



Materials List

Materials:

(S) Blank paper

Personal white board

Math journal or fraction strips made in Lesson 21, new 4 14 -inch \times 1-inch fraction strips

(3 per student), crayons, personal white board, glue

Eureka Math

3rd Grade
Module 5
Lesson 22

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Directions for customizing presentations are available on the next slide.



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Reflecting your Teaching Style and Learning Needs of Your Students

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- The view now looks like Screen B.
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Screen A

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

“pop-out”

Screen B

Gr3(2) U3MAL1 Sample Lesson.pptx

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ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Icons



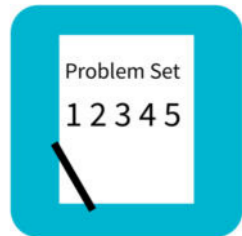
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



Small Group Time

Lesson 22

Objective: Generate simple equivalent fractions by using visual fraction models and 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)





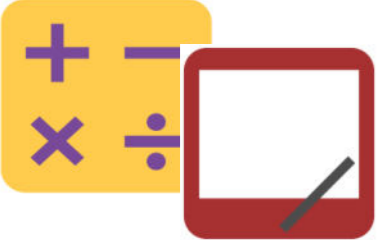
Objective: Generate simple equivalent fractions by using visual fraction models and the number line.



Fluency Practice

Whole Number Division (8 minutes)

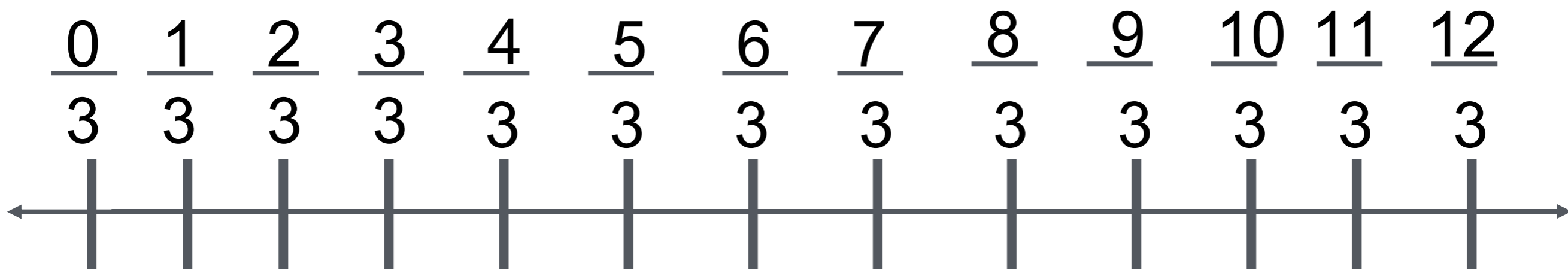
1. Students self-select a number and write a set of multiples up to that number's multiple of 10 vertically down the left-hand side of the page.
2. Select a multiple, and divide it by the original number.
3. Change papers and test a partner by selecting multiples out of order.
4. Redo Steps 1 and 2 to see improvement.



Fluency Practice

4:00

Counting by Fractions Equal to Whole Numbers on the Number Line
(4 minutes)



Count by thirds



Application Problem



Mr. Ramos wants to put a wire on the wall. He puts 9 nails equally spaced along the wire. Draw a number line representing the wire. Label it from 0 at the start of the wire to 1 at the end. Mark each fraction where Mr. Ramos puts each nail.

- a. Build a number bond with unit fractions to 1 whole.
- b. Write the fraction of the nail that is equivalent to

$$\frac{1}{2} \text{ of the wire.}$$



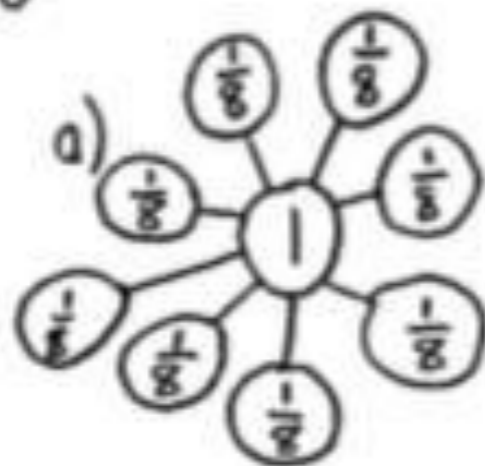
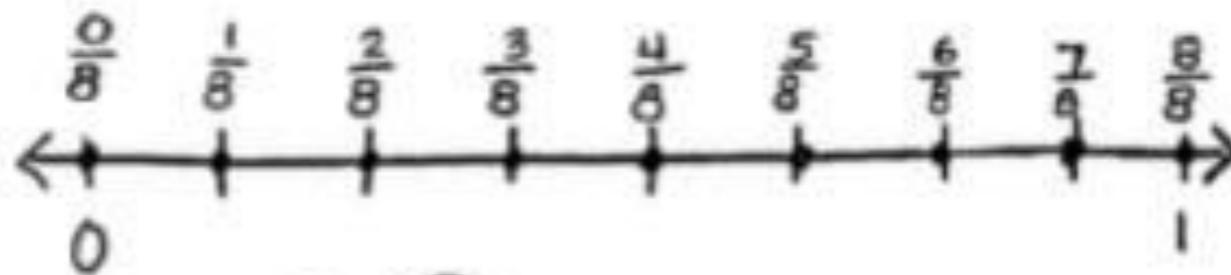
Application Problem

Mr. Ramos wants to put a wire on the wall. He puts 9 nails equally spaced along the wire. Draw a number line representing the wire. Label it from 0 at the start of the wire to 1 at the end. Mark each fraction where Mr. Ramos puts each nail.

a. Build a number bond with unit fractions to 1 whole.

b. Write the fraction of the nail that is equivalent to

$$\frac{1}{2} \text{ of the wire.}$$



b) $\frac{4}{8}$ is equivalent to half of the wire.

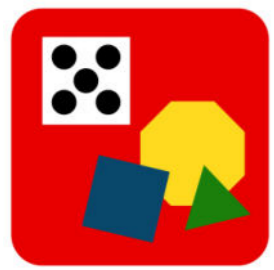


Concept Development

Take out your math journal, and turn to the page where you glued your fraction strips yesterday. Name the fraction that is equivalent to 1 third.

Now, name the fractions that are equivalent to 1 half.

During our Debrief yesterday, I challenged you to find another fraction equivalent to 1 half, even though it wasn't shaded. You came up with $\frac{3}{6}$.



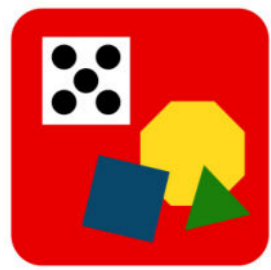
Concept Development

Fold your strips into thirds, sixths, and twelfths.

Label the unit fractions.

Then, shade $\frac{2}{3}$, $\frac{4}{6}$ and $\frac{8}{12}$ to compare.

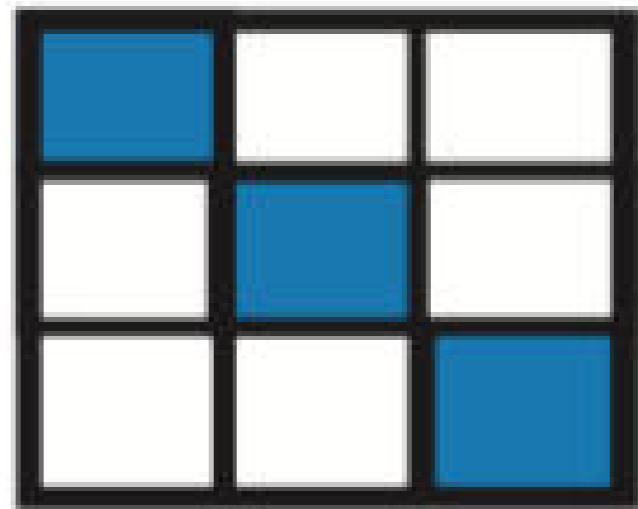
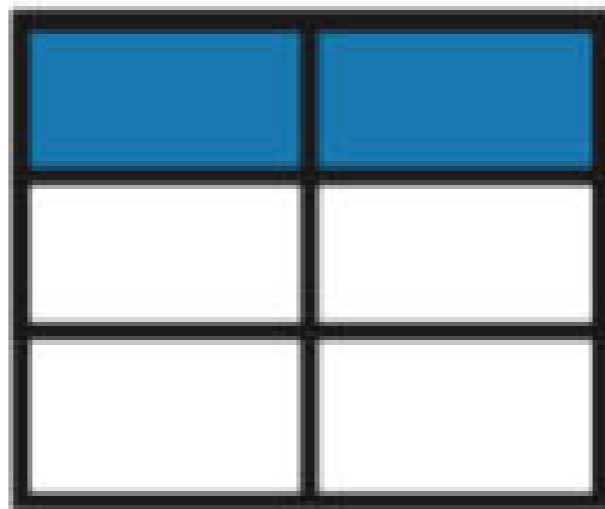
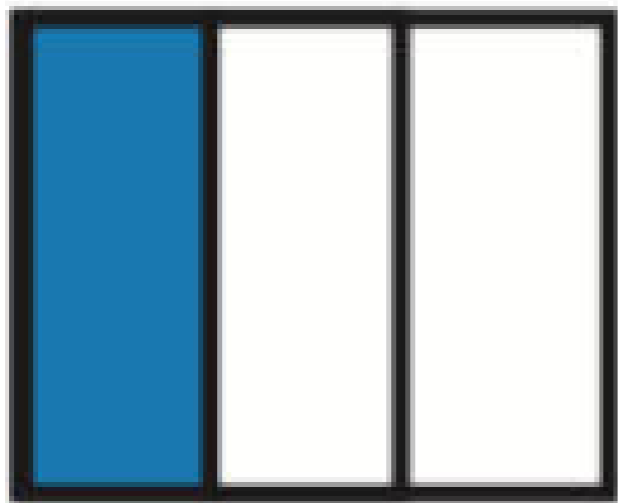
Is $\frac{8}{12}$ equivalent to $\frac{2}{3}$ and $\frac{4}{6}$?

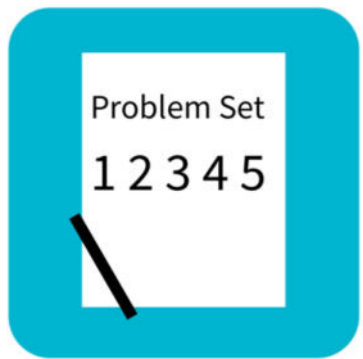


Concept Development

Glue the equivalent fractions into their math journals and label them.

Let's look at a different model. These 3 wholes are the same. Name the shaded fraction as I point to the model.





Problem Set

09:57

A STORY OF UNITS

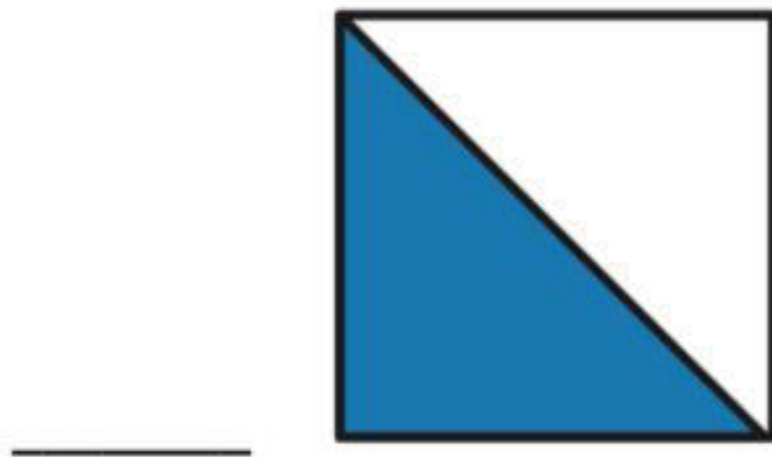
Lesson 22 Problem Set

3•5

Name _____

Date _____

1. Write the shaded fraction of each figure on the blank. Then, draw a line to match the equivalent fractions.



Debrief

What did you notice about the models in Problem 1?

In Problem 1, which shapes were most difficult to match? Why?

What might be another way to draw a fraction equivalent to $\frac{1}{4}$?

Look at Problem 2. What pattern do you notice between the 3 sets of models?

How does the pattern you noticed in Problem 2 relate to other parts of today's lesson?

Exit Ticket (3 minutes)



2:42

A STORY OF UNITS

Lesson 22 Exit Ticket

3•5

Name _____

Date _____

1. Draw and label two models that show equivalent fractions.

2. Draw a number line that proves your thinking about Problem 1.