Eureka Math

3rd Grade
Module 5
Lesson 26

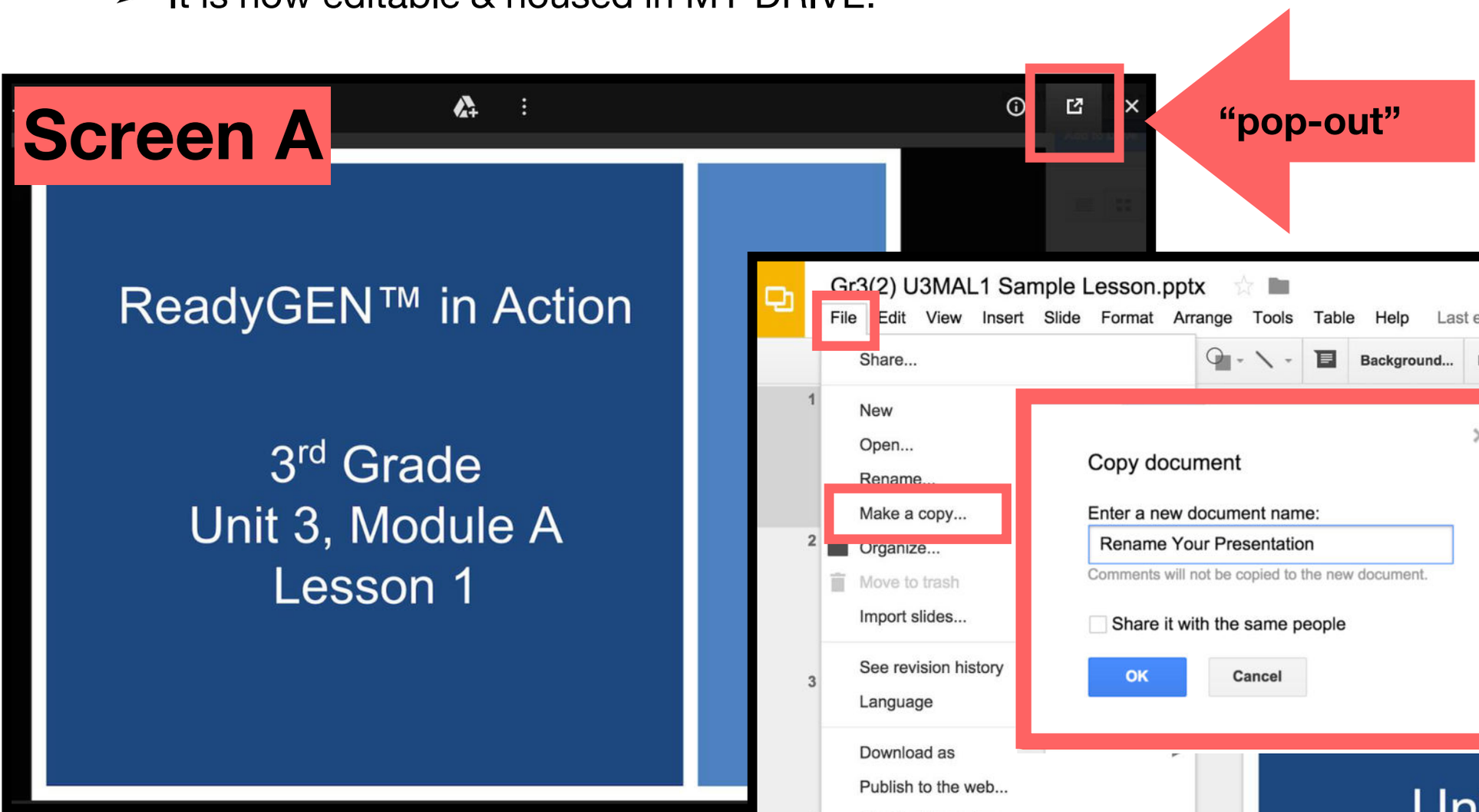
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

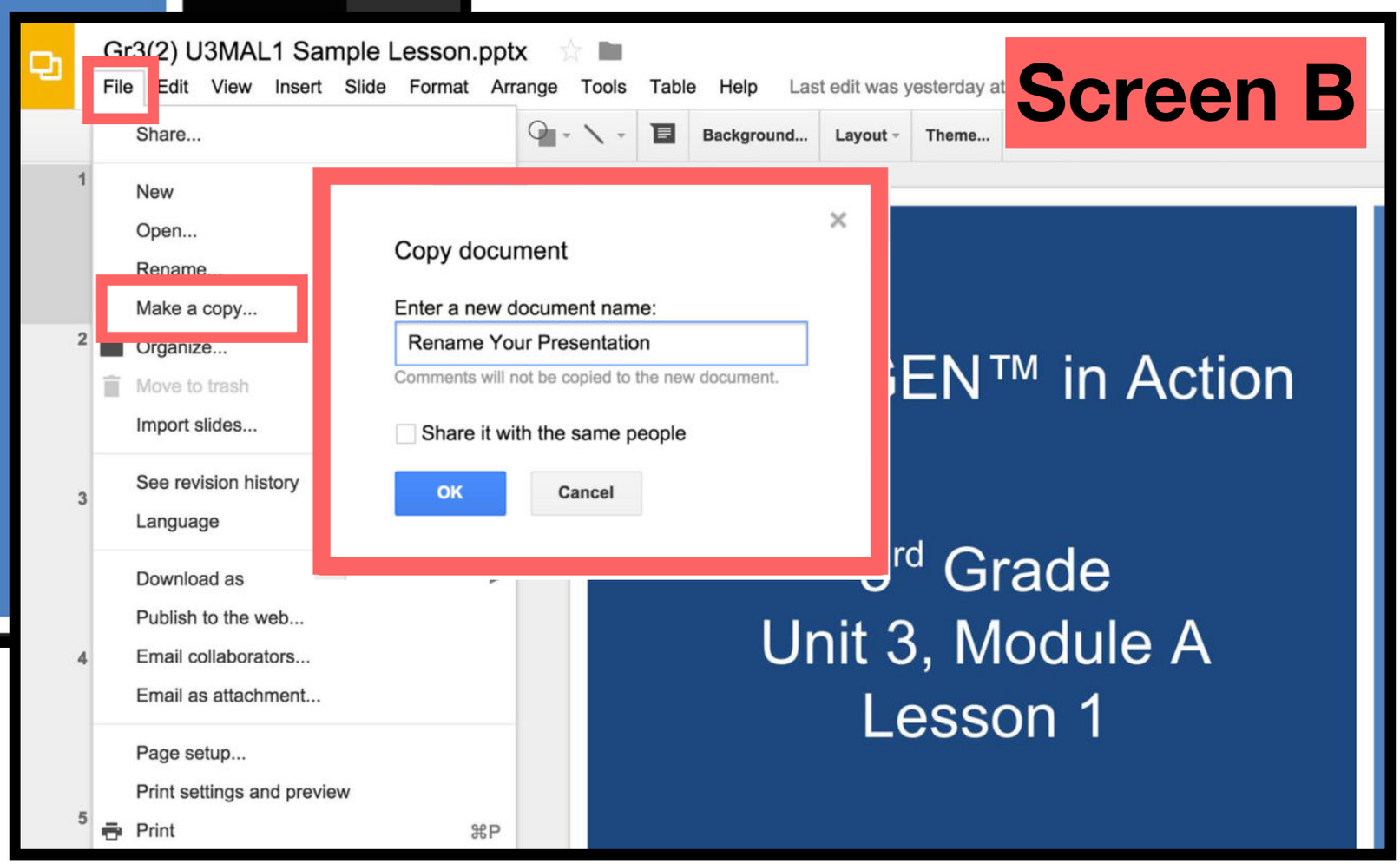
Directions for customizing presentations are available on the next slide.

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

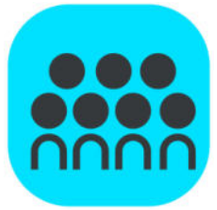
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

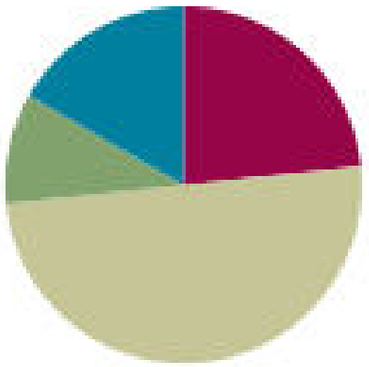
Small Group Time

Lesson 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

Number Correct: _____

Add by Eight

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:

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

- **Draw the same shape, and partition it into fourths.**
- **Shade the fourths to show a fraction equivalent to 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 1/4, and complete the number sentence.**

Fluency Practice

Write Equal Fractions

Say the fraction:

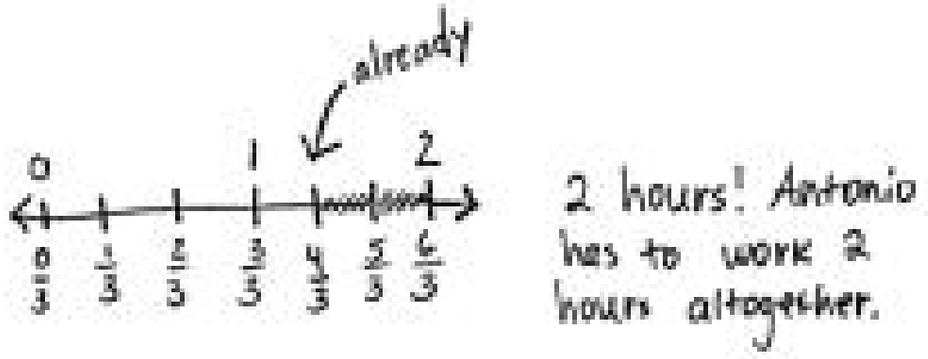
$\frac{1}{5} = \frac{2}{}$

Application Problem

Antonio works on his project for 4 thirds hours. His mom tells him that he must spend another 2 thirds 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

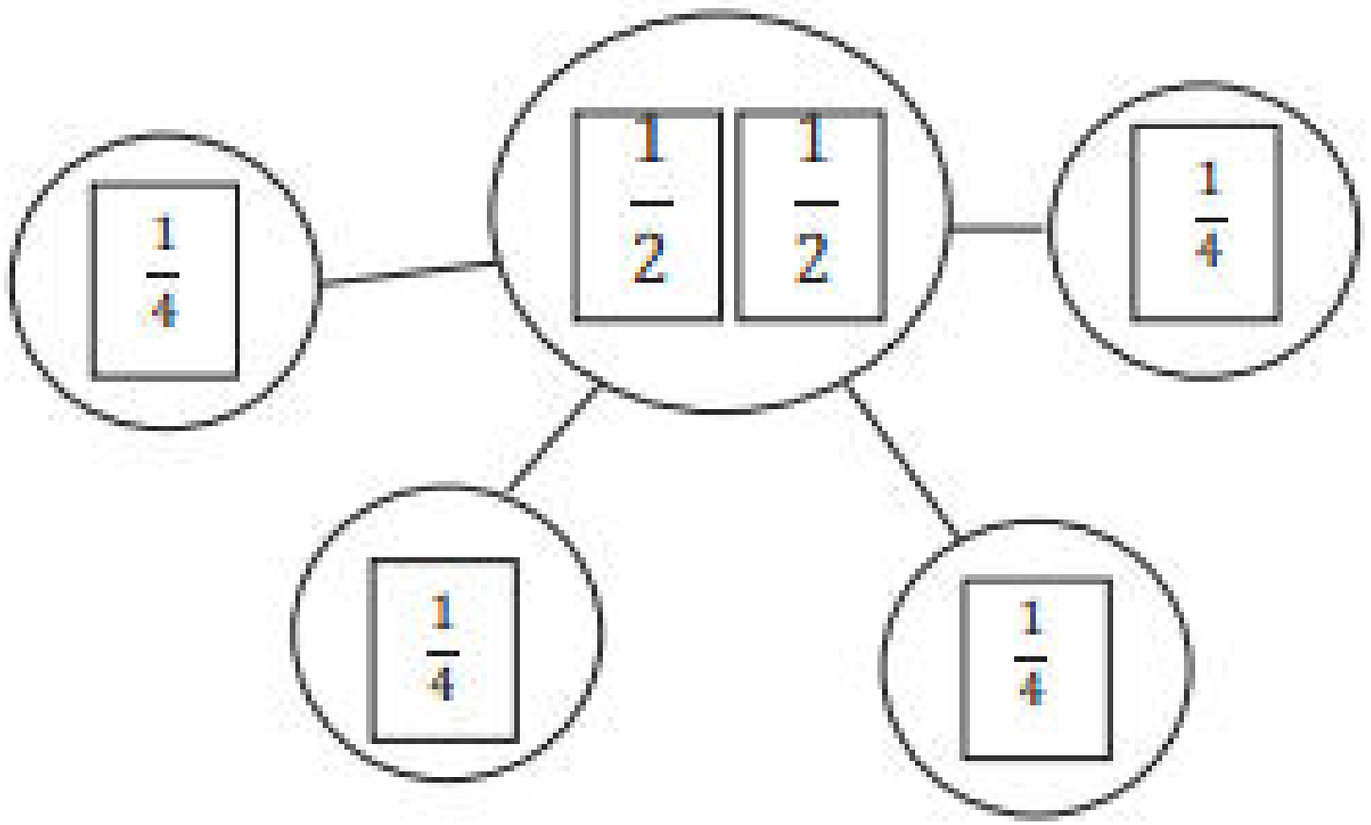
Antonio works on his project for 4 thirds hours. His mom tells him that he must spend another 2 thirds of an hour on it. Draw a number bond and a number line with copies of thirds to show how long Antonio needs to work altogether. Write the amount of time Antonio needs to work altogether as a whole number.



Concept Development

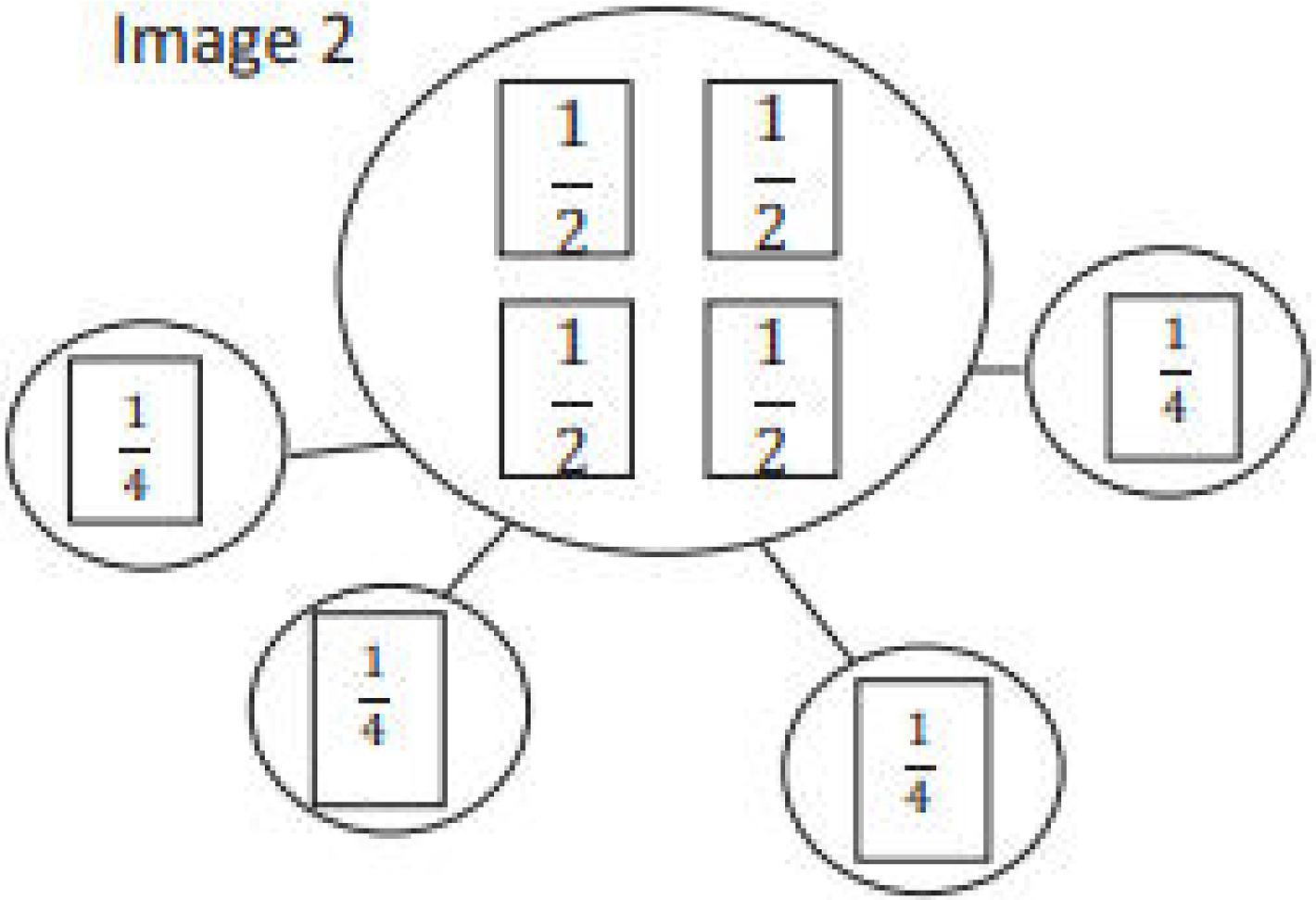
Turn and tell your partner why the number bond is true.

Image 1



Concept Development

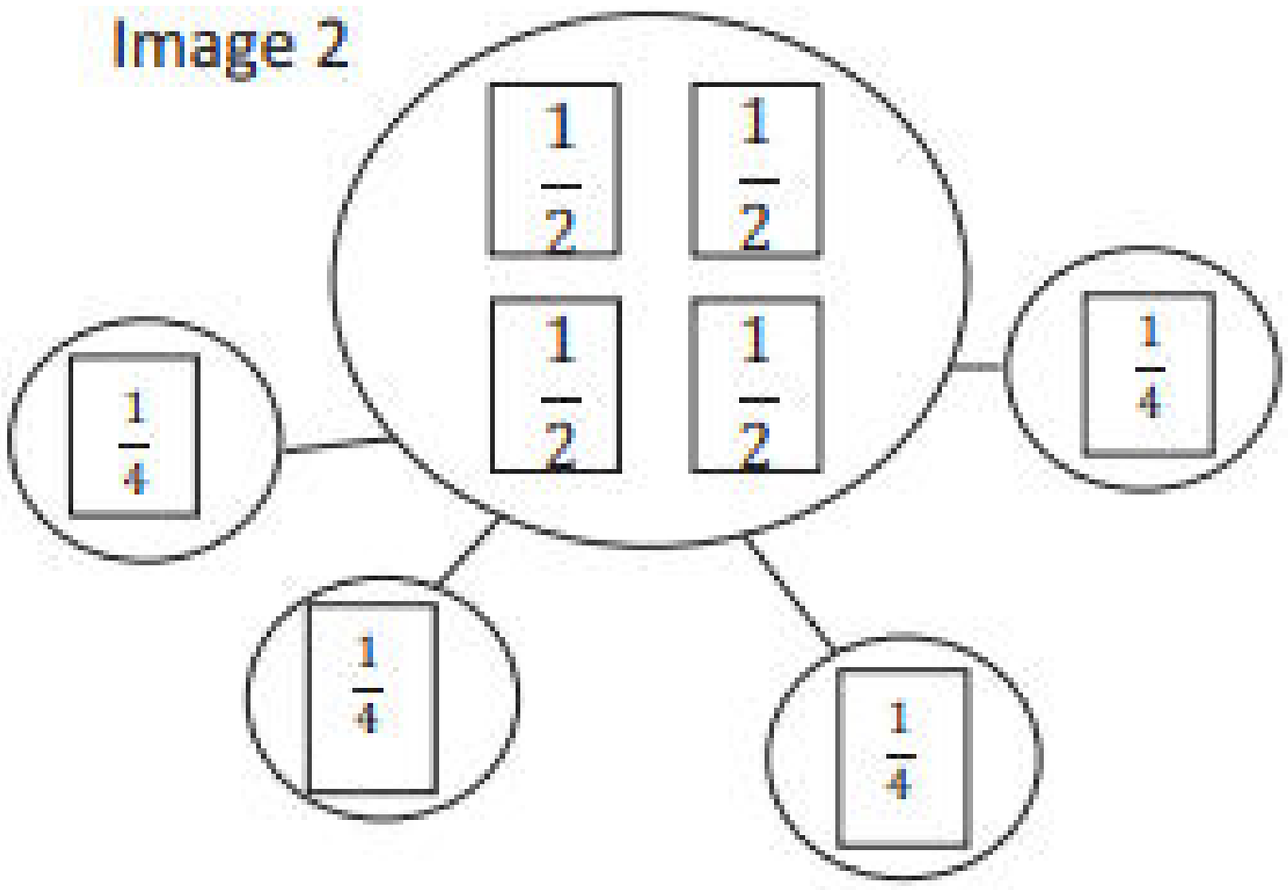
How do the parts change if we change the whole to look like this?



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.

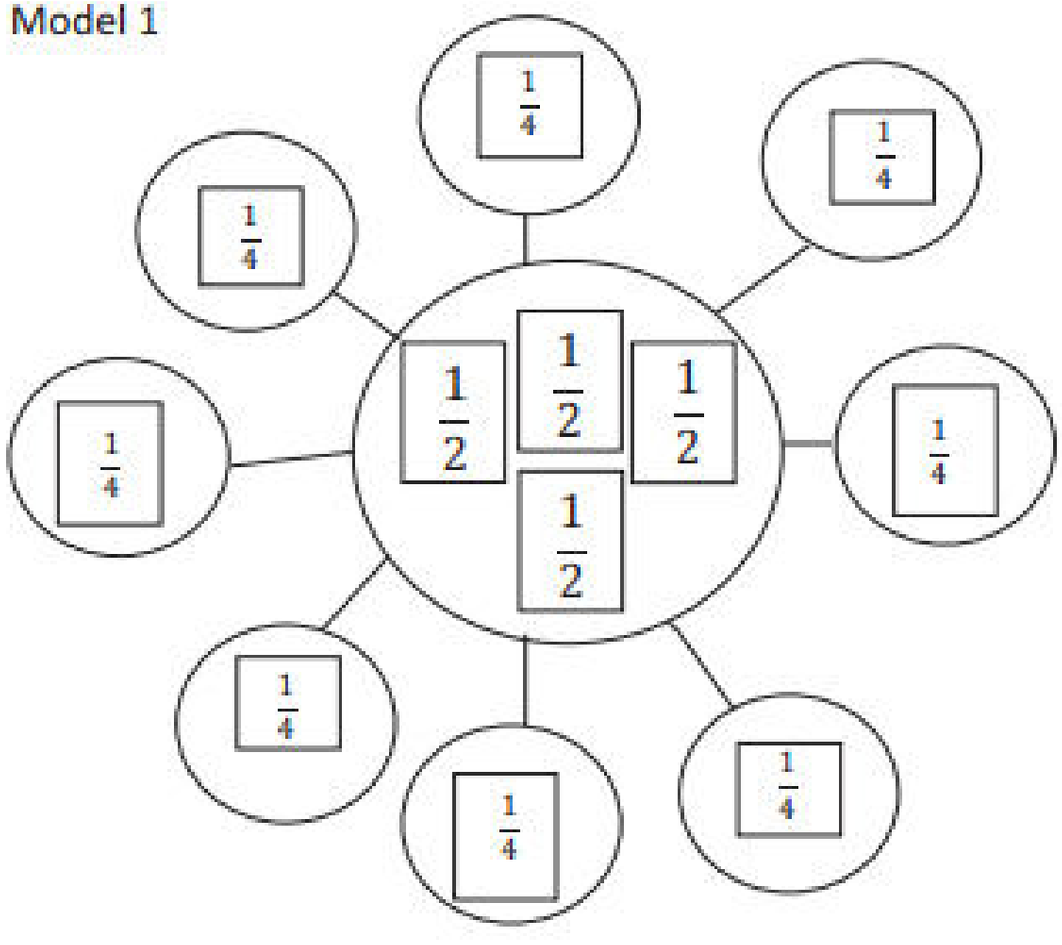
Image 2



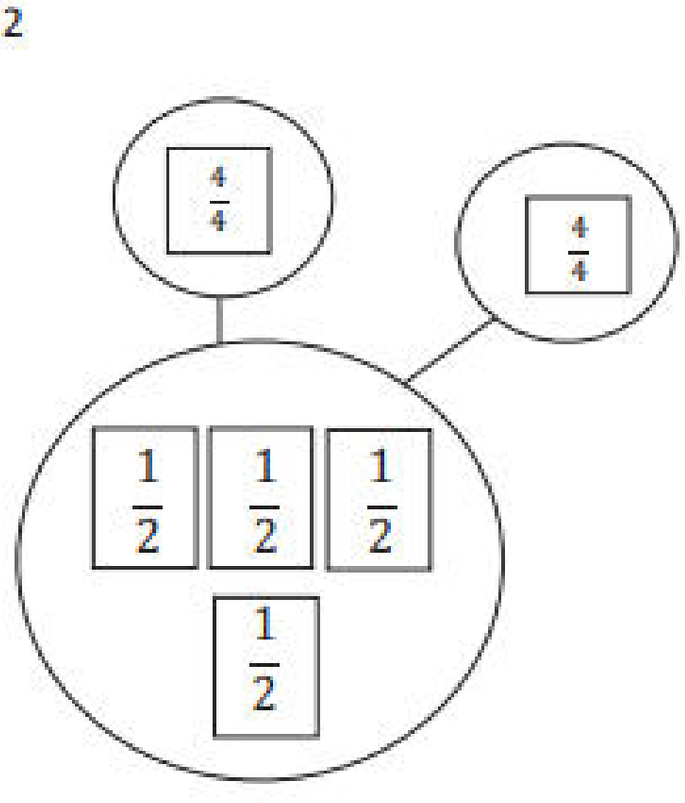
Concept Development

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

Model 1



Model 2

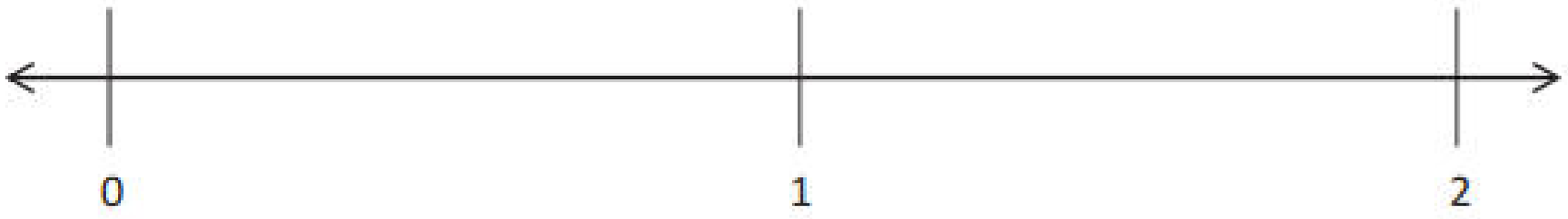


Concept Development

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.

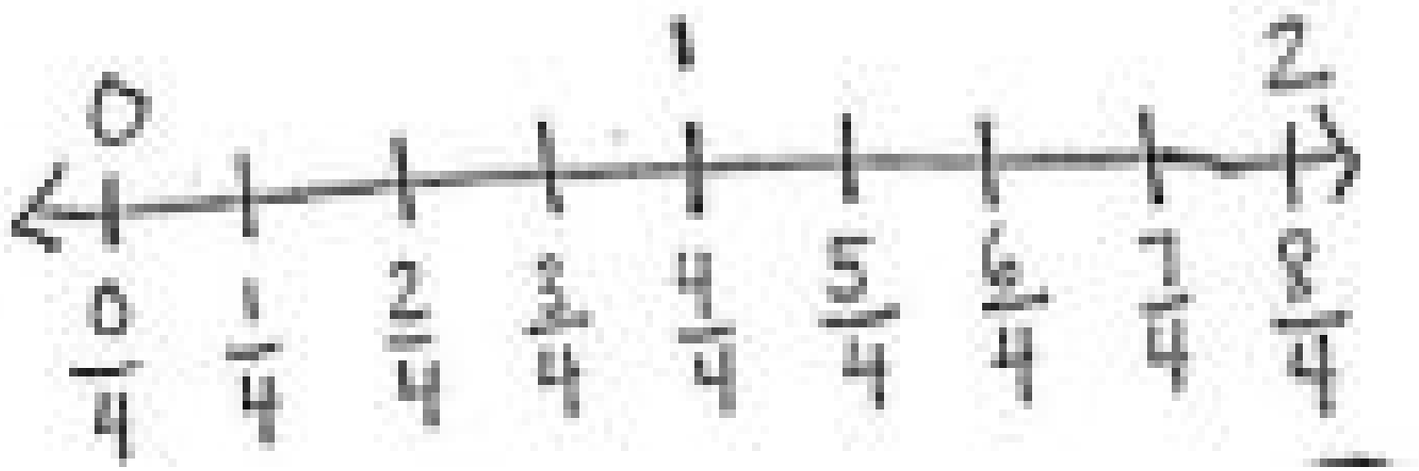


Concept Development

How many fourths in 0?

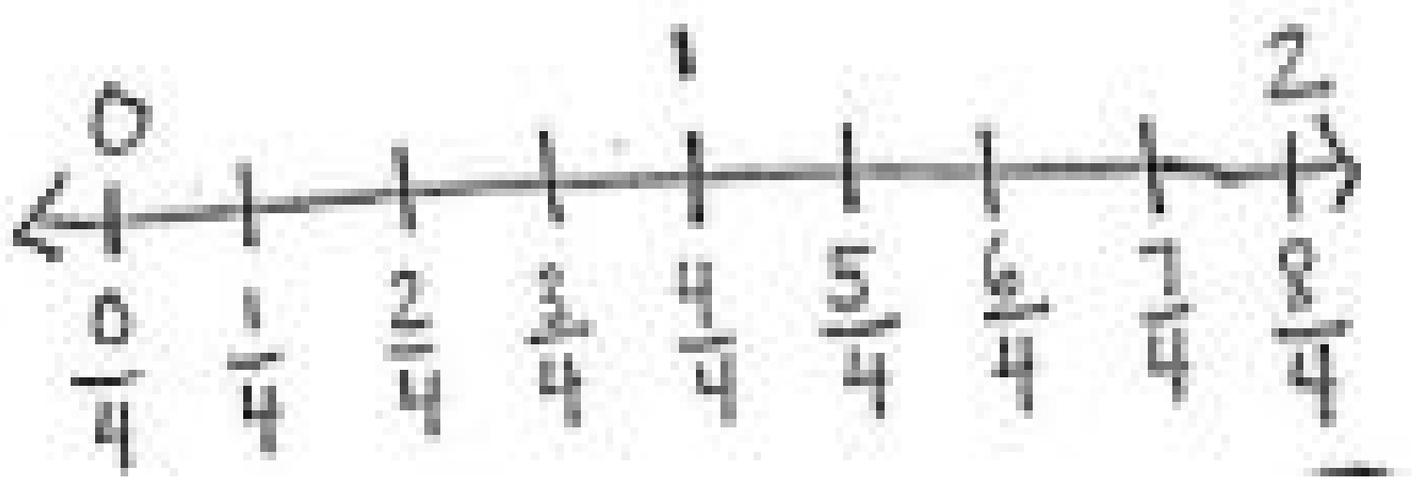
How many fourths in 1?

How many fourths in 2?



Concept Development

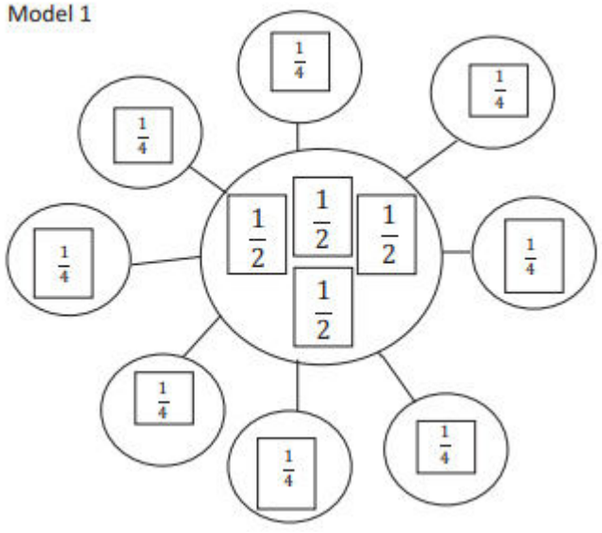
Below each whole number on your number line, work with a partner to draw a number bond. As you draw number bonds, show copies of 1 whole instead of unit fractions if you can.



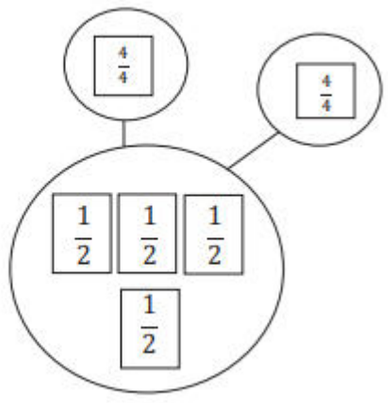
Concept Development

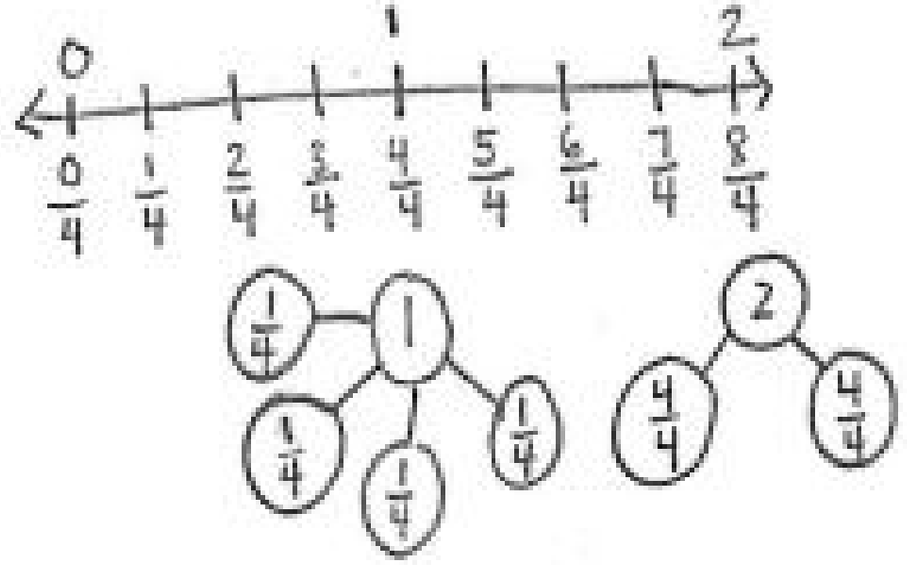
What is the relationship between Models 1 and 2, as well as the number line and the number bonds?

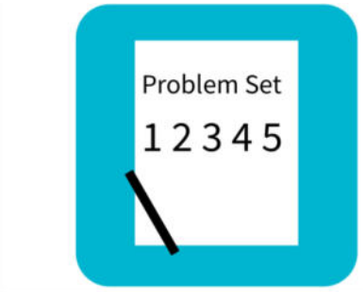
Model 1



Model 2



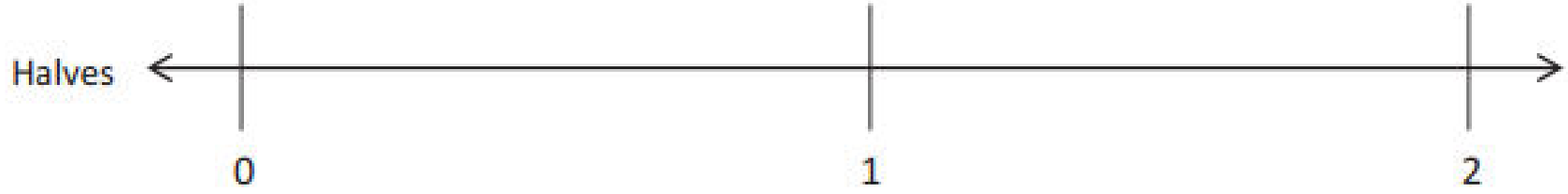




Problem Set

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

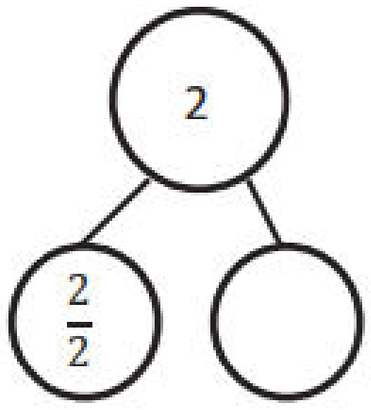
$0 = \frac{\square}{2}$

1 = _____ halves

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

2 = _____ halves

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



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.