Materials List

(S) Express Fractions as Whole Numbers Sprint

Eureka Math

3rd Grade
Module 5
Lesson 19

This Lesson is Optional
See Pacing and Preparation Guide for more information

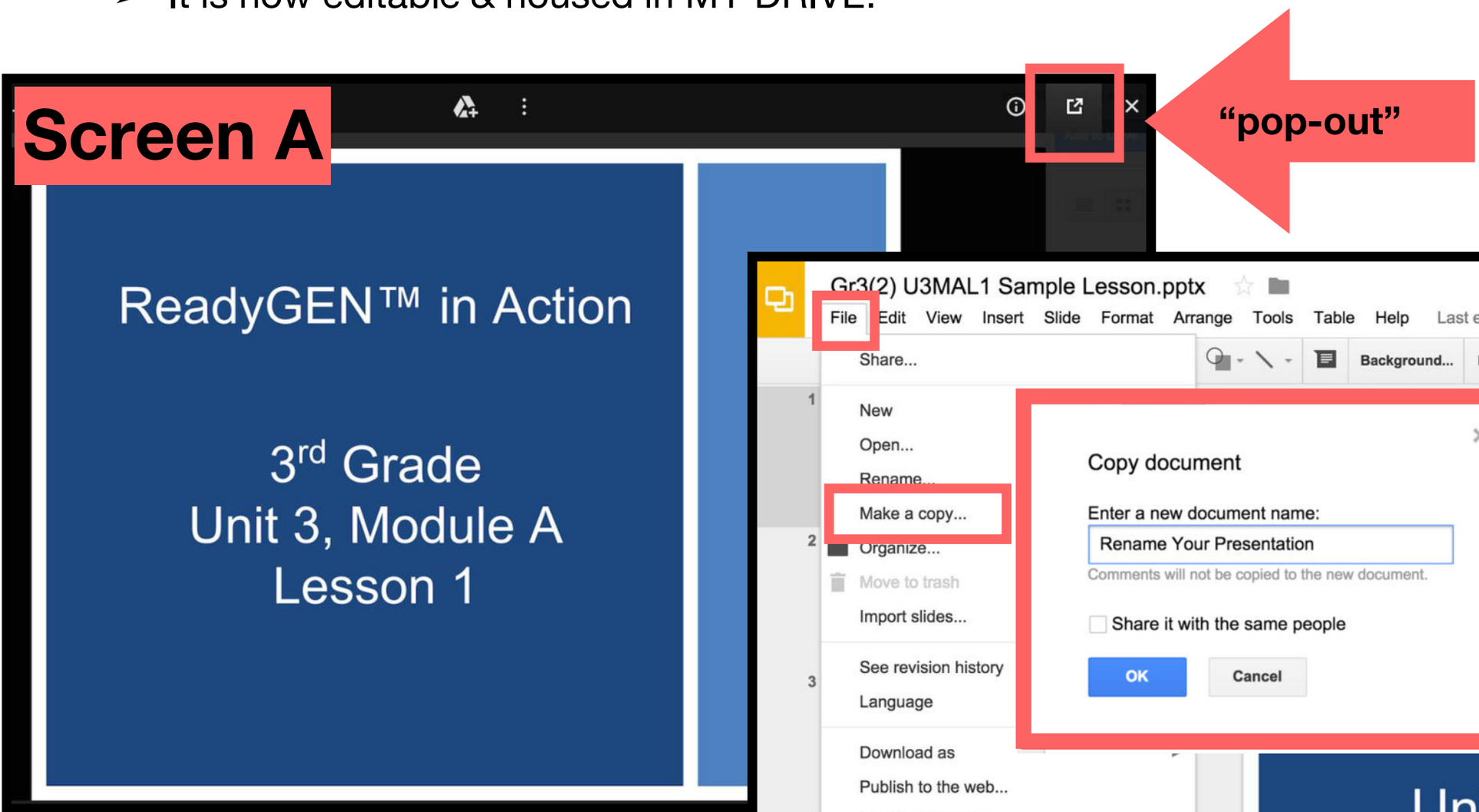
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

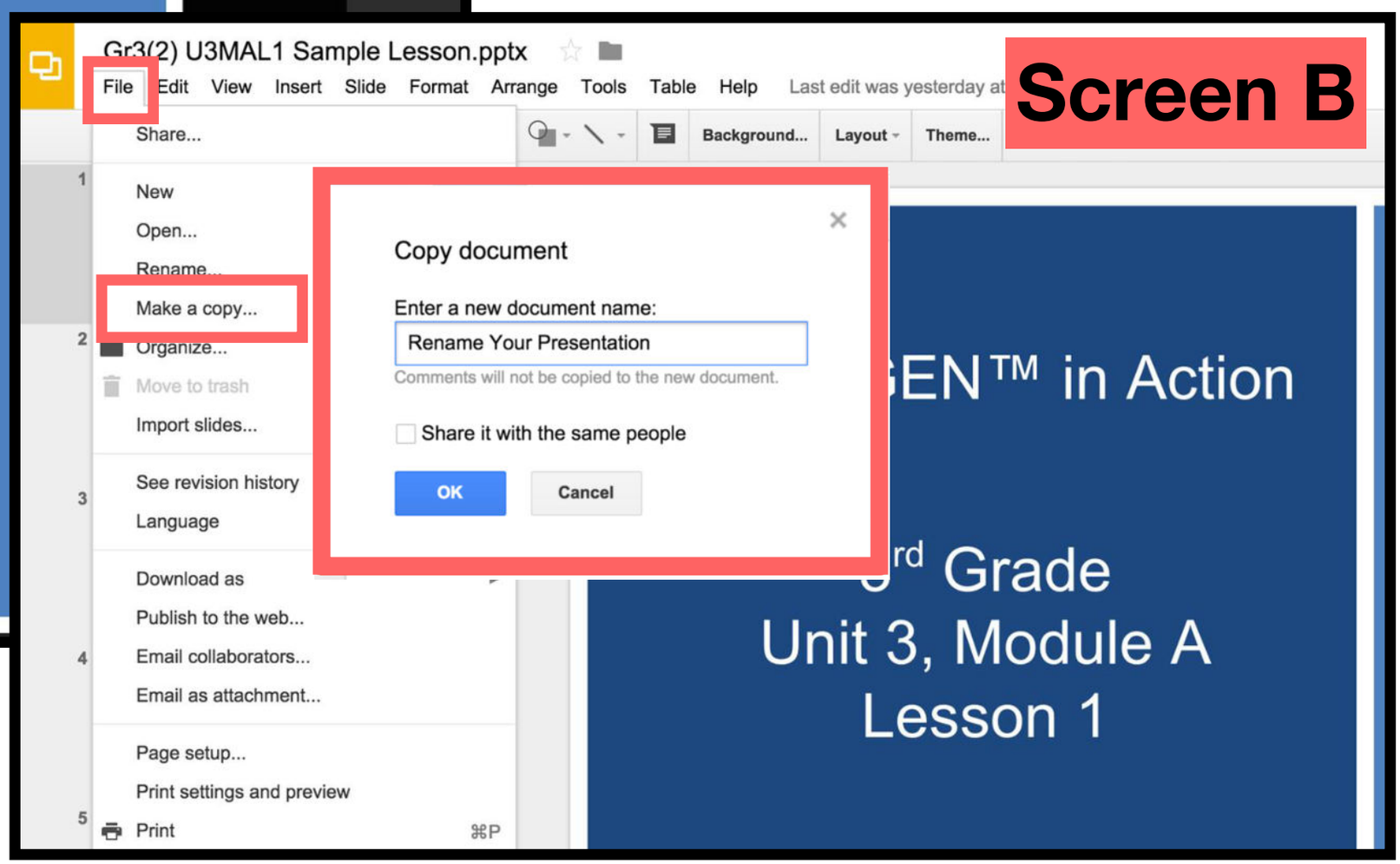
Directions for customizing presentations are available on the next slide.

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

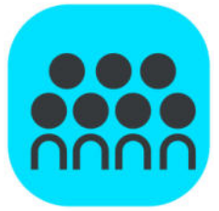
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Lesson 19

Objective: Understand distance and position on the number line as strategies for comparing fractions. (Optional)

Suggested Lesson Structure

Fluency Practice	(12 minutes)
Application Problem	(10 minutes)
Concept Development	(28 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**

Objective: Understand distance and position on the number line as strategies for comparing fractions. (Optional)

Fluency Practice

Sprint: Express Fractions as Whole Numbers (9 minutes)

A

Number Correct: _____

Express Fractions as Whole Numbers

1.	$2/1 =$	
2.	$2/2 =$	
3.	$4/2 =$	
4.	$6/2 =$	
5.	$10/2 =$	
6.	$8/2 =$	
7.	$5/1 =$	
8.	$5/5 =$	
9.	$10/5 =$	
10.	$15/5 =$	

23.	$6/3 =$	
24.	$3/3 =$	
25.	$3/1 =$	
26.	$9/3 =$	
27.	$16/4 =$	
28.	$20/4 =$	
29.	$12/3 =$	
30.	$15/3 =$	
31.	$70/10 =$	
32.	$12/2 =$	

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 third on the interval 0 to 1.

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

Application Problem

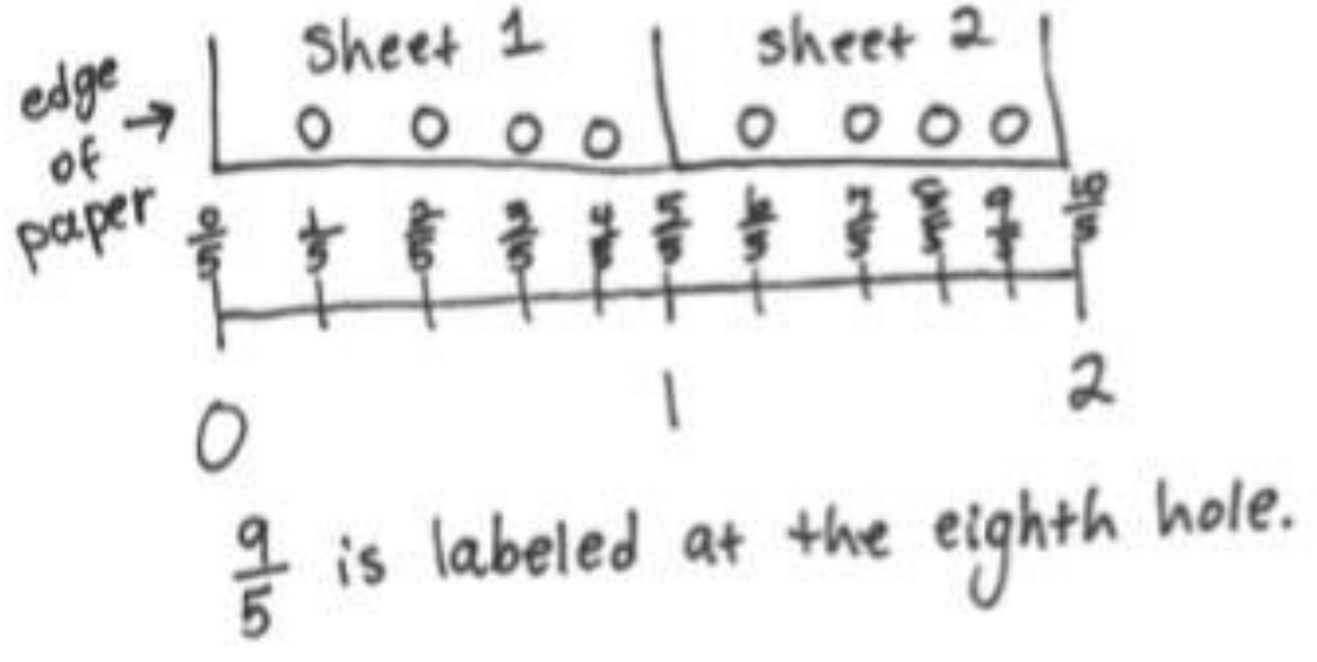
Thomas has 2 sheets of paper. He wants to punch 4 equally spaced holes along the edge of each sheet.

Draw Thomas's 2 sheets of paper next to each other so the ends meet. Label a number line from 0 at the start of his first paper to 2 at the end of his second paper. Show Thomas where to hole-punch his papers and label the fractions. What fraction is labeled at the eighth hole?

Application Problem

10 minute timer
10:00

Thomas has 2 sheets of paper. He wants to punch 4 equally spaced holes along the edge of each sheet.
Draw Thomas's 2 sheets of paper next to each other so the ends meet. Label a number line from 0 at the start of his first paper to 2 at the end of his second paper. Show Thomas where to hole-punch his papers and label the fractions. What fraction is labeled at the eighth hole?



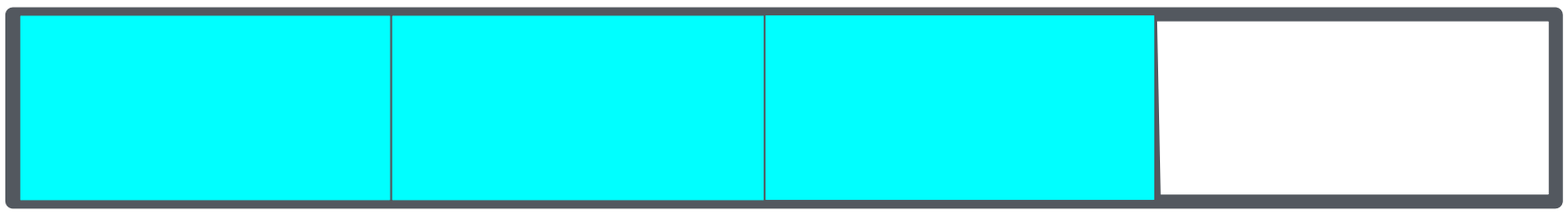
$\frac{9}{5}$ is labeled at the eighth hole.

Concept Development

Draw 2 same-sized rectangles on your board, and partition both into 4 equal parts. Shade your top rectangle to show 1 fourth, and shade the bottom to show 3 copies of 1 fourth.

$\frac{1}{4}$

$\frac{3}{4}$

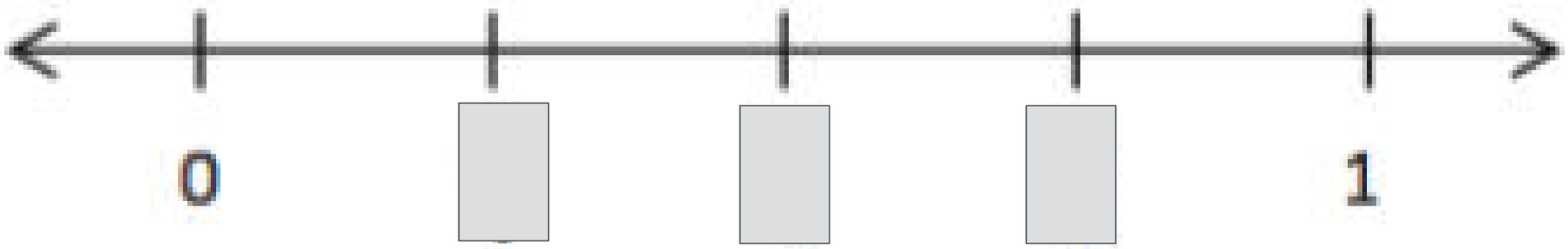


Compare the models. Which shaded fraction is larger?

Tell your partner how you know.

Concept Development

Use your rectangles to measure and draw a number line from 0 to 1. Partition it into fourths. Label the wholes and fractions on your number line.



Talk with your partner to compare 1 fourth to 3 fourths using the number line. How do you know which is the larger fraction?

Problem Set

Name _____ Date _____

1. Divide each number line into the given fractional unit. Then, place the fractions. Write each whole as a fraction.

a. halves $\frac{3}{2}$ $\frac{5}{2}$ $\frac{4}{2}$

b. fourths $\frac{9}{4}$ $\frac{11}{4}$ $\frac{6}{4}$

Debrief

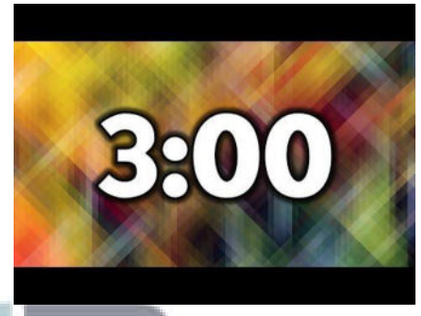
Extend the lesson by having students work together (or guide them) to create word problems with real world contexts that emphasize different types of comparisons:

Create word problems with a context that emphasizes placement of the fraction on a number line (such as the hole-punch problem).

Create word problems with a context that emphasizes the distance of the fraction from 0 (such as the pepper problem).

Have students solve the problems together and discuss how the context of the problem affects the way in which the solution is delivered.

Exit Ticket (3 minutes)



Name _____ Date _____

1. Divide the number line into the given fractional unit. Then, place the fractions. Write each whole as a fraction.

fourths $\frac{2}{4}$ $\frac{10}{4}$ $\frac{7}{4}$

2. Use the number line above to compare the following fractions using >, <, or =.

$\frac{3}{4}$ ◯ $\frac{5}{4}$ $\frac{7}{4}$ ◯ $\frac{4}{4}$ 3 ◯ $\frac{6}{4}$