Eureka Math

4th Grade
Module 5
Lesson 28

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.

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Icons

Read, Draw, Write

Learning Target

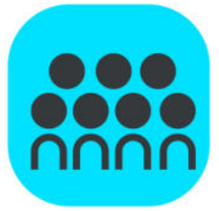
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

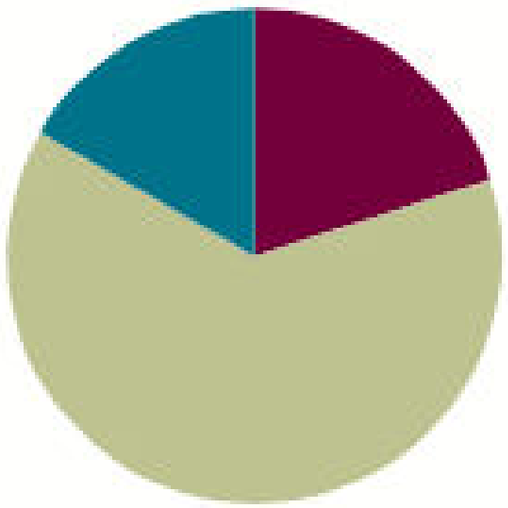
Small Group Time

Lesson 28

Objective: Solve word problems with line plots.

Suggested Lesson Structure

Fluency Practice	(12 minutes)
Concept Development	(38 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Solve word problems with line plots.

Change Mixed Numbers to Fractions

$1\frac{3}{4}$

$1\frac{3}{4} = \frac{\quad}{4}$

Draw a number bond.
Change the whole into a fraction.
Complete the number sentence.

Repeat with $1\frac{4}{5}$, $2\frac{1}{4}$, and $4\frac{5}{6}$.

Compare Fractions

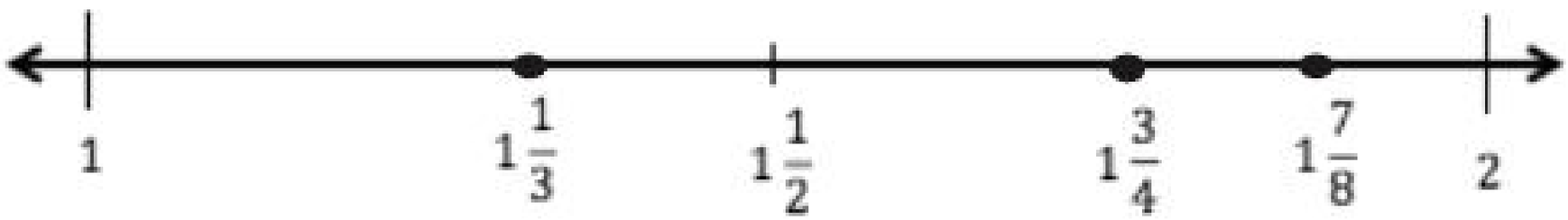
- Draw a number line with endpoints 1 and 2 and 1 ½ as the midpoint.

Plot $1\frac{1}{3}$ and $1\frac{3}{4}$ on the number line.

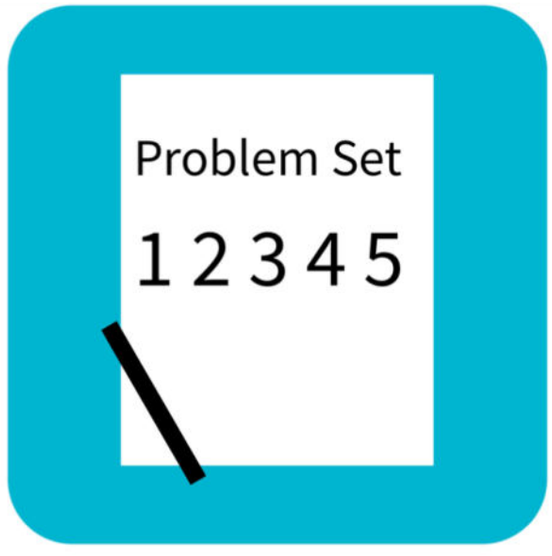
$1\frac{1}{3}$ ____ $1\frac{3}{4}$

Write a greater than or less than sign to make the number sentence true.

Plot $1\frac{7}{8}$ on your number line.



$1\frac{7}{8}$ ____ $1\frac{3}{4}$



Problem Set

Your concept development IS the problem set. :)

Debrief

- For Problem 2(g), which strategy did you use to compare the two distances? Would you be able to determine the correct answer if you answered Problem 2(f) incorrectly? Why or why not?
- Let's share some of the questions that you wrote for Problem 3. Were there similarities in the questions that you and your partner wrote? Were there differences? Explain.
- How is a **line plot** useful in showing data? By simply looking at the line plot, what can you tell about the distances that students ran?
- What might be some reasons to use a line plot to display data rather than using a chart or table?

Exit Ticket

Name _____ Date _____

Mr. O'Neil asked his students to record the length of time they read over the weekend. The times are listed in the table.

Student	Length of time (in hours)
Robin	$\frac{1}{2}$
Bill	1

1. At the bottom of the page, make a line plot of the data.