The concept development uses the problem set.

Eureka Math

4th Grade
Module 7
Lesson 11

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

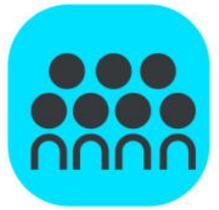
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

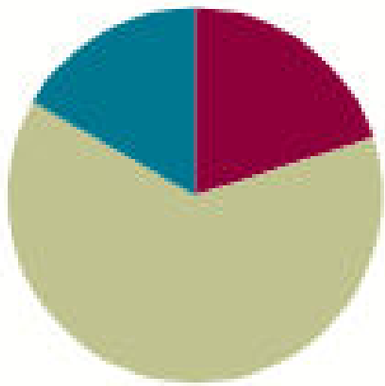
Small Group Time

Lesson 11

Objective: Solve multi-step measurement word problems.

Suggested Lesson Structure

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



I can solve multi-step measurement word problems.

Core Fluency Page

Application Problem

No problem today!

Possible instructional moves

Suggested Delivery of Instruction for Solving Lesson 10's Word Problems

For Problems 1–4 below, students may work in pairs to solve each of the problems using the RDW approach to problem solving.

1. **Model the problem.**

Select two pairs of students who can successfully model the problem to work at the board while the other students work independently or in pairs at their seats. Review the following questions before beginning the first problem.

- Can you draw something?
- What can you draw?
- What conclusions can you make from your drawing?

As students work, circulate. Reiterate the questions above. After two minutes, have the two pairs of students share only their labeled diagrams. For about one minute, have the demonstrating students receive and respond to feedback and questions from their peers.

Possible instructional moves

2. Calculate to solve and write a statement.

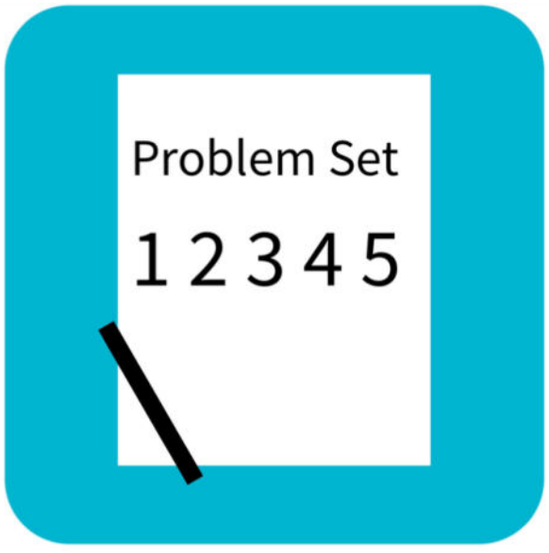
Allow students two minutes to complete work on the problem, sharing their work and thinking with a peer. Have students write their equations and statements of the answer.

3. Assess the solution.

Give students one to two minutes to assess the solutions presented by their peers on the board, comparing the solutions to their own work. Highlight alternative methods to reach the correct solution.

NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

Communicate clear expectations for modeling that allow all students to understand what it takes to become a demonstrating student. Offering a rubric and scaffolds by which students can set and achieve goals may give everyone a fair chance to succeed. Demonstrating students may use translators, interpreters, or sentence frames to present and respond to feedback.



Problem Set

Name _____ Date _____

Use RDW to solve the following problems.

1. Lauren ran a marathon and finished 1 hour 15 minutes after Amy, who had a time of 2 hours 20 minutes. Cassie finished 35 minutes after Lauren. How long did it take Cassie to run the marathon?

Debrief

- Why might you want to keep the mixed units in Problem 1? Why might you want to start by converting the mixed units to minutes in Problem 3?
- What challenge might you have faced when solving Problem 3? Why couldn't you first determine the number of pages she read each day?
- If it took Sarah 4 minutes instead of 3 minutes to read a page in Problem 3, would she read more or fewer pages in a week? Explain.
- Some students use strategies that are creative and very different than the majority of the class. How can a student be sure his strategy works?

Exit Ticket

Name _____ Date _____

Use RDW to solve the following problem.

Judy spent 1 hour 15 minutes less than Sandy exercising last week. Sandy spent 50 minutes less than Mary, who spent 3 hours at the gym. How long did Judy spend exercising?