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| --- | --- | --- | --- |
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**TEKS Grade 3 Module 2 Fluencies**

**Lesson 1**

Fluency Practice (12 minutes)

⬛ Tell Time on the Clock 2.9G, 3.7C (3 minutes)

⬛ Minute Counting 2.9G, 3.7C (6 minutes)

⬛ Group Counting 3.4E (3 minutes)

**Tell Time on the Clock (3 minutes)**

Materials: (T) Analog clock for demonstration (S) Personal white board

Note: This activity reviews the Grade 2 standard of telling and writing time.

T: (Show an analog demonstration clock.) Start at 12 and count by 5 minutes on the clock. (Move

finger from 12 to 1, 2, 3, 4, etc., as students count.)

S: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60.

T: I’ll show a time on the clock. Write the time on your personal white board. (Show 11:10.)

S: (Write 11:10.)

T: (Show 6:30.)

S: (Write 6:30.)

Repeat the process, varying the hour and 5-minute interval so that students read and write a variety of times to the nearest 5 minutes.

**Minute Counting (6 minutes)**

Note: This activity reviews the Grade 2 standard of telling and writing time. Students also practice group

counting strategies for multiplication in the context of time.

T: There are 60 minutes in 1 hour. Count by 5 minutes to 1 hour.

S: 5 minutes, 10 minutes, 15 minutes, 20 minutes, 25 minutes, 30 minutes, 35 minutes, 40 minutes,

45 minutes, 50 minutes, 55 minutes, 60 minutes. (Underneath 60 minutes, write 1 hour.)

T: How many minutes are in a half hour?

S: 30 minutes.

T: Count by 5 minutes to 1 hour. This time, say half hour when you get to 30 minutes.

Repeat the process using the following suggested sequence:

⬛ Count by 10 minutes and 6 minutes to 1 hour.

⬛ Count by 3 minutes to a half hour.

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**Group Counting (3 minutes)**

Note: Group counting reviews interpreting multiplication as repeated addition. Counting by sevens, eights,

and nines in this activity anticipates multiplication using those units in Module 3.

Direct students to count forward and backward using the following suggested sequence, occasionally

changing the direction of the count:

⬛ Sevens to 28

⬛ Eights to 32

⬛ Nines to 36

**Lesson 2**

Fluency Practice (12 minutes)

⬛ Group Counting 3.4E (3 minutes)

⬛ Tell Time on the Clock 2.9G, 3.7C (3 minutes)

⬛ Minute Counting 2.9G, 3.7C (6 minutes)

**Group Counting (3 minutes)**

Note: Group counting reviews interpreting multiplication as repeated addition. Counting by sevens, eights,

and nines in this activity anticipates multiplication using those units in Module 3.

Direct students to count forward and backward, occasionally changing the direction of the count using the following suggested sequence:

⬛ Sevens to 49, emphasizing the transition from 35 to 42

⬛ Eights to 56, emphasizing the transition from 48 to 56

⬛ Nines to 63, emphasizing the transition from 54 to 63

**Tell Time on the Clock (3 minutes)**

Materials: (T) Analog clock for demonstration (S) Personal white board

Note: This activity provides additional practice with the skill of telling time to the nearest minute.

T: (Show an analog demonstration clock.) Start at 12 and count by 5 minutes on the clock.

(Move finger from 12 to 1, 2, 3, 4, etc., as students count.)

S: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60.

T: I’ll show a time on the clock. Write the time on your board. (Show 11:23.)

S: (Write 11:23.)

T: (Show 9:17.)

S: (Write 9:17.)

Repeat process, varying the hour and minute so that students read and write a variety of times to the nearest minute.

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**Minute Counting (6 minutes)**

Note: This activity reviews telling and writing time. Students also practice group counting strategies for

multiplication in the context of time.

Use the process outlined for this activity in Lesson 1. Direct students to count by 5 minutes to 1 hour,

forward and backward, naming the quarter hour and half hour intervals as such. Repeat the process:

⬛ 6 minutes to 1 hour, naming the half hour and 1 hour intervals as such

⬛ 3 minutes to 30 minutes, naming the quarter hour and half hour intervals as such

⬛ 9 minutes to quarter ’til 1 hour

⬛ 10 minutes, using the following sequence: 10 minutes, 20 minutes, 1 half hour, 40 minutes,

50 minutes, 1 hour

**Lesson 3**

Fluency Practice (12 minutes)

⬛ Group Counting 3.4E (3 minutes)

⬛ Tell Time on the Clock 2.9G, 3.7C (3 minutes)

⬛ Minute Counting 2.9G, 3.7C (6 minutes)

**Group Counting (3 minutes)**

Note: Group counting reviews interpreting multiplication as repeated addition. Counting by sevens, eights, and nines in this activity anticipates multiplication using those units in Module 3.

Direct students to count forward and backward, occasionally changing the direction of the count, using the following suggested sequence:

⬛ Sevens to 56, emphasizing the transition from 49 to 56

⬛ Eights to 64, emphasizing the transition from 56 to 64

⬛ Nines to 72, emphasizing the transition from 63 to 72

**Tell Time on the Clock (3 minutes)**

Materials: (T) Analog clock for demonstration (S) Personal white board

Note: This activity provides additional practice with telling time to the nearest minute.

T: (Show an analog demonstration clock.) Start at 12 and count by 5 minutes on the clock.

(Move finger from 12 to 1, 2, 3, 4, etc., as students count.)

S: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60.

T: I’ll show a time on the clock. Write the time on your personal white board. (Show 5:07.)

S: (Write 5:07.)

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T: (Show 12:54.)

S: (Write 12:54.)

Repeat process, varying the hour and minute so that students read and write a variety of times to the nearest minute.

**Minute Counting (6 minutes)**

Note: This activity reviews the Grade 2 standard of telling and writing time. Students practice group counting strategies for multiplication in the context of time.

Use the process outlined in Lesson 1. Direct students to count by 5 minutes to 1 hour, forward and backward, naming the quarter hour and half hour intervals as such. Repeat the process for the following suggested

sequences:

⬛ 3 minutes to 30 minutes, naming the quarter hour and half hour intervals as such

⬛ 6 minutes to 1 hour, naming the half hour and 1 hour intervals as such

⬛ 9 minutes to 45 minutes, naming the quarter hour and half hour intervals as such

(45 minutes is named quarter ‘til 1 hour )

⬛ 10 minutes, using the following sequence: 10 minutes, 20 minutes, half hour, 40 minutes,

50 minutes, 1 hour

**Lesson 4**

Fluency Practice (3 minutes)

⬛ Tell Time on the Clock 2.9G, 3.7C (3 minutes)

**Tell Time on the Clock (3 minutes)**

Materials: (T) Analog clock for demonstration

(S) Personal white board

Note: This activity provides additional practice with telling

time to the nearest minute.

T: (Show an analog demonstration clock.) Start at 12 and count

by 5 minutes on the clock.

(Move finger from 12 to 1, 2, 3, 4, etc., as students count.)

S: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60.

T: I’ll show a time on the clock. Write the time on your personal white board. (Show 7:13.)

S: (Write 7:13.)

T: (Show 6:47.)

S: (Write 6:47.)

Repeat process, varying the hour and minute so that students read and write a variety of times to the nearest minute.

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**Lesson 5**

Fluency Practice (10 minutes)

⬛ Group Counting 3.4E (4 minutes)

⬛ Decompose 1 Kilogram 3.7D, 3.7E (4 minutes)

⬛ Gram Counting 3.7D, 3.7E (2 minutes)

**Group Counting (4 minutes)**

Note: Group counting reviews interpreting multiplication as repeated addition. The counting by groups in this activity reviews foundational strategies for multiplication from Module 1 and anticipates Module 3.

Direct students to count forward and backward, occasionally changing the direction of the count using the following suggested sequence:

⬛ Threes to 30

⬛ Fours to 40

⬛ Sixes to 60

⬛ Sevens to 70, emphasizing the transition from 63 to 70

⬛ Eights to 80, emphasizing the transition from 72 to 80

⬛ Nines to 90, emphasizing the transition from 81 to 90

As students improve with skip-counting, e.g., 7, 14, 21, 28, etc., have them keep track of how many groups they have counted on their fingers. Keep asking them to say the number of groups, e.g., “24 is how many threes?” “63 is how many sevens?”

**Decompose 1 Kilogram (4 minutes)**

Materials: (S) Personal white board

Note: Decomposing 1 kilogram using a number bond helps students relate part–whole thinking to

measurement concepts. It also sets the foundation for work with fractions.

T: (Project a number bond with 1 kg written as the whole.) There are

1,000 grams in 1 kilogram.

T: (Write 900 grams as one of the parts.) On your personal white board,

write a number bond filling in the unknown part.

S: (Draw number bond with 100 g, completing the unknown part.)

Continue with the following possible sequence: 500 g, 700 g, 400 g, 600 g, 300 g,

750 g, 650 g, 350 g, 250 g, 850 g, and 150 g. Do as many as possible within the four

minutes allocated for this activity.

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**Gram Counting (2 minutes)**

Note: This activity reviews Lesson 4 and lays a foundation for Grade 4 when students compose compound units of kilograms and grams.

T: There are 1,000 grams in 1 kilogram. Count by 100 grams to 1 kilogram.

S: 100 grams, 200 grams, 300 grams, 400 grams, 500 grams, 600 grams, 700 grams, 800 grams,

900 grams, 1 kilogram.

**Lesson 6**

Fluency Practice (8 minutes)

⬛ Divide Grams and Kilograms 3.7D, 3.7E (2 minutes)

⬛ Determine the Unit of Measure 3.7D, 3.7E (2 minutes)

⬛ Group Counting 3.4E (4 minutes)

**Divide Grams and Kilograms (2 minutes)**

Note: This activity reviews the decomposition of 1 kg, 100 g, and 10 g from Lesson 4, as well as division skills using units of 10 from Module 1.

T: (Project 10 g ÷ 10 = \_\_\_.) Read the division sentence.

S: 10 grams ÷ 10 = 1 gram.

Continue with the following possible sequence: 100 g ÷ 10 and

1,000 g ÷ 10.

**Determine the Unit of Measure (2 minutes)**

Note: This activity reviews the difference in size between grams

and kilograms as units of measurement from Lesson 5.

T: I’ll name an object. You say if it should be measured in

grams or kilograms. Apple.

S: Grams.

Continue with the following possible sequence: carrot, dog, pencil,

classroom chair, car tire, and paper clip.

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**Group Counting (4 minutes)**

Note: Group counting reviews interpreting multiplication as repeated addition. The group counting in this activity reviews foundational multiplication strategies from Module 1 and anticipates units used in Module 3.

Direct students to count forward and backward, occasionally changing the direction of the count:

⬛ Threes to 30

⬛ Fours to 40

⬛ Sixes to 60

⬛ Sevens to 70

⬛ Eights to 80

⬛ Nines to 90

As students become more fluent with skip-counting by a particular unit, have them track the number of

groups counted on their fingers.

**Lesson 7**

Fluency Practice (4 minutes)

⬛ Decompose 1 Kilogram 3.7D, 3.7E (4 minutes)

**Decompose 1 Kilogram (4 minutes)**

Materials: (S) Personal white board

Note: Decomposing 1 kilogram using a number bond helps students

relate part–whole thinking to measurement concepts.

T: (Project a number bond with 1 kg written as the whole.) There are 1,000 grams in 1 kilogram.

T: (Write 900 g as one of the parts.) On your personal white board, write a number bond by filling in

the unknown part.

S: (Students draw number bond with 100 g, completing the unknown part.)

Continue with the following possible sequence: 500 g, 700 g,

400 g, 600 g, 300 g, 750 g, 650 g, 350 g, 250 g, 850 g, and 150 g.

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**Lesson 8**

Fluency Practice (10 minutes)

⬛ Milliliter Counting 3.7D, 3.7E (2 minutes)

⬛ Decompose 1 Liter 3.7D, 3.7E (4 minutes)

⬛ Group Counting 3.4E (4 minutes)

**Milliliter Counting (2 minutes)**

Note: This activity reviews Lesson 7 and lays the foundation for eventually composing compound units of liters and milliliters in Grade 4.

T: There are 1,000 milliliters in 1 liter. Count by 100 milliliters to 1 liter.

S: 100 milliliters, 200 milliliters, 300 milliliters, 400 milliliters, 500 milliliters, 600 milliliters,

700 milliliters, 800 milliliters, 900 milliliters, 1 liter.

**Decompose 1 Liter (4 minutes)**

Materials: (S) Personal white board

Note: Decomposing 1 liter using a number bond helps students relate part–whole

thinking to measurement concepts.

T: (Project a number bond with 1 liter written as the whole.) There are

1,000 milliliters in 1 liter.

T: (Write 900 mL as one of the parts.) On your personal white board, write

a number bond by filling in the unknown part.

S: (Draw number bond with 100 mL, completing the unknown part.)

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Continue with possible sequence of 500 mL, 700 mL, 400 mL, 600 mL, 300 mL, 750 mL, 650 mL, 350 mL,

250 mL, 850 mL, and 150 mL.

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**Group Counting (4 minutes)**

Note: Group counting reviews interpreting multiplication as repeated addition. It reviews foundational

strategies for multiplication from Module 1 and anticipates Module 3.

Direct students to count forward and backward, occasionally changing the direction of the count:

⬛ Threes to 30

⬛ Fours to 40

⬛ Sixes to 60

⬛ Sevens to 70

⬛ Eights to 80

⬛ Nines to 90

As students’ fluency with skip-counting increases, have them track the number of groups counted with their fingers in order to make the connection to multiplication.

**Lesson 9**

Fluency Practice (11 minutes)

⬛ Rename Tens 3.4F, 3.4G (3 minutes)

⬛ Halfway on the Number Line 3.2B, 3.2C, 3.4B (4 minutes)

⬛ Read a Beaker 3.7E (4 minutes)

**Rename Tens (3 minutes)**

Materials: (T) Place value cards (S) Personal white board

Note: This activity anticipates rounding in the next topic. If necessary, use place value cards to quickly review place value with students.

T: (Write 7 tens = \_\_\_\_.) Say the number.

S: 70.

Continue with the following possible sequence: 8 tens, 9 tens, and 10 tens.

T: (Write 11 tens = \_\_\_\_.) On your personal white board, fill in the number

sentence.

S: (Write 11 tens = 110.)

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Continue with the following possible sequence: 12 tens, 16 tens, 19 tens, and

15 tens.

**Halfway on the Number Line (4 minutes)**

Materials: (S) Personal white board

Note: This activity anticipates rounding in Topic D. Practicing this skill in isolation lays a foundation for

conceptually understanding rounding on a vertical number line.

T: (Project a vertical line with endpoints labeled 0 and 10.) What’s halfway between 0 tens and 1 ten?

S: 5.

T: (Write 5 halfway between 0 and 10.)

Repeat process with endpoints labeled 10 and 20.

T: Draw a vertical number line on your board. Make tick marks at each end and one for the halfway

point.

S: (Draw number line.)

T: (Write 3 tens and 4 tens.) Label the tick marks at each end and at the halfway point.

S: (Label 30 as the bottom point, 40 as the top point, and 35 as the halfway point.)

Continue with the following possible sequence: 60 and 70, 80 and 90, 40 and 50, and 50 and 60.

**Read a Beaker (4 minutes)**

Materials: (T) Beaker images (S) Personal white board

Note: This activity reviews Lesson 8.

T: (Show image of a beaker with a capacity of 4 liters.) Start at the bottom of the beaker and count by

1 liter. (Move finger from the bottom to each tick mark as students count.)

S: 1 liter, 2 liters, 3 liters, 4 liters.

T: I’ll shade in the beaker to show how much water it’s holding. Write the liquid volume on your board.

(Shade in 1 liter.)

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S: (Write 1 liter.)

Repeat the process, varying the liquid height.

Repeat the process with a beaker partitioned into 10 equal parts,

filling in increments of 100 milliliters.

Repeat the process with a beaker partitioned into 2 equal parts,

filling in increments of 500 milliliters.

**Lesson 10**

Fluency Practice (12 minutes)

⬛ Group Counting 3.4E (3 minutes)

⬛ Tell Time on the Clock 3.7C (3 minutes)

⬛ Minute Counting 3.7C (6 minutes)

**Group Counting (3 minutes)**

Note: Group counting reviews interpreting multiplication as repeated addition. Counting by sevens and

eights in this activity anticipates multiplication using those units in Module 3.

Direct students to count forward and backward using the following suggested sequence, occasionally changing

the direction of the count.

⬛ Sevens to 35, emphasizing the transition from 28 to 35

⬛ Eights to 40, emphasizing the transition from 32 to 40

**Tell Time on the Clock (3 minutes)**

Materials: (T) Analog clock for demonstration, (S) Personal white board

Note: This activity reviews telling and writing time to the nearest 5 minutes.

T: (Show an analog demonstration clock.) Start at 12 and count by 5 minutes on the clock.

(Move finger from 12 to 1, 2, 3, 4, etc., as students count.)

S: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60.

T: I’ll show a time on the clock. Write the time on your personal white board. (Show 3:05.)

S: (Write 3:05.)

T: (Show 2:35.)

S: (Write 2:35.)

Repeat the process, varying the hour and 5-minute interval so that students read and write a variety of times to the nearest 5 minutes.

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**Minute Counting (6 minutes)**

Note: This activity reviews telling and writing time to the nearest 1 minute. Students also practice group

counting strategies for multiplication in the context of time.

Use the process outlined for this activity in Lesson 1. Direct students to count by 5 minutes to the hour, the half hour, and the quarter hour. Repeat the process using the following suggested sequence.

⬛ 6 minutes, counting to the half hour and hour

⬛ 3 minutes, counting to a quarter past the hour and half hour

⬛ 10 minutes, counting up to 1 hour

⬛ 9 minutes, counting to 45 and emphasizing the transition from 36 to 45

**Lesson 11**

Fluency Practice (12 minutes)

⬛ Tell Time on the Clock 3.7C (3 minutes)

⬛ Decompose 60 Minutes 3.7C (6 minutes)

⬛ Group Counting 3.4E (3 minutes)

**Tell Time on the Clock (3 minutes)**

Materials: (T) Analog clock for demonstration (S) Personal white board

T: (Show an analog demonstration clock.) Start at 12 and count by 5 minutes on the clock. (Move finger

from 12 to 1, 2, 3, 4, etc., as students count.)

S: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60.

T: I’ll show a time on the clock. Write the time on your personal white board. (Show 4:00.)

S: (Write 4:00.)

T: (Show 4:15.)

S: (Write 4:15.)

Repeat process, varying the hour and 5-minute interval so that students read and write a variety of times to the nearest 5 minutes.

**Decompose 60 Minutes (6 minutes)**

Materials: (S) Personal white board

Note: Decomposing 60 minutes using a number bond helps students relate part-whole

thinking to telling time.

T: (Project a number bond with 60 minutes written as the whole.) There are

60 minutes in 1 hour.

T: (Write 50 minutes as one of the parts.) On your board, draw this number

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bond and complete the unknown part.

S: (Draw number bond with 10 minutes, completing the unknown part.)

Repeat the process showing 30 minutes, 35 minutes, 40 minutes, and 45 minutes as one of the parts.

**Group Counting (3 minutes)**

Note: Group counting reviews the interpretation of multiplication as repeated

addition. Counting by sevens, eights, and nines in this activity anticipates

multiplication using those units in Module 3.

Direct students to count forward and backward using the following suggested sequence, occasionally changing

the direction of the count:

⬛ Sevens to 42, emphasizing the transition from 35 to 42

⬛ Eights to 48, emphasizing the transition from 40 to 48

⬛ Nines to 54, emphasizing the transition from 45 to 54

**Lesson 12**

Fluency Practice (10 minutes)

⬛ Halfway on the Number Line 3.2C (4 minutes)

⬛ Group Counting 3.4E (4 minutes)

⬛ Determine the Unit of Measure 3.7D (2 minutes)

**Halfway on the Number Line (4 minutes)**

Materials: (S) Personal white board

Note: This activity anticipates rounding in the next topic. Practicing this skill in isolation lays a foundation for

conceptually understanding rounding on a vertical number line.

T: (Project a vertical line with endpoints labeled 0 and 10.) What number is halfway between 0 tens

and 1 ten?

S: 5.

T: (Write 5 halfway between 0 and 10.)

Repeat the process with endpoints labeled 10 and 20.

T: Draw a vertical number line on your board. Make tick marks at each end and one for the halfway point.

S: (Draw number line.)

T: (Write 7 tens and 8 tens.) Label the tick marks at each end and at the halfway point.

S: (Label 70 as the bottom point, 80 at the top point, and 75 as the halfway point.)

Continue with the following possible sequence: 50 and 60, 90 and 100, 40 and 50, 60 and 70.

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**Group Counting (4 minutes)**

Note: Group counting reviews interpreting multiplication as repeated addition. The counting by groups in this activity reviews foundational strategies for multiplication from Module 1 and anticipates Module 3.

Direct students to count forward and backward, occasionally changing the direction of the count using the following suggested sequence:

⬛ Threes to 30

⬛ Fours to 40

⬛ Sixes to 60

⬛ Sevens to 70

⬛ Eights to 80

⬛ Nines to 90

As students’ fluency with skip-counting improves, help them make a connection to multiplication by tracking the number of groups they count using their fingers.

**Determine the Unit of Measure (2 minutes)**

Note: This activity reviews the difference in size between grams and kilograms as units of measure from

Lesson 5.

T: I’ll name an object. You say if it should be measured in grams or kilograms. Pear.

S: Grams.

Continue with the following possible sequence: tomato, horse, crayon, desk, motorcycle, eraser.

**Lesson 13**

Fluency Practice (9 minutes)

⬛ Rename the Tens 3.4F, 3.4G (4 minutes)

⬛ Halfway on the Number Line 3.2B, 3.2C, 3.4B (5 minutes)

**Rename the Tens (4 minutes)**

Materials: (S) Personal white board

Note: This activity anticipates rounding in Lessons 14 and 15 by reviewing unit form.

T: (Write 9 tens = \_\_\_\_.) Say the number.

S: 90.

Continue with the following possible sequence: 10 tens, 12 tens, 17 tens, 27 tens, 37 tens, 87 tens, 84 tens, and 79 tens.

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**Halfway on the Number Line (5 minutes)**

Materials: (S) Personal white board

Note: This activity prepares students to round to the nearest ten in this lesson.

T: (Project a vertical line with endpoints labeled 10 and 20.) What number is halfway between 1 ten

and 2 tens?

S: 15.

T: (Write 15, halfway between 10 and 20.)

Repeat process with endpoints labeled 30 and 40.

T: Draw a vertical number line on your personal white board, and make tick marks at each end.

T: (Write 2 tens and 3 tens.) Label the tick marks at each end and at the halfway point.

S: (Label 20 as the bottom point, 30 as the top point, and 25 as the halfway point.)

Continue with 90 and 100.

**Lesson 14**

Fluency Practice (13 minutes)

⬛ Group Counting 3.4E (4 minutes)

⬛ Rename the Tens 3.4F, 3.4G (4 minutes)

⬛ Halfway on the Number Line 3.2B, 3.2C, 3.4B (5 minutes)

**Group Counting (4 minutes)**

Note: Group counting reviews interpreting multiplication as repeated addition. It reviews foundational

strategies for multiplication from Module 1 and anticipates Module 3.

Direct students to count forward and backward, occasionally changing the direction of the count:

⬛ Threes to 30

⬛ Fours to 40

⬛ Sixes to 60

⬛ Sevens to 70

⬛ Eights to 80

⬛ Nines to 90

As students’ fluency with skip-counting improves, help them make a connection to multiplication by tracking the number of groups they count using their fingers.

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**Rename the Tens (4 minutes)**

Note: This activity prepares students for rounding in this lesson and anticipates the work in Lesson 15 where students round numbers to the nearest hundred on the number line.

T: (Write 9 tens = \_\_\_\_.) Say the number.

S: 90.

Continue with the following possible sequence: 10 tens, 20 tens, 80 tens, 63 tens, and 52 tens.

**Halfway on the Number Line (5 minutes)**

Note: This activity reviews rounding using a vertical number line from Lesson 13.

T: (Project a vertical line with endpoints labeled 30 and 40.) What number is halfway between 3 tens

and 4 tens?

S: 35.

T: (Write 35 halfway between 30 and 40.)

Continue with the following possible sequence: 130 and 140, 830 and 840, and 560 and 570.

**Lesson 15**

Fluency Practice (11 minutes)

⬛ Sprint: Find the Halfway Point 3.2B, 3.2C, 3.4B (9 minutes)

⬛ Rename the Tens 3.4F, 3.4G (2 minutes)

**Sprint: Find the Halfway Point (9 minutes)**

Materials: (S) Find the Halfway Point Sprint

Note: This activity directly supports students’ work with rounding by providing practice with finding the

halfway point between two numbers.

**Rename the Tens (2 minutes)**

Note: This activity prepares students for rounding in today’s lesson.

T: (Write 11 tens = \_\_\_\_.) Say the number.

S: 110.

Continue with the following possible sequence: 19 tens, 20 tens, 28 tens, 30 tens, and 40 tens.

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**Lesson 16**

Fluency Practice (10 minutes)

⬛ Rename the Hundreds 3.2A (3 minutes)

⬛ Halfway on the Number Line 3.2B, 3.2C, 3.4B (7 minutes)

**Rename the Hundreds (3 minutes)**

Note: This activity prepares students for rounding in today’s lesson.

T: (Write 9 hundreds \_\_\_\_.) Say the number.

S: 900.

Repeat with the possible following sequence: 10 hundreds, 12 hundreds, 15 hundreds, 25 hundreds,

35 hundreds, 83 hundreds, 89 hundreds, 74 hundreds.

Halfway on the Number Line (7 minutes)

Note: This activity reviews rounding on a vertical number line from Lesson 15.

T: (Project a vertical number line with endpoints labeled 200 and 300.) What number is halfway

between 2 hundreds and 3 hundreds?

S: 250.

T: (Write 250 halfway between 200 and 300.)

Continue with the following possible sequence: 1,200 and 1,300, 5,800 and 5,900, and 8,500 and 8,900.

**Halfway on the Number Line (7 minutes)**

Note: This activity reviews rounding on a vertical number line from Lesson 15.

T: (Project a vertical number line with endpoints labeled 200 and 300.) What number is halfway

between 2 hundreds and 3 hundreds?

S: 250.

T: (Write 250 halfway between 200 and 300.)

Continue with the following possible sequence: 1,200 and 1,300, 5,800 and 5,900, and 8,500 and 8,900.

**Lesson 17**

Fluency Practice (8 minutes)

⬛ Part–Whole with Measurement Units 3.7D, 3.7E (3 minutes)

⬛ Round Three- and Four-Digit Numbers 3.2B, 3.2C, 3.4B (5 minutes)

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**Part–Whole with Measurement Units (3 minutes)**

Materials: (S) Personal white board

Note: This activity reviews part–whole thinking using measurement units.

T: There are 100 centimeters in 1 meter. How many centimeters are in 2 meters?

S: 200 centimeters.

T: 3 meters?

S: 300 centimeters.

T: 8 meters?

S: 800 centimeters.

T: (Write 50 minutes + \_\_\_\_ minutes = 1 hour.) There are 60 minutes in 1 hour. On your personal

white board, fill in the equation.

S: (Write 50 minutes + 10 minutes = 1 hour.)

Continue with the following suggested sequence: 30 minutes and 45 minutes.

T: (Write 800 mL + \_\_\_\_ mL = 1 L.) There are 1,000 milliliters in 1 liter. On your board, fill in the

equation.

S: (Write 800 mL + 200 mL = 1 L.)

Continue with the following suggested sequence: 500 mL, 700 mL, and 250 mL.

T: (Write 1 kg – 500 g = \_\_\_\_\_ g.) There are 1,000 grams in 1 kilogram. On your board, fill in the

equation.

S: (Write 1 kg – 500 g = 500 g.)

Continue with the following suggested sequence: Subtract 300 g, 700 g, and 650 g from 1 kg.

**Round Three- and Four-Digit Numbers (5 minutes)**

Materials: (S) Personal white board

Note: This activity reviews rounding from Lessons 13 and 14.

T: (Write 87 ≈ \_\_\_\_.) What is 87 rounded to the nearest ten?

S: 90.

Continue with the following possible sequence: 387, 43, 643, 35, and 865.

T: (Write 237 ≈ \_\_\_\_.) 237 is between which 2 hundreds?

S: 200 and 300.

T: On your board, draw a vertical number line. Mark 200 and 300 as your endpoints and label the

halfway point.

S: (Label 200 and 300 as endpoints and 250 as the halfway point.)

T: Show where 237 falls on the number line, and then round to the nearest hundred.

S: (Plot 237 between 200 and 250 and write 237 ≈ 200.)

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Continue with the following suggested sequence: 1,237; 678; 1,678; 850; 1,850; and 2,361.

**Lesson 18**

Fluency Practice (12 minutes)

⬛ Part–Whole with Measurement Units 3.7D, 3.7E (3 minutes)

⬛ Round Three- and Four-Digit Numbers 3.2B, 3.2C, 3.4B (5 minutes)

⬛ Group Counting 3.4E (4 minutes)

**Part–Whole with Measurement Units (3 minutes)**

Materials: (S) Personal white board

Note: This activity reviews part–whole thinking using measurement units.

T: There are 100 centimeters in 1 meter. How many centimeters are in 4 meters?

S: 400 centimeters.

T: 5 meters?

S: 500 centimeters.

T: 7 meters?

S: 700 centimeters.

T: (Write 30 minutes + \_\_\_\_ minutes = 1 hour.) There are 60 minutes in 1 hour. On your personal

white board, fill in the equation.

S: (Write 30 minutes + 30 minutes = 1 hour.)

Continue with the following suggested sequence: 40 minutes and 25 minutes.

T: (Write 300 mL + \_\_\_\_ mL = 1 L.) There are 1,000 milliliters in 1 liter. On your board, fill in the

equation.

S: (Write 300 mL + 700 mL = 1 liter.)

Continue with the following suggested sequence: 200 mL, 600 mL, and 550 mL.

**Round Three- and Four-Digit Numbers (5 minutes)**

Materials: (S) Personal white board

Note: This activity reviews rounding from Lessons 13 and 14.

T: (Write 73 ≈ \_\_\_\_\_.) What is 73 rounded to the nearest ten?

S: 70.

Repeat the process, varying the numbers.

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**Group Counting (4 minutes)**

Note: Group counting reviews interpreting multiplication as repeated addition. It reviews foundational

strategies for multiplication from Module 1 and anticipates Module 3.

Direct students to count forward and backward, occasionally changing the direction of the count:

⬛ Threes to 30

⬛ Fours to 40

⬛ Sixes to 60

⬛ Sevens to 70

⬛ Eights to 80

⬛ Nines to 90

As students’ fluency with skip-counting improves, help them make a connection to multiplication by tracking the number of groups they count using their fingers.

**Lesson 19**

Fluency Practice (12 minutes)

⬛ Group Counting 3.4E (3 minutes)

⬛ Sprint: Round to the Nearest Ten 3.2B, 3.2C, 3.4B (9 minutes)

**Group Counting (3 minutes)**

Note: Group counting reviews interpreting multiplication as

repeated addition. It reviews foundational strategies for

multiplication from Module 1 and anticipates Module 3.

Direct students to count forward and backward, occasionally changing the direction of the count:

⬛ Threes to 30

⬛ Fours to 40

⬛ Sixes to 60

⬛ Sevens to 70

⬛ Eights to 80

⬛ Nines to 90

As students’ fluency with skip-counting improves, help them make a connection to multiplication by tracking the number of groups they count using their fingers.

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**Sprint: Round to the Nearest Ten (9 minutes)**

Materials: (S) Round to the Nearest Ten Sprint

Note: This Sprint builds automaticity with rounding skills learned in Lesson 14.

**Lesson 20**

Fluency Practice (11 minutes)

⬛ Group Counting 3.4E (3 minutes)

⬛ Subtract Mentally 3.2A, 3.4A (4 minutes)

⬛ Estimate and Add 3.2A, 3.4A (4 minutes)

**Group Counting (3 minutes)**

Note: Group counting reviews interpreting multiplication as repeated addition. It reviews foundational

strategies for multiplication from Module 1 and anticipates Module 3.

Direct students to count forward and backward, occasionally changing the direction of the count:

⬛ Threes to 30

⬛ Fours to 40

⬛ Sixes to 60

⬛ Sevens to 70

⬛ Eights to 80

⬛ Nines to 90

As students’ fluency with skip-counting improves, help them make a connection to multiplication by tracking

the number of groups they count using their fingers.

**Subtract Mentally (4 minutes)**

Note: This activity anticipates the role of place value in the subtraction algorithm.

T: (Write 10 – 3 = \_\_\_.) Say the number sentence in units of one.

S: 10 ones – 3 ones = 7 ones.

Continue with the following sequence: 11 – 3 and 61 – 3 (as pictured below at right).

T: (Write 100 – 30 = \_\_\_.)

Now say the number sentences in units of ten.

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T: 10 tens – 3 tens = 7 tens.Table

Description automatically generated

Continue with the following sequence: 110 – 30 and 610 – 30.

Repeat with the following possible sequences:

⬛ 10 – 5, 12 – 5, and 73 – 5

⬛ 100 – 50, 120 – 50, and 730 – 50

**Estimate and Add (4 minutes)**

Materials: (S) Personal white board

Note: This activity reviews rounding to estimate sums from

Lesson 19.

T: (Write 38 + 23 ≈ \_\_\_.) Say the addition problem.

S: 38 + 23.

T: Give me the new addition problem if we round each number to the nearest ten.

S: 40 + 20.

T: (Write 38 + 23 ≈ 40 + 20.) What’s 40 + 20?

S: 60.

T: So, 38 + 23 should be close to … ?

S: 60.

T: On your personal white board, solve 38 + 23.

S: (Solve.)

Continue with the following possible sequence: 24 + 59, 173 + 49, and 519 + 185.

**Lesson 21**

Fluency Practice (12 minutes)

⬛ Subtract Mentally 3.2A, 3.4A (4 minutes)

⬛ Use Subtraction Algorithm with Measurements 3.7D, 3.7E (4 minutes)

⬛ Round Three- and Four-Digit Numbers 3.2B, 3.2C, 3.4B (4 minutes)

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**Subtract Mentally (4 minutes)**

Note: This activity emphasizes the role of place value in the subtraction algorithm.

T: (Write 10 – 5 = \_\_\_.) Say the number sentence in units of one.

S: 10 ones – 5 ones = 5 ones.

Repeat the process outlined in Lesson 20. Use the following suggested sequence: 12 ones – 5 ones,

42 ones – 5 ones, 10 tens – 5 tens, 12 tens – 5 tens, and 42 tens – 5 tens.

**Use Subtraction Algorithm with Measurements (4 minutes)**

Materials: (S) Personal white board

Note: This activity reviews the role of place value in the subtraction algorithm from Lesson 20.

T: (Write 80 L – 26 L = \_\_\_.) On your personal white board, solve using the standard algorithm.

Continue with the following possible sequence: 380 L – 26 L, 380 L – 126 L, 908 g – 25 g, and 908 g – 425 g.

**Round Three- and Four-Digit Numbers (4 minutes)**

Materials: (S) Personal white board

Note: This activity reviews rounding to the nearest hundred from Lesson 15.

T: (Write 253 ≈ \_\_\_\_.) What is 253 rounded to the nearest hundred?

S: 300.

Repeat the process outlined in Lesson 15, rounding numbers only to the nearest hundred. Use the following possible suggestions: 253; 1,253; 735; 1,735; 850; 1,850; 952; 1,371; and 1,450.

**Lesson 22**

Fluency Practice (12 minutes)

⬛ Sprint: Round to the Nearest Hundred 3.4B (9 minutes)

⬛ Use Subtraction Algorithm with Measurements 3.7D, 3.7E (3 minutes)

**Sprint: Round to the Nearest Hundred (9 minutes)**

Materials: (S) Round to the Nearest Hundred Sprint

Note: This activity builds automaticity with rounding to the nearest hundred from Lesson 15.

**Use Subtraction Algorithm with Measurements (3 minutes)**

Materials: (S) Personal white board

Note: This activity reviews the standard algorithm.

T: (Write 50 L – 28 L = \_\_\_.) On your personal white board, solve using the standard algorithm.

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Repeat the process outlined in Lesson 21 using the following suggested sequence: 50 L – 28 L,

450 L – 28 L, 450 L – 228 L, 604 g – 32 g, and 604 g – 132 g.

**Lesson 23**

Fluency Practice (13 minutes)

⬛ Group Counting 3.4E (4 minutes)

⬛ Use Algorithms with Different Units 3.7D, 3.7E (5 minutes)

⬛ Estimate and Subtract 3.2A, 3.4A (4 minutes)

**Group Counting (4 minutes)**

Note: Group counting reviews interpreting multiplication as repeated addition. It reviews foundational strategies for multiplication from Module 1 and anticipates Module 3. Direct students to count forward and backward, occasionally changing the direction of the count:

⬛ Threes to 30

⬛ Fours to 40

⬛ Sixes to 60

⬛ Sevens to 70

⬛ Eights to 80

⬛ Nines to 90

As students’ fluency with skip-counting improves, help them make a connection to multiplication by tracking the number of groups they count using their fingers.

**Use Algorithms with Different Units (5 minutes)**

Materials: (S) Personal white board

Note: This activity reviews addition and subtraction using the standard algorithm.

T: (Write 495 L + 126 L = \_\_\_.) On your personal white board, solve using the standard algorithm.

Repeat the process, using the following suggested sequence: 368 cm + 132 cm, 479 cm + 221 cm,

532 cm + 368 cm, 870 L – 39 L, 870 L – 439 L, 807 g – 45 g, and 807 g – 445 g.

**Estimate and Subtract (4 minutes)**

Materials: (S) Personal white board

Note: This activity reviews rounding to estimate differences from Lesson 22.

T: (Write 71 – 23 ≈ \_\_\_.) Say the subtraction sentence.

S: 71 – 23.

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T: Say the subtraction sentence, rounding each number to the nearest ten.

S: 70 – 20.

T: (Write 71 – 23 ≈ 70 – 20.) What’s 70 – 20?

S: 50.

T: So, 71 – 23 should be close to… ?

S: 50.

T: On your boards, answer 71 – 23.

S: (Solve.)

Continue with the following suggested sequence: 47 – 18, 574 – 182, and 704 – 187.

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