



Materials List

Personal white boards

(S) Folded fraction strips (halves, thirds, fourths, sixths and eighths) from Lesson 9,
1 set of $<$, $>$, $=$ cards per pair

Eureka Math

3rd Grade Module 5 Lesson 10

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Directions for customizing presentations are available on the next slide.



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Screen A

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Screen B

Gr3(2) U3MAL1 Sample Lesson.pptx

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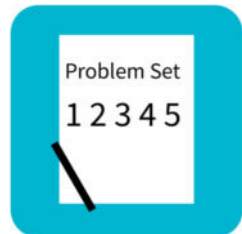
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



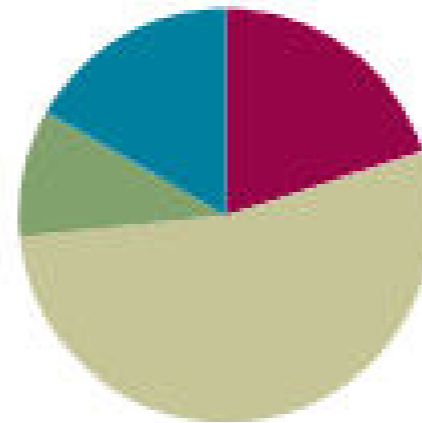
Small Group Time

Lesson 10

Objective: Compare unit fractions by reasoning about their size using fraction strips.

Suggested Lesson Structure

■ Fluency Practice	(12 minutes)
■ Application Problem	(6 minutes)
■ Concept Development	(32 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)



Fluency Practice (12 minutes)

- Sprint: Divide by Eight **3.OA.4** (9 minutes)
- Skip-Count by Fourths on the Clock **3.G.2, 3.NF.1** (2 minutes)
- Greater or Less Than 1 Whole **3.G.2, 3.NF.2** (1 minute)



I can compare unit fractions.



Fluency Practice

Sprint: Multiply and Divide by Eight

A STORY OF UNITS

Lesson 10 Sprint 3•5

A

Number Correct: _____

Multiply and Divide by Eight

1.	$2 \times 8 =$	
2.	$3 \times 8 =$	
3.	$4 \times 8 =$	
4.	$5 \times 8 =$	
5.	$1 \times 8 =$	
6.	$16 \div 8 =$	
7.	$24 \div 8 =$	
8.	$40 \div 8 =$	
9.	$8 \div 8 =$	
10.	$32 \div 8 =$	
11.	$6 \times 8 =$	
12.	$7 \times 8 =$	
13.	$8 \times 8 =$	

23.	$___ \times 8 = 80$	
24.	$___ \times 8 = 16$	
25.	$___ \times 8 = 24$	
26.	$80 \div 8 =$	
27.	$40 \div 8 =$	
28.	$8 \div 8 =$	
29.	$16 \div 8 =$	
30.	$24 \div 8 =$	
31.	$___ \times 8 = 48$	
32.	$___ \times 8 = 56$	
33.	$___ \times 8 = 72$	
34.	$___ \times 8 = 64$	
35.	$56 \div 8 =$	



Fluency Practice

Skip-Count by Fourths on the Clock

Skip-count by fourth on the clock starting with 1 o'clock.



Fluency Practice

Skip-Count By Fourths on the Clock

$\frac{1}{2}$ - Greater than or less than 1 whole?

$\frac{3}{2}$?

$\frac{5}{4}$?

$\frac{3}{4}$?

$\frac{3}{7}$?

$\frac{5}{3}$?

$\frac{5}{2}$?



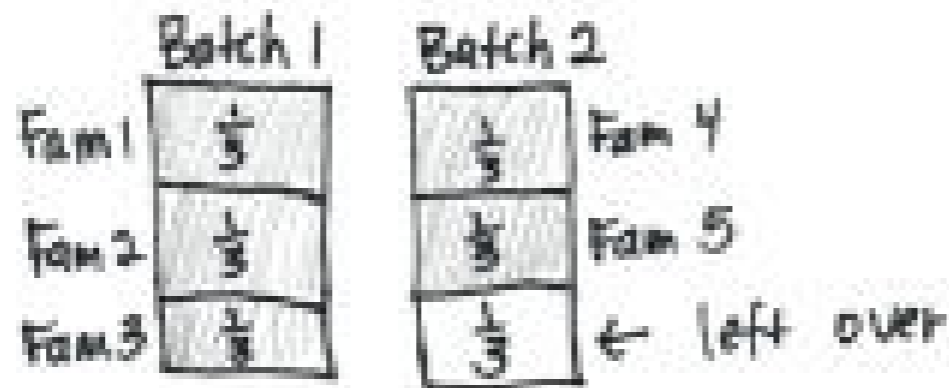
Application Problem

Sarah makes soup. She divides each batch equally into thirds to give away. Each family that she makes soup for gets 1 third of a batch. Sarah needs to make enough soup for 5 families. How much soup does Sarah give away? Write your answer in terms with batches.



Application Problem

Sarah makes soup. She divides each batch equally into thirds to give away. Each family that she makes soup for gets 1 third of a batch. Sarah needs to make enough soup for 5 families. How much soup does Sarah give away? Write your answer in terms with batches.



Sarah will give away $\frac{5}{3}$ batches of soup.
Extension: $\frac{1}{3}$ batches will be left over.



Concept Development

Arrange your fraction strips in order from the largest to the smallest unit. Turn and talk to your partner about what you notice.

**Look at $1\frac{1}{2}$ and $1\frac{1}{3}$. Which unit fraction is larger?
Explain to your partner how you know.**



Concept Development

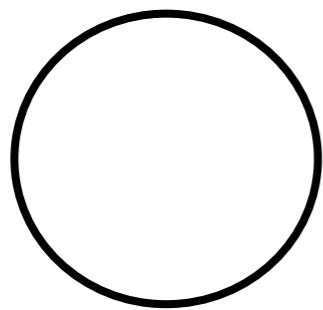
What happens if we're talking about something round, like a pizza? Is 1 half still larger than 1 third? Turn and talk to your partner about why or why not?



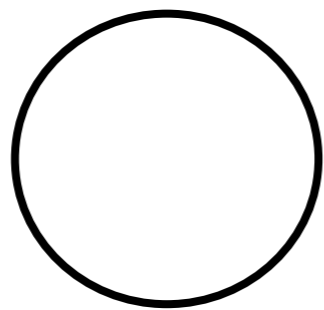


Concept Development

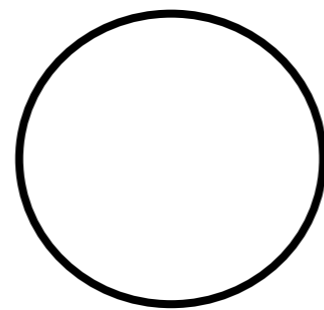
Draw 5 circles that are the same size to represent pizzas on your personal white board.



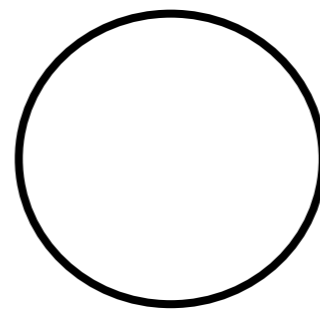
$\frac{1}{2}$



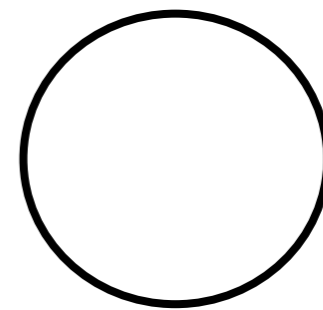
$\frac{1}{3}$



$\frac{1}{4}$



$\frac{1}{6}$



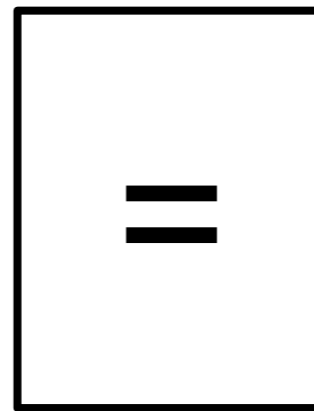
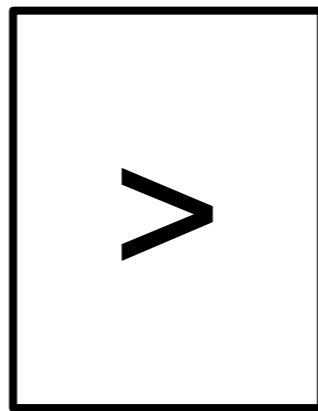
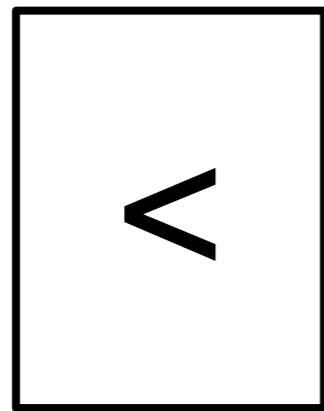
$\frac{1}{8}$

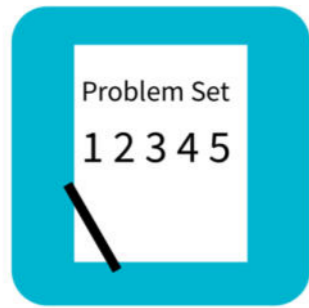
The more we cut, what's happening to our pieces? Compare your drawings to your fraction strips. Do you notice the same pattern as with your fraction strips? Turn and talk to your partner.



Concept Development

Let's compare unit fractions!





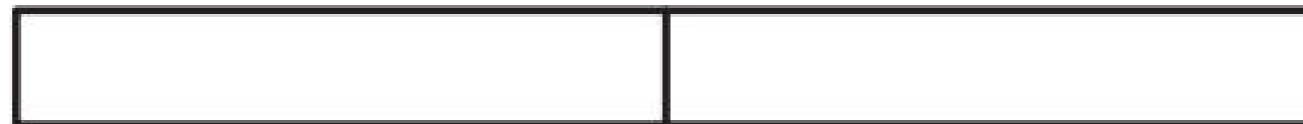
Problem Set

Name _____

Date _____

1. Each fraction strip is 1 whole. All the fraction strips are equal in length. Color 1 fractional unit in each strip. Then, answer the questions below.

$$\frac{1}{2}$$



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



$$\frac{1}{8}$$



$$\frac{1}{3}$$



$$\frac{1}{6}$$



Debrief

How did Problem 3 help you answer Problem 5?

Compare Problems 3 and 5. How are they the same? Different?

Exit Ticket

Name _____

Date _____

1. Each fraction strip is 1 whole. All the fraction strips are equal in length. Color 1 fractional unit in each strip. Then, circle the largest fraction and draw a star to the right of the smallest fraction.

