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.

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.
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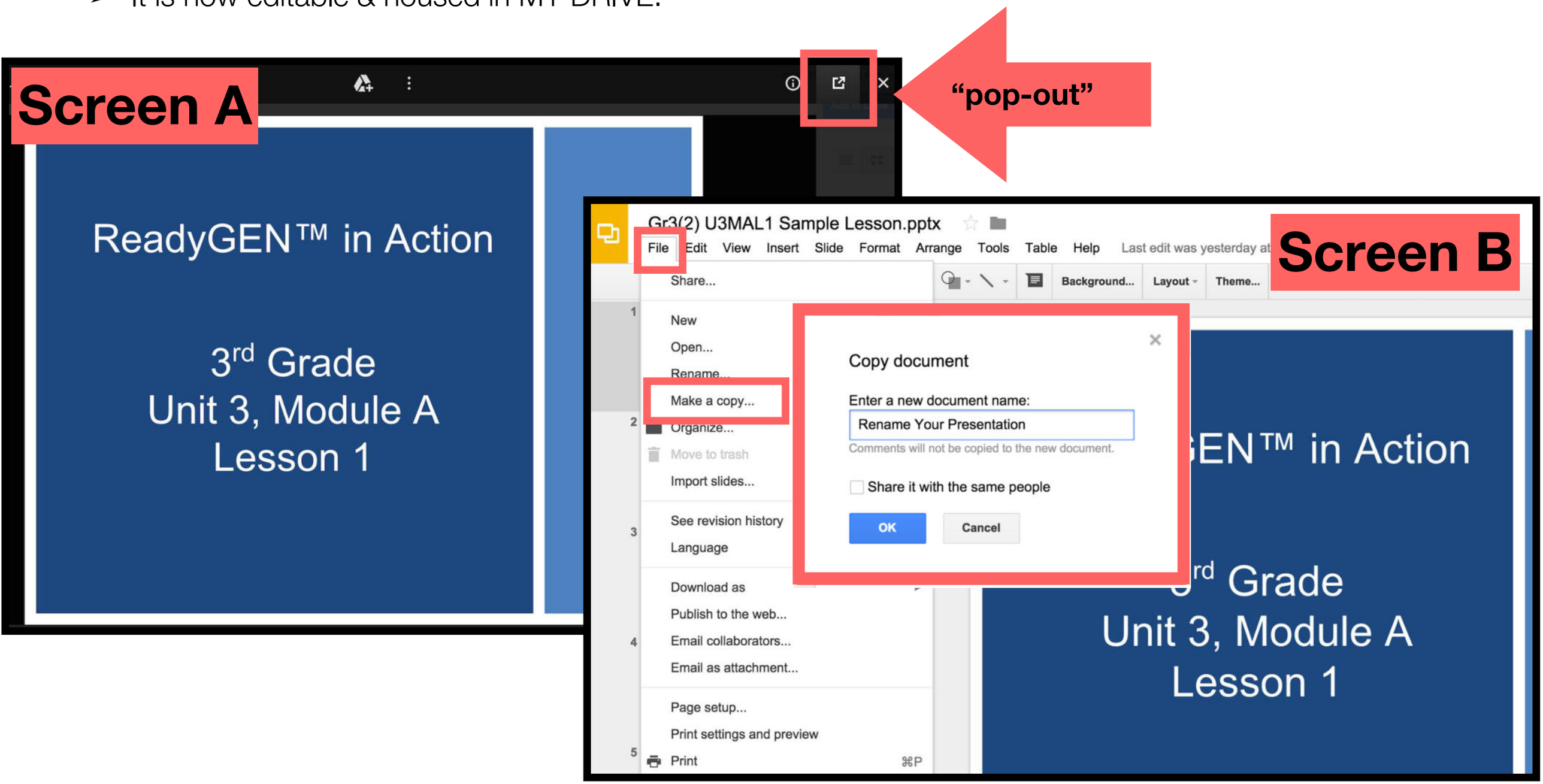
- ➢ Choose MAKE A COPY and rename your presentation.
- ➢ Google Slides will open your renamed presentation.
- ➢ It is now editable & housed in MY DRIVE.

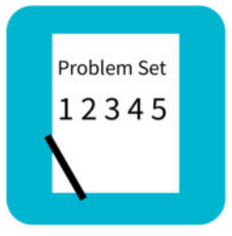


Icons

Read, Draw, Write

Learning Target

Personal White Board

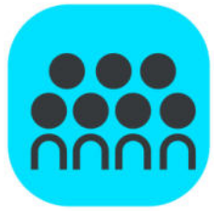


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

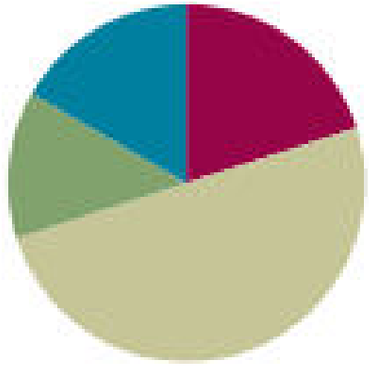
Small Group Time

Lesson 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

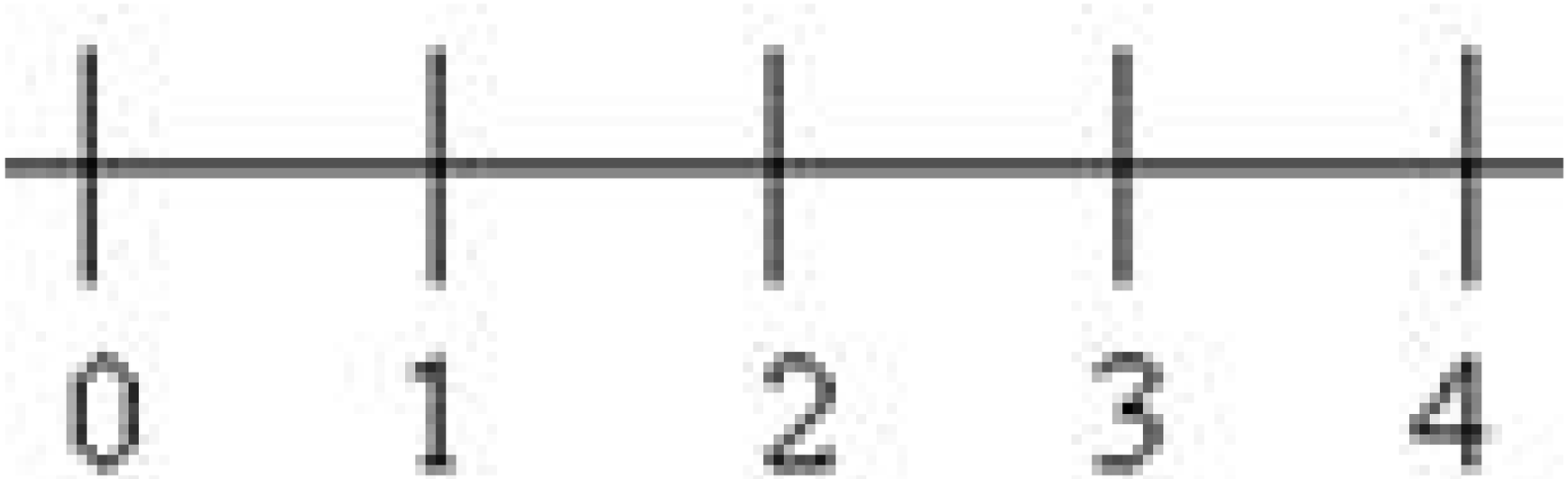
Number Correct: _____

Subtract by Six

1.	16 – 6 =		23.	23 – 6 =	
2.	6 – 6 =		24.	33 – 6 =	
3.	26 – 6 =		25.	63 – 6 =	
4.	7 – 6 =		26.	83 – 6 =	
5.	17 – 6 =		27.	14 – 6 =	
6.	37 – 6 =		28.	24 – 6 =	
7.	8 – 6 =		29.	34 – 6 =	
8.	18 – 6 =		30.	74 – 6 =	
9.	48 – 6 =		31.	54 – 6 =	

Fluency Practice

Express Whole Numbers as Different Fractions (4 minutes)



0 is how many fifths? $0 = \frac{0}{5}$

1 is how many fifths? $1 = \frac{5}{5}$

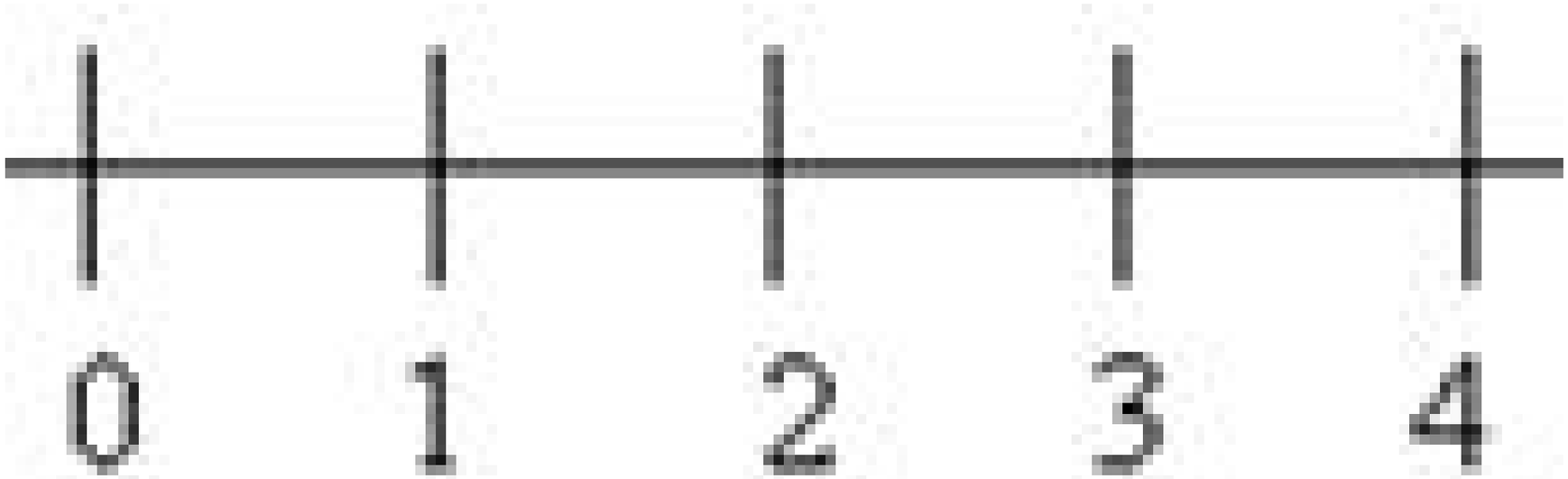
2 is how many fifths? $2 = \frac{10}{5}$

3 is how many fifths? $3 = \frac{15}{5}$

4 is how many fifths? $4 = \frac{20}{5}$

Fluency Practice

Express Whole Numbers as Different Fractions (4 minutes)



0 is how many fourths? $0 = \frac{0}{4}$

1 is how many fourths? $1 = \frac{4}{4}$

2 is how many fourths? $2 = \frac{8}{4}$

3 is how many fourths? $3 = \frac{12}{4}$

4 is how many fourths? $4 = \frac{16}{4}$

Application Problem

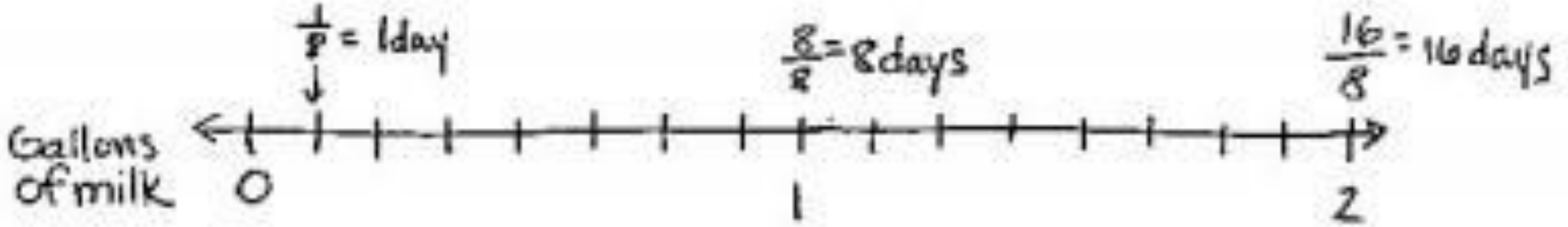
Lincoln drinks 1 eighth gallon of milk every morning.

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

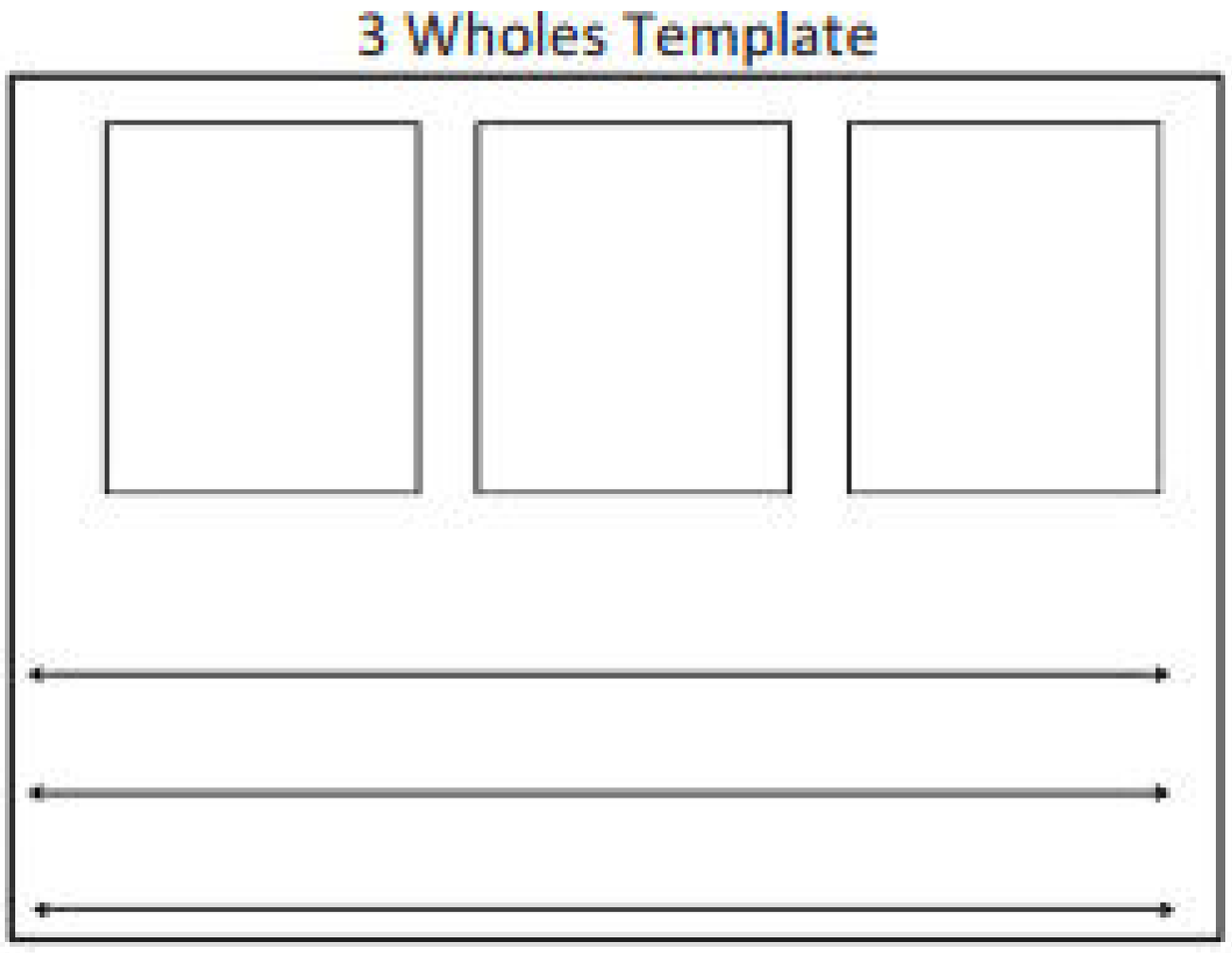


a) It will take 8 days to drink 1 gallon of milk because he drinks $\frac{1}{8}$ gallons of milk a day, and there are 8 eighths in a gallon.

b) 16 days because there are 16 eighths in 2 gallons.

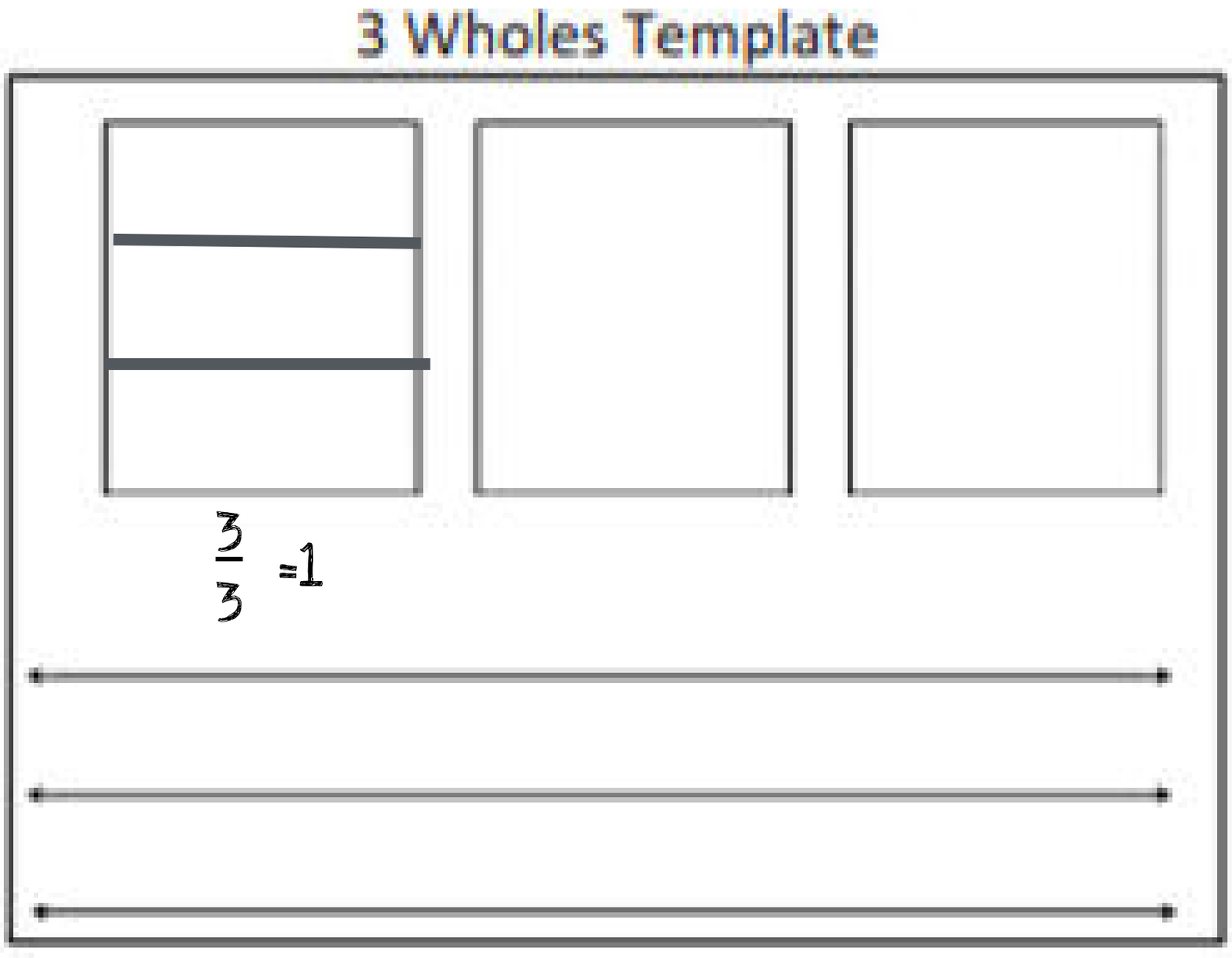
Concept Development

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



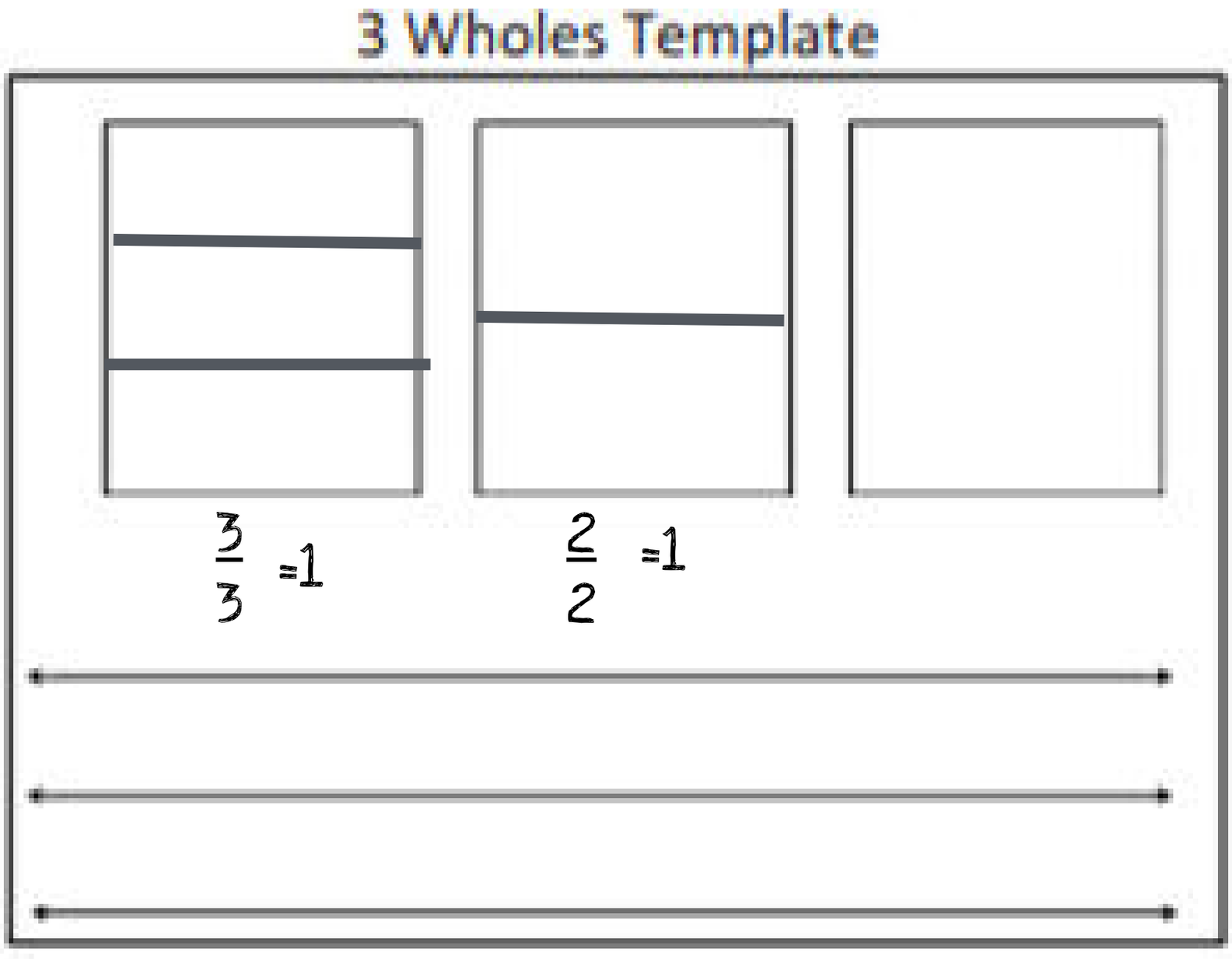
Concept Development

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



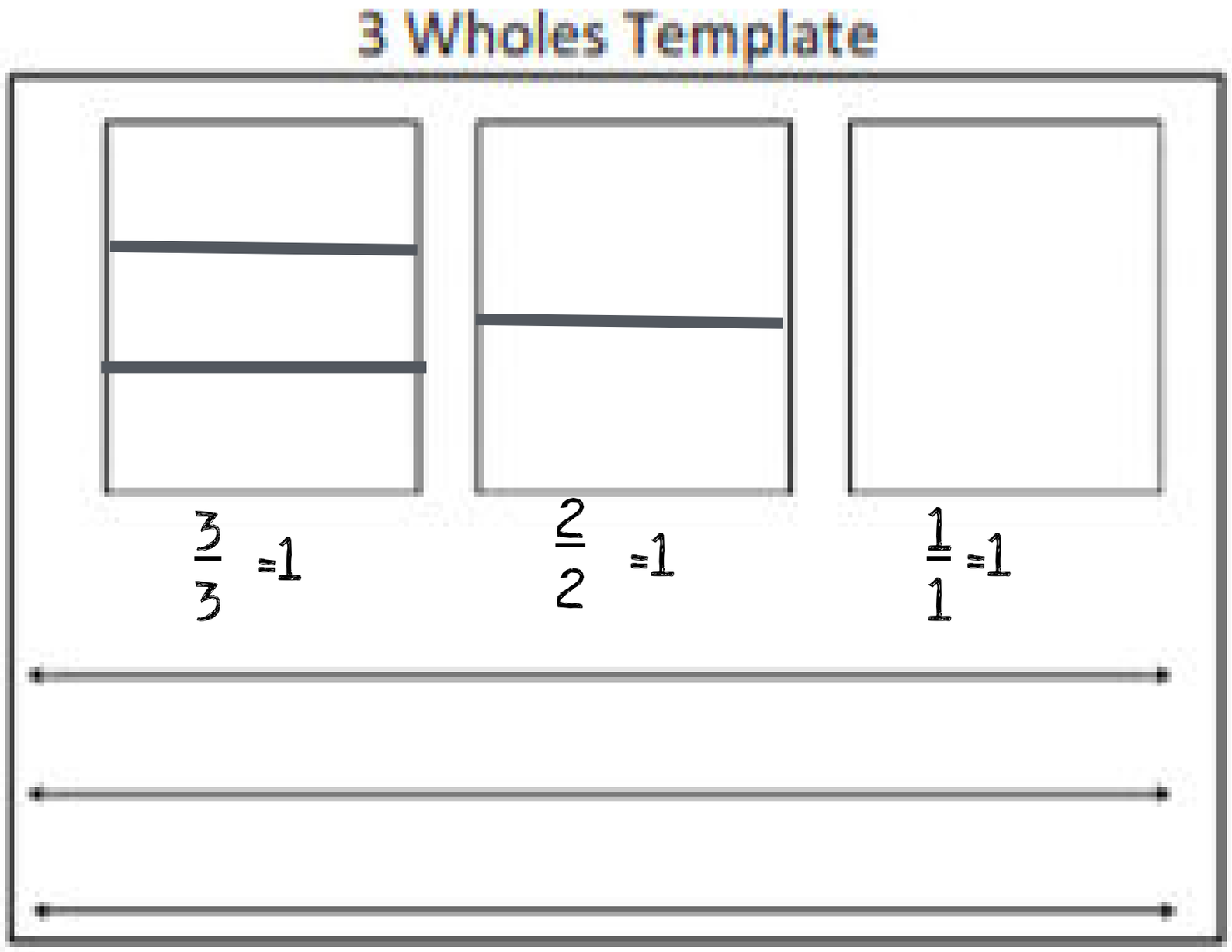
Concept Development

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



Concept Development

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

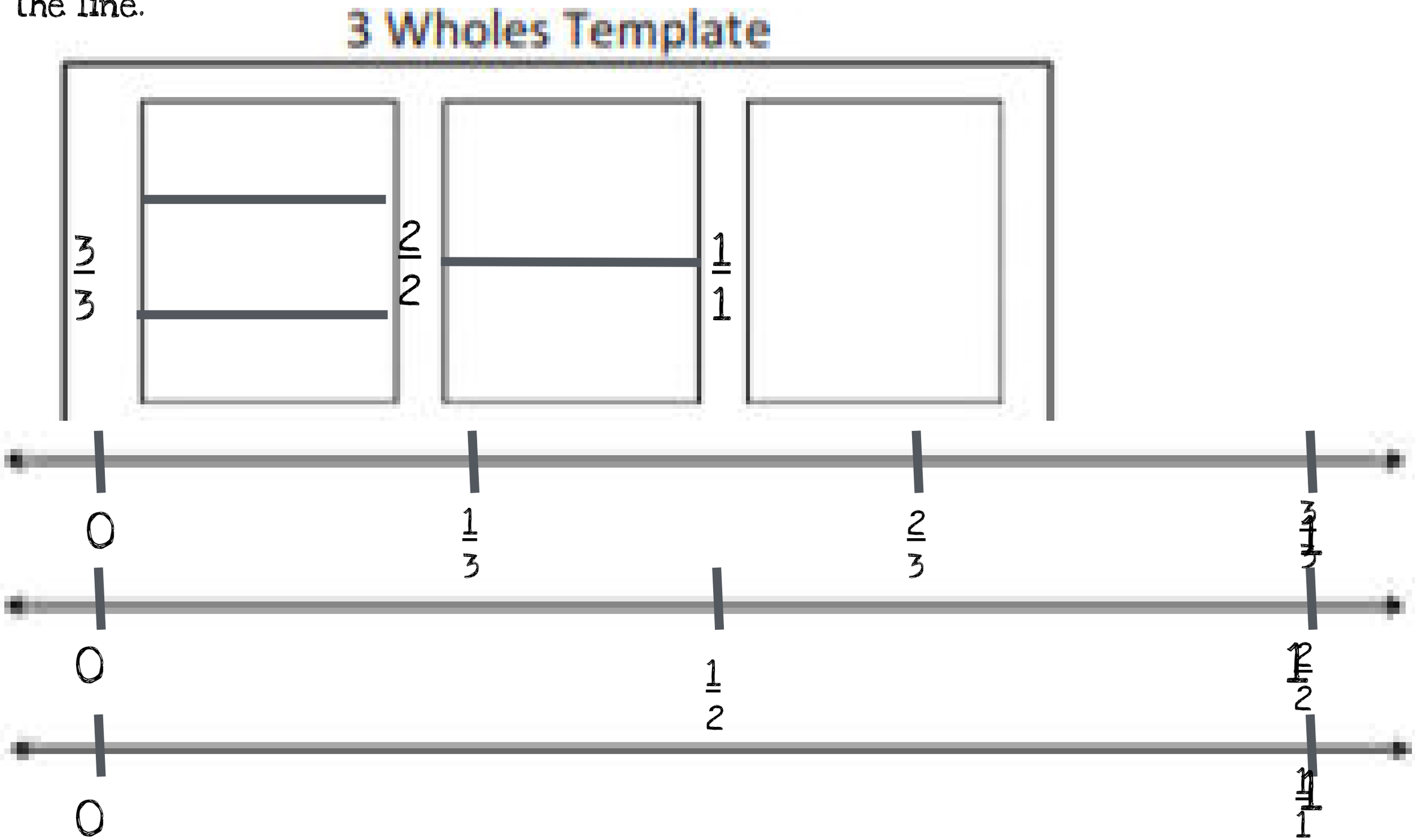


An equivalent way of writing 1 whole as a fraction is to write it as $\frac{1}{1}$

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.

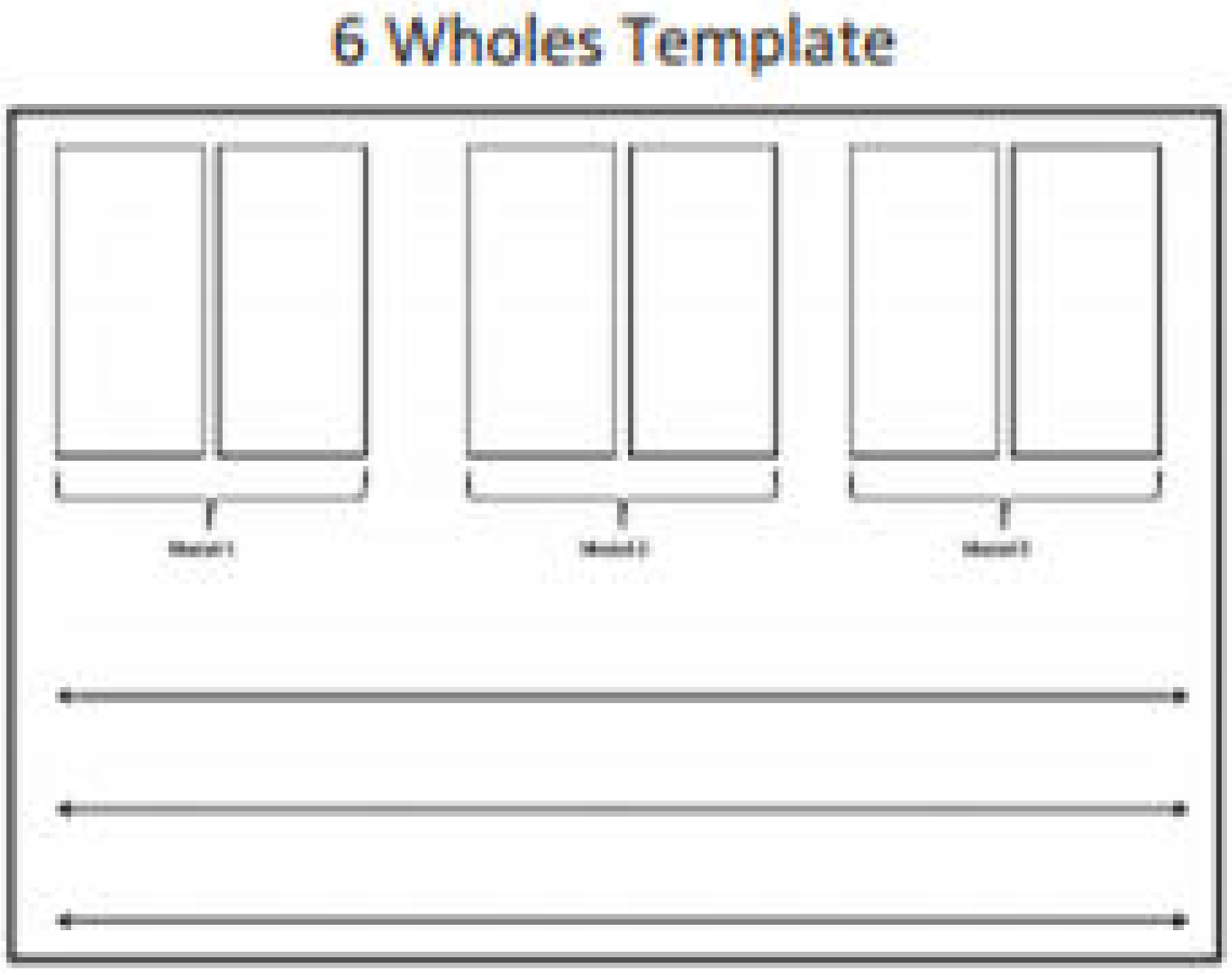
Concept Development

Let's look at the equvalent 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.



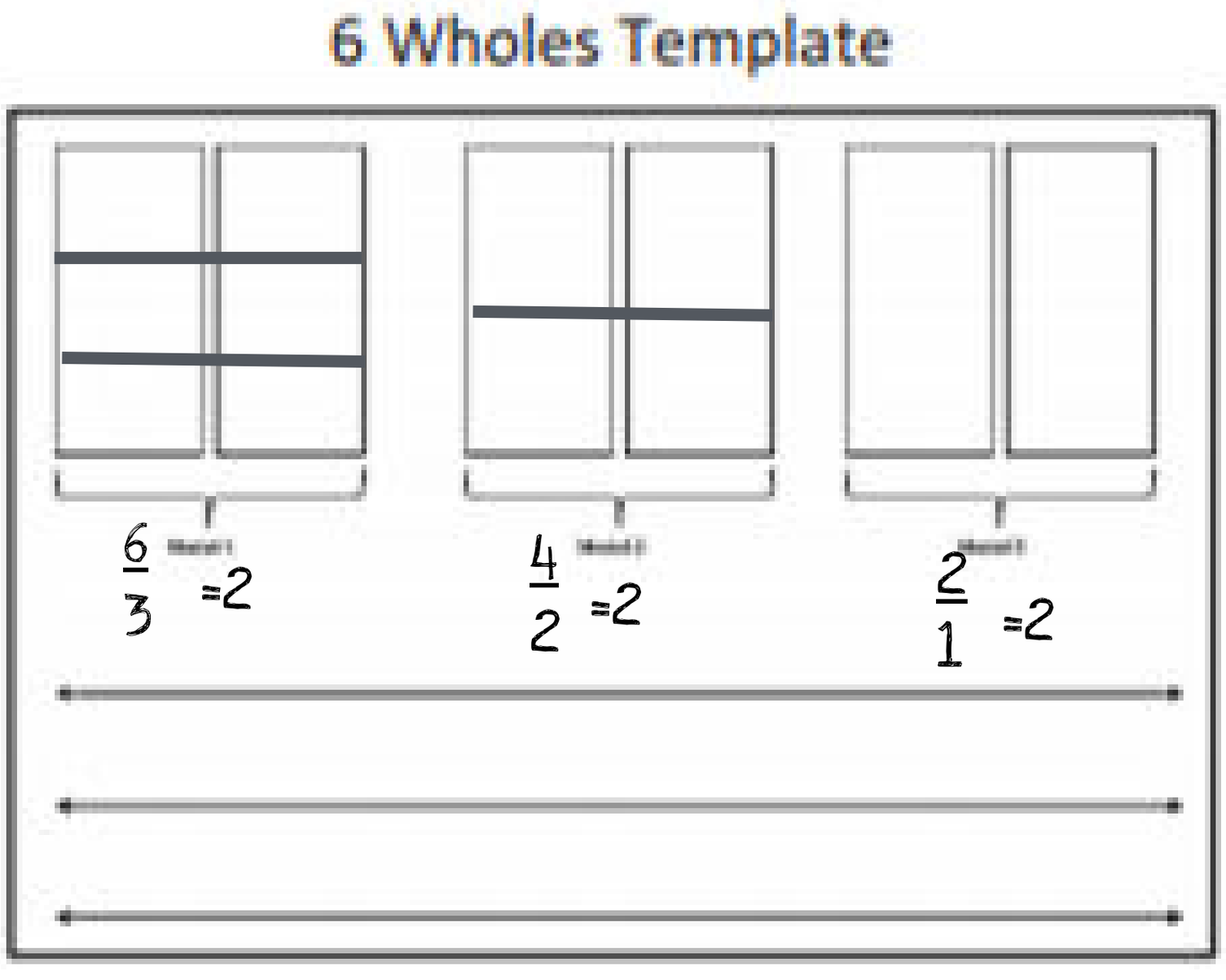
Concept Development

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



Concept Development

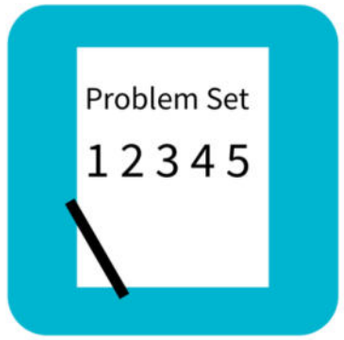
Let's partition Model 1 into thirds, Model 2 into halves, and Model 3 into wholes. Use the completed 3 wholes to help if you need it.



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

How many copies of 1 whole does the model have?

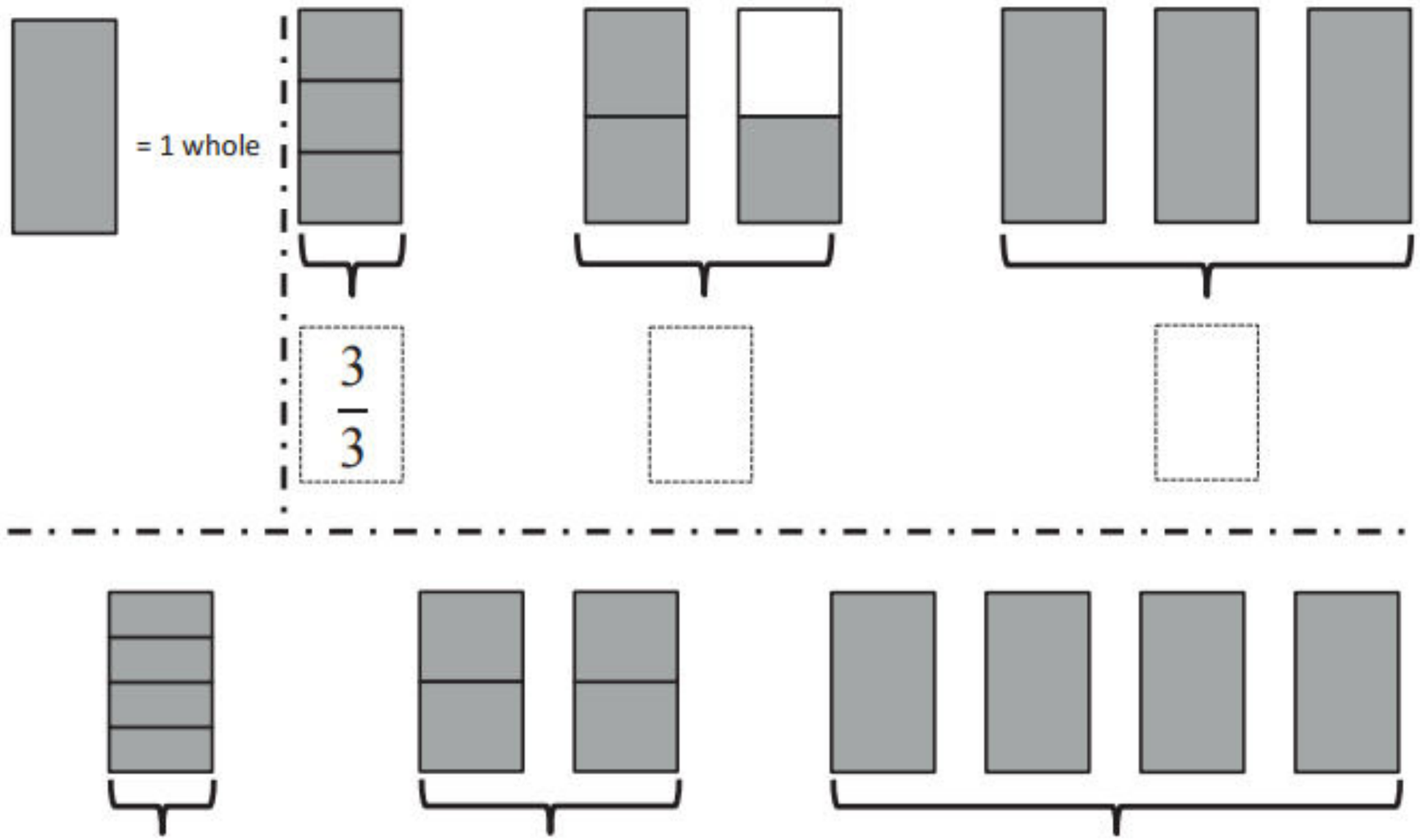
For Model 3, we write the fraction as 2/ 1 because there are 2 copies of the unit, 1 whole..



Problem Set

Name _____ Date _____

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



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