Materials List

Materials:

(S) 4 14-inch × 1-inch fraction strips (5 per student), math journal, crayons, glue, personal white board, Blank paper

Eureka Math

3rd Grade
Module 5
Lesson 21

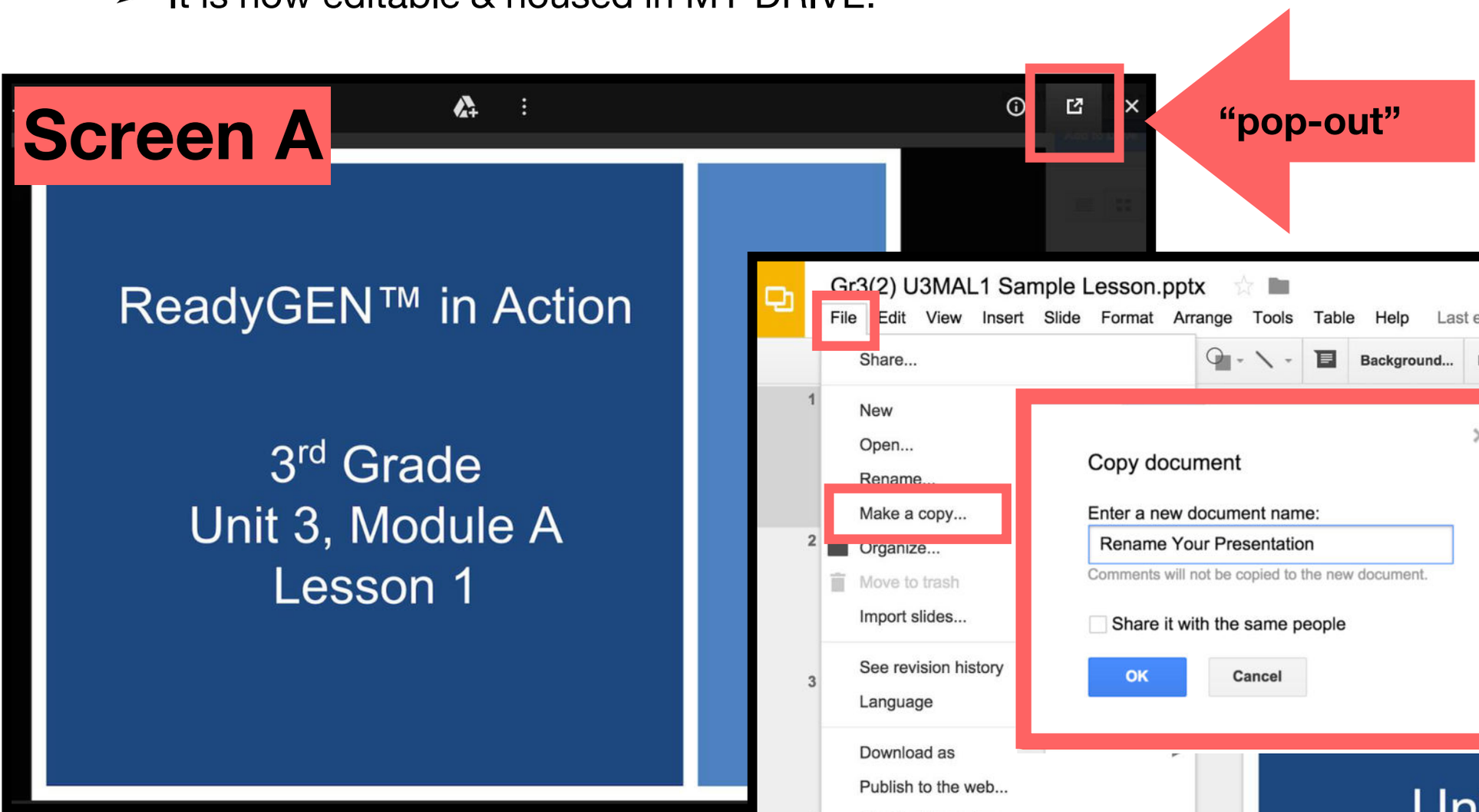
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

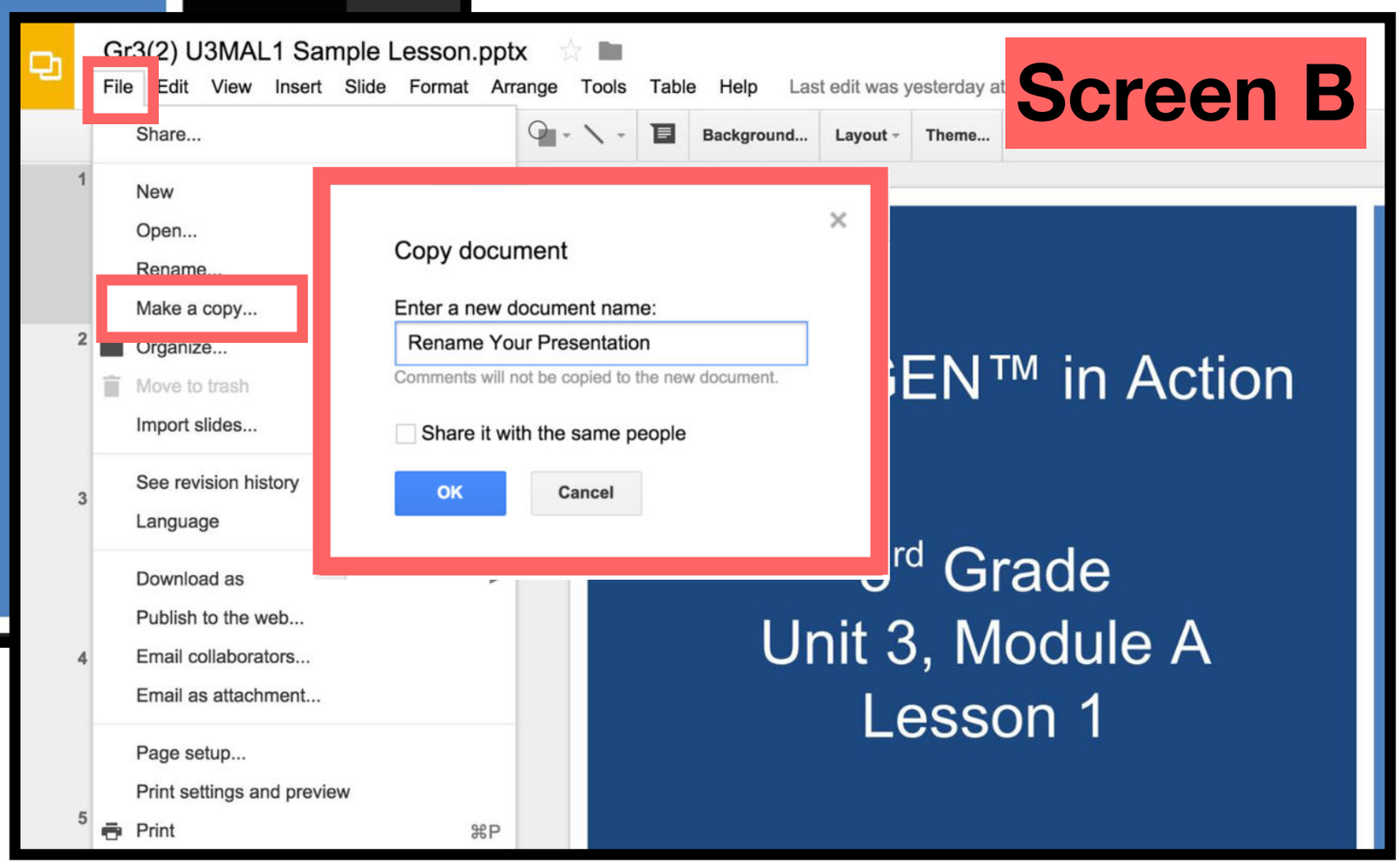
Directions for customizing presentations are available on the next slide.

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

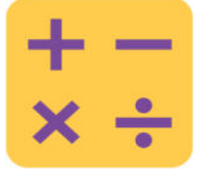
Read, Draw, Write

Learning Target

Personal White Board

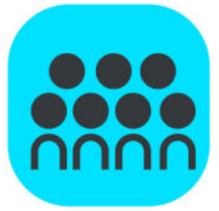
Problem Set

Manipulatives Needed



Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

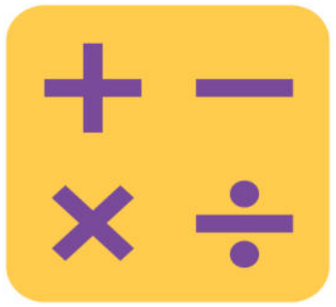
Lesson 21

Objective: Recognize and show that equivalent fractions refer to the same point on the number line.

Suggested Lesson Structure

Fluency Practice	(12 minutes)
Application Problem	(8 minutes)
Concept Development	(30 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**

Objective: Recognize and show that equivalent fractions refer to the same point on the number line.



Fluency Practice

Whole Number Division (8 minutes)

1. Students self-select a number and write a set of multiples up to that number's multiple of 10 vertically down the left-hand side of the page

2. Select a multiple, and divide it by the original number.

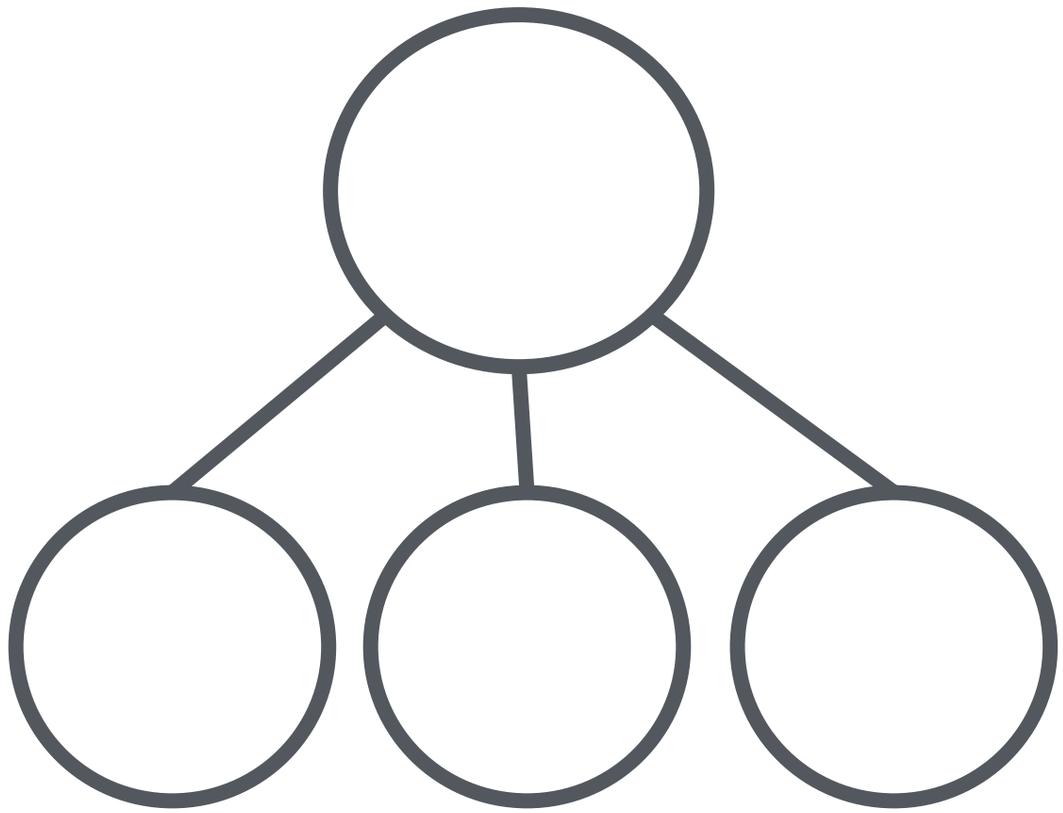
3. Change papers and test a partner by selecting multiples out of order.

4. Redo Steps 1 and 2 to see improvement.

Fluency Practice

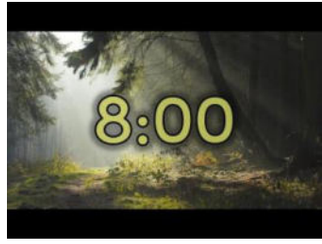
1 Whole Expressed as Unit Fractions (4 minutes)

Draw a number bond that partitions a whole into 3 equal parts.



What is the unit fraction?

Application Problem



Dorothea is training to run a 2-mile race. She marks off her starting point and the finish line. To track her progress, she places a mark at 1 mile. She then places a mark halfway between her starting position and 1 mile, and another mark halfway between 1 mile and the finish line.

a. Draw and label a number line to show the points Dorothea marks along her run.

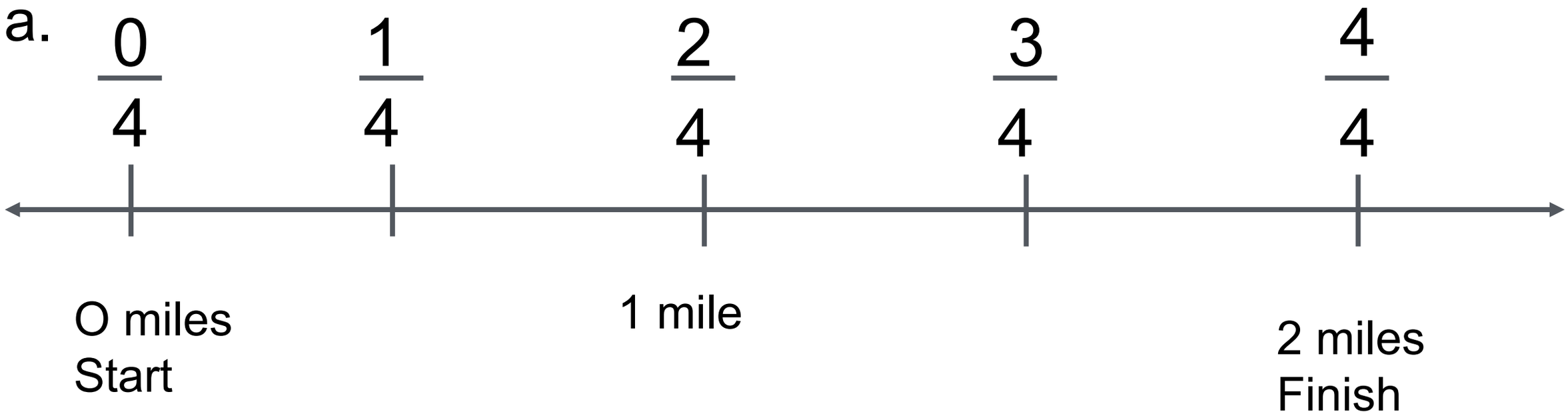
b. What fractional unit does Dorothea make as she marks the points on her run?

c. What fraction of her run has she completed when she reaches the third marker?

Application Problem

Dorothea is training to run a 2-mile race. She marks off her starting point and the finish line. To track her progress, she places a mark at 1 mile. She then places a mark halfway between her starting position and 1 mile, and another mark halfway between 1 mile and the finish line.

a.



b. Dorothea marks fourths.

c. She has finished three fourths of her run when she gets to the third marker.

Concept Development

We’re going to make different fractional units with our fraction strips. Fold your first strip into halves.

Label each part with a unit fraction. Then, use a crayon to shade in 1 half.

Glue your fraction strip at the top of a new page in your math journal.

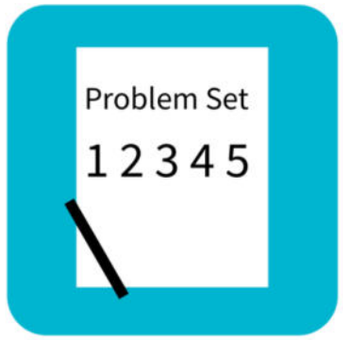
Fold another fraction strip to make fourths. Label each part with a unit fraction. Then, glue your fraction strip directly below the first one in your math journal. Make sure that the ends are lined up.

Concept Development

Instruct students to follow the same process to label eighths independently.

Fold your last 2 fraction strips. One should be thirds, and the other should be sixths. Label the parts with unit fractions, and glue these strips below the others in your math journal in order from greatest to least. Shade 1 third. Then, shade the number of sixths equal to 1 third.

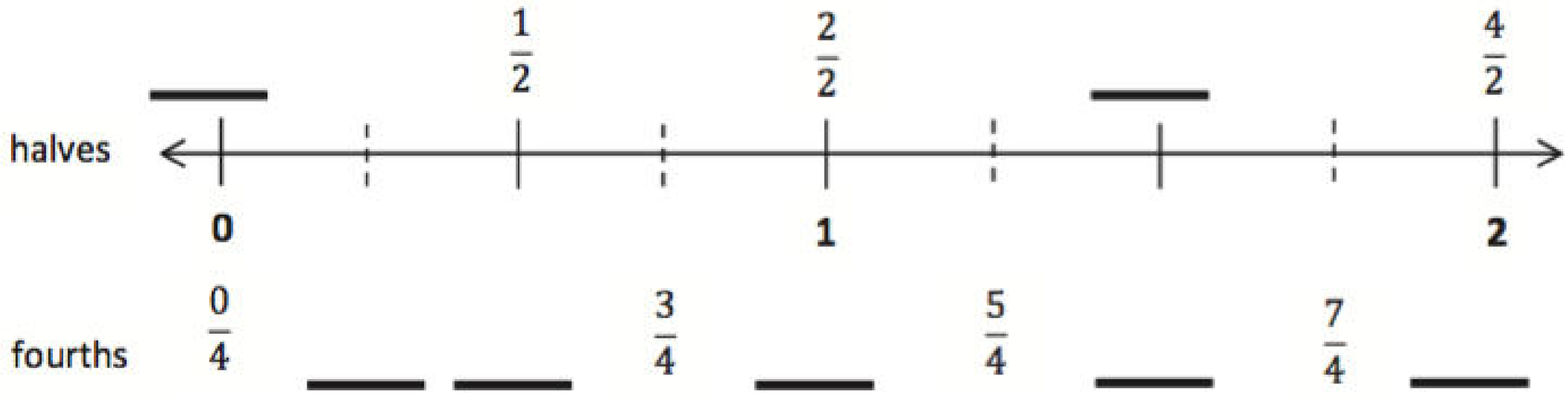
Now, work with your partner to measure and draw a new number line using your thirds and sixths. Then, using your other strips, find and label all of the fractions that are equivalent to thirds and sixths.



Problem Set

Name _____ Date _____

1. Use the fractional units on the left to count up on the number line. Label the missing fractions on the blanks.



Debrief

Problems 4 and 5 use the fraction strips in their math journals to see if they can name another equivalent fraction.

Ask students to talk about how they know the fractions are equivalent and possibly plot them on the same number line to emphasize the lesson objective.

Problem 4: Study the fractions equivalent to 1 whole.

Exit Ticket (3 minutes)

A STORY OF UNITS | Lesson 21 Exit Ticket | 3•5

Name _____ Date _____

Claire went home after school and told her mother that 1 whole is the same as $\frac{2}{2}$ and $\frac{6}{6}$. Her mother asked why, but Claire couldn't explain. Use a number line and words to help Claire show and explain why $1 = \frac{2}{2} = \frac{6}{6}$.