Materials List

Materials:
(S) Blank paper
Personal white board
Math journal or fraction strips made in Lesson 21, new 4 14 -inch × 1-inch fraction strips
(3 per student), crayons, personal white board, glue

Eureka Math

3rd Grade
Module 5
Lesson 22

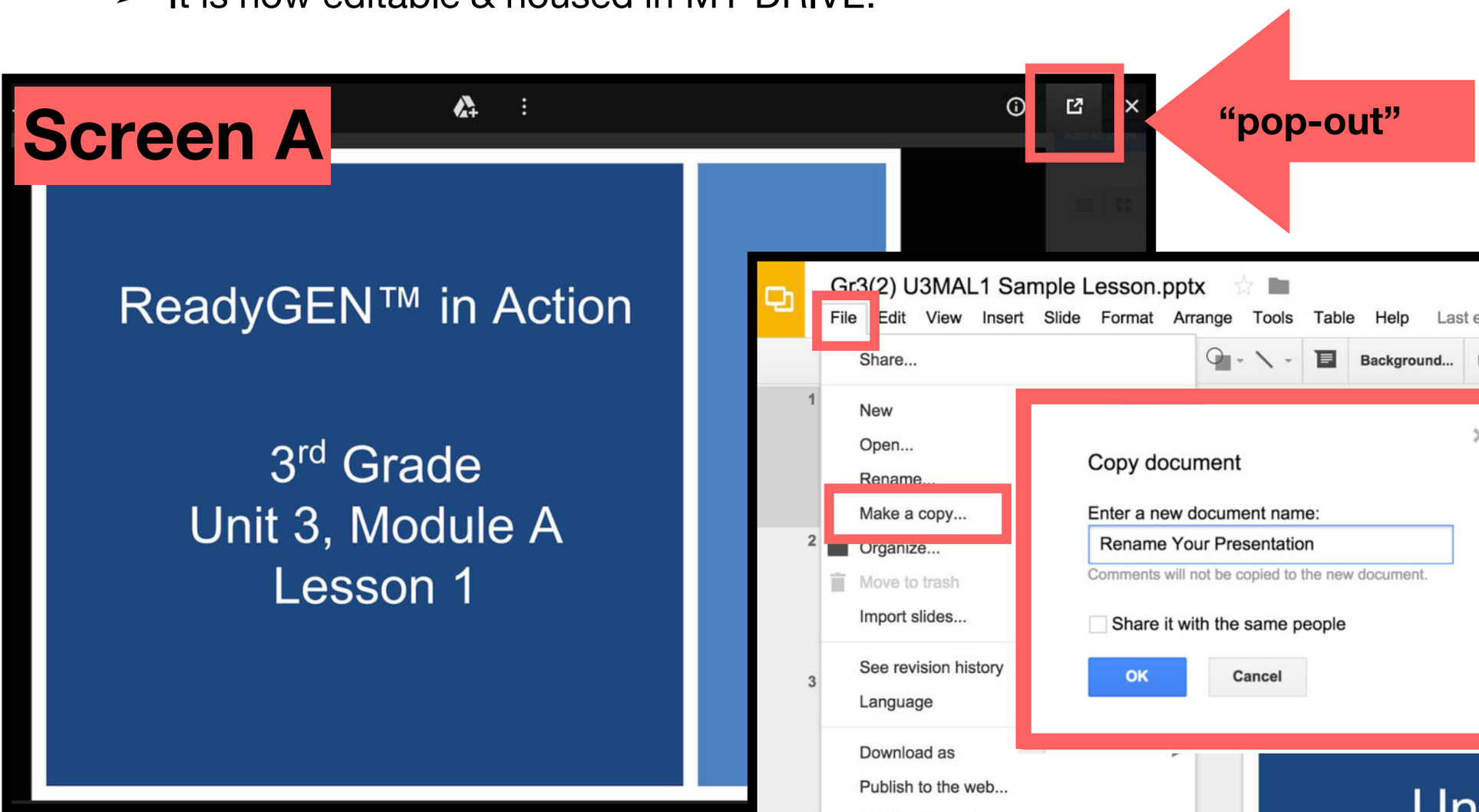
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

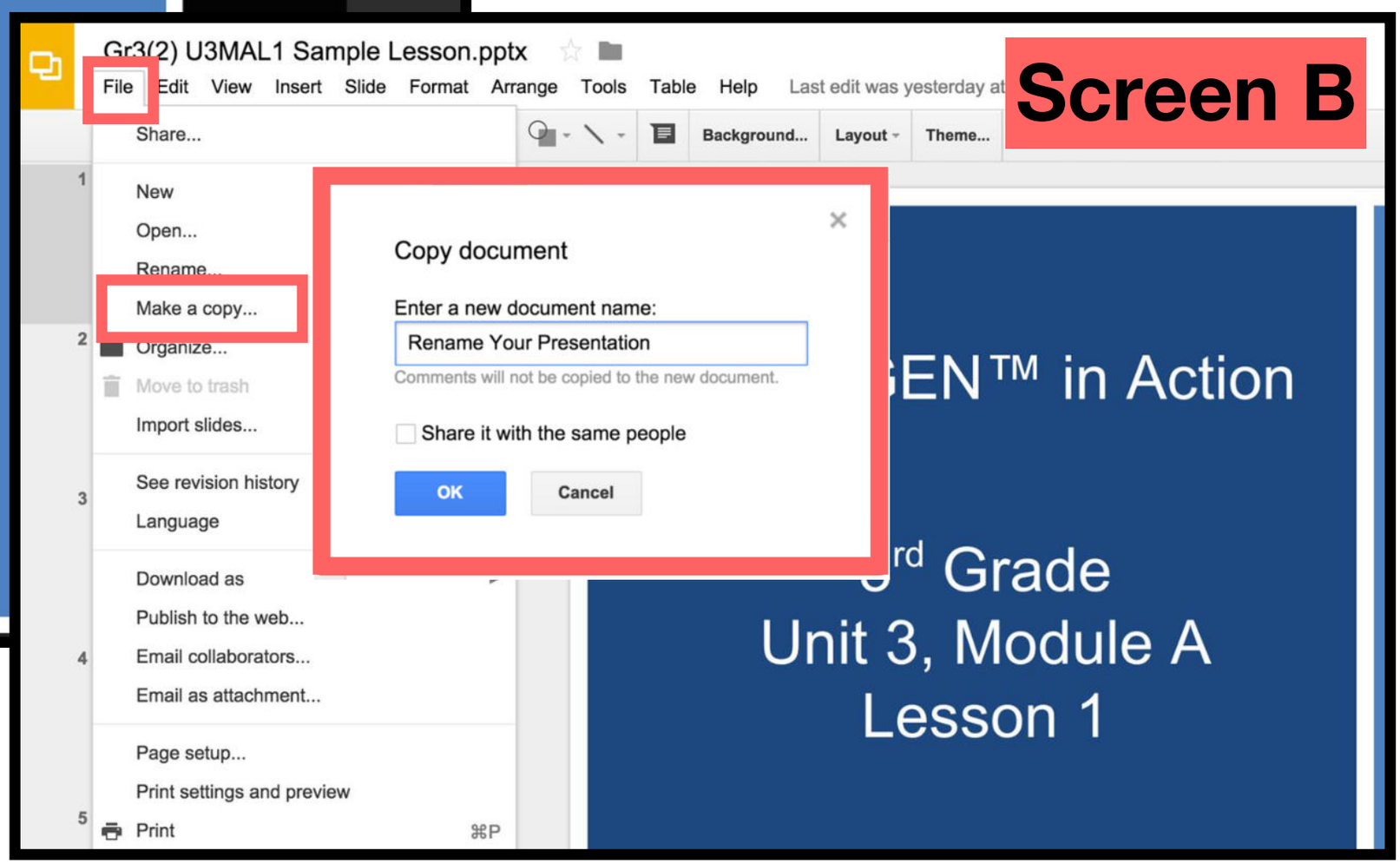
Directions for customizing presentations are available on the next slide.

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

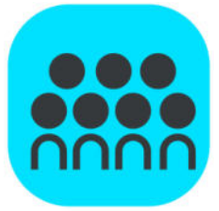
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

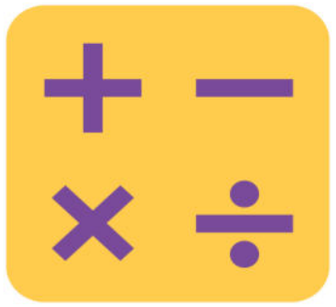
Lesson 22

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.

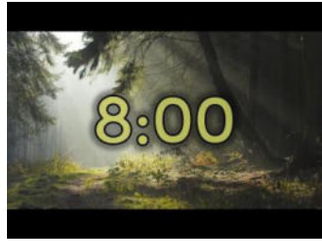
Fluency Practice

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

$\frac{0}{3}$ $\frac{1}{3}$ $\frac{2}{3}$ $\frac{3}{3}$ $\frac{4}{3}$ $\frac{5}{3}$ $\frac{6}{3}$ $\frac{7}{3}$ $\frac{8}{3}$ $\frac{9}{3}$ $\frac{10}{3}$ $\frac{11}{3}$ $\frac{12}{3}$

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.

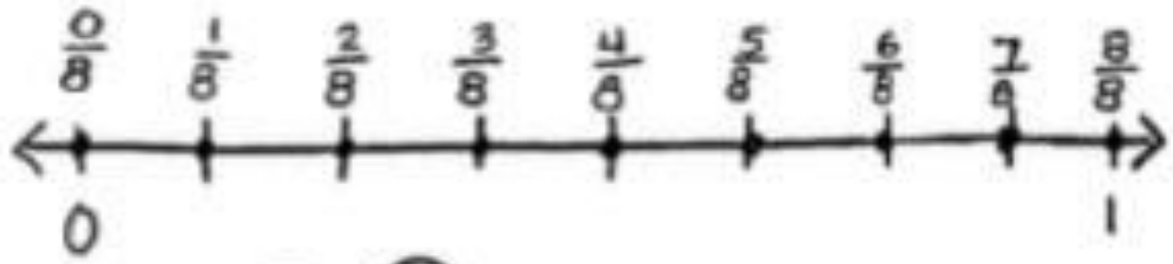
b. Write the fraction of the nail that is equivalent to $\frac{1}{2}$ of the wire.

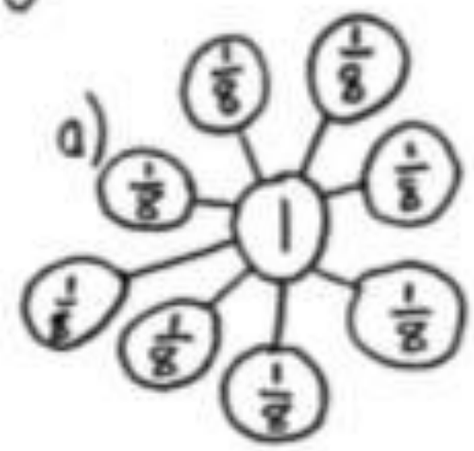
Application Problem

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 $\frac{1}{2}$ 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.

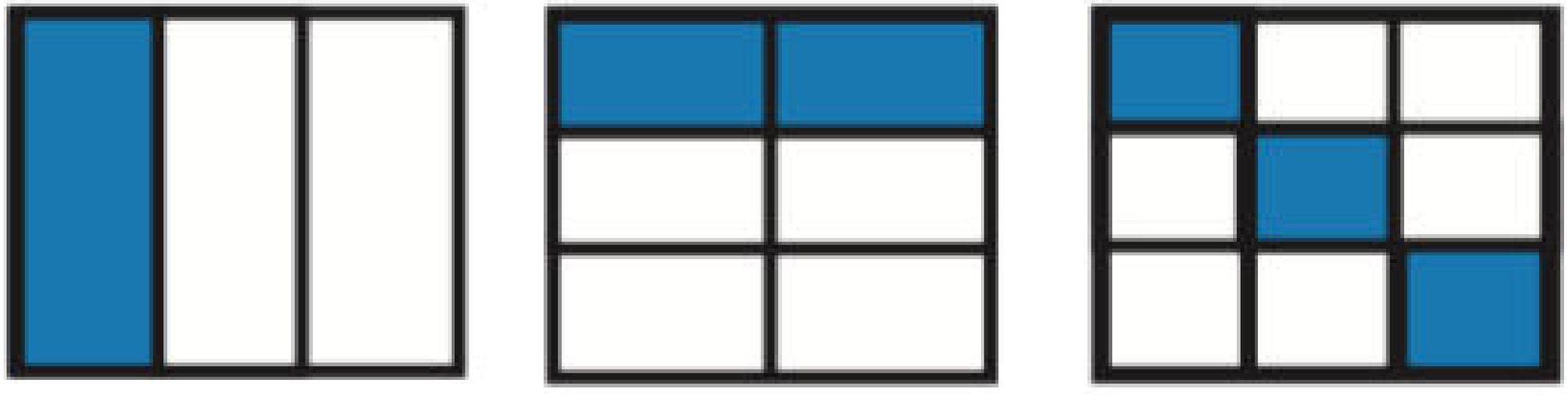
Then, shade $\frac{2}{3}$, $\frac{4}{6}$ and $\frac{8}{12}$ to compare.

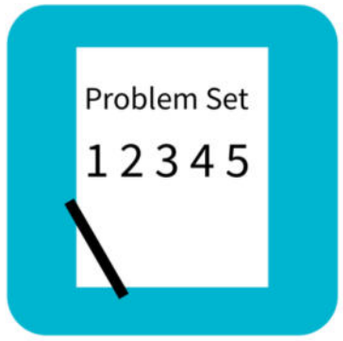
Is $\frac{8}{12}$ equivalent to $\frac{2}{3}$ and $\frac{4}{6}$?

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

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 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)

Name _____ Date _____

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

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