Eureka Math

3rd Grade
Module 2
Lesson 2

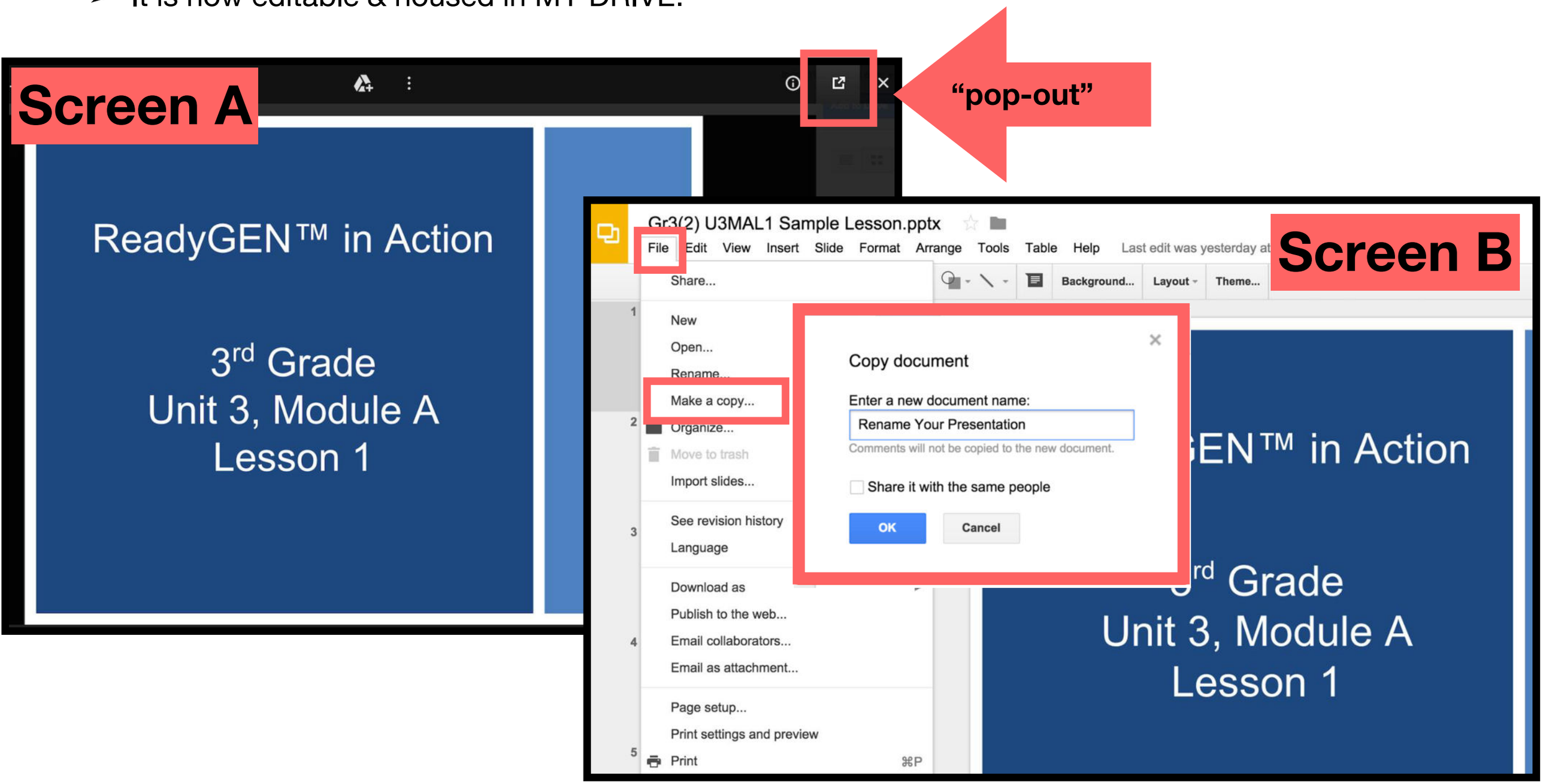
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this project!

Directions for customizing presentations are available on the next slide.

Customize this Slideshow

Reflecting your Teaching Style and Learning Needs of Your Students

- ➢ When the Google Slides presentation is opened, it will look like Screen A.
- ➢ Click on the “pop-out” button in the upper right hand corner to change the view.
- ➢ The view now looks like Screen B.
- ➢ Within Google Slides (not Chrome), choose FILE.
- ➢ Choose MAKE A COPY and rename your presentation.
- ➢ Google Slides will open your renamed presentation.
- ➢ It is now editable & housed in MY DRIVE.

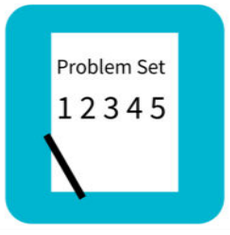


Icons

Read, Draw, Write

Learning Target

Personal White Board

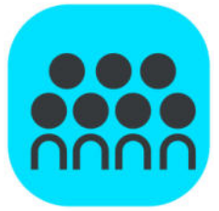


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

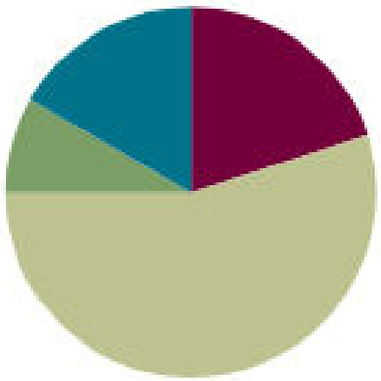
Small Group Time

Lesson 2

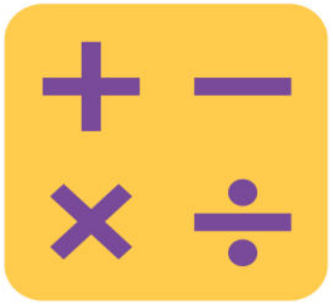
Objective: Relate skip-counting by fives on the clock and telling time to a continuous measurement model, the number line.

Suggested Lesson Structure

Fluency Practice	(12 minutes)
Application Problem	(5 minutes)
Concept Development	(33 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



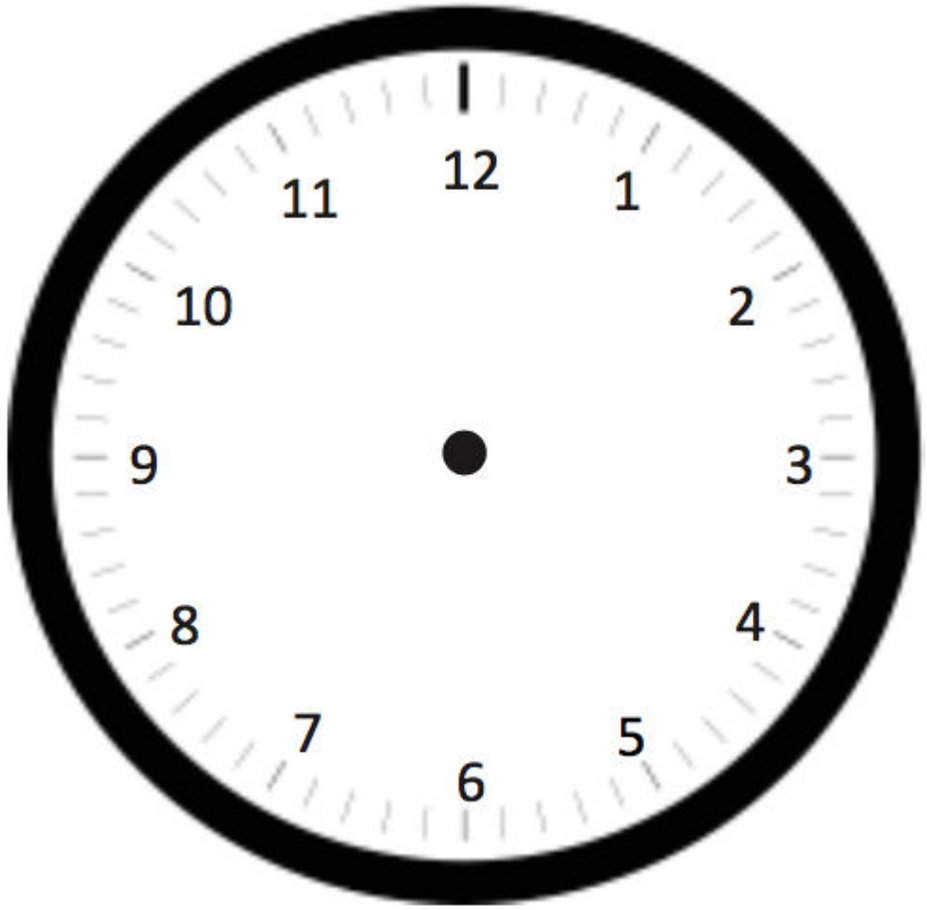
I can relate skip-counting by fives on the clock and telling time to a continuous measurement model, the number line.



Group Counting

- Sevens to 35, emphasizing the transition from 28 to 35
- Eights to 40, emphasizing the transition from 32 to 40

Tell Time on the Clock



Start at 12 and count by 5 minutes on the clock.

Minute Counting

- 6 minutes, counting to the half hour and hour
- 3 minutes, counting to a quarter past the hour and half hour
- 10 minutes, counting up to 1 hour
- 9 minutes, counting to 45 and emphasizing the transition from 36 to 45

Application Problem

Christine has 12 math problems for homework. It takes her 5 minutes to complete each problem. How many minutes does it take Christine to finish all 12 problems?

RDW

Concept Development

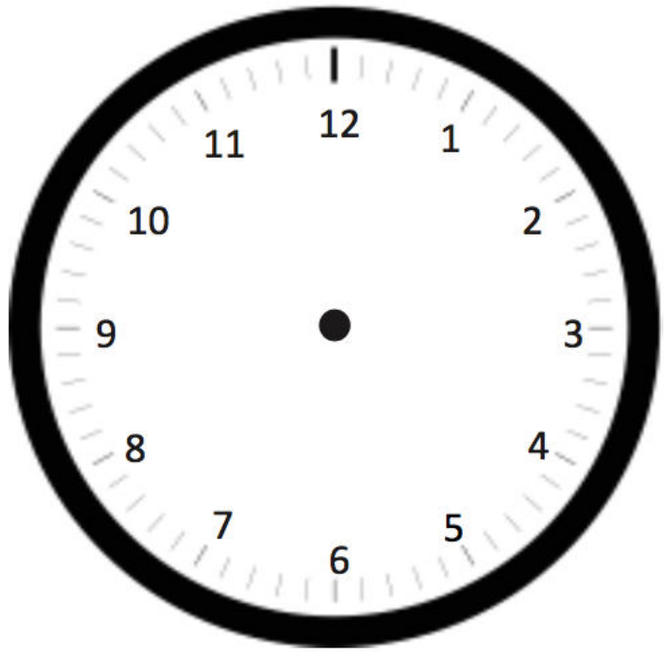
Problem 1: Draw a number line and relate skip-counting by fives to skip-counting intervals of 5 minutes.

Concept Development

Part 2: Use a number line to tell time to the nearest 5 minutes within 1 hour.

Concept Development

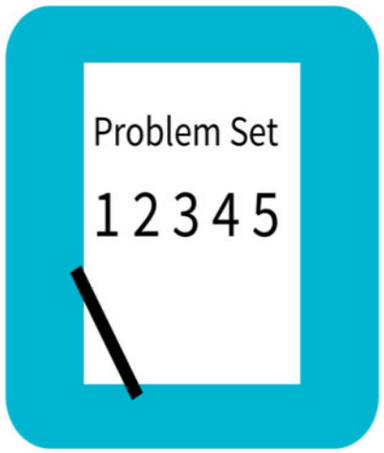
Part 3: Relate the number line to the clock and tell time to the nearest 5 minutes.



We counted by fives to plot minutes on a number line, and we'll do the same on a clock.

How many 5-minute intervals show 15 minutes on a clock?

Let's count each 5-minute interval and plot a point on the clock to show 15 minutes.



Problem Set

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.

Student Debrief

- In Problem 2, what information was important for **plotting** the **point** on the number line that matched the time shown on each clock?
- Each **interval** on the analog clock is labeled with the numbers 1–12. Compare those with our labels from 0 to 60 on the number line. What do the labels represent on both tools?
- How does multiplication using units of 5 help you read or measure time?
- Students may have different answers for Problem 4 (11:25 p.m. may come before or after 11:20 a.m.). Allow students with either answer a chance to explain their thinking.
- How did our minute counting and time telling activities in today's Fluency Practice help you with the rest of the lesson?
- Look at the number line used for Problem 2. Where do you think 5:38 would be? (This anticipates Lesson 3 by counting by fives and then ones on a number line.)

Exit Ticket

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.