Eureka Math

3rd Grade
Module 2
Lesson 3

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.
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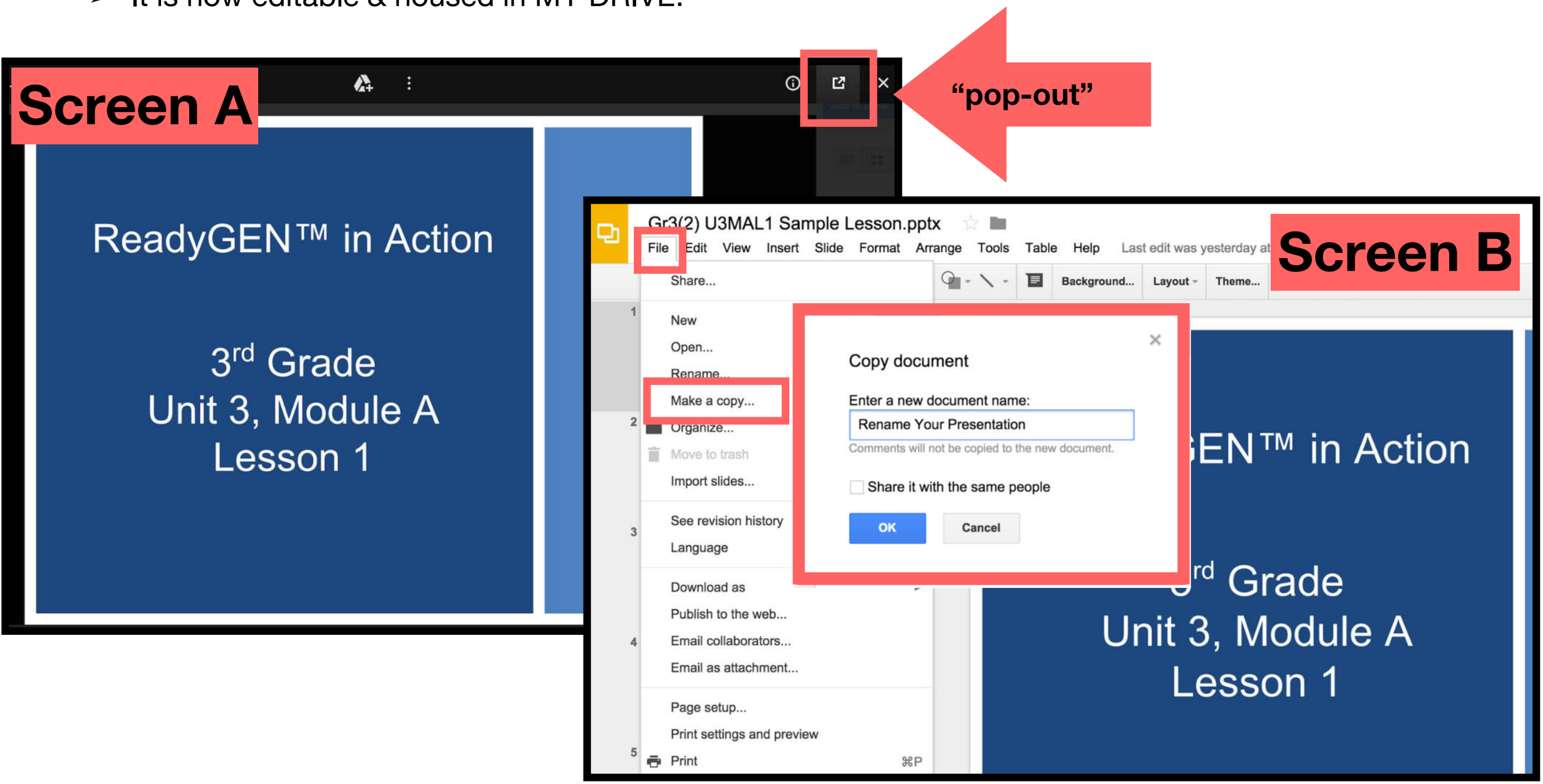
- ➢ Choose MAKE A COPY and rename your presentation.
- ➢ Google Slides will open your renamed presentation.
- ➢ It is now editable & housed in MY DRIVE.



Icons

Read, Draw, Write

Learning Target

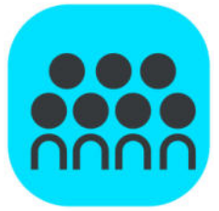
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

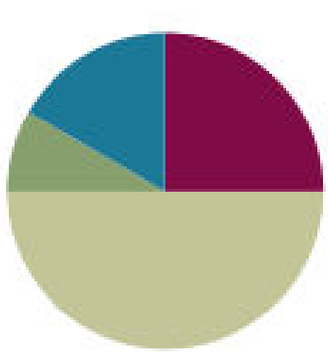
Small Group Time

Lesson 3

Objective: Count by fives and ones on the number line as a strategy to tell time to the nearest minute on the clock.

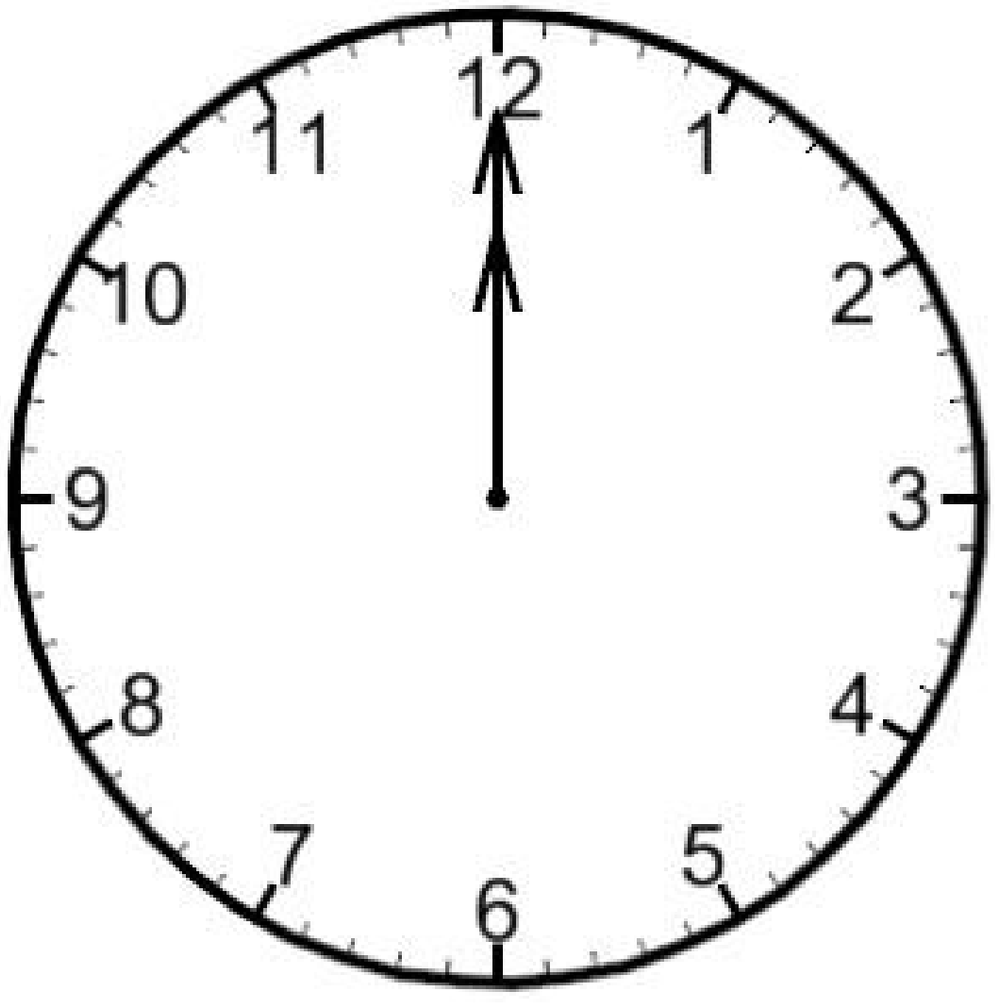
Suggested Lesson Structure

Fluency Practice	(15 minutes)
Application Problem	(5 minutes)
Concept Development	(30 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



I can count by fives and ones on the number line as a strategy to tell time to the nearest minute on the clock.

Telling Time on the Clock

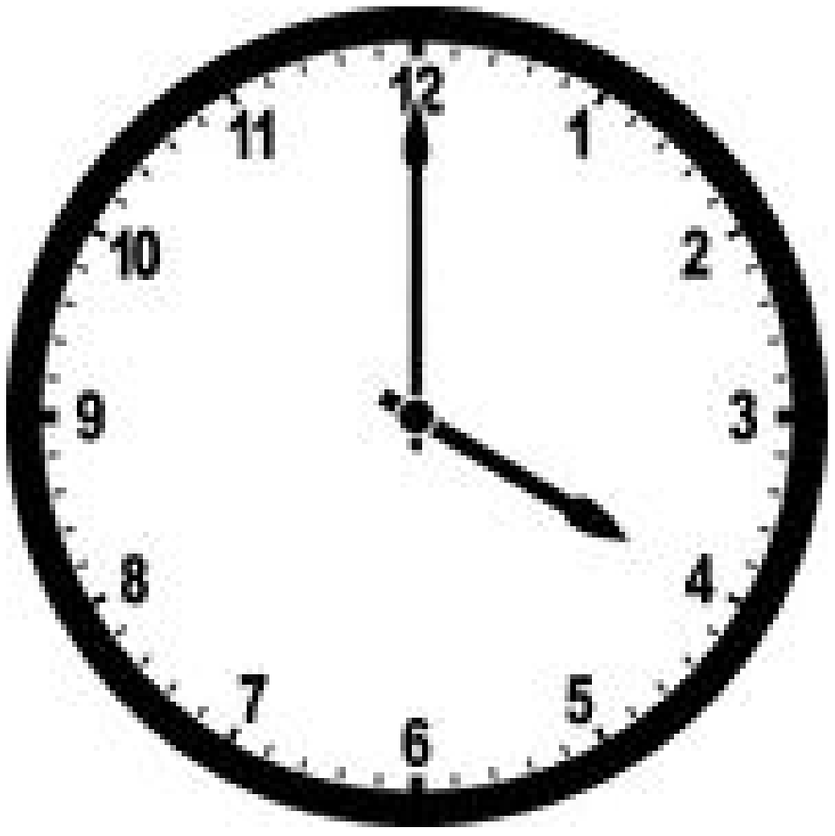


Start at 12 and count by 5 minutes on the clock.

Telling Time on the Clock

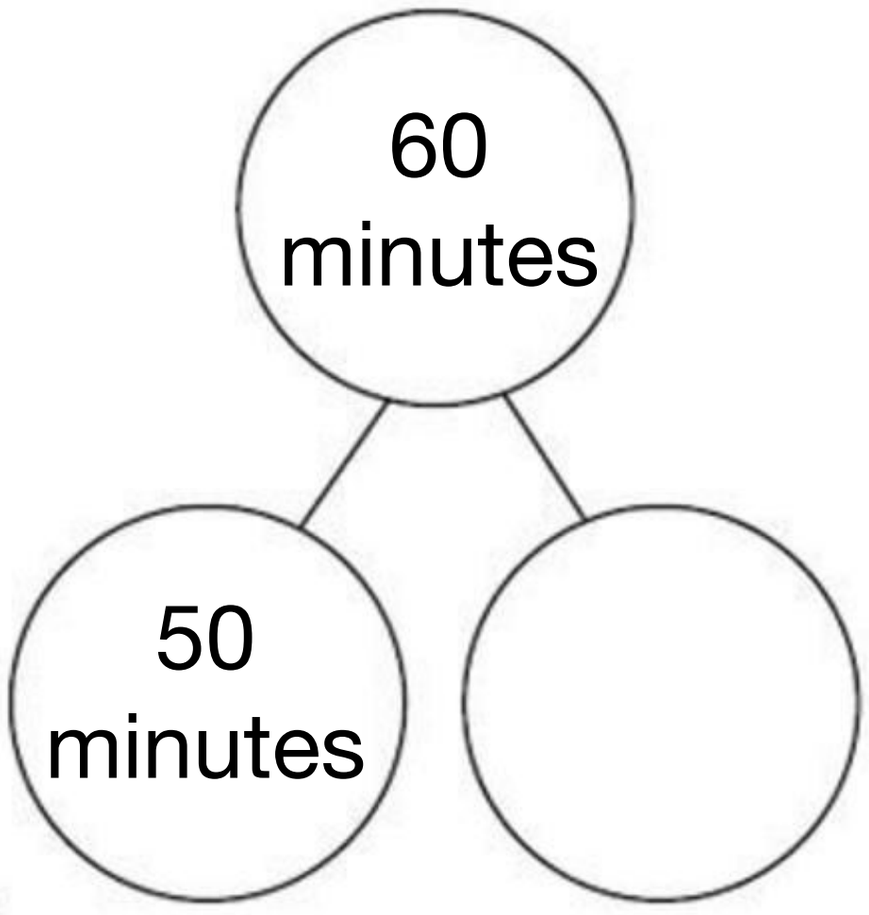
I'll show a time on a clock. Write the time on your personal white board.

Telling Time on the Clock

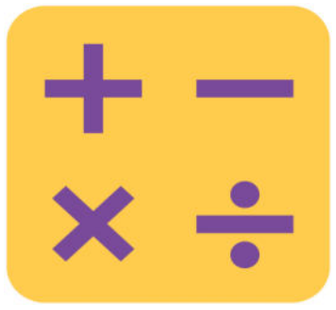


Telling Time on the Clock

Decompose 60 Minutes



- There are 60 minutes in 1 hour.
- On your board, draw this number bond and complete the unknown part.



Minute Counting

There are 60 minutes in 1 hour.

Count by 5 minutes to an hour.

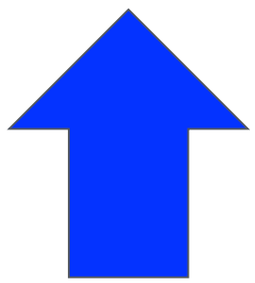
Count by 5 minutes to a half hour.

Count by 5 minutes to a quarter hour.

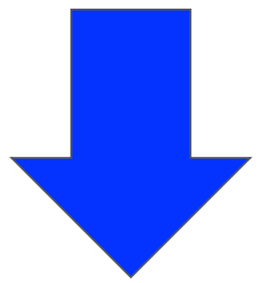
Group Counting

Count by Sevens to 42.

Say all of the numbers. Watch my fingers to know whether to count forward or backward. A closed hand means stop.



Count forward

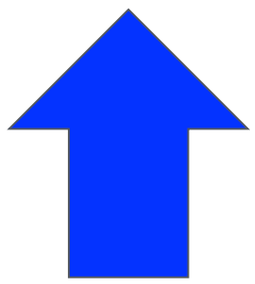


Count backward

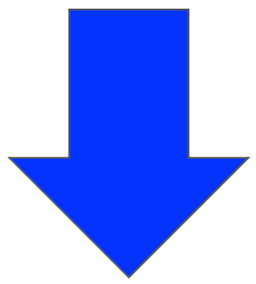
Group Counting

Count by Eights to 48.

Say all of the numbers. Watch my fingers to know whether to count forward or backward. A closed hand means stop.



Count forward

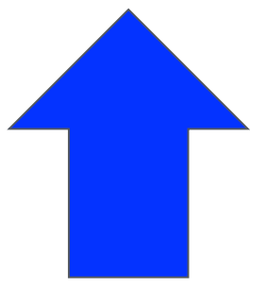


Count backward

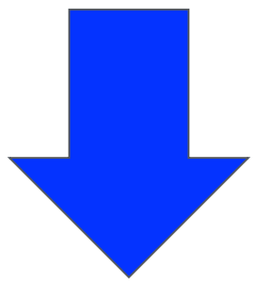
Group Counting

Count by Nines to 54.

Say all of the numbers. Watch my fingers to know whether to count forward or backward. A closed hand means stop.



Count forward



Count backward

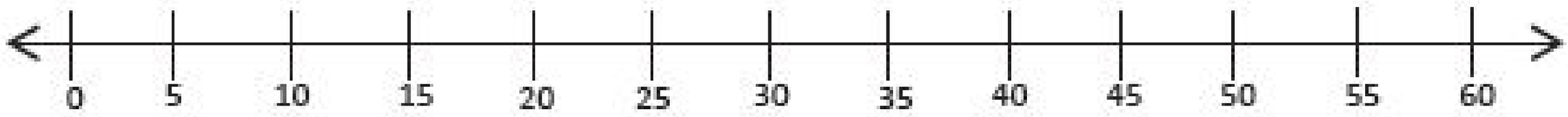
Application Problem

There are 12 tables in the cafeteria. Five students sit at each of the first 11 tables. Three students sit at the last table. How many students are sitting at the 12 tables in the cafeteria?

Time on a Number Line

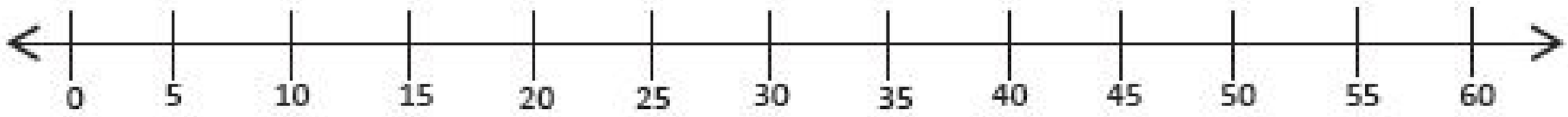
Use your ruler to draw a 12-centimeter line on your personal white board. Start at the 0 mark, and make a tick mark at each centimeter up to the number 12. Label the first tick mark 0 and the last tick mark 60. Then, count by fives from 0 to 60 to label each interval, like we did in the last lesson.

Time on a Number Line



- Put your finger on 0. Count by ones from 0 to 5.
- What numbers did you count between 0 and 5?

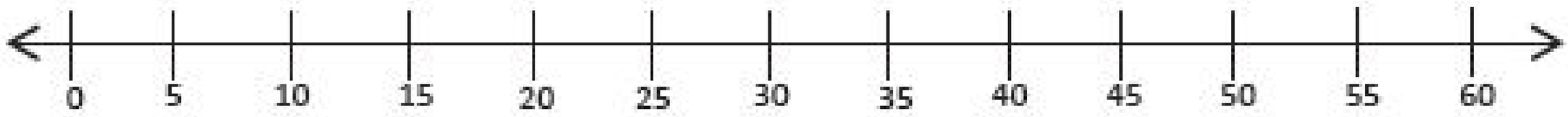
Time on a Number Line



- We could draw tick marks, but let’s instead imagine they are there.

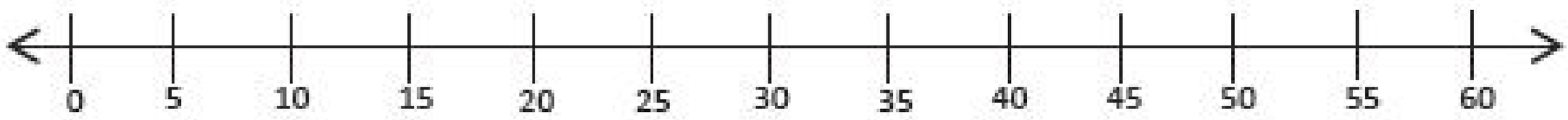
- Can you see them?

Time on a Number Line



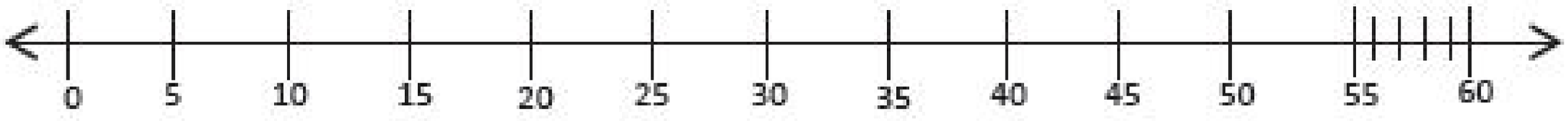
- Put your finger on 5. Count on by ones from 5 to 10.
- What numbers did you count between 5 and 10.
- Can you imagine those tick marks, too?

Time on a Number Line



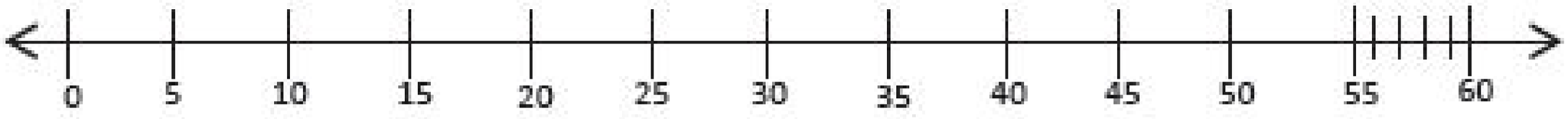
- Let’s find 58 minutes on the number line.
- Put your finger on 0. Count by five to 55.
- Let’s draw the tick marks from 55 to 60. Count with me as I draw the tick marks from 55 to 60. Start at 55, which is already there.

Time on a Number Line



- How many ticks did I draw?
- Go ahead and draw yours.
- Count on by ones to find 58 using the tick marks we made in the interval between 55 and 60.

Time on a Number Line



- How many fives did we count?
- How many ones did we count?
- 11 fives + 3. How can we write that as multiplication? Discuss with your partner.

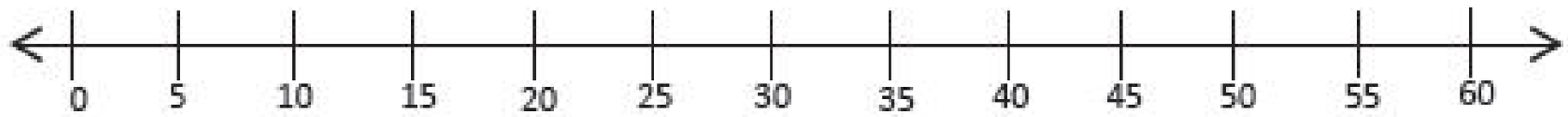
Time on a Number Line

Discuss with a partner how our modeling with the number line relates to the Application Problem.

Time on a Number Line

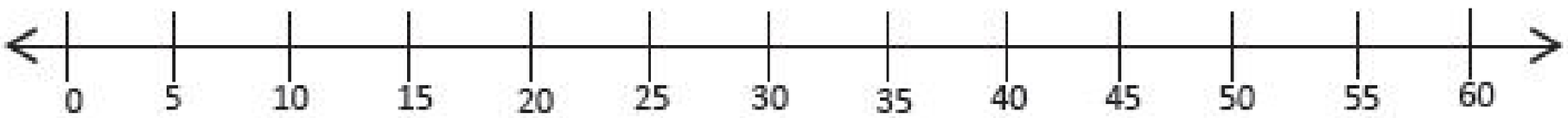
- Which units did we count by on the number line to solve these problems?
- Whisper to your partner. What steps did we take to solve these problems on the number line?

Time on a Number Line



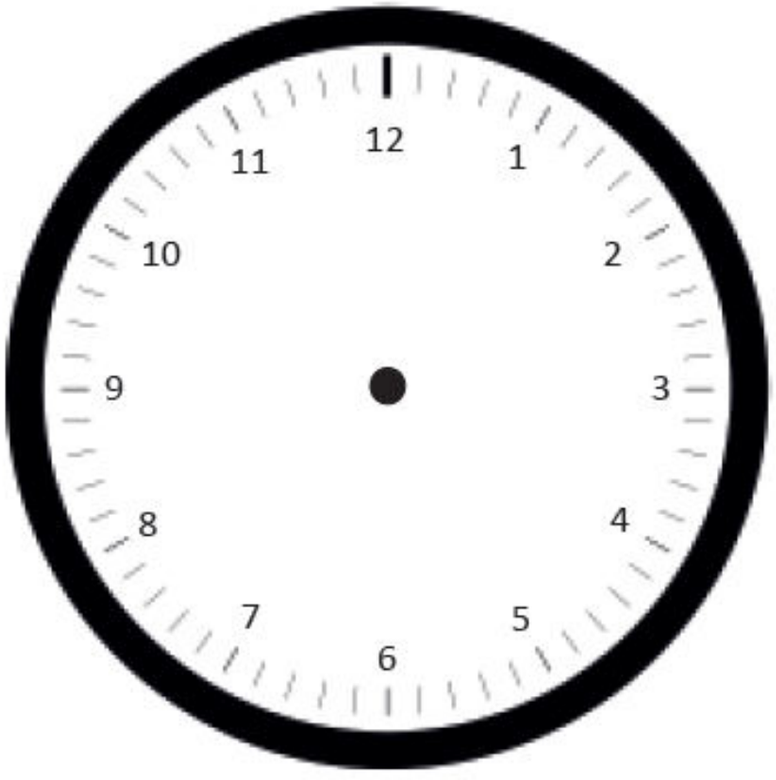
- I arrived at school this morning at 7:37 a.m. Let's find that time on our number line. Label 7:00 a.m. above the 0 mark and 8:00 a.m. above the 60 mark.
- Which units should we count by to get to 7:37?
- How many fives?
- How many ones?

Time on a Number Line



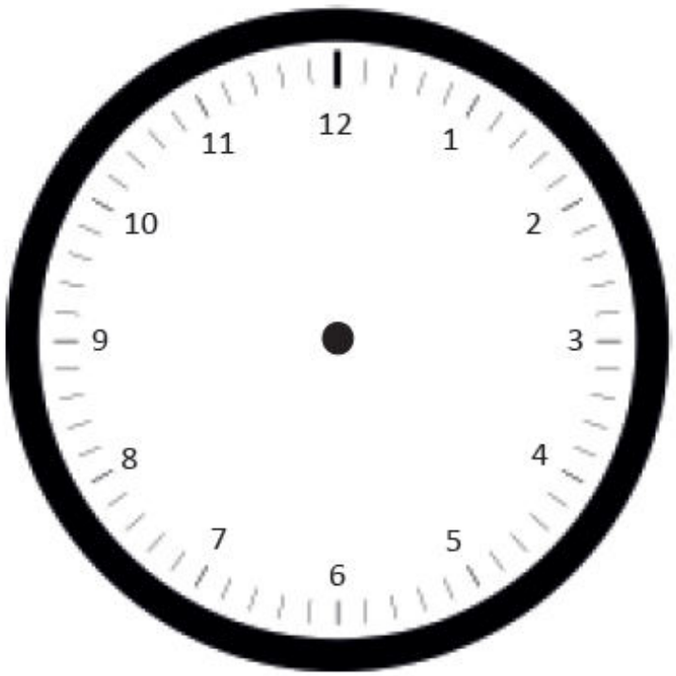
- Let's move our fingers over 7 fives and 2 ones on the number line.
- Give me a number sentence.
- Plot the point on your number line.

Time on a Clock



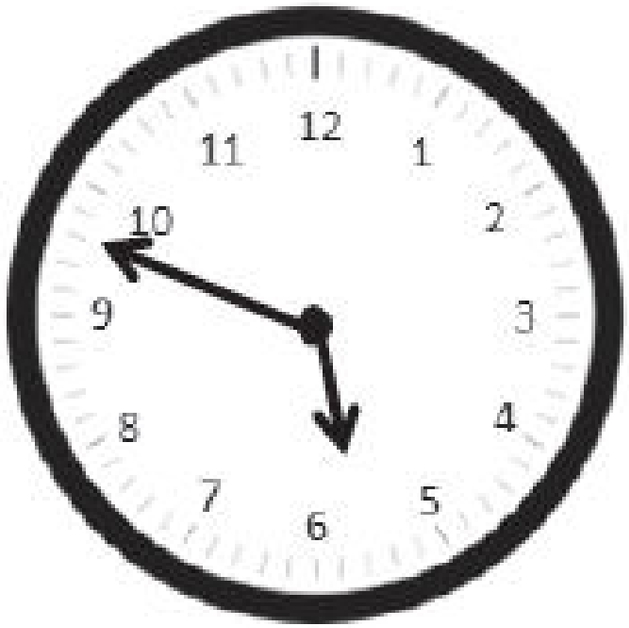
- Insert the clock template in your personal white board.
- How is the clock similar to our number line?
- What do the small tick marks represent on the clock?

Time on a Clock



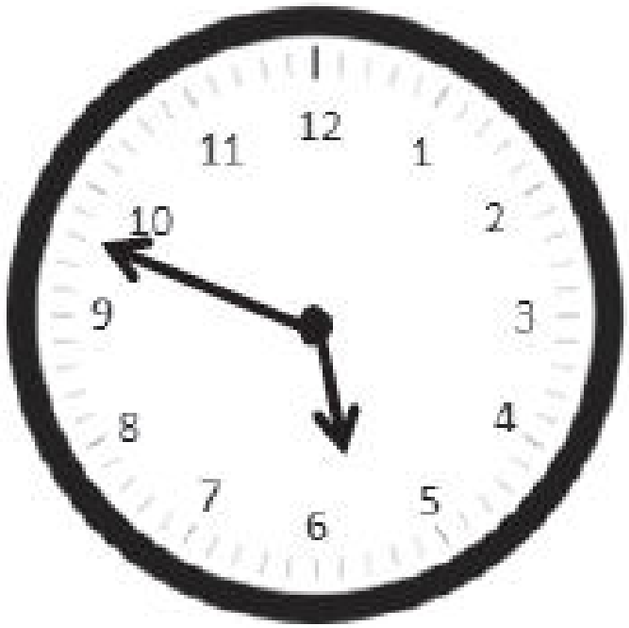
- We can use a clock just like we use a number line to tell time because a clock is a circular number line. Imagine twisting our number line into a circle. In your mind’s eye, at what number do the ends of your number line connect?
- The 12 on the clock represents the end of one hour and the beginning of another.

Time on a Clock



- This clock shows what time I woke up this morning. Draw the minute hand on your clock to look like mine.
- Let’s find the minutes by counting by fives and ones. Put your finger on the 12—the zero—and count by fives with me.
- How many minutes?

Time on a Clock



- Let’s count on by ones until we get to the minute hand. Move your finger and count on with me.
- How many minutes?
- Draw the hour hand. How many hours?
- What is the time?
- Write the time on your personal white boards.

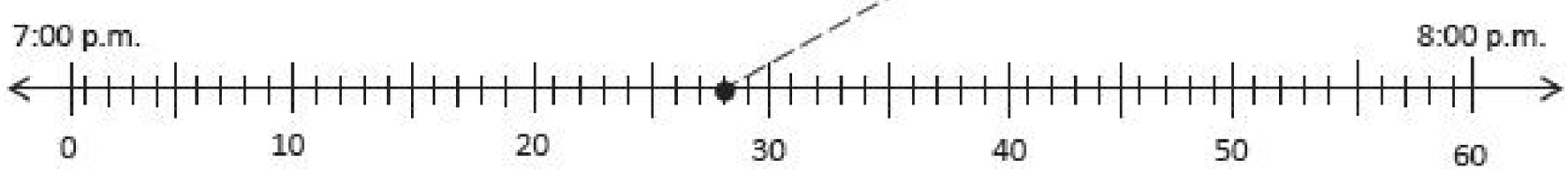
Problem Set

1 2 3 4 5

Problem Set

Name _____ Date _____

1. Plot a point on the number line for the times shown on the clocks below. Then, draw a line to match the clocks to the points.



Debrief

- Look at Problem 1. Talk to a partner: How is the number line similar to the analog clock? How is it different?
- What strategy did you use to draw the hands on the clock in Problem 3?
- Look at Problem 4. How many fives did you count by? Write a multiplication equation to show that.How many ones did you count on by? Write a multiplication equation to show that. How many minutes altogether?
- How does the tape diagram that many of us drew to solve the Application Problem relate to the first number line we drew in the Concept Development?
- Look at Problem 5. Can you share another strategy you used to tell the time on the clock other than counting by fives and ones from the 0 minute mark?
- (In anticipation of Lesson 4, which involves solving word problems with time intervals, have students discuss Problem 5(b).) How is Problem 5(b) different from the rest of the problems? How can you solve Problem 5(b)?

Exit Ticket

Name _____ Date _____

The clock shows what time Jason gets to school in the morning.

a. What time does Jason get to school?

Arrival at School

b. The first bell rings at 8:23 a.m. Draw hands on the clock to show when the first bell rings.

First Bell Rings