Materials List

Personal white boards

Analog clock, (S) 1 index card (or per pair), black marker, fraction strips

Eureka Math

3rd Grade
Module 5
Lesson 13

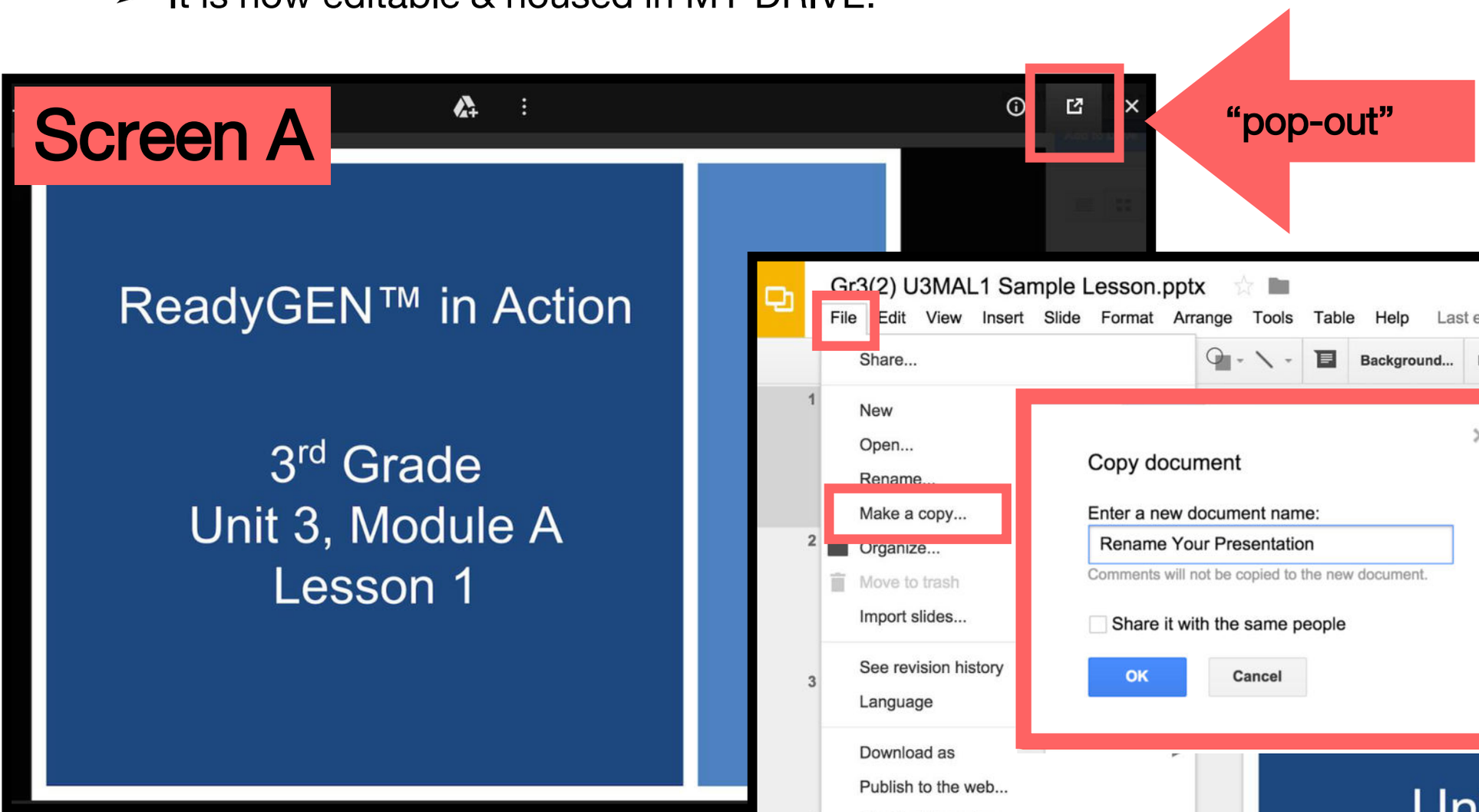
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

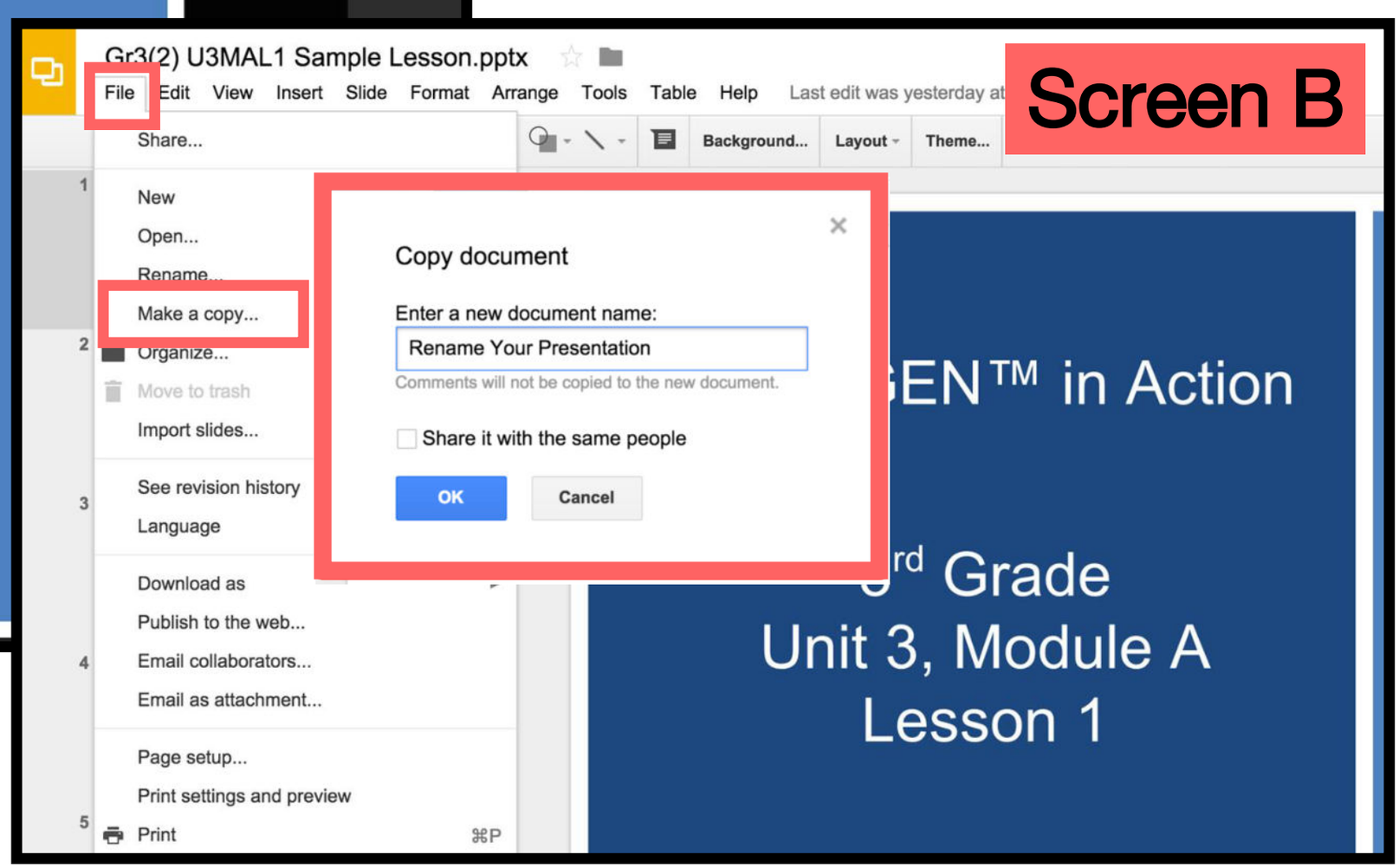
Directions for customizing presentations are available on the next slide.

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

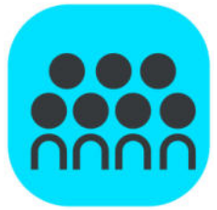
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

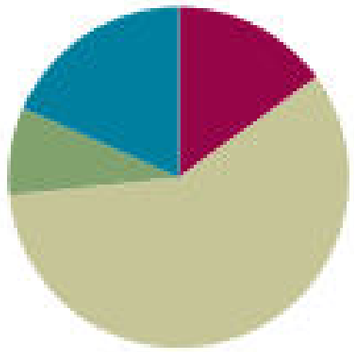
Small Group Time

Lesson 13

Objective: Identify a shaded fractional part in different ways depending on the designation of the whole.

Suggested Lesson Structure

Fluency Practice	(9 minutes)
Application Problem	(5 minutes)
Concept Development	(35 minutes)
Student Debrief	(11 minutes)
Total Time	**(60 minutes)**



Fluency Practice (9 minutes)

- Skip-Count by Fourths on the Clock **3.G.2, 3.NF.1** (3 minutes)
- Division **3.OA.2** (3 minutes)
- Draw a Whole **3.NF.3c** (3 minutes)

I can find the fractional units by determining the whole.

Fluency Practice

Skip-Count by Fourths on the Clock

Let's skip-count by fourths on the clock starting with 1 o'clock.

Fluency Practice

Division

Say the number sentence and the answer:

4 ÷ 2 =

6 ÷ 2 =

6 ÷ 3 =

8 ÷ 4 =

Fluency Practice

Draw a Whole

Draw 1 unit on your personal white board

Label the unit $\frac{1}{3}$.

Now draw a possible whole that corresponds to your unit of $\frac{1}{3}$.

Application Problem

Davis wants to make a picture using 9 square tiles. What fraction of the picture does 1 tile represent? Draw 3 different ways Davis could make his picture.

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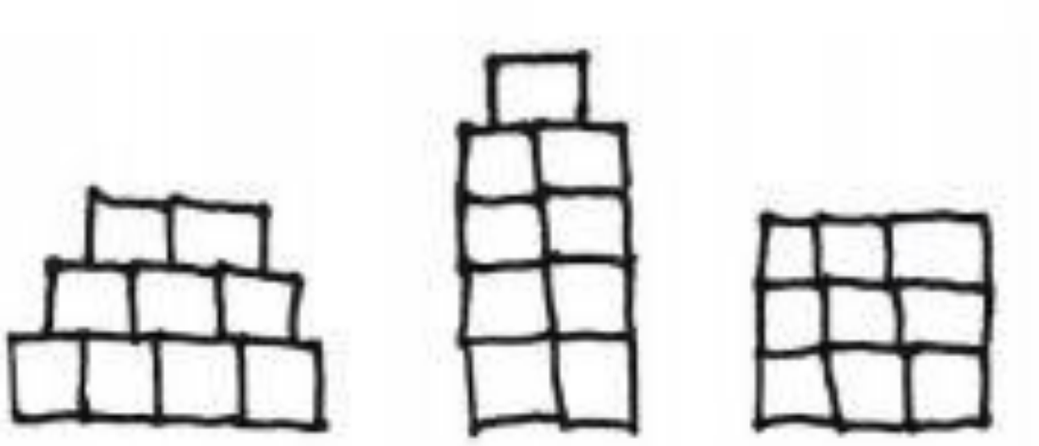
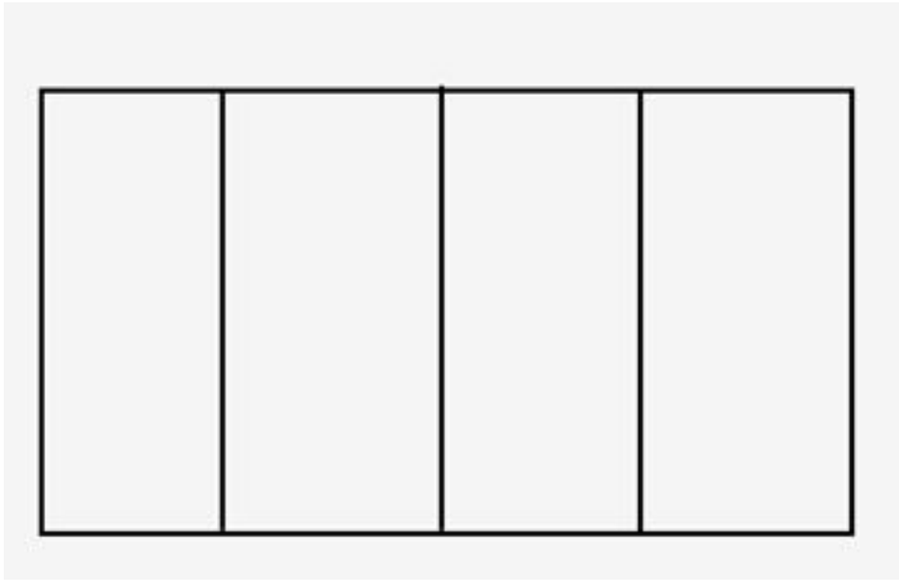


1 tile represents
$\frac{1}{9}$ of the picture.

Concept Development

Fold your index card to make 4 equal units. Shade and label the first unit.

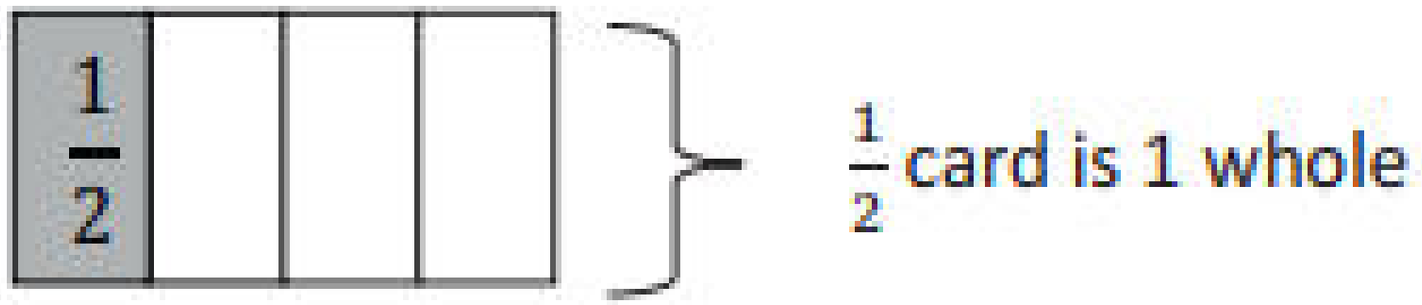


Each part is equal to what fraction of the whole?

What is the whole?

Concept Development

Flip your card over so you cannot see the fraction you wrote. The new whole is half of the card. Outline it with a marker.

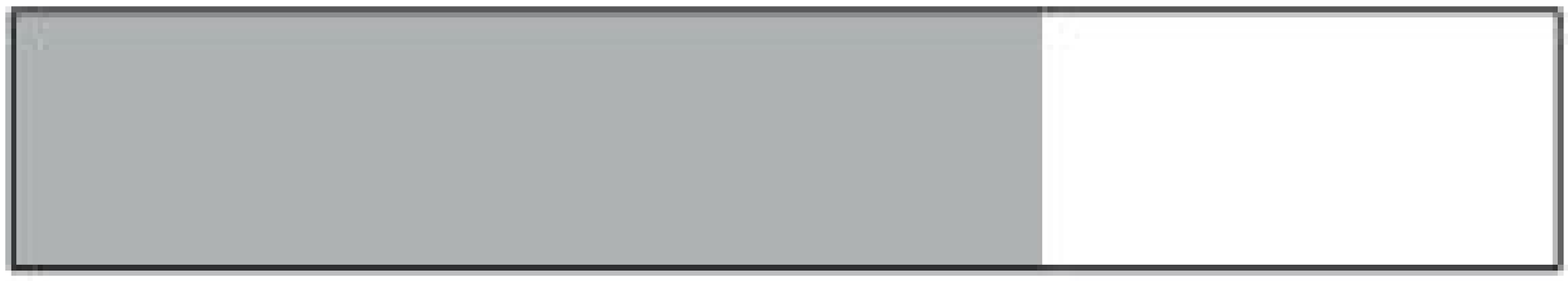


Use your pencil to shade the same amount of space you shaded on the other side.

Concept Development

This time, the whole is the entire rectangle.

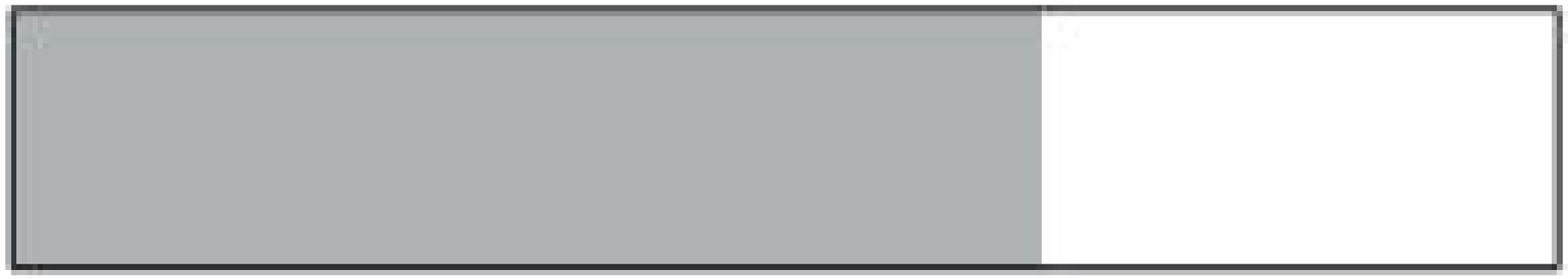
Trace the outline of your fraction strip, and then shade to draw the model on your board.



Tell your partner how you can figure out what fraction is shaded.

Concept Development

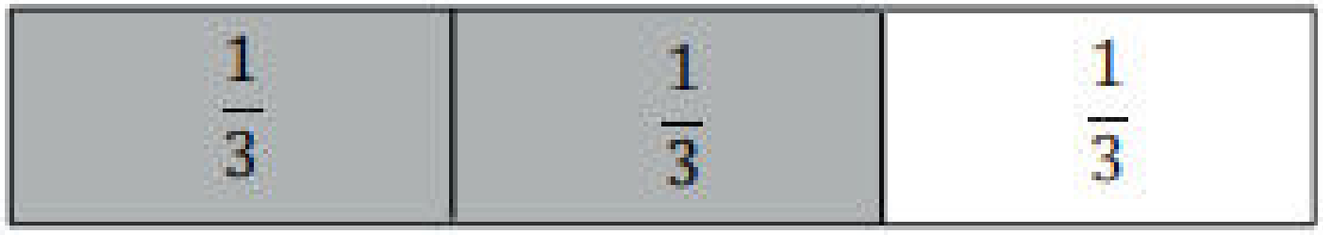
Use your fraction strip to measure, partition and label.

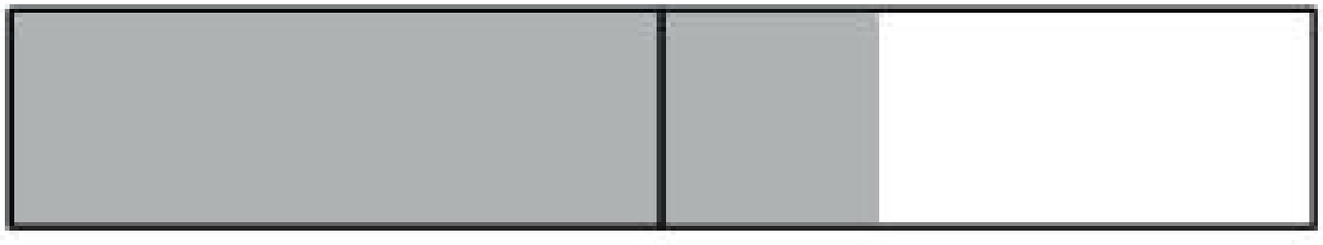


Concept Development

If each of the outlined rectangles represents 1 whole, then what fraction is shaded? Discuss with your partner?

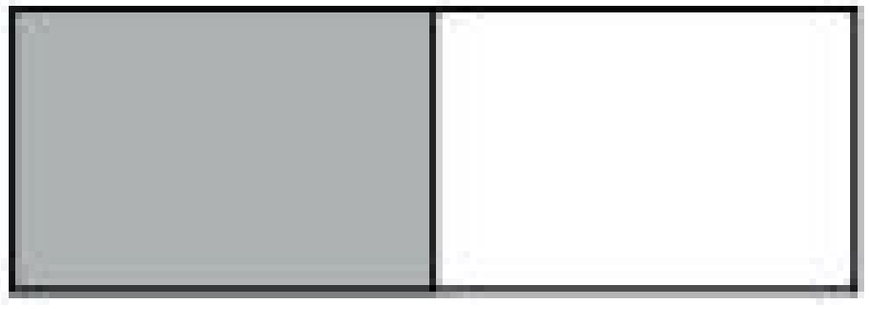
Talk to your partner about why it's important to know the whole.





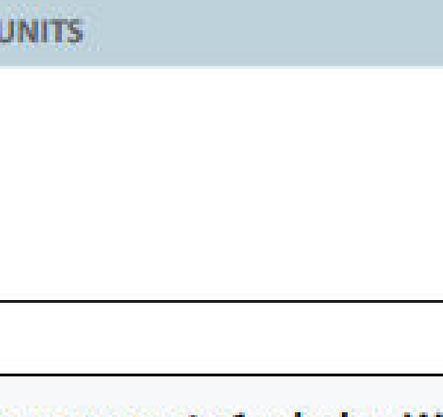
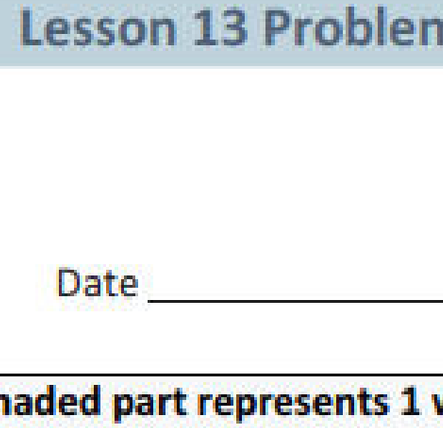
Concept Development

For his birthday, Kyle's mom brought in a cake to share with the class. When she picked up the 2 cake pans at the end of the day, she said, "Wow, your friends ate ¾ of the cake. Kyle said, "No, Mom, we ate 6/4 cakes." Talk to your partner: Who is right? Use pictures, words, or numbers on your boards to help prove your answer.



Problem Set

Name _____ Date _____

The shape represents 1 whole. Write a unit fraction to describe the shaded part.	The shaded part represents 1 whole. Divide 1 whole to show the same unit fraction you wrote in Part (a).
1. a. 	b. 
2. a. 	b. 

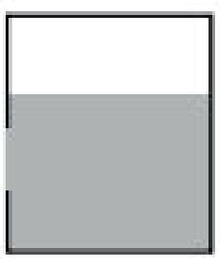
Debrief

- **In Problems 6(a) - 6(d), box the rope that represents the whole. Circle the rope that represents the part.**
- **Compare Problems 6(e) and 6(f) to illustrate the part-whole relationship.**
- **Compare Rope C in Problems 6(a) and 6(d).**
- **Compare Rope B in Problems 6(a) and 6(d).**

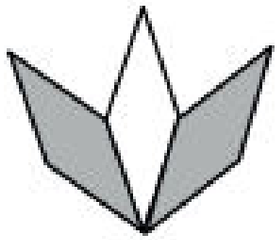
Exit Ticket

Name _____ Date _____

Ms. Silverstein asked the class to draw a model showing $\frac{2}{3}$ shaded. Karol and Deb drew the models below. Whose model is correct? Explain how you know.



Karol's Diagram



Deb's Diagram