



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.



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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.

The image shows a transition from a presentation viewer (Screen A) to the Google Slides editor (Screen B). In Screen A, the slide content is "ReadyGEN™ in Action", "3rd Grade", "Unit 3, Module A", and "Lesson 1". A red box highlights the "pop-out" button in the top right corner of the viewer. A red arrow points from this button to the "pop-out" text. Screen B shows the same slide content but in the editor view. The "File" menu is open, and the "Make a copy..." option is highlighted with a red box. A "Copy document" dialog box is open, showing the "Enter a new document name:" field with the text "Rename Your Presentation". The "OK" button is highlighted with a red box. The "pop-out" text is also present in a red box on the right side of the editor view.

Screen A

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

pop-out

Screen B

Gr3(2) U3MAL1 Sample Lesson.pptx

File Edit View Insert Slide Format Arrange Tools Table Help Last edit was yesterday at

Share...

New

Open...

Rename...

Make a copy...

Organize...

Move to trash

Import slides...

See revision history

Language

Download as

Publish to the web...

Email collaborators...

Email as attachment...

Page setup...

Print settings and preview

Print

Copy document

Enter a new document name:

Rename Your Presentation

Comments will not be copied to the new document.

Share it with the same people

OK Cancel

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Icons



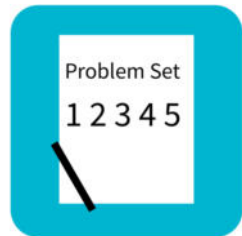
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



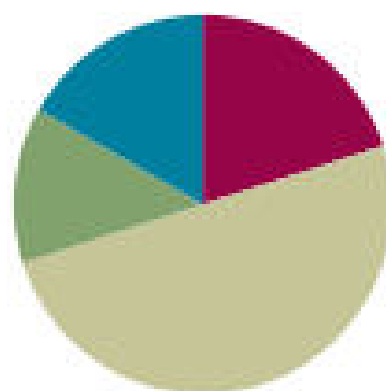
Small Group Time

Lesson 25

Objective: Express whole number fractions on the number line when the unit interval is 1.

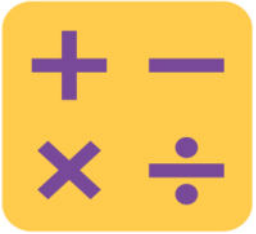
Suggested Lesson Structure

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





I can express whole number fractions on the number line when the unit interval is 1.



Fluency Practice



Sprint: Sprint: Subtract by Six (8 minutes)

A STORY OF UNITS

Lesson 25 Sprint

3•5

A

Number Correct: _____

Subtract by Six

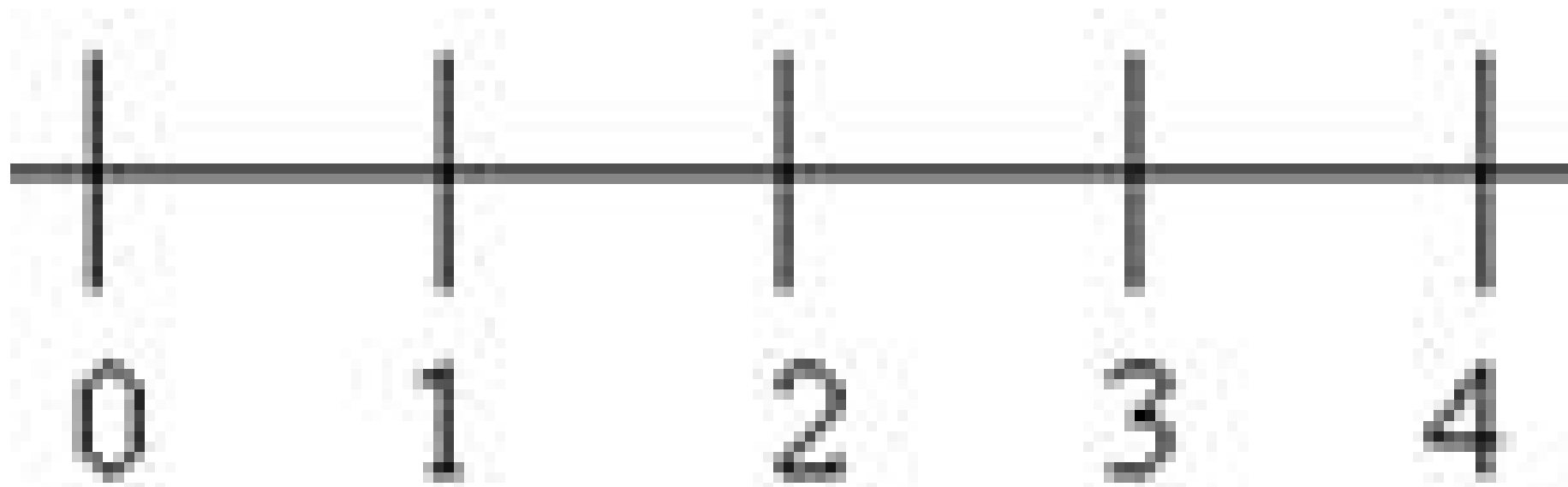
1.	$16 - 6 =$	
2.	$6 - 6 =$	
3.	$26 - 6 =$	
4.	$7 - 6 =$	
5.	$17 - 6 =$	
6.	$37 - 6 =$	
7.	$8 - 6 =$	
8.	$18 - 6 =$	
9.	$48 - 6 =$	

23.	$23 - 6 =$	
24.	$33 - 6 =$	
25.	$63 - 6 =$	
26.	$83 - 6 =$	
27.	$14 - 6 =$	
28.	$24 - 6 =$	
29.	$34 - 6 =$	
30.	$74 - 6 =$	
31.	$54 - 6 =$	



Fluency Practice

Express Whole Numbers as Different Fractions (4 minutes)

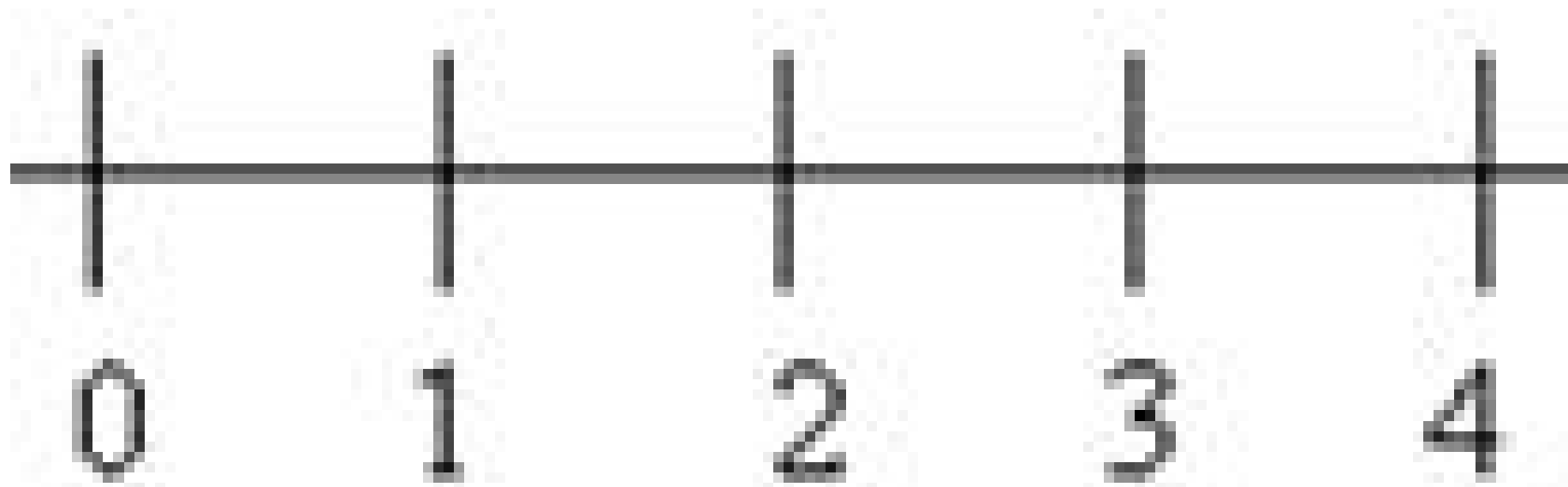


0 is how many $\frac{0}{5}$ fifths?
1 is how many $\frac{5}{5}$ fifths?
2 is how many $\frac{10}{5}$ fifths?
3 is how many $\frac{15}{5}$ fifths?
4 is how many $\frac{20}{5}$ fifths?



Fluency Practice

Express Whole Numbers as Different Fractions (4 minutes)



0 is how many $\frac{0}{4}$ fourths? 1 is how many $\frac{4}{4}$ fourths? 2 is how many $\frac{8}{4}$ fourths? 3 is how many $\frac{12}{4}$ fourths? 4 is how many $\frac{16}{4}$ fourths?



Application Problem

Lincoln drinks $\frac{1}{8}$ gallon of milk every morning.

A. How many days will it take Lincoln to drink 1 gallon of milk? Use a number line and words to explain your answer.

B. How many days will it take Lincoln to drink 2 gallons? Extend your number line to show 2 gallons, and use words to explain your answer.

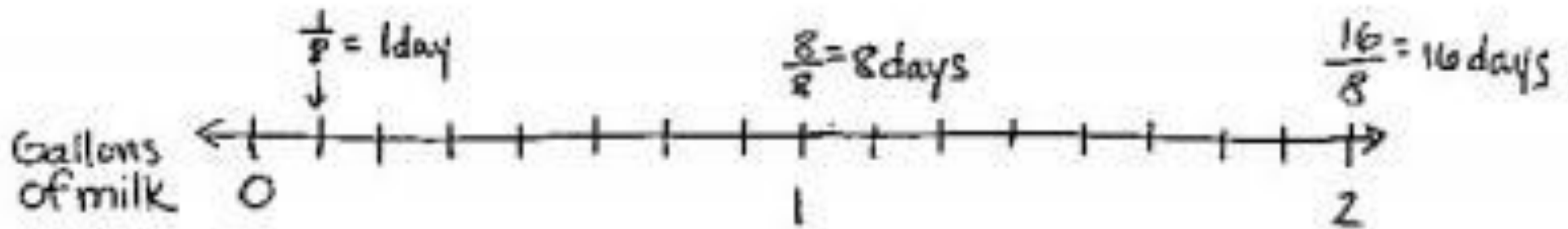


Application Problem

10 minute

timer

10:00



- a) It will take 8 days to drink 1 gallon of milk because he drinks $\frac{1}{8}$ gallons of milk a day, and there are 8 eighths in a gallon.
- b) 16 days because there are 16 eighths in 2 gallons.



Concept Development

Begin with 3 wholes and 6 wholes in the personal white boards. 3 wholes should be faceup.

3 Wholes Template



Concept Development

Each rectangle represents 1 whole. Partition the first rectangle into thirds. Write the whole as a fraction below it.

3 Wholes Template

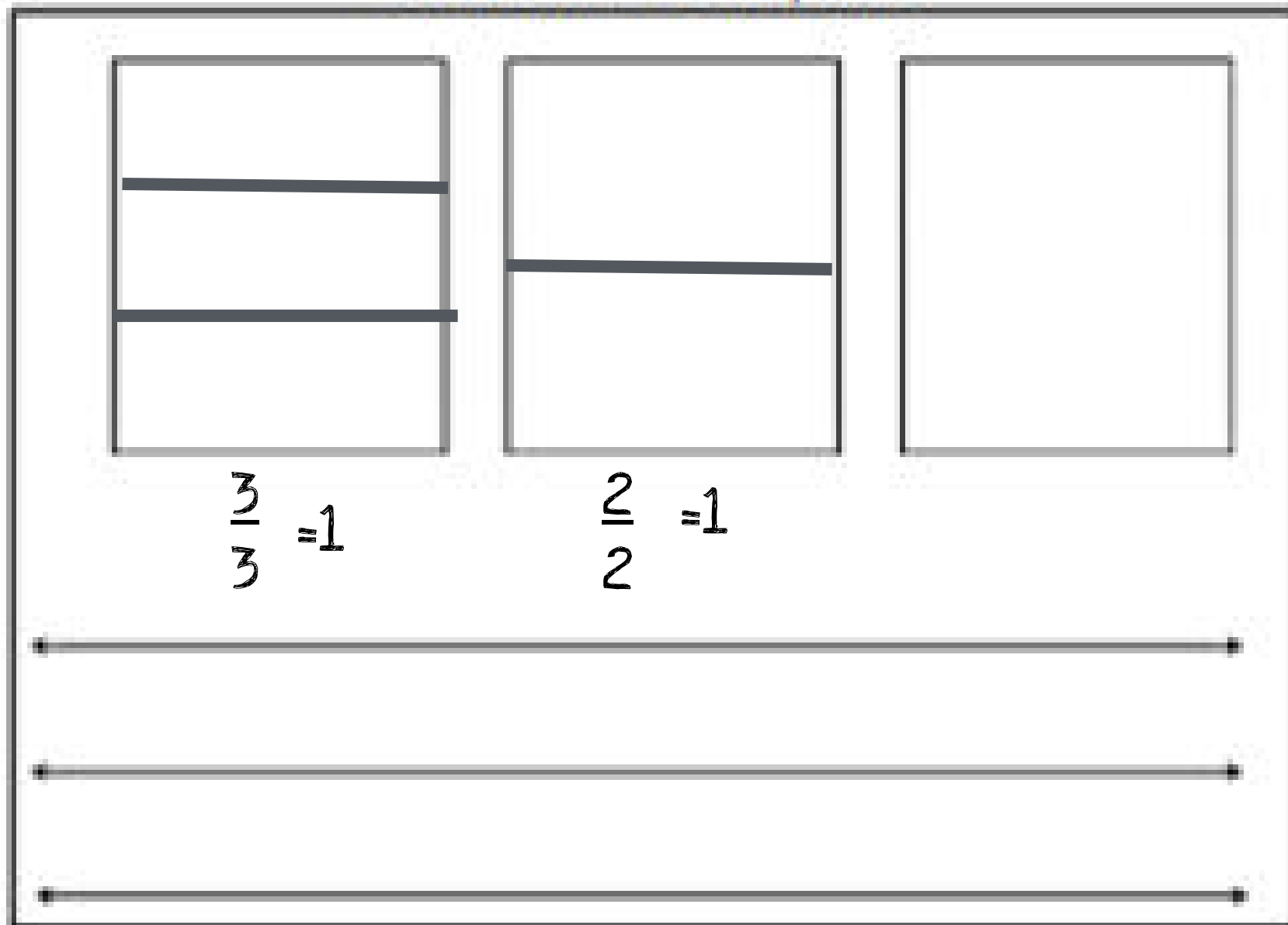
$\frac{3}{3} = 1$



Concept Development

Now, partition the second rectangle into halves. Label the whole as a fraction below it.

3 Wholes Template





Concept Development

Now, partition the third rectangle into wholes. Talk with your partner about how we label this whole as a fraction.

3 Wholes Template

$\frac{3}{3} = 1$ $\frac{2}{2} = 1$ $\frac{1}{1} = 1$

An equivalent way of writing 1 whole as a fraction is to write it as $\frac{1}{1}$

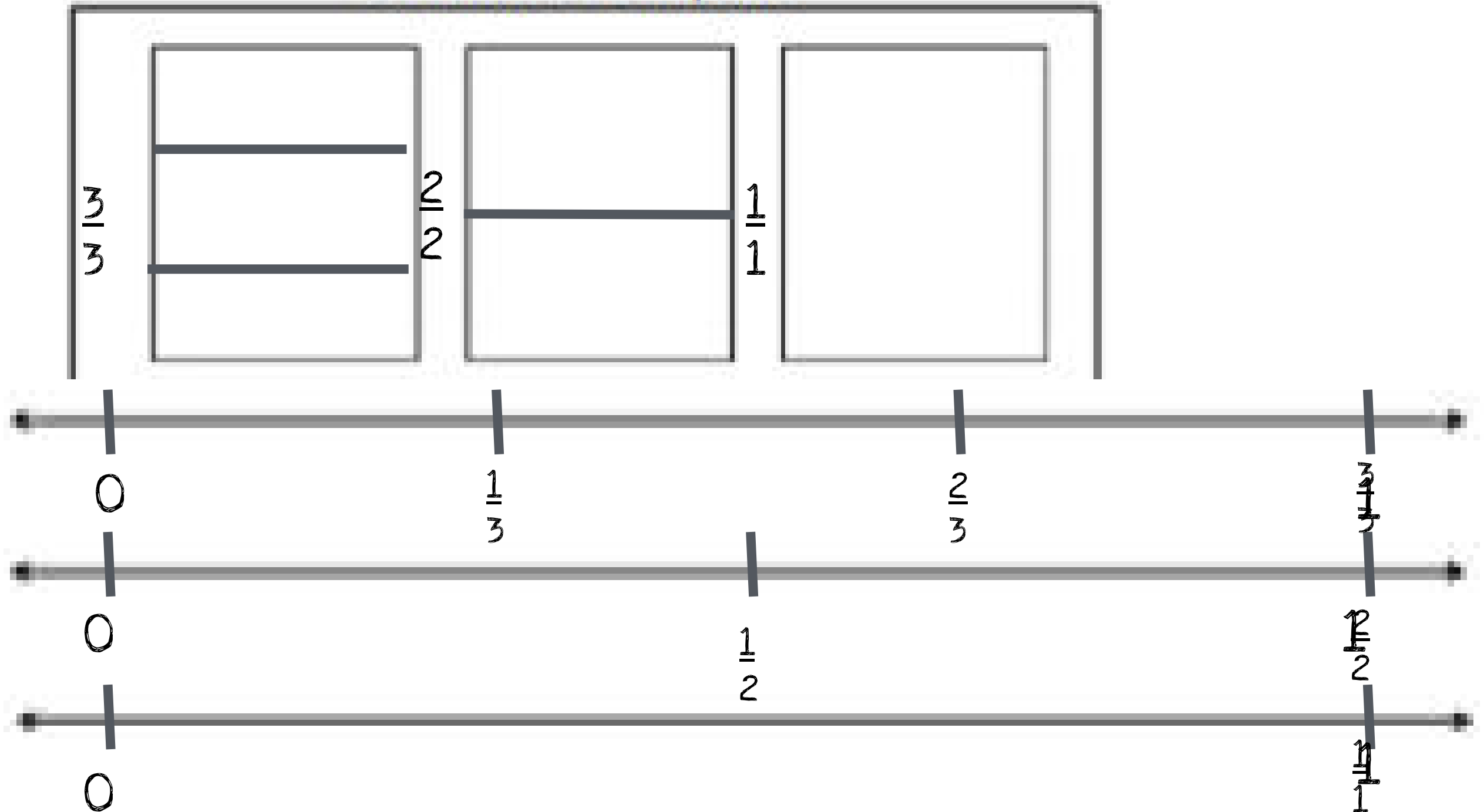
We started with 1 whole. We didn't split it into more parts, so the whole is still in 1 piece, and we're counting that 1 piece.



Concept Development

Let's look at the equivalent fractions we've written for 1 on the number line. At the bottom of 3 wholes, mark each of the 3 number lines with endpoints 0 and 1 above the line.

3 Wholes Template

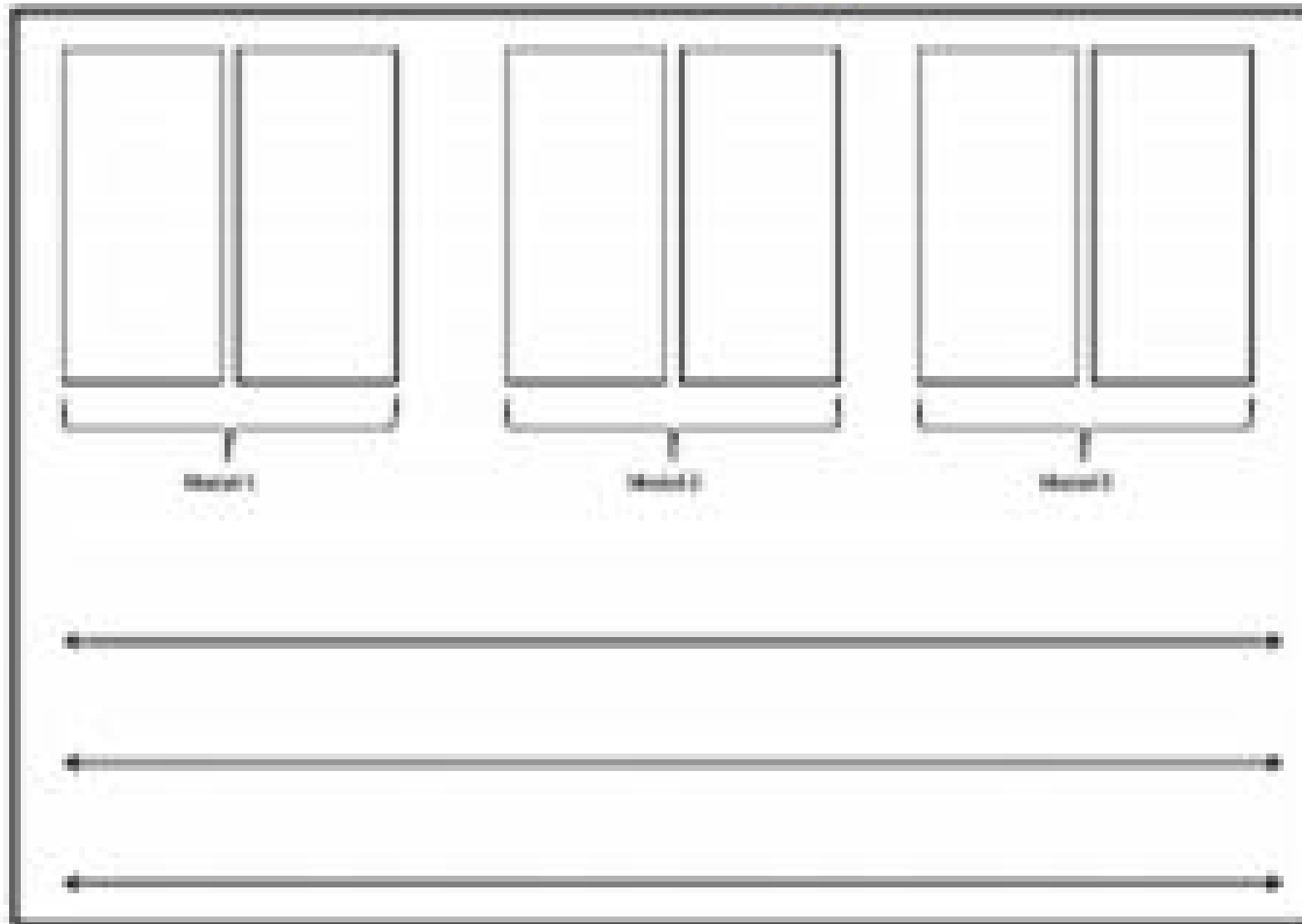




Concept Development

Flip your board over to 6 wholes. Each rectangle represents 1 whole. How many wholes are in each model?

6 Wholes Template





Concept Development

Let's partition Model 1 into thirds, Model 2 into halves, and Model 3 into wholes. Use the completed 3 wholes to help if you need it.

6 Wholes Template

$\frac{6}{3} = 2$

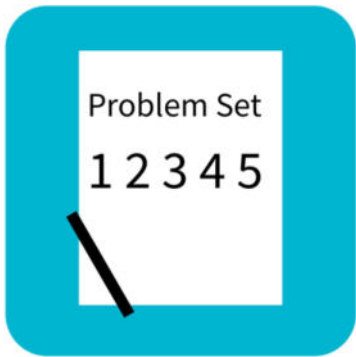
$\frac{4}{2} = 2$

$\frac{2}{1} = 2$

Let's see how you labeled Model 3. How did you partition the model?

How many copies of 1 whole does the model have?

For Model 3, we write the fraction as $\frac{2}{1}$ because there are 2 copies of the unit, 1 whole..



Problem Set

Name _____

Date _____

1. Label the following models as a fraction inside the dotted box. The first one has been done for you.

= 1 whole

$\frac{3}{3}$

Debrief

Any combination of the questions below may be used to lead the discussion.

- Problem 1 presents a slightly different sequence than the lesson. Invite students to share what they notice about the relationship between the models in Problem 1. Consider asking them to relate their work on that question to the guided practice in the lesson.
- Invite students to share their solutions to Problem 3. To solidify their understanding, ask them to apply their thinking to different fractions such as $\frac{3}{1}$ and $\frac{3}{3}$. Consider using a number line during this portion of the discussion to help students notice that the difference between these fractions is even greater and continues to grow as the numbers go higher.

Exit Ticket