



## Materials List

Personal white boards

(S) 10-centimeter length of yarn, 4" X 1" rectangular piece of yellow construction paper, 3" x 1" brown paper, 1" x 1" orange square, water, small plastic cups, clay

# Eureka Math

## 3rd Grade Module 5 Lesson 12

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.



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# 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.

The image shows a transition from a presentation viewer (Screen A) to the Google Slides editor (Screen B). Screen A displays a slide with the text "ReadyGEN™ in Action" and "3rd Grade Unit 3, Module A Lesson 1". A red box highlights the "pop-out" button in the top right corner of the viewer. A red arrow points from this button to Screen B. Screen B shows the Google Slides editor interface for a file named "Gr3(2) U3MAL1 Sample Lesson.pptx". The "File" menu is open, and the "Make a copy..." option is highlighted with a red box. A "Copy document" dialog box is open, showing the "Enter a new document name:" field with the text "Rename Your Presentation". The "OK" button is highlighted with a red box. The background of Screen B is a slide with the same text as Screen A.

**Screen A**

ReadyGEN™ in Action

3<sup>rd</sup> 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

3<sup>rd</sup> 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



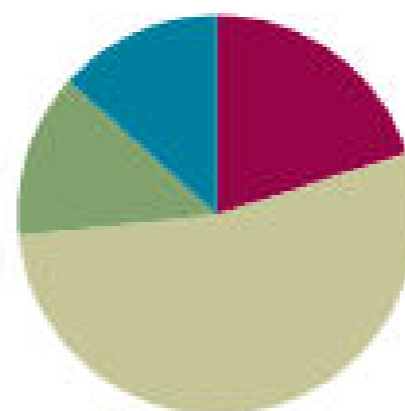
Small Group Time

## Lesson 12

Objective: Specify the corresponding whole when presented with one equal part.

### Suggested Lesson Structure

■ Fluency Practice	(12 minutes)
■ Application Problem	(8 minutes)
■ Concept Development	(32 minutes)
■ Student Debrief	(8 minutes)
<b>Total Time</b>	<b>(60 minutes)</b>



### Fluency Practice (12 minutes)

- Sprint: Multiply with Nine **3.OA.4** (6 minutes)
- Unit and Non-Unit Fractions of 1 Whole **3.G.2, 3.NF.2** (3 minutes)
- More Units Than 1 Whole **3.NF.2b** (3 minutes)



**I can find the whole when I am given a fractional unit.**



# Fluency Practice

## Sprint: Multiply with Nine

A STORY OF UNITS

Lesson 12 Sprint

3•5

**A**

Number Correct: \_\_\_\_\_

Multiply with Nine

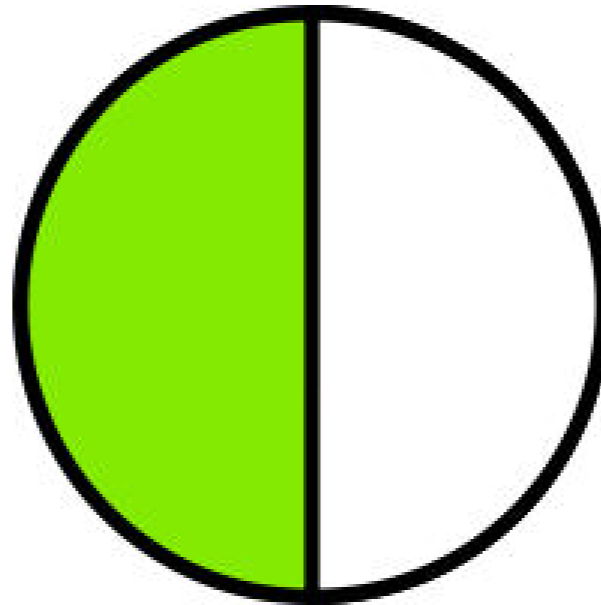
1.	$9 \times 1 =$	
2.	$1 \times 9 =$	
3.	$9 \times 2 =$	
4.	$2 \times 9 =$	
5.	$9 \times 3 =$	
6.	$3 \times 9 =$	
7.	$9 \times 4 =$	
8.	$4 \times 9 =$	
9.	$9 \times 5 =$	
10.	$5 \times 9 =$	
11.	$9 \times 6 =$	
12.	$6 \times 9 =$	

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



# Fluency Practice

Unit and Non-Unit Fractions of 1 Whole

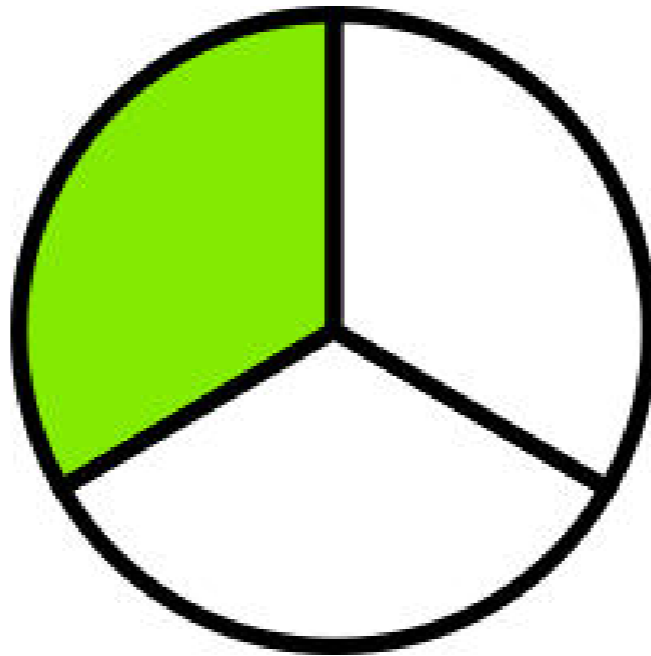


**Write the fraction that is shaded.**  
**Write the fraction that is not shaded.**  
**Draw the number bond.**



# Fluency Practice

Unit and Non-Unit Fractions of 1 Whole



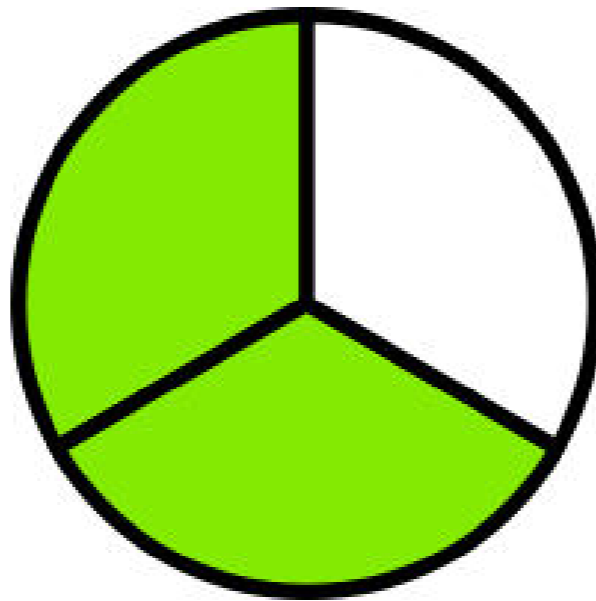
**Write the fraction that is shaded.**  
**Write the fraction that is not shaded.**  
**Draw the number bond.**



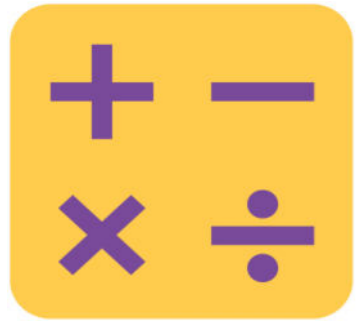


# Fluency Practice

Unit and Non-Unit Fractions of 1 Whole



**Write the fraction that is shaded.**  
**Write the fraction that is not shaded.**  
**Draw the number bond.**



# Fluency Practice

More Units Than 1 Whole

**What's 1 more fifth than 1 whole?**

**2 more fifths than 1 whole?**

**4 more fifths than 1 whole?**

**3 more fifths than 1 whole?**



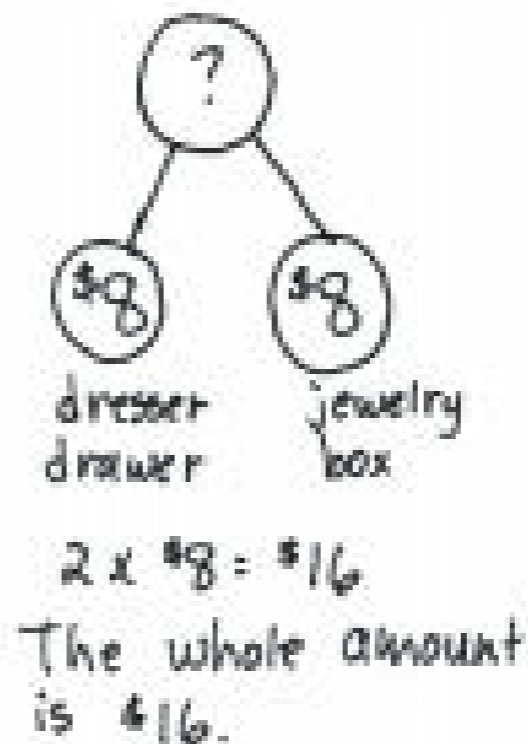
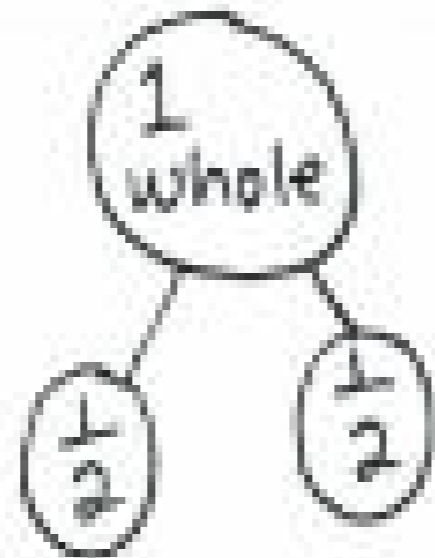
# Application Problem

**Jennifer hid half of her birthday money in the dresser drawer. The other half she put in her jewelry box. If she hid \$8 in the drawer, how much money did she get for her birthday?**



# Application Problem

**Jennifer hid half of her birthday money in the dresser drawer. The other half she put in her jewelry box. If she hid \$8 in the drawer, how much money did she get for her birthday?**





# Concept Development

## **Math Stations**

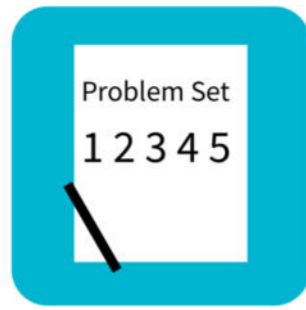




# Concept Development

## Museum Walk

- **Identify the unit fraction.**
- **Think about how the whole amount relates to your own and to other whole amounts.**
- **Compare the yarn to the yellow strip.**
- **Compare the yellow strip to the brown paper.**



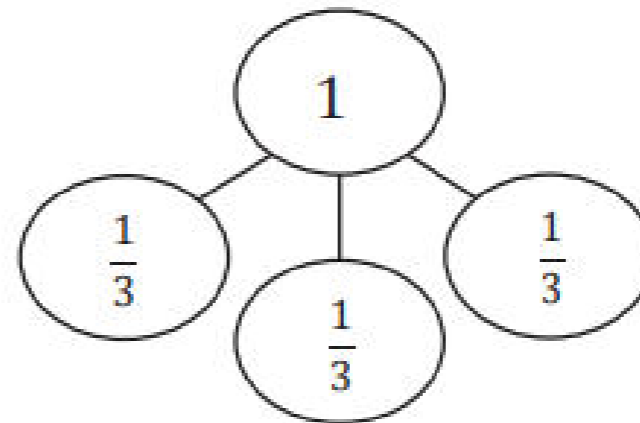
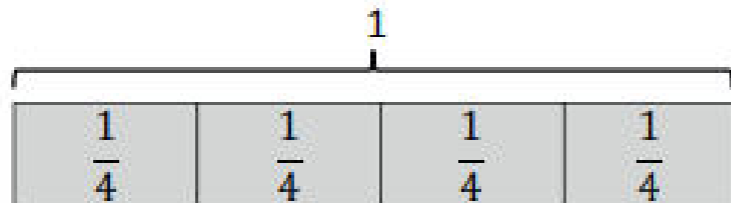
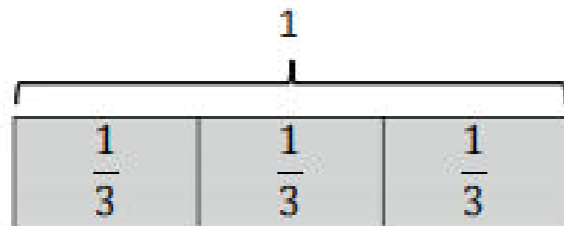
# Problem Set

Name \_\_\_\_\_

Date \_\_\_\_\_

For each of the following:

- Draw a picture of the designated unit fraction copied to make at least two different wholes.
- Label the unit fractions.
- Label the whole as 1.
- Draw at least one number bond that matches a drawing.



# Debrief

**What were the different wholes we saw at each station that were the same?**

**What different unit fractions did you see as you went from station to station?**

**What did you notice about different unit fractions at the stations?**

**Which wholes had the most equal parts? Which wholes had the least equal parts?**

**What surprised you about the different representations of thirds or any other fraction?**

**How does the water compare to the clay? The clay to the yarn?**

**What if all the wholes were the same size? What would happen to the equal parts?**

**Does the picture in Problem 2 show that  $\frac{1}{3}$  equals  $\frac{1}{7}$ ? Why or why not? How would you need to change your picture to compare  $\frac{1}{3}$  and  $\frac{1}{7}$ ?**



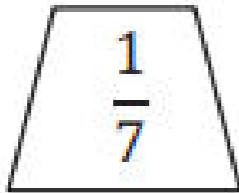
# Exit Ticket

Name \_\_\_\_\_

Date \_\_\_\_\_

Each shape represents the unit fraction. Draw a picture representing a possible whole.

1.



2.

