Eureka Math

3rd Grade
Module 5
Lesson 8

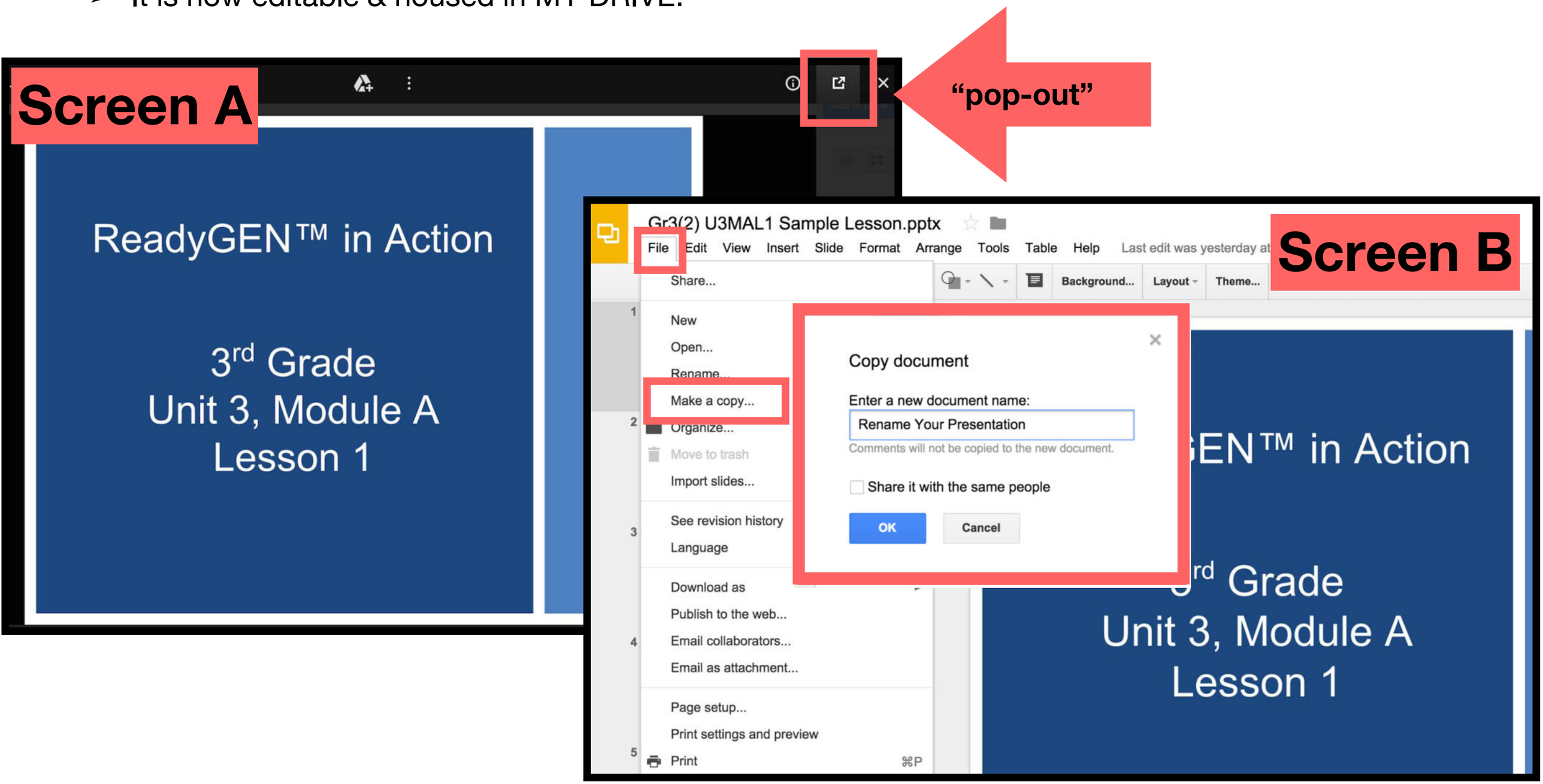
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

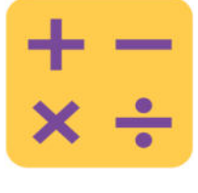
Read, Draw, Write

Learning Target

Personal White Board

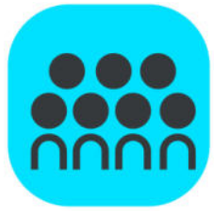
Problem Set

Manipulatives Needed



Fluency

Think Pair Share



Whole Class

Individual

Partner

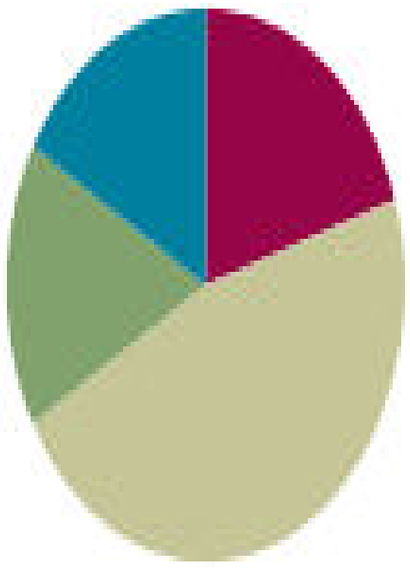
Small Group

Small Group Time

Lesson 8

Objective: Represent parts of one whole as fractions with number bonds.

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)

- Unit and Non-Unit Fractions of 1 Whole **3.NF.1** (2 minutes)
- Sprint: Identify Fractions **3.G.2, 3.NF.2** (10 minutes)

I can represent parts of one whole as fractions with number bonds.

Fluency Practice

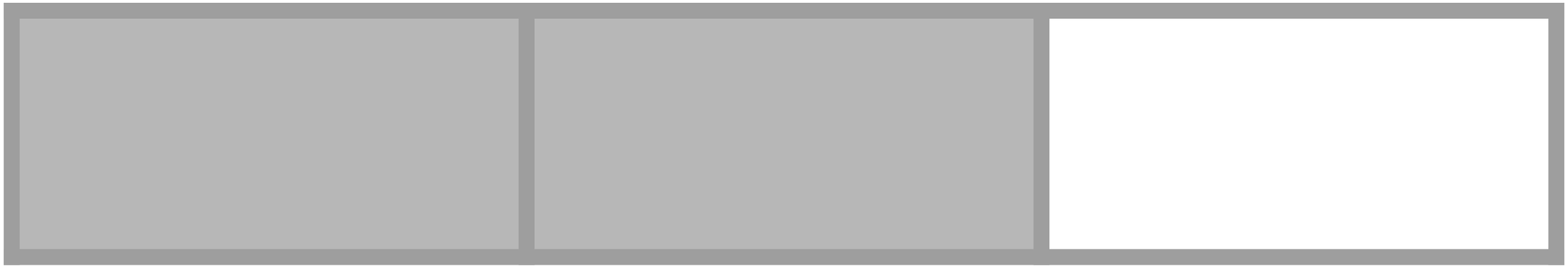
Unit and Non-Unit Fractions of 1 Whole

Write the fraction that is shaded on your whiteboard.

Fluency Practice

Unit and Non-Unit Fractions of 1 Whole

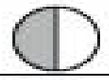
Write the fraction that is shaded on your whiteboard.



Fluency Practice

Sprint - Identify Fractions

Identify Fractions.

1.		/
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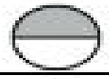
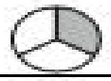
4.		/
5.		/
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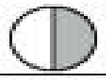
7.		/
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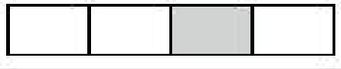
9.		/
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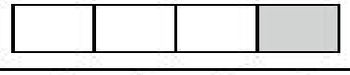
11.		/
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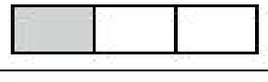
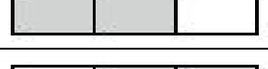
14.		/
15.		/
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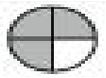
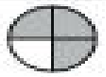
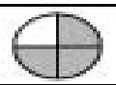
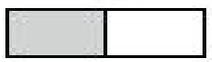
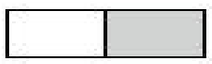
23.		/
24.		/
25.		/
26.		/
27.		/
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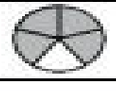
34.		/
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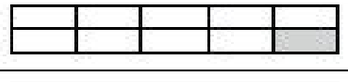
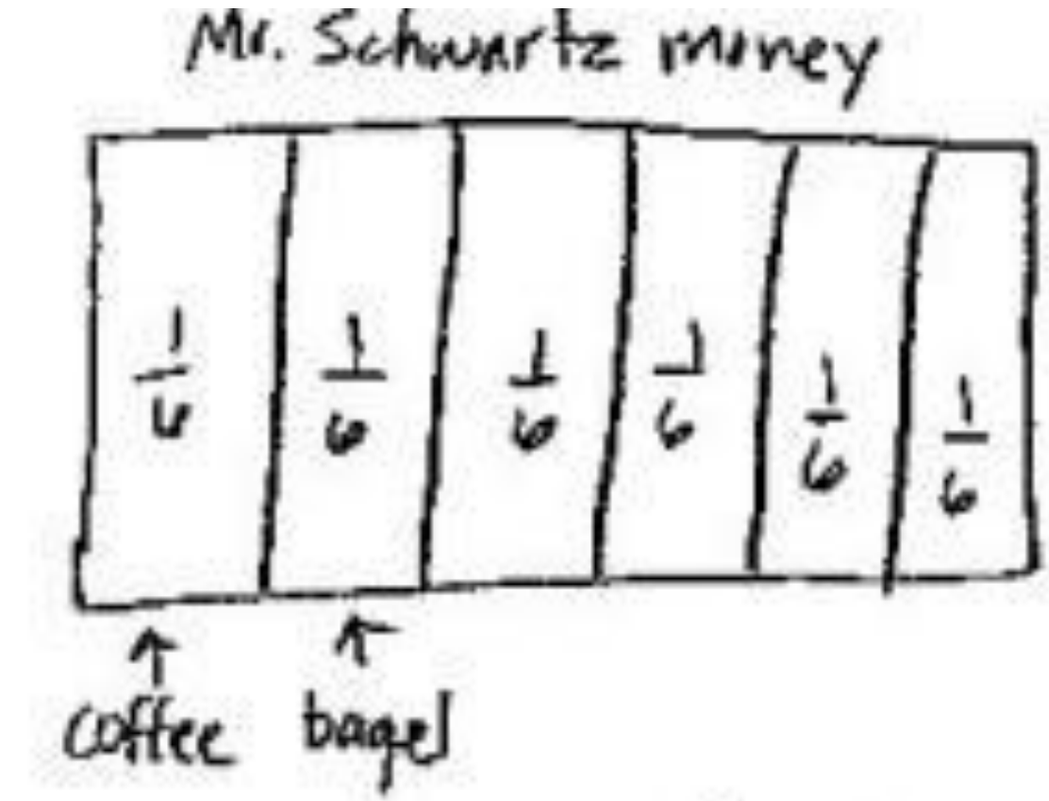
36.		/
37.		/
38.		/

Application Problem

For breakfast, Mr. Schwartz spent 1 sixth of his money on a coffee and 1 sixth of his money on a bagel. What fraction of his money did Mr. Schwartz spend on breakfast?

Application Problem



Mr. Schwartz spent $\frac{2}{6}$ of his money.

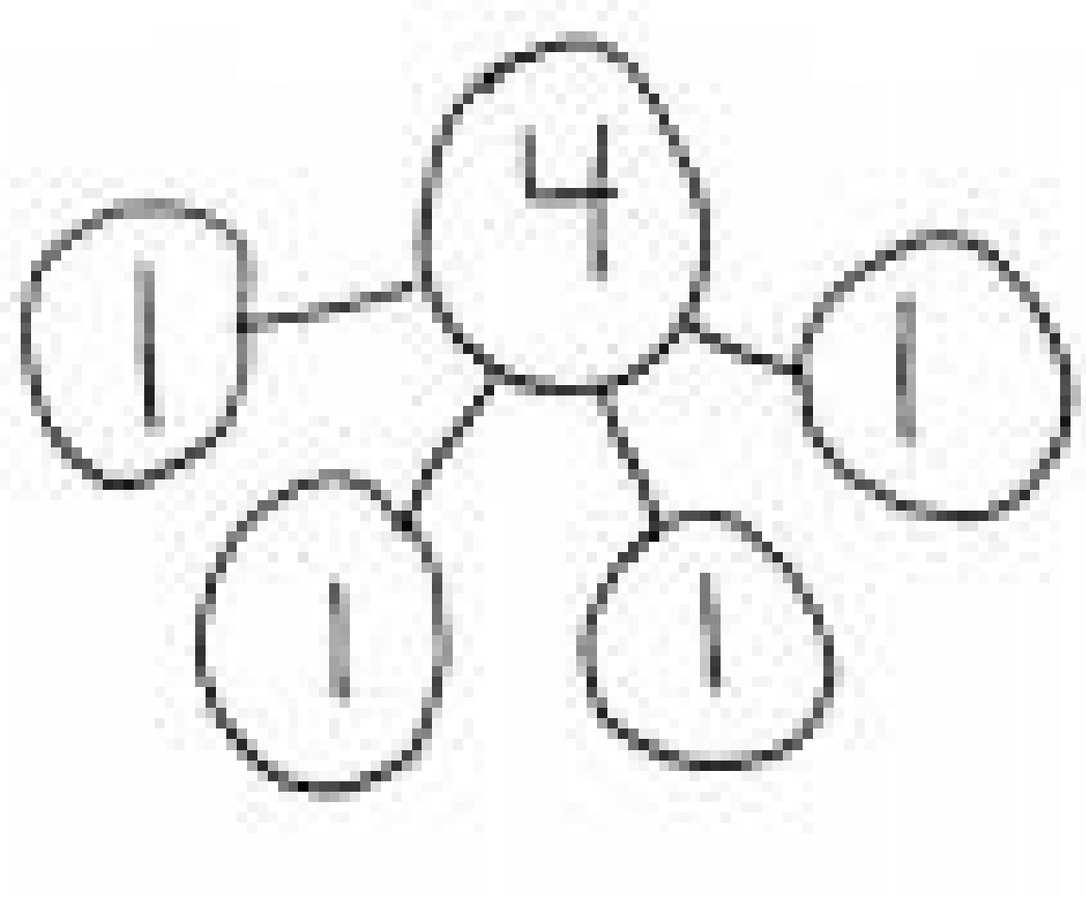
Concept Development

Materials

Whiteboard

Sprint B from Fluency Practice

Concept Development

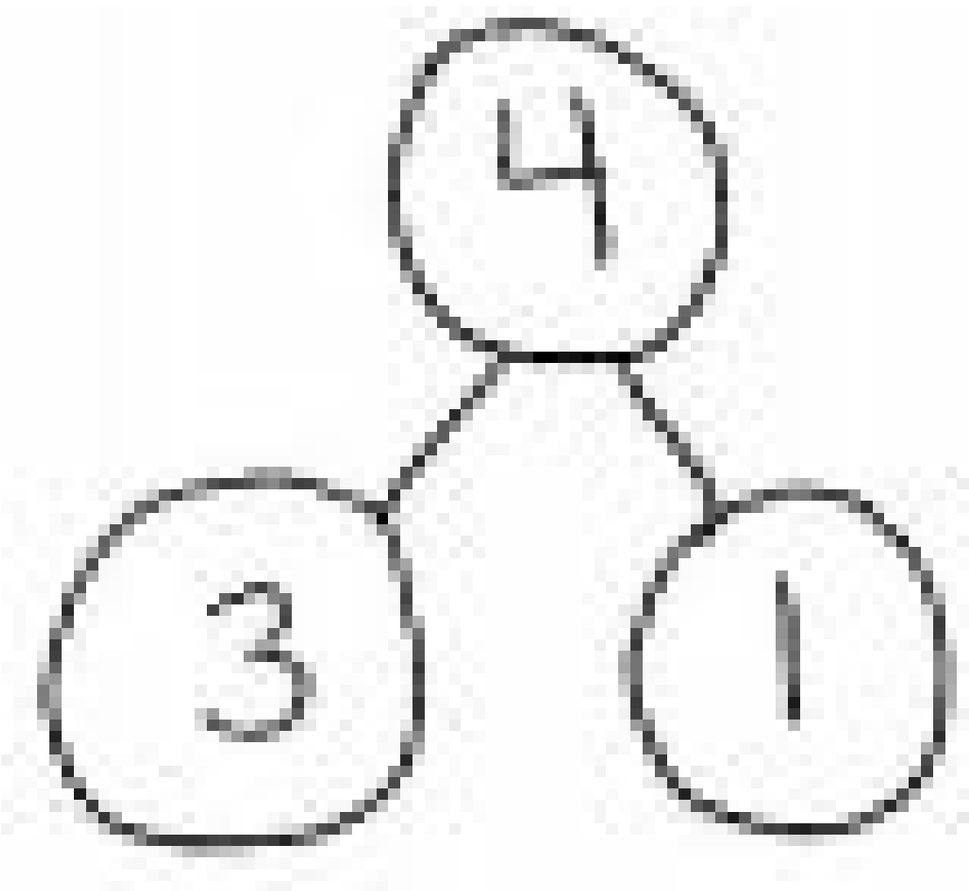


Draw a number bond composing 4 into 4 ones.

Concept Development

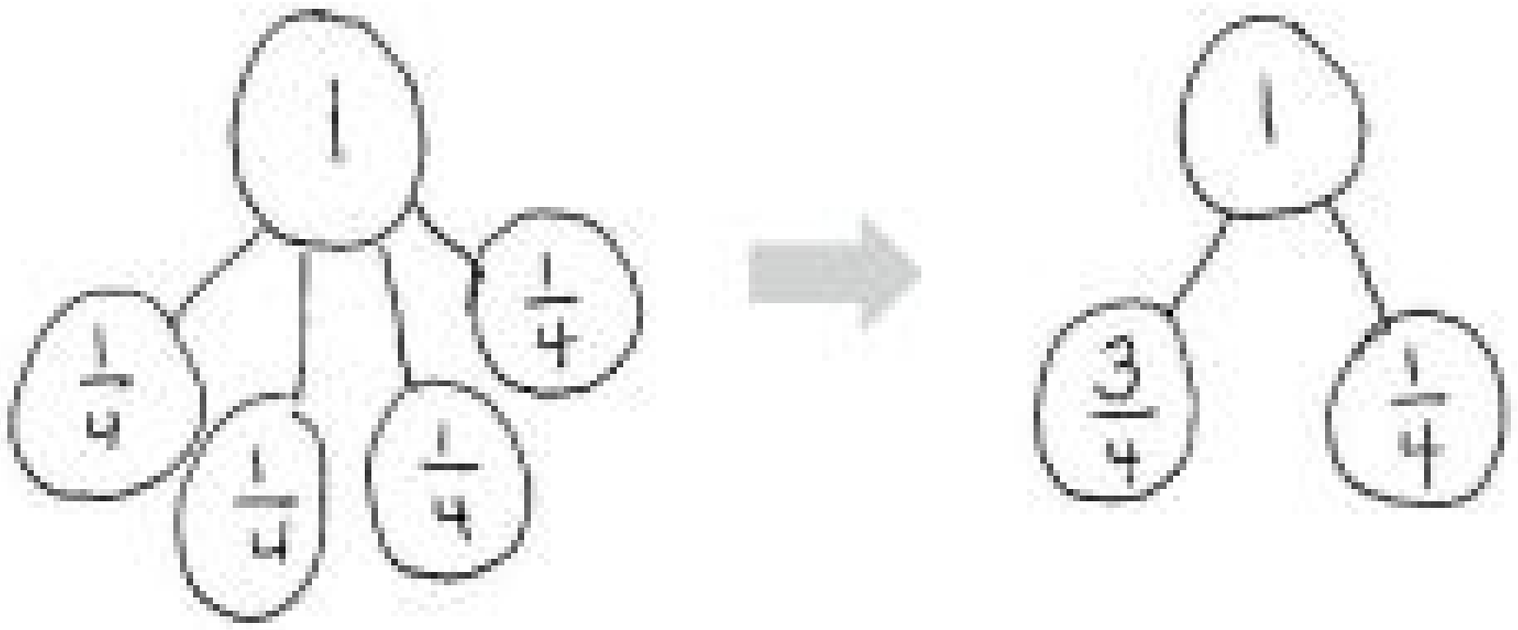
Now work with your partner to show a number bond decomposing 4 into 2 parts. One part should be composed of 3 ones.

Concept Development



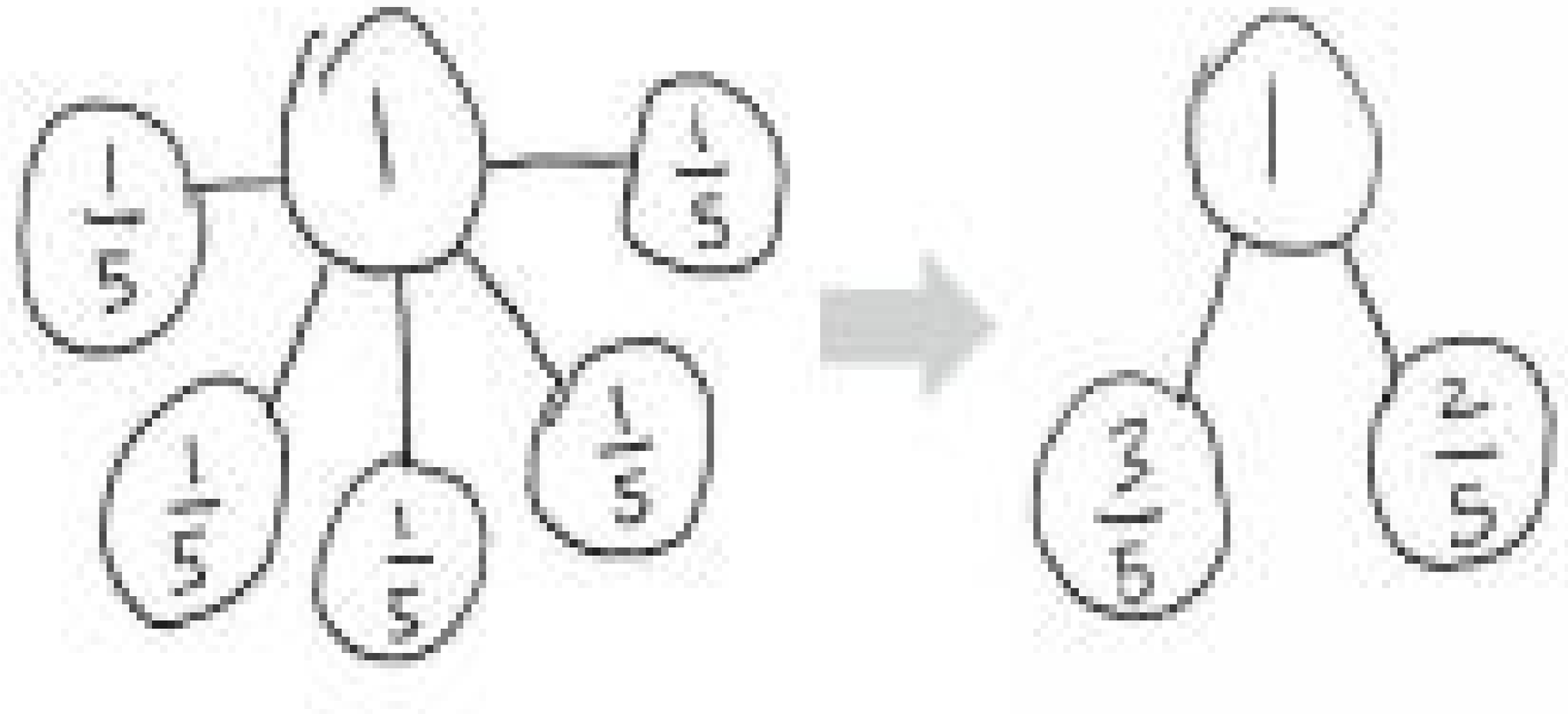
What are the two parts of the number bond?

Concept Development



Talk to your partner about the difference between these two number bonds.

Concept Development

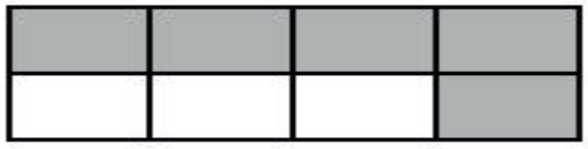


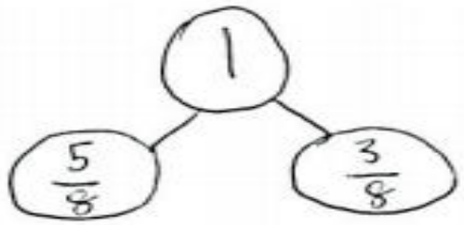
Talk to your partner about the difference between these two number bonds.

Problem Set (10 mins.)

Show a number bond representing what is shaded and unshaded in each of the figures. Draw a different visual model that would be represented by the same number bond.

Sample:





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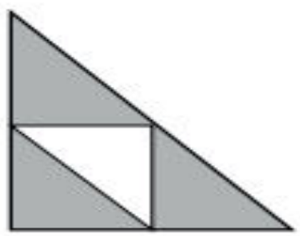

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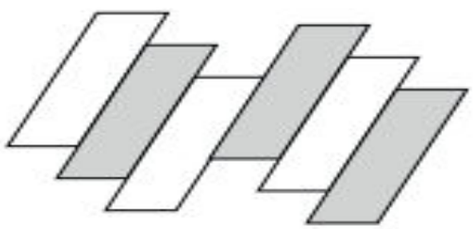

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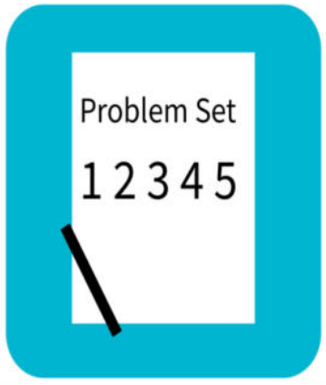
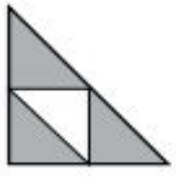


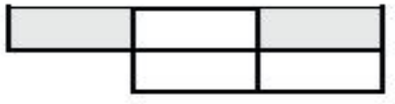
Problem Set (10 mins.)

5. Draw a number bond with 2 parts showing the shaded and unshaded fractions of each figure. Decompose both parts of the number bond into unit fractions.

a. 

b. 

c. 

d. 

6. The chef put $\frac{1}{4}$ of the ground beef on the grill to make one hamburger and put the rest in the refrigerator. Draw a 2-part number bond showing the fraction of the ground beef on the grill and the fraction in the refrigerator. Draw a visual model of all the ground beef. Shade what is in the refrigerator.

a. What fraction of the ground beef was in the refrigerator?

b. How many more hamburgers can the chef make if he makes them all the same size as the first one?

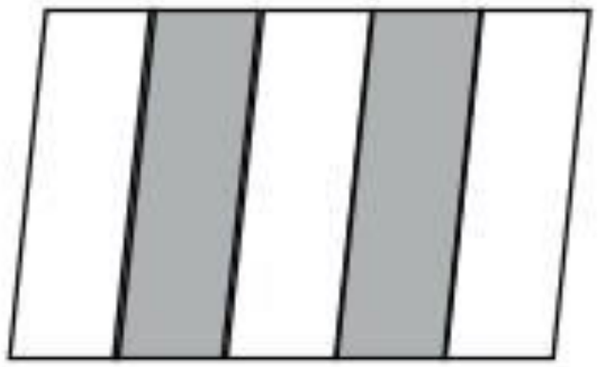
c. Show the refrigerated ground beef broken into unit fractions on your number bond above.

Debrief

- Share different representations for Problem 6 about the hamburger. Guide students to see that the chef's refrigerated meat can be made into 3 more burgers and that each of those burgers is $\frac{1}{4}$ of the meat.
- As in Lesson 7's Debrief, return to the shaded and unshaded figures so that students articulate that 1 whole can ultimately be decomposed into unit fractions. The number bond is a perfect tool for seeing the transition from 1 whole to 2 parts to unit fractions. It is analogous as well to the beginning problem, when the number 4 was decomposed into 4 ones.

Exit Ticket

1. Draw a number bond that shows the shaded and the unshaded parts of the shape below. Then, show each part decomposed into unit fractions.



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2. Complete the number bond. Draw a shape that has shaded and unshaded parts that match the completed number bond.