



# MATH NEWS



Grade 3, Module 5, Topic C (Lessons 10-13)

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

Module 5: Fractions as Numbers on the Number Line

### Math Parent Letter

This document gives parents and students a better understanding of the Eureka math concepts that are taught in the classroom. Module 5 of Eureka Math covers Fractions as Numbers on the Number Line. This newsletter will discuss Module 5, Topic C (Lessons 10-13).

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.

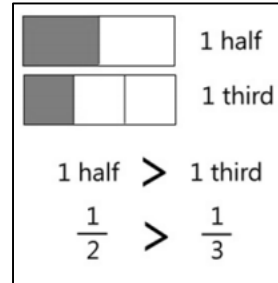
### OBJECTIVE OF TOPIC C

- 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

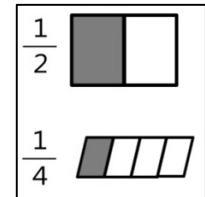
Students will gain a better understanding of **fractional units** while comparing unit fractions.



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).

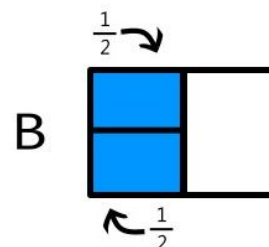


#### DIRECTIONS:

(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.