

Grade 3 Module 5

Tips for Families

Key Concepts Overview

Focus TEKS: **3.3A, 3.3B, 3.3C, 3.3D, 3.3E, 3.3F, 3.3G, 3.3H, 3.6E, 3.7A**

The focus of Module 5 is extending and deepening prior knowledge of fractions as equal partitions of a whole to fractions as numbers on a number line. Your student will:

- ☐ Partition a line or shape into equal parts and name the **fractional units**.
- ☐ Represent **unit fractions** in multiple ways.
- ☐ Write a fraction as a sum of unit fractions.
- ☐ Shade and compare fractional amounts using models.
- ☐ Locate and label fractions on a number line.
- ☐ Use a number line to compare fractions by reasoning about the distance of the fraction from zero and from other fractions.
- ☐ Use drawings and number lines to determine whether two fractional amounts are **equivalent**.
- ☐ Complete given fractions to make equivalent fractions (e.g., $\frac{1}{2} = \frac{2}{4}$).
- ☐ Show equivalent fractions on a number line.
- ☐ Draw a model to compare fractions in word problems.

You can use the checklist above to help monitor your student's progress of the knowledge and skills in this module. Daily sample problems with solutions and thought bubbles are found in the Homework Helper pages in the Succeed Student Edition to help you support your student as they work at home.

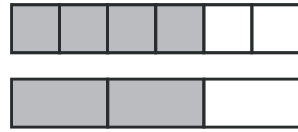
Additional Ways to Help at Home

- Tape a string across a doorway so your student can reach it. Make sure the string is taut and parallel with the floor (not slanted). Using the door frame as the endpoints of the string, ask your student to show where to partition the string with clothespins to create different fractional units such as halves, thirds, fourths, sixths, or eighths. Alternatively, he can thread O-shaped cereal or beads on the string before you tape it to the door frame, and then slide the beads or cereal into place based on fractional units you suggest.
- Give your student some measuring cups, several containers, such as bowls or glasses that are exactly the same size, and a pitcher of water. Ask questions like, “Which contains more water, 2 one-third cups or 2 one-fourth cups?” Have her fill the measuring cups with water and then pour it into the containers to compare the amounts of water side by side. Talk about why one container has more water even though she added 2 units of water to each container.
- Invite your student to watch you chop vegetables or fruit while you are preparing a meal. Talk about fractions while you work. For example, if you are cutting up two carrots that are the same size, cut one into fourths and the other into sixths, and ask whether 3 fourths or 3 sixths is more.



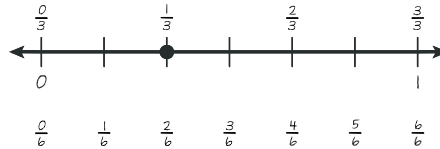
Terms

Equivalent fractions (*Fracciones equivalentes*): fractions that name the same size or the same point on the number line



4 sixths is equal to 2 thirds.

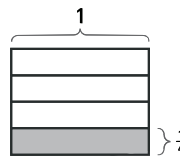
$$\frac{4}{6} = \frac{2}{3}$$



$$\frac{1}{3} = \frac{2}{6}$$

Fractional unit (*Unidad de fracción*): a unit created by partitioning a whole into a number of equal parts (half, third, fourth, etc.)

The fractional unit is fourths.
The whole is divided into four equal parts.



Non-Unit fraction: a fraction with a numerator other than 1 (e.g., $\frac{2}{3}$, $\frac{3}{5}$, $\frac{7}{8}$)

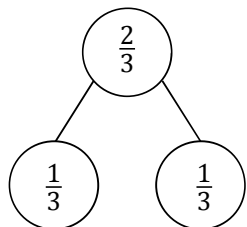
Unit form (*Forma unitaria*): a representation of a fraction using the number of equal parts that are selected and the fractional unit (e.g., 1 half, 2 thirds, 4 fifths)

Unit fraction (*Fracción unitaria*): a fraction with a numerator of 1 (e.g., $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$)

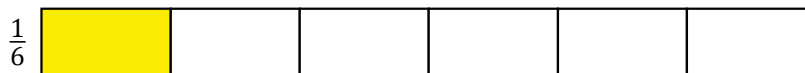


Models

Number Bond



Fraction Strip/Strip Diagram



Number Line

