Materials List

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

Eureka Math

3rd Grade
Module 5
Lesson 17

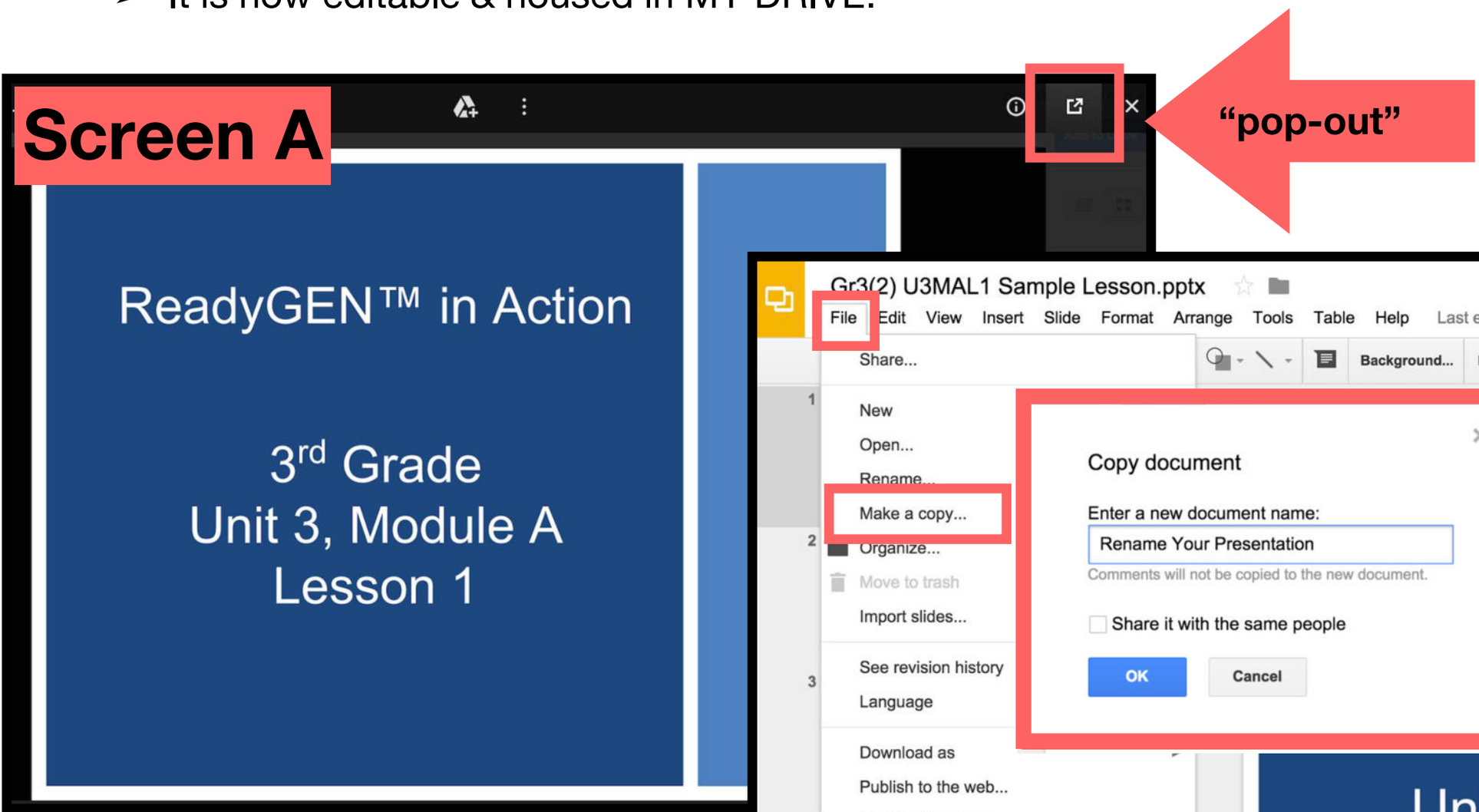
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

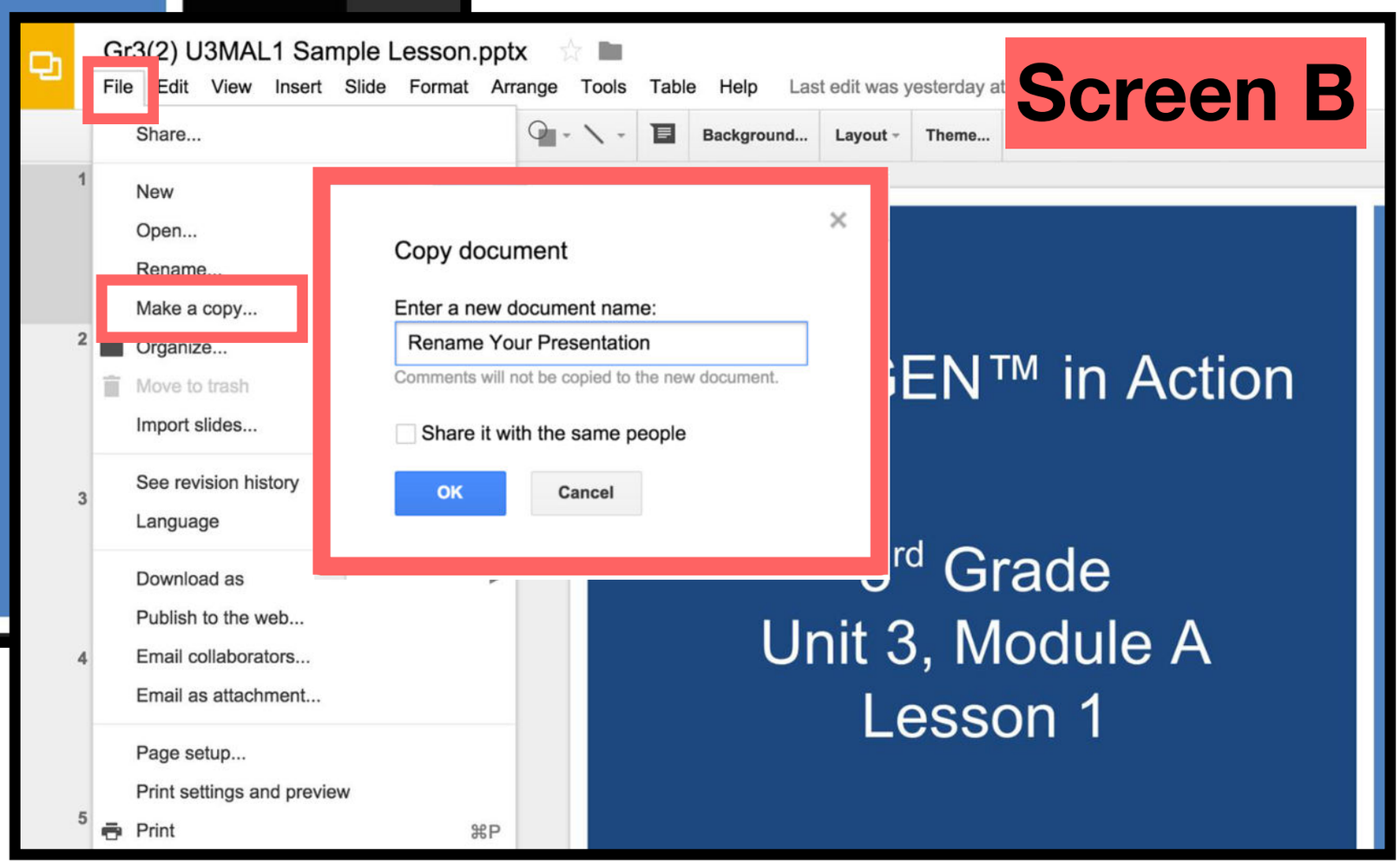
Directions for customizing presentations are available on the next slide.

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

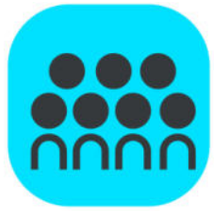
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Lesson 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

Number Correct: _____

Division

1.	3 ÷ 3 =		23.	24 ÷ 3 =	
2.	4 ÷ 4 =		24.	16 ÷ 2 =	
3.	5 ÷ 5 =		25.	30 ÷ 10 =	
4.	19 ÷ 19 =		26.	30 ÷ 3 =	
5.	0 ÷ 1 =		27.	27 ÷ 3 =	
6.	0 ÷ 2 =		28.	18 ÷ 2 =	
7.	0 ÷ 3 =		29.	40 ÷ 10 =	
8.	0 ÷ 19 =		30.	40 ÷ 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)

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

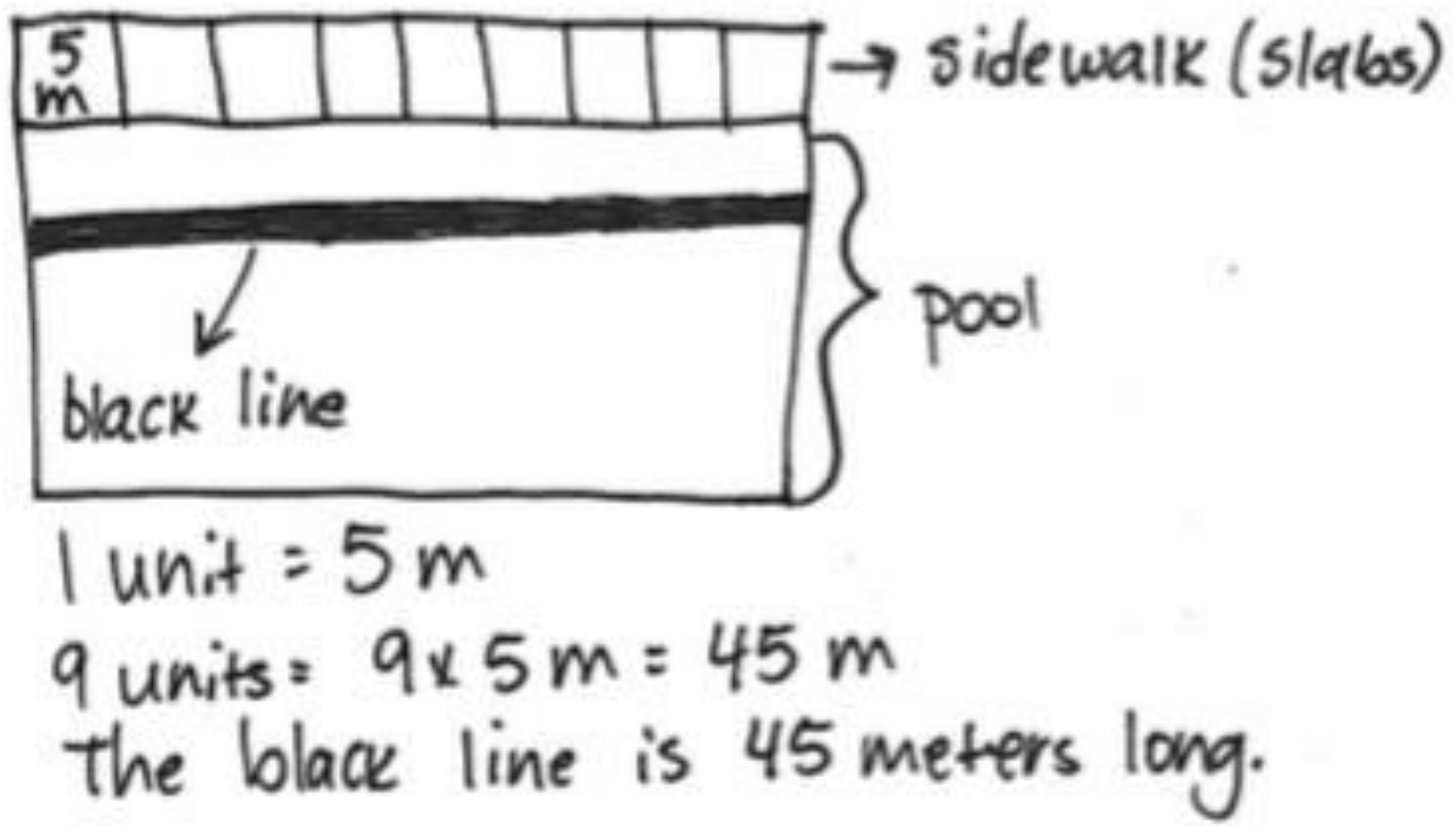
Both fractions refer to the same whole. Say the largest fraction.

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?



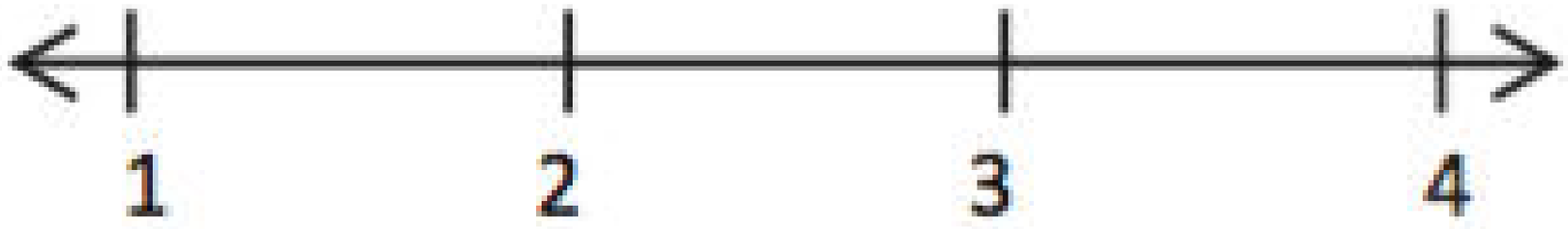
Concept Development

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?

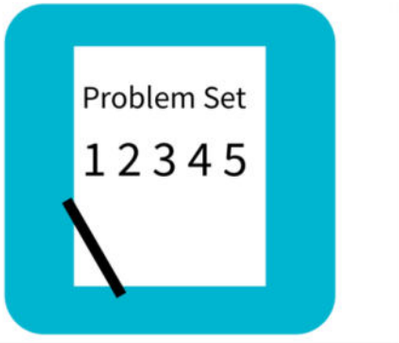
Concept Development



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

Look at these fractions. What do you notice?

Place these fractions on your number line.



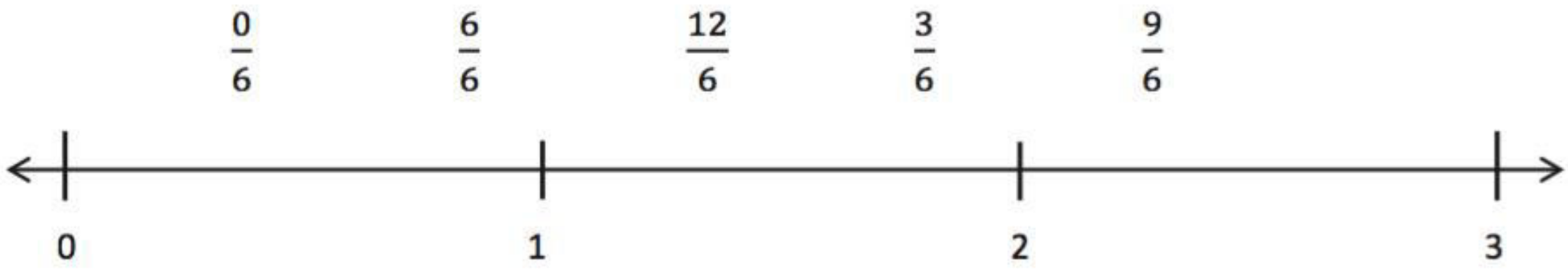
Problem Set

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.