



## 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.



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# 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.

**Screen A**

ReadyGEN™ in Action

3<sup>rd</sup> Grade  
Unit 3, Module A  
Lesson 1

“pop-out”

**Screen B**

Gr3(2) U3MAL1 Sample Lesson.pptx

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3<sup>rd</sup> Grade  
Unit 3, Module A  
Lesson 1

# Icons



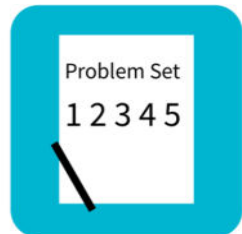
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



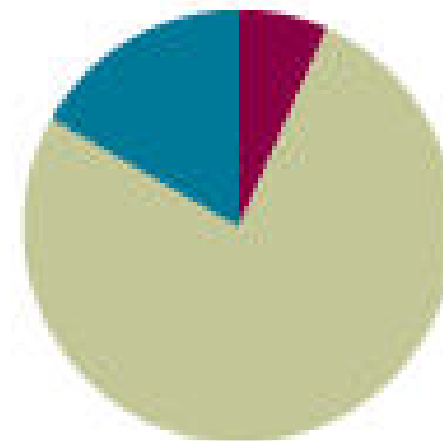
Small Group Time

## Lesson 9

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

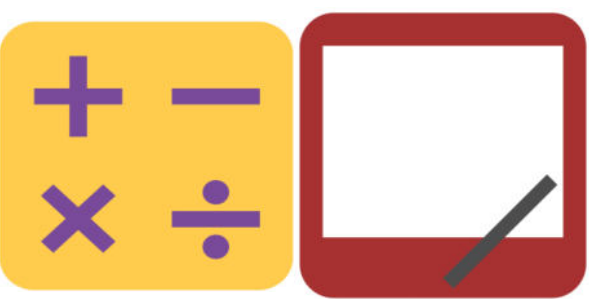
### Suggested Lesson Structure

■ Fluency Practice	(4 minutes)
■ Concept Development	(46 minutes)
■ Student Debrief	(10 minutes)
<b>Total Time</b>	<b>(60 minutes)</b>

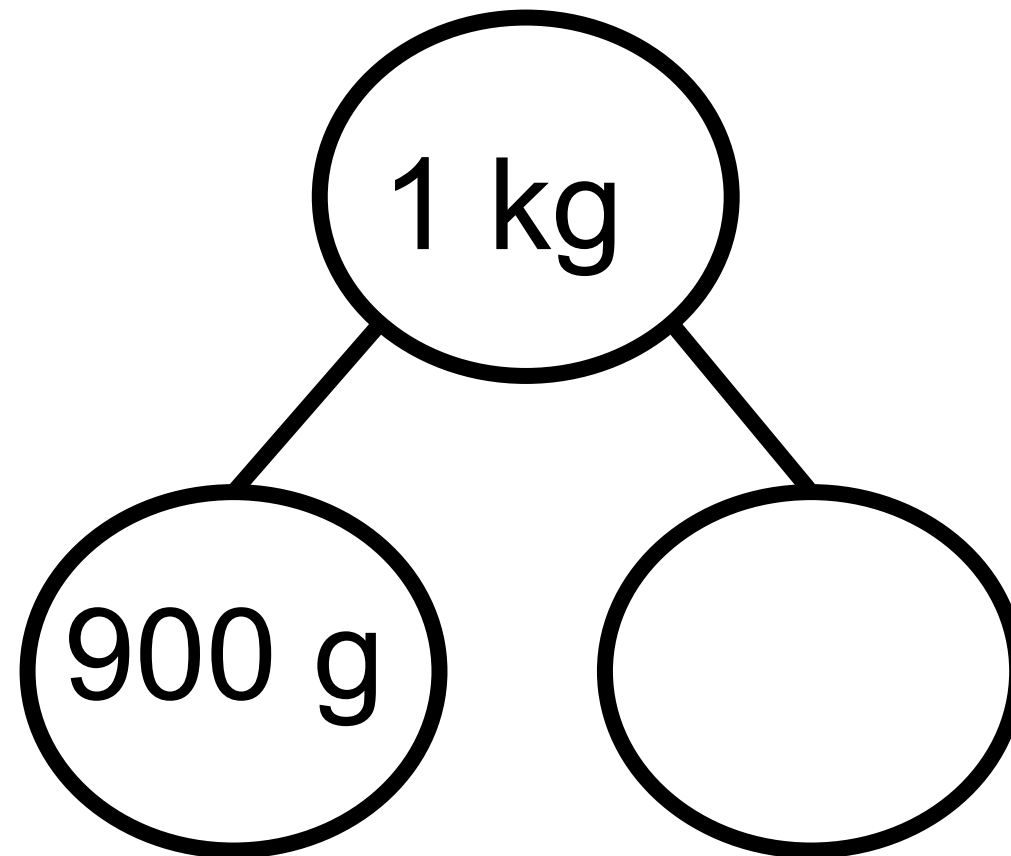




I can decompose a liter to reason about the size of 1 liter, 100 milliliters, 10 milliliters, and 1 milliliter.



# 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

$$1,000 \text{ mL} \div 10 = \text{mL}$$

## Part 2

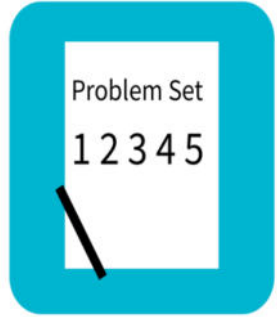
c. Illustrate and describe the process of decomposing 1 liter of water into 10 smaller units.



# 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

A STORY OF UNITS

Lesson 9 Problem Set

3•2

Name \_\_\_\_\_

Date \_\_\_\_\_

## Part 1

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

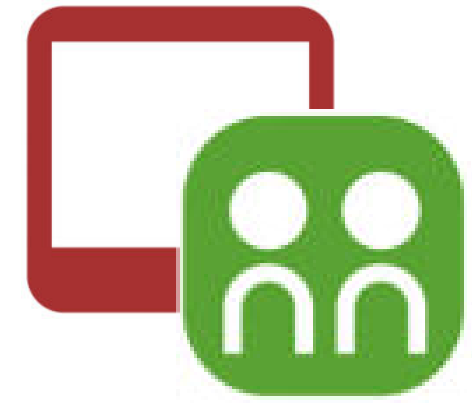
Container 1 holds    less than / more than / about the same as    1 liter.    Actual:

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.

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?