Problem set is your concept development. Consider using Homework during problem set time!

Eureka Math

4th Grade
Module 5
Lesson 40

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.

Icons

RDW   Read, Draw, Write

Learning Target

Personal White Board

Problem Set   1 2 3 4 5

Manipulatives Needed

Fluency

Think Pair Share
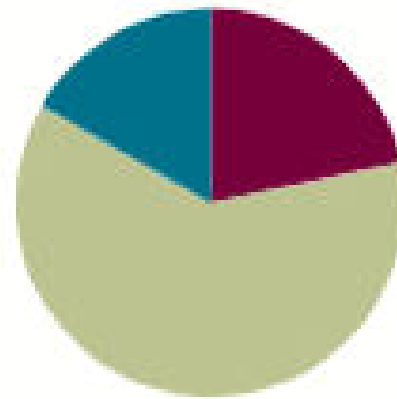
Whole Class

Individual

Partner

Small Group

Small Group Time

Lesson 40

Objective: Solve word problems involving the multiplication of a whole number and a fraction including those involving line plots.
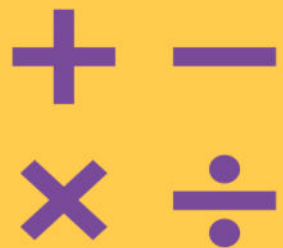
Suggested Lesson Structure

■ Fluency Practice	(13 minutes)
■ Concept Development	(37 minutes)
■ Student Debrief	(10 minutes)
Total Time	**(60 minutes)**

I can solve word problems involving the multiplication of a whole number and a fraction including those involving line plots.

Make a one

⅔ how many more to a whole?

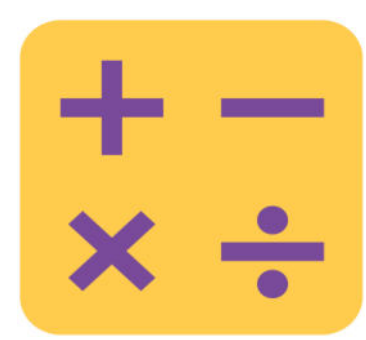¾, how many more to a whole?

⅗, how many more to a whole?

⅖, how many more to a whole?

1 ⅜, how many more to a whole?

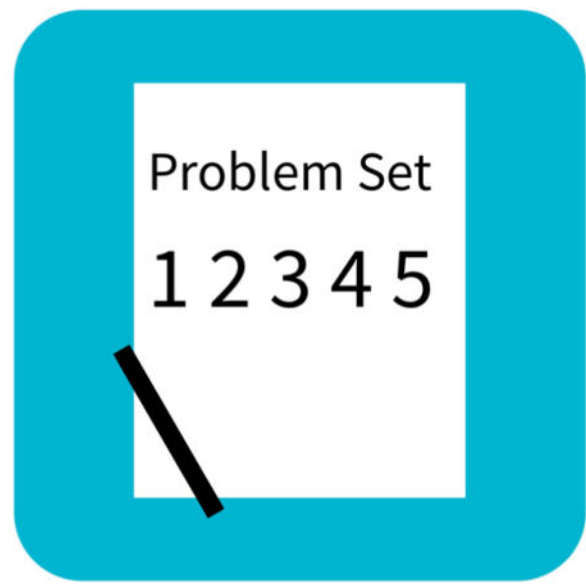12 80/100, how many more to a whole?

Multiplying mixed numbers

3 x 2 $\frac{4}{5}$

5 x 3 $\frac{5}{8}$

RDW Application Problem

No application problem today!

Problem Set

Consider using homework page here for more student practice.

Debrief

- For Problem 1(a), how was the line plot helpful in finding the height of the tallest and shortest players?
- For Problem 1(b), did you refer back to the line plot or chart to find the information necessary to solve? Explain.
- Did you determine the answers to Problems 2, 3, and 4 using the same math strategy? Explain to a partner how you determined your answers.
- How was the *draw* step of the RDW approach helpful in solving Problem 2?
- What information can we gather simply by looking at the line plot? Write one statement about the football players based on the information in the line plot.
- What information about the football players is easier to see when the data is represented using a line plot rather than the chart? A chart rather than the line plot?

Exit Ticket

Name _____   Date _____

Coach Taylor asked his team to record the distance they ran during practice.
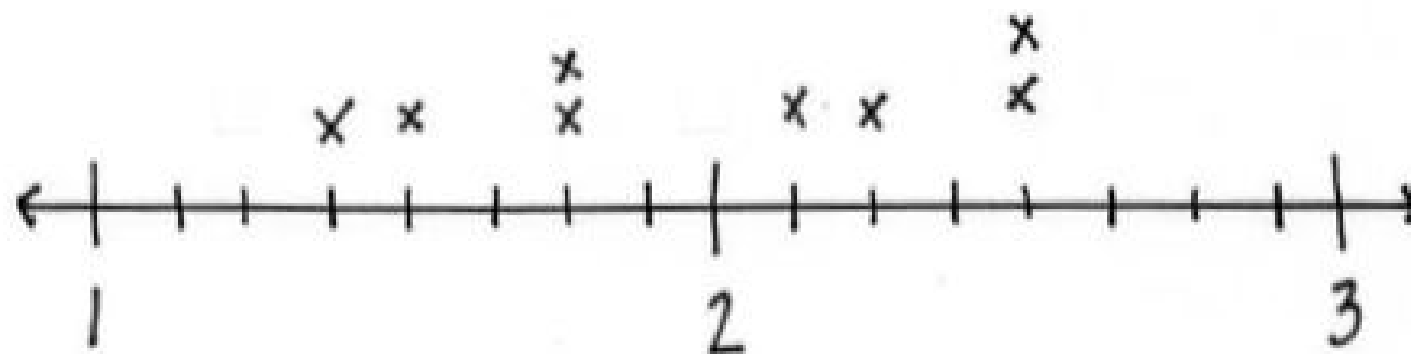
The distances are listed in the table.

1. Use the table to locate the incorrect data on the line plot.

   Circle any incorrect points.

   Mark any missing points.

   Distance Ran During Practice

Team Members	Distance (in miles)
Alec	$1\frac{3}{4}$
Henry	$1\frac{1}{2}$
Charles	$2\frac{1}{8}$