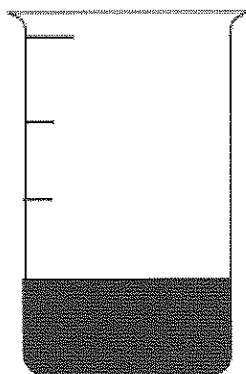## G3-M5-Lesson 1

1. A beaker is full when the liquid reaches the fill line shown near the top. Estimate the amount of water in the beaker by shading the drawing as indicated.

> First, I need to partition my whole into 4 equal parts. I can estimate to draw a tick mark halfway between the top and bottom of the beaker and then make tick marks in the middle of each half. After that, I just need to shade 1 of the equal parts.

1 fourth

2. Juanita cut her string cheese into equal pieces as shown below. In the blank below, name the fraction of string cheese represented by the shaded part.

1 fifth

> There are 5 equal parts, so each part is 1 fifth. Only 1 fifth is shaded. I can use unit form to name the fraction since I haven't learned numerical form yet.

3. In the space below, draw a small rectangle. Estimate to split it into 6 equal parts. How many lines did you draw to make 6 equal parts? What is the name of each fractional unit?
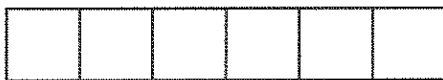
It took 5 lines to make 6 equal parts. Each fractional unit is a sixth!

> To split a rectangle into 6 equal parts, I can draw a line to split it in half and then split each half into 3 equal parts. When I have 6 equal parts, my fractional unit is sixths!

EUREKA MATH

Lesson 1:   Specify and partition a whole into equal parts, identifying and counting unit fractions using concrete models.

1

4. Rochelle has a string that is 15 inches long. She cuts it into pieces that are each 5 inches in length. What fraction of the string is 1 piece? Use your strip from the lesson to help you. Draw a picture to show the string and how Rochelle cut it.

15 *inches*

5 in	5 in	5 in
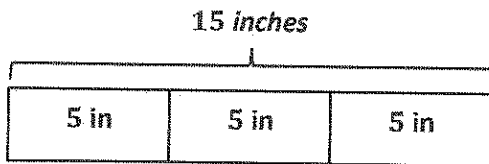
$15 \div 5 = 3$

Each piece is 1 third of the whole string.

> This problem reminds me of division because I'm splitting 15 inches into equal parts that are each 5 inches. I can solve $15 \div 5$ to find that Rochelle makes 3 pieces. If there are 3 equal pieces, then each piece is a third!

Lesson 1:   Specify and partition a whole into equal parts, identifying and counting unit fractions using concrete models.

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