Eureka Math

3rd Grade
Module 2
Lesson 15

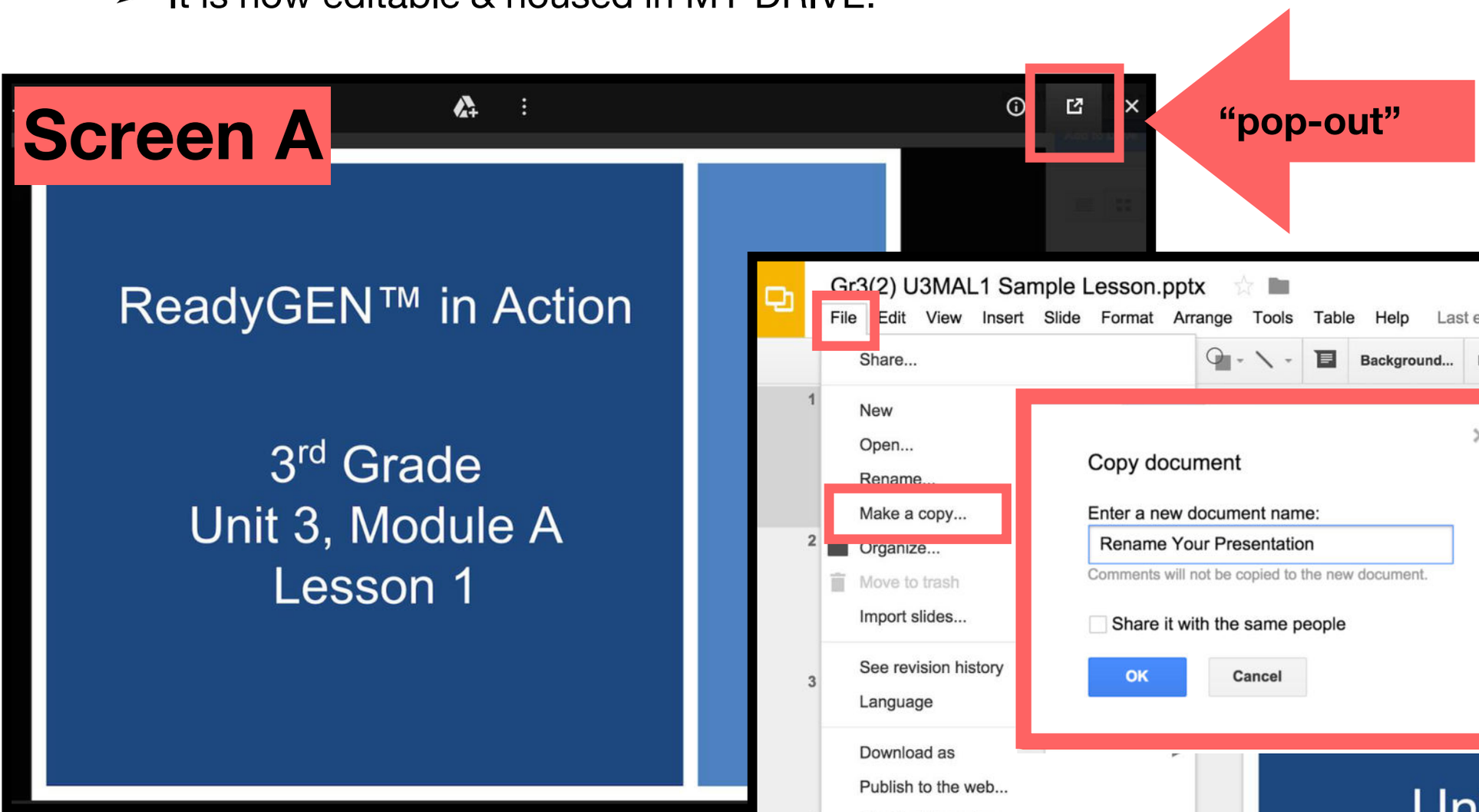
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

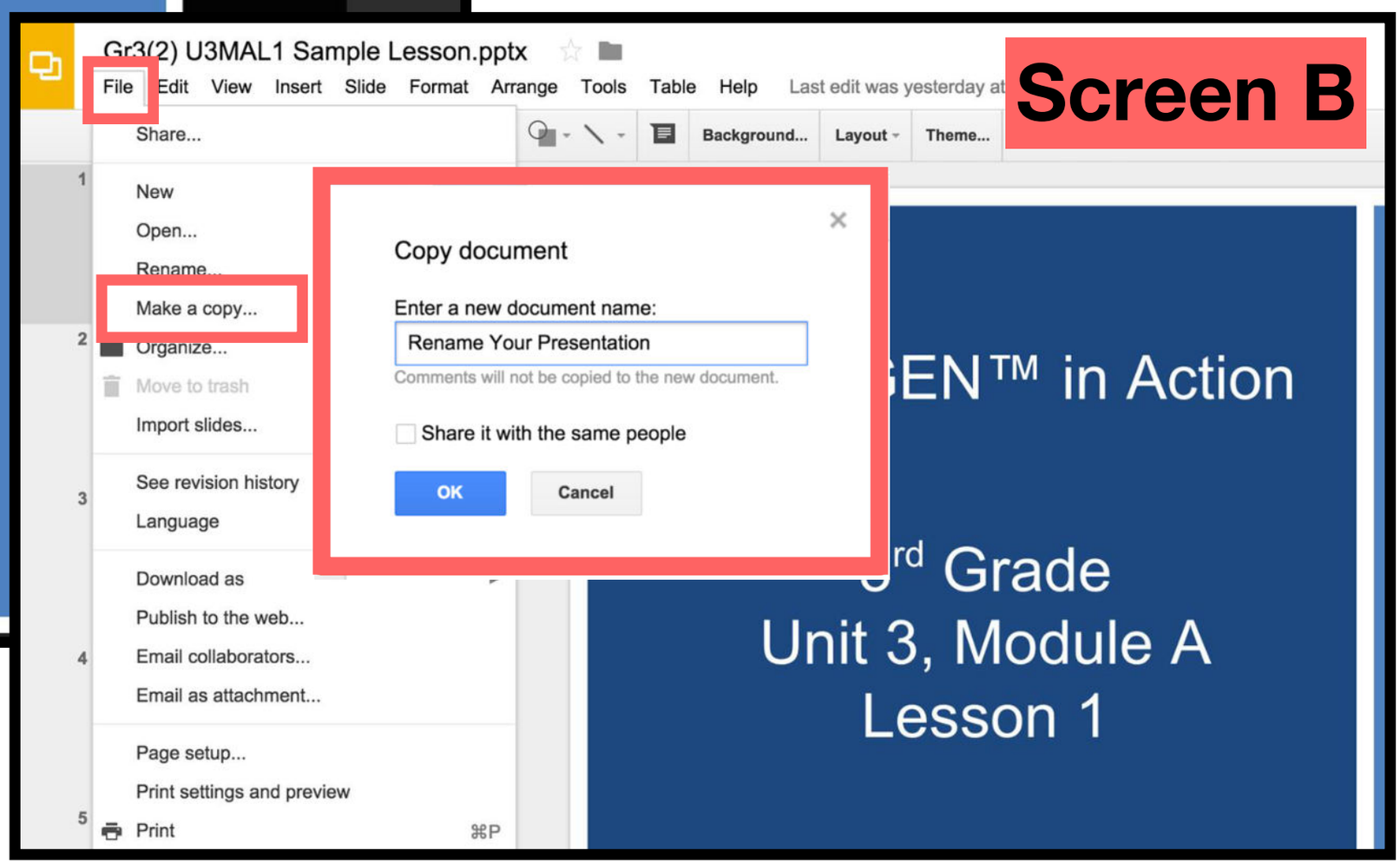
Directions for customizing presentations are available on the next slide.

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.



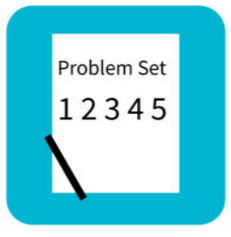


Icons

Read, Draw, Write

Learning Target

Personal White Board

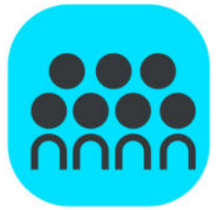


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

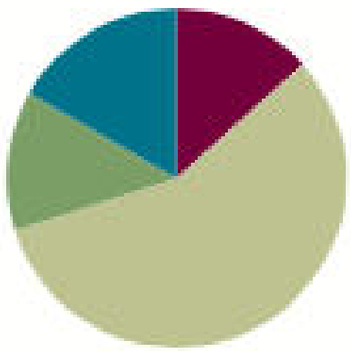
Small Group Time

Lesson 15

Objective: Add measurements using the standard algorithm to compose larger units once.

Suggested Lesson Structure

Fluency Practice	(8 minutes)
Application Problem	(8 minutes)
Concept Development	(34 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



I can add measurements using the standard algorithm to

compose larger units once.

Part–Whole with Measurement Units

There are 100 centimeters in 1 meter.

How many centimeters are in 2 meters?

How many centimeters are in 3 meters?

How many centimeters are in 8 meters

Part–Whole with Measurement Units

50 minutes + ____ = 1 hour.

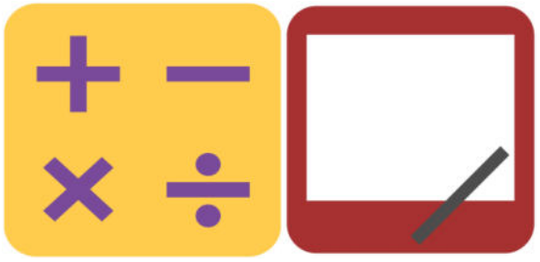
There are 60 minutes in 1 hour.

Part–Whole with Measurement Units

50 minutes + _____ = 1 hour.

There are 60 minutes in 1 hour.

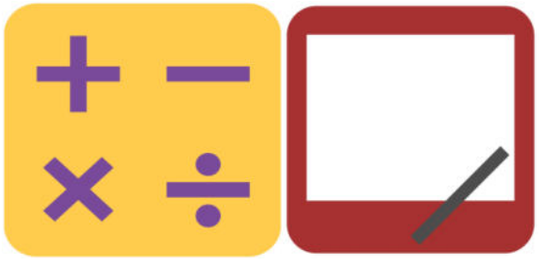
50 minutes + 10 = 1 hour.



Round Three- and Four-Digit Numbers

$$87 \approx \_\_\_$$

What is 87 rounded to the nearest ten?



Round Three- and Four-Digit Numbers

237 ≈ ___

What is 237 rounded to the nearest hundred?

Application Problem

Use mental math to solve these problems.
Record your strategy for solving each problem.

a. 46mL+5mL

b. 39cm+8cm

c. 125g+7g

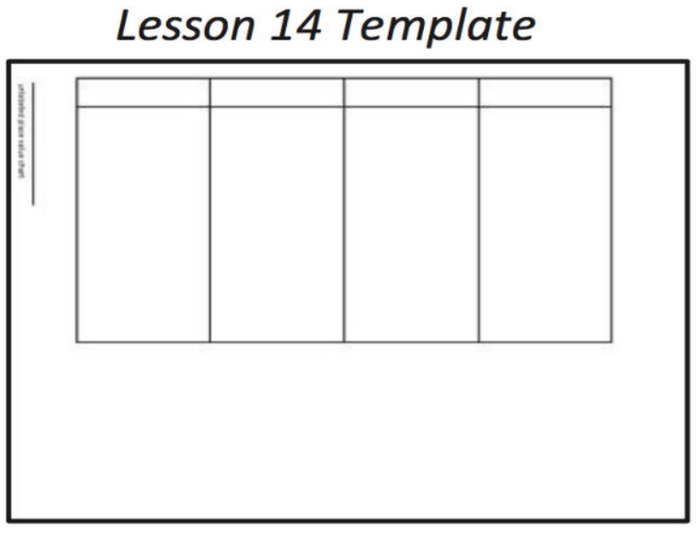
d. 108L+4L

Concept Development

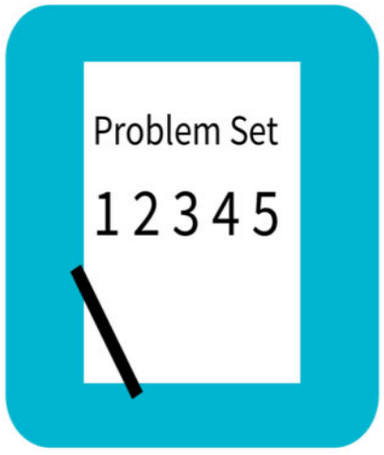
I can add measurements using the standard algorithm to compose larger units once.

Problem 1: Add measurements using the standard algorithm to compose larger units once.

Students start with the unlabeled place value chart template in their personal white boards.



Beaker A has 56 milliliters of water, and Beaker B has 27 milliliters of water. Let's use place value charts and place value disks to find the total milliliters of water in both beakers.



Problem Set (20 minutes)

Name _____ Date _____

1. Find the sums below. Choose mental math or the algorithm.

a. 46 mL + 5 mL

b. 46 mL + 25 mL

c. 46 mL + 125 mL

d. 59 cm + 30 cm

e. 509 cm + 83 cm

f. 597 cm + 30 cm

g. 29 g + 63 g

h. 345 g + 294 g

i. 480 g + 476 g

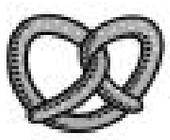
j. 1 L 245 mL + 2 L 412 mL

k. 2 kg 509 g + 3 kg 367 g

Problem Set

1 2 3 4 5

Nadine and Jen buy a small bag of popcorn and a pretzel at the movie theater. The pretzel weighs 63 grams more than the popcorn. What is the weight of the pretzel?



? grams

44 grams

3. In math class, Jason and Andrea find the total liquid volume of water in their beakers. Jason says the total is 782 milliliters, but Andrea says it is 792 milliliters. The amount of water in each beaker can be found in the table to the right. Show whose calculation is correct. Explain the mistake of the other student.

Student	Liquid Volume
Jason	475 mL
Andrea	317 mL

4. It takes Greg 15 minutes to mow the front lawn. It takes him 17 more minutes to mow the back lawn than the front lawn. What is the total amount of time Greg spends mowing the lawns?

Student Debrief

Student Debrief (10 minutes)

Lesson Objective: Add measurements using the standard algorithm to compose larger units once.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

MP.7

What pattern did you notice between Problems 1(a), 1(b), and 1(c)? How did this pattern help you solve the problems?

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.

A STORY OF UNITS Lesson 15 Exit Ticket 3•2

Name _____ Date _____

1. Find the sums below. Choose mental math or the algorithm.

   a. 24 cm + 36 cm b. 562 m + 180 m c. 345 km + 239 km

2. Brianna jogs 15 minutes more on Sunday than Saturday. She jogged 26 minutes on Saturday.

   a. How many minutes does she jog on Sunday?

   b. How many minutes does she jog in total?