Materials List

(T) Large-scale number line partitioned into thirds (description below), 4 containers, 4 beanbags (or balled-up pieces of paper), sticky notes
(S) Work from Application Problem

Eureka Math

3rd Grade
Module 5
Lesson 18

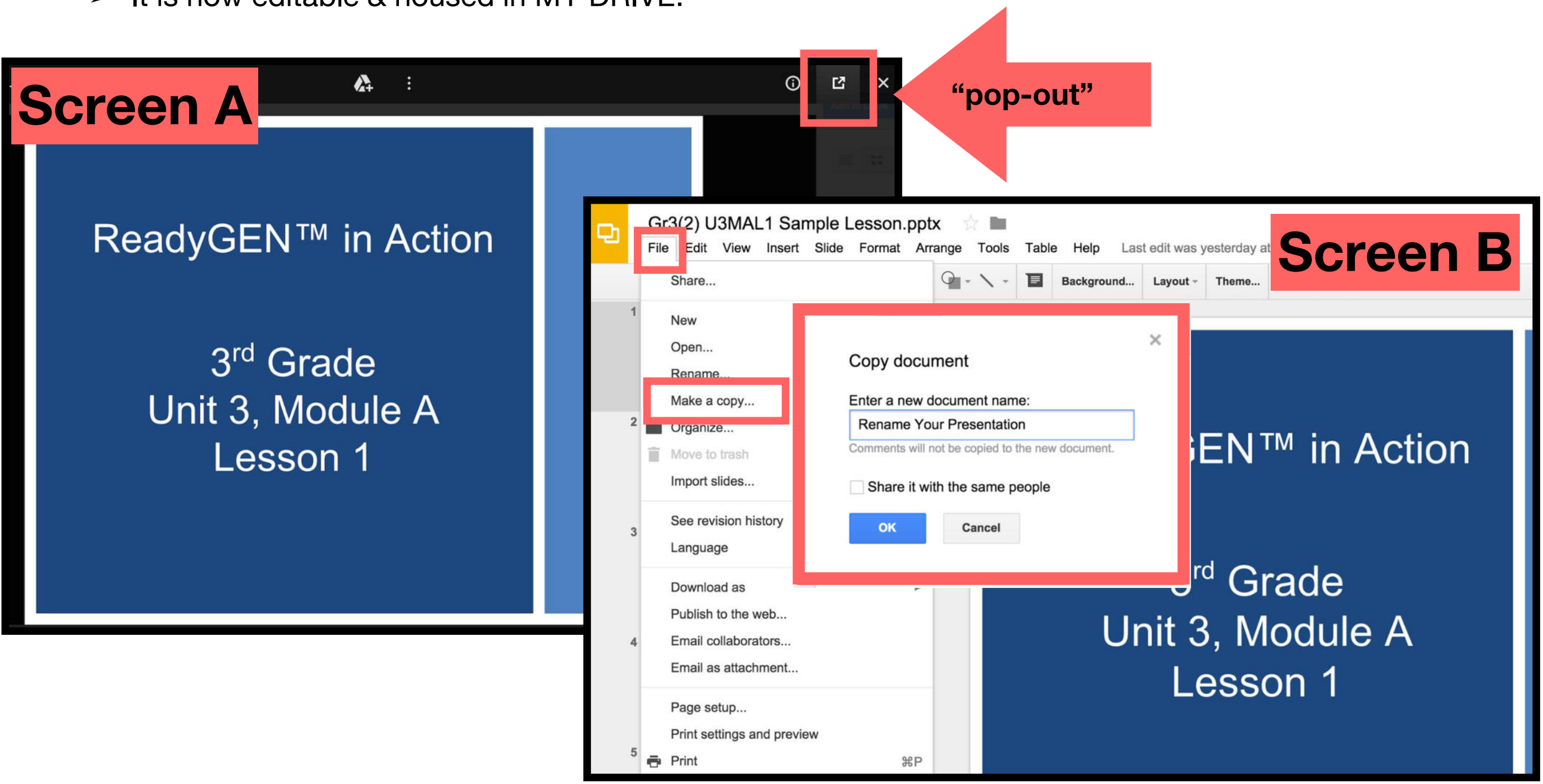
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

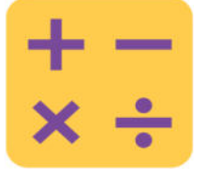
Read, Draw, Write

Learning Target

Personal White Board

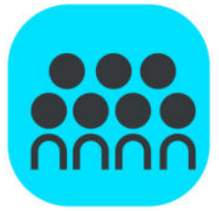
Problem Set

Manipulatives Needed



Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Lesson 18

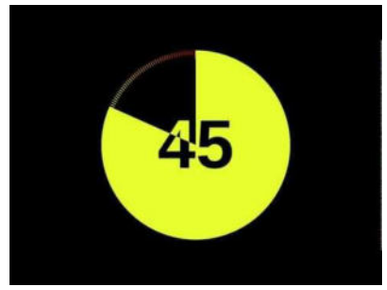
Objective: Compare fractions and whole numbers on the number line by reasoning about their distance from 0.

Suggested Lesson Structure

Fluency Practice	(8 minutes)
Application Problem	(8 minutes)
Concept Development	(34 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**

Objective: Practice placing various fractions on the number line.

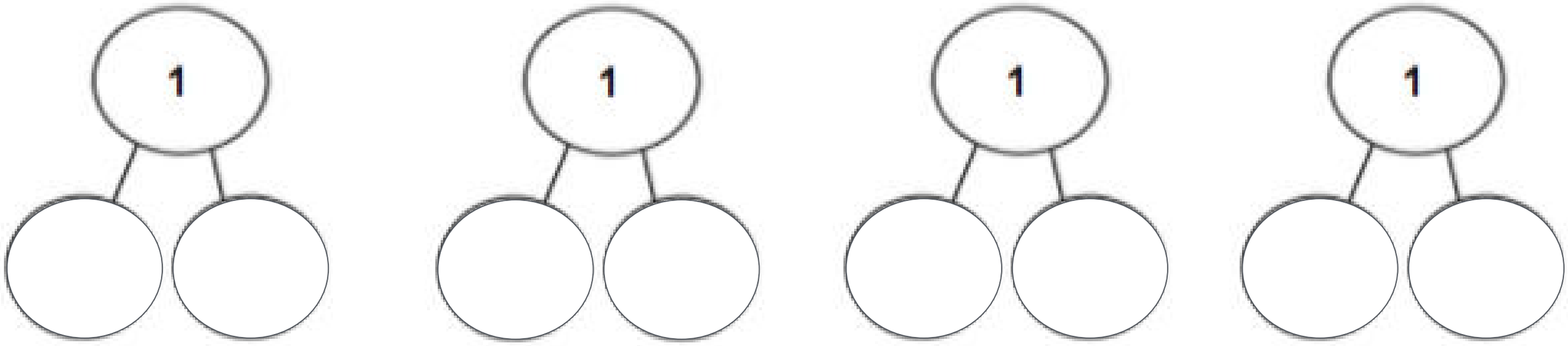
Fluency Practice



Draw Number Bonds of 1 Whole (4 minutes)

On your personal white board, draw a number bond to partition 1 whole into:

Halves Thirds Fourths Fifths



Fluency Practice

Place Fractions on the Number Line (4 minutes)

Draw my number line on your personal white board.

Estimate to mark and label 1 third in the interval 0 to 1.

Write 3 thirds on your number line. Label the point as a fraction.

Application Problem

Third-grade students are growing peppers. The student with the longest pepper wins the Green Thumb award. Jackson's pepper measured 3 inches long. Drew's measured $\frac{10}{4}$ inches long. Who won the award?

Draw a number line to help prove your answer.

Application Problem

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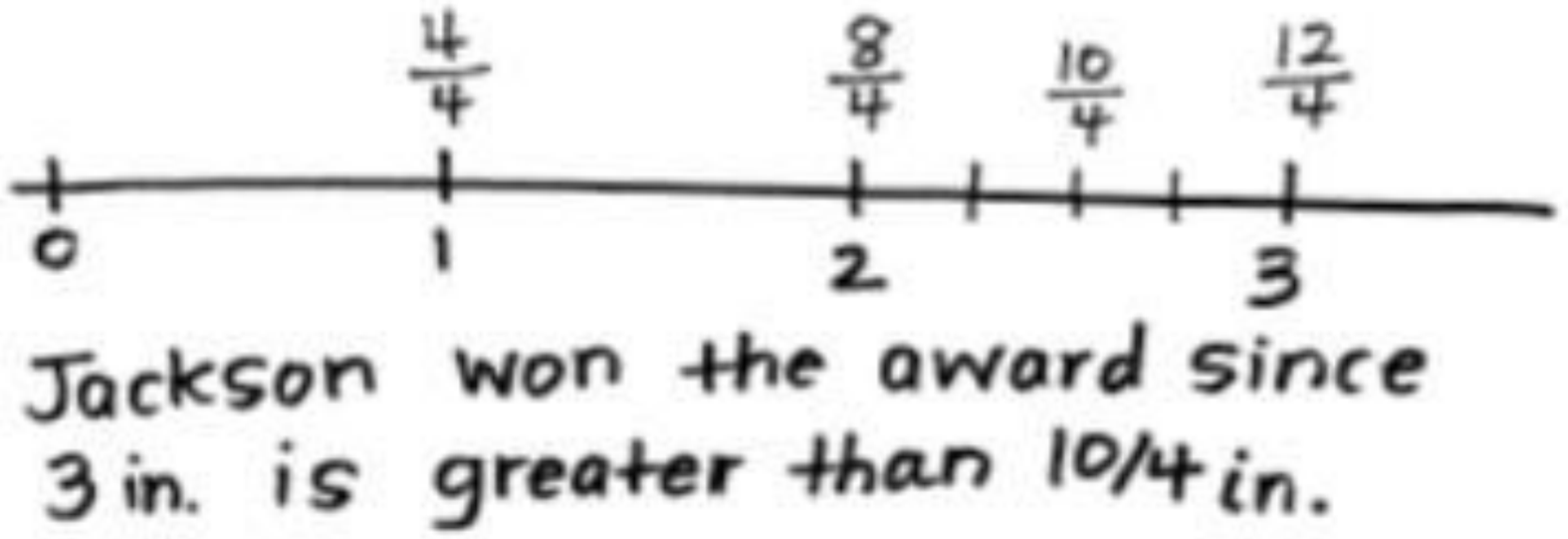


Concept Development

Look at the number line I've created on the floor. Let's use it to measure and compare.

This number line shows the interval from 0 to 1.

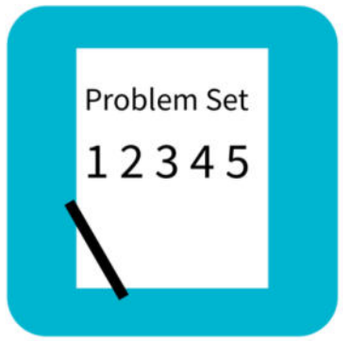
What fractional unit does the number line show?

Concept Development

Think back to our Application Problem. What in the Application Problem relates to the length of the toss?

Talk to your partner, how did we use the distance from 0 to show the length of the peppers?

Let’s do the same thing we did with our big number line on the floor, pretending we measured giant peppers with yards instead of inches.

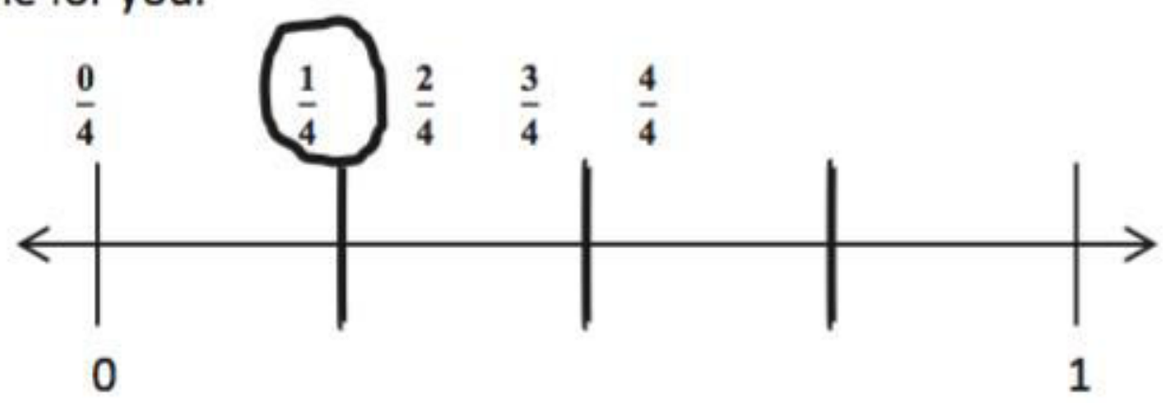


Problem Set

Name _____ Date _____

Place the two fractions on the number line. Circle the fraction with the distance closest to 0. Then, compare using >, <, or =. The first problem is done for you.

1. $\frac{1}{4} < \frac{3}{4}$



2. $\frac{2}{6}$ ◯ $\frac{3}{6}$

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 _____

Place the two fractions on the number line. Circle the fraction with the distance closest to 0. Then, compare using >, <, or =.

1. $\frac{3}{5}$ ◯ $\frac{1}{5}$