

# MATH NEWS

Grade 3, Module 5, Topic B

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

Module 5: Fractions as Numbers on the Number Line

### Math Parent Letter

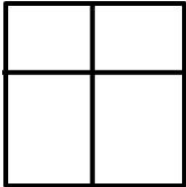
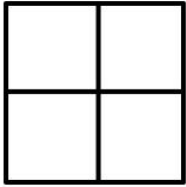
This document is created to give parents and students a better understanding of the math concepts found in Eureka Math (© 2013 Common Core, Inc.) that is also posted as the Engage New York material which is taught in the classroom. Module 5 of Eureka Math (Engage New York) covers Fractions as Numbers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

Topic B. Unit Fractions and Their Relation to the Whole

### Vocabulary Words

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

### Things to Remember!!!

Non-Equal Parts	Equal Parts
	
<p>Remember the denominator is how many equal parts the whole is divided into.</p>	

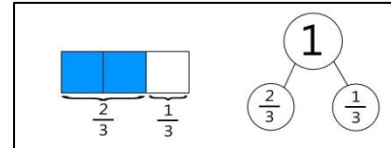
## OBJECTIVE OF TOPIC B

- 1 Partition a whole into equal parts and define the equal parts to identify the unit fraction numerically.
- 2 Build non-unit fractions less than one whole from unit fractions.
- 3 Identify and represent shaded and non-shaded parts of one whole as fractions.
- 4 Represent parts of one whole as fractions with number bonds.
- 5 Build and write fractions greater than one whole using unit fractions.

## Focus Area– Topic B

Unit Fraction and Their Relation to the Whole

Students will understand that both the shaded and non-shaded part makes the whole. They must also represent this as a number bond.




What fraction of the image is shaded?

– or 2 thirds of the shape is shaded.

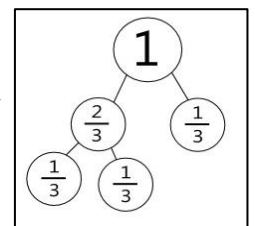
What fraction of the image is non-shaded?

– or 1 third of the shape is non-shaded.



Total number of equal parts <u>4</u> Total number of shaded parts <u>2</u> Unit form <u>2 - fourths</u> Fraction <u><math>\frac{2}{4}</math></u>

Students will gain a better understanding of what each part of the fraction represents. They will also gain a better understanding of unit form and numeric form (fraction).

When asked to decompose a whole into unit fractions, students should understand that a unit fraction is a fraction with 1 as the numerator. Once they gain this understanding they should be able to see that – is not a unit fraction and that they should decompose it further.



Towards the end of this topic students will learn that some fractions are larger than 1 whole. They will be asked how many copies of a fraction are in 1 whole.


Unit fraction <u><math>\frac{1}{3}</math></u> Units Shaded <u>5</u> Fraction shaded <u><math>\frac{5}{3}</math> or <math>1\frac{2}{3}</math></u>

There are 3 copies of – in one whole. There are 6 copies of – in two wholes. They should understand that a unit fraction will remain the same because there are 3 parts to 1 whole. Students should recognize that – is 1 whole and part of another whole.