MATH NEWS

Grade 3, Module 5, Topic E — February 2014

3rd Grade Math

Module 5: Fractions as Numbers on the Number Line

Math Parent Letter

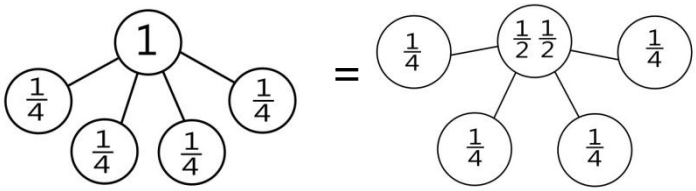
This document is created to give parents and students a better understanding of the math concepts found in Eureka Math (© 2013 Common Core, Inc.) that is also posted as the Engage New York material which is taught in the classroom. Module 5 of Eureka Math (Engage New York) covers Fractions as Numbers on the Number Line. This newsletter will discuss Module 5, Topic E.

Topic E. Equivalent Fractions

Vocabulary Words

- Equivalent Fraction
- Number Bond

Number Bonds!!!



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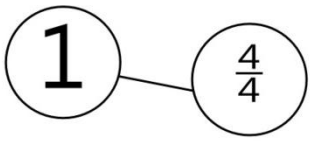


OBJECTIVE OF TOPIC E

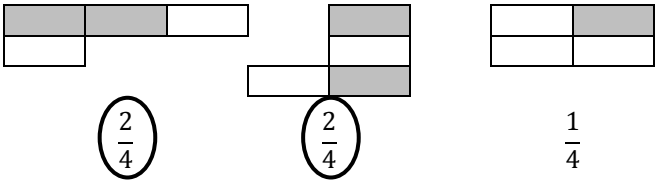
1. Recognize and show that equivalent fractions have the same size, though not necessarily the same shape.
2. Recognize and show that equivalent fractions refer to the same point on the number line.
3. Generate simple equivalent fractions by using visual fraction models and the number line.
4. Express whole numbers as fractions and recognize equivalence with different units.
5. Express whole number fractions on the number line when the unit interval is 1.
6. Decompose whole number fractions greater than 1 using whole number equivalence with various models.
7. Explain equivalence by manipulating units and reasoning about their size.

Focus Area– Topic E

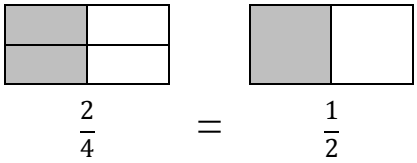
Equivalent Fractions

Students will gain an understanding that a fraction must be the same size but may not always have the same shape.

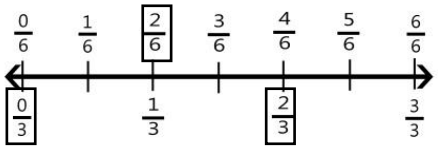
Directions: Label what fraction of each shape is shaded and circle the fractions that are equal.



Students will also learn about **equivalent fractions**: two fractions that are the same size.

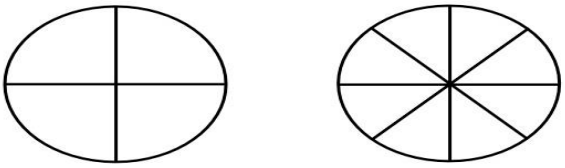


Directions: Use the unit fractions on the right to count up on the number line. Label the missing fractions.



Word Problems:

8 students want to share 2 pizzas that are the same size (represented by the circles below). How can 8 people share the pizza equally, without breaking any pieces of pizza?



4 students each get $\frac{1}{4}$ and 4 students each get $\frac{2}{8}$, which is equivalent to $\frac{1}{4}$.