# Eureka Math

## 1st Grade
## Module 3
## Lesson 8

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.

# 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.
➢ Click on the "pop-out" button in the upper right hand corner to change the view.
➢ 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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**Screen A**

"pop-out"

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

**Screen B**

Gr3(2) U3MAL1 Sample Lesson.pptx

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EN™ in Action

rd Grade
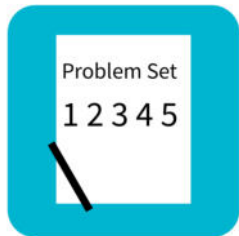Unit 3, Module A
Lesson 1

# Icons

RDW — Read, Draw, Write

Learning Target

Personal White Board

Problem Set

Manipulatives Needed

Fluency

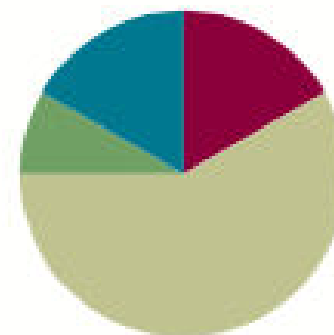Think Pair Share

Whole Class

Individual

Partner

Small Group

Small Group Time

# Lesson 8

Objective: Understand the need to use the same units when comparing measurements with others.

## Suggested Lesson Structure

- ◼ Fluency Practice (10 minutes)
- ◼ Application Problem (5 minutes)
- ◼ Concept Development (35 minutes)
- ◼ Student Debrief (10 minutes)
- **Total Time** **(60 minutes)**

# Materials Needed

Teacher

- Chart with measuring rules  (From L7)

Student
- 1 die per pair, 1 lunch bag of 2 new crayons, 10 linking cubes, and 10 centimeter cubes per pair, 20 small paper clips, 20 large paper clips  20 toothpicks, 20 centimeter cubes **(last four items needed partway through Concept Development, for individual or pairs)**

I can understand and talk about why we need to use the same units when comparing measurements.
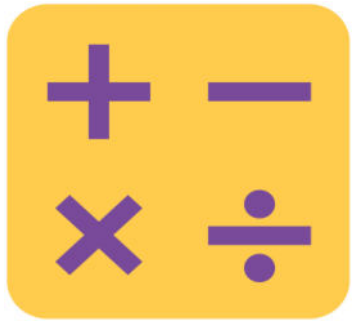
# Speed Writing

You need your personal white board.

You are going to count and write the numbers on your whiteboard for one minute.

Then we'll erase our boards and try again.

Try to count even higher the second time!
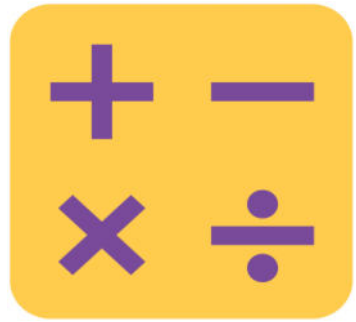
# ➕➖✖️➗ Race and Roll Addition

You will be working with a partner.

Start at 0.

Partners take turns rolling a die and then saying a number sentence by adding the number rolled to the total.

Keep rolling and saying number sentences until you get to EXACTLY 20.

Stand when you reach 20.

# Cold Call: Addition and Subtraction Within 20

I'm going to ask a question and then call on a student or a group of students to answer.

Let's try it!

# RDW Application Problem

I have 2 crayons. Each crayon is 9 centimeter cubes long.

I also have a paintbrush. The paintbrush is the same length as 2 crayons.

How many centimeter cubes long is the paintbrush?

Use centimeter cubes to solve the problem. Then, draw a picture, and write a number sentence and a statement to answer the question.
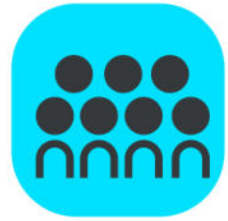
# Concept Development

Let's meet together on the floor.

We're going to switch to the document camera for this part of the lesson.

# Problem Set

Name _____    Date _____

Circle the length unit you will use to measure.  Use the same length unit for all objects.

Small Paper Clips                          Large Paper Clips
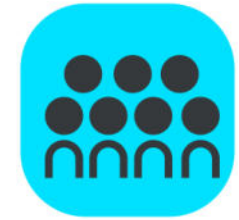
Toothpicks                          Centimeter Cubes

Measure each object listed on the chart, and record the measurement.  Add the names of other objects in the classroom, and record their measurements.

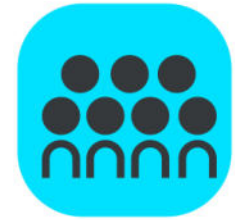| Classroom Object | Measurement |
|---|---|
| a.  glue stick | |
| b.  dry erase marker | |
| c.  unsharpened pencil | |
| d.  personal white board | |
| e. | |
| f. | |
| g. | |

# Debrief

Check your work by comparing answers with your partner.
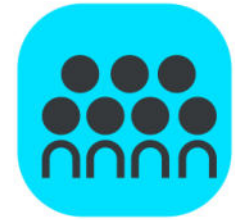
# Debrief

Compare your measurements to your partner's (a student who used a different tool).
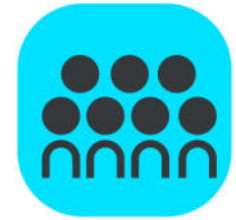
How are your answers different?

# Debrief

Why do we need a label, or a length unit, along with a number when we are writing our measurements?
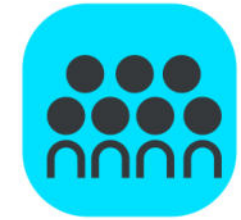
Why can't we use the number only?

# Debrief

How can it be true that when Student A says the glue stick is X paper clips long and Student B says it is Y centimeter cubes long, they are both correct?
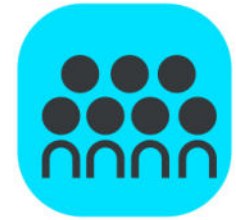
# Debrief

Student A says she used 9 centimeter cubes to measure the crayon.

Student B says she used 3 small paper clips to measure the crayon.

Why do you think she needed so many more centimeter cubes to measure the crayon compared to using the small paper clips?
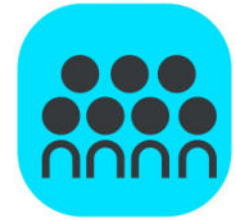
# Debrief

Pick three objects from your sheet.

Name your items in order from **shortest** to **longest**.

Name your items in order from **longest** to **shortest**.

Would the order change if you were using a different measuring tool to measure length?
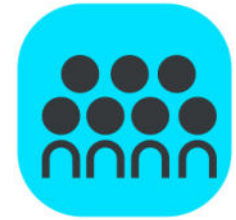
Why or why not?

# Debrief

Look at the caterpillar on each page of your Problem Set from Lesson 7.

How do our measurements on each page relate to today's lesson?

# Debrief

Look at your Application Problem.

How much longer is the paintbrush compared to one crayon?

Why is it important that you included the label centimeters or centimeter cubes after the number in your statement?

# Debrief

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

What did you get really good at today?

# Exit Ticket

Name _____    Date _____

Circle the length unit you will use to measure. Use the same length unit for all objects.

Small Paper Clips                   Large Paper Clips

Toothpicks                     Centimeter Cubes

Choose two objects in your desk that you would like to measure. Measure each object, and record the measurement.

| Classroom Object | Measurement |
|---|---|
| a. | |
| b. | |