Materials List

Personal white boards

(T) Board space, yardstick, large fraction strip for modeling, timer.

(S) Fraction strips, blank paper, ruler, and personal white board.

Eureka Math

3rd Grade

Module 5

Lesson 14

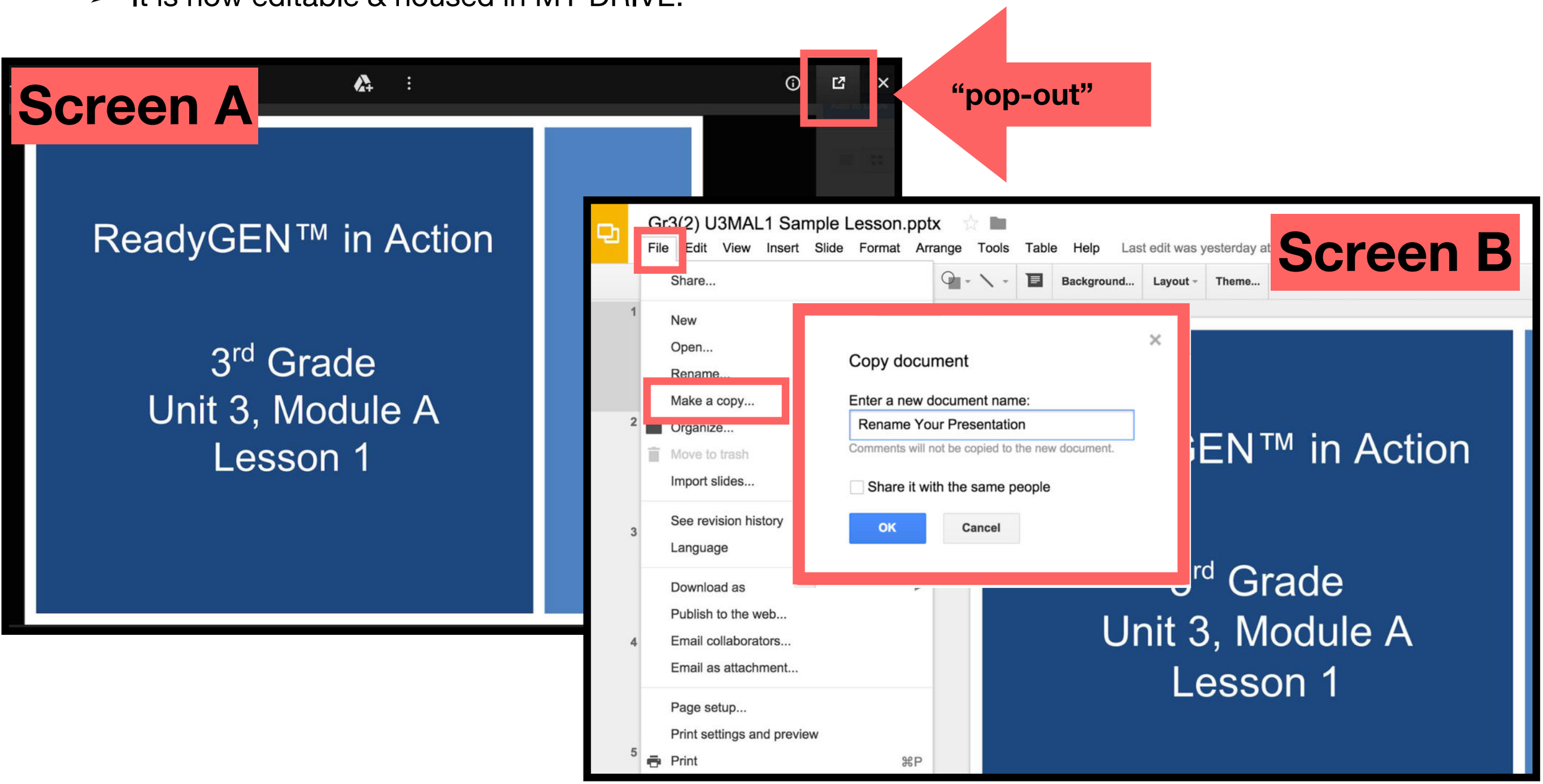
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

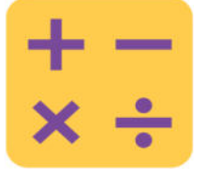
Read, Draw, Write

Learning Target

Personal White Board

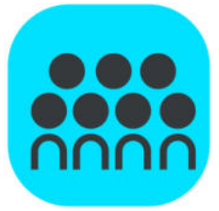
Problem Set

Manipulatives Needed



Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

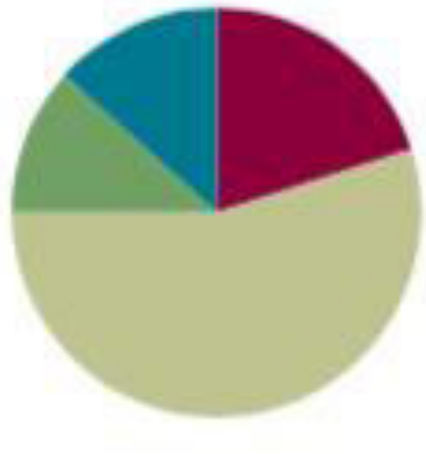
Small Group Time

Lesson 14

Objective: Place fractions on a number line with endpoints 0 and 1.

Suggested Lesson Structure

Fluency Practice	(12 minutes)
Application Problem	(7 minutes)
Concept Development	(33 minutes)
Student Debrief	(8 minutes)
Total Time	**(60 minutes)**



Place fractions on a number line with endpoints 0 and 1.

Fluency Practice

Division (8 minutes)

Fluency Practice

Counting by Fractional Units (3 minutes)

Count by eighths from 1 eighth to 8 eighths and back to 0.

Fluency Practice

Unit Fraction in 1 whole (1 minute)

I'll say a unit fraction.

You say how many there are in 1 whole.

1 fifth.

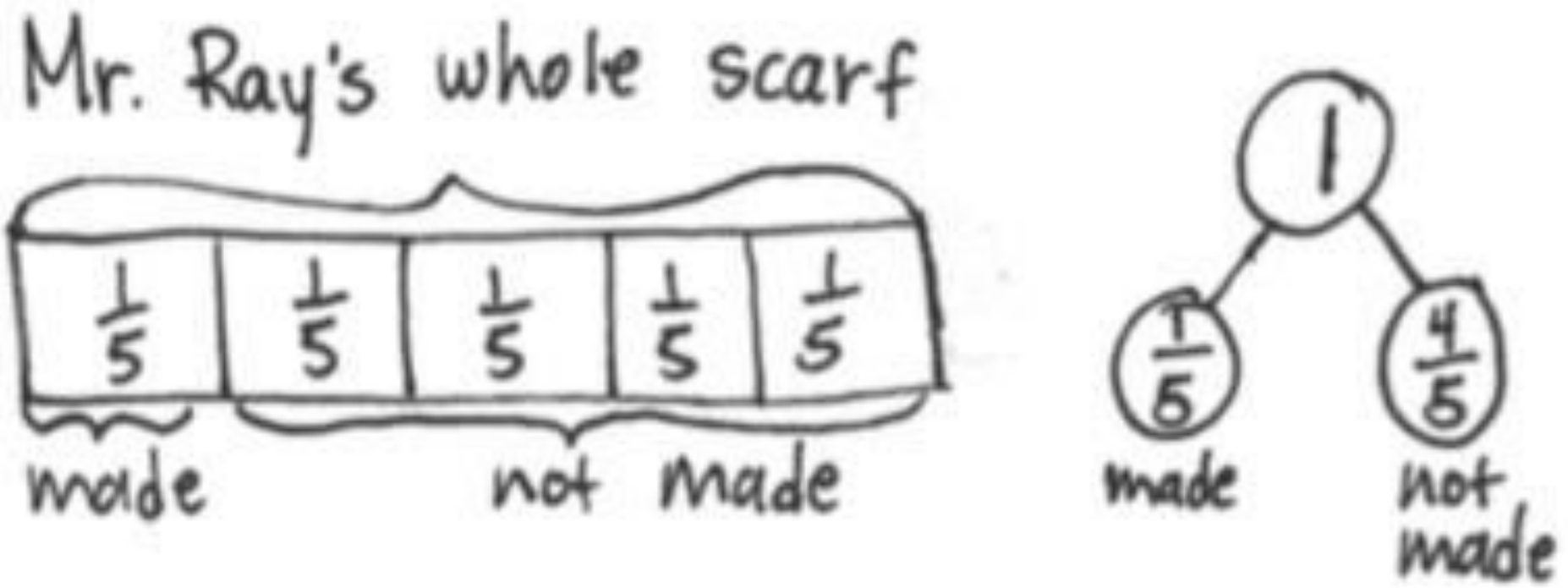
Application Problem

Mr. Ray is knitting a scarf. He says that he has completed 1 fifth of the total length of the scarf.

Draw a picture of the final scarf. Label what he has finished and what he still has to make. Draw a number bond with 2 parts to show the fraction he has made and the fraction he has not made.

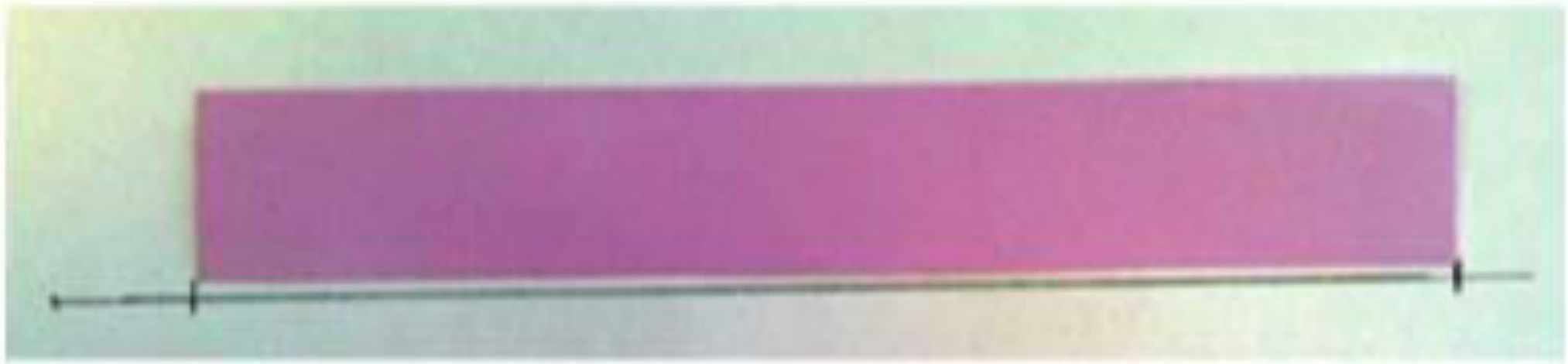
Application Problem

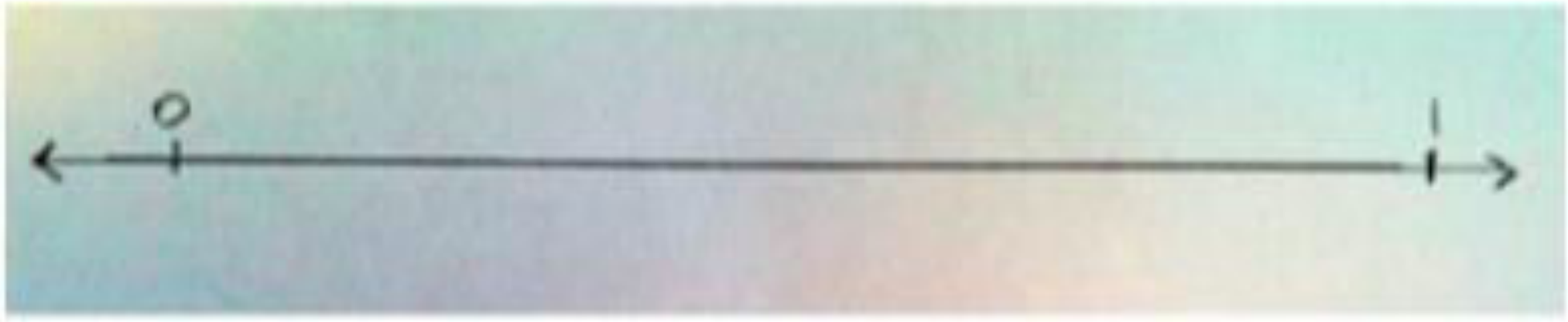
Mr. Ray is knitting a scarf. He says that he has completed 1 fifth of the total length of the scarf.



Concept Development

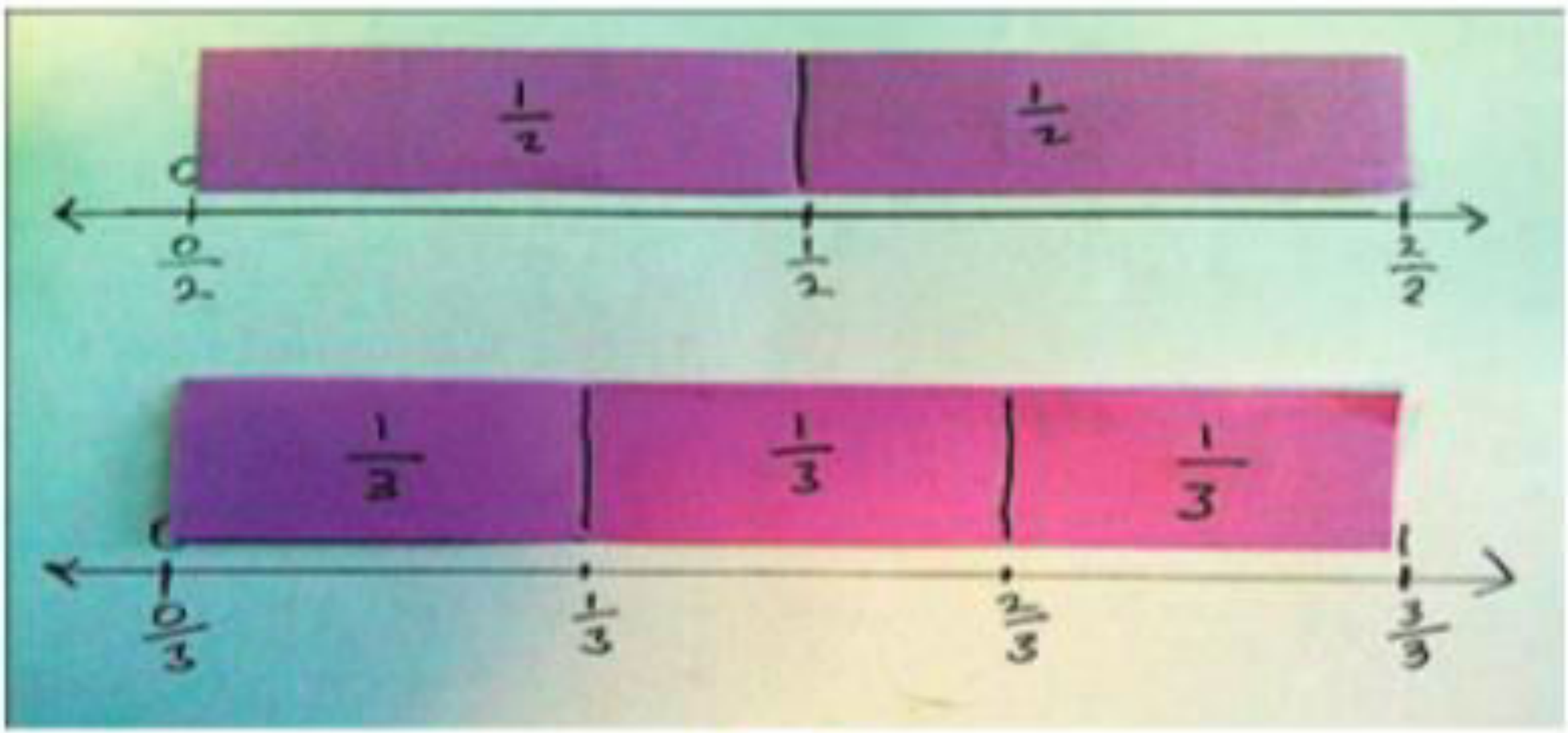
Part 1: Measure a line of length 1 whole.



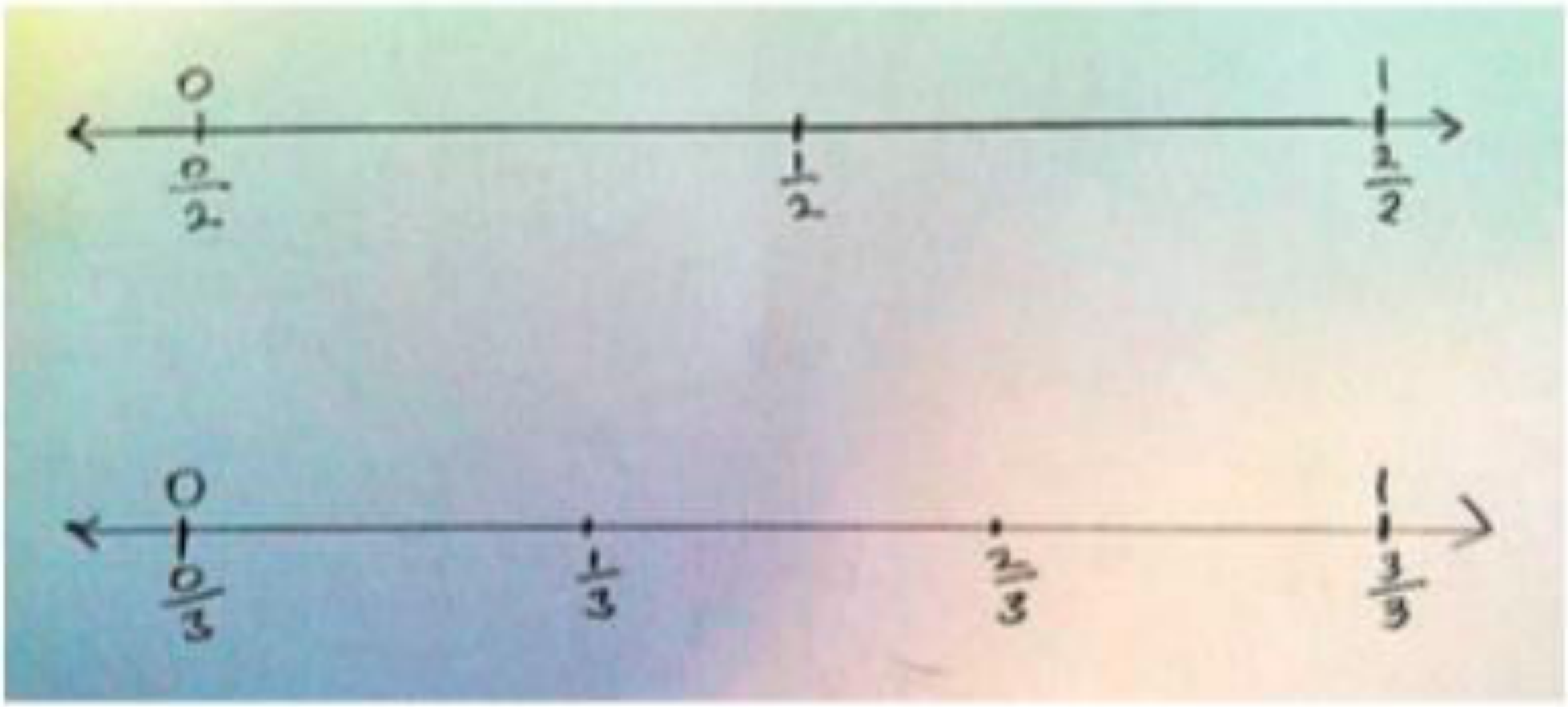


Concept Development

Part 2: Measure the fractions.



Concept Development



Concept Development

Part 3: Draw number bonds to correspond with the number lines.

What do both the number bond and number line show?

Which model best shows how big the unit fraction is in relation to the whole? Explain how.

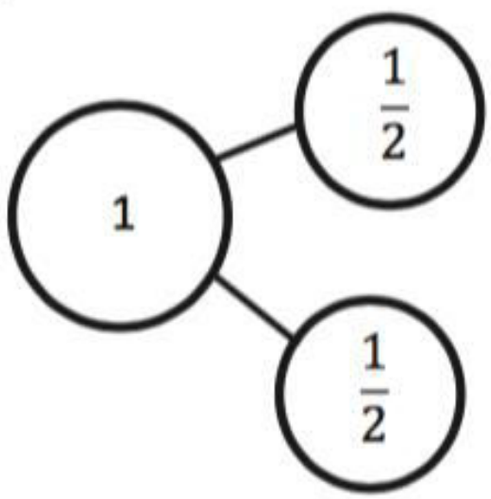
How do your number lines help you make number bonds?

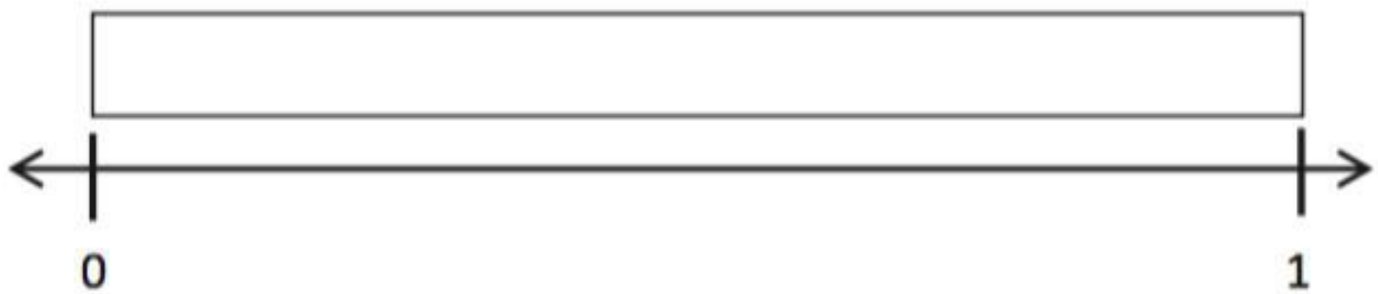
Problem Set

Name _____ Date _____

1. Draw a number bond for each fractional unit. Partition the fraction strip to show the unit fractions of the number bond. Use the fraction strip to help you label the fractions on the number line. Be sure to label the fractions at 0 and 1.

a. Halves





Debrief

Lesson Objective: Place fractions on a number line with endpoints 0 and 1.

-Look at the number line you made for 15 Problem 3. What does each point on the number line mean?

-Think about the units of measure in Problems 2 and 3. How are they the same? How are they different?

What unit do we use to make intervals when we measure and mark 2 inches on a number line?

-How many times we do we mark off 1 inch to get to 2 inches?

-What unit do we use to make intervals when we measure and mark 2 hours?

-How many times do we mark off 1 hour to get to 2 hours?

-What unit do we use to make intervals when we measure and mark 2 halves?

-How many times do we mark off 1 half to get to 2 halves?

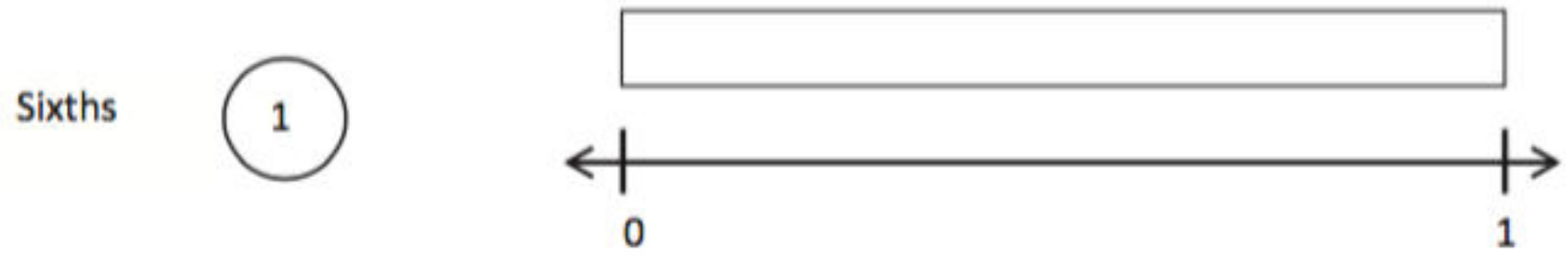
-Why is the fraction strip an important tool to use when labeling fractions on a number line?

-What does the fraction strip help you measure?

Exit Ticket (3 minutes)

Name _____ Date _____

1. Draw a number bond for the fractional unit. Partition the fraction strip, and draw and label the fractions on the number line. Be sure to label the fractions at 0 and 1.



2. Ms. Metcalf wants to share $1 equally among 5 students. Draw a number bond and a number line to help explain your answer.