Materials List

Materials: (T) Linking cubes in 2 colors

(S) Thirds (Template), red crayon, scissors, glue stick, and blank paper.
Multiply by 7 (1–5) Pattern Sheet

Eureka Math

3rd Grade
Module 5
Lesson 20

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.

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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.
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Screen A

"pop-out"

Screen B

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Gr3(2) U3MAL1 Sample Lesson.pptx

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EN™ in Action

3rd Grade
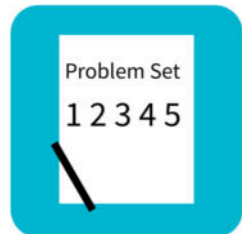Unit 3, Module A
Lesson 1

Icons

RDW   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 20

Objective: Recognize and show that equivalent fractions have the same size, though not necessarily the same shape.

Suggested Lesson Structure

■ Fluency Practice	(9 minutes)	
■ Application Problem	(8 minutes)	
■ Concept Development	(33 minutes)	
■ Student Debrief	(10 minutes)	
Total Time	**(60 minutes)**	

Objective: Practice placing various fractions on the number line.

Fluency Practice

Skip-count by sevens.

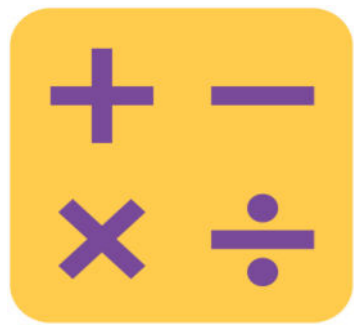5 × 7 = 35

7 14 21 28 (35) 42 49 56 63 70

3 × 7 = _____

Let's skip-count up by sevens again.

7   14   21

Fluency Practice

Skip-count by sevens.

9 × 7 = _____

Let's skip-count up by sevens again.

7 14 21 28 35 42 49 56 63

Fluency Practice

Pattern Sheet

Multiply.

$7 \times 1 = $ _____ $7 \times 2 = $ _____ $7 \times 3 = $ _____ $7 \times 4 = $ _____

$7 \times 5 = $ _____ $7 \times 1 = $ _____ $7 \times 2 = $ _____ $7 \times 1 = $ _____

$7 \times 3 = $ _____ $7 \times 1 = $ _____ $7 \times 4 = $ _____ $7 \times 1 = $ _____

$7 \times 5 = $ _____ $7 \times 1 = $ _____ $7 \times 2 = $ _____ $7 \times 3 = $ _____

$7 \times 2 = $ _____ $7 \times 4 = $ _____ $7 \times 2 = $ _____ $7 \times 5 = $ _____

$7 \times 2 = $ _____ $7 \times 1 = $ _____ $7 \times 2 = $ _____ $7 \times 3 = $ _____

Max ate $\frac{2}{3}$ of his pizza for lunch. He wanted to eat a small snack in the afternoon, so he cut the leftover pizza in half and ate 1 slice. How much of the pizza was left? Draw a picture to help you think about the pizza.

Application Problem

Max ate $\dfrac{2}{3}$ of his pizza for lunch. He wanted to eat a small snack in the afternoon, so he cut the leftover pizza in half and ate 1 slice. How much of the pizza was left? Draw a picture to help you think about the pizza.

snack $\{$ $\frac{1}{6}$ $\frac{1}{6}$ $\frac{1}{3}$ $\frac{1}{3}$ $\}$ $\frac{2}{3}$ ate for lunch

$\frac{1}{6}$ of the pizza was left.
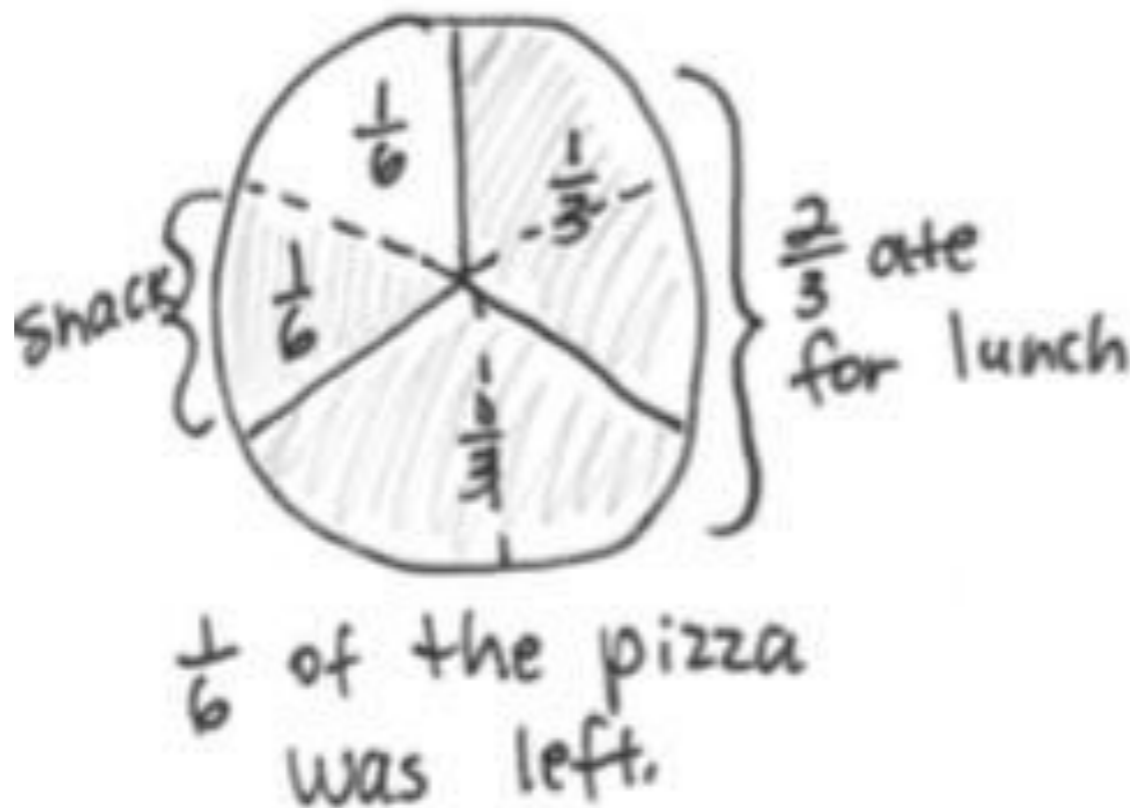
Concept Development

Model 1
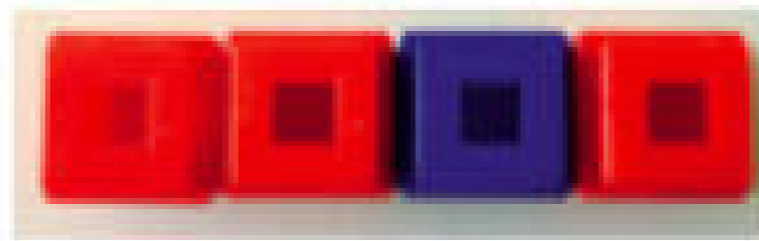
The whole is all of the cubes.

Whisper to your partner the fraction of cubes that are blue.

Model 2
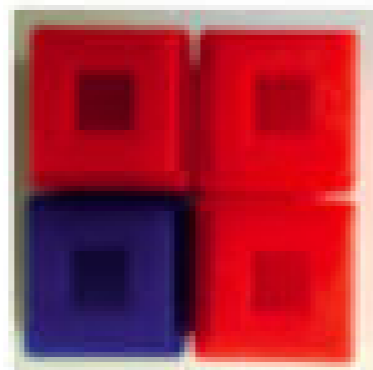
Again, the whole is all of the cubes. Whisper to your partner the fraction of cubes that are blue.
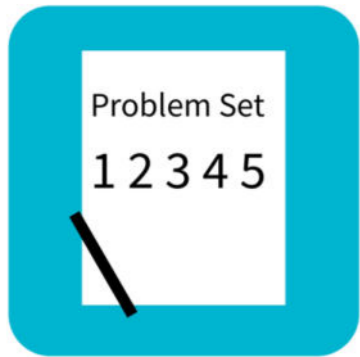
Concept Development
Equivalent Shapes Collage Activity

Thirds Template
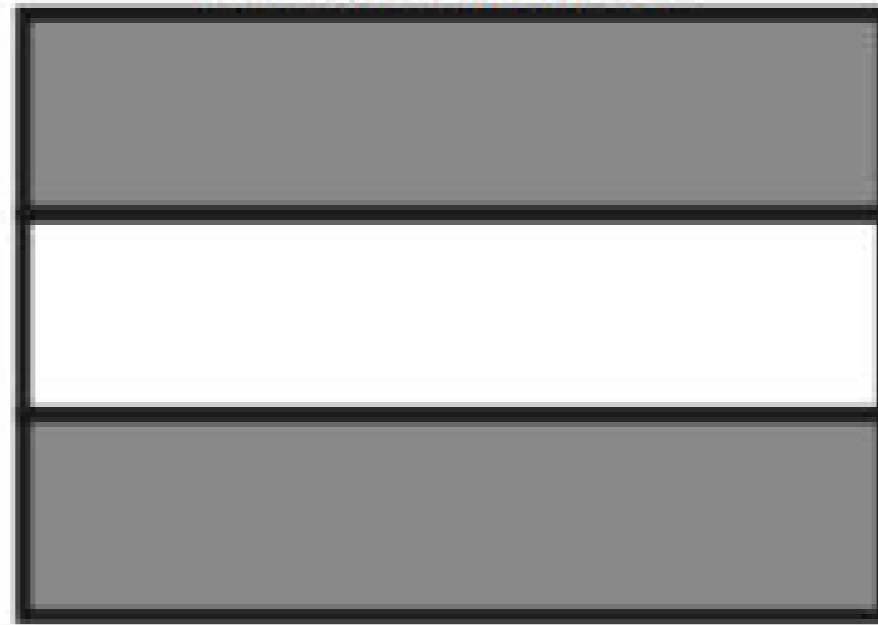
Directions for this activity are as follows:

1. Color the white 1 third red.
2. Cut out the rectangle. Cut it into 2–4 smaller shapes.
3. Reassemble all of the pieces into a new shape with no overlaps.
4. Glue the new shape onto a blank paper.
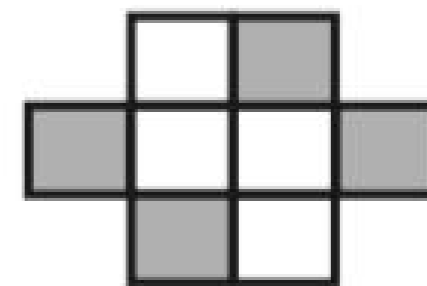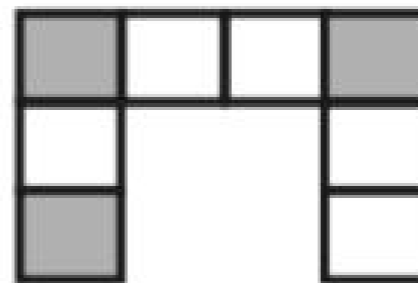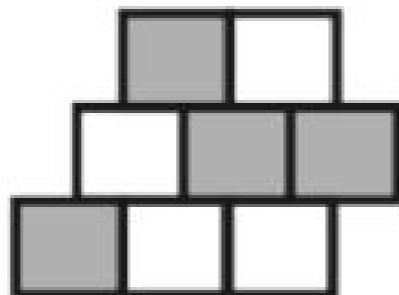
A STORY OF UNITS

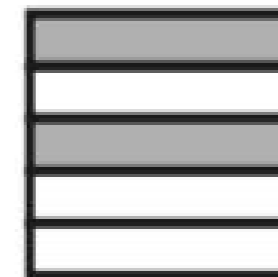Lesson 20 Problem Set   3•5

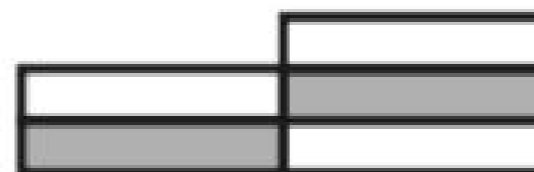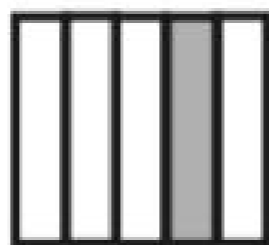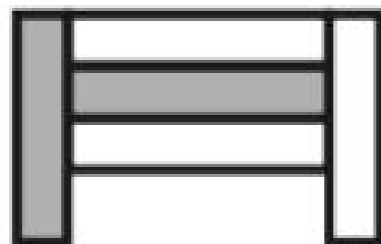Name _____   Date _____

1. Label what fraction of each shape is shaded. Then, circle the fractions that are equal.

   a.
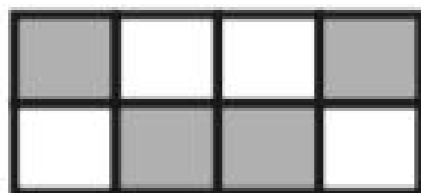
   b.

Debrief

Invite students to share their models for Problems 2(a) and 2(b). Although answers will vary, students should consistently represent equivalent fractions for each question. Revisit the different work from the Equivalent Shapes Collage Activity.

Problem 3(c) presents seeing triangles as halves of squares. Some students might put 4 as the

answer since they see 8 units. You may want to pose the question, "Are all 8 parts equal units?"

Discuss how the answer can be 4 if students choose to use the base unit of triangles or   if they 1

choose to use the base unit of squares. Guide them to see that the two fractions are equivalent.
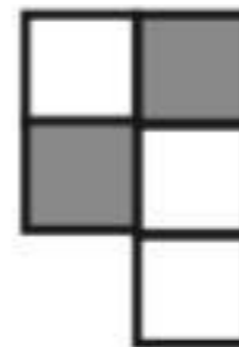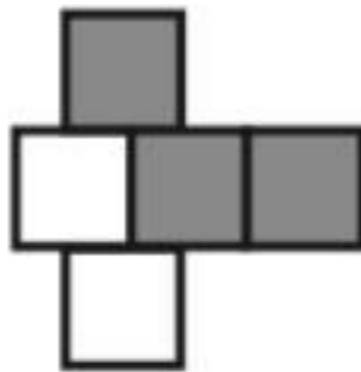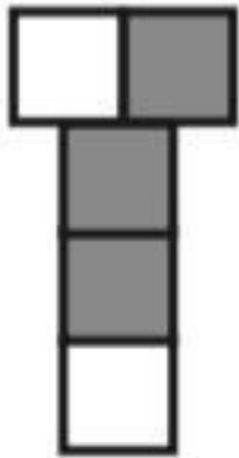
Exit Ticket (3 minutes)

2:42

Name _____   Date _____

1. Label what fraction of the figure is shaded. Then, circle the fractions that are equal.

2. Label the shaded fraction. Draw 2 different representations of the same fractional amount.

a.