

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: Partitioning Shapes/Fractions

Common Core State Standards:

3.G.2 Partition shapes into parts with equal areas. Express the areas of each part as a unit fraction of the whole. *For example, partition a shape into 4 part with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.*

3.NF.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts ; understand a fraction $\frac{a}{b}$ as the quantity formed when by parts of size $\frac{1}{b}$.

3.NF.2 Understand a fractions as a number on the number line; represent fractions a number line diagram.

3.NF.2b Represent a fraction $\frac{a}{b}$ number line diagram by marking off lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line.

3.NF.2c Represent a fraction $\frac{1}{b}$ 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 $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line.

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

3.NF.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

3.NF.3b Recognize and generate simple equivalent fractions, e.g. $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$) Explain why the fractions are equivalent, e.g., by using a visual model fraction model.

3.NF.3c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form $3 = \frac{3}{1}$; recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram.*

3.NF.3d Compare 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.

Essential Vocabulary:

- Fraction
- Denominator
- Numerator
- Whole
- Trapezoid
- Rhombus
- Hexagon
- Triangle
- Rectangle
- Partition
- Unit Fraction

Unit Overview:

In this unit the students will find the fractional parts of different geometric shapes like the trapezoid, rhombus, hexagon, and triangle. They will also discover how many smaller geometric shapes fit into the

Wake County Public Schools, Unit Overview for Parents

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

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bigger geometric shapes. Fraction strips will be used to help make number lines. Equivalent fractions like $\frac{3}{6}$ and $\frac{1}{2}$ will be compared on two different number lines. Circles will be used to compare different fractions such as $\frac{2}{3}$ and $\frac{5}{6}$. At the end of the unit the students will be asked to solve fraction story problems using the different strategies they learned in the unit.

Strategies/Skills:

- Fraction Strips
- Number Line

Video Support:

Video support can be found Learn Zillion

- www.learnzillion.com
 - [describe-a-fraction-as-an-equal-share-of-a-whole](#)

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: [3rd Grade Unpacking Document](#)