Eureka Math

4th Grade
Module 1
Lesson 18

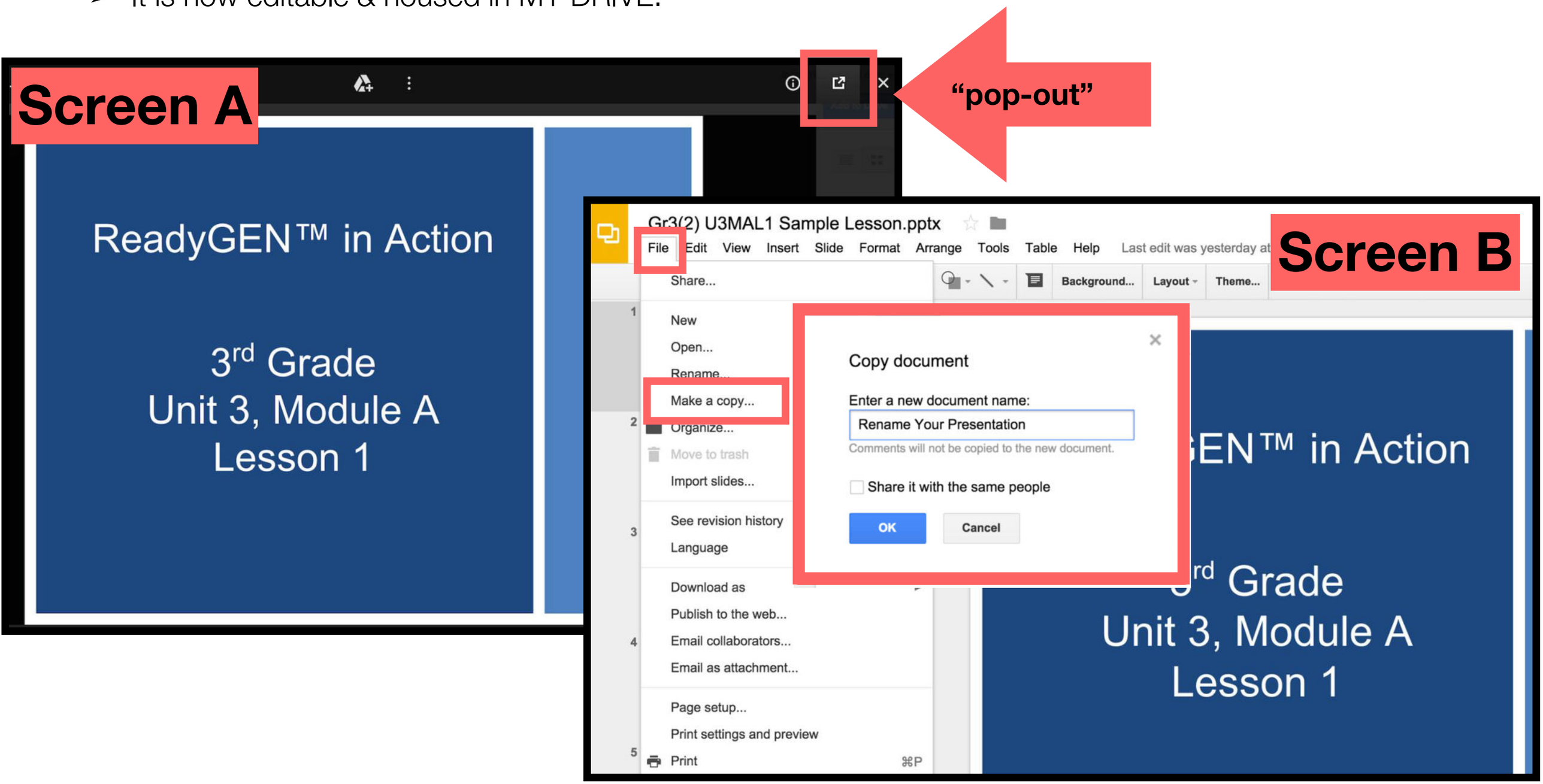
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

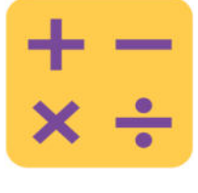
Read, Draw, Write

Learning Target

Personal White Board

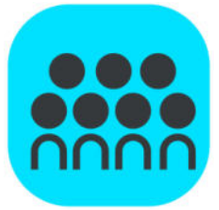
Problem Set

Manipulatives Needed



Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

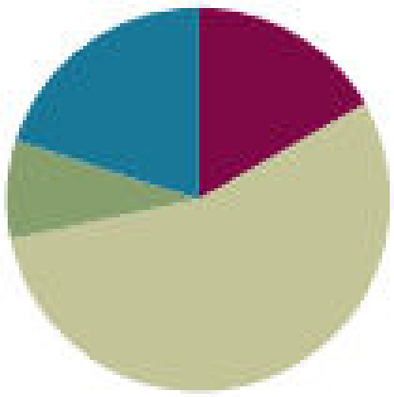
Small Group Time

Lesson 18

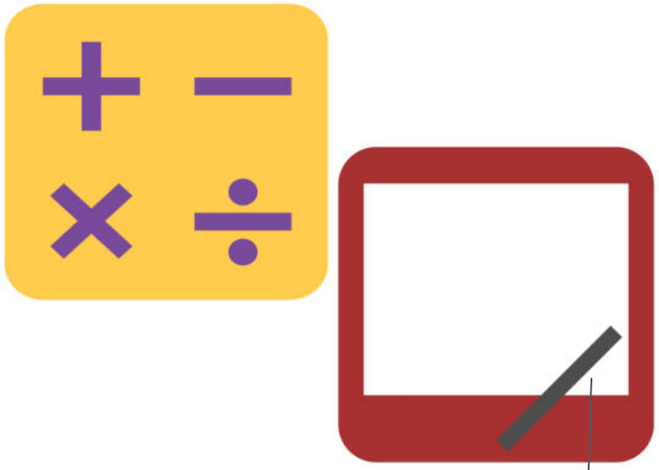
Objective: Solve multi-step word problems modeled with tape diagrams, and assess the reasonableness of answers using rounding.

Suggested Lesson Structure

Fluency Practice	(10 minutes)
Application Problem	(5 minutes)
Concept Development	(33 minutes)
Student Debrief	(12 minutes)
Total Time	**(60 minutes)**



I can solve multi-step word problems modeled with tape diagrams, and assess the reasonableness of answers using rounding.



Number Patterns

40,100, 50,100, 60,100, ____

What is the place value of the digit that's changing?

Count with me saying the value of the digit I'm pointing to. (point to the value that's changing)

On your personal white board, write what number would come next.

Number Patterns

82,030, 72,030, 62,030, ___

What is the place value of the digit that’s changing?

Count with me saying the value of the digit I’m pointing to. (point to the value that’s changing)

On your personal white board, write what number would come next.

Number Patterns

215,003, 216,003, 217,003, ___

What is the place value of the digit that’s changing?

Count with me saying the value of the digit I’m pointing to. (point to the value that’s changing)

On your personal white board, write what number would come next.

Number Patterns

943,612, 943,512, 943,412, ___

What is the place value of the digit that's changing?

Count with me saying the value of the digit I'm pointing to. (point to the value that's changing)

On your personal white board, write what number would come next.

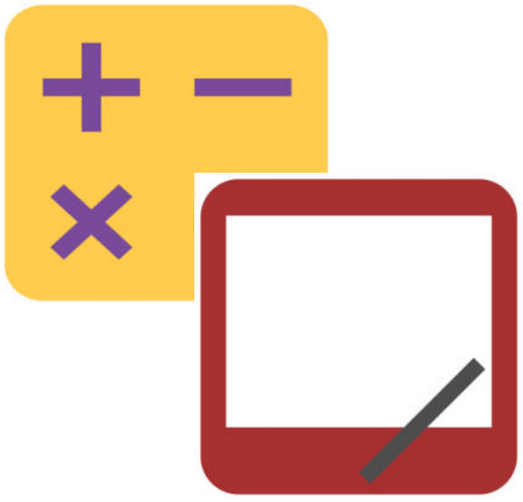
Number Patterns

372,435, 382,435, 392,435, ___.

What is the place value of the digit that’s changing?

Count with me saying the value of the digit I’m pointing to. (point to the value that’s changing)

On your personal white board, write what number would come next.



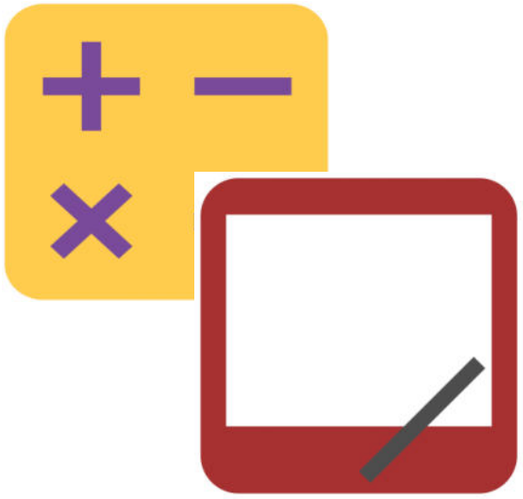
Convert Units

Count by 200 grams starting at 0 grams and counting up to 2,000 grams.

When you get to 1,000 grams, say “1 kilogram.”

When you get to 2,000 grams, say “2 kilograms.”

Repeat the process, this time pulling out the kilogram (e.g., 1 kg 200 g, 1 kg 400 g)



Convert Units

1,300 g = ___ kg ___ g

1,003 g = ___ kg ___ g

1,750 g = ___ kg ___ g

3,450 g = ___ kg ___ g

7,030 g = ___ kg ___ g

Application Problem

In all, 30,436 people went skiing in February and January. 16,009 went skiing in February. How many fewer people went skiing in January than in February?

Concept Development

Students may work in pairs to solve Problems 1—4 below using the RDW approach to problem solving.

Word Problems

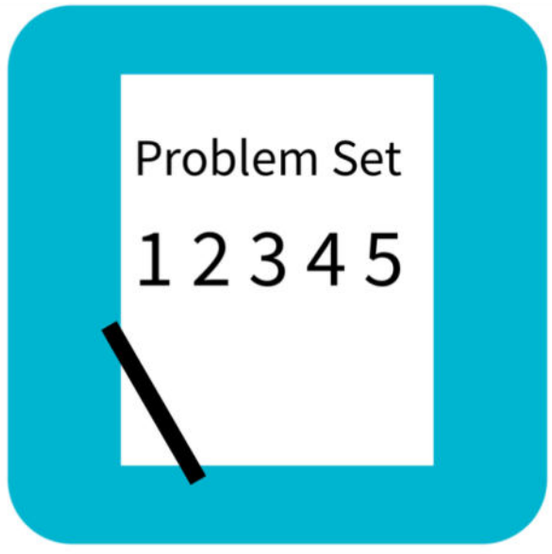
In one year, a factory used 11,650 meters of cotton, 4,950 fewer meters of silk than cotton, and 3,500 fewer meters of wool than silk. How many meters in all were used of the three fabrics?

Word Problems

The shop sold 12,789 chocolate and 9,324 cookie dough cones. It sold 1,078 more peanut butter cones than cookie dough cones and 999 more vanilla cones than chocolate cones. What was the total number of ice cream cones sold?

Word Problems

In the first week of June, a restaurant sold 10,345 omelets. In the second week, 1,096 fewer omelets were sold than in the first week. In the third week, 2 thousand more omelets were sold than in the first week. In the fourth week, 2 thousand fewer omelets were sold than in the first week. How many omelets were sold in all in June?



Problem Set

Name _____ Date _____

Draw a tape diagram to represent each problem. Use numbers to solve, and write your answer as a statement.

1. In one year, the factory used 11,650 meters of cotton, 4,950 fewer meters of silk than cotton, and 3,500 fewer meters of wool than silk. How many meters in all were used of the three fabrics?

Debrief

- How are the problems alike?
- How are they different?
- How was your solution the same and different from those that were demonstrated by your peers?
- Why is there more than one right way to solve, for example, Problem 3?
- Did you see other solutions that surprised you or made you see the problem differently?
- In Problem 1, was the part unknown or the total unknown?

Exit Ticket

Name _____ Date _____

Draw a tape diagram to represent the problem. Use numbers to solve, and write your answer as a statement.

Park A covers an area of 4,926 square kilometers. It is 1,845 square kilometers larger than Park B. Park C is 4,006 square kilometers larger than Park A.

1. What is the area of all three parks?