Eureka Math

3rd Grade
Module 2
Lesson 13

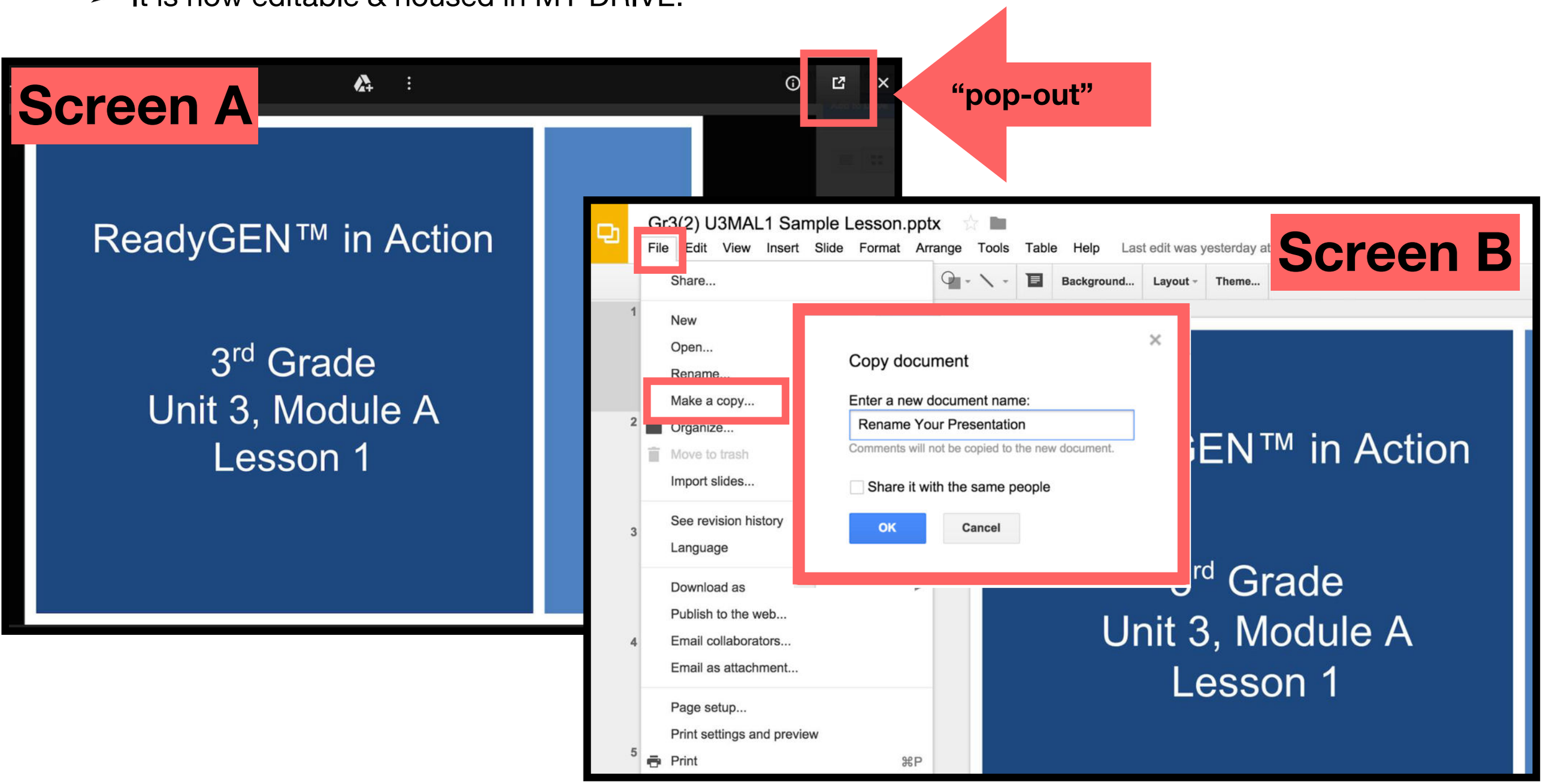
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

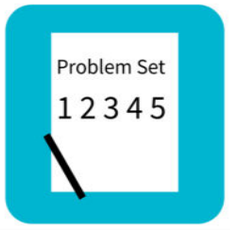


Icons

Read, Draw, Write

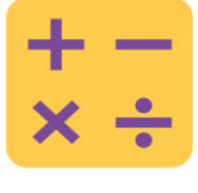
Learning Target

Personal White Board



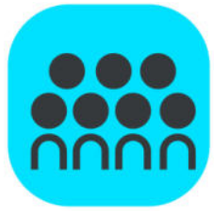
Problem Set

Manipulatives Needed



Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

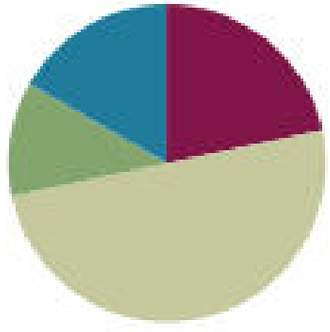
Small Group Time

Lesson 13

Objective: Round two- and three-digit numbers to the nearest ten on the vertical number line.

Suggested Lesson Structure

Fluency Practice	(13 minutes)
Application Problem	(7 minutes)
Concept Development	(30 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



I can round two- and three-digit numbers to the nearest ten on the vertical number line.

Group Counting

(4 minutes)

Threes to 30

Fours to 40

Sixes to 60

Sevens to 70

Eights to 80

Nines to 90

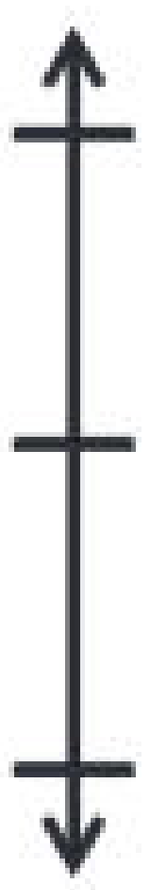
Rename the tens

Write 9 tens = ____.

Say the number.

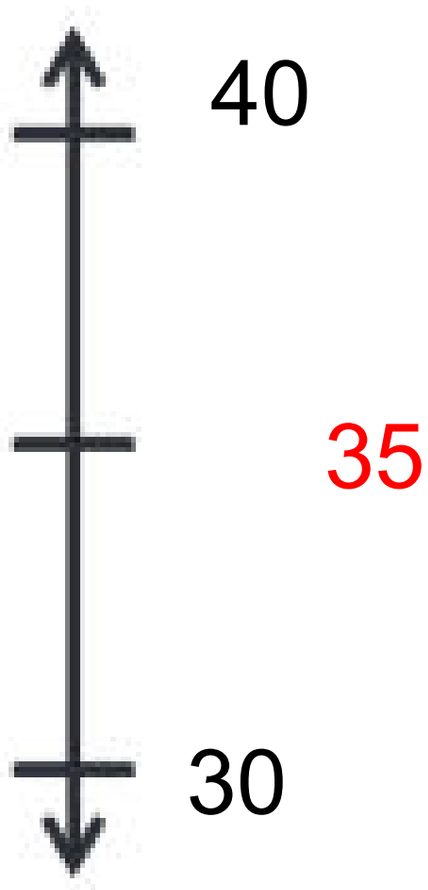
Halfway on the Number Line

What number is halfway between
3 tens and 4 tens ?



Halfway on the Number Line

What number is halfway between
3 tens and 4 tens ?

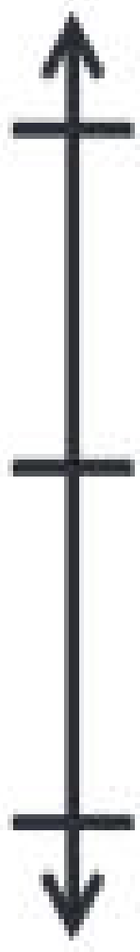


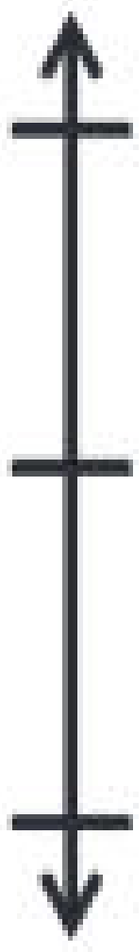
What number is halfway between

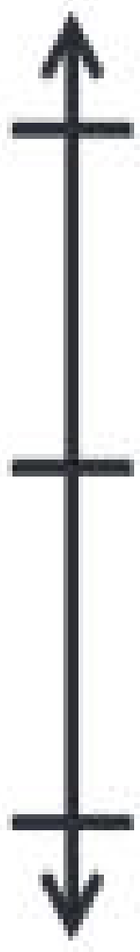
130 and 140 ?

830 and 840 ?

560 and 570 ?







Application Problem

(7 minutes)

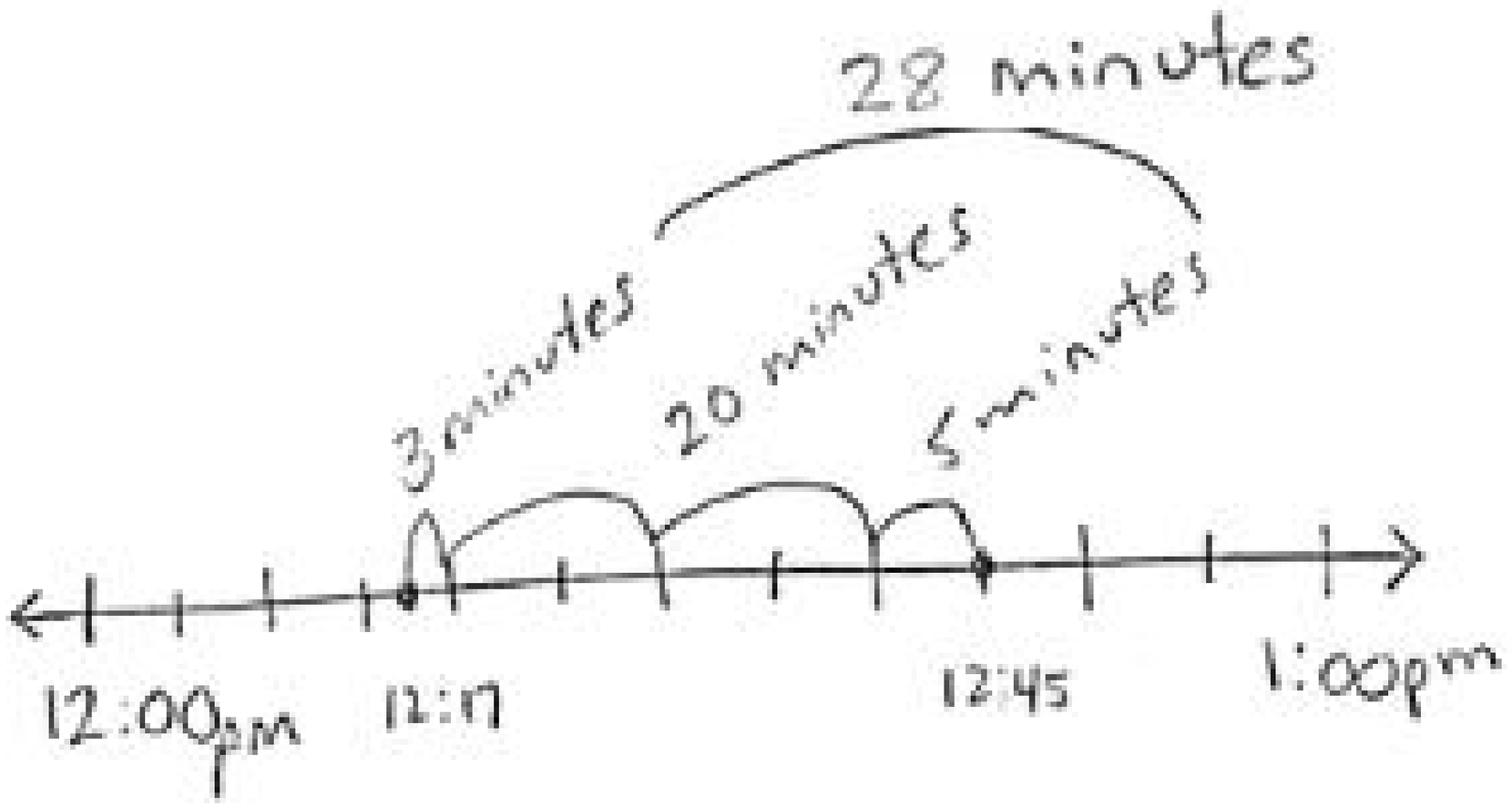
The school ballet recital begins at 12:17 p.m. and ends at 12:45 p.m..

How many minutes long is the ballet recital?

Application Problem

The school ballet recital begins at 12:17 p.m. and ends at 12:45 p.m.

How many minutes long is the ballet recital?



Concept Development

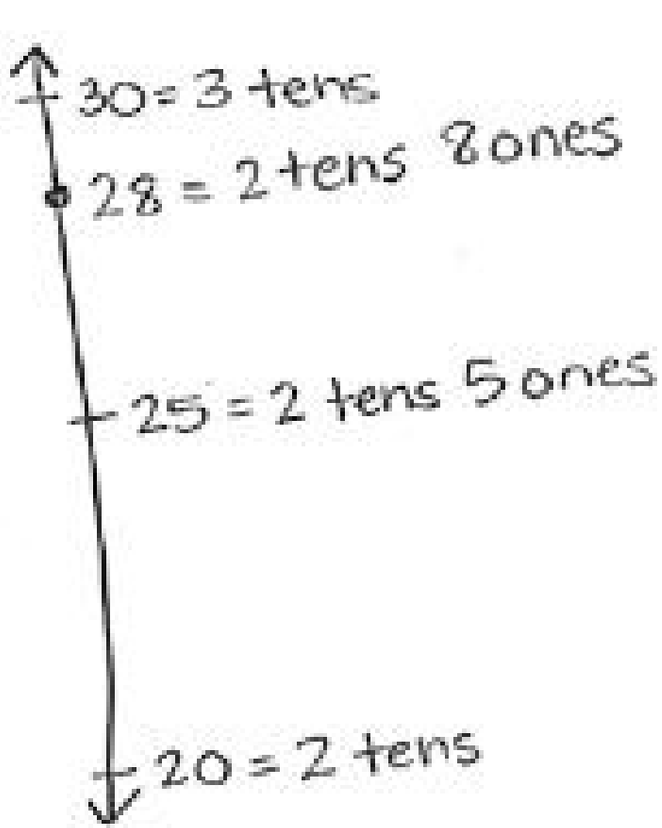
Problem 1: Round two-digit measurements to the nearest ten.

Let’s round 28 minutes to the nearest 10 minutes.

Concept Development

Problem 1: Round two-digit measurements to the nearest ten.

Let’s round 28 minutes to the nearest 10 minutes.



Concept Development

Problem 2:

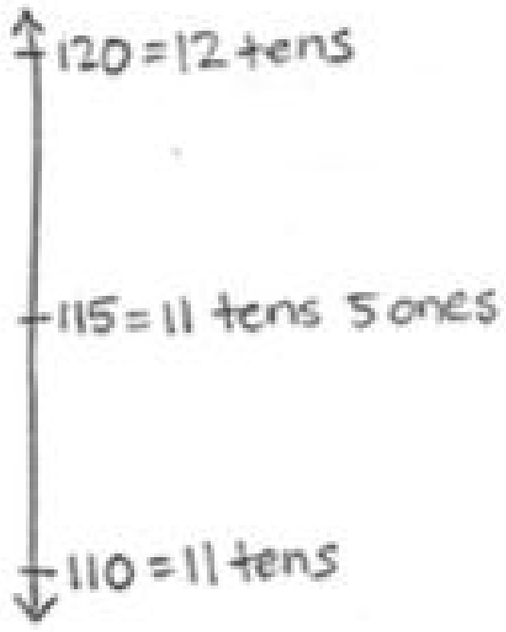
Round three-digit measurements of milliliters to the nearest ten.

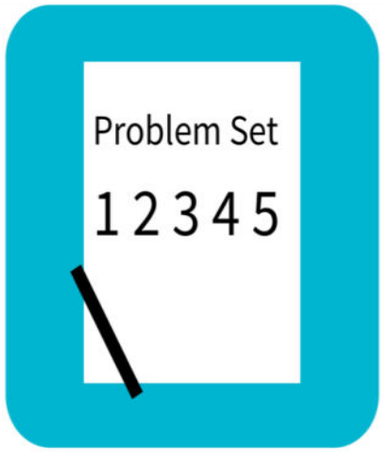
Round 17 milliliters to the nearest ten.

Concept Development

Problem 2:
Round three-digit measurements of milliliters to the nearest ten.

Round 17 milliliters to the nearest ten.





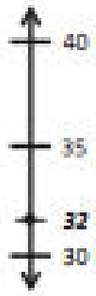
Problem Set

Problem Set (10 minutes)

Name _____ Date _____

1. Round to the nearest ten. Use the number line to model your thinking.

a. 32 = _____



b. 36 = _____

c. 52 = _____

d. 162 = _____

e. 278 = _____

f. 405 = _____

2. Round the weight of each item to the nearest 10 grams. Draw number lines to model your thinking.

Item	Number Line	Round to the nearest 10 grams
 36 grams		
 52 grams		
 142 grams		

3. Carl's basketball game begins at 3:03 p.m. and ends at 3:51 p.m.

   a. How many minutes did Carl's basketball game last?

   b. Round the total number of minutes in the game to the nearest 10 minutes.

Student Debrief

Student Debrief (10 minutes)

Lesson Objective: Round two- and three-digit numbers to the nearest ten on the vertical number line.

A STORY OF UNITS — Lesson 13 Exit Ticket — 3•2

Name _____ Date _____

1. Round to the nearest ten. Use the number line to model your thinking.

a. 25 = _____

b. 276 = _____

2. Bobby rounds 603 to the nearest ten. He says it is 610. Is he correct? Why or why not? Use a number line and words to explain your answer.

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 _____

1. Round to the nearest ten. Use the number line to model your thinking.

a. 26 = _____	b. 276 = _____
	

2. Bobby rounds 603 to the nearest ten. He says it is 610. Is he correct? Why or why not? Use a number line and words to explain your answer.