Materials List

(S) Personal white board
(T) 100 mL beaker, water
(S) Problem Set, 4 bags of rice (pre-measured at four different weights within 100 g), 4 containers of water (pre-measured with four different liquid volumes within 100 mL), ruler, meter stick, blank paper, new pencil, digital scale measuring grams, 100 mL beaker, demonstration clock, classroom wall clock

Eureka Math

3rd Grade
Module 2
Lesson 12

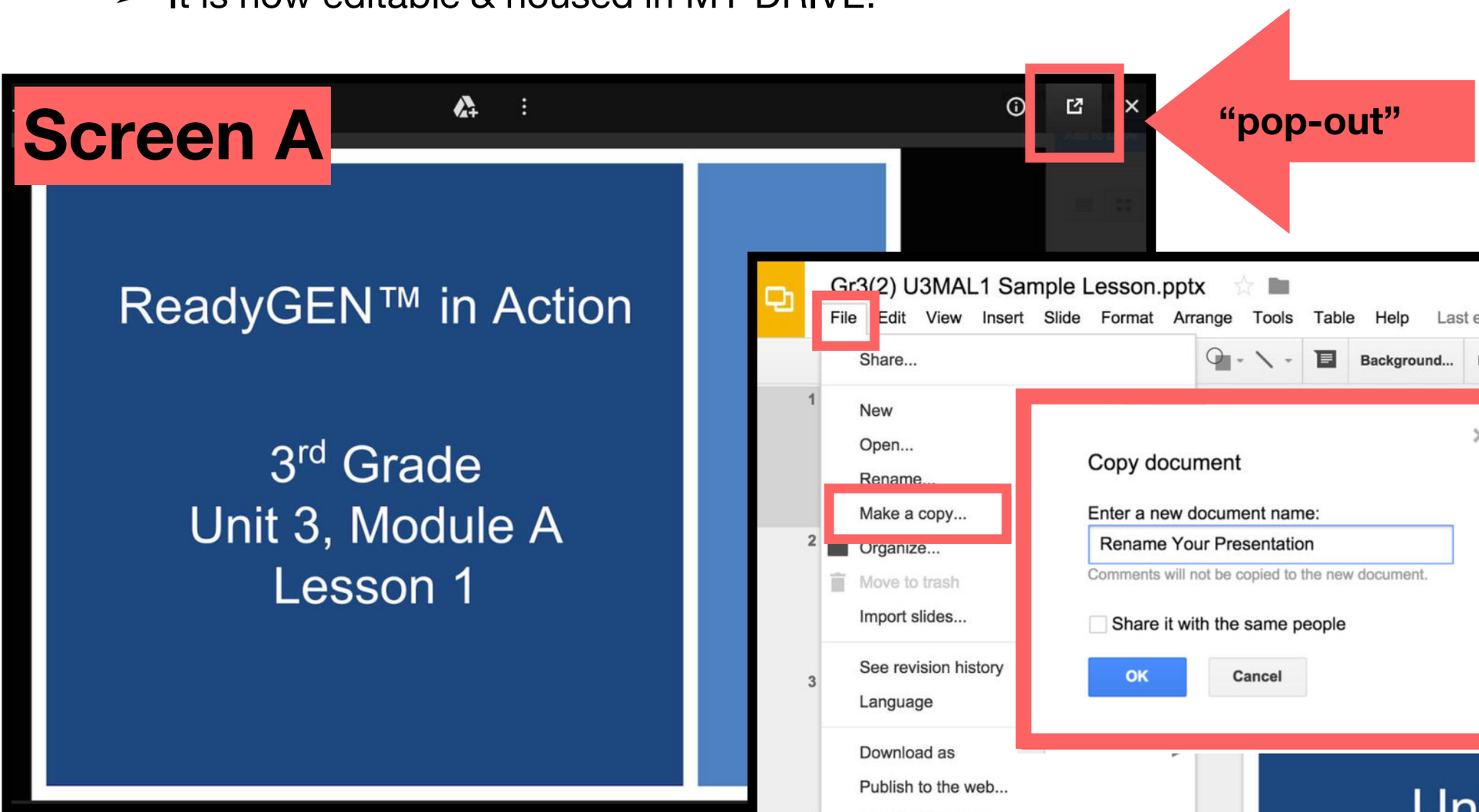
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

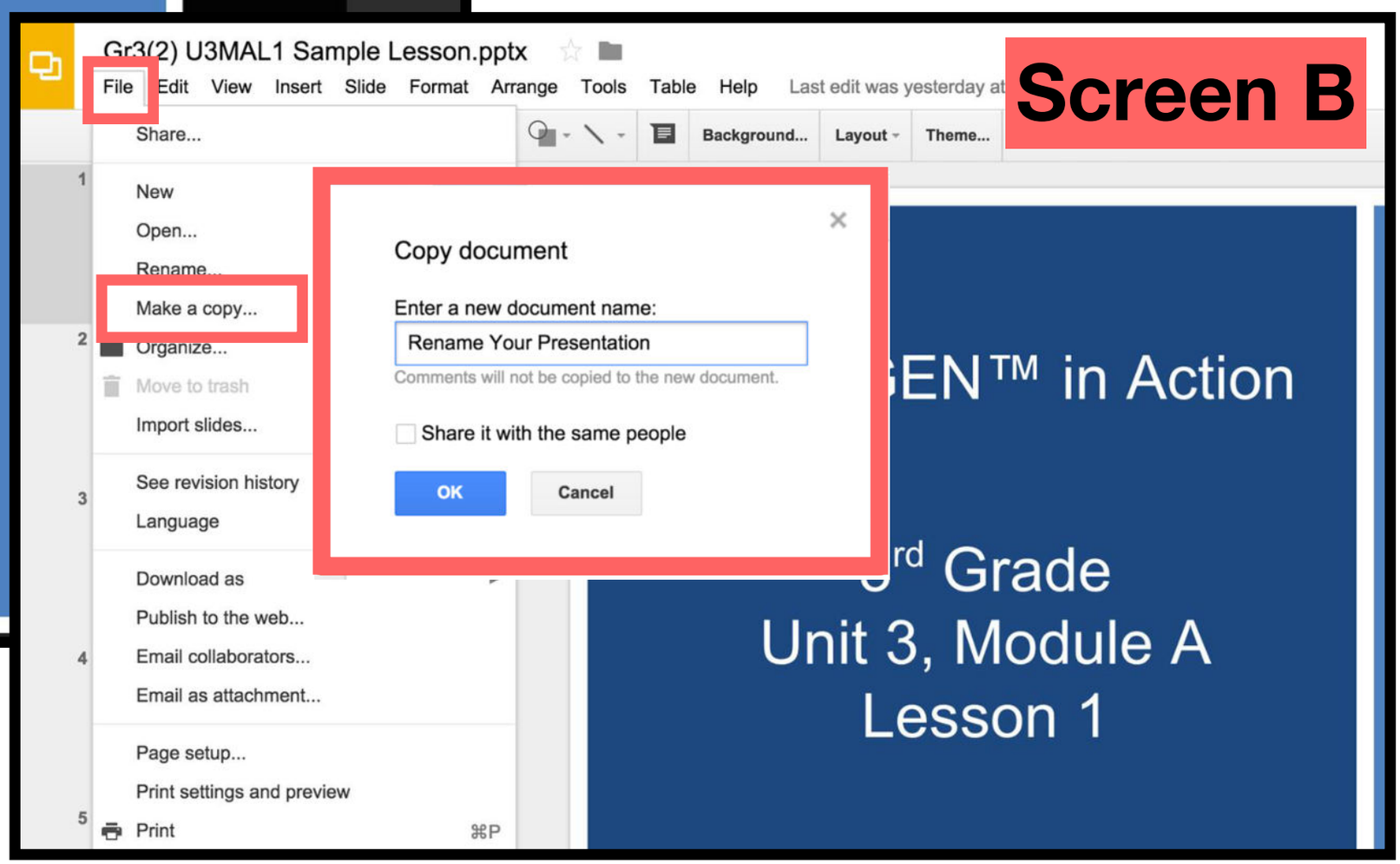
Directions for customizing presentations are available on the next slide.

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

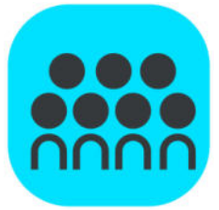
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

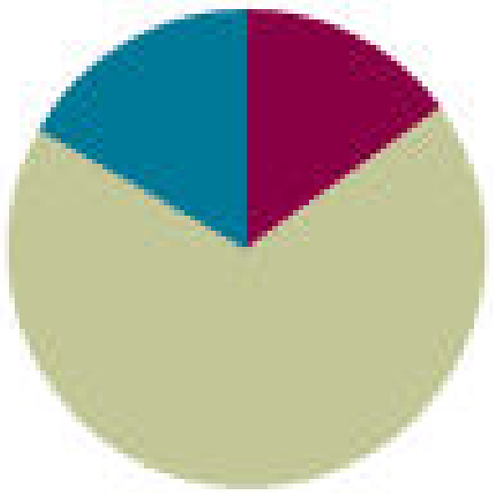
Small Group Time

Lesson 12

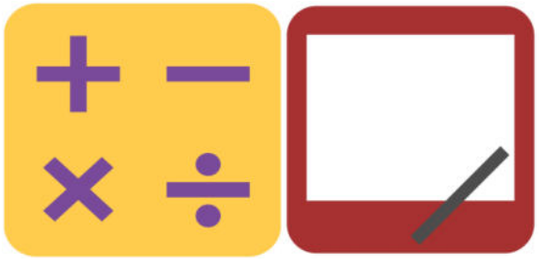
Objective: Round two-digit measurements to the nearest ten on the vertical number line.

Suggested Lesson Structure

Fluency Practice	(9 minutes)
Concept Development	(41 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



I can round two-digit measurements to the nearest ten on the vertical number line.



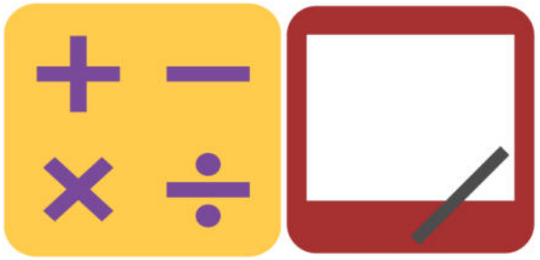
Renaming Tens

Write 9 tens = _____.
“Say the number”.

Write 10 tens = _____.
“Say the number”.

Write 12 tens = _____.
“Say the number”.

Write 17 tens = _____.
“Say the number”.



Renaming Tens

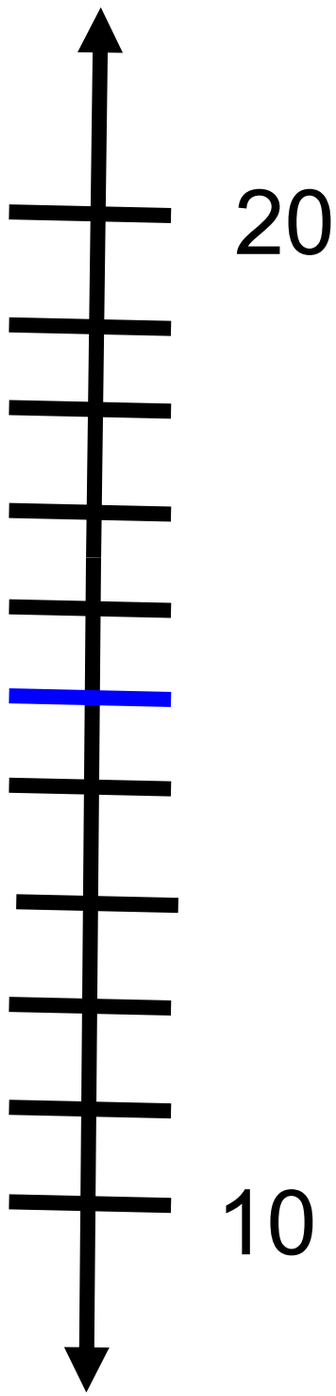
Write 27 tens = _____.
“Say the number”.

Write 37 tens = _____.
“Say the number”.

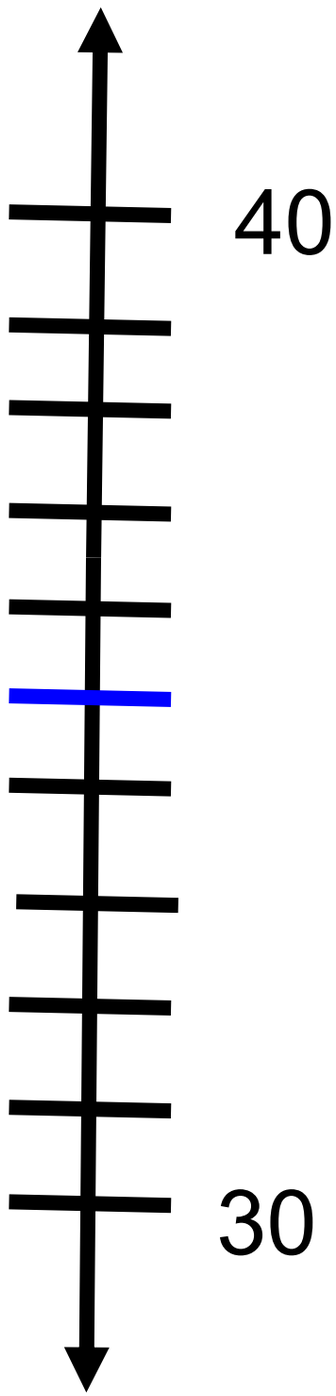
Write 87 tens = _____.
“Say the number”.

Write 84 tens = _____.
“Say the number”.

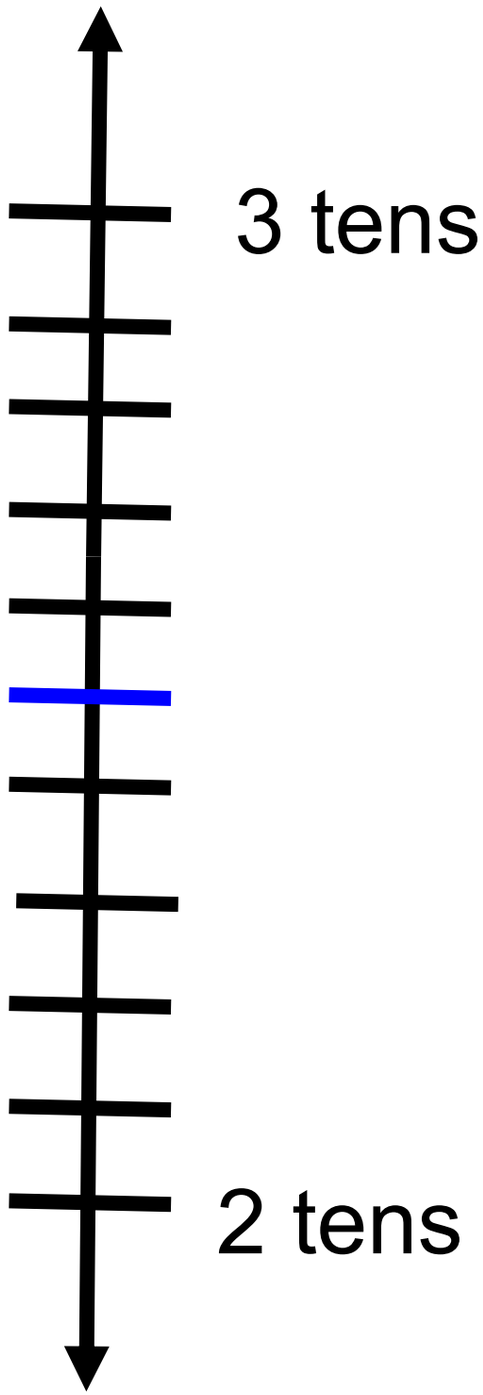
Halfway on the Number Line



Halfway on the Number Line

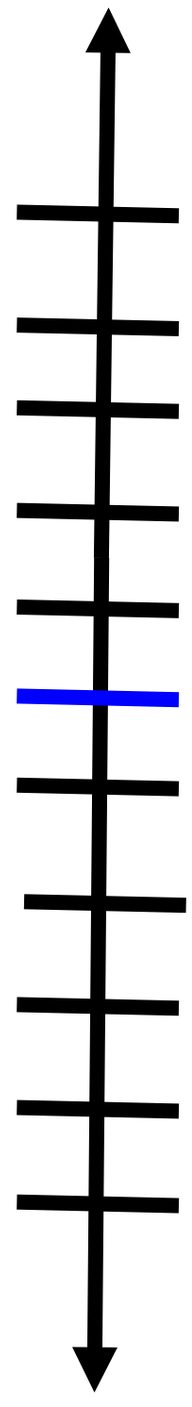


Halfway on the Number Line



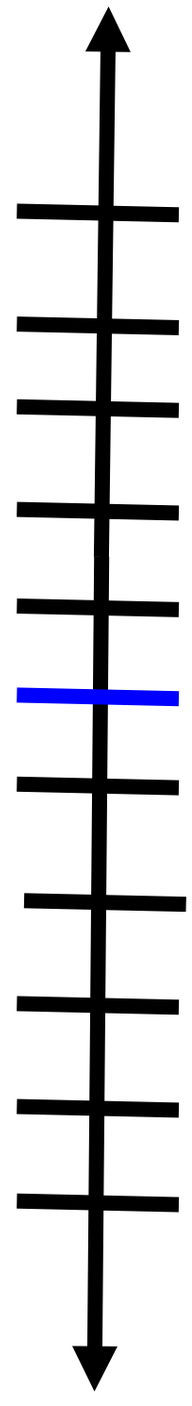
Concept Development

This beaker has 73 milliliters of water in it. Show the amount on a vertical number line. Draw a vertical number line, like in today's Fluency Practice.



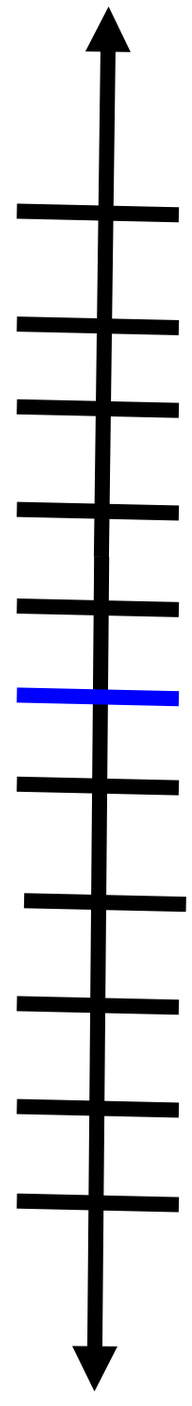
Concept Development

This beaker has 61 milliliters of water in it. Show the amount on a vertical number line. Draw a vertical number line, like in today's Fluency Practice.



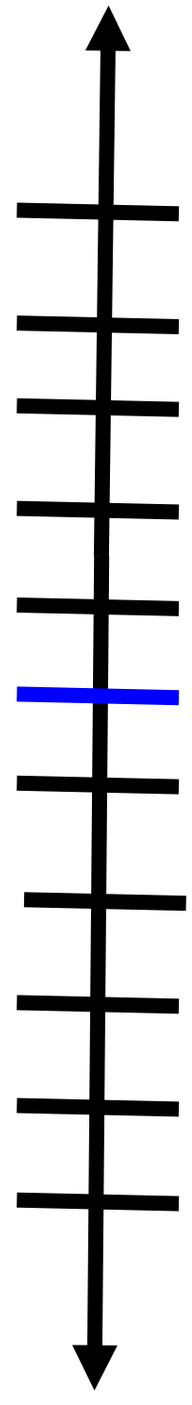
Concept Development

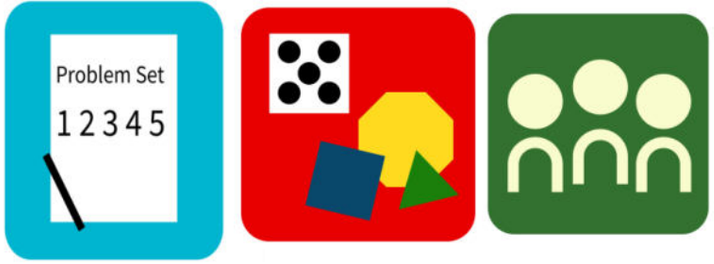
This beaker has 38 milliliters of water in it. Show the amount on a vertical number line. Draw a vertical number line, like in today's Fluency Practice.



Concept Development

This beaker has 25 milliliters of water in it. Show the amount on a vertical number line. Draw a vertical number line, like in today's Fluency Practice.





Problem Set

Work with a partner and move through the following stations to complete the Problem Set. Measure, and then round each measurement to the nearest ten.

Station 1: Measure and round metric length using centimeters.

Station 2: Measure and round weight using grams.

Station 3: Measure and round liquid volume using milliliters.

Station 4: Record the exact time you start working at the first station, then the time you finish working at Stations 1, 2, and 3. Then, round each time to the nearest 10 minutes.

Student Debrief

Student Debrief (10 minutes)

Lesson Objective: Round two-digit measurements to the nearest ten on the vertical 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.

Name _____ Date _____

The weight of a golf ball is shown below.