

Eureka Math

4th Grade Module 7 Lesson 17

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



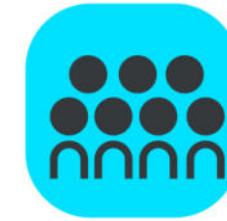
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



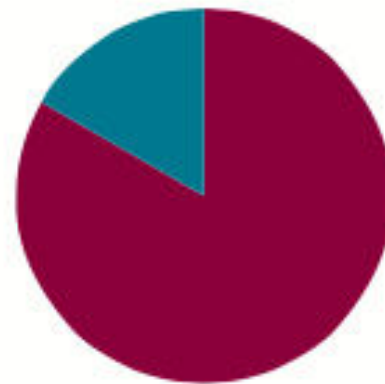
Small Group Time

Lesson 17

Objective: Practice and solidify Grade 4 fluency.

Suggested Lesson Structure

■ Fluency Practice	(50 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)





Practice and solidify Grade 4 fluency.



Count by Equivalent Fractions

Count by threes to 30 starting at 0. Count by 3 tenths to 30 tenths starting at 0 tenths.

$\frac{0}{10}$	$\frac{3}{10}$	$\frac{6}{10}$	$\frac{9}{10}$	$\frac{12}{10}$	$\frac{15}{10}$	$\frac{18}{10}$	$\frac{21}{10}$	$\frac{24}{10}$	$\frac{27}{10}$	$\frac{30}{10}$
0	$\frac{3}{10}$	$\frac{6}{10}$	$\frac{9}{10}$	$\frac{12}{10}$	$\frac{15}{10}$	$\frac{18}{10}$	$\frac{21}{10}$	$\frac{24}{10}$	$\frac{27}{10}$	3
0	$\frac{3}{10}$	$\frac{6}{10}$	$\frac{9}{10}$	$1\frac{2}{10}$	$1\frac{5}{10}$	$1\frac{8}{10}$	$2\frac{1}{10}$	$2\frac{4}{10}$	$2\frac{7}{10}$	3

Which of these fractions is equal to a whole number?

30 tenths is equal to how many ones?

Count again, saying each whole number when you come to it.

Which of these fractions are greater than 1? Write each as mixed numbers.

Count again, saying each whole number or mixed number when you come to it.



Concept Development

Materials: (T) List of module titles for Modules 1–7 for the Debrief (S) Fluency cards (Template), mini-personal white board, protractor

For the rest of today's lesson students are engaged in fluency activities reviewing the major work of Grade 4. They work and play in pairs, alternating the role of teacher, using the cards provided. Students might periodically move around the room selecting different partners, or they may stay in the same grouping for the duration of this practice. Also, consider letting students select other fluency favorites based on their needs and interests.

The New Problem component of each card may be best completed after practice using the Teacher Card. The practice helps students better understand all the blanks and the movement of the teacher–student talk. They are then empowered to extend each activity. Use the mini-personal white board so that the New Problem remains usable for the summer months.

After the session, the Fluency Cards are placed in the student folders for use during the summer.