



# MATH NEWS



LAFAYETTE  
PARISH SCHOOL SYSTEM  
February 2014

Grade 3, Module 5, Topic E

## 3<sup>rd</sup> Grade Math

Module 5: Fractions as Numbers on the Number Line

### Math Parent Letter

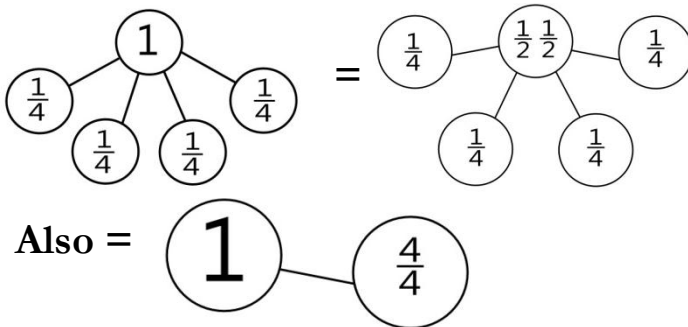
This document is created to give parents and students a better understanding of the math concepts found in Eureka Math (© 2013 Common Core, Inc.) that is also posted as the Engage New York material which is taught in the classroom. Module 5 of Eureka Math (Engage New York) covers Fractions as Numbers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

Topic E. Equivalent Fractions

### Vocabulary Words

- Equivalent Fraction
- Number Bond

### Number Bonds!!!



## OBJECTIVE OF TOPIC E

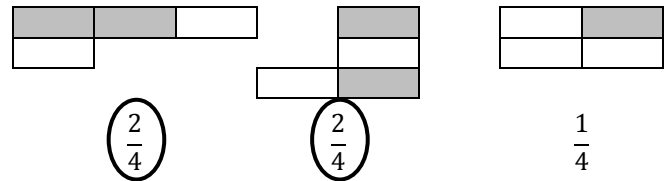
- 1 Recognize and show that equivalent fractions have the same size, though not necessarily the same shape.
- 2 Recognize and show that equivalent fractions refer to the same point on the number line.
- 3 Generate simple equivalent fractions by using visual fraction models and the number line.
- 4 Express 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

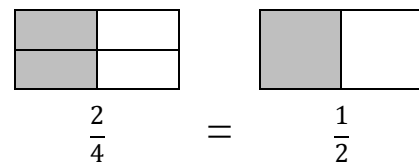
### Equivalent Fractions

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

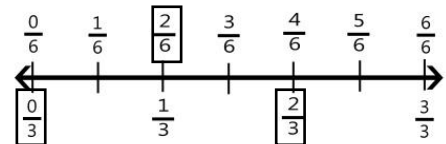
**Directions:** Label what fraction of each shape is shaded and circle the fractions that are equal.



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

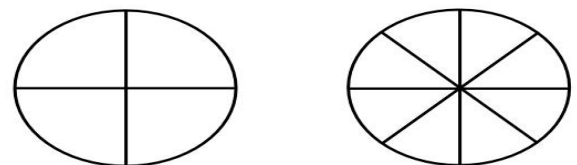


**Directions:** Use the unit fractions on the right to count up on the number line. Label the missing fractions.



### 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  $\frac{1}{4}$ .