

# Eureka Math

## 3rd Grade Module 2 Lesson 16

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.



This work by Bethel School District ([www.bethelsd.org](http://www.bethelsd.org)) is licensed under the Creative Commons Attribution Non-Commercial Share-Alike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by/4.0/>. Bethel School District Based this work on Eureka Math by Common Core (<http://greatminds.net/maps/math/copyright>) Eureka Math is licensed under a Creative Commons Attribution Non-Commercial-ShareAlike 4.0 License.

# 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

File Edit View Insert Slide Format Arrange Tools Table Help Last edit was yesterday at

Share...

New

Open...

Rename...

Make a copy...

Organize...

Move to trash

Import slides...

See revision history

Language

Download as

Publish to the web...

Email collaborators...

Email as attachment...

Page setup...

Print settings and preview

Print

Copy document

Enter a new document name:

Rename Your Presentation

Comments will not be copied to the new document.

Share it with the same people

OK Cancel

ReadyGEN™ in Action

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

# Icons



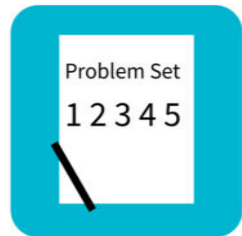
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



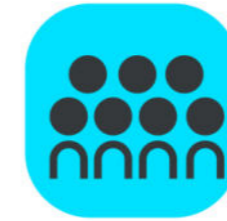
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



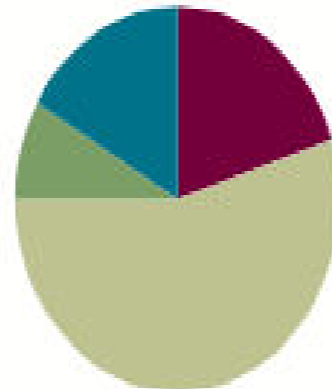
Small Group Time

## Lesson 16

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

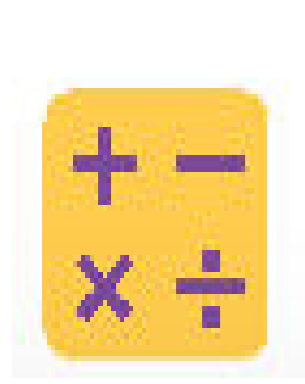
### Suggested Lesson Structure

■ Fluency Practice	(12 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(33 minutes)
■ Student Debrief	(10 minutes)
<b>Total Time</b>	<b>(60 minutes)</b>





Add measurements using the standard algorithm to compose larger units twice.



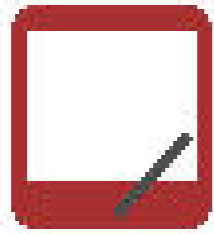
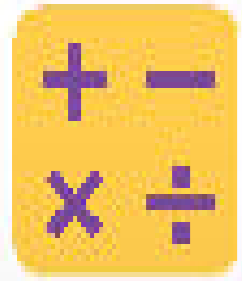
# Part-Whole with Measurement Units

There are 100 centimeters in 1 meter.

How many in 4 meters?

5 meter?

7 meters?



# Part-Whole with Measurement Units

30 minutes + \_\_\_\_\_ minutes = 1 hour.

There are 60 minutes in one hour.

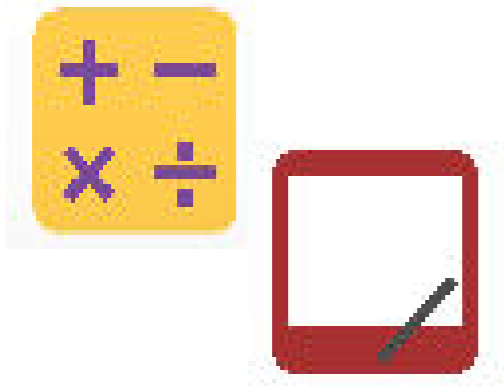
40 minutes?    25 minutes?

300 mL + \_\_\_\_\_ mL = 1L

There are 1,000 milliliters in 1 liter.

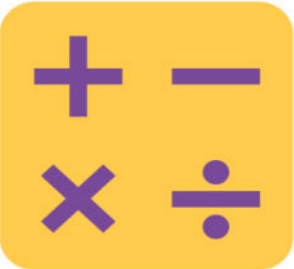
200 mL ?    600 mL ?    550 mL ?

# Round Three- and Four-Digit Numbers



$73 \approx \underline{\quad}$ . What is 73 rounded to the nearest ten?





# Group Counting

Threes to 30

Fours to 40

Sixes to 60

Sevens to 70

Eights to 80

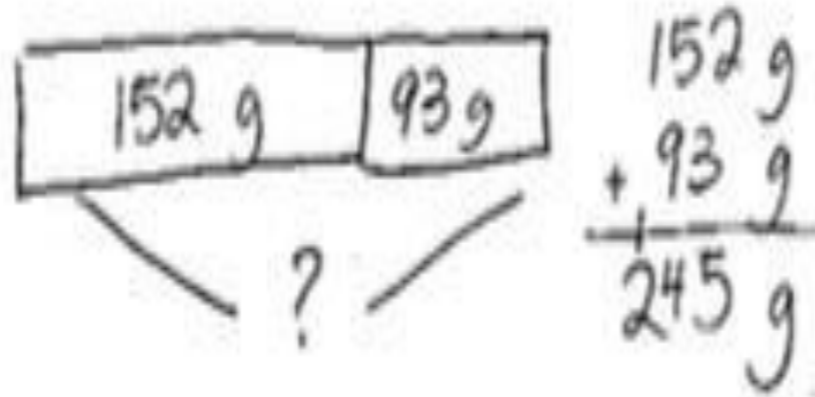
Nines to 90



# Application Problem

Josh's apple weighs 93 grams. His pear weighs 152 grams. What is the total weight of the apple and the pear?

# Application Problem



The total weight of the apple and the pear is 245 grams.



# Concept Development

Problem 1: Use place value charts, disks, and the standard algorithm to add measurements, composing larger units twice.

*Lesson 14 Template*

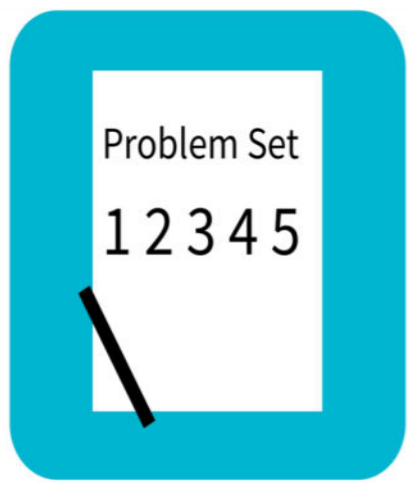
--	--	--	--



# Concept Development

Part 2: Use the partner-coach strategy and the standard algorithm to add measurements, composing larger units twice.

Students work with a partner and use the partner-coach strategy to complete page 1 of the Problem Set.



# Problem Set

## Problem Set (5 minutes) Page 2

A STORY OF UNITS

Lesson 16 Problem Set 3•2

- Lane makes sauerkraut. He weighs the amounts of cabbage and salt he uses. Draw and label a tape diagram to find the total weight of the cabbage and salt Lane uses.





# Student Debrief

**Student Debrief (10 minutes)**

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

A STORY OF UNITS

Lesson 16 Problem Set

3•2

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Find the sums below.

a.  $52 \text{ mL} + 68 \text{ mL}$

b.  $352 \text{ mL} + 68 \text{ mL}$

c.  $352 \text{ mL} + 468 \text{ mL}$

# 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. Find the sums.

a.  $78 \text{ g} + 29 \text{ g}$

b.  $328 \text{ kg} + 289 \text{ kg}$

c.  $509 \text{ L} + 293 \text{ L}$