Eureka Math

3rd Grade
Module 2
Lesson 16

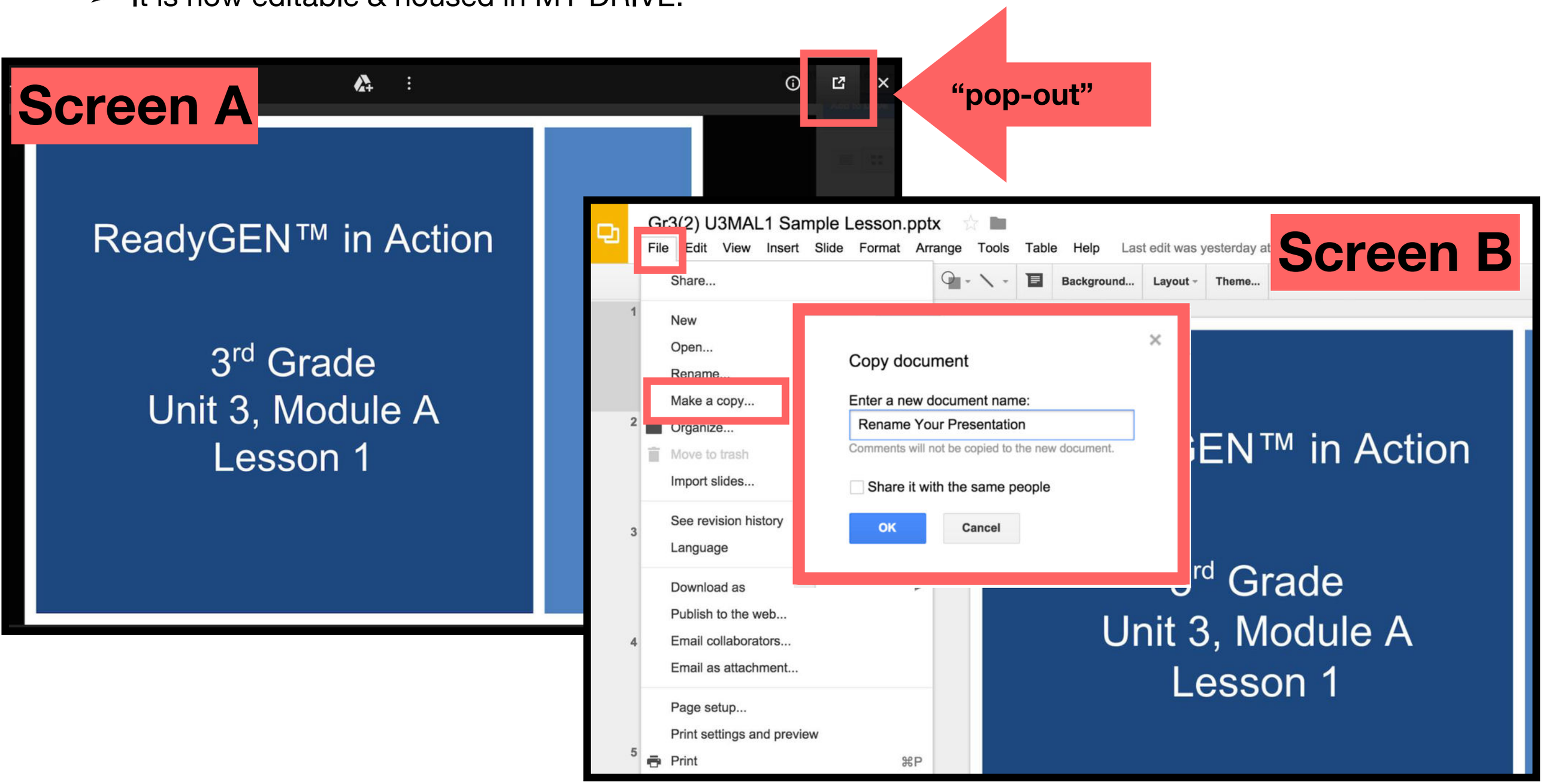
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

Directions for customizing presentations are available on the next slide.

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.

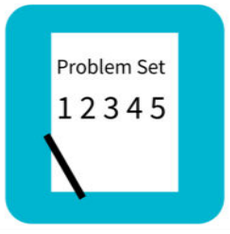


Icons

Read, Draw, Write

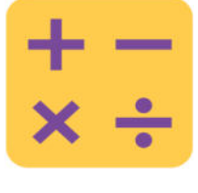
Learning Target

Personal White Board



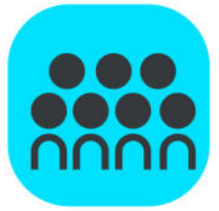
Problem Set

Manipulatives Needed



Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

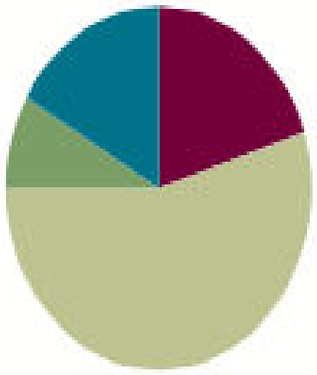
Small Group Time

Lesson 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)
Total Time	**(60 minutes)**



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

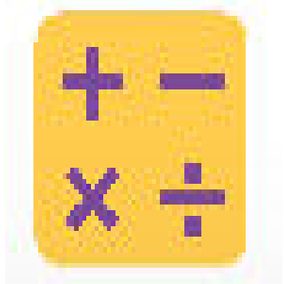
Part-Whole with Measurement Units

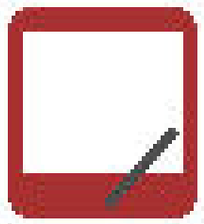
There are 100 centimeters in 1 meter.

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.

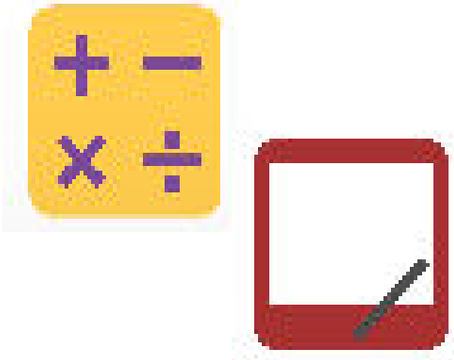
40 minutes? 25 minutes?

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 ≈ ___. What is 73 rounded to the nearest ten?

Group Counting

Threes to 30

Fours to 40

Sixes to 60

Sevens to 70

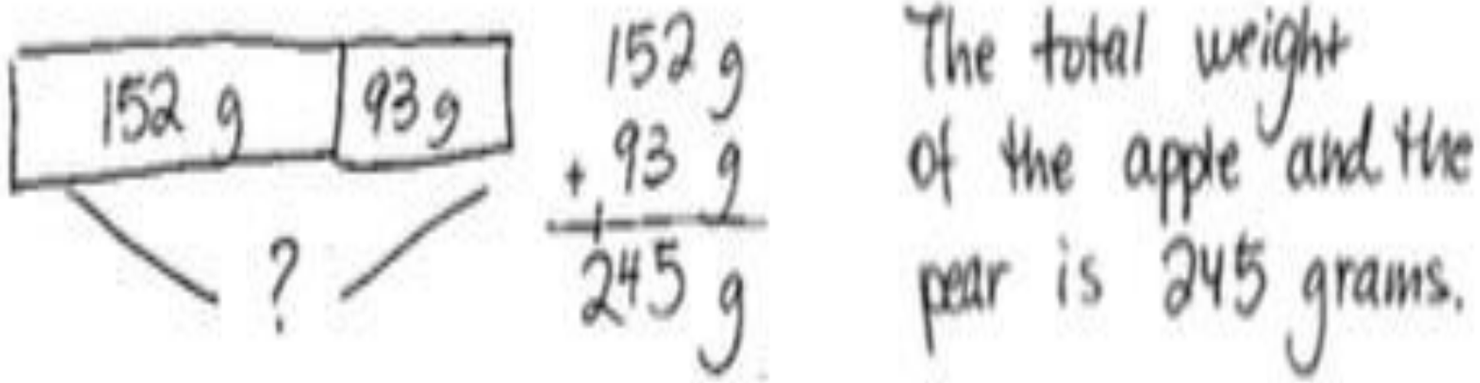
Eights to 80

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?

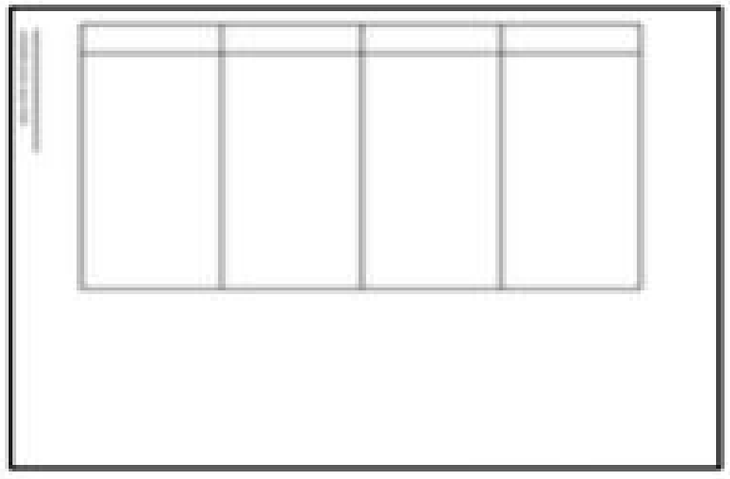
Application Problem



Concept Development

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

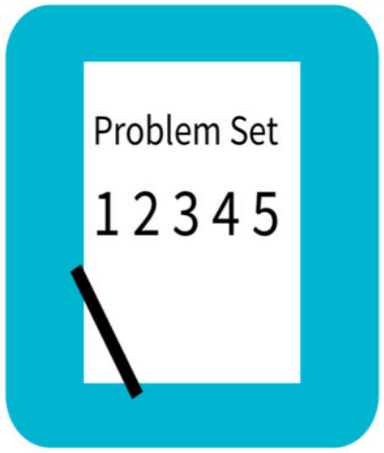
Lesson 14 Template



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

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.

Name _____ Date _____

1. Find the sums below.

   a. 52 mL + 68 mL

   b. 352 mL + 68 mL

   c. 352 mL + 468 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.

A STORY OF UNITS | Lesson 16 Exit Ticket | 3•2

Name _____ Date _____

1. Find the sums.

   a. 78 g + 29 g

   b. 328 kg + 289 kg

   c. 509 L + 293 L