

Brandon Valley School District
District Learning Plan
March 16-19, 2020

Grade 3 Math



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Fractions

SUBJECT/GRADE: Math- 3rd Grade

DATES: March 16 - 19, 2020



What do students need to do?	<p>Students may print out worksheets listed below or write on lined or unlined paper with page number written at the bottom.</p> <p><u>Monday</u> (3/16): Complete Lesson 1 - Unit Fractions: Reteach pg. 72</p> <p><u>Tuesday</u> (3/17): Complete Lesson 7 - Fractions as One Whole: Reteach pg. 78</p> <p><u>Wednesday</u> (3/18): Complete Lesson 8 - Compare Fractions: Reteach pg. 79</p> <p><u>Thursday</u> (3/19): Complete Lesson 10-K - Label a Number Line to Identify Fractions page</p>
What do students need to bring back when school resumes?	<p>All work completed for the following worksheets:</p> <ul style="list-style-type: none"> • Lesson 1 Unit Fractions: Reteach pg. 72 • Lesson 7 Fractions as One Whole: Reteach pg. 78 • Lesson 8 Compare Fractions: Reteach pg. 79 • Lesson 10-K Label a Number Line to Identify Fractions • textbooks and magazines sent home
What standards do the lessons cover?	<p>3.NF.1- Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p> <p>3.NF.2b-Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p> <p>3.NF.3c- Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</i></p> <p>3.NF.3d- Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>
What materials do students need? What extra resources can students use?	<p>Need: Pencil, lined/unlined paper or may print off math worksheets if printer is available</p> <p>Extra: Khan Academy Videos for Extra Support</p> <ol style="list-style-type: none"> 1) Fraction Basics 2) Fractions as One Whole 3) Compare Fractions with Greater Than and Less Than 4) Fractions on a Number Line

<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> • State Testing Practice: https://login10.cloud1.tds.airast.org/student/V388/Pages/LoginShell.aspx?c=SouthDakota_PT • Flashcards • Practice math facts • Resources on your child's teacher's website • Follow a recipe using fractions
<p>Who can we contact if we have questions?</p> <p>Please click on the blue "Teachers" link to email a teacher.</p>	<p>Brandon Elementary Teachers Building Principal: merle.horst@k12.sd.us</p> <p>Fred Assam Elementary Teachers Building Principal: susan.foster@k12.sd.us</p> <p>Robert Bennis Elementary Teachers Building Principal: Kristin.Hofkamp@k12.sd.us</p> <p>Valley Springs Elementary Teacher Building Principal: tanya.palmer@k12.sd.us</p>
<p>Notes: Keep smiling and working hard!</p>	

Lesson 1 Reteach

Unit Fractions

A unit fraction is one part of a whole. The top number of a unit fraction is always 1. The bottom number of a unit fraction is the number of equal parts in the whole.

Label each part of the whole with its unit fraction.



1 Count the number of equal parts.

There are 3 equal parts.

2 Make the unit fraction.

You know that the top number of a unit fraction is always 1. The bottom number is the number of equal parts. So, the unit fraction is .

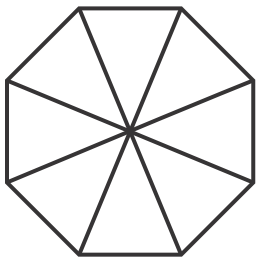


3 Label the parts.

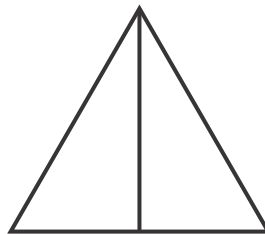
Write the unit fraction in each part to show that each part is of the whole.

Label each part with its unit fraction.

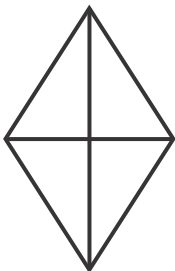
1.



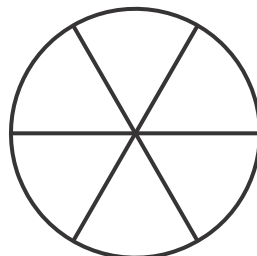
2.



3.



4.



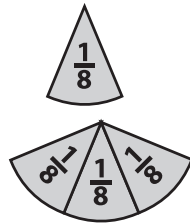
Lesson 8 Reteach

Compare Fractions

You can use models to compare fractions to see which fraction is *greater than* ($>$), *is less than* ($<$), or is *equivalent* ($=$).

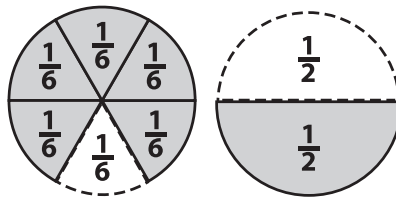
$\frac{1}{8}$ is less than $\frac{3}{8}$

$$\frac{1}{8} < \frac{3}{8}$$



$\frac{5}{6}$ is greater than $\frac{1}{2}$

$$\frac{5}{6} > \frac{1}{2}$$



Use models to compare. Use $>$, $<$, or $=$.

1. $\frac{2}{6} \bigcirc \frac{1}{3}$

2. $\frac{1}{2} \bigcirc \frac{1}{6}$

3. $\frac{4}{8} \bigcirc \frac{7}{8}$

4. $\frac{1}{4} \bigcirc \frac{1}{8}$

5. $\frac{2}{3} \bigcirc \frac{4}{6}$

6. $\frac{1}{6} \bigcirc \frac{3}{6}$

7. Kerry is making muffins. The recipe calls for $\frac{1}{2}$ cup of blueberries and $\frac{1}{3}$ cup of walnuts. Are there more blueberries or walnuts in the muffins? _____

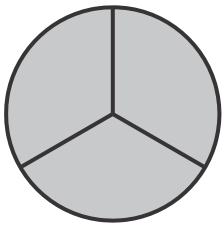
8. Layla walks $\frac{3}{4}$ of a mile home after school. Jaxon walks $\frac{1}{2}$ of a mile home. Who walks farther? _____

Lesson 7 Reteach

Fractions as One Whole

The numeral 1 can be written as many different fractions. Any time the numerator and denominator are the same, the fraction equals 1.

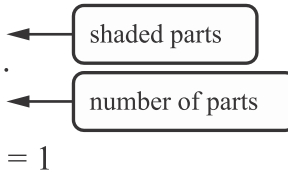
Write the fraction that represents the whole shown.



The circle is divided into 3 equal parts.

All 3 parts of the circle are shaded.

The fraction that represents the whole is .

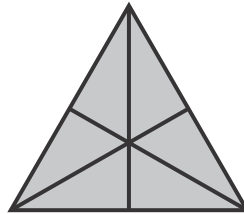


Write the fraction that represents the whole.

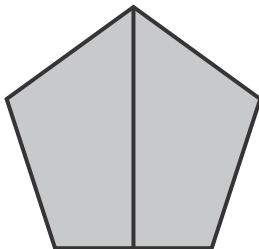
1.



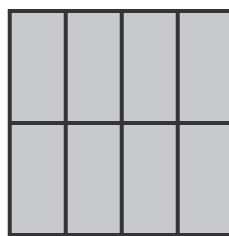
2.



3.



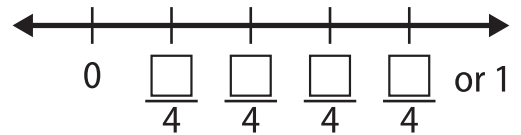
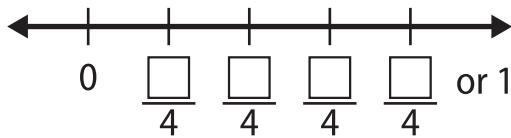
4.



Name _____

Label a Number Line to Identify Fractions

Write each numerator on the number line.
Circle the fraction.



Write each numerator on the number line.
Circle the fraction.

