

Eureka Math

First Grade Module 3 Lesson 04

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Directions for customizing presentations are available on the next slide.

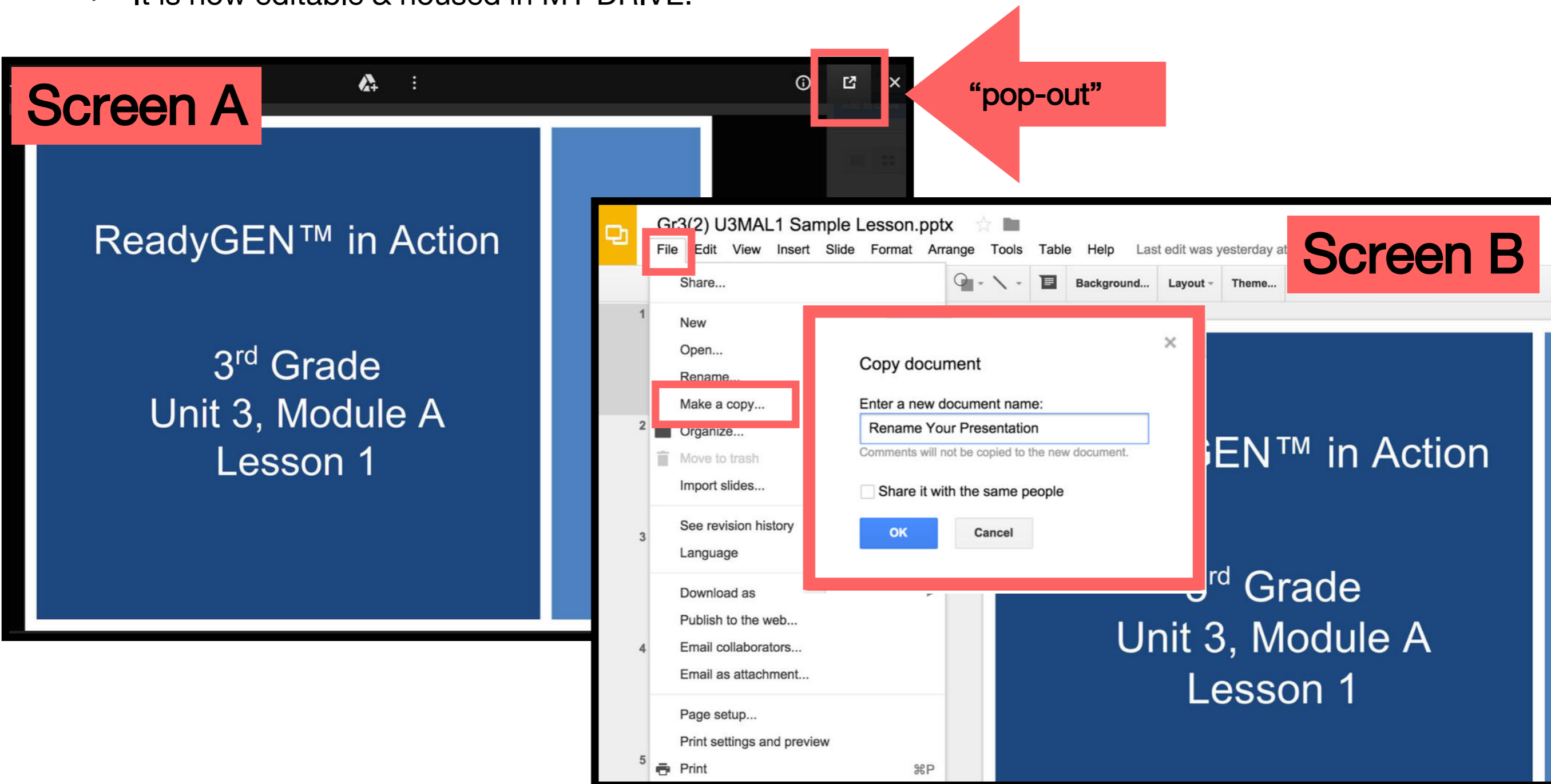


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Customize this Slideshow

Reflecting your Teaching Style and Learning Needs of Your Students

- When the Google Slides presentation is opened, it will look like Screen A.
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- The view now looks like Screen B.
- Within Google Slides (not Chrome), choose FILE.
- Choose MAKE A COPY and rename your presentation.
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- It is now editable & housed in MY DRIVE.



Icons



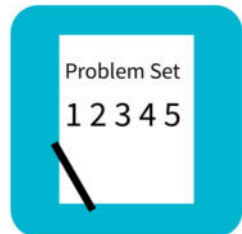
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



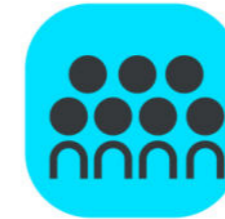
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



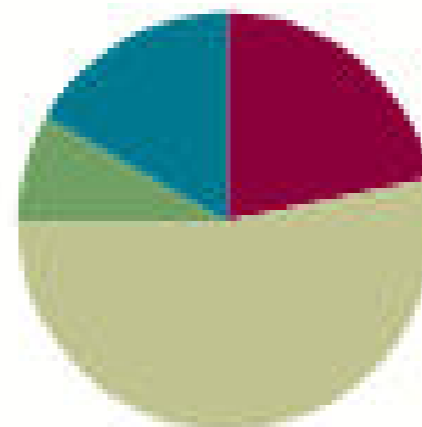
Small Group Time

Lesson 4

Objective: Express the length of an object using centimeter cubes as length units to measure with no gaps or overlaps.

Suggested Lesson Structure

■ Fluency Practice	(13 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(32 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)



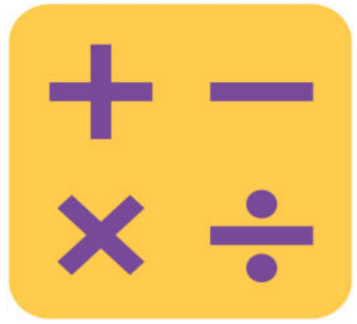


Materials Needed

- (S) 1 die per pair
- (T) Timer
- (S) Personal white board
- (T) Hide Zero cards (Lesson 2 Fluency Template 1) enlarged
- (T) Projector
- (T) new crayon (9 cm)
- (T) unsharpened pencil (19 cm)
- (T) small glue stick (8 cm)
- (T) dry erase marker (12 cm)
- (T) centimeter cubes
- (S) Bag with 20 centimeter cubes
- (S) bag with a new crayon, unsharpened pencil, small glue stick, dry erase marker, jumbo craft stick (15 cm), and small paper clip (3 cm)
- (S) measurement recording sheet (Template)



I can express the length of an object using centimeter cubes as length units to measure with no gaps or overlays.

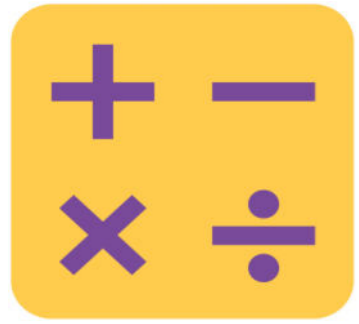


Race and Roll Addition

Let's play Race and Roll! Start at 0. With your partner, take turns rolling a die and then saying a number sentence by adding the number rolled to the total.

For example, if you roll a 6 first, your number sentence would be $0 + 6 = 6$. Then if your partner rolls a 3, they would say $6 + 3 = 9$.

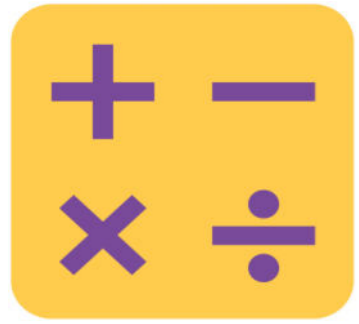
Continue rolling quickly and saying number sentences until you reach 20. Stand when you reach 20!



Speed Writing by Twos

Let's play Speed Writing by Twos! You will be timed as you write on your boards numbers from 0 to 40 by twos.

Get ready!



Subtraction Within 20

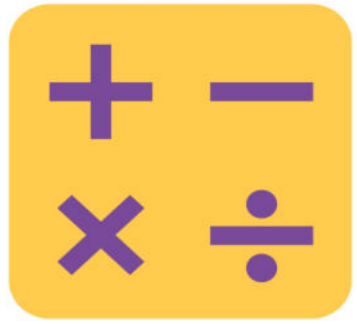
How can I take 14 apart to help me subtract?



Subtraction Within 20

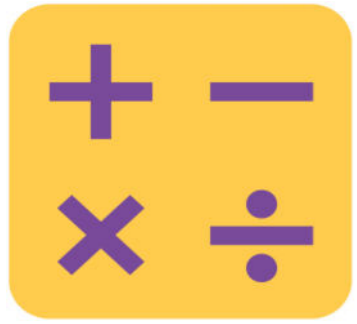
How can I take 14 apart to help me subtract?

Yes! 14 can be taken apart into 10 and 4.



Subtraction Within 20

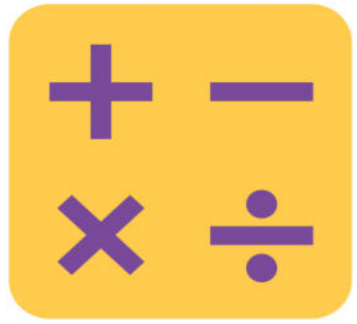
I want to subtract 2 from 14. Write a number sentence to show whether I should subtract 2 from the 4 or the 10.



Subtraction Within 20

Write a number sentence to show whether I should subtract 2 from the 4 or the 10.

Yes! It would be $4 - 2 = 2$.



Subtraction Within 20

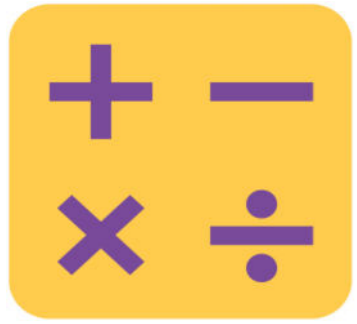
Why wouldn't I take from my 10?



Subtraction Within 20

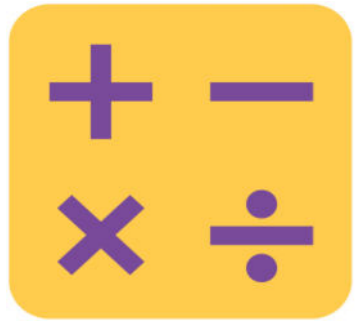
Why wouldn't I take from my 10?

I heard you say you don't need to because you have enough ones.



Subtraction Within 20

It's much easier to just subtract from my ones! Since $4 - 2 = 2$, $14 - 2$ is what? Write the subtraction sentence.



Subtraction Within 20

Since $4 - 2 = 2$, $14 - 2$ is what? Write the subtraction sentence.

The number sentence would be $14 - 2 = 12$.



Application Problem

Joe ran a string from his room to his sister's room to measure the distance between them. When he tried to use the same string to measure the distance from his room to his brother's room, the string didn't reach! Which room was closer to Joe's room, his sister's or his brother's?



Concept Development

How can we find out the length of this crayon? Turn and talk to your partner.





Concept Development

How can we find out the length of this crayon?

I heard some of you say we could use string or use a ruler. Good thinking!



Concept Development

Let's find out how long this crayon is using these centimeter cubes. What do you notice about the centimeter cubes?





Concept Development

What do you notice about the centimeter cubes?

I heard some say that they are all exactly the same size. They also have the same length.





Concept Development

Since they have the same length, we can figure out how many centimeter cubes long this crayon is. Count with me as I lay down each centimeter cube to match the length of the crayon.



Concept Development





We are now going to practice measuring and recording the length of objects in our bag!

A STORY OF UNITS

Lesson 4 Template

1•3

Name _____ Date _____

Classroom Objects	Length Using Centimeter Cubes
glue stick 	_____ centimeter cubes long
dry erase marker 	_____ centimeter cubes long
craft stick 	_____ centimeter cubes long
paper clip 	_____ centimeter cubes long
	_____ centimeter cubes long
	_____ centimeter cubes long
	_____ centimeter cubes long

Problem Set

1 2 3 4 5

A STORY OF UNITS

Lesson 4 Problem Set 1•3

Name _____ Date _____

Measure the length of each picture with your cubes. Complete the statements below.

1. The pencil is _____ centimeter cubes long.



2. The pan is _____ centimeter cubes long.



3. The shoe is _____ centimeter cubes long.



4. The bottle is _____ centimeter cubes long.



5. The paintbrush is _____ centimeter cubes long.



6. The bag is _____ centimeter cubes long.



7. The ant is _____ centimeter cubes long.



8. The cupcake is _____ centimeter cubes long.



9.



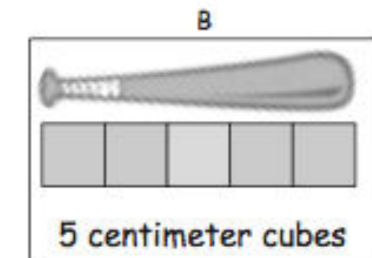
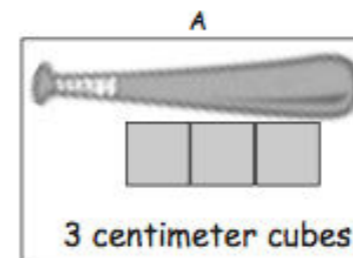
The cow sticker is _____ centimeter cubes long.

10.

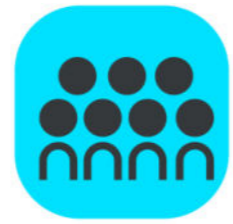


The vase is _____ centimeter cubes long.

11. Circle the picture that shows the correct way to measure.



12. How would you fix the picture that shows an incorrect measurement?



Debrief



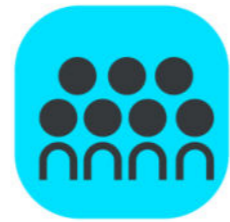
A **length unit** is what we use to measure how long something is. When we measure, we have to be careful that all of the length units we're using are the same size. What length unit did we measure with today?



Debrief



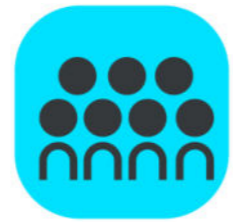
How is measuring with our new length unit different from measuring with a string, as we did in the last lesson?



Debrief



What are the ways in which we need to use the centimeter cubes to accurately measure the length of an object? Explain why these are important.



Debrief



Look at Problem 10. What mistake might someone make in answering this question?

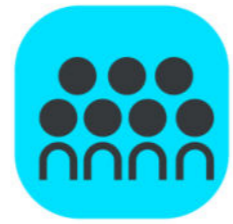


Debrief



Look at Problem 11. How would you fix the example showing the incorrect way of measuring?

Use your own centimeter cubes to correctly measure the length of the smaller bat.



Debrief



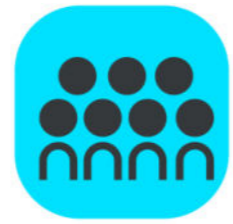
Can you use the word tall to describe the length of an object? Which objects in the Problem Set could be described as being a certain number of centimeter cubes tall?



Debrief



Look at your Application Problem. What was Joe using as his tool to compare lengths? Use your hands to show me the length you imagined for his string. Explain your thinking.



Debrief



Turn to your partner and share what you learned in today's lesson.

What did you get really good at today?



Exit Ticket

A STORY OF UNITS

Lesson 4 Exit Ticket

1•3

Name _____ Date _____

1.



The picture frame is about _____ centimeter cubes long.

2.



The boy's crutch is about _____ centimeter cubes long.