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

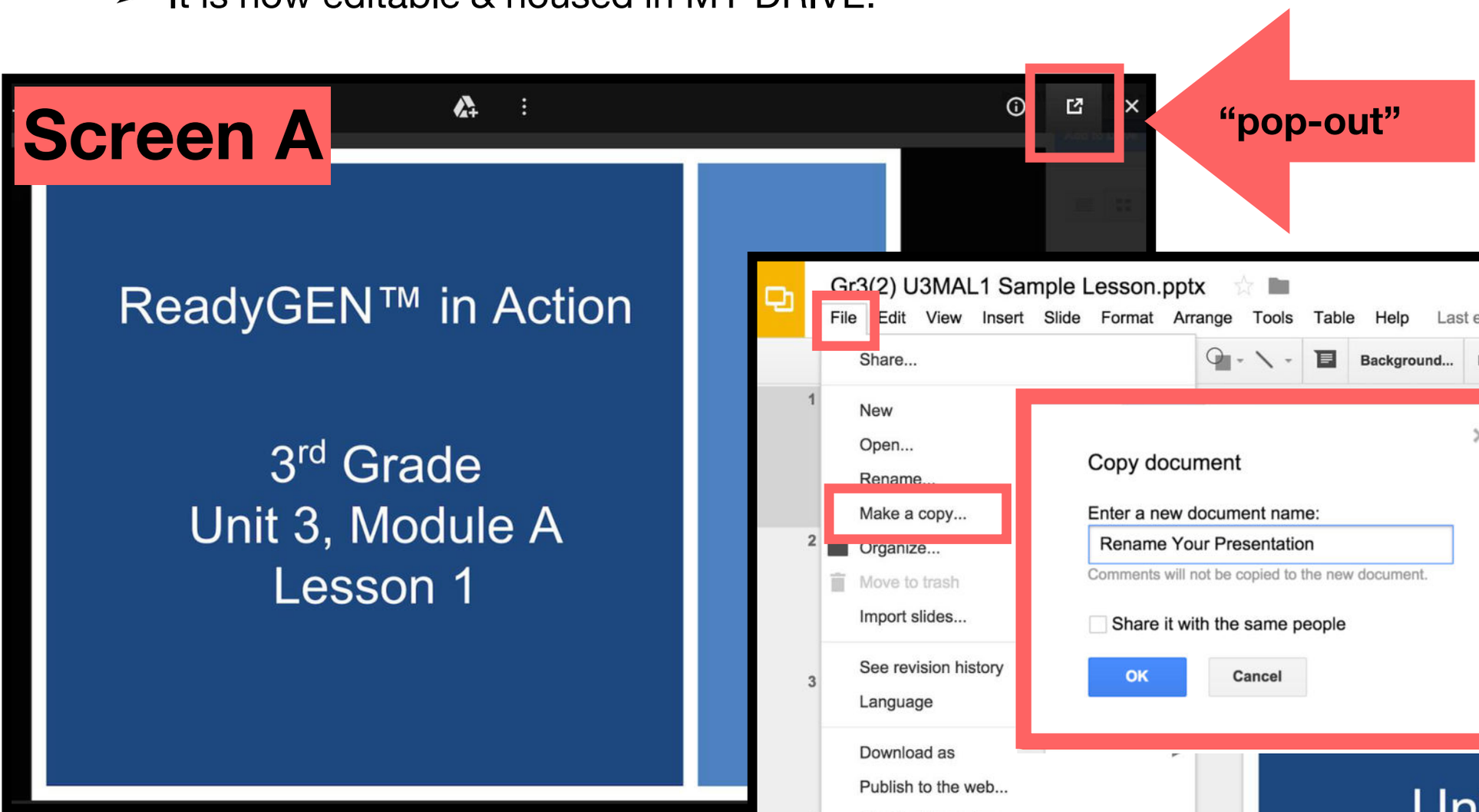
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

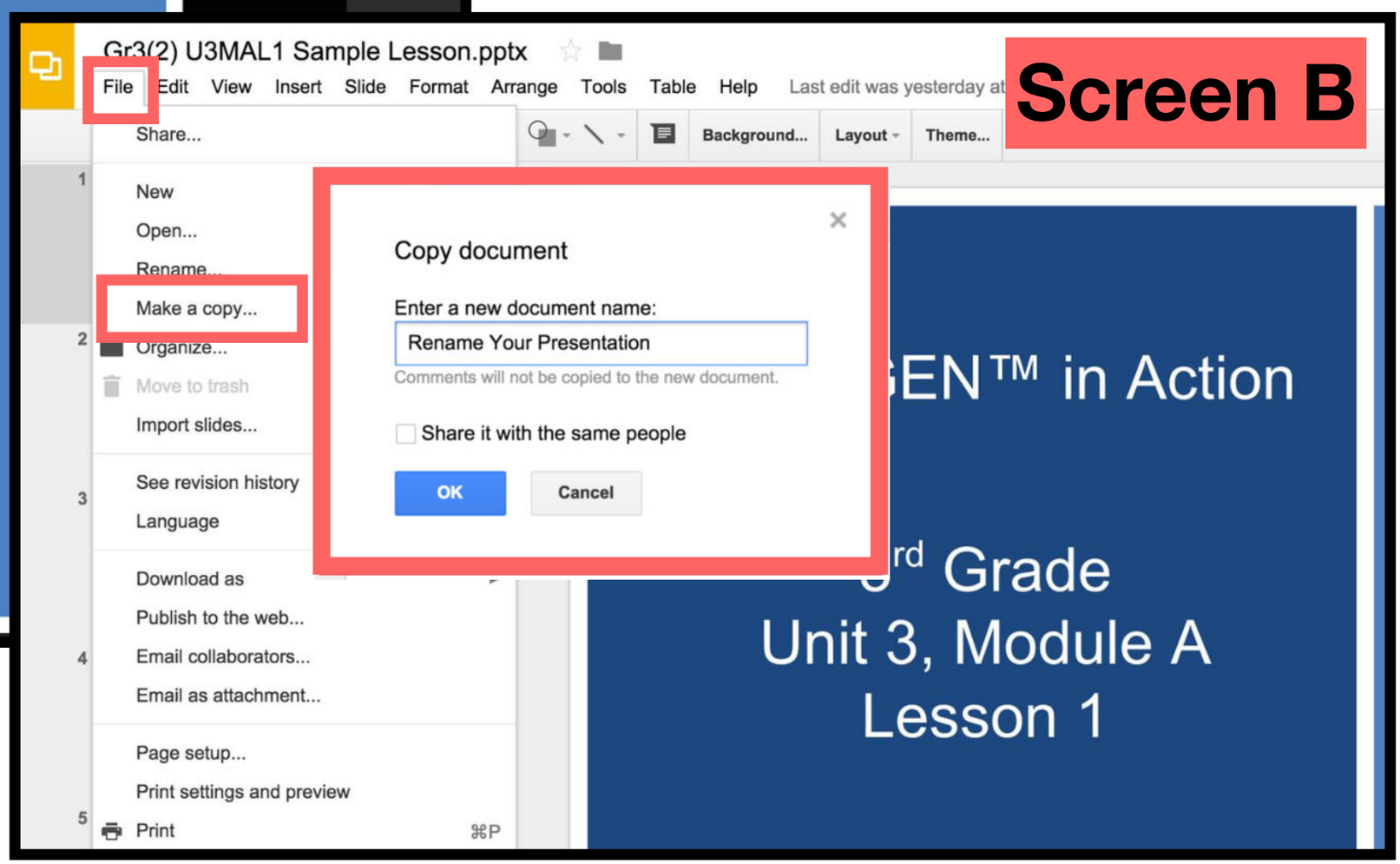
Directions for customizing presentations are available on the next slide.

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

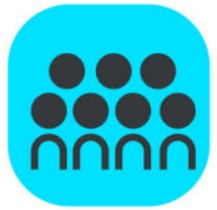
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

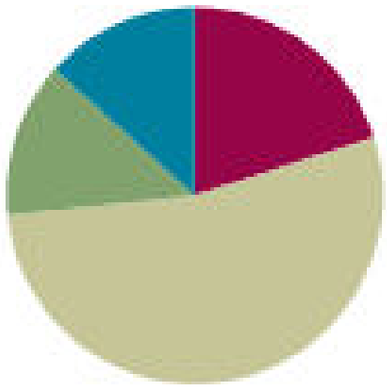
Small Group Time

Lesson 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)
Total Time	**(60 minutes)**



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

Number Correct: _____

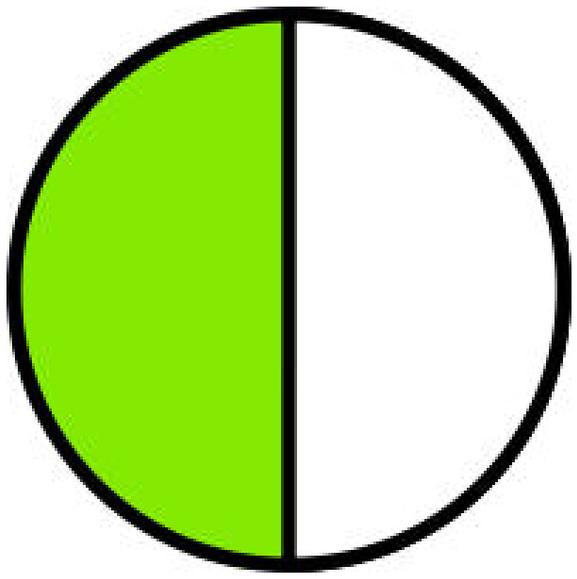
Multiply with Nine

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

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

Fluency Practice

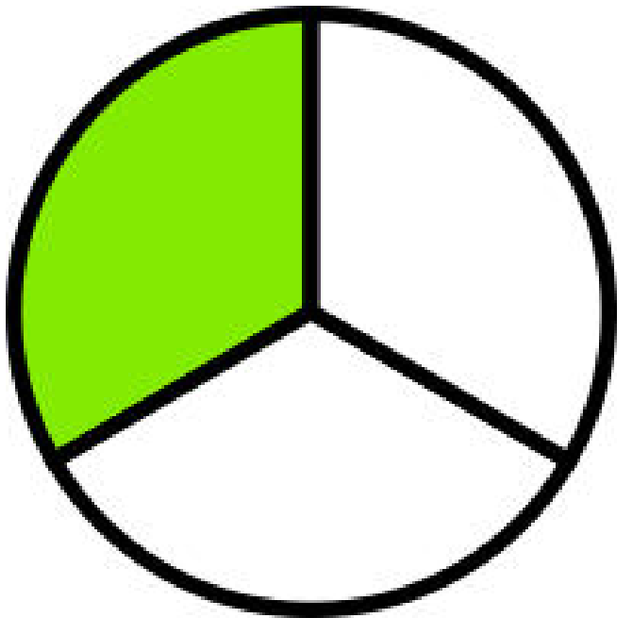
Unit and Non-Unit Fractions of 1 Whole



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



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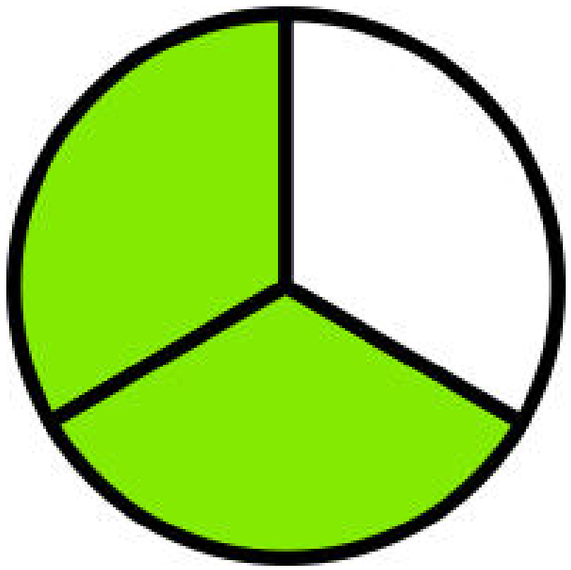
Fluency Practice

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?

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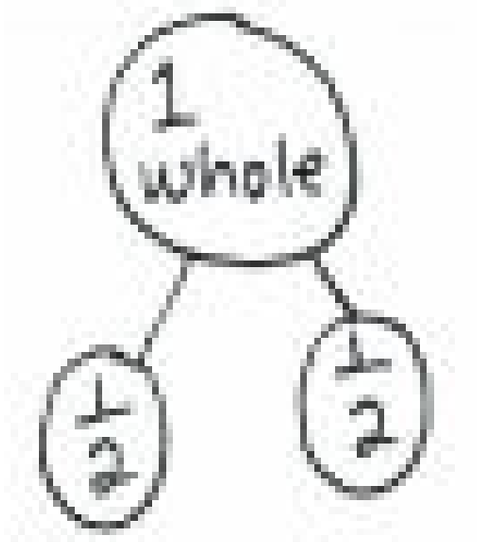
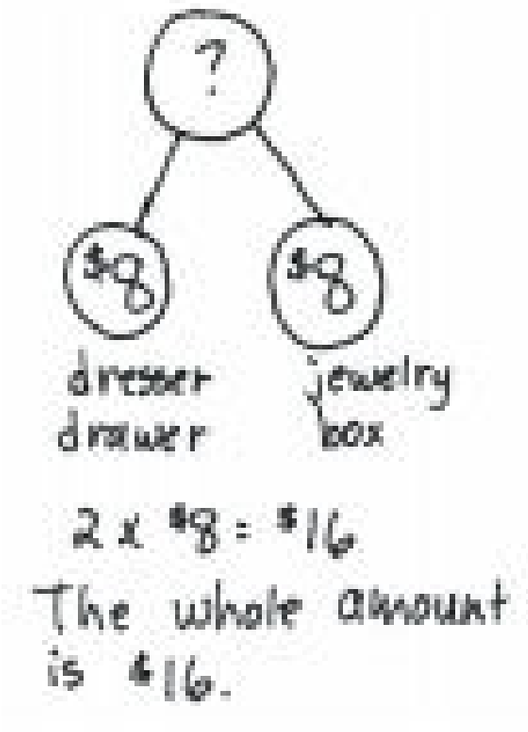




Concept Development

Math Stations

Concept Development

Museum Walk

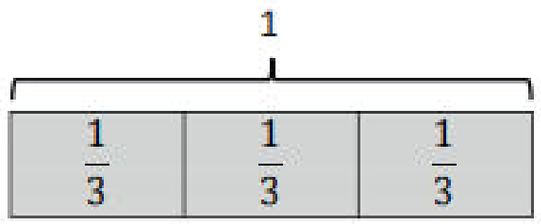
- **Identify the unit fraction.**
- **Think about how the whole amount relates to your own and to other whole amounts.**
- **Compare the yarn to the yellow strip.**
- **Compare the yellow strip to the brown paper.**

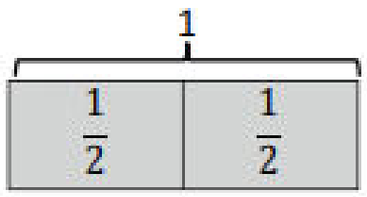
Problem Set

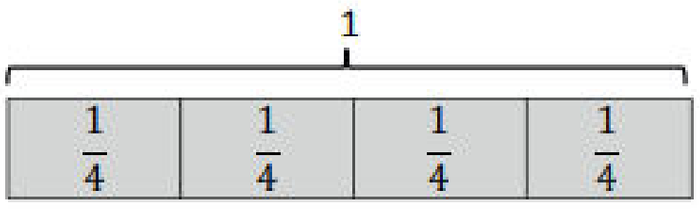
Name _____ Date _____

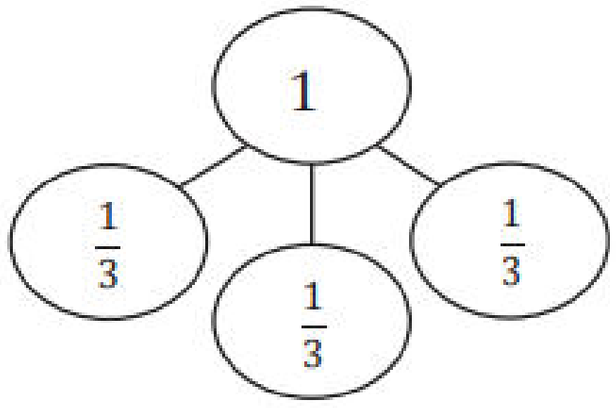
For each of the following:

- 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?

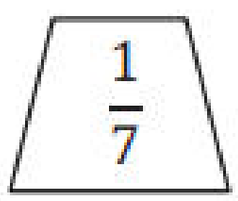
What if all the wholes were the same size? What would happen to the equal parts?

Does the picture in Problem 2 show that ⅓ equals 1/7? Why or why not? How would you need to change your picture to compare ⅓ and 1/7?

Exit Ticket

Name _____ Date _____

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

1. 

2.