Eureka Math

4th Grade
Module 7
Lesson 2

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

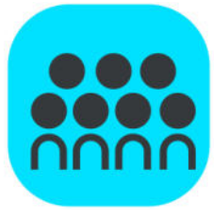
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

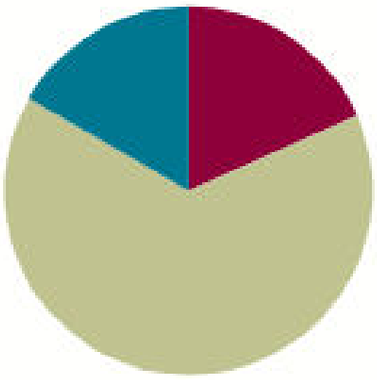
Small Group Time

Lesson 2

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	(11 minutes)
Concept Development	(39 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.

Convert Length Units

1km=_____m

7km=_____m

1m=_____cm

8m=_____cm

10yd=_____ft

1ft=_____in

Convert Capacity Units

1L=_____mL

6L=_____mL

4,500mL=_____L_____mL

6,000mL=_____L

Application Problem

No problem today!

Convert gallons to quarts

This container holds 1 gallon.
This container measures 1 quart of liquid.
In your groups, fill the gallon with water using 1 quart at a time.

How many quarts are in 1 gallon.

Work with your groups to complete the conversion table!

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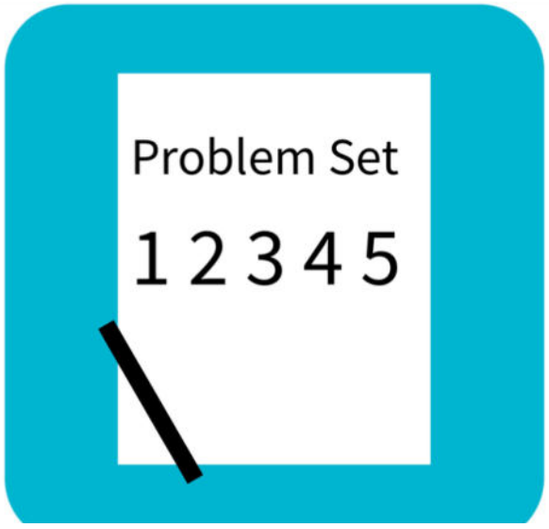

Problem Set

Name _____ Date _____

Use RDW to solve Problems 1–3.

1. Susie has 3 quarts of milk. How many pints does she have?

2. Kristin has 3 gallons 2 quarts of water. Alana needs the same amount of water but only has 8 quarts. How many more quarts of water does Alana need?

Debrief

- Let's compare two different representations of Problem 2. How are these students' solutions the same? How are they different? How did each represent the comparison?
- How could you solve Problem 5(c) using the conversion table? How could you solve it without a conversion table?
- Explain the strategy you used to solve Problem 8. Compare solution strategies with your small group. Whose way of solving was the most efficient?
- If someone wanted to find the number of **pints** or **quarts** in 150 **gallons**, would it make sense to use the conversion table to solve? Why is understanding the conversion rule important?

Exit Ticket

Name _____ Date _____

1. Complete the table.

Quarts	Cups
1	
2	
4	