Eureka Math

3rd Grade
Module 1
Lesson 1

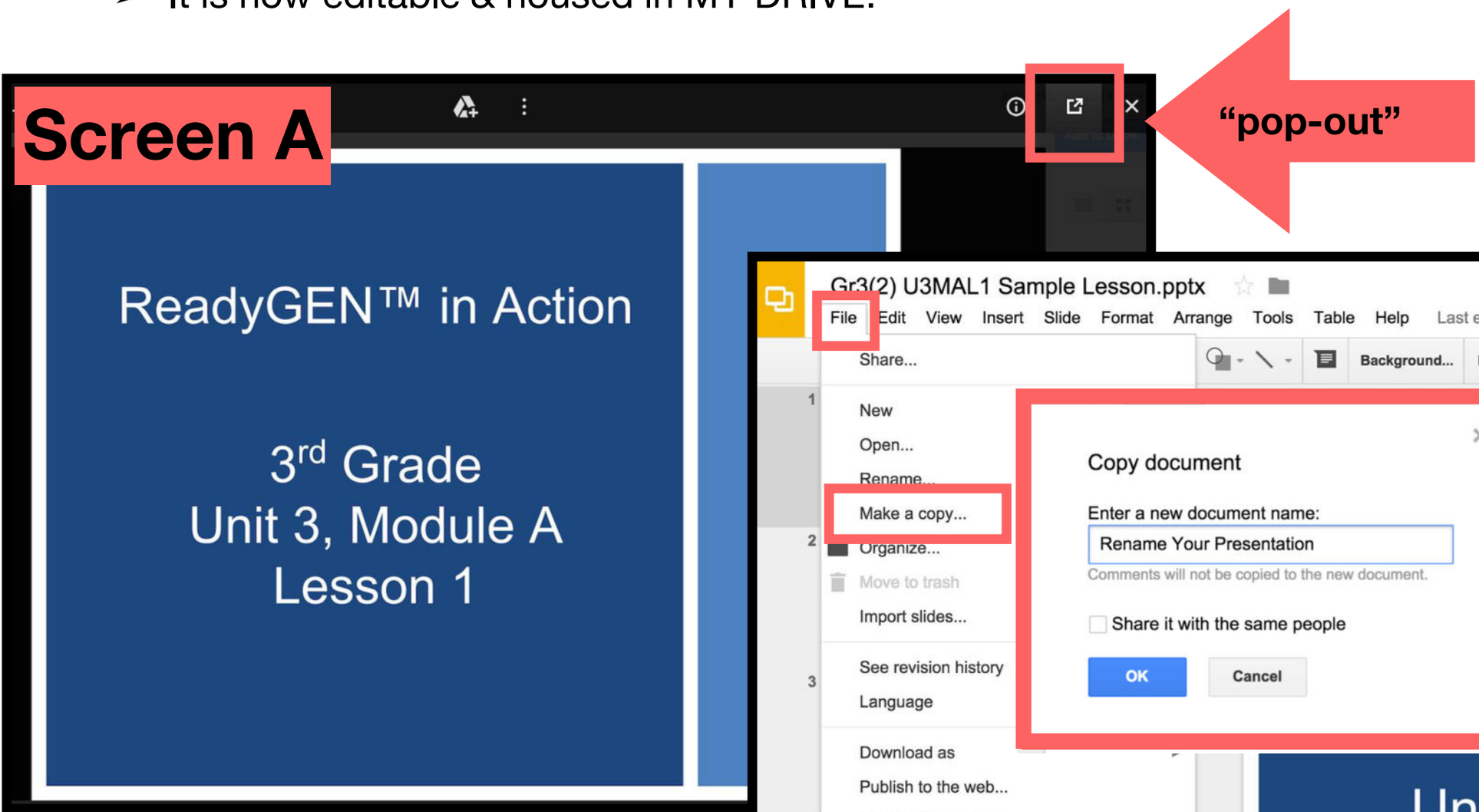
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this project!

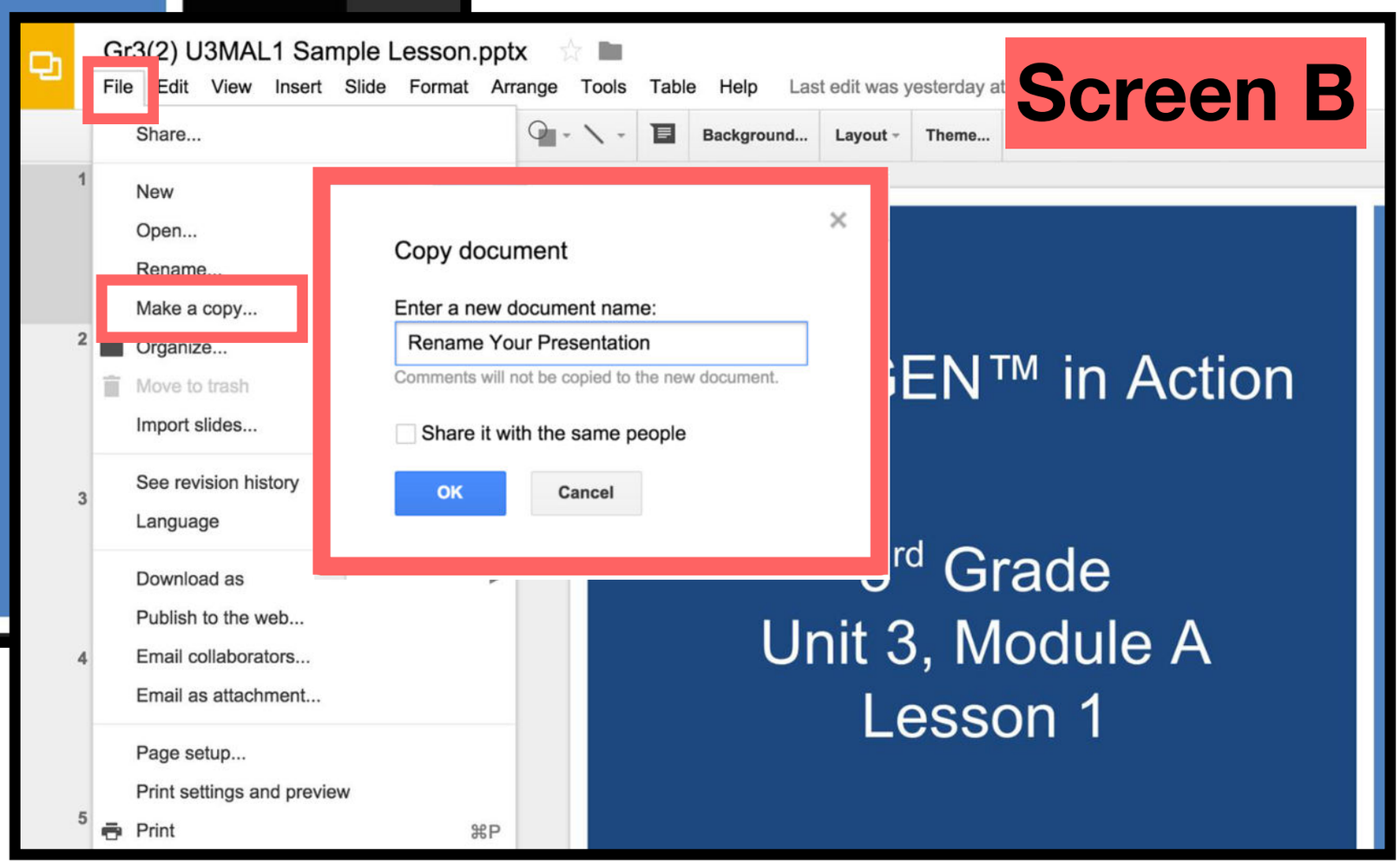
Directions for customizing presentations are available on the next slide.

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.
- Google Slides will open your renamed presentation.
- It is now editable & housed in MY DRIVE.



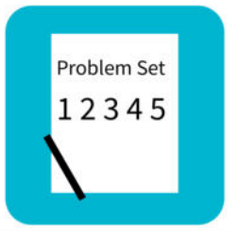


Icons

Read, Draw, Write

Learning Target

Personal White Board

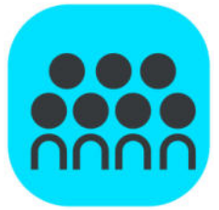


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Lesson 1

Objective: Understand *equal groups of* as multiplication.

Suggested Lesson Structure

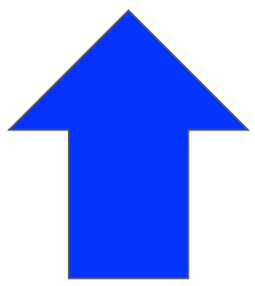
Fluency Practice	(5 minutes)
Application Problem	(10 minutes)
Concept Development	(35 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**

I can understand equal groups of as multiplication.

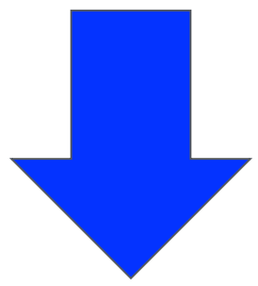
Group Counting

Count to 20 forward and backward.

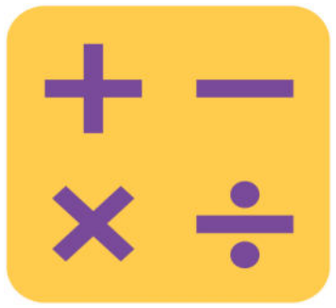
Say all of the numbers. Watch my fingers to know whether to count up or down. A closed hand means stop.



Count up

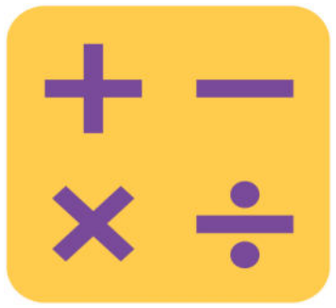


Count down



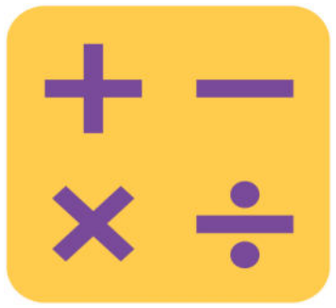
Group Counting

Whisper every other number.



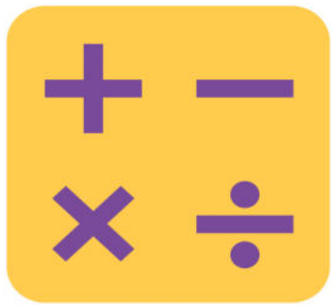
Group Counting

Hum every other number. As you hum, think of the number.



Group Counting

Think every other number instead of humming.



Group Counting

What did we just count by?

Application Problem

There are 83 girls and 76 boys in the third grade.
How many total students are in the third grade?

RDW

Skip Counting

How many arms does each student have?

Skip Counting

How many arms do ten students have?

Since each student represents a group of two arms, let’s skip count by twos to find how many arms they have together.

Skip Counting

How many twos did we count to find the total?

Skip Counting

What did we count to find the number of twos?

Skip Counting

Skip count again to find the total number of arms.*

Skip Counting

Do we have the correct number of twos in our addition sentence?*

Skip Counting

Do you agree that 10 groups of 2 is 20?

Equal Groups

You have 12 counters. Use your counters to make **equal groups** of 2.

How many equal groups of 2 did you make?

Equal Groups

6 equal groups of how many counters?

Write an addition sentence to show your groups on your personal white board.

Equal Groups

In unit form, how many twos did we add to make 12?

Equal Groups

2 + 2 + 2 + 2 + 2 + 2 = 12

Equal Groups

6 twos = 12

Equal Groups

6 x 2 = 12

Equal Groups

How do you think 6 x 2 = 12 relates to the other number sentences?

6 x 2 = 12

2 + 2 + 2 + 2 + 2 + 2 = 12

6 twos = 12

Equal Groups and Multiplication

Ways that are easier and faster are *efficient.*

When we have equal groups, **multiplication** is a more efficient way to find the total than repeated addition.

Let’s try with differently sized groups.

Equal Groups

You have 12 counters. Use your counters to make **equal groups** of 3.

Equal Groups

How many equal groups of 3 did you make?

Equal Groups

4 equal groups of how many counters?

Equal Groups

Write an addition sentence to show your groups on your personal white board.

Equal Groups

In unit form, how many threes did we add to make 12?

Equal Groups

3 + 3 + 3 + 3 = 12

Equal Groups

4 threes = 12

Equal Groups

4 x 3 = 12

Equal Groups

How does 4 x 3 = 12 relates to the other number sentences?

4 x 3 = 12

3 + 3 + 3 + 3 = 12

4 threes = 12

Equal Groups

You have 12 counters. Use your counters to make **equal groups** of 6.

How many equal groups of 6 did you make?

2 equal groups of how many counters?

Write an addition sentence to show your groups on your personal white board.

Equal Groups

In unit form, how many sixes did we add to make 12?

6 + 6 = 12

2 sixes = 12

2 x 6 = 12

How does 2 x 6 = 12 relates to the other number sentences?

Equal Groups

You have 12 counters. Use your counters to make **equal groups** of 4.

How many equal groups of 4 did you make?

Equal Groups

3 equal groups of how many counters?

Write an addition sentence to show your groups on your personal white board.

Equal Groups

In unit form, how many fours did we add to make 12?

Equal Groups

$4 + 4 + 4 = 12$

Equal Groups

3 fours = 12

Equal Groups

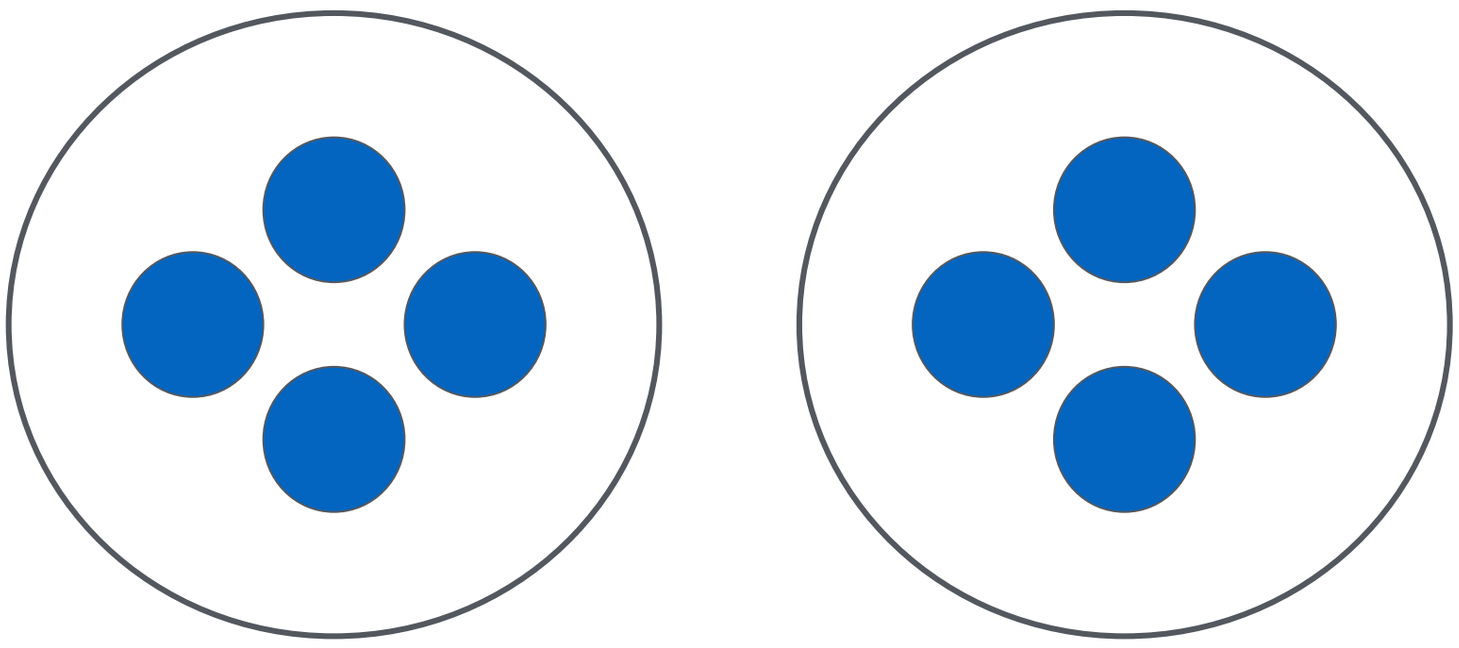
How does 3 x 4 = 12 relates to the other number sentences?

4 + 4 + 4 = 12

3 fours = 12

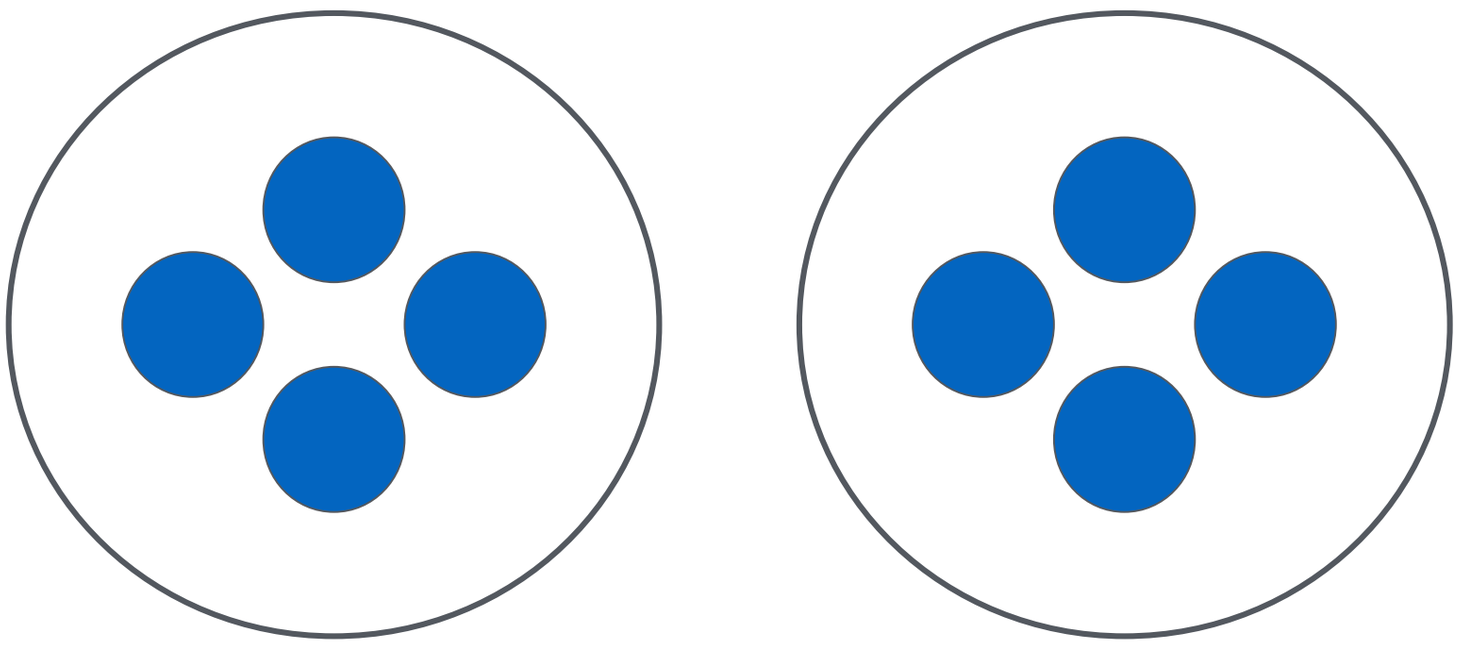
Multiplication Sentences

These are equal groups. Turn and tell your partner why they are equal.



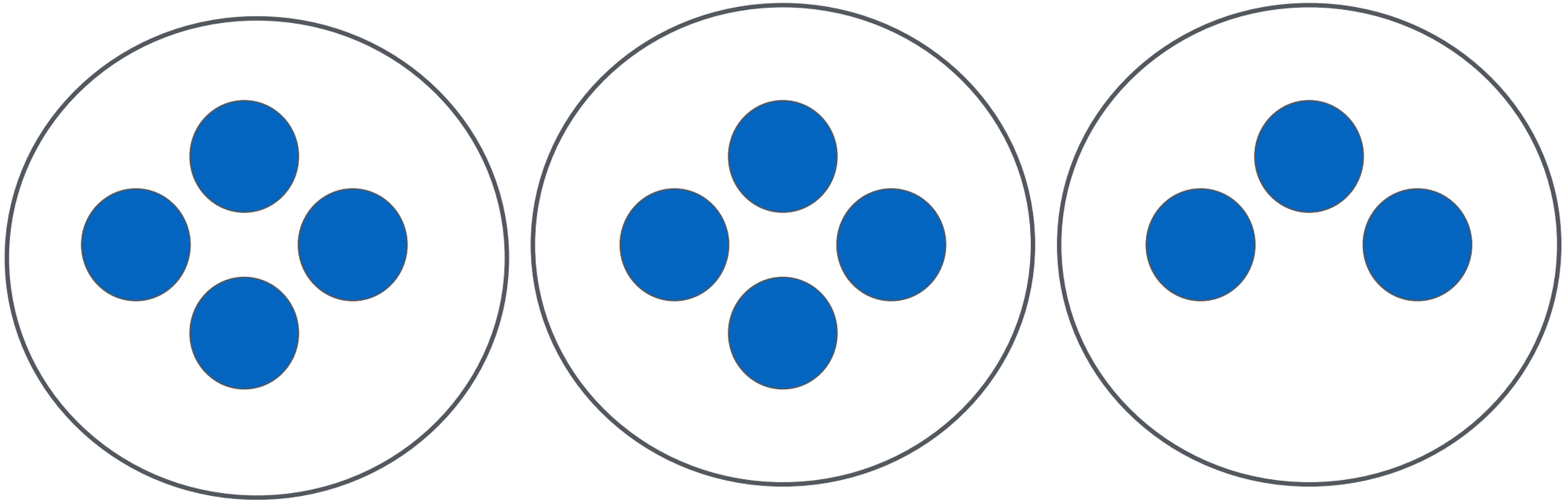
Multiplication Sentences

Work with your partner to write a repeated addition and a multiplication sentence for this picture.



Multiplication Sentences

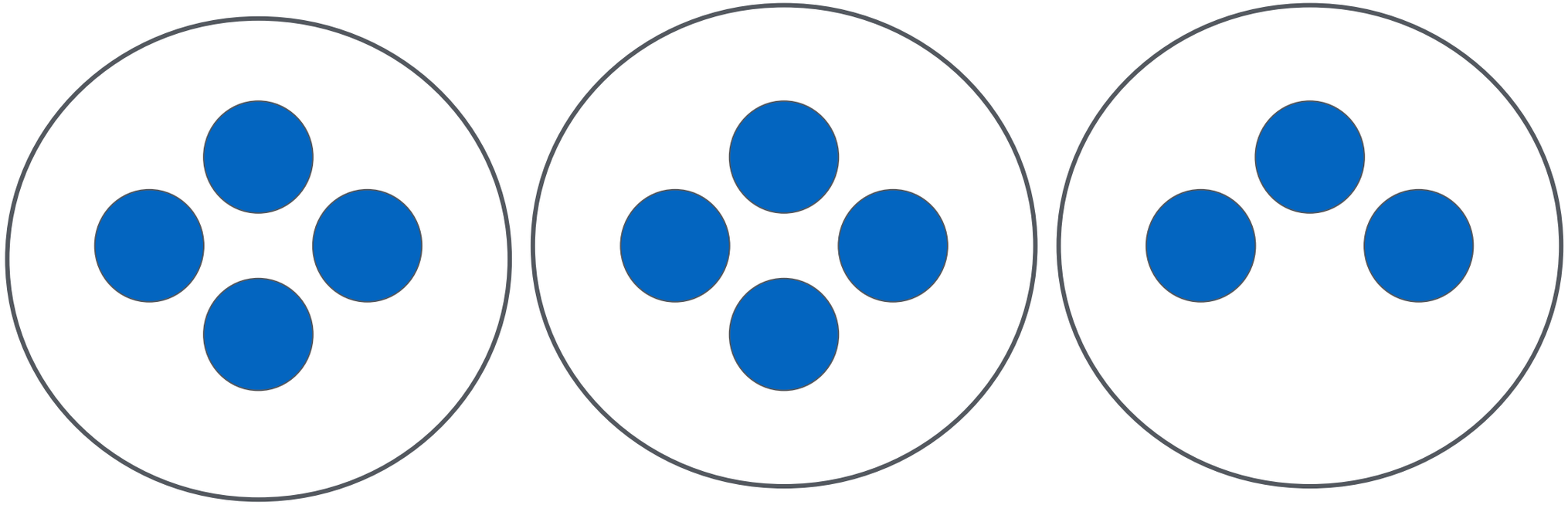
Check my work by writing an addition sentence and counting to find the total number of objects.



3 x 4 = 12

Multiplication Sentences

Use your addition sentence as you talk to your partner about why you agree or disagree with my work.



3 x 4 = 12

Multiplication Sentences

Do you agree or disagree with my work? Why?

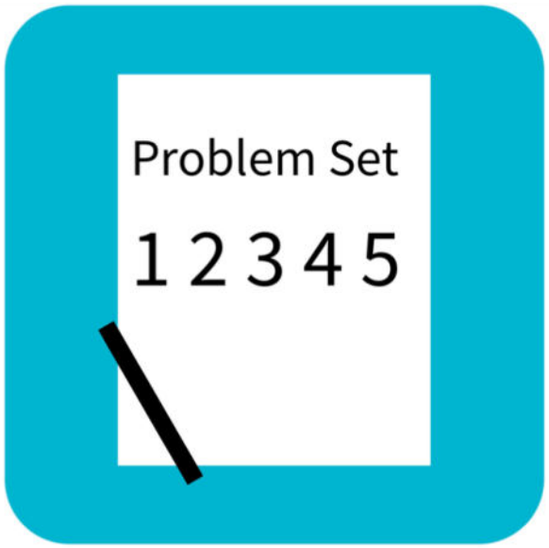
I agree because _____.

I disagree because _____.

To **multiply,** you must have equal groups.

Multiplication Sentences

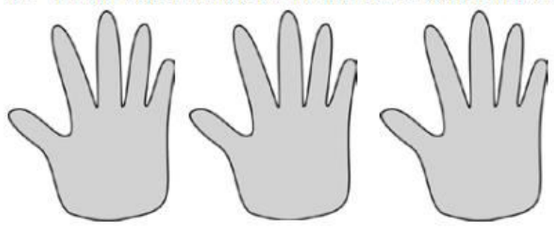
To **multiply,** you must have equal groups.



Problem Set

Name _____ Date _____

1. Fill in the blanks to make true statements.



a. 3 groups of five = _____

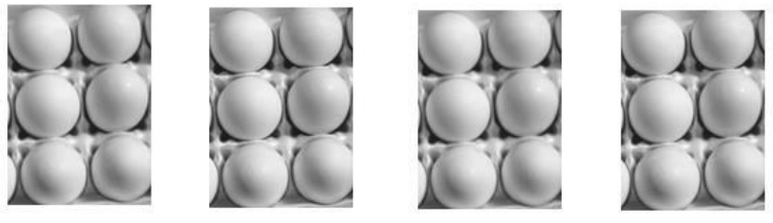
3 fives = _____

3 × 5 = _____

b. 3 + 3 + 3 + 3 + 3 = _____

5 groups of three = _____

5 × 3 = _____



c. 6 + 6 + 6 + 6 = _____

_____ groups of six = _____

4 × _____ = _____

Debrief

On the first page of the problem set, what did you notice about your answers?

Discuss the relationship between repeated addition and the unit form *2 groups of three* or *3 groups of two*, depending on the drawing.

Discuss the relationship between repeated addition, unit form, and the multiplication sentence 3 x 2 = 6.

Review the new vocabulary presented in the lesson:

- Equal groups, multiplication, and multiply

Exit Ticket

Name _____ Date _____

1. The picture below shows 4 groups of 2 slices of watermelon. Fill in the blanks to make true repeated addition and multiplication sentences that represent the picture.

2 + ____ + ____ + ____ = _____

4 × _____ = _____

2. Draw a picture to show 3 + 3 + 3 = 9. Then, write a multiplication sentence to represent the picture.