

Dear Parents,

We will begin our next unit of study in math soon. The information below will serve as an overview of the unit as you work to support your child at home. If you have any questions, please feel free to contact me. I appreciate your on-going support.

Sincerely,

Your Child's Teacher

## Unit Name: Understanding Fractions

### Common Core State Standards:

**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  $1/b$ .

**3.NF.2a** Represent a fraction  $1/b$  on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into  $b$  equal parts. Recognize that each part has size  $1/b$  and that the endpoint of the part based at 0 locates the number  $1/b$  on the number line.

**3.NF.2b** Represent a fraction  $a/b$  on a number line diagram by marking off a length  $1/b$  from 0. Recognize that the resulting interval has size  $a/b$  and that its endpoint locates the number  $a/b$  on the number line.

**3.NF.3** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

**3.NF.3c** Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *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.*

### Essential Vocabulary:

- Partition
- Fraction
- Equal Share
- Denominator
- Numerator
- Whole
- Unit Fraction
- Equivalent
- Number Line
- Equivalence
- Numerator
- Denominator

### Unit Overview:

In this unit the students will begin to work with fractions that have a denominator of 2, 3, 4, 6, and 8. The students will begin breaking wholes into fractions. For example representing one whole as  $3/3$  and then discussing how  $3/3$  can be broken up into unit fractions  $1/3 + 1/3 + 1/3$ . The denominator will equal the parts that a whole is broken into equally. Fractions strips will be used so that the students can compare the different fractions. Improper fractions will be discussed and the students will work with unit fractions that make improper fractions. The concept of improper fractions created from unit fractions is more important than knowing the word “improper fractions”. The concept of equivalence will be introduced in this unit.

### Strategies/Skills:

- Number Lines
- Drawing parts of a whole

### Wake County Public Schools, Unit Overview for Parents

*This document should not replace on-going communication between teachers & parents.*

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- Unit Fractions

**Video Support:**

Video support can be found on The WCPSS Academics YouTube Channel.

- <http://tinyurl.com/WCPSSAcademicsYouTube>
  - [ES 3 Math Fractions of the Number Line](#)

Video support can be found on Learn Zillion

- <https://learnzillion.com/>
  - [understand-fractions-as-fair-shares](#)
  - [write-fractions-with-numerator-and-denominator](#)
  - [plot-a-unit-fraction-on-a-number-line](#)
  - [identify-a-fraction-as-a-point-on-a-number-line-by-dividing-the-number-line-into-equal-parts](#)

**Additional Resources:**

If you have limited/no internet access, please contact your child's teacher for hard copies of the resources listed in this document.

- NCDPI Unpacking Document: [3<sup>rd</sup> Grade Unpacking Document](#)