Eureka Math

4th Grade
Module 1
Lesson 11

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

Manipulatives Needed

Fluency

Think Pair Share

Whole Class

Individual

Partner

Small Group

Small Group Time

Lesson 11

Objective: Use place value understanding to fluently add multi-digit whole numbers using the standard addition algorithm, and apply the algorithm to solve word problems using tape diagrams.

Suggested Lesson Structure

■ Fluency Practice	(12 minutes)	
■ Application Problem	(7 minutes)	
■ Concept Development	(30 minutes)	
■ Student Debrief	(11 minutes)	
Total Time	**(60 minutes)**	
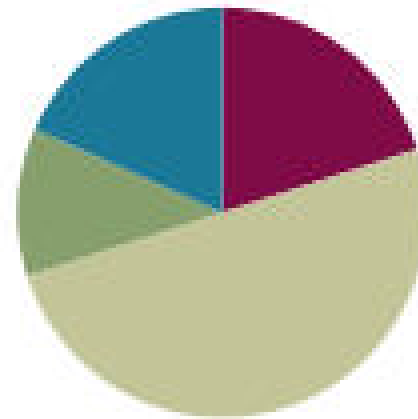
I can use place value understanding to fluently add multi-digit whole numbers using the standard addition algorithm, and apply the algorithm to solve word problems using tape diagrams.
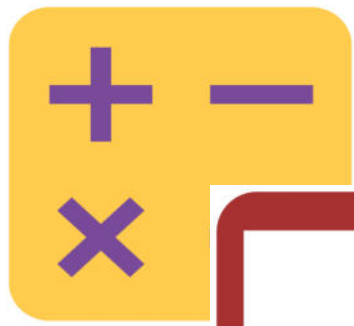
Round to Different Place Values

3,941

Say the number. We are going to round this number to the nearest thousand.

How many thousands are in 3,941?

1 more thousand is?

Draw the number line.

What's halfway between 3,000 and 4,000? Label it on your number line. Now label 3,941 on your number line. Which thousand is it closest to?

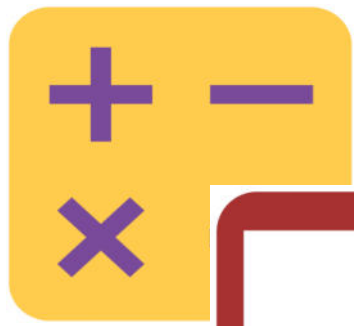# Round to Different Place Values
3,941

Say the number. Now we are going to round this number to the nearest hundred.

How many hundreds are in 3,941?

1 more hundred is?

Draw the number line.

What's halfway between? Label it on your number line. Now label 3,941 on your number line. Which hundred is it closest to?

Round to Different Place Values

74,621

Say the number. Now we are going to round this number to the nearest ten thousand.

How many ten thousands are in 74,621?

1 more ten thousand is?

Draw the number line.

What's halfway between? Label it on your number line. Now label 74,621 on your number line. Which ten thousand is it closest to?
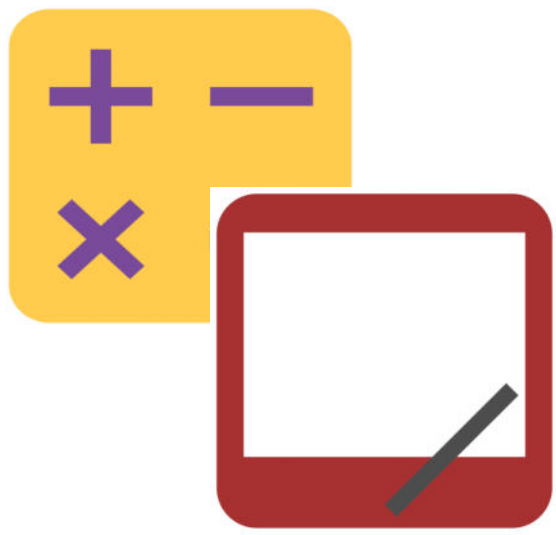
Round to Different Place Values

74,621

Say the number. Now we are going to round this number to the nearest thousand.

How many thousands are in 74,621?

1 more thousand is?

Draw the number line.

What's halfway between? Label it on your number line. Now label 74,621 on your number line. Which thousand is it closest to?

Round to Different Place Values
681,904

Say the number. Now we are going to round this number to the nearest hundred thousand.

How many hundred thousands are in 681,904?

1 more hundred thousand is?

Draw the number line.

What's halfway between? Label it on your number line. Now label 681,904 on your number line. Which hundred thousand is it closest to?

Round to Different Place Values
681,904

Say the number. Now we are going to round this number to the nearest ten thousand.
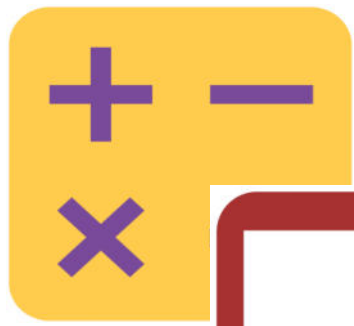
How many ten thousands are in 681,904?

1 more ten thousand is?

Draw the number line.

What's halfway between? Label it on your number line. Now label 681,904 on your number line. Which ten thousand is it closest to?

Round to Different Place Values
681,904

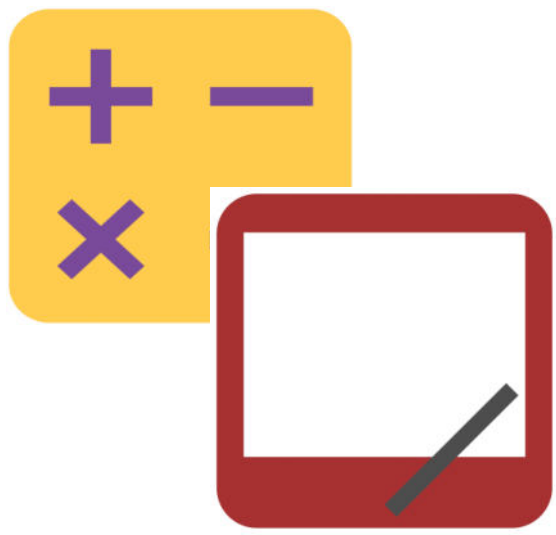Say the number. Now we are going to round this number to the nearest thousand.

How many thousands are in 681,904?

1 more thousand is?

Draw the number line.

What's halfway between? Label it on your number line. Now label 681,904 on your number line. Which thousand is it closest to?

Multiply by 10

10 x _____ = 100

Say the multiplication sentence.

10 x 1 ten = _____

On your personal white boards, fill in the blank.

10 tens = _____ hundred

_____ ten x _____ ten = 1 hundred
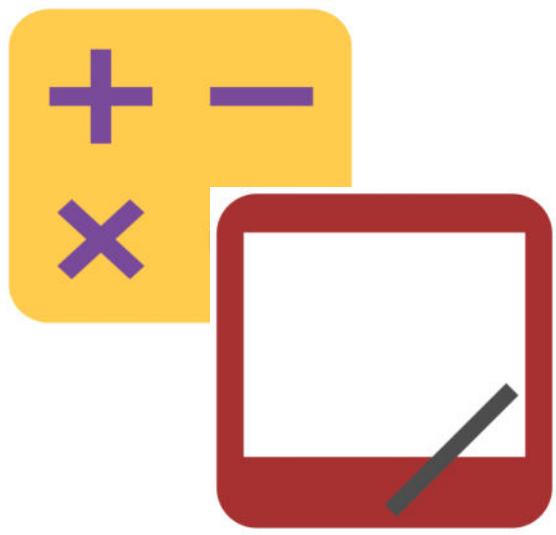
Multiply by 10

1 ten x 60 = _____

1 ten x 30 = _____ hundreds

1 ten x _____ = 900

7 tens x 1 ten = _____ hundreds

Add Common Units
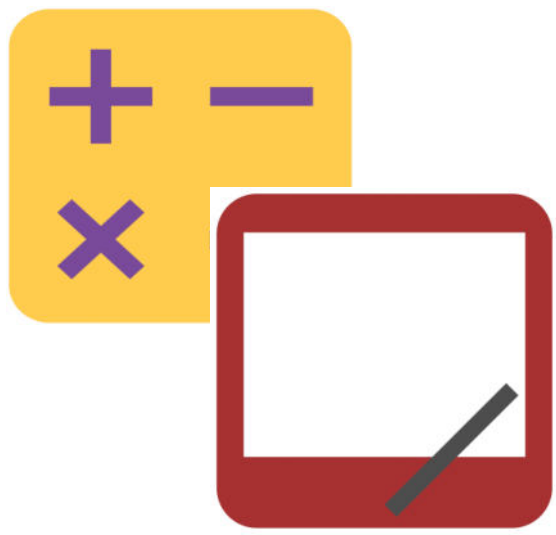
303

Say the number in unit form.

303 + 202 = _____

Say the addition sentence and answer in unit form.

Write the addition sentence on your personal white boards.

Add Common Units

505 + 404 = _____

5,005 + 5,004 = _____

7,007 + 4,004 = _____

8,008 + 5,005 = _____

Application Problem

Meredith kept track of the calories she consumed for three weeks. The first week, she consumed 12,490 calories, the second week 14,295 calories, and the third week 11,116 calories. About how many calories did Meredith consume altogether? Which of these estimates will produce a more accurate answer: rounding to the nearest thousand or rounding to the nearest ten thousand? Explain.

RDW

Adding and Renaming

3,134 + 2,493

Say this problem with me.

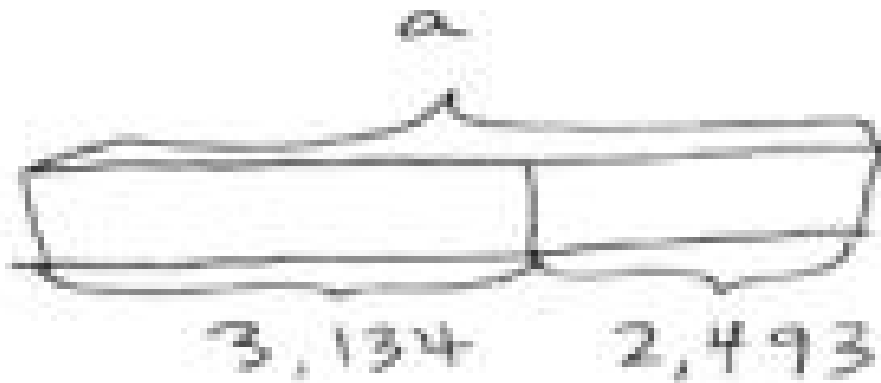Draw a tape diagram to represent this problem.
  What are the two parts that make up the whole?
  What is the unknown?

Adding and Renaming

$$3{,}134 + 2{,}493$$

Show the whole above the tape diagram using a bracket and label the unknown quantity with an *a*. When a letter represents an unknown number, we call that letter a **variable.**

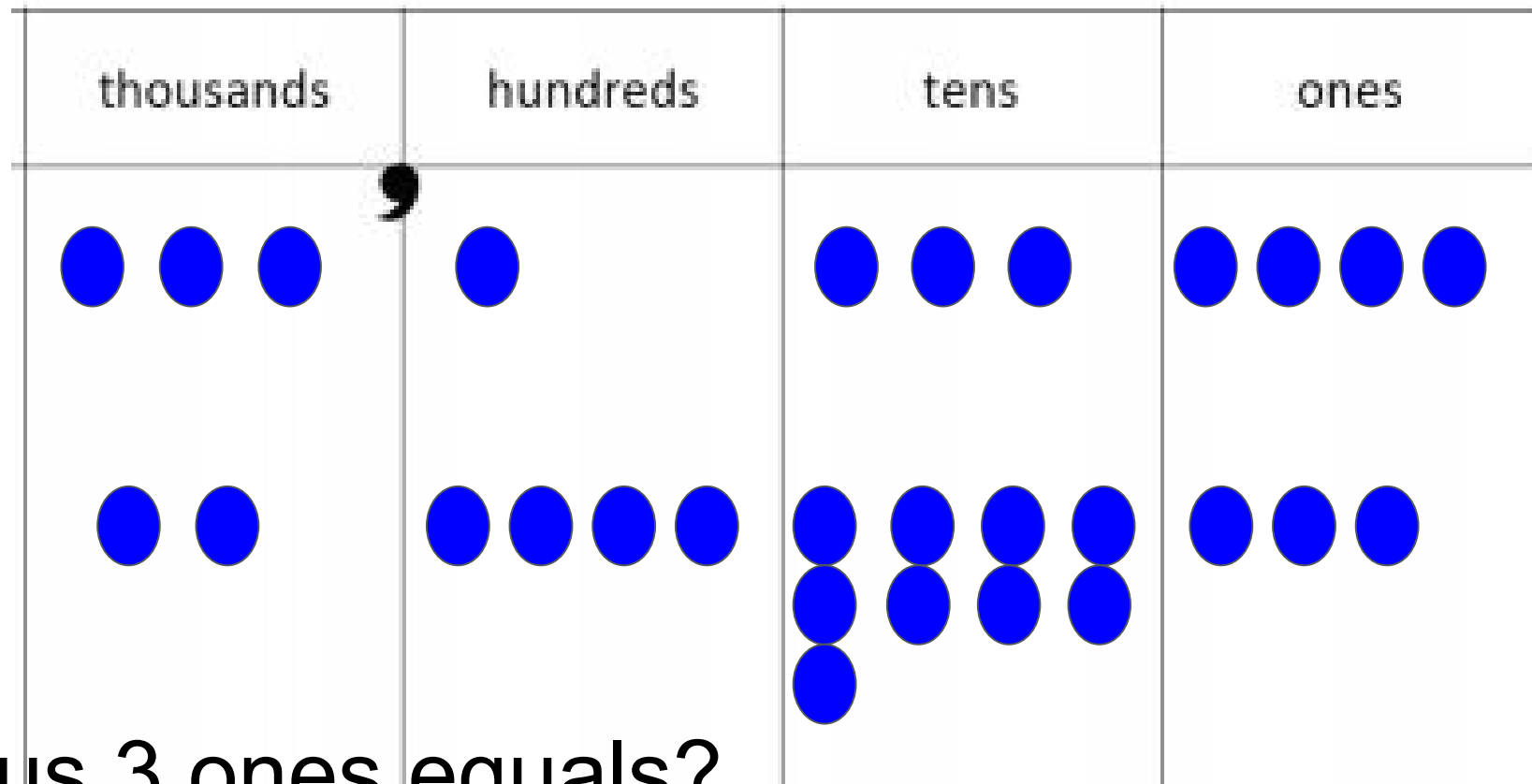# Adding and Renaming

3,134 + 2,493

thousands	hundreds	tens	ones
,			

Draw place value disks to represent the first part, 3,134. When you are done, add 2,493 by drawing more disks on your chart

Adding and Renaming
3,134 + 2,493

thousands	hundreds	tens	ones
● ● ●	●	● ● ●	● ● ● ●
● ●	● ● ● ●	● ● ● ● ● ● ● ● ●	● ● ●

```
  3, 1 3
4
+ 2, 4 9 3
```

4 ones plus 3 ones equals?

3 tens plus 9 tens?

Can you bundle? How would you represent that in writing?

1 hundred plus 4 hundred plus 1 hundred?

3 thousands plus 2 thousands?

Adding and Renaming Multiple Units

$$40{,}762$$
$$+30{,}473$$

With your partner, draw a tape diagram to model this problem, labeling the two known parts and the unknown whole, using the variable *B* to represent the whole.

Adding and Renaming Multiple Units

40,762
+30,473

ten thousands	thousands	hundreds	tens	ones
		,		

With your partner, write the problem and draw disks for the first addend in your chart. Then draw disks for the second addend.
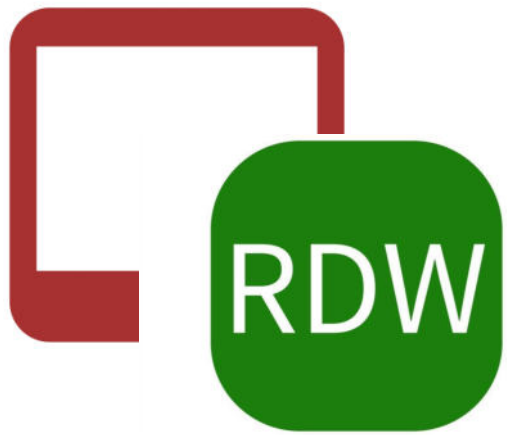
Adding and Renaming Multiple Units

207,426
+128,744

Draw a tape diagram to model this problem. Record the numbers on your personal whiteboard.

Add units from left to right, regrouping as neccessary.

RDW Addition Word Problems

The Lane family took a road trip. During the first week, they drove 907 miles. The second week they drove the same amount as the first week plus an additional 297 miles. How many miles did they drive during the second week?

What information do we know?
What is the unknown information?
Draw a tape diagram to represent the amount of miles in the first week and extend the bar for 297 more miles.
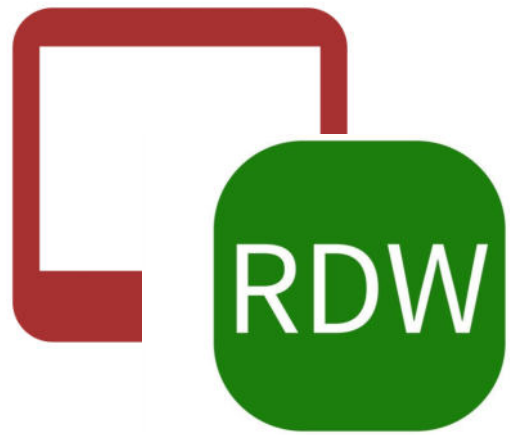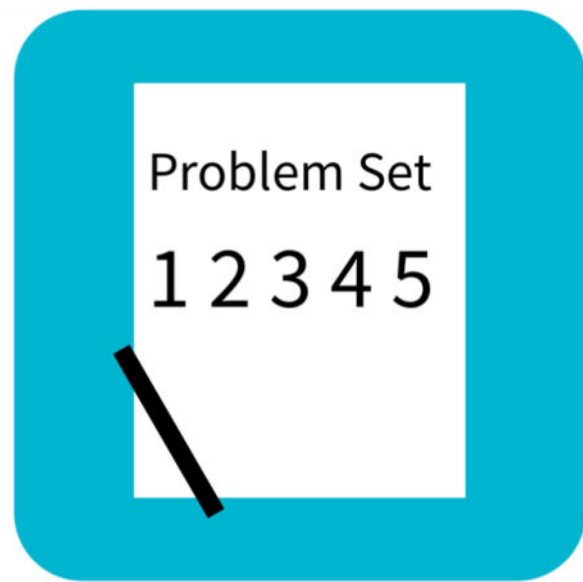
RDW Addition Word Problems

The Lane family took a road trip. During the first week, they drove 907 miles. The second week they drove the same amount as the first week plus an additional 297 miles. How many miles did they drive during the second week?

Work with a partner to solve.
Write your answer as a statement.

Problem Set

Name _____   Date _____

1. Solve the addition problems below using the standard algorithm.

a.
```
  6, 3 1 1
+    2 6 8
```

b.
```
  6, 3 1 1
+ 1, 2 6 8
```

c.
```
  6, 3 1 4
+ 1, 2 6 8
```

Debrief

- When we are writing a sentence to express our answer, what part of the original problem helps us to tell our answer using the correct words and context?
- What purpose does a tape diagram have? How does it support your work?
- What does a variable, like the letter C in Problem 2, help us do when drawing a tape diagram?
- In Problem 1, what did you notice was similar and different about the addends and the sums for Parts (a), (b), and (c)?

Exit Ticket

Name _____ Date _____

1. Solve the addition problems below using the standard algorithm.

   a. $\begin{array}{r} 23,607 \\ +\ 2,307 \\ \hline \end{array}$

   b. $\begin{array}{r} 3,948 \\ +\ 278 \\ \hline \end{array}$

   c. $5,983 + 2,097$

2. The office supply closet had 25,473 large paper clips, 13,648 medium paper clips, and 15,306 small paper clips. How many paper clips were in the closet?