Eureka Math

3rd Grade
Module 5
Lesson 6

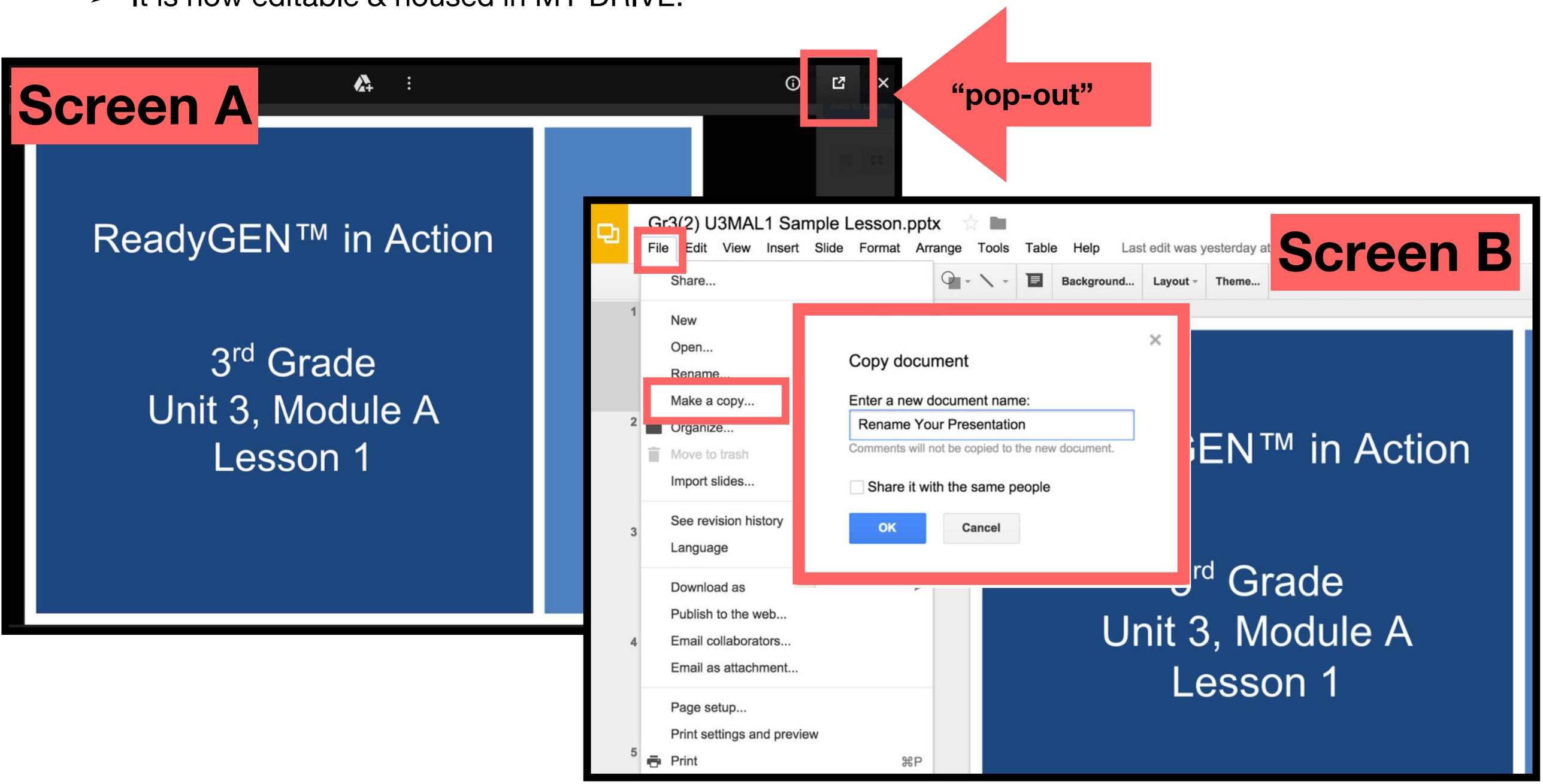
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

Directions for customizing presentations are available on the next slide.

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.



Icons

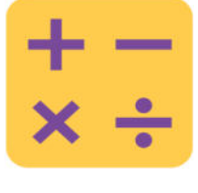
Read, Draw, Write

Learning Target

Personal White Board

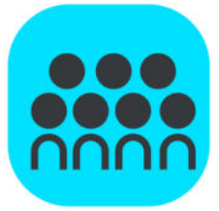
Problem Set

Manipulatives Needed



Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

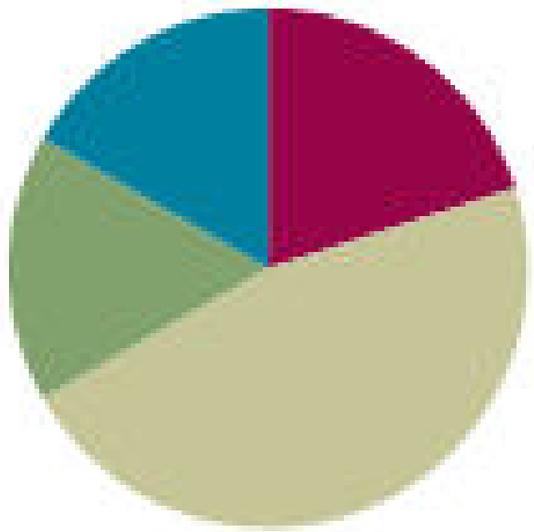
Small Group Time

Lesson 6

Objective: Build non-unit fractions less than one whole f

Suggested Lesson Structure

Fluency Practice	(12 minutes)
Application Problem	(10 minutes)
Concept Development	(28 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Fluency Practice (12 minutes)

- Sprint: Multiply with Seven **3.OA.4** (8 minutes)
- Write the Unit Fraction **3.G.2, 3.NF.1** (2 minutes)
- Find the Whole **3.NF.3d** (2 minutes)

I can build non-unit fractions less than one whole from unit fractions.

Fluency Practice

Group Counting

Sprint: Multiply with Seven

Number Correct: _____

A

Multiply with Seven

1.	1 × 7 =	
2.	7 × 1 =	
3.	2 × 7 =	
4.	7 × 2 =	
5.	3 × 7 =	
6.	7 × 3 =	
7.	4 × 7 =	
8.	7 × 4 =	
9.	5 × 7 =	
10.	7 × 5 =	
11.	6 × 7 =	
12.	7 × 6 =	
13.	7 × 7 =	

23.	10 × 7 =	
24.	9 × 7 =	
25.	4 × 7 =	
26.	8 × 7 =	
27.	7 × 3 =	
28.	7 × 7 =	
29.	6 × 7 =	
30.	7 × 10 =	
31.	7 × 5 =	
32.	7 × 6 =	
33.	7 × 1 =	
34.	7 × 9 =	
35.	7 × 4 =	

Fluency Practice

Group Counting

Write the unit fraction using your whiteboard.

Fluency Practice

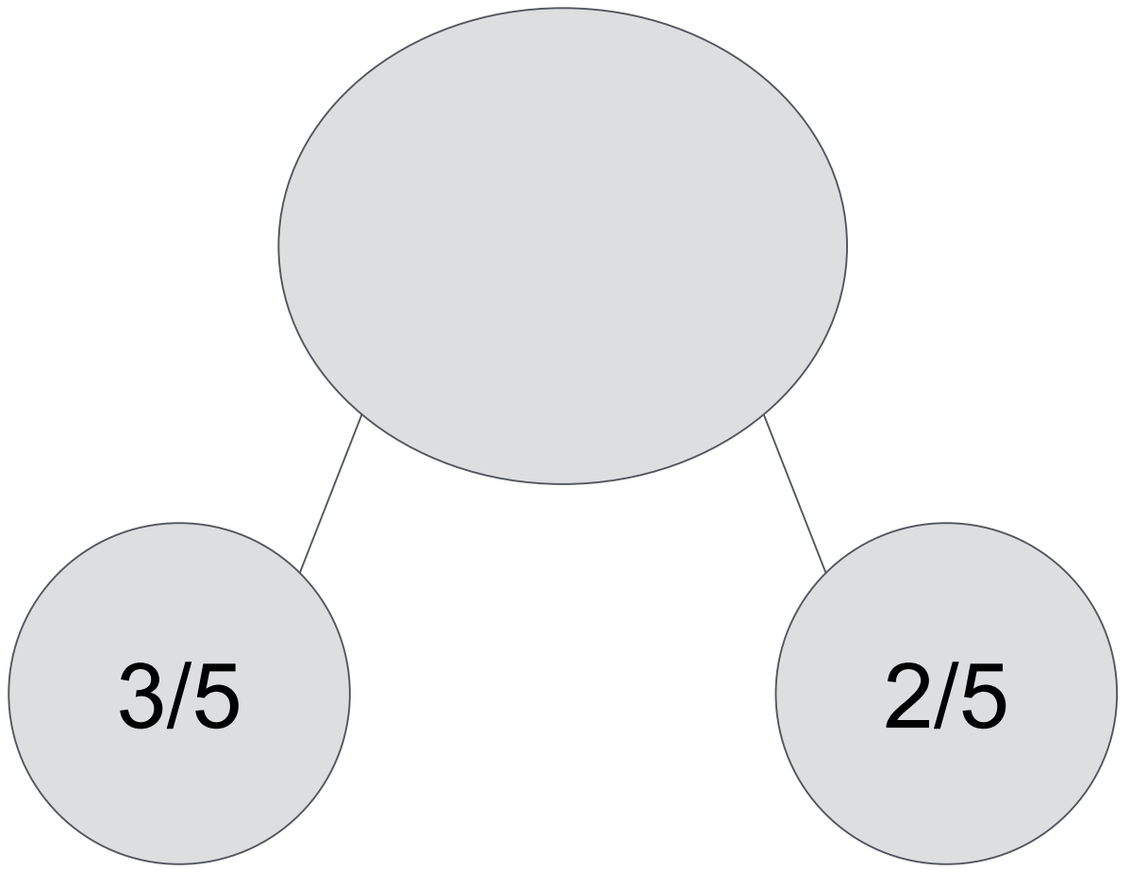
Group Counting

Write the unit fraction

Fluency Practice

Group Counting

Find the Whole

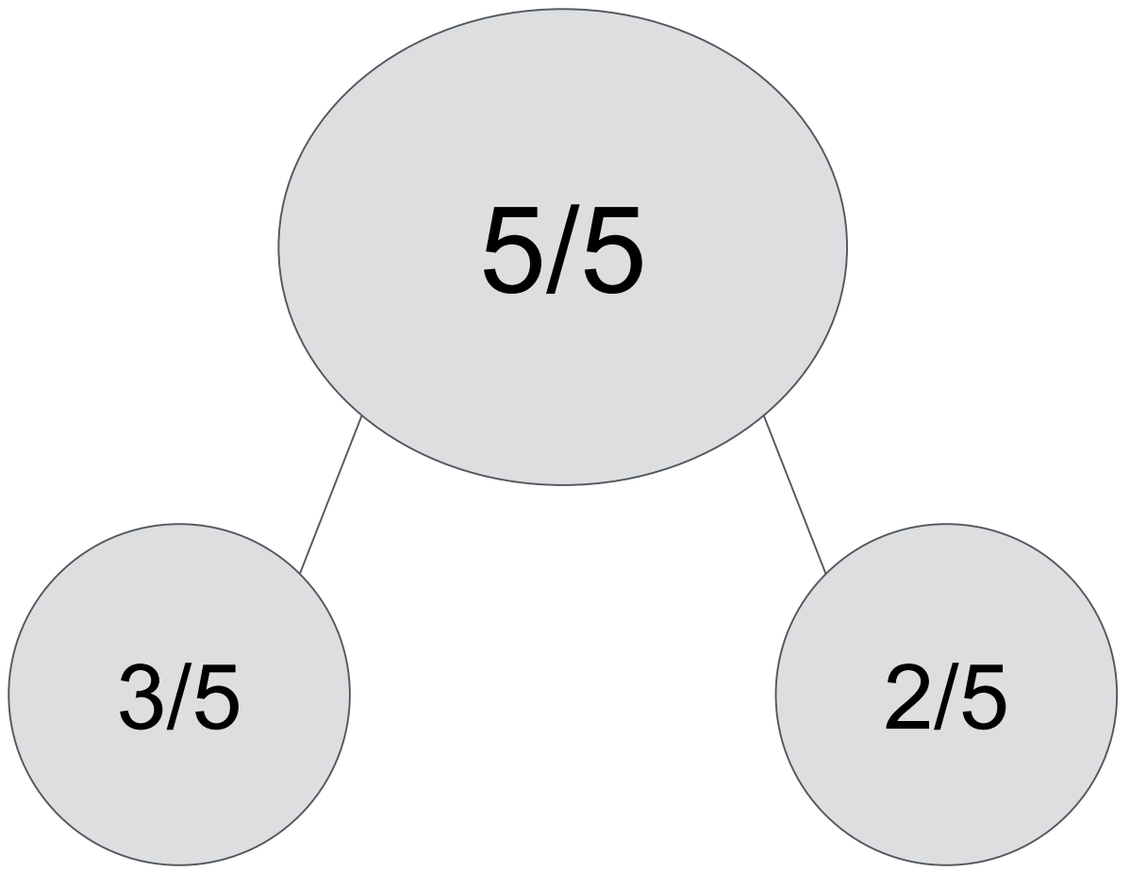


Say the bigger part. Say the smaller part. How many fifths are in the whole?

Fluency Practice

Group Counting

Find the Whole



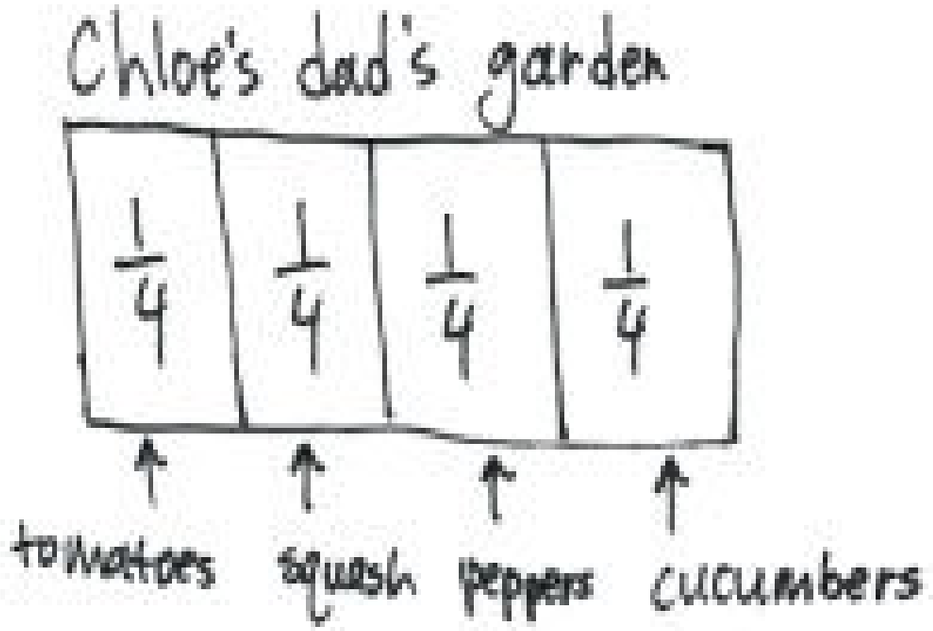
$\frac{3}{5} + \frac{2}{5} = 5/5$

Application Problem

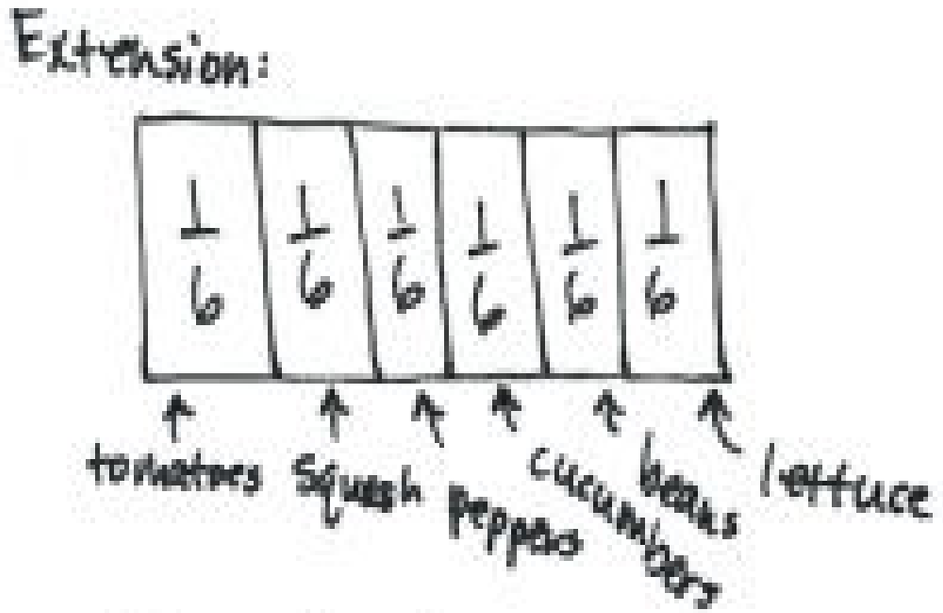
Chloe's dad partitions his garden into 4 equal-sized sections to plant tomatoes, squash, peppers, and cucumbers. What fraction of the garden is available for growing tomatoes?

Extension: Chloe talked her dad into planting beans and lettuce, too. He used equal-sized sections for all the vegetables. What fraction do the tomatoes have now?

Application Problem



$\frac{1}{4}$ of the garden is for tomatoes because there are 4 equal parts.



Now the tomatoes have $\frac{1}{6}$ of the garden.

Concept Development

Materials

Personal whiteboard

Concept Development

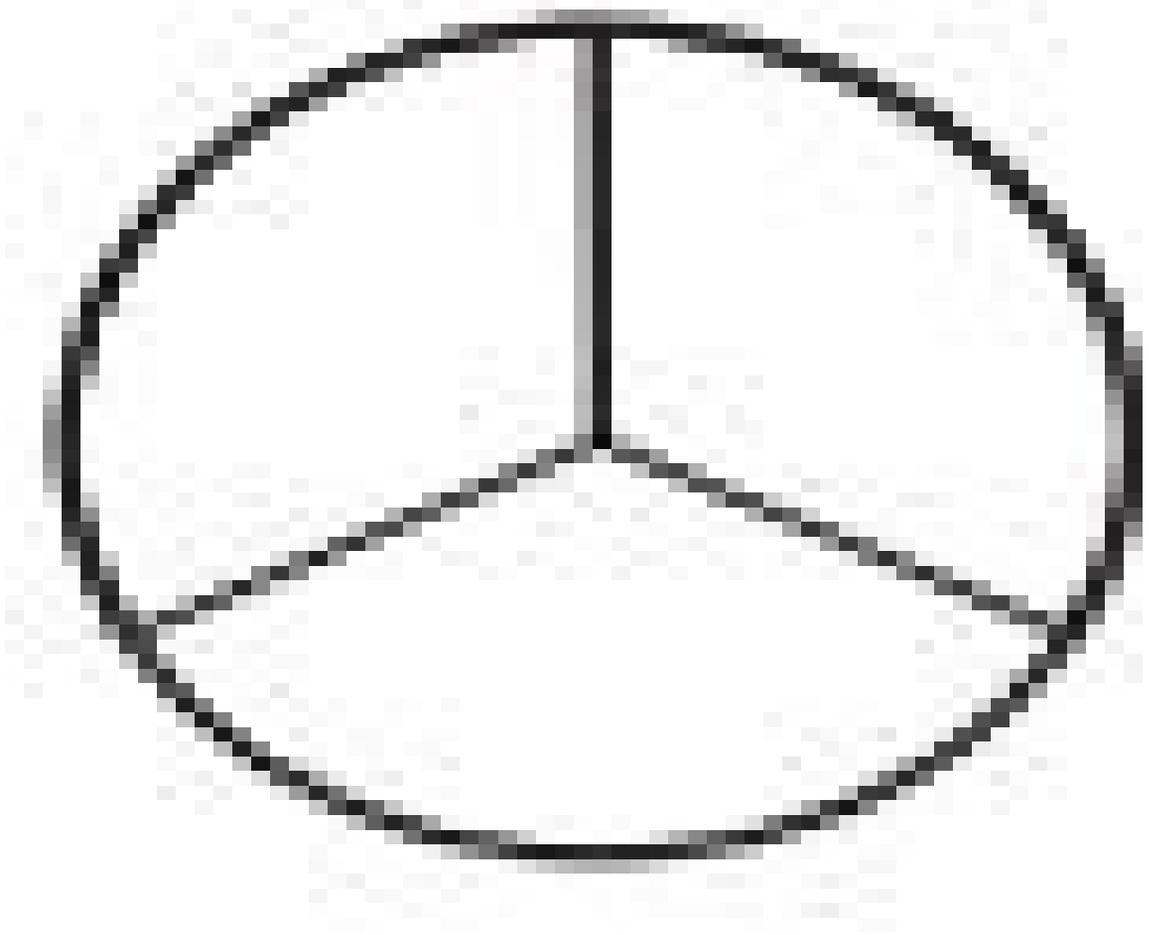
Here is the unit form - 1 half

Here is the fraction form - ½

What does the 2 mean?

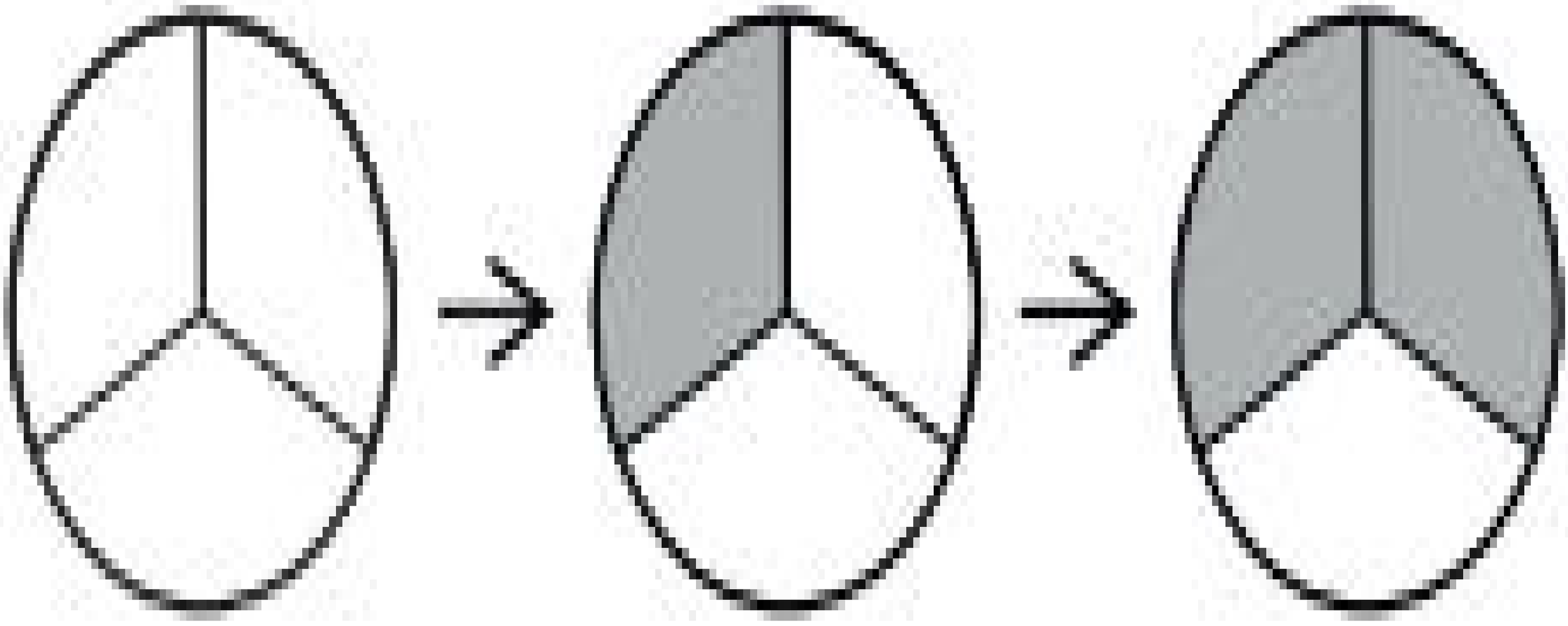
What does the 1 mean?

Concept Development



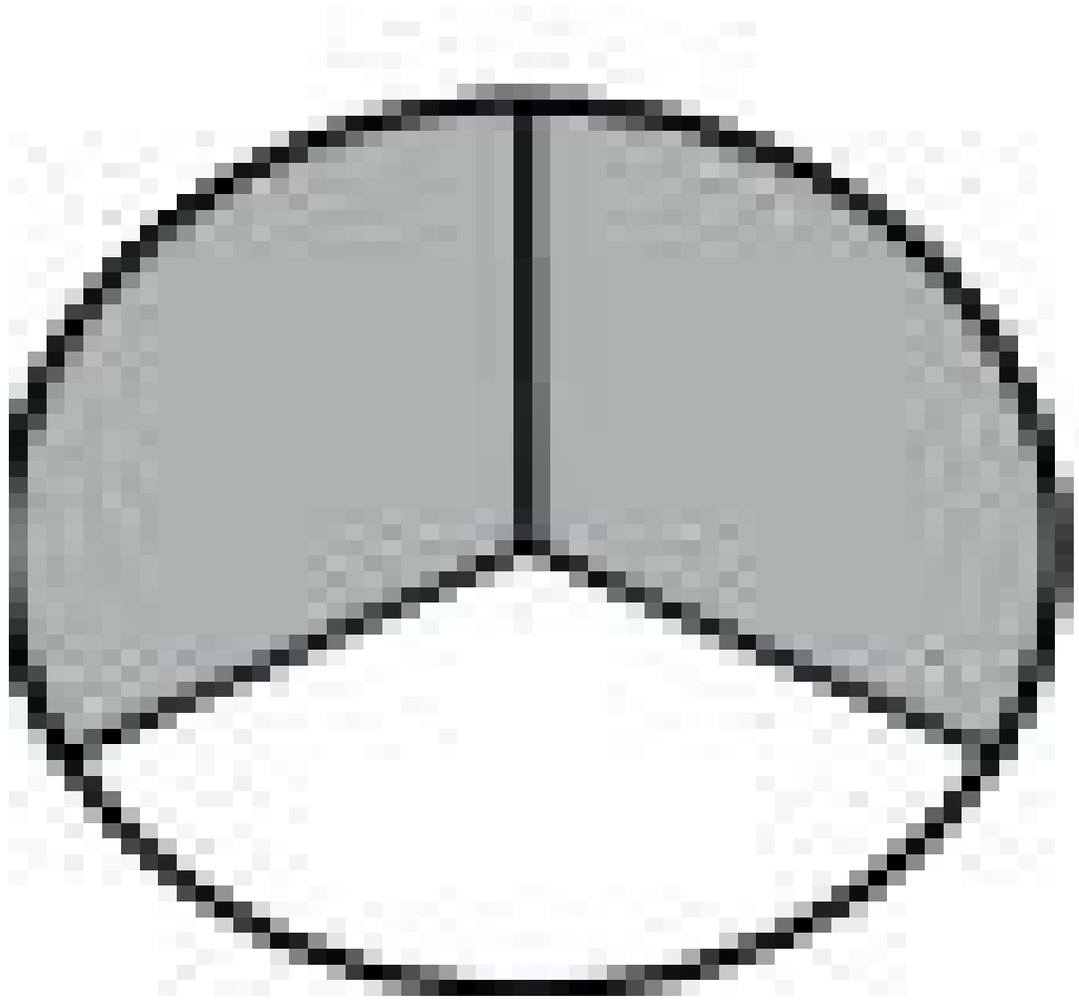
This is one whole. What is it partitioned into?

Concept Development



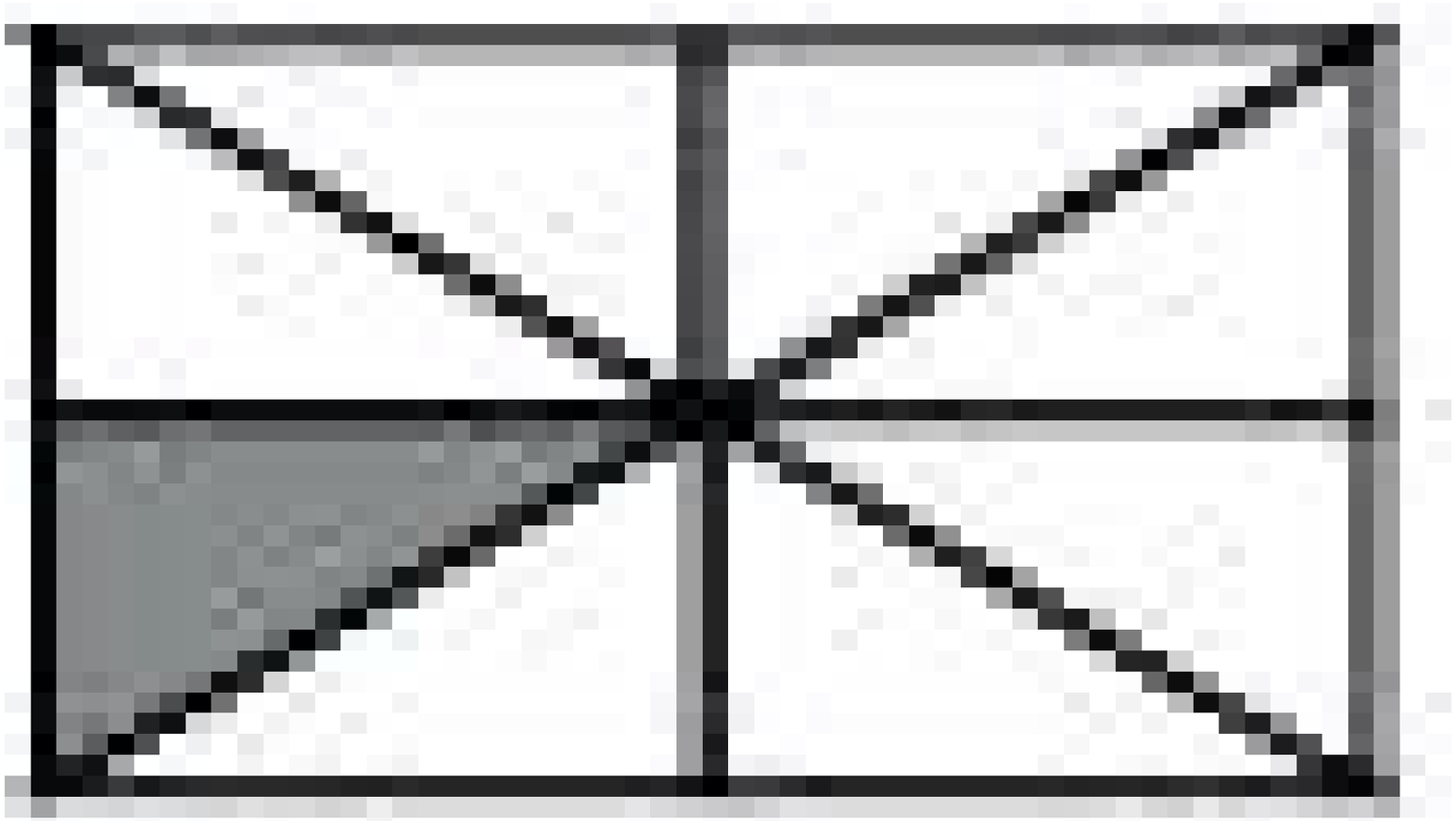
Shade ⅓. Now make a copy and shade one more unit. How many units are shaded now?

Concept Development



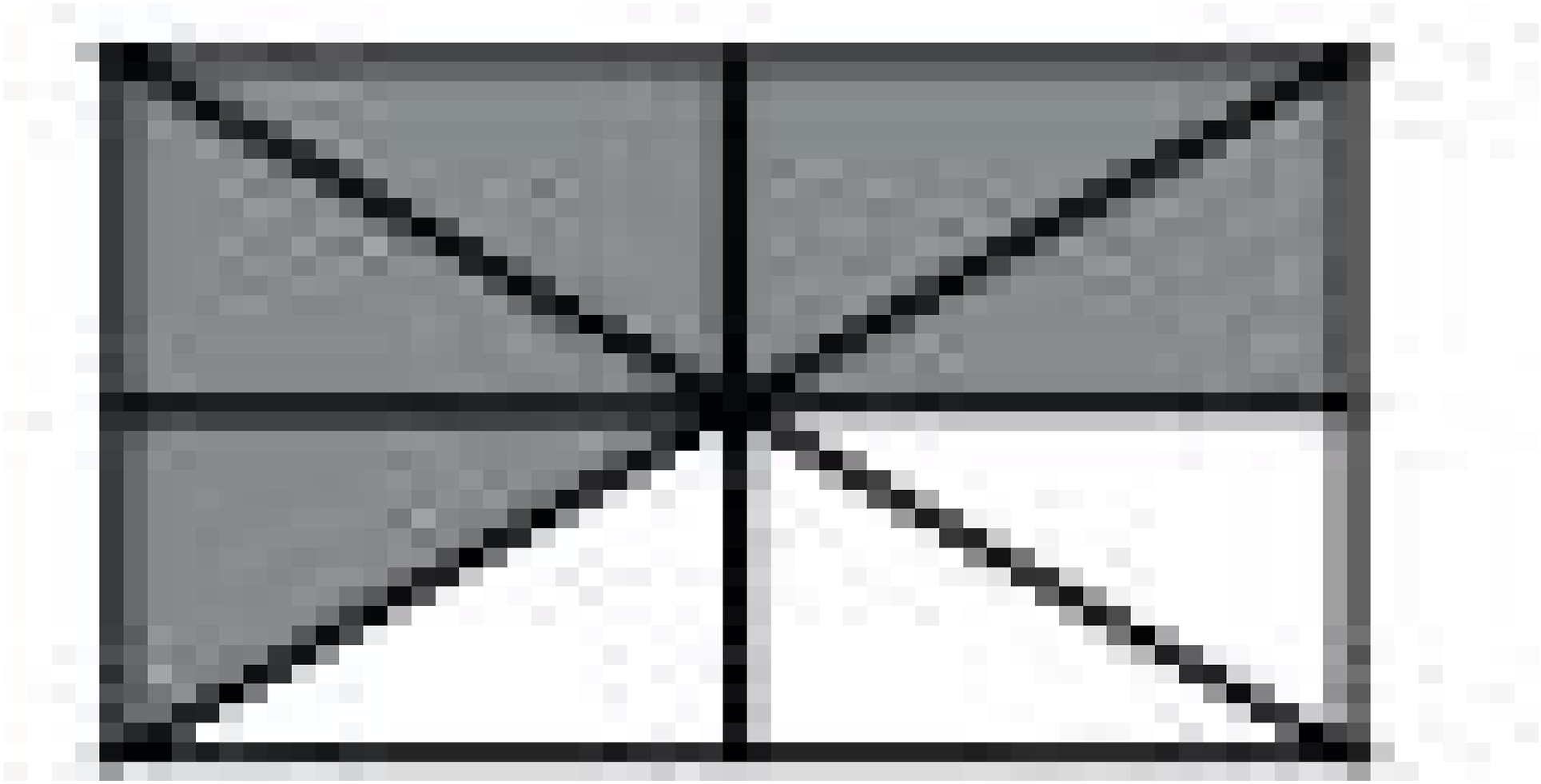
Two thirds

Concept Development

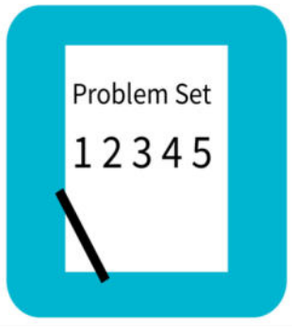


What is the unit fraction? Shade one unit.
Now shade four more units.

Concept Development



Let’s count them. One eighth, two eighths, three eighths, four eighths and five eighths. What happened to our unit fraction when we copied it?



Problem Set (10 mins.)

1. Complete the number sentence. Estimate to partition each strip equally, write the unit fraction inside each unit, and shade the answer.

   Sample:

   2 thirds = $\frac{2}{3}$

   a. 3 fourths =

   b. 3 sevenths =

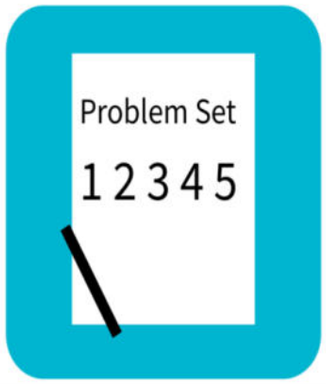
   c. 4 fifths =

   d. 2 sixths =

2. Mr. Stevens bought 8 liters of soda for a party. His guests drank 1 liter.

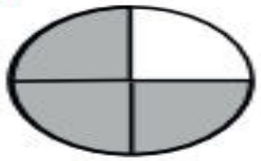
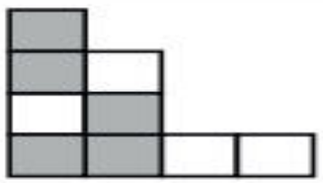
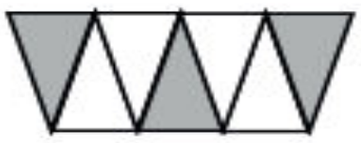
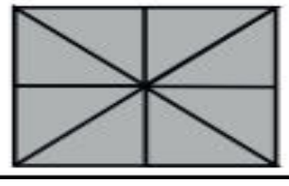
   a. What fraction of the soda did his guests drink?

   b. What fraction of the soda was left?



Problem Set (10 mins.)

3. Fill in the chart.

	Total Number of Equal Parts	Total Number of Shaded Equal Parts	Unit Fraction	Fraction Shaded
Sample: 	4	3	$\frac{1}{4}$	$\frac{3}{4}$
a. 				
b. 				
c. 				
d. 				
e. 				

Debrief

Lesson Objective: Build non-unit fractions less than one whole from unit fractions.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

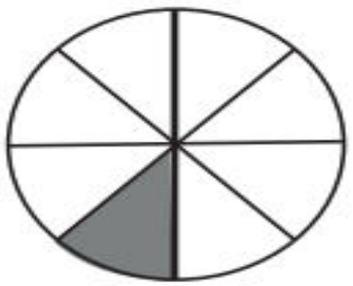
- Through discussion, guide students to articulate the idea that to show non-unit fractions, they create **copies** of unit fractions. This resembles counting 3 ones to make 3, or counting by eights to make copies of 8.

Exit Ticket

1. Complete the number sentence. Estimate to partition the strip equally. Write the unit fraction inside each unit. Shade the answer.

   2 fifths =

2.



   a. What fraction of the circle is shaded?

   b. What fraction of the circle is not shaded?

3. Complete the chart.

	Total Number of Equal Parts	Total Number of Shaded Equal Parts	Unit Fraction	Fraction Shaded