# MATH NEWS

LAFAYETTE PARISH SCHOOL SYSTEM

Grade 3, Module 5, Topic C | 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 C.

Topic C. Comparing Unit Fractions and Specifying the Whole

***Vocabulary Words***

- Equal Parts
- Unit Fraction
- Partition
- Copies of
- Fractional Unit
- Non-Unit Fraction
- Unit From
-

**Things to Remember!!!**

| Is Greater Than | Is Less Than |
|---|---|
| $5 > 2$ | $2 < 5$ |

The larger the denominator in a unit fraction, the smaller the fractional part is. 1 half is larger than 1 third.

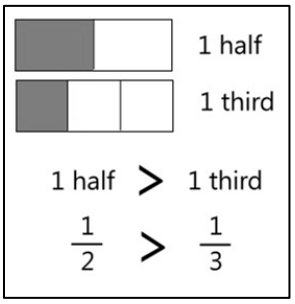
## Objective of Topic C

1. Compare unit fractions by reasoning about their size using fraction strips.
2. Compare unit fractions with different sized models representing the whole.
3. Specify the corresponding whole when presented with one equal part.
4. Identify a shaded fractional part in different ways depending on the designation of the whole.

## Focus Area– Topic C

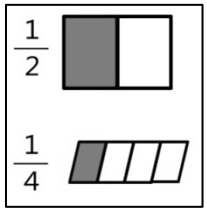
*Comparing Unit Fractions and Specifying the Whole*

Students will gain a better understanding of **fractional units** while comparing unit fractions.




At the beginning of this topic students will look at various wholes and their fractional parts. They will look at **unit fractions** and discover that the larger the denominator the smaller the fractional part is.

A fraction and a shape will be shown to the students, and the students will make copies of the shape to create a whole.



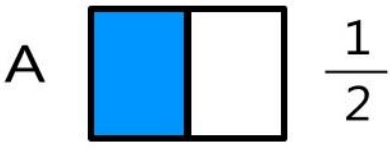

For instance, the grayed area is given to the student and the student will draw the **copies of** the shape (the white area).

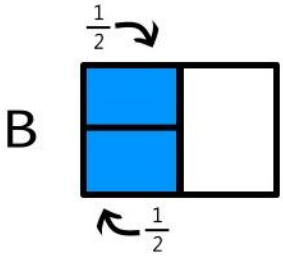
DIRECTIONS:

(A) The shape represents 1 whole. Write a fraction to describe the shaded part. $\frac{1}{2}$

(B) Let the shaded part represent 1 whole.

(C) Divide 1 whole to show the same unit fraction as you wrote in A.




Students should draw a line to divide the shaded part of shape B into halves, then label the parts.