Eureka Math

4th Grade
Module 2
Lesson 5

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 5

Objective: Use addition and subtraction to solve multi-step word problems involving length, mass, and capacity.

Suggested Lesson Structure

- ■ Fluency Practice   (12 minutes)
- ■ Concept Development (42 minutes)
- ■ Student Debrief   (6 minutes)
- **Total Time**   **(60 minutes)**
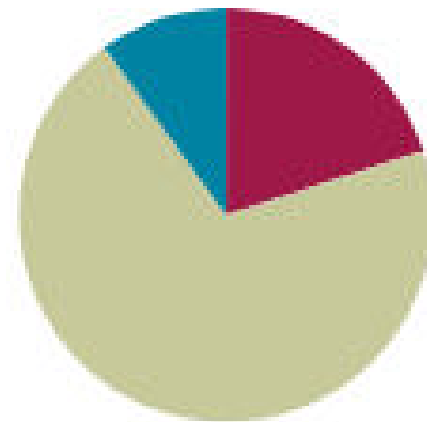
NOTES ON STANDARDS ALIGNMENT:

In Module 2, students convert metric length, mass, and capacity units to add and subtract mixed units. This lesson builds on the content of **2.MD.5** and

Use addition and subtraction to solve multi-step word problems involving length, mass, and capacity.

Sprint

Put your name on side A.

Hold your pencil in the air to show you are ready.

When your teacher says, "Go", begin solving.

Keep working to solve as many problems as you can.

When your teacher says, "Stop", stop answering problems and hold your pencil in the air.

Listen and check your work as your teacher reads the correct answers.

Count how many problems you answered correctly and write them in the circle.

Follow the same steps for side B. On side B, try to solve more problems than you did on side A.

Sprint: Convert Kilograms to Grams

Convert Units

1 L 400 mL = _____ mL

Fill in the equation.

1 L 40 mL = _____ mL

1 L 4 mL = _____ mL

1 L 90 mL = _____ mL

Unit Counting

Count by 800 cm to 4,000 cm.

Say all of the numbers. Watch my fingers to know whether to count up or down. A closed hand means stop.
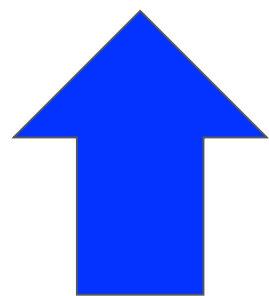
Count up
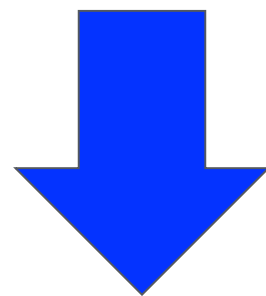
Count down

Concept Development

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

Concept Development

The potatoes Beth bought weighed 3 kilograms 420 grams. Her onions weighed 1,050 grams less than the potatoes. How much did the potatoes and onions weigh together?

Concept Development

Adele let out 18 meters 46 centimeters of string to fly her kite. She then let out 13 meters 78 centimeters more before reeling back in 590 centimeters. How long was her string after reeling it in?

Concept Development

Shyan's barrel contained 6 liters 775 milliliters of paint. She poured in 1 liter 118 milliliters more. The first day Shyan used 2 liters 125 milliliters of the paint. After the second day, there were 1,769 milliliters of paint remaining in the barrel. How much paint did Shyan use on the second day?

Concept Development

On Thursday, the pizzeria used 2 kilograms 180 grams less flour than they used on Friday. On Friday, they used 12 kilograms 240 grams. On Saturday, they used 1,888 grams more than on Friday. What was the total amount of flour used over the three days?

Problem Set

Name _____   Date _____

Model each problem with a tape diagram. Solve and answer with a statement.

1. The potatoes Beth bought weighed 3 kilograms 420 grams. Her onions weighed 1,050 grams less than the potatoes. How much did the potatoes and onions weigh together?

2. Adele let out 18 meters 46 centimeters of string to fly her kite. She then let out 13 meters 78 centimeters more before reeling back in 590 centimeters. How long was her string after reeling it in?
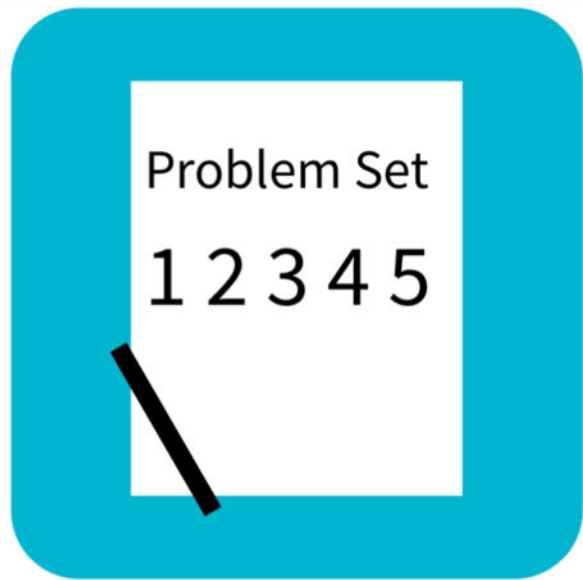
Debrief

Participate in the discussion by...

- Thinking about the question.
- Sharing your work.
- Explaining your strategy.
- Listening to others.

Debrief

Did you find yourself using similar strategies to add and subtract the mixed unit problems? Explain.

How can drawing different models to represent a problem lead you to a correct answer?

Describe a mixed unit. What other mixed units can you name?

How can converting to a smaller unit be useful when solving problems?

When is it not useful?

Exit Ticket

Name _____   Date _____

Model each problem with a tape diagram. Solve and answer with a statement.

1. Jeff places a pineapple with a mass of 890 grams on a balance scale.
    He balances the scale by placing two oranges, an apple, and a lemon
    on the other side. Each orange weighs 280 grams. The lemon weighs
    195 grams less than each orange. What is the mass of the apple?