Eureka Math

3rd Grade
Module 5
Lesson 29

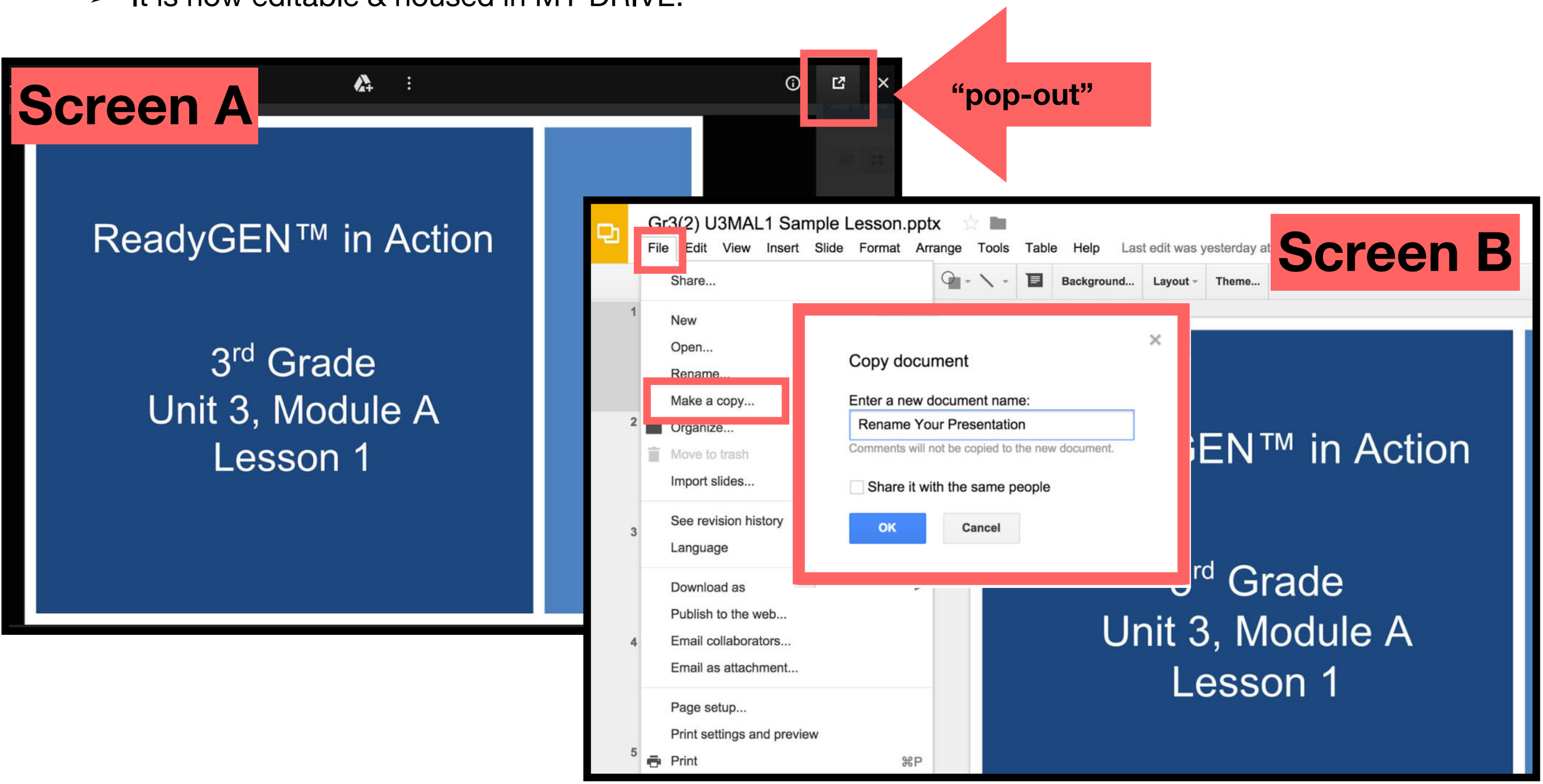
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

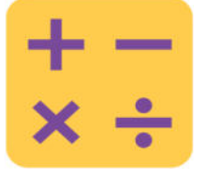
Read, Draw, Write

Learning Target

Personal White Board

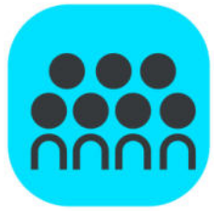
Problem Set

Manipulatives Needed



Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

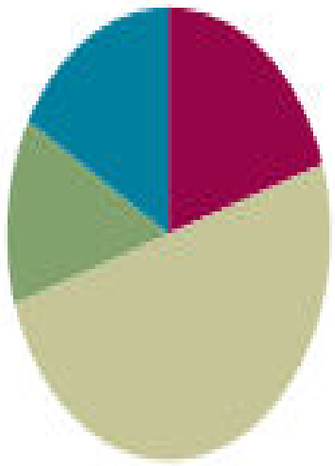
Small Group Time

Lesson 29

Objective: Compare fractions with the same numerator using <, >, or =, and use a model to reason about their size.

Suggested Lesson Structure

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



Fluency Practice (12 minutes)

- Multiply by 8 **3.OA.4** (8 minutes)
- Compare Fractions with the Same Numerator **3.NF.3d** (4 minutes)

I can compare fractions with the same numerator using <, >, or =, and use a model to reason about their size.

Fluency Practice

Pattern Sheet (8 min.)

Multiply by 8

Multiply.

8 x 1 = _____	8 x 2 = _____	8 x 3 = _____	8 x 4 = _____
8 x 5 = _____	8 x 6 = _____	8 x 7 = _____	8 x 8 = _____
8 x 9 = _____	8 x 10 = _____	8 x 5 = _____	8 x 6 = _____
8 x 5 = _____	8 x 7 = _____	8 x 5 = _____	8 x 8 = _____
8 x 5 = _____	8 x 9 = _____	8 x 5 = _____	8 x 10 = _____
8 x 6 = _____	8 x 5 = _____	8 x 6 = _____	8 x 7 = _____
8 x 6 = _____	8 x 8 = _____	8 x 6 = _____	8 x 9 = _____
8 x 6 = _____	8 x 7 = _____	8 x 6 = _____	8 x 7 = _____
8 x 8 = _____	8 x 7 = _____	8 x 9 = _____	8 x 7 = _____
8 x 8 = _____	8 x 6 = _____	8 x 8 = _____	8 x 7 = _____
8 x 8 = _____	8 x 9 = _____	8 x 9 = _____	8 x 6 = _____
8 x 9 = _____	8 x 7 = _____	8 x 9 = _____	8 x 8 = _____

Fluency Practice

Compare Fractions with the Same Numerator

Say the fraction that is shaded.

Fluency Practice

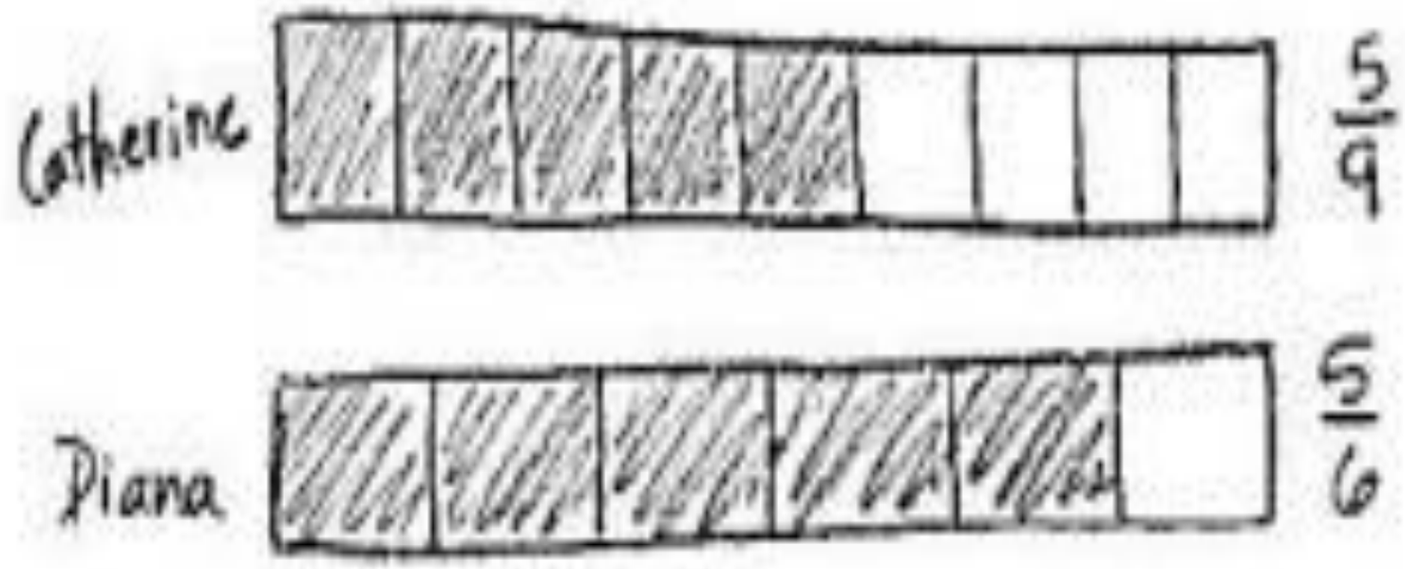
Recognize Equal Fractions

How many units should I shade to show 2 sixths? Shade 2/6 then write the larger fraction.

Application Problem

Catherine and Diana buy matching scrapbooks. Catherine decorates $\frac{5}{9}$ of the pages in her book. Diana decorates $\frac{5}{6}$ of the pages in her book. Who has decorated more pages of her scrapbook? Draw a picture to support your answer.

Application Problem

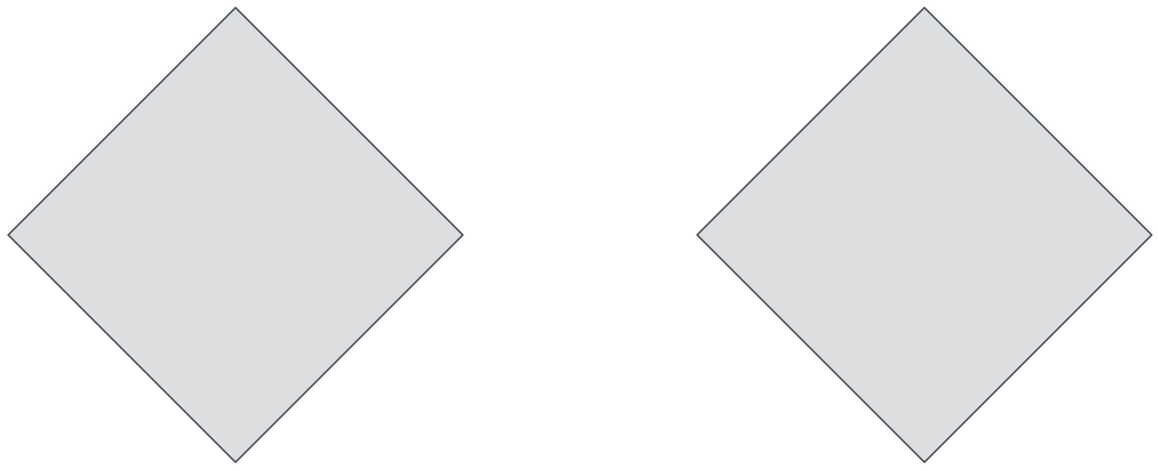


Diana has decorated more of her scrapbook than Catherine.

Concept Development

- Face your partner. Lesson 25 Template 1 should still be in your personal whiteboard.
- Draw and shade a fraction less than ½ in the first rectangle and label it.
- Check your partner's work.
- This is how we are going to play the game today. For the next round, we'll see which partner is quicker but still accurate. As soon as you finish drawing, raise your whiteboard. If you are quicker, then you are the winner of the round.
- If you are the winner of the round, then you will stand up, and your partner will stay seated.
- If you are standing, you will then move to a partner with the person on your right, who is still seated.

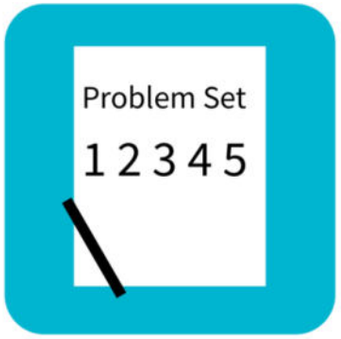
Concept Development



- Draw my shapes on your board.
- Partition both shapes into sixths.
- Partition the 2nd shape to show double the number of units in the same whole.
- What fractional units do we have? (sixths and twelfths)
- Shade in 4 units of each shape and label the shaded fraction. Write comparison as a number sentence.

Concept Development

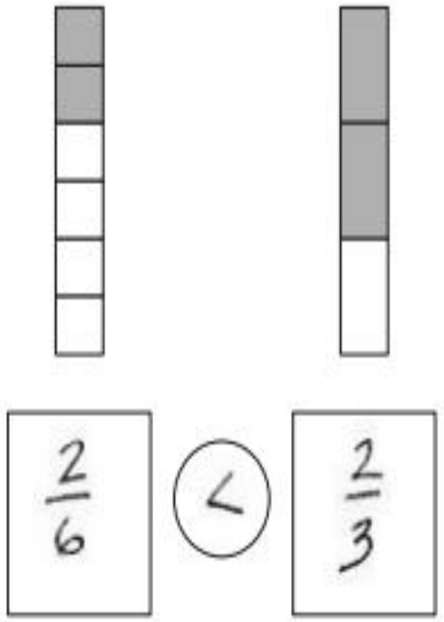
- Draw my shapes on your board.
- Partition the first rectangle into sevenths and the second one into fifths.
- Shade in 3 units of each rectangle, and label the shaded fraction.
- Whispering to your neighbor, say a sentence comparing the fractions using the words greater than, less than or equal to.
- Write the comparison as a number sentence.



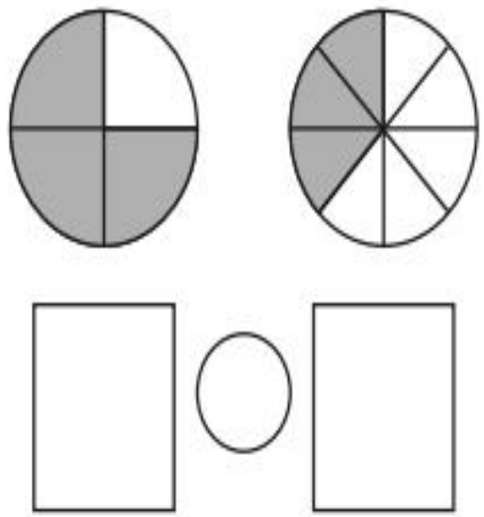
Problem Set

Label each shaded fraction. Use >, <, or = to compare. The first one has been done for you.

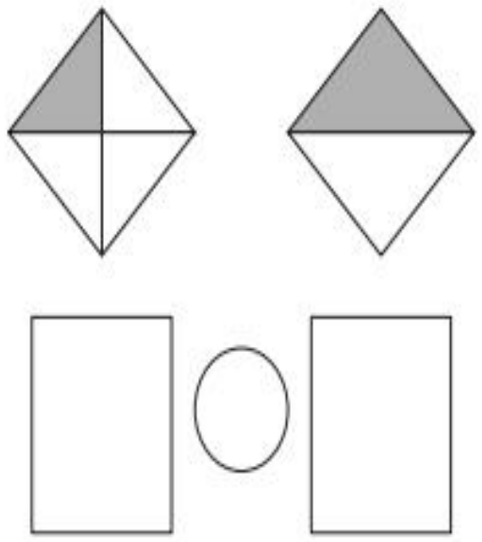
1.



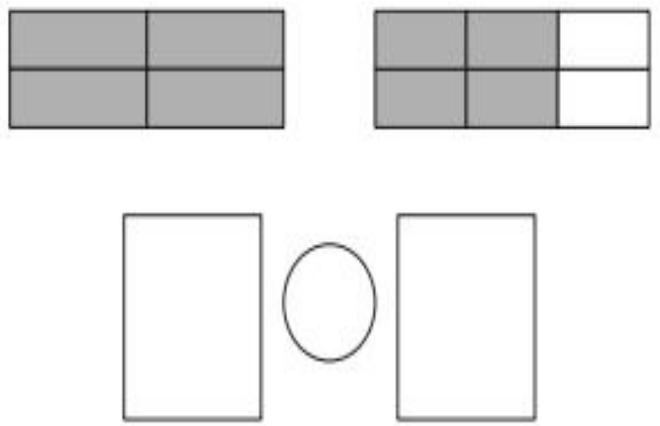
2.



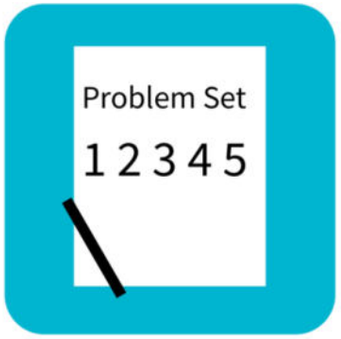
3.



4.



5. Partition each number line into the units labeled on the left. Then, use the number lines to compare the fractions.



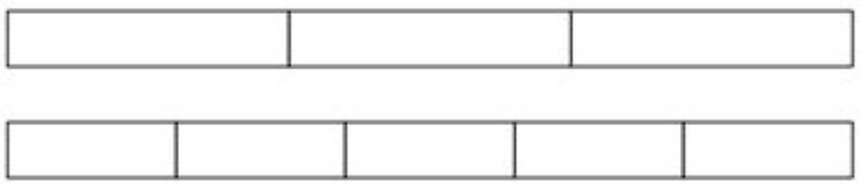
Problem Set

Draw your own model to compare the following fractions.

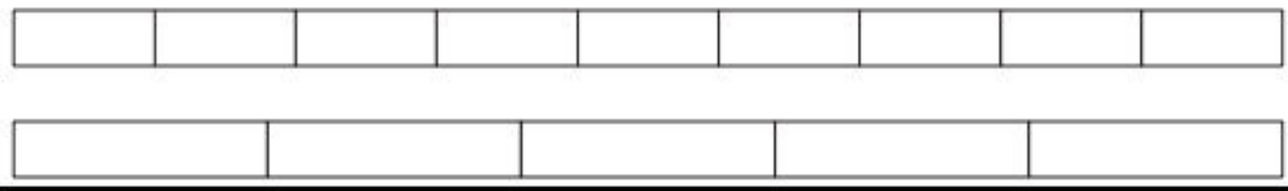
6. $\frac{3}{10}$ ◯ $\frac{3}{5}$

7. $\frac{2}{6}$ ◯ $\frac{2}{8}$

8. John ran 2 thirds of a kilometer after school. Nicholas ran 2 fifths of a kilometer after school. Who ran the shorter distance? Use the model below to support your answer. Be sure to label 1 whole as 1 kilometer.



9. Erica ate 2 ninths of a licorice stick. Robbie ate 2 fifths of an identical licorice stick. Who ate more? Use the model below to support your answer.



Debrief

- Look at the models in Problems 1–4. When comparing fractions, why is it so important that the wholes are the same size?
- Tell a partner how you used the models in Problems 1–4 to determine *greater than, less than,* or *equal to*.
- What if you didn't have the models for these problems? How could you compare the fractions? (Write pairs of fractions with the same numerators on the board, and have students compare them without using a model.)
- To extend the lesson, draw fraction models greater than 1, and guide students to compare. For example, use $\frac{12}{9}$ and $\frac{12}{7}$.

Exit Ticket (3 minutes)

1. Complete the number sentence by writing >, <, or =.

$$\frac{3}{5} \quad \_\_\_\_\_ \quad \frac{3}{9}$$

2. Draw 2 number lines with endpoints 0 and 1 to show each fraction in Problem 1. Use the number lines to explain how you know your comparison in Problem 1 is correct.