

Eureka Math

3rd Grade Module 5 Lesson 26

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Directions for customizing presentations are available on the next slide.



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Screen A

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Screen B

Gr3(2) U3MAL1 Sample Lesson.pptx

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ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

“pop-out”

Icons



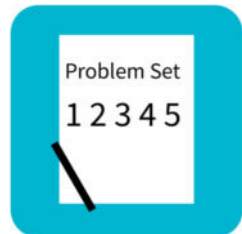
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



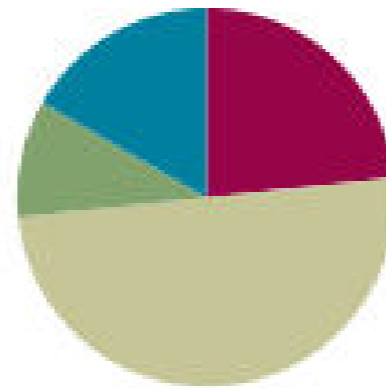
Small Group Time

Lesson 26

Objective: Decompose whole number fractions greater than 1 using whole number equivalence with various models.

Suggested Lesson Structure

■ Fluency Practice	(14 minutes)
■ Application Problem	(6 minutes)
■ Concept Development	(30 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)



Fluency Practice (14 minutes)

- Sprint: Add by Eight **2.NBT.5** (8 minutes)
- Write Equal Fractions **3.NF.3d** (6 minutes)



**I can decompose whole number fractions
greater than 1.**



Fluency Practice

Sprint: Add by Eight

A STORY OF UNITS

Lesson 26 Sprint 3•5

A

Add by Eight

Number Correct: _____

1.	$0 + 8 =$	
2.	$1 + 8 =$	
3.	$2 + 8 =$	
4.	$8 + 2 =$	
5.	$1 + 8 =$	
6.	$0 + 8 =$	
7.	$3 + 8 =$	
8.	$13 + 8 =$	
9.	$23 + 8 =$	
10.	$33 + 8 =$	
11.	$43 + 8 =$	
12.	$83 + 8 =$	
13.	$4 + 8 =$	

23.	$65 + 8 =$	
24.	$6 + 8 =$	
25.	$16 + 8 =$	
26.	$26 + 8 =$	
27.	$36 + 8 =$	
28.	$86 + 8 =$	
29.	$46 + 8 =$	
30.	$7 + 8 =$	
31.	$17 + 8 =$	
32.	$27 + 8 =$	
33.	$37 + 8 =$	
34.	$77 + 8 =$	
35.	$8 + 8 =$	



Fluency Practice

Write Equal Fractions

Say the fraction:

$$\frac{1}{2} = \frac{\quad}{4}$$

- **Draw the same shape, and partition it into fourths.**
- **Shade the fourths to show a fraction equivalent to $\frac{1}{2}$, and complete the number sentence.**



Fluency Practice

Write Equal Fractions

Say the fraction:

$$\frac{1}{3} = \frac{\quad}{6}$$

- **Draw the same shape, and partition it into sixths.**
- **Shade the sixths to show a fraction equivalent to $\frac{1}{3}$, and complete the number sentence.**



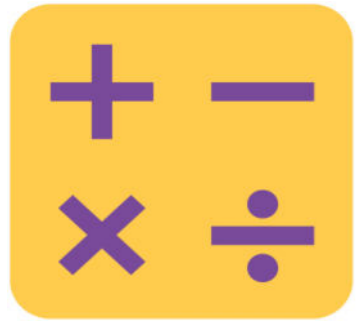
Fluency Practice

Write Equal Fractions

Say the fraction:

$$\frac{1}{4} = \frac{\quad}{8}$$

- **Draw the same shape, and partition it into eighths.**
- **Shade the eighths to show a fraction equivalent to $\frac{1}{4}$, and complete the number sentence.**



Fluency Practice

Write Equal Fractions

Say the fraction:

$$\frac{1}{5} = \frac{2}{\quad}$$



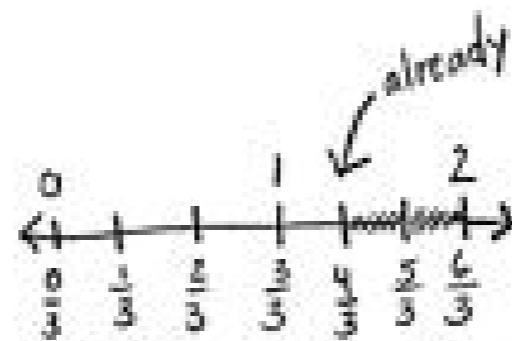
Application Problem

Antonio works on his project for $\frac{4}{3}$ hours. His mom tells him that he must spend another $\frac{2}{3}$ of an hour on it. Draw a number bond and a number line with copies of thirds to show how long Antonio needs to work altogether. Write the amount of time Antonio needs to work altogether as a whole number.



Application Problem

Antonio works on his project for $\frac{4}{3}$ hours. His mom tells him that he must spend another $\frac{2}{3}$ of an hour on it. Draw a number bond and a number line with copies of thirds to show how long Antonio needs to work altogether. Write the amount of time Antonio needs to work altogether as a whole number.



2 hours! Antonio has to work 2 hours altogether.

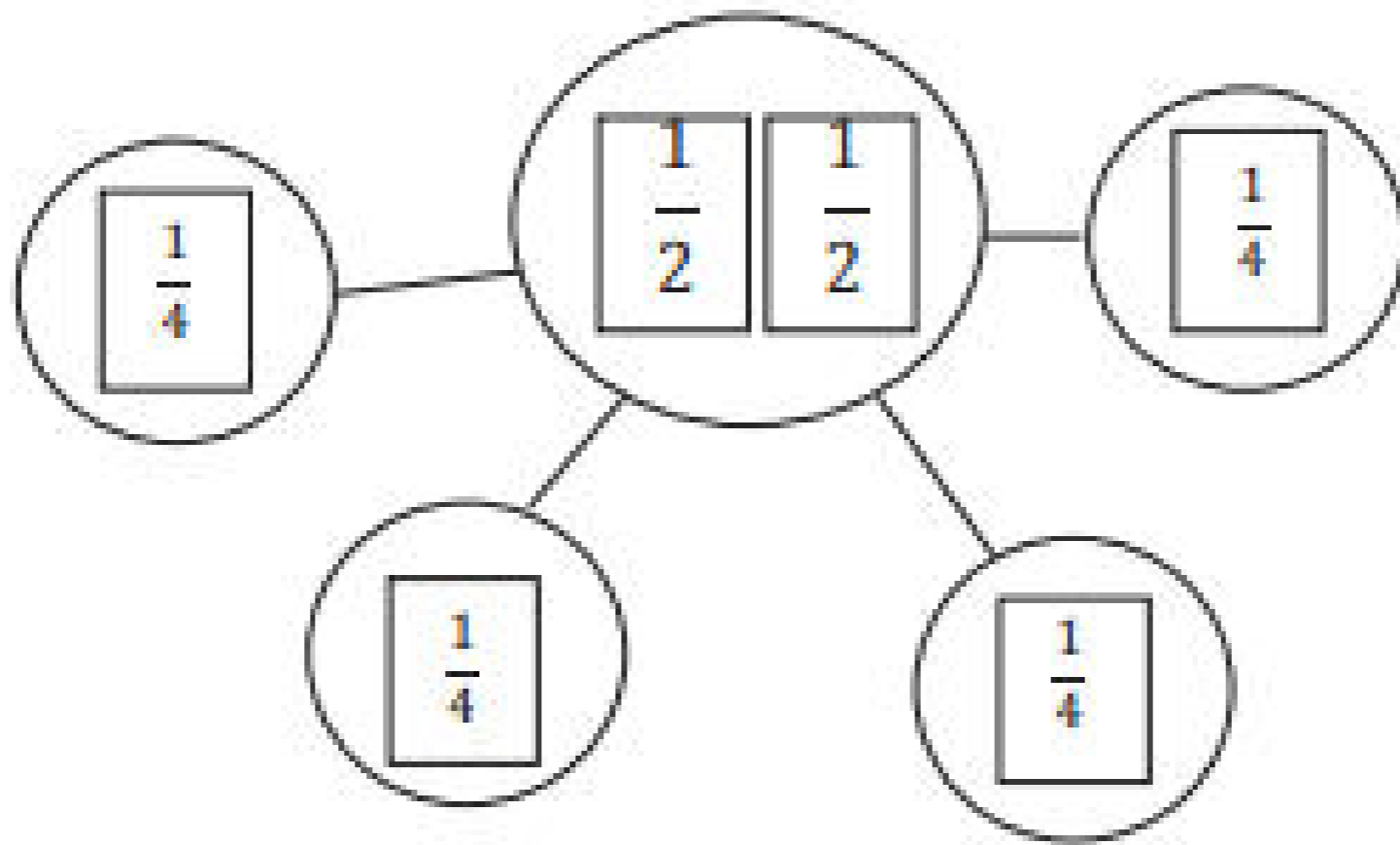




Concept Development

Turn and tell your partner why the number bond is true.

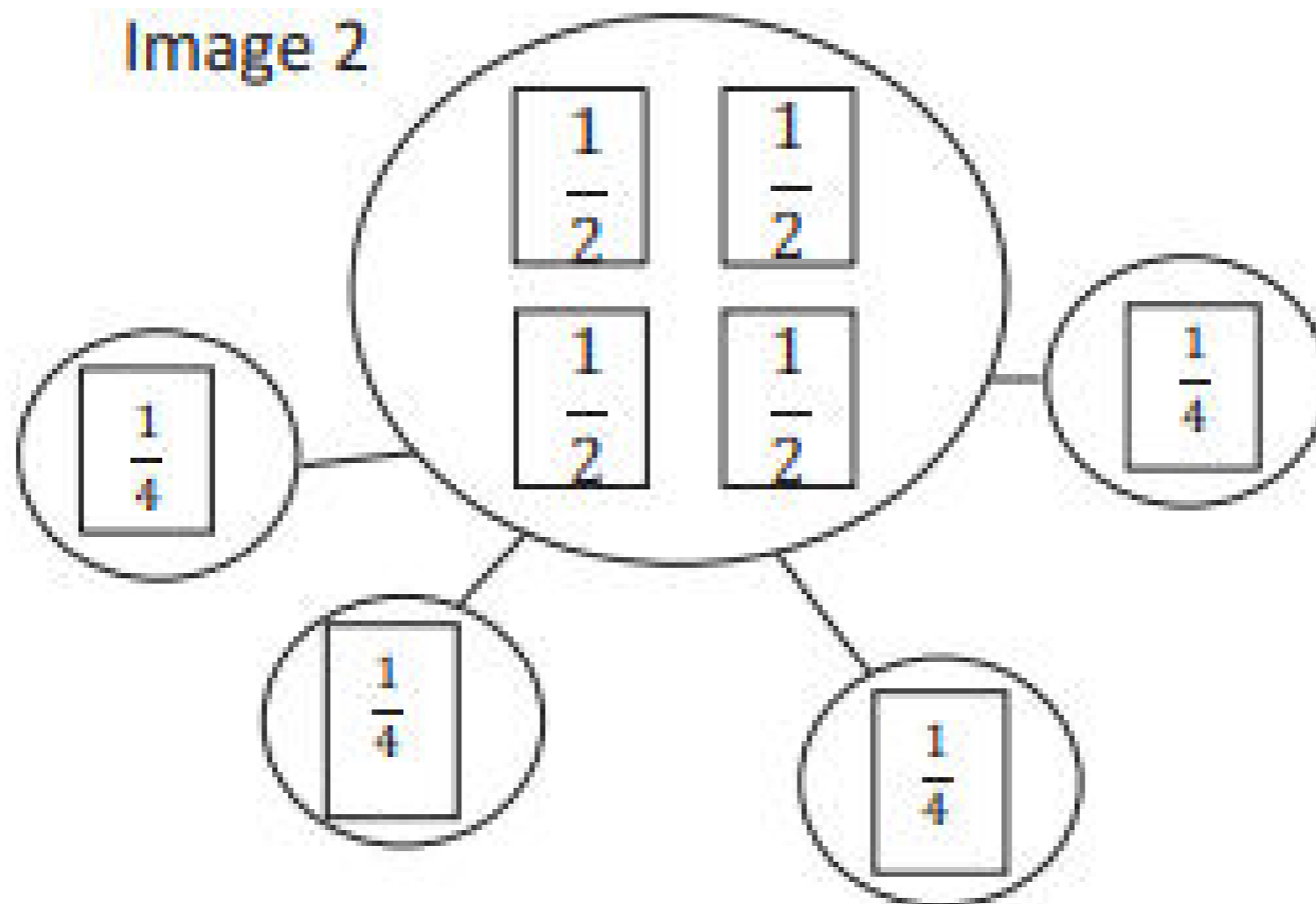
Image 1





Concept Development

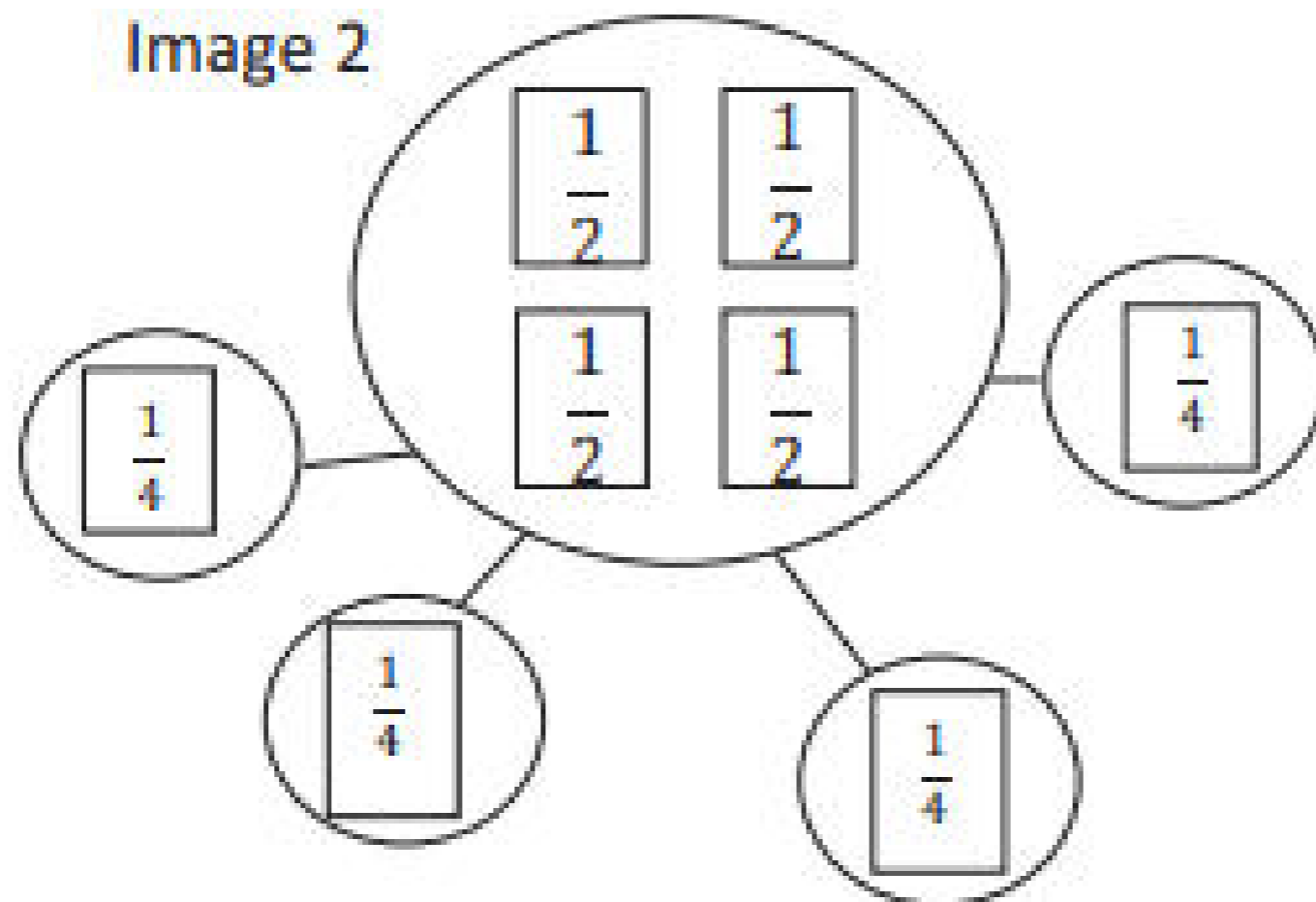
How do the parts change if we change the whole to look like this?





Concept Development

Work with a partner to draw the new model on your personal white board, and change the parts so that the number bond is true.

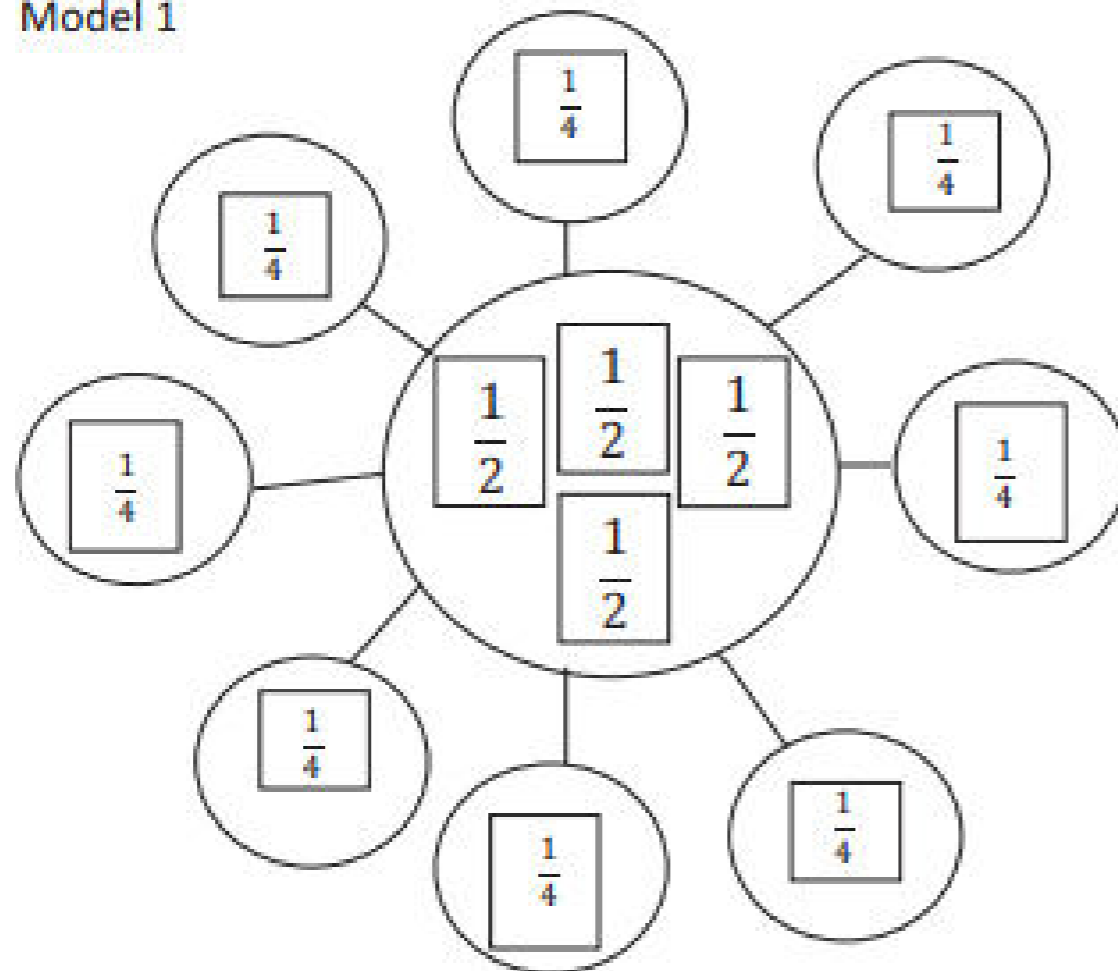




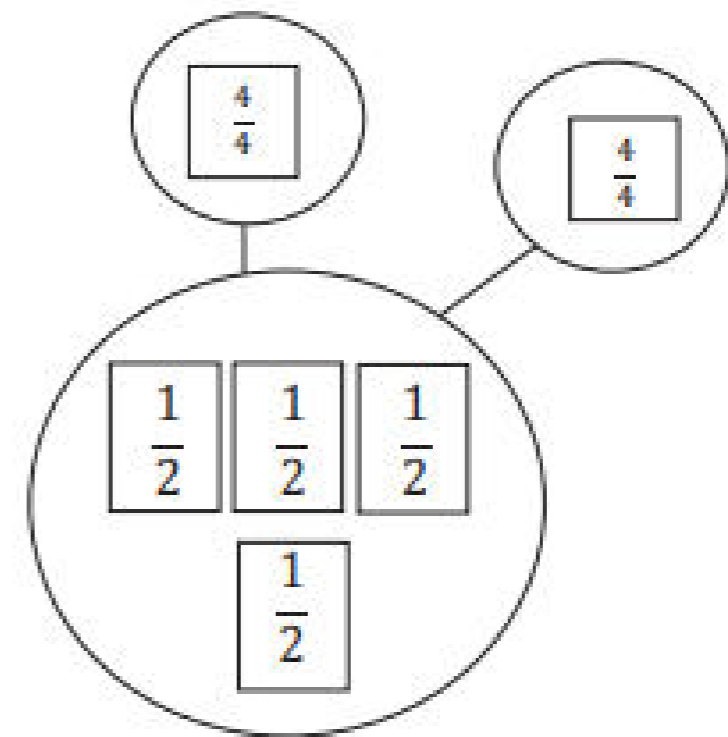
Concept Development

Look at these two models. Discuss with your partner. Are they equivalent?

Model 1



Model 2



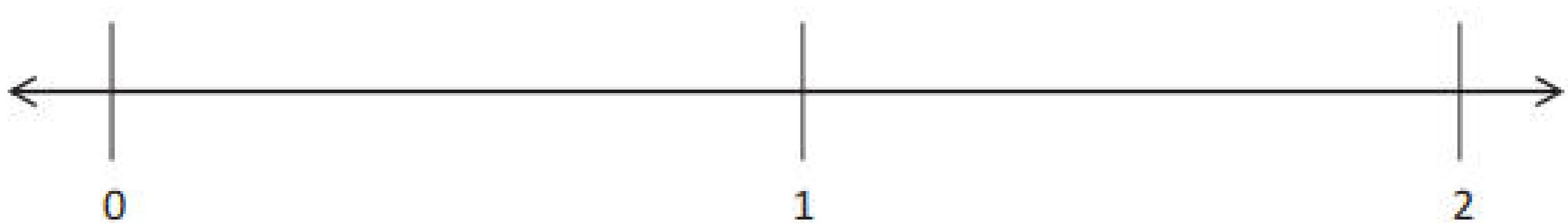


Concept Development

Draw a number line with endpoints 0 and 2.

Label the wholes on bottom of the number line.

Partition the number line into fourths, and label the fractions.



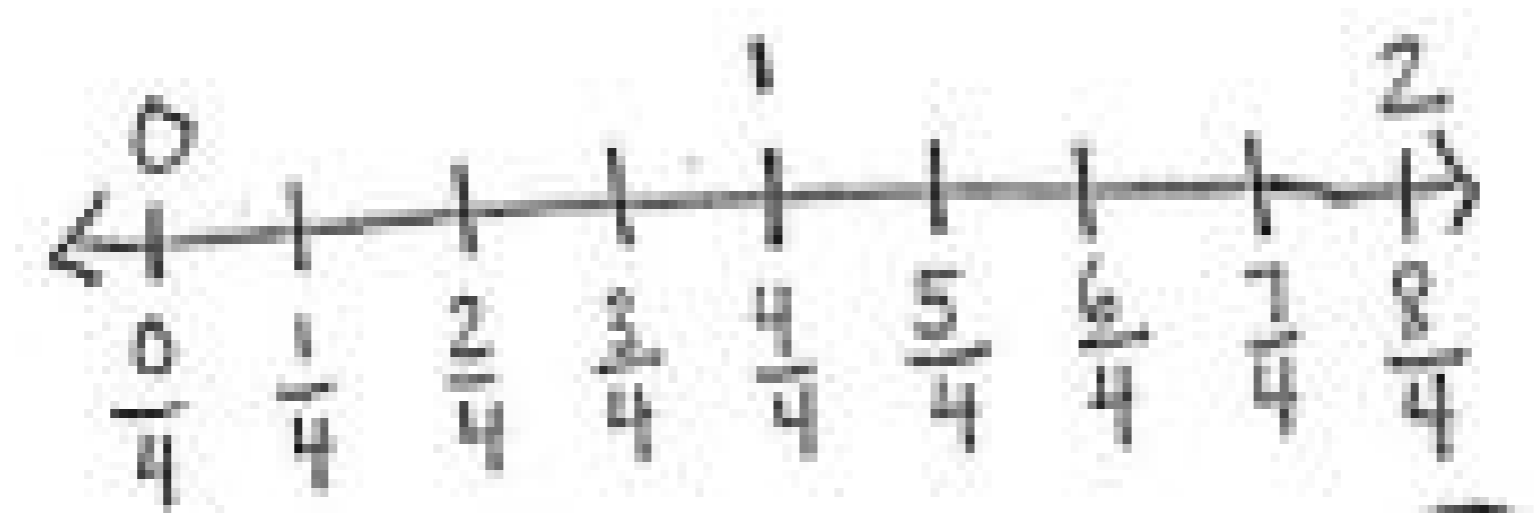


Concept Development

How many fourths in 0?

How many fourths in 1?

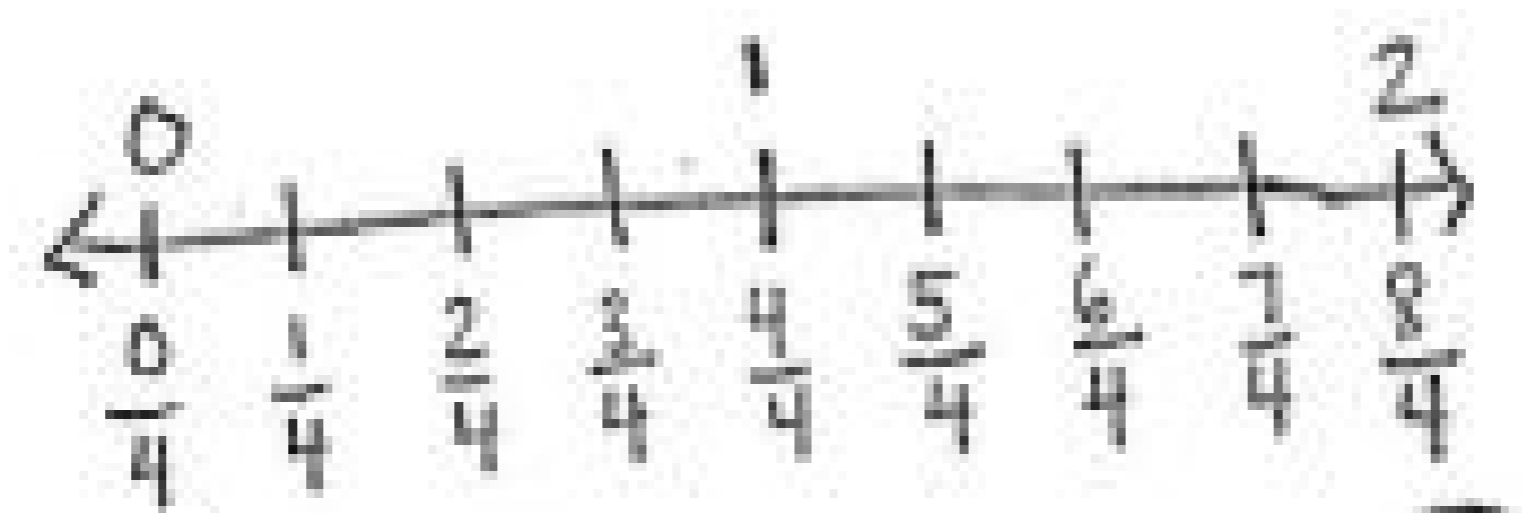
How many fourths in 2?





Concept Development

Below each whole number on your number line, work with a partner to draw a number bond. As you draw number bonds, show copies of 1 whole instead of unit fractions if you can.

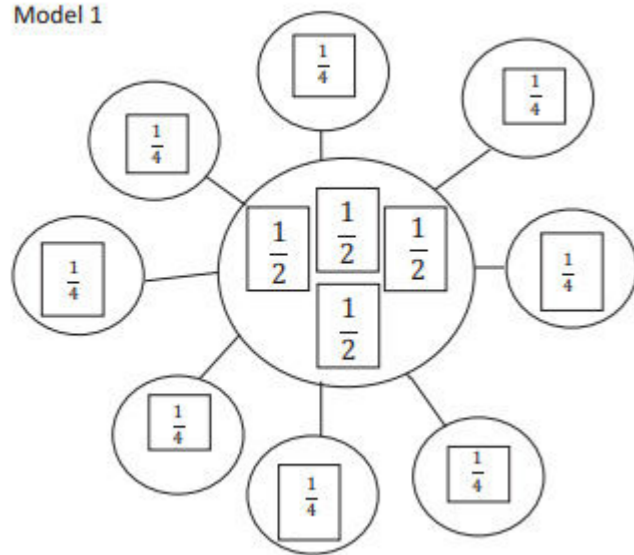




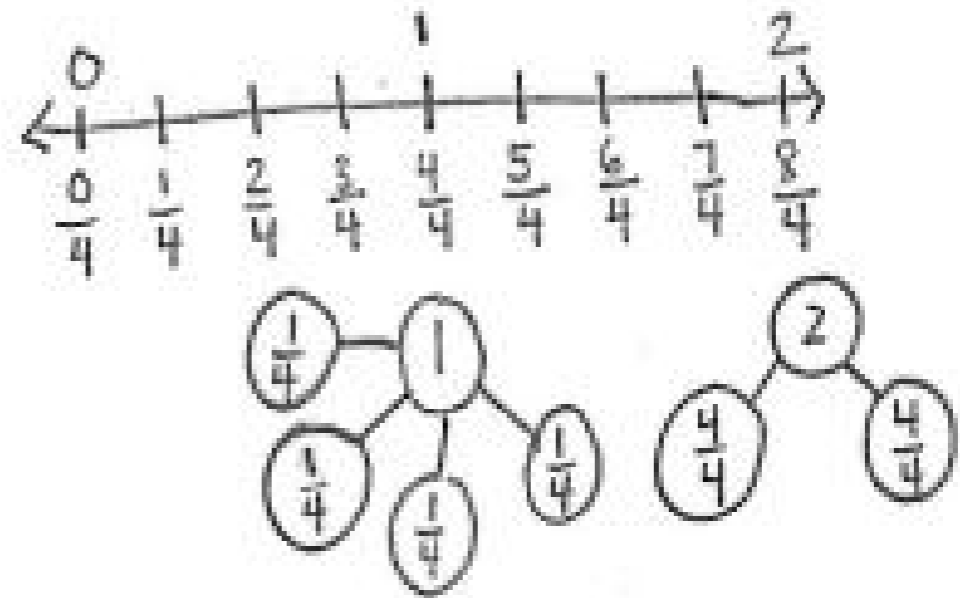
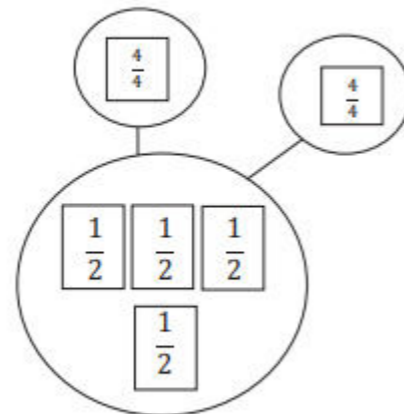
Concept Development

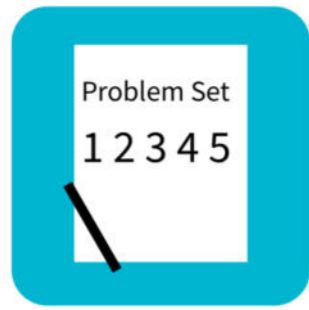
What is the relationship between Models 1 and 2, as well as the number line and the number bonds?

Model 1



Model 2



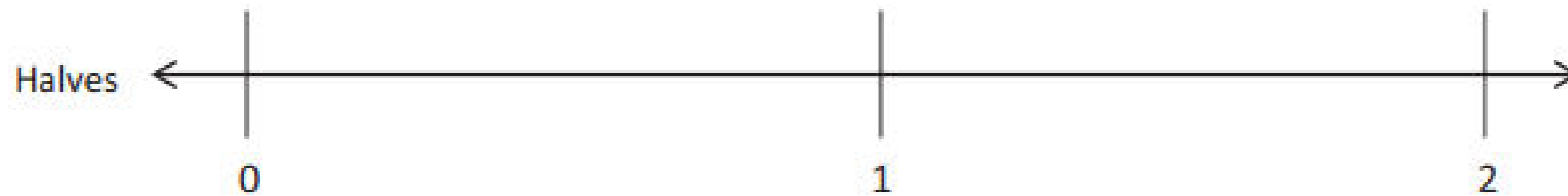


Problem Set

Name _____

Date _____

1. Partition the number line to show the fractional units. Then, draw number bonds using copies of 1 whole for the circled whole numbers.



0 = ____ halves

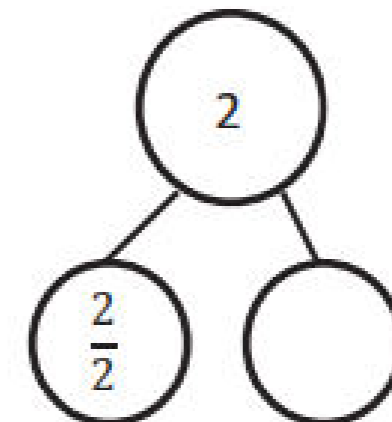
1 = ____ halves

2 = ____ halves

0 = $\frac{\square}{2}$

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

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



Debrief

- **Compare the number lines and number bonds in Problem 1. What does each representation help you see?**
- **In Problem 2, what strategy did you use to find the whole number fractions without having to partition a number line again?**
- **Draw number bonds to demonstrate your answers in Problems 3 and 4 using copies of wholes.**
- **How is the way that we expressed whole number fractions today different from the way we've been doing it?**
- **Why is it helpful to know how to rename wholes to make number bonds with larger whole numbers?**

Exit Ticket

Name _____

Date _____

Irene has 2 yards of fabric.

- a. Draw a number line to represent the total length of Irene's fabric.

- b. Irene cuts her fabric into pieces of $\frac{1}{5}$ yard in length. Partition the number line to show her cuts.