Eureka Math

3rd Grade
Module 2
Lesson 14

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

RDW — Read, Draw, Write

◎ — Learning Target

▱ — Personal White Board
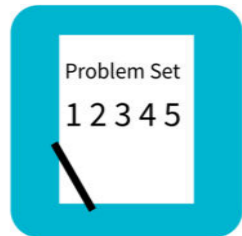
Problem Set — Problem Set

🎲 — Manipulatives Needed

＋－×÷ — Fluency

💬 — Think Pair Share

👥 — Whole Class

👤 — Individual

👥 — Partner

👥 — Small Group

🎭 — Small Group Time

Lesson 14

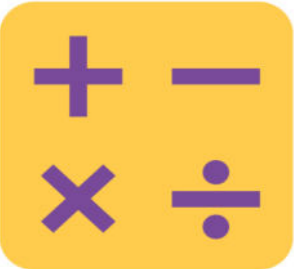Objective: Round to the nearest hundred on the vertical number line.

Suggested Lesson Structure

■ Fluency Practice	(11 minutes)	
■ Application Problem	(9 minutes)	
■ Concept Development	(30 minutes)	
■ Student Debrief	(10 minutes)	
Total Time	**(60 minutes)**	

I can round to the nearest hundred on the vertical number line.

Sprint:
Find the Halfway Point

A

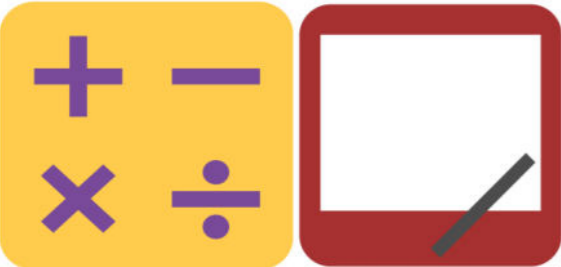Number Correct: _____

Find the Halfway Point

1.	0	_____	10
2.	10	_____	20

23.	280	_____	290
24.	580	_____	590
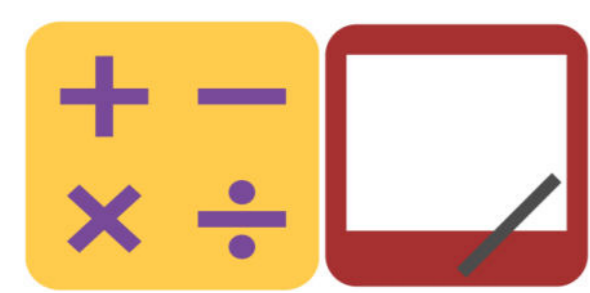
Rename the Tens

11 tens = _____. Say the number.
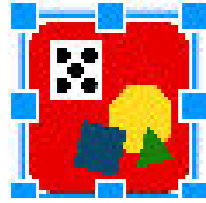
Rename the Tens

19 tens = _____. Say the number.

20 tens =

28 tens =

30 tens =

40 tens =

Application Problem

Model on the place value chart:
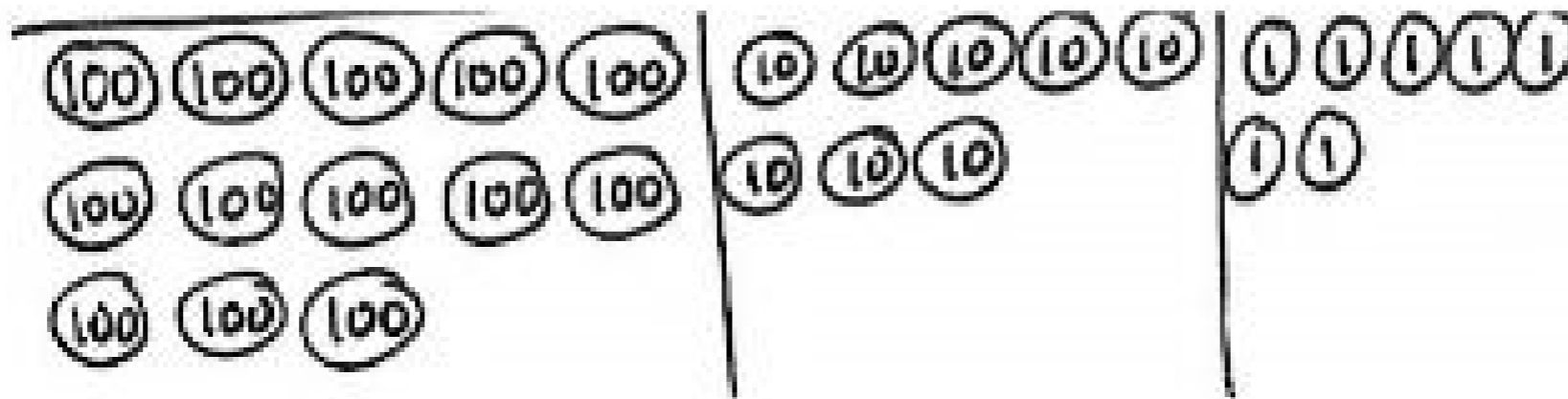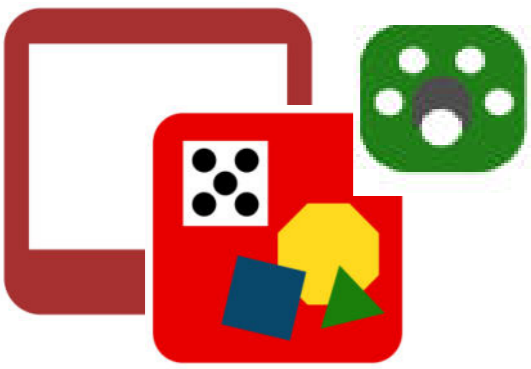
10 tens
10 hundreds
13 tens
13 hundreds
13 tens and 8 ones
13 hundreds, 8 tens, 7 ones

Application Problem

Drawn Representation of Place Value Chart and Disks Showing 13 Hundreds 8 Tens 7

Concept Development

Problem 1:
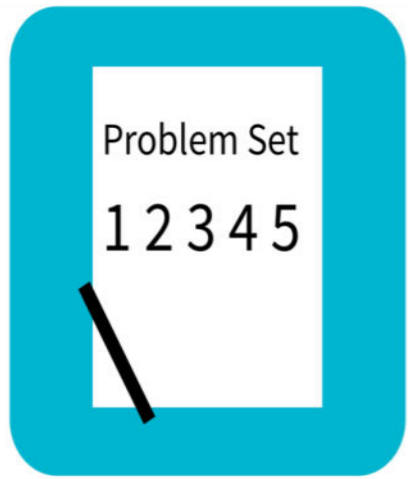 Round three-digit numbers to the nearest hundred.

Concept Development

Part 2:

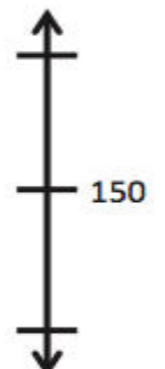   Round four-digit numbers to the nearest hundred.

Problem Set

(10 minute)

Problem Set

1 2 3 4 5

RDW
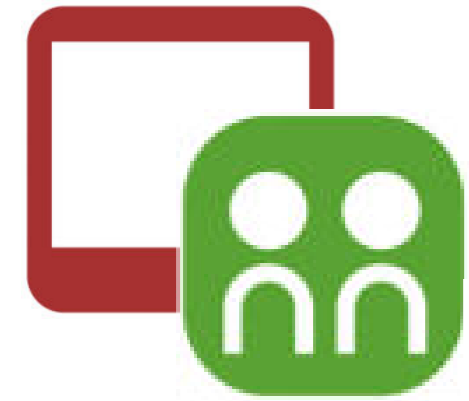
Name _____   Date _____

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

a. 143 ≈ _____	b. 286 ≈ _____
↑ ┬ ┼ 150 ┴ ↓	↑ ┬ ┼ ┴ ↓

Student Debrief

Lesson Objective: Round to the nearest hundred on the vertical number line.

Review student solutions from the problem set.

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 hundred. Use the number line to model your thinking.

   a. 137 ≈ _____

   b. 1,761 ≈ _____

   ↑