Eureka Math

4th Grade
Module 7
Lesson 1

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

Read, Draw, Write

Learning Target

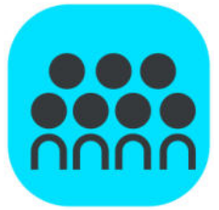
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

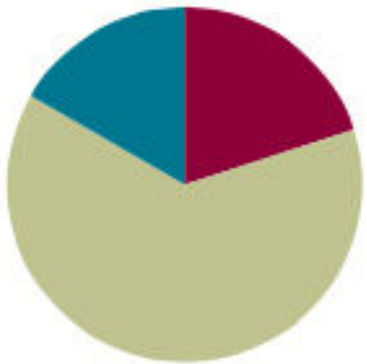
Small Group Time

Lesson 1

Objective: Create conversion tables for length, weight, and capacity units using measurement tools, and use the tables to solve problems.

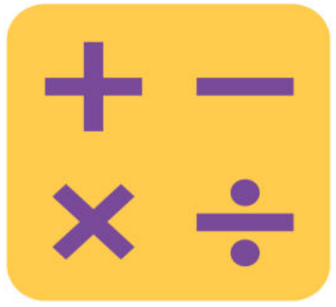
Suggested Lesson Structure

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



I can create a conversion table for the length, weight, and capacity units using measurement tools, and use the tables to solve problems.

Sprints!!!



Add/Subtract

699 thousands 999 ones + 155,755

400 thousands - 235,165

Application Problem

No problem today!

Convert pounds to ounces

How many 1 ounce weights did we need to balance the scale?
So how many ounces equal a pound?

Work with your group to fill in the conversion table!

Convert yards to feet

In your group compare the yardstick to the foot ruler.

What do you notice?

How many feet are in a yard?

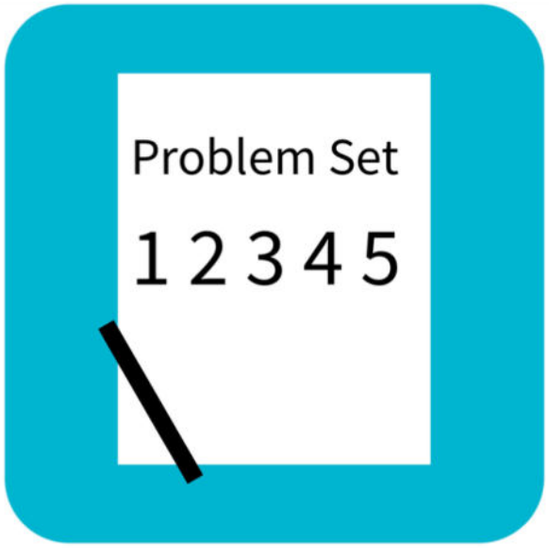
Work with your group to complete the conversion table!

Convert feet to inches

Look at your ruler. What do you notice about this.

How many inches are in a foot.

Work with your group to complete the conversion chart!

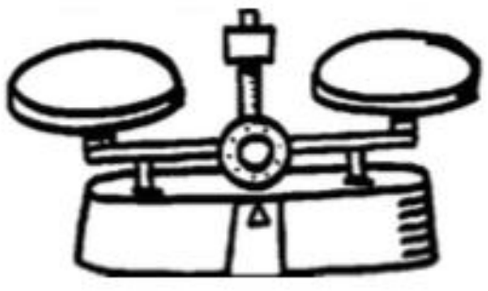


Problem Set

Name _____ Date _____

Use RDW to solve Problems 1–3.

1. Evan put a 2-pound weight on one side of the scale. How many 1-ounce weights will he need to put on the other side of the scale to make them equal?



Debrief

- Explain your solution for Problem 5(h) to your partner. Is there a rule for converting yards to inches?
- When might you need to compare units in real life like those in Problem 6?
- Looking at the conversion tables, what do you notice about the units that we are converting?
- Is it easier to use the conversion table or to use the rule to convert? Why?
- Name some units that are **customary units**. Name some units that are **metric units**.
- A yard and a meter are close in length but not exactly the same. Yards are part of the **customary system of measurement,** and meters are part of the **metric system of measurement**. Can you think of any other pairs that are close, but not the same, like this?

Exit Ticket

Name _____ Date _____

1. Solve.

a. 8 feet = _____ inches

b. 4 yards 2 feet = _____ feet

c. 14 pounds 7 ounces = _____ ounces