: _____

Multiply and Divide by Six

1.	$2 \times 6 =$	
2.	$3 \times 6 =$	
3.	$4 \times 6 =$	
4.	$5 \times 6 =$	
5.	$1 \times 6 =$	
6.	$12 \div 6 =$	
7.	$18 \div 6 =$	
8.	$30 \div 6 =$	
9.	$6 \div 6 =$	
10.	$24 \div 6 =$	
11.	$6 \times 6 =$	
12.	$7 \times 6 =$	

23.	$___ \times 6 = 60$	
24.	$___ \times 6 = 12$	
25.	$___ \times 6 = 18$	
26.	$60 \div 6 =$	
27.	$30 \div 6 =$	
28.	$6 \div 6 =$	
29.	$12 \div 6 =$	
30.	$18 \div 6 =$	
31.	$___ \times 6 = 36$	
32.	$___ \times 6 = 42$	
33.	$___ \times 6 = 54$	
34.	$___ \times 6 = 48$	



Fluency Practice

Group Counting

**Count forward and backward as I indicate
with pointing my finger.**

Sixes to 60

Eights to 80

Nines to 90



Application Problem

Mr. Ramos sliced an orange into 8 equal pieces. He ate 1 slice. Draw a picture to represent the 8 slices of an orange. Shade in the slice Mr. Ramos ate. What fraction of the orange did Mr. Ramos eat? What fraction did he not eat?





Concept Development

Fraction Stations

**Station A: Halves
Sixths**

**Station B: Fourths
Ninths**

**Station C: Eighths
Fifths**

Station E:

Station F:

Station G:



Concept Development

Museum Walk

Identify the fractional unit.

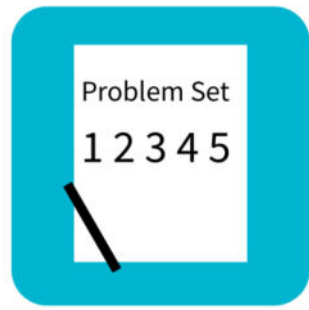
Think about how the units relate to each other at that station.

Compare the yarn to the yellow strip.

Compare the yellow strip to the brown paper or candy bar.

Compare the water to the clay.

Think about how that unit relates to your own and to other units.



Problem Set

A STORY OF UNITS

Lesson 4 Problem Set

3•5

Name _____

Date _____

1. Draw a picture of the yellow strip at 3 (or 4) different stations. Shade and label 1 fractional unit of each.

2. Draw a picture of the brown bar at 3 (or 4) different stations. Shade and label 1 fractional unit of each.

Debrief

What was the same at each station? What was different?

What different fractional units did you see as you went from station to station?

What did you notice about different fractional units at the stations?

Which fractional units had the most equal parts?

Which fractional units had the least equal parts?

What surprised you when you were at the different fractional units?

Exit Ticket

A STORY OF UNITS

Lesson 4 Exit Ticket

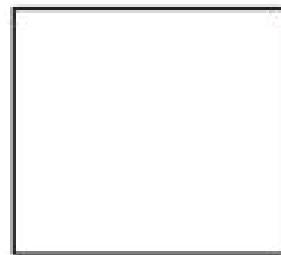
3•5

Name _____

Date _____

Each shape is 1 whole. Estimate to equally partition the shape and shade to show the given fraction.

1. $\frac{1}{4}$



2. $\frac{1}{5}$

