Materials List

Personal white boards

Analog clock, fraction strips

Eureka Math

3rd Grade
Module 5
Lesson 9

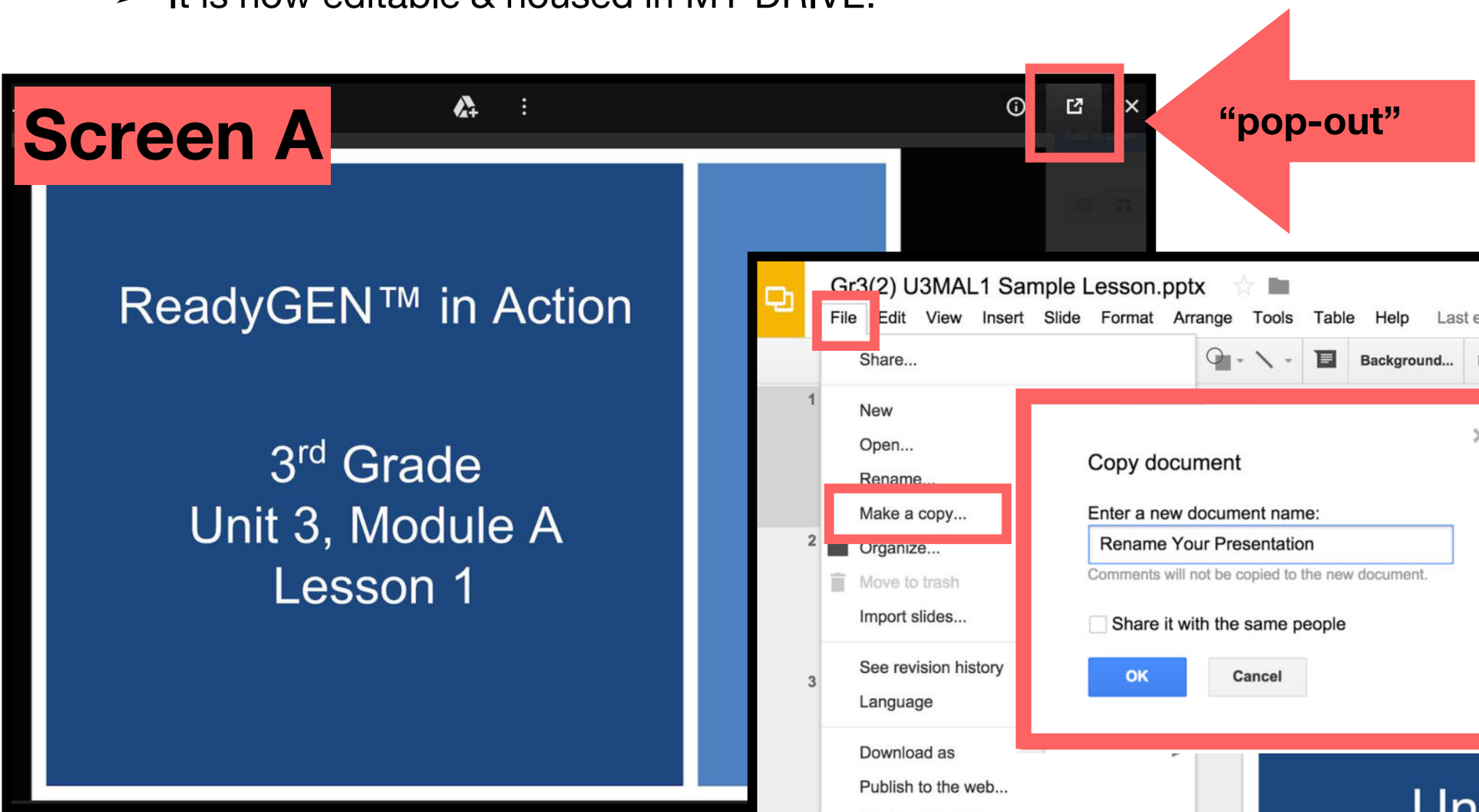
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

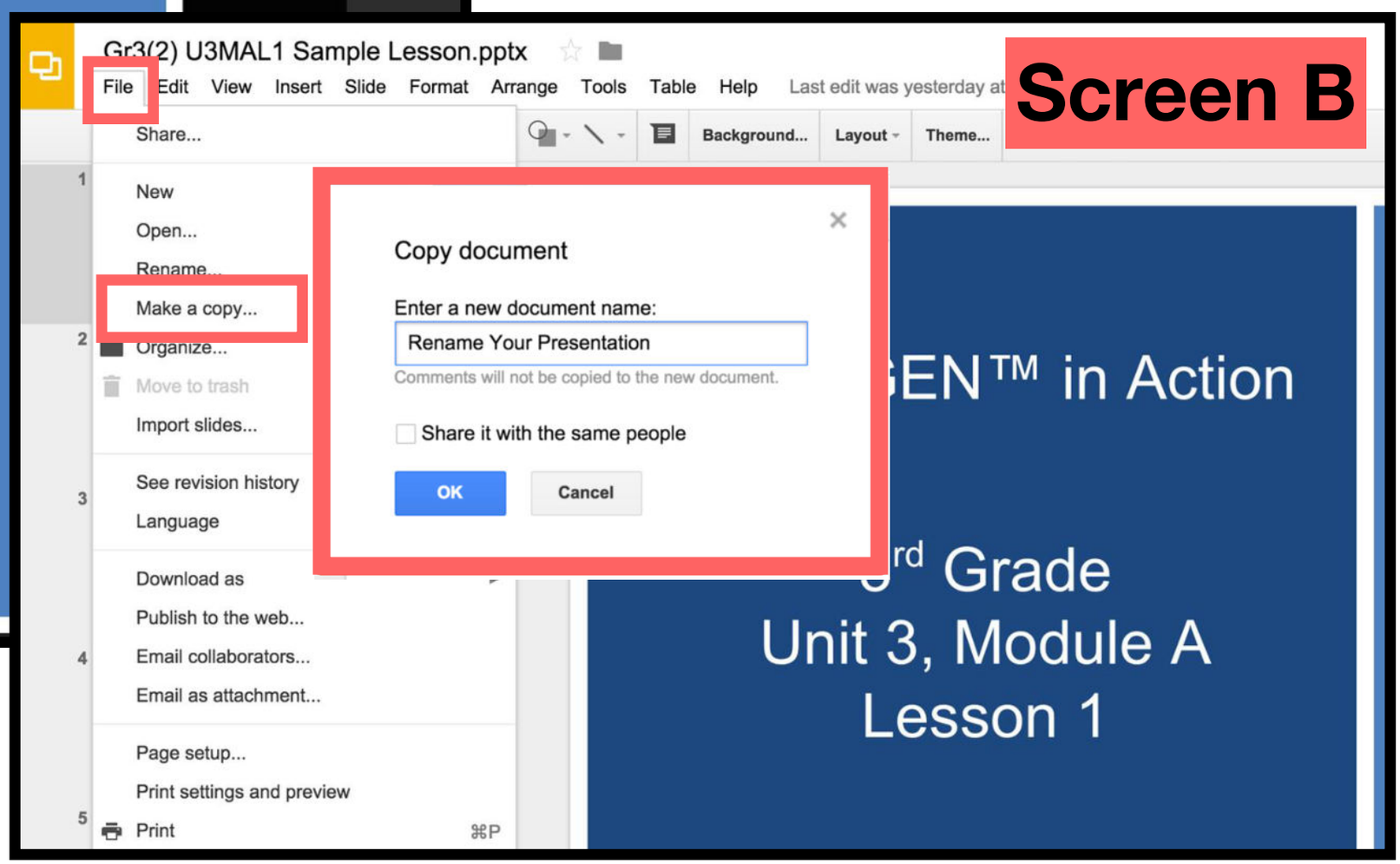
Directions for customizing presentations are available on the next slide.

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

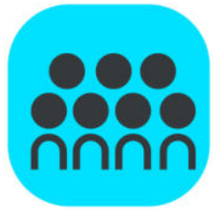
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

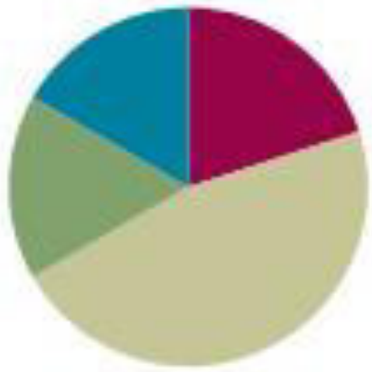
Small Group Time

Lesson 9

Objective: Build and write fractions greater than one whole using unit fractions.

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 Eight **3.OA.2** (8 minutes)
- Find the Unknown Part **3.NF.3d** (2 minutes)
- Skip-Count by Halves on the Clock **3.G.2, 3.NF.1** (2 minutes)

I can build and write fractions greater than one whole.

Fluency Practice

Sprint: Multiply with Eight

A

Number Correct: _____

Multiply with Eight

1.	8 × 1 =		23.	9 × 8 =	
2.	1 × 8 =		24.	3 × 8 =	
3.	8 × 2 =		25.	8 × 8 =	
4.	2 × 8 =		26.	4 × 8 =	
5.	8 × 3 =		27.	7 × 8 =	
6.	3 × 8 =		28.	5 × 8 =	
7.	8 × 4 =		29.	6 × 8 =	
8.	4 × 8 =		30.	8 × 5 =	
9.	8 × 5 =		31.	8 × 10 =	
10.	5 × 8 =		32.	8 × 1 =	
11.	8 × 6 =		33.	8 × 6 =	
12.	6 × 8 =		34.	8 × 4 =	

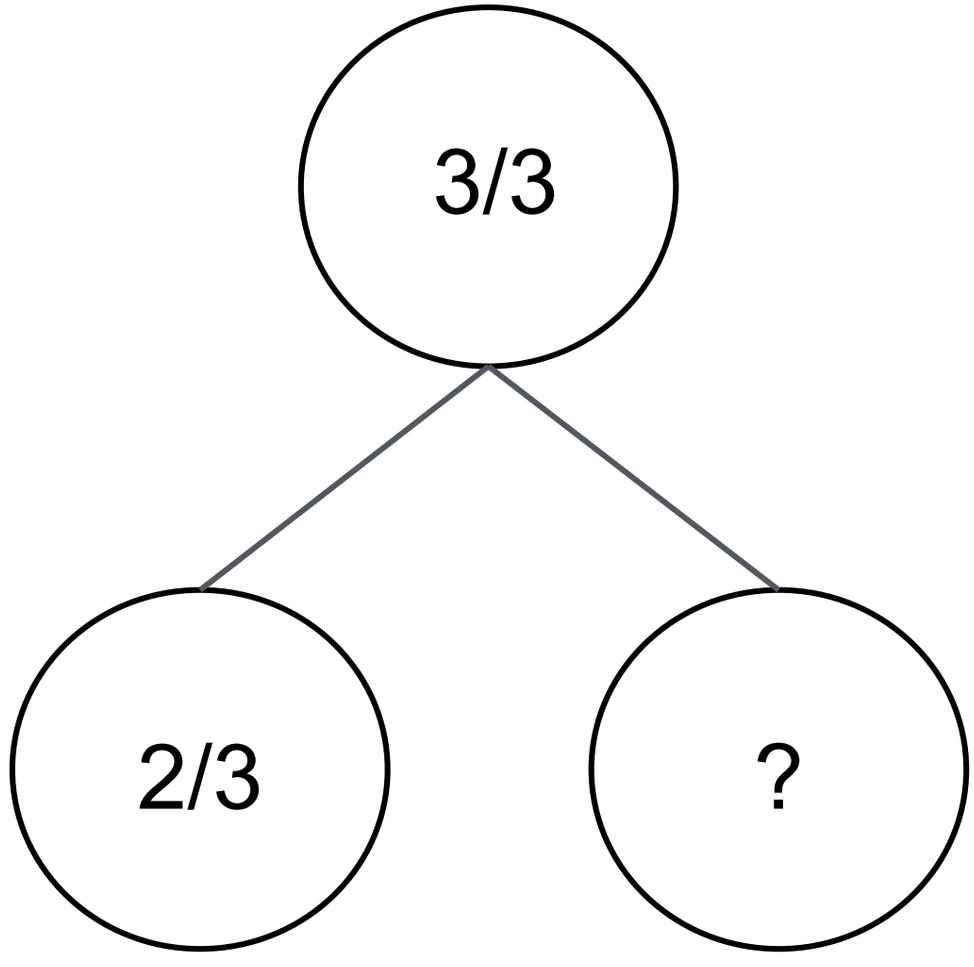
Fluency Practice

Find the Unknown Parts

1. **Say the whole.**

1. **Say the known part.**

1. **Say the unknown part.**



Fluency Practice

Find the Unknown Parts

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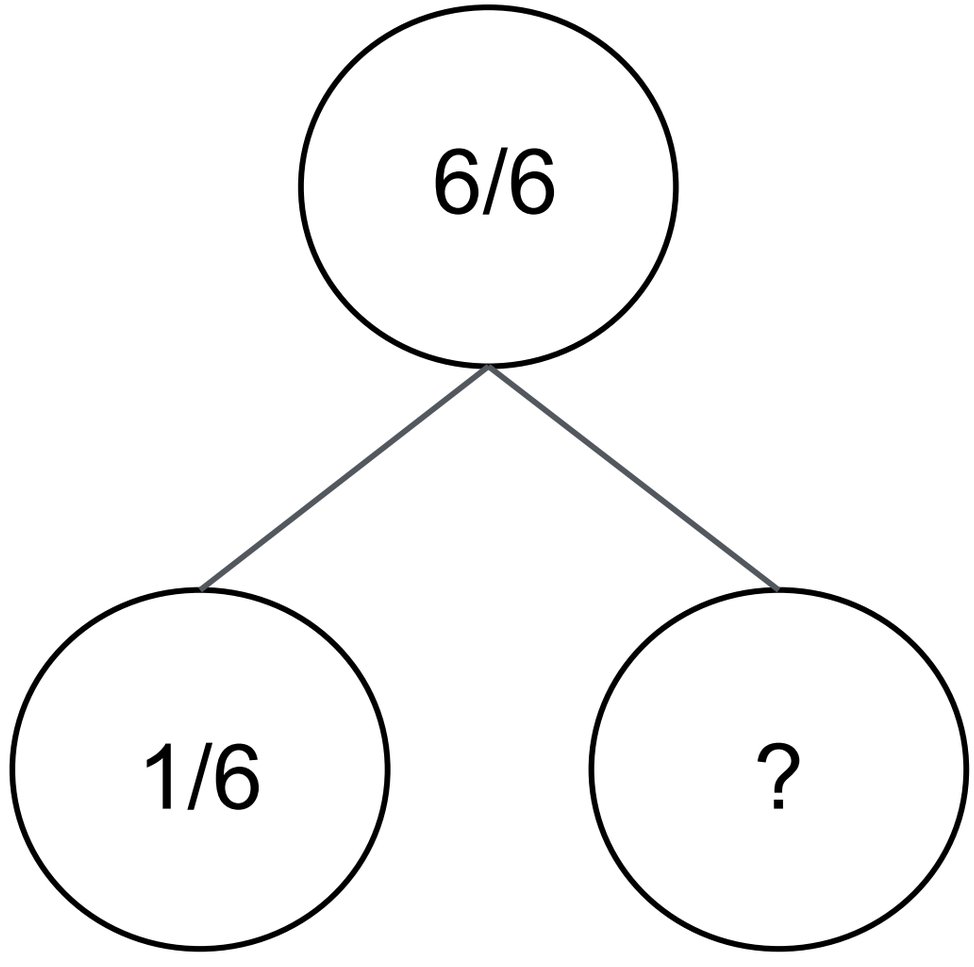

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Fluency Practice

Find the Unknown Parts

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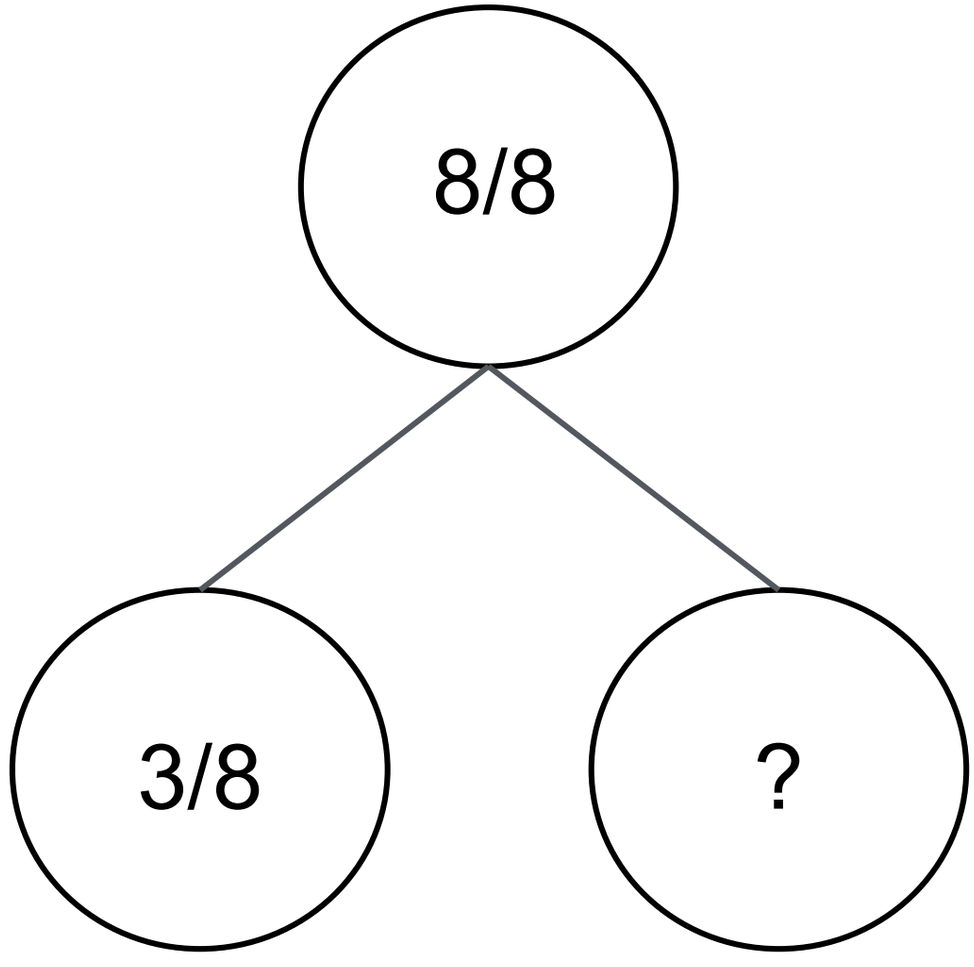

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Fluency Practice

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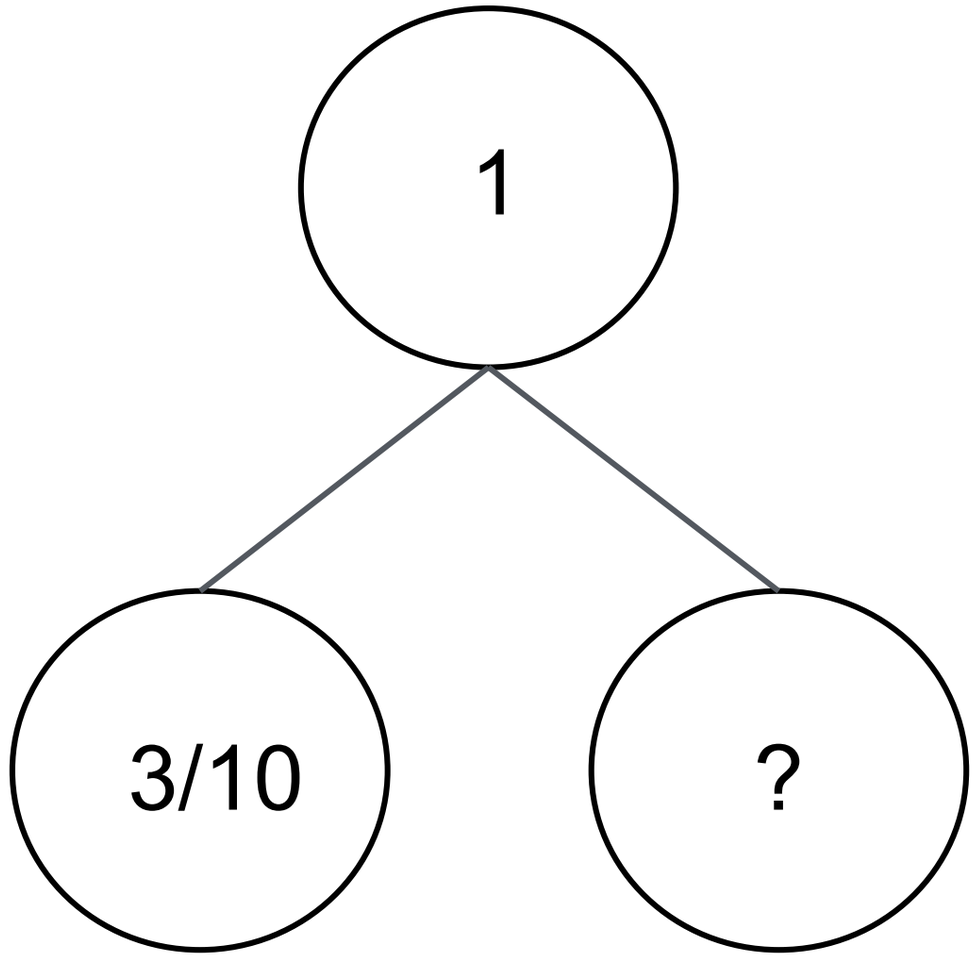

Fluency Practice

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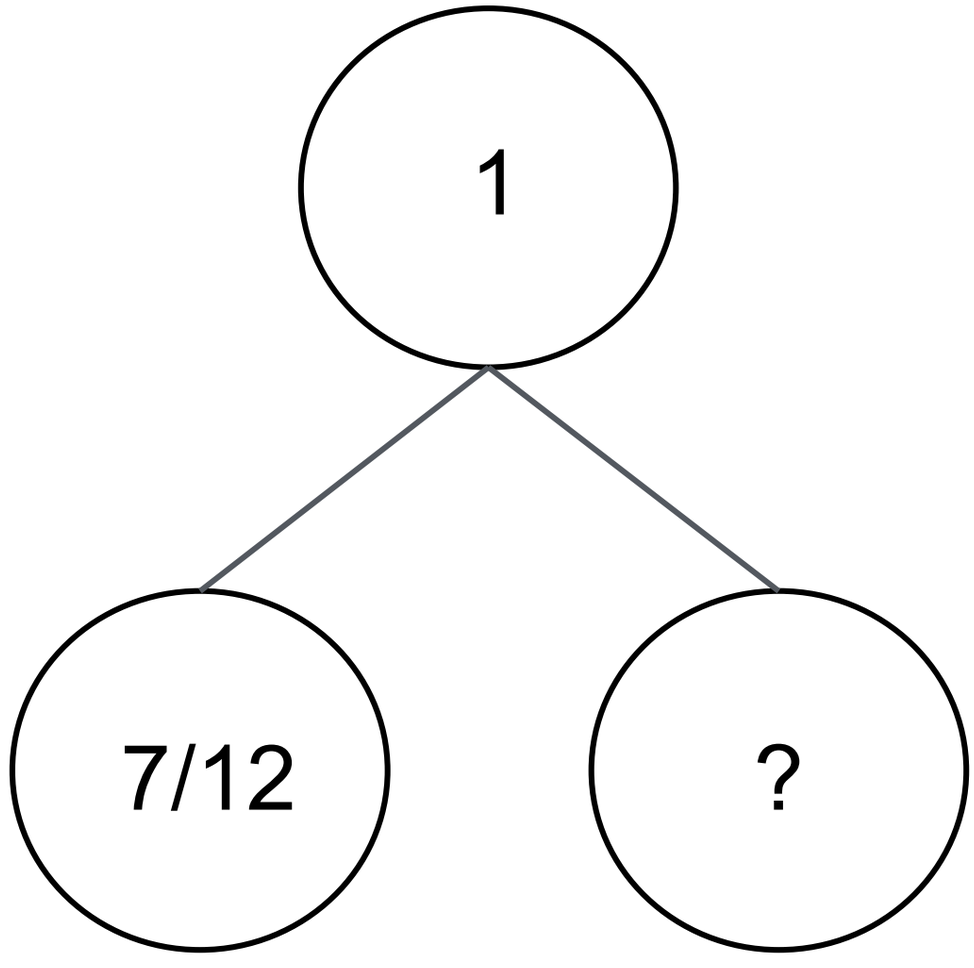

Fluency Practice

Skip-Count By Halves on the Clock

Skip-count by halves on the clock, starting with 5 o'clock.

Skip-count by halves backward, starting at 7 o'clock.

Application Problem

Julianne's friendship bracelet had 8 beds. When it broke, the beads fell off. She could only find 1 bed. To fix her bracelet, what fraction of the beads does she need to buy?

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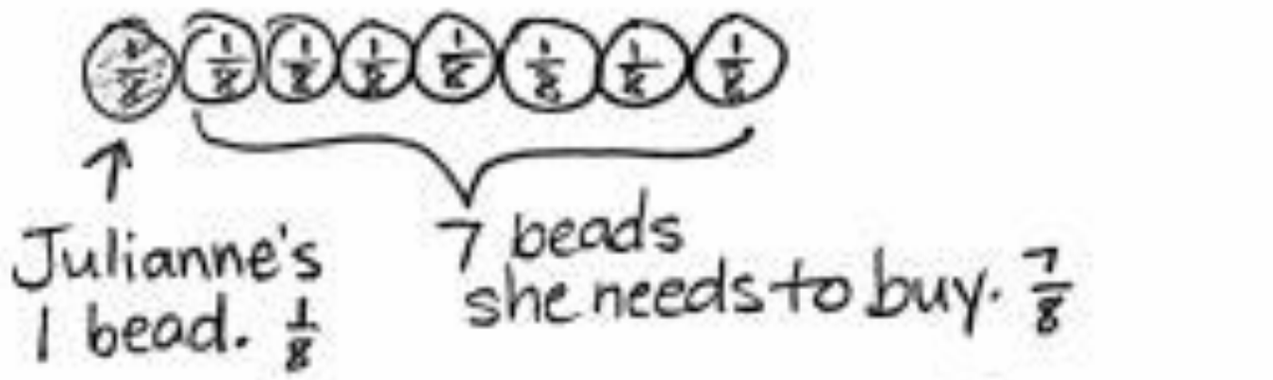


Julianne needs to buy $\frac{7}{8}$ of the beads to fix her bracelet.

Concept Development

I brought 2 oranges for lunch today. I cut each one into fourths so that I could eat them easily. **Draw a picture on your personal white board to show how I cut my two oranges.**

Concept Development

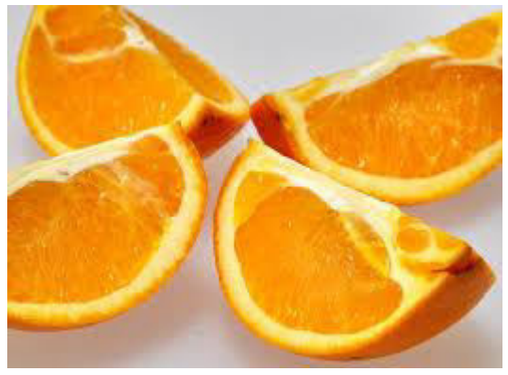
If 1 orange represents 1 whole, how many copies of 1 fourth are in 1 whole?

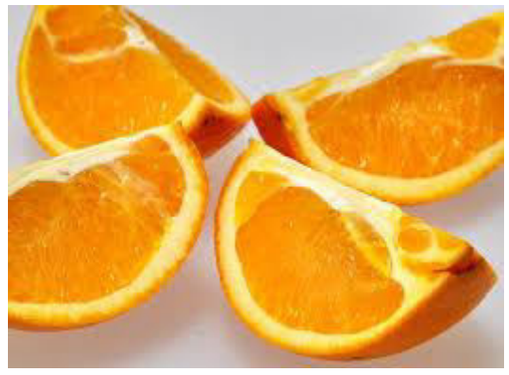
What is our unit?

How many copies of 1 fourth are in two whole oranges?

Count them.

Is our unit still fourths?





Concept Development

I was so hungry that I ate 1 whole orange and 1 piece of the second orange. Shade in the pieces I ate.

How many pieces did I eat? What's our unit?

Let's count them.

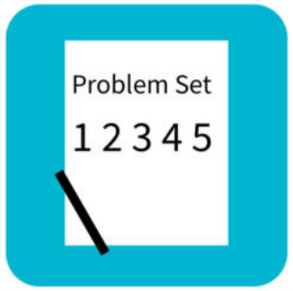
Concept Development

With your partner, show 5 fourths as a number bond on your whiteboard.

Compare the number of pieces I ate to 1 whole orange. What do you notice?

Concept Development

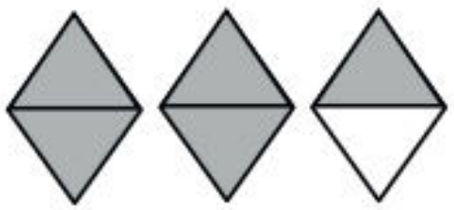
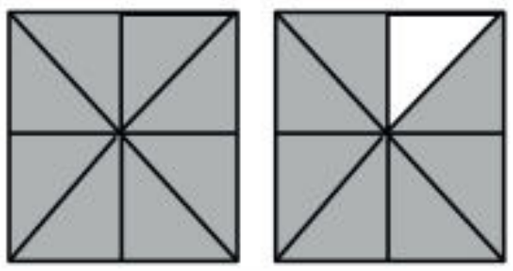
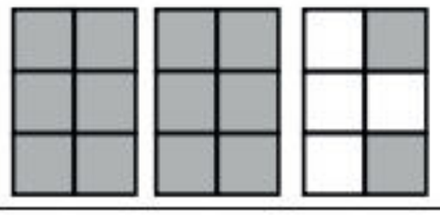
Work with a partner to draw a number bond with 2 parts.
One part should show the pieces that make up one whole.
The other part should show the pieces that are more than the whole.



Problem Set

Name _____ Date _____

1. Each figure represents 1 whole. Fill in the chart.

	Unit Fraction	Total Number of Units Shaded	Fraction Shaded
a. Sample: 	$\frac{1}{2}$	5	$\frac{5}{2}$
b. 			
c. 			

Debrief

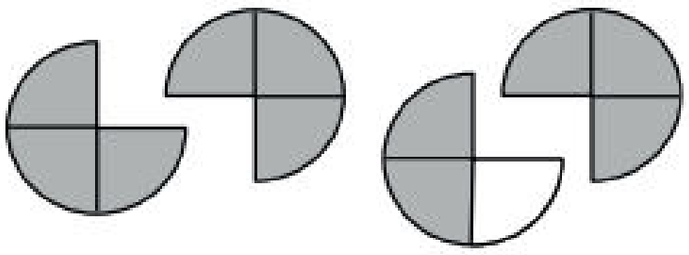
How did you solve problem 3?

How else could we identify a fraction greater than one whole?

Exit Ticket

Name _____ Date _____

1. Each shape represents 1 whole. Fill in the chart.

	Unit Fraction	Total Number of Units Shaded	Fraction Shaded
			

2. Estimate to draw and shade units on the fraction strips. Solve.

a. 4 thirds =