



Materials List

(S) Multiply and Divide by Nine Sprint, personal white board

Eureka Math

3rd Grade
Module 5
Lesson 17

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Directions for customizing presentations are available on the next slide.



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Reflecting your Teaching Style and Learning Needs of Your Students

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Screen A

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

“pop-out”

Screen B

Gr3(2) U3MAL1 Sample Lesson.pptx

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ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Icons



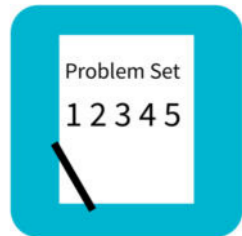
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



Small Group Time

Lesson 17

Objective: Practice placing various fractions on the number line.

Suggested Lesson Structure

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





Objective: Practice placing various fractions on the number line.



Fluency Practice

Sprint: Division (8 minutes)

A STORY OF UNITS

Lesson 17 Sprint

3•5

A

Division

Number Correct: _____

1.	$3 \div 3 =$	
2.	$4 \div 4 =$	
3.	$5 \div 5 =$	
4.	$19 \div 19 =$	
5.	$0 \div 1 =$	
6.	$0 \div 2 =$	
7.	$0 \div 3 =$	
8.	$0 \div 19 =$	

23.	$24 \div 3 =$	
24.	$16 \div 2 =$	
25.	$30 \div 10 =$	
26.	$30 \div 3 =$	
27.	$27 \div 3 =$	
28.	$18 \div 2 =$	
29.	$40 \div 10 =$	
30.	$40 \div 4 =$	



Fluency Practice

Place Fractions on a Number Line (3 minutes)

Draw my number line on your personal white board.



Estimate to mark and label 1 half within the interval 0 to 1.

Estimate to mark 2 halves. Label 2 halves as a fraction.



Fluency Practice

Compare Unit Fractions (1 minute)

$$\frac{1}{2} \text{ and } \frac{1}{10}$$

Both fractions refer to the same whole. Say the largest fraction.



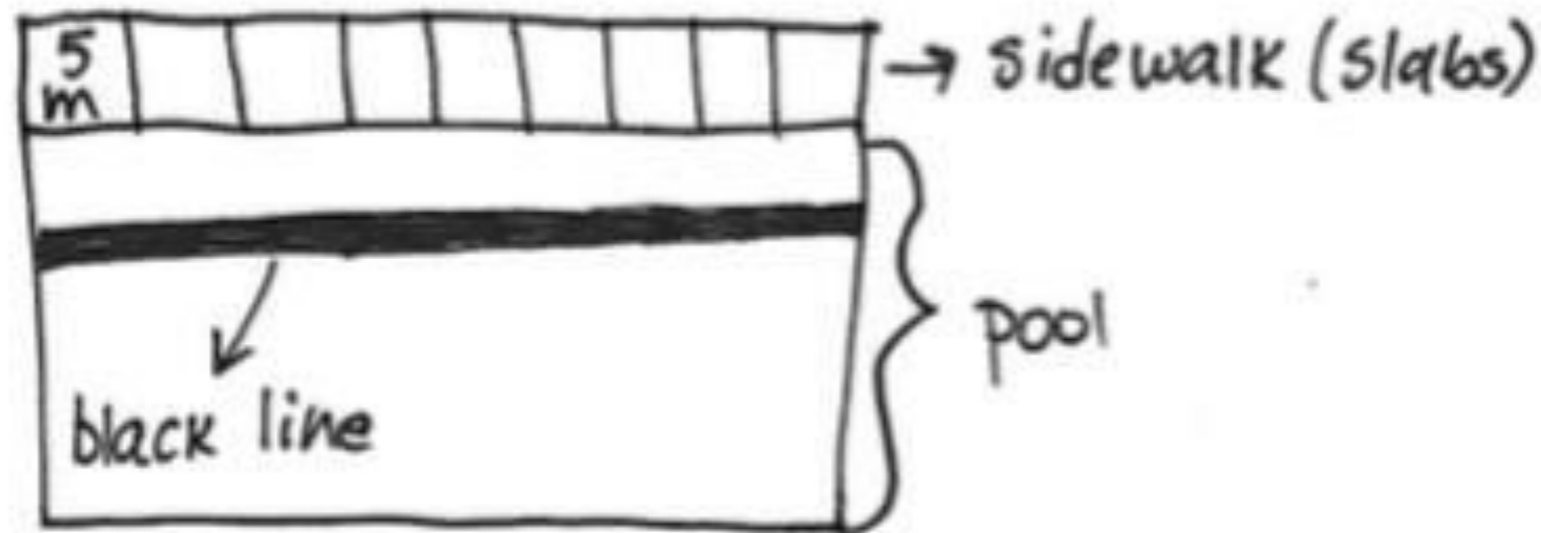
Application Problem

Sammy sees a black line at the bottom of the pool stretching from one end to the other. She wonders how long it is. The black line is the same length as 9 concrete slabs that make the sidewalk at the edge of the pool. One concrete slab is 5 meters long. What is the length of the black line at the bottom of the pool?



Application Problem

Sammy sees a black line at the bottom of the pool stretching from one end to the other. She wonders how long it is. The black line is the same length as 9 concrete slabs that make the sidewalk at the edge of the pool. One concrete slab is 5 meters long. What is the length of the black line at the bottom of the pool?



$$1 \text{ unit} = 5 \text{ m}$$

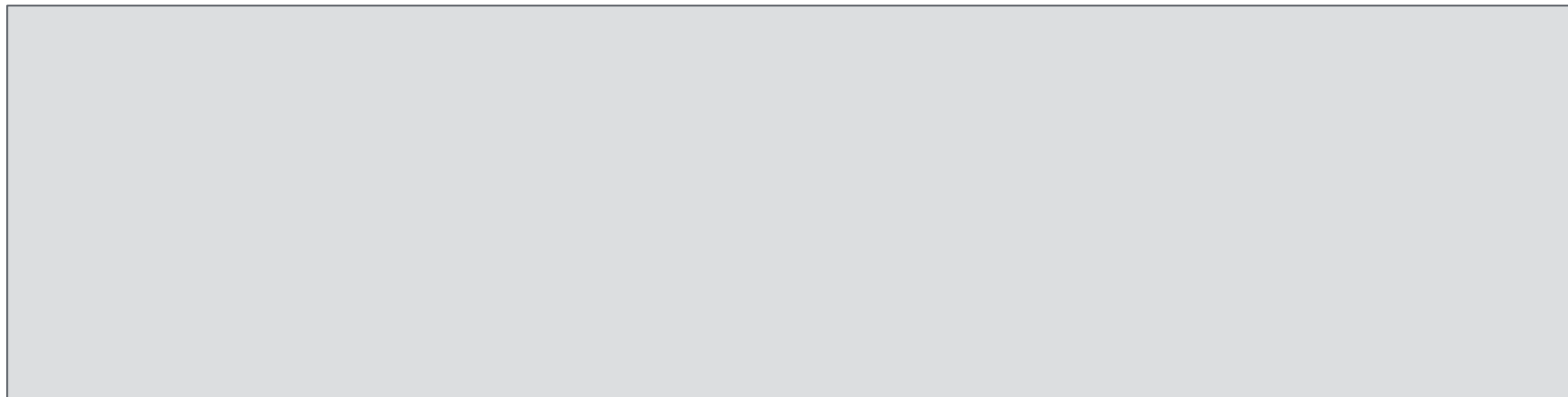
$$9 \text{ units} = 9 \times 5 \text{ m} = 45 \text{ m}$$

The black line is 45 meters long.



Concept Development

Draw a number line with endpoints 1 and 4. Label the wholes. Partition each whole into thirds. Label all of the fractions from 1 to 4.



What did you think about to place your fractions?

What do the fractions have in common? What do you notice?



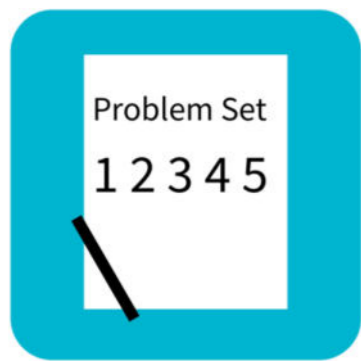
Concept Development



$$\frac{2}{2} \quad \frac{5}{2} \quad \frac{7}{2} \quad \frac{8}{2}$$

Look at these fractions. What do you notice?

Place these fractions on your number line.



Problem Set

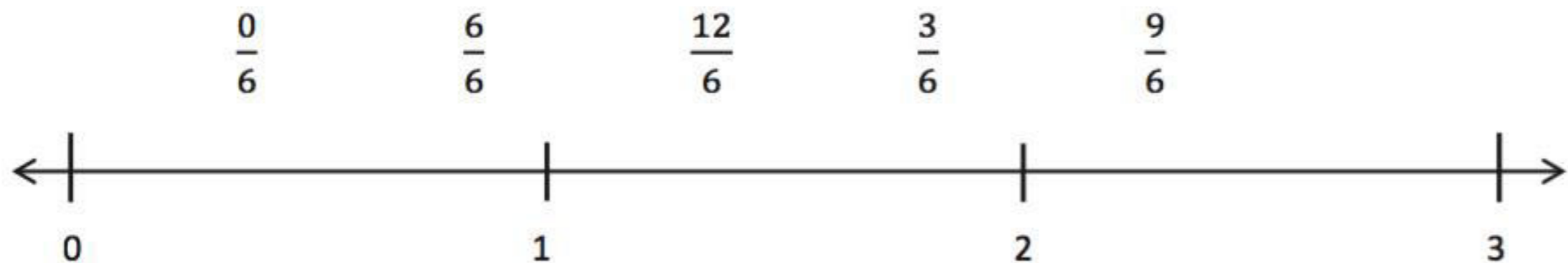
Lesson Objective:

Practice placing various fractions on the number line.

Name _____

Date _____

1. Locate and label the following fractions on the number line.



Debrief

Lesson Objective: Practice placing various fractions on the number line.

- What did you think about first to help you place the fractions?**
- Did you label all of the marks on each number line or just the fractions in the list? Why?**
- What was the first fraction that you placed on each number line? Why did you start with that one?**
- What advice would you give an absent classmate about completing this Problem Set?**
- What is the most important thing to remember when placing fractions on the number line?**

Exit Ticket (3 minutes)

Name _____

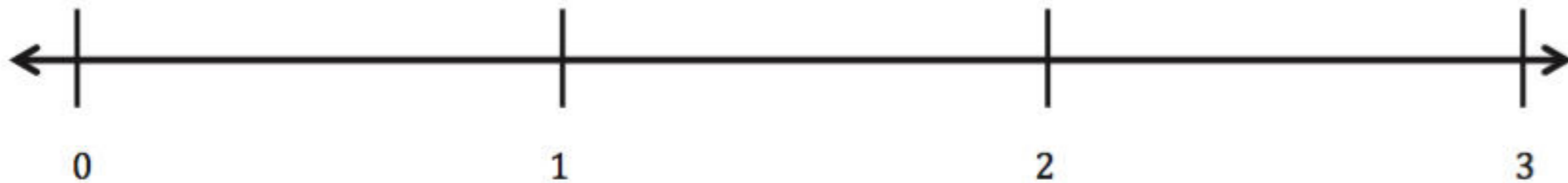
Date _____

1. Locate and label the following fractions on the number line.

$$\frac{7}{3}$$

$$\frac{2}{3}$$

$$\frac{4}{3}$$



2. Katie bought 2 one-gallon bottles of juice for a party. Her guests drank $\frac{6}{4}$ gallons of juice. What fraction of a gallon of juice is left over? Draw a number line to show, and explain your answer.