Materials List

Personal white boards

T) Beaker, 2-liter bottle (empty, top cut off, without label), ten-frame, 12 clear plastic cups (labeled A–L), dropper, one each of the following sizes of containers: cup, pint, quart, gallon (labeled 1, 2, 3, and 4, respectively)

Eureka Math

3rd Grade
Module 2
Lesson 9

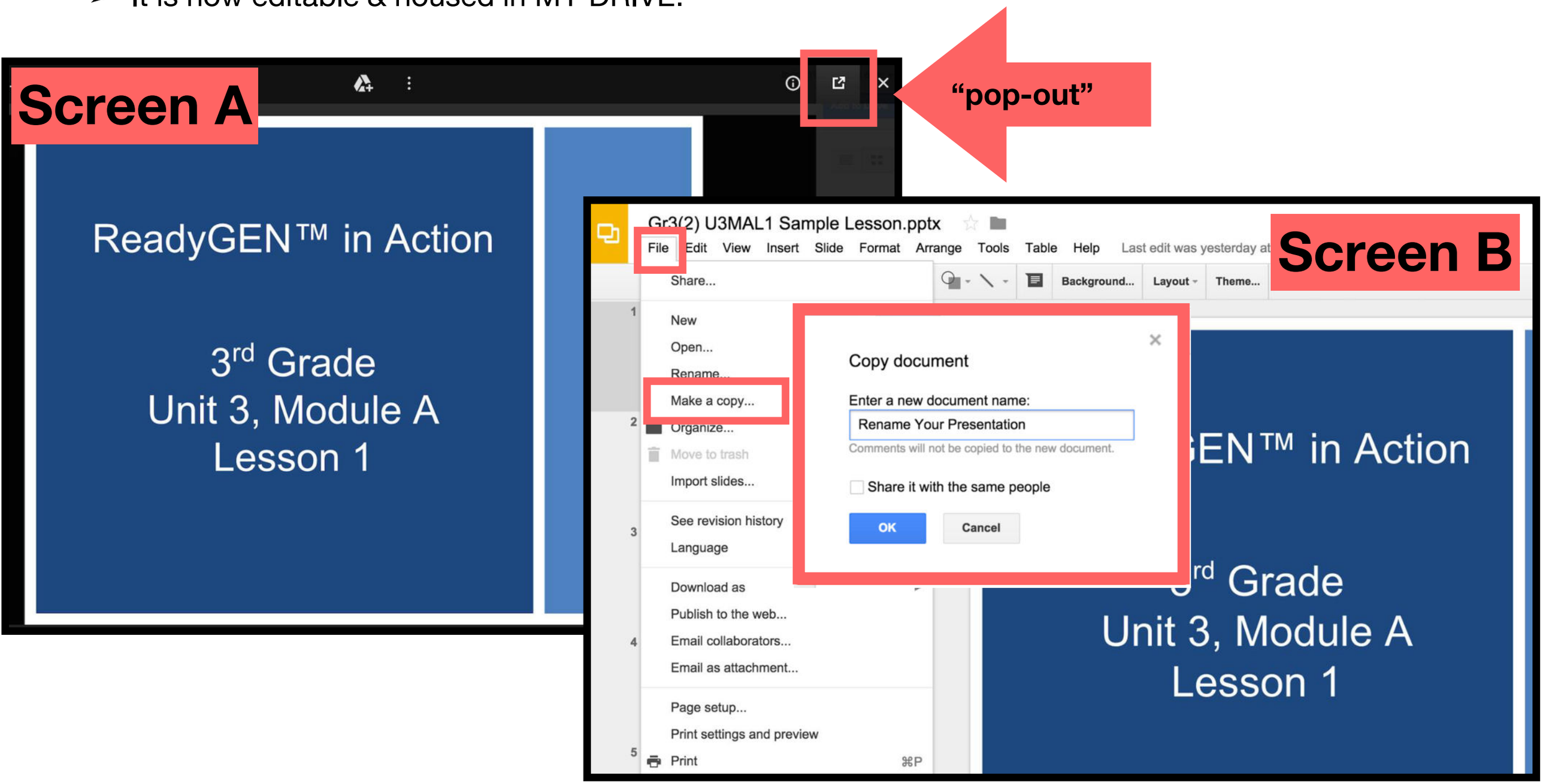
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

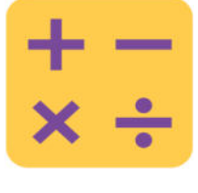
Read, Draw, Write

Learning Target

Personal White Board

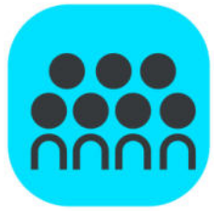
Problem Set

Manipulatives Needed



Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

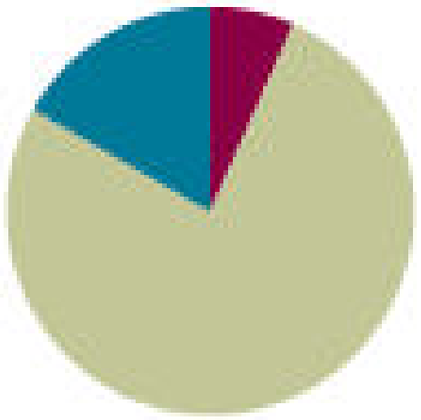
Small Group Time

Lesson 9

Objective: Decompose a liter to reason about the size of 1 liter, 100 milliliters, 10 milliliters, and 1 milliliter.

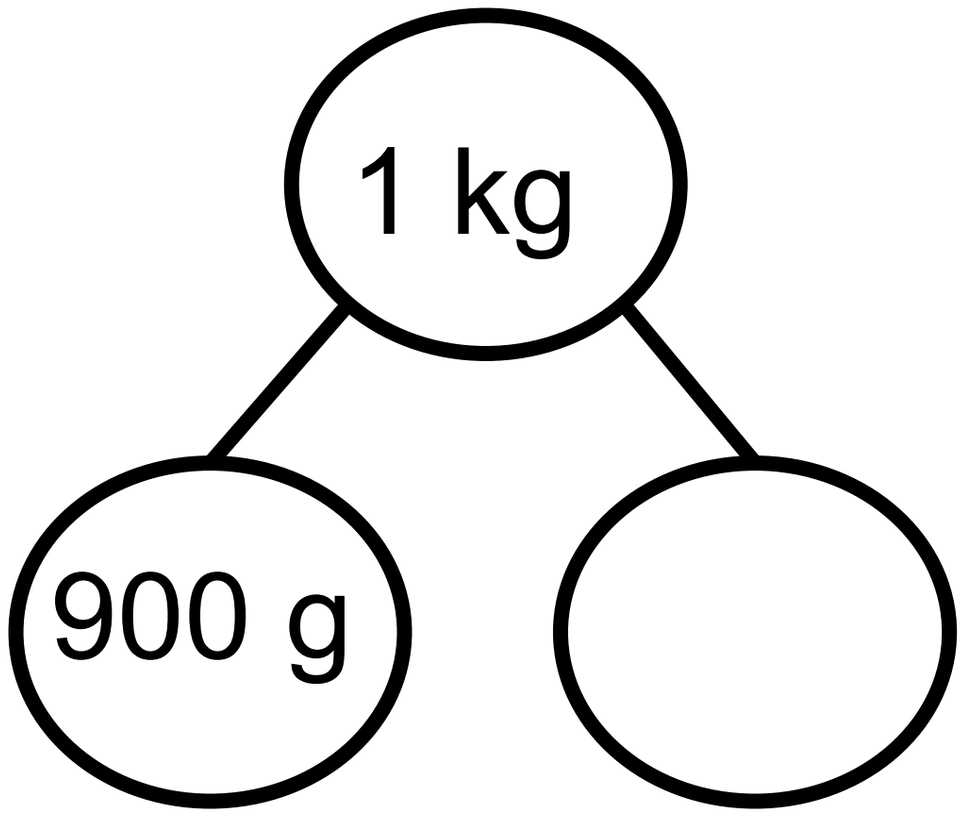
Suggested Lesson Structure

Fluency Practice	(4 minutes)
Concept Development	(46 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



I can decompose a liter to reason about the size of 1 liter, 100 milliliters, 10 milliliters, and 1 milliliter.

Decompose 1 Kilogram



There are 1,000 grams in 1 kilogram.

Concept Development

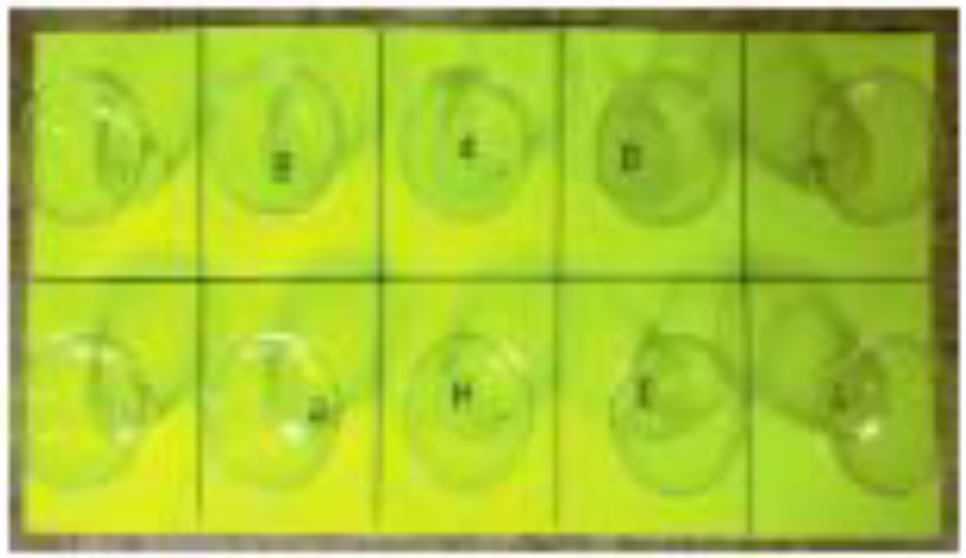
Problem 1:
Compare the capacities of containers with different shapes and sizes.

Capacity is the amount of liquid a container holds.

Concept Development

Part 2: Decompose 1 liter.

Labeled Cups A - J on a ten-frame



Concept Development

1,000 mL ÷ 10 = mL

Part 2

c. Illustrate and describe the process of decomposing 1 liter of water into 10 smaller units.

Concept Development

Measure 1 mL with a dropper

Problem Set

Problem Set (10 minutes)

Students should only need to complete Problems F and G. You may choose to work through these problems as a class, have students work in pairs, or have students work individually. Students should do their personal best to complete the

Name _____ Date _____

Part 1

a. Predict whether each container holds less than, more than, or about the same as 1 liter.

Container 1 holds	less than / more than / about the same as	1 liter.	Actual:
Container 2 holds	less than / more than / about the same as	1 liter.	Actual:
Container 3 holds	less than / more than / about the same as	1 liter.	Actual:
Container 4 holds	less than / more than / about the same as	1 liter.	Actual:

b. After measuring, what surprised you? Why?

Student Debrief

Student Debrief (10 minutes)

Lesson Objective: Decompose a liter to reason about the size of 1 liter, 100 milliliters, 10 milliliters, and 1 milliliter.

Exit Ticket (3 minutes)

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.

Lesson 9 Exit Ticket 3•2

Name _____ Date _____

1. Morgan fills a 1-liter jar with water from the pond. She uses a 100-milliliter cup to scoop water out of the pond and pour it into the jar. How many times will Morgan scoop water from the pond to fill the jar?