Eureka Math

3rd Grade
Module 6
Lesson 3

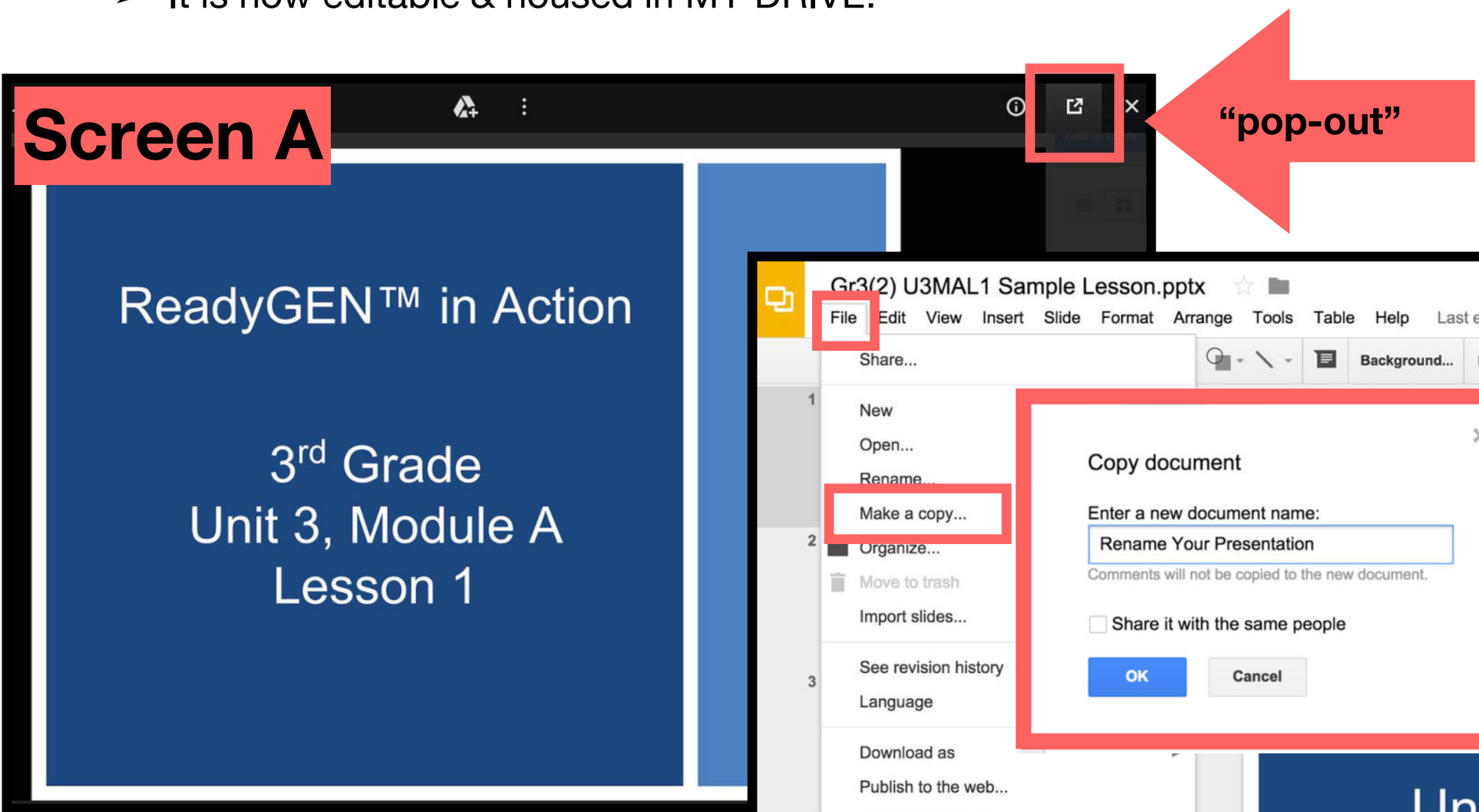
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

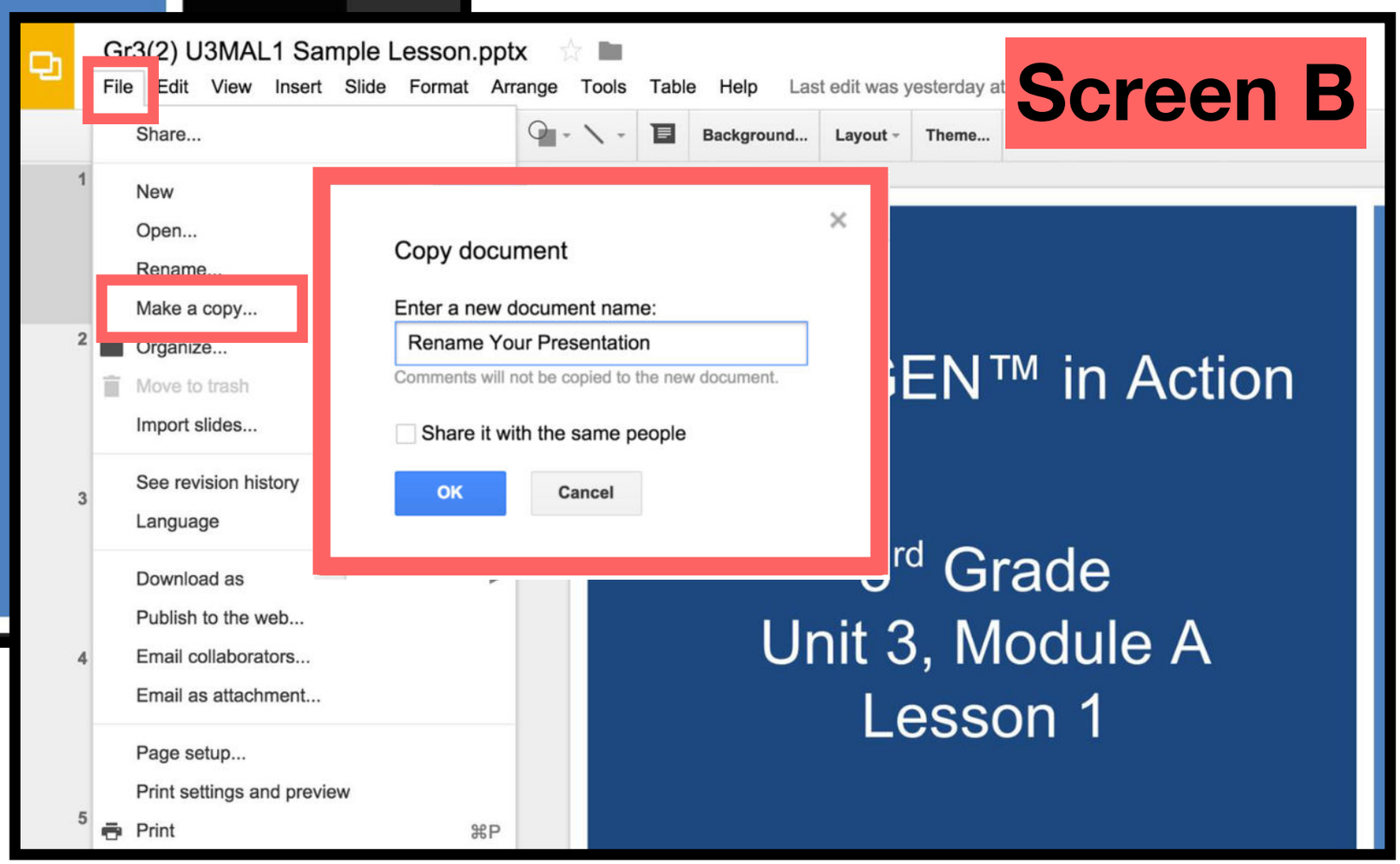
Directions for customizing presentations are available on the next slide.

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

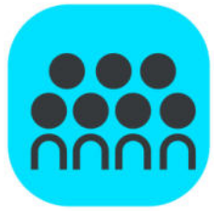
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

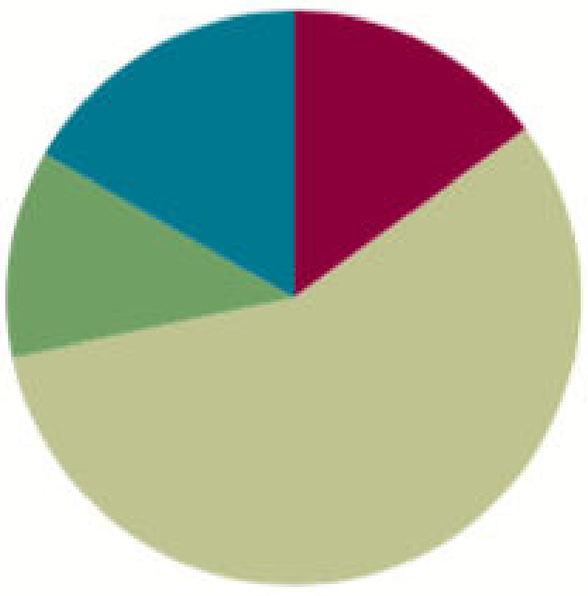
Small Group Time

Lesson 1

Objective: Generate and organize data.

Suggested Lesson Structure

Fluency Practice	(9 minutes)
Application Problem	(7 minutes)
Concept Development	(34 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**

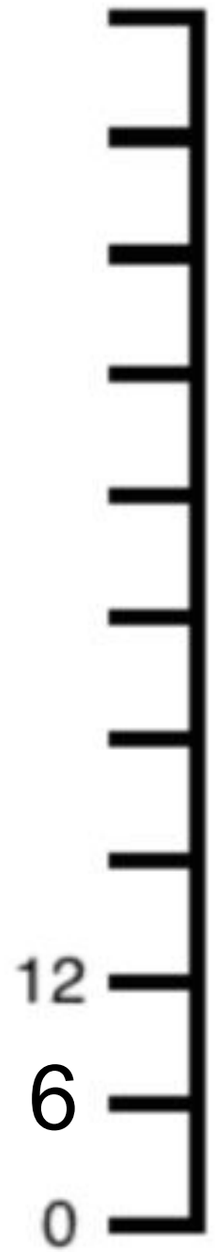


I can generate and organize data.

Fluency Practice

Group Counting on a Vertical Number Line (3 min.)

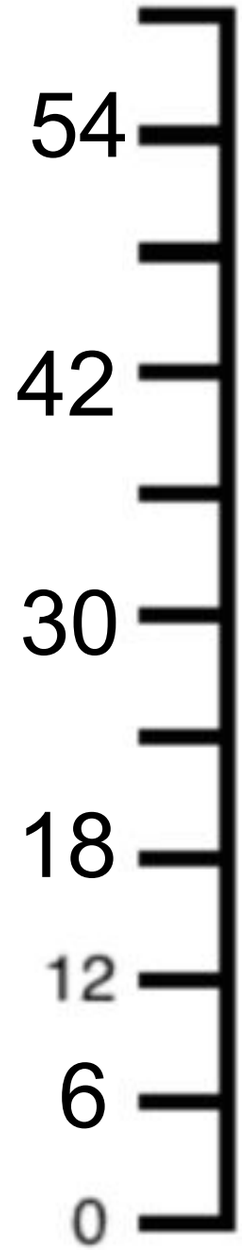
What is halfway between 0 and 12?



Fluency Practice

Group Counting on a Vertical Number Line (3 min.)

Let’s count by sixes to 60.



Fluency Practice

Group Counting on a Vertical Number Line (3 min.)

Let’s count by sevens to 70.

Let’s count by eights to 80.

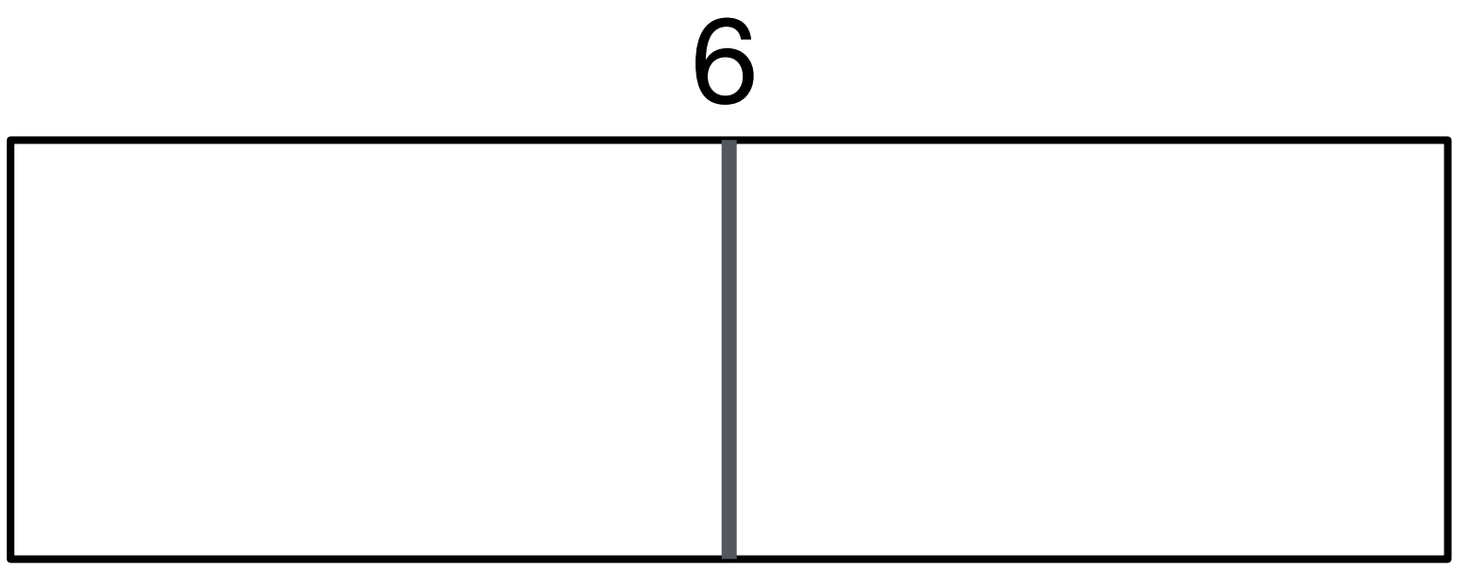
Let’s count by nines to 90.

Fluency Practice

Model Division with Tape Diagrams (9 minutes)

What is the value of the whole?

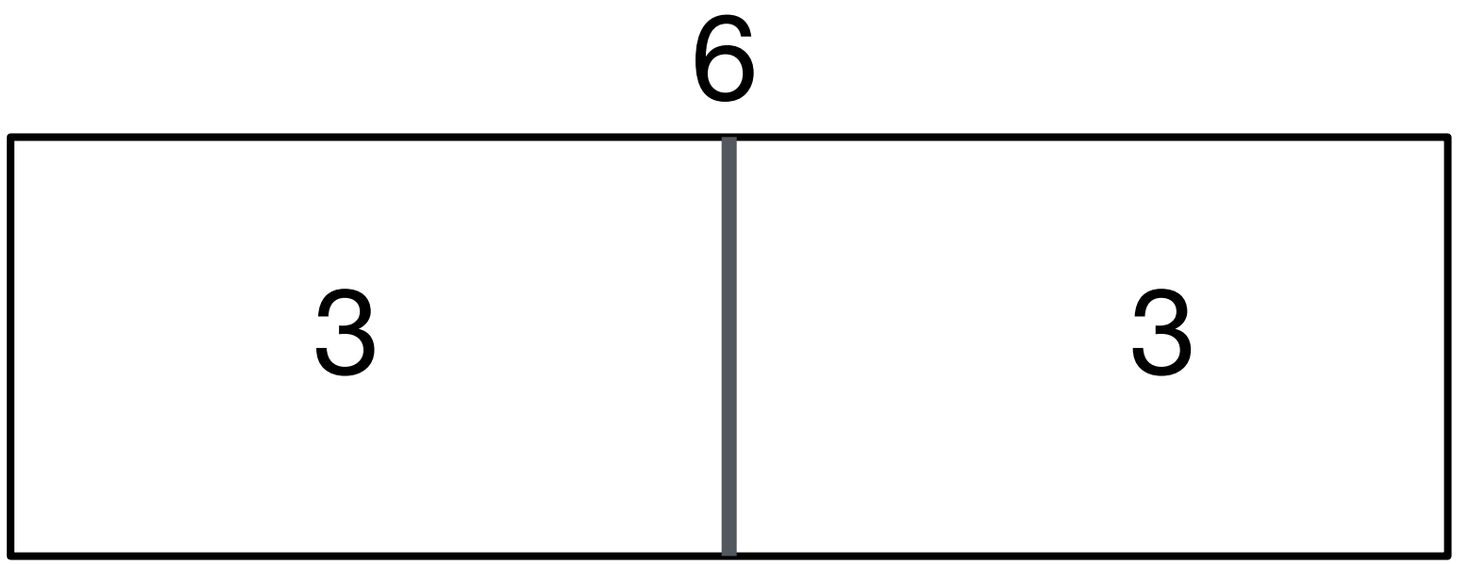
How many equal parts is 6 broken into?



Fluency Practice

Model Division with Tape Diagrams (9 minutes)

Tell me a division equation for the unknown group size.

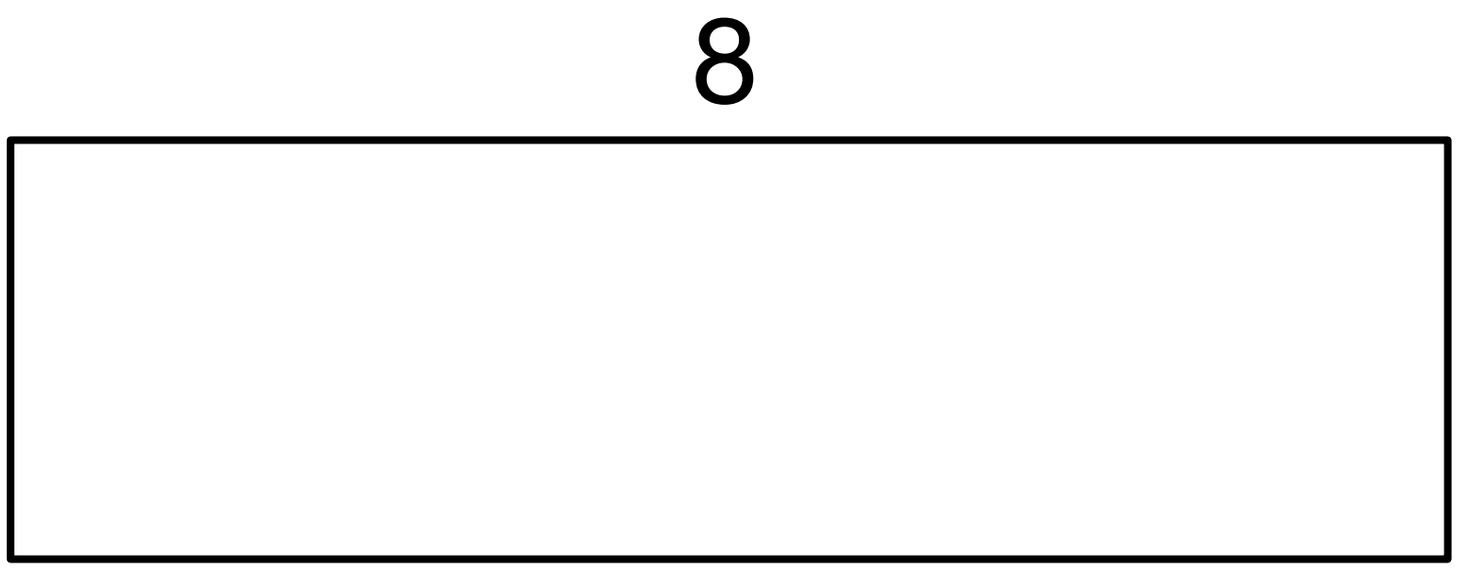


$6 \div 2 = 3$

Fluency Practice

Model Division with Tape Diagrams (9 minutes)

Draw a rectangle with 8 as the whole.

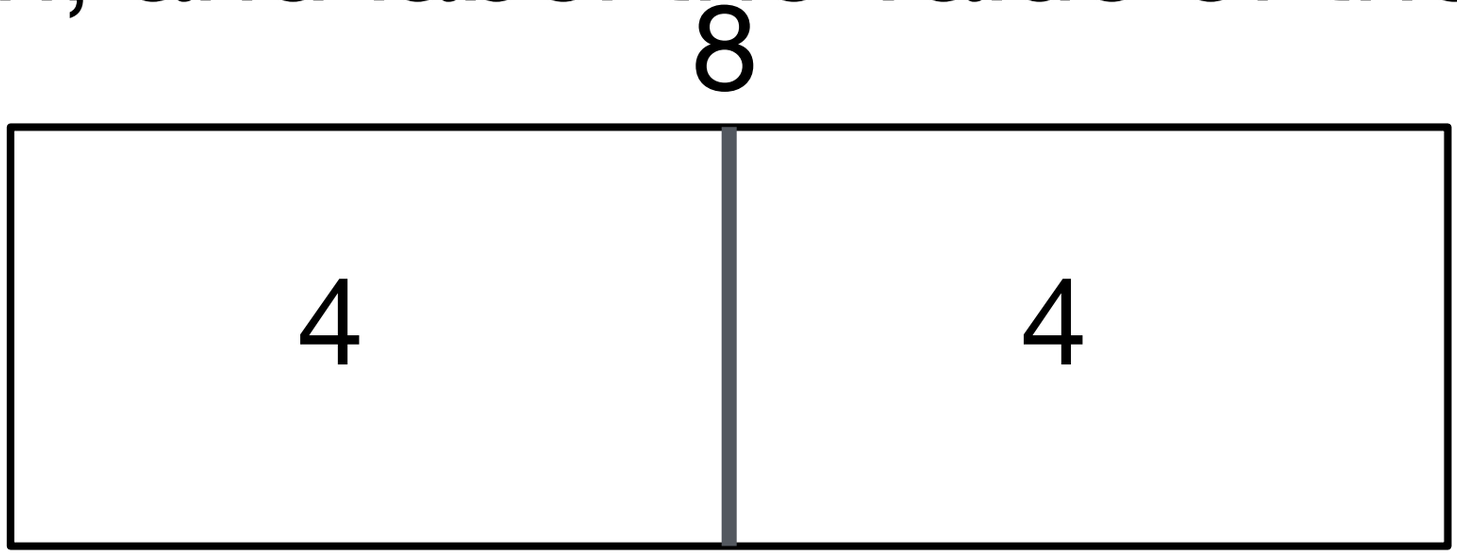


Fluency Practice

Model Division with Tape Diagrams (9 minutes)

Divide it into 2 equal parts.

Write a division equation to solve for the unknown, and label the value of the units.



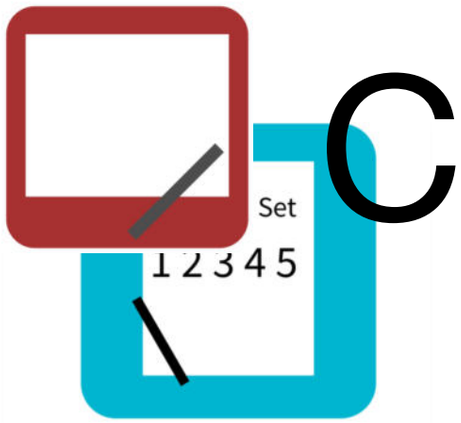
$8 \div 2 = 4$

Application Problem

Damien folds a paper strip into 6 equal parts. He shades 5 of the equal parts and then cuts off 2 shaded parts. Explain your thinking about what fraction is unshaded.

Application Problem

$\frac{1}{6}$ of the paper strip is unshaded. After 2 sixths are cut, 3 sixths are still shaded and 1 sixth is unshaded.

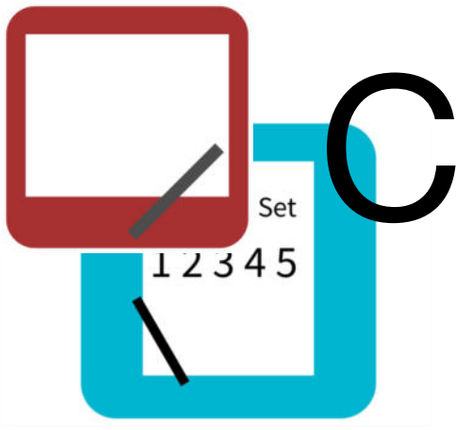


Concept Development

Today you will collect information, or data.

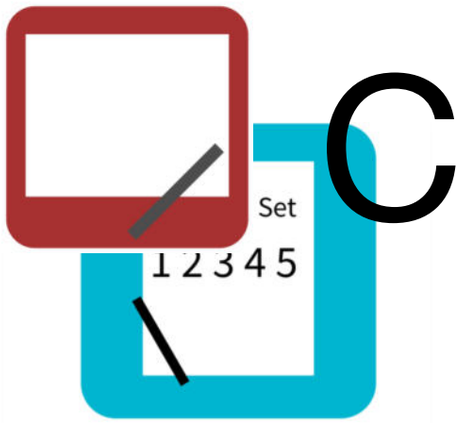
We will use a survey to find out each person's favorite color from one of the five colors listed below.

Green yellow red blue orange



Concept Development

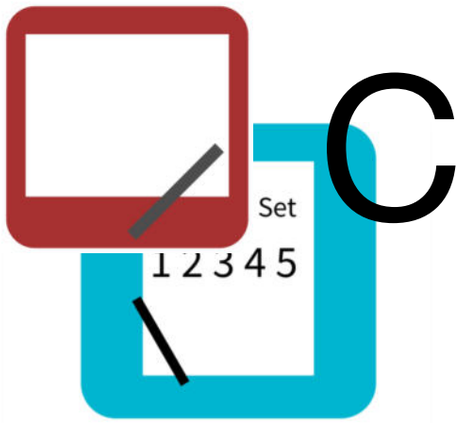
How can we keep track of our data in an organized way?



Concept Development

One efficient way to collect and organize our data is by recording it on a tally chart.

Favorite Colors	
Color	**Number of Students**
Green	
Yellow	
Red	
Blue	
Orange	



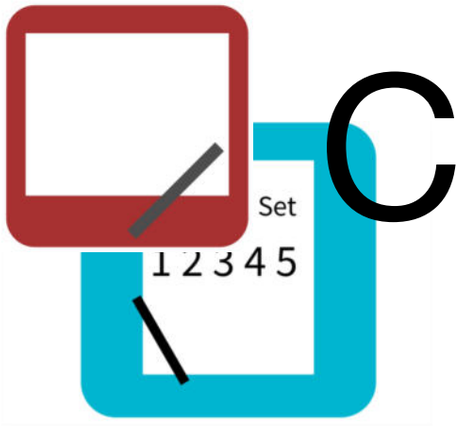
Concept Development

Each tally has a value of one student.

This is how we represent 5 with tally marks.

Favorite Colors	
Color	**Number of Students**
Green	|
Yellow	𝍸
Red	

How might writing each fifth tally mark with a slash help you count your data easily and quickly? Talk to your partner.



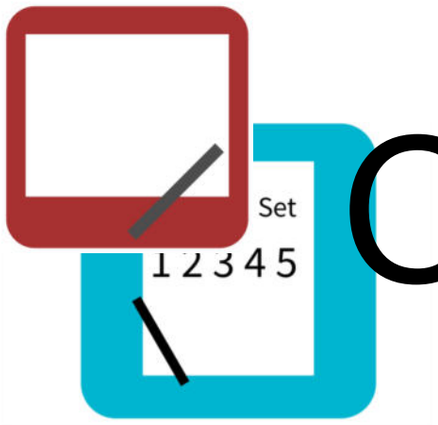
Concept Development

Find the chart on Problem 1 of your Problem Set.

Choose your favorite color out of those listed on the chart.

Record your favorite color with a tally mark on the chart, and cross your name off your class list.

Favorite Colors	
Color	**Number of Students**
Green	
Yellow	
Red	
Blue	
Orange	



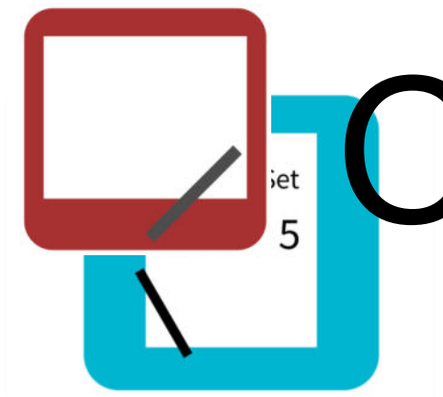
Concept Development

Take six minutes to ask each of your classmates, "What is your favorite color?"

Record each classmate's answer with a tally mark next to his favorite color.

Once you are done with each person, cross the person's name off your class list to help you keep track of who you still need to ask.

Remember, you may not change your color throughout the survey.



Concept Development

How many total students said green was their favorite color?

We can record our results numerically in a table like this.

green	yellow	red	blue	orange

Concept Development

Use mental math to find the total number of students surveyed.

Say the total at my signal.

green	yellow	red	blue	orange

Concept Development

Using pictures or a picture graph, let's graph the data we collected.

Read the directions for Problem 3 on your Problem Set.

3. Use the tally chart in Problem 1 to complete the picture graphs below.

   a.

Favorite Colors				
Green	**Yellow**	**Red**	**Blue**	**Orange**
Each ♥ represents 1 student.				

Concept Development

Find the key, which tells you the value of a unit, on each picture graph.

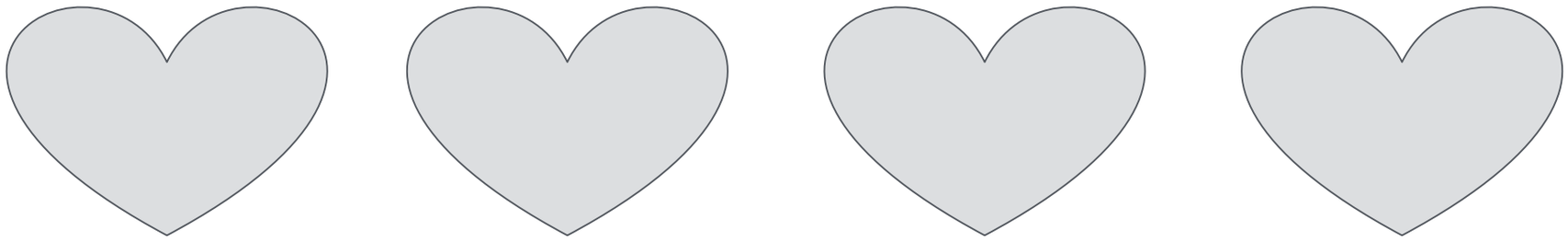
What is different about the keys on these two picture graphs?

Green	**Yellow**	**Red**	**Blue**	**Orange**
Each ♡ represents 1 student.				

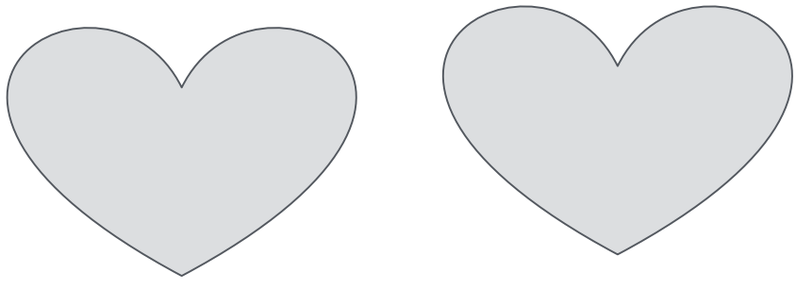
Concept Development

How would you represent 4 students in Problems 3(a) and 3(b)?

3(a)

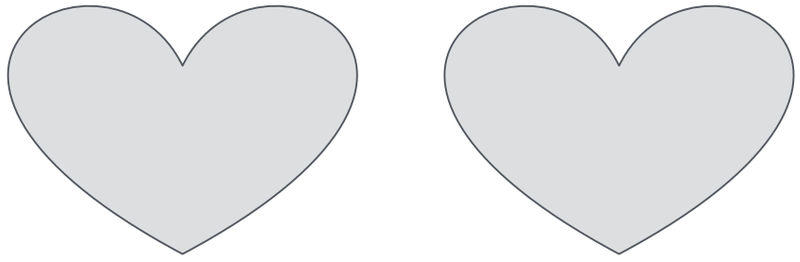


3(b)



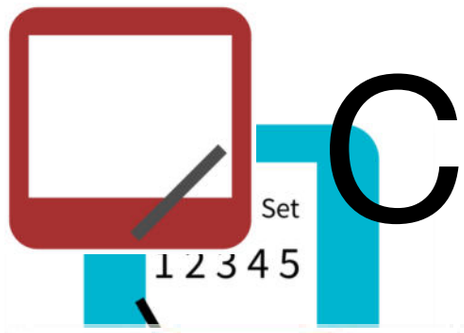
Concept Development

3(b)



What is the value of this picture?

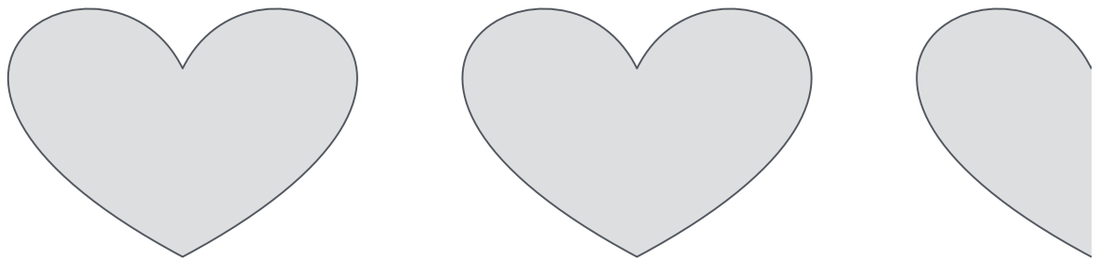
Write a multiplication sentence to represent the value of my picture, where the number of hearts is the number of groups, and the number of students is the size of each group.

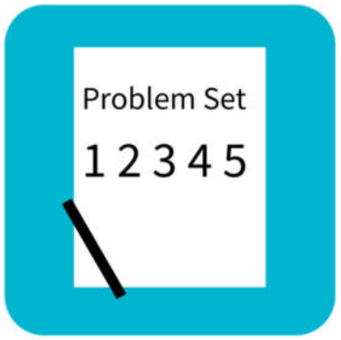


Concept Development

How can we use the hearts to represent an odd number like 5?

5 students





Problem Set

Name _____ Date _____

1. "What is your favorite color?" Survey the class to complete the tally chart below.

Favorite Colors	
Color	**Number of Students**
Green	
Yellow	
Red	
Blue	
Orange	

Debrief

Compare the data in the picture graphs in Problems 3(a) and 3(b).

Share answers to Problems 4(c) and 4(d). What would Problem 4(d) look like as a multiplication sentence?

Compare picture graphs with tally charts. What makes each one useful? What are the limitations of each?

Debrief

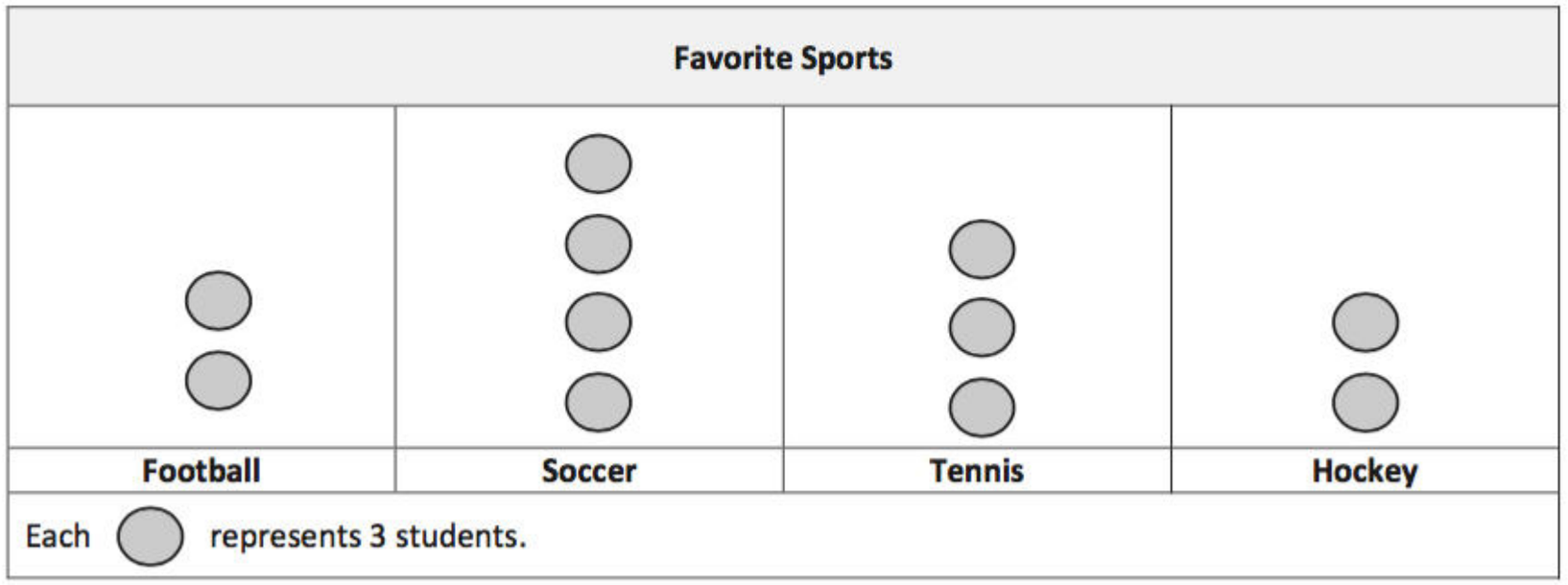
Why is it important to use the key to understand the value of a unit in a picture graph?

What math vocabulary did we use today to talk about recording and gathering information?

Exit Ticket (3 minutes)

Name _____ Date _____

The picture graph below shows data from a survey of students' favorite sports.



a. The same number of students picked _____ and _____ as their favorite sport.