

# Eureka Math

## 3rd Grade Module 1 Lesson 13

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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# 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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- Choose MAKE A COPY and rename your presentation.
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- It is now editable & housed in MY DRIVE.

**Screen A**

ReadyGEN™ in Action

3<sup>rd</sup> Grade  
Unit 3, Module A  
Lesson 1

“pop-out”

**Screen B**

Gr3(2) U3MAL1 Sample Lesson.pptx

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ReadyGEN™ in Action

3<sup>rd</sup> Grade  
Unit 3, Module A  
Lesson 1

# Icons



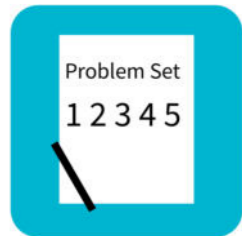
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



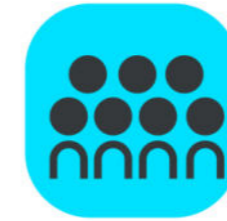
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



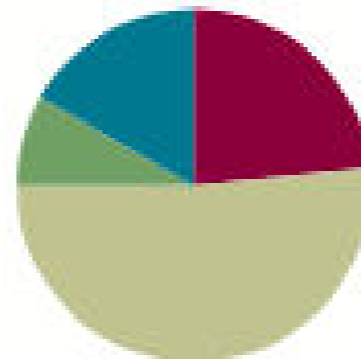
Small Group Time

## Lesson 13

**Objective:** Interpret the quotient as the number of groups or the number of objects in each group using units of 3.

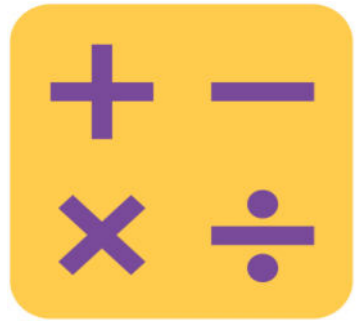
### Suggested Lesson Structure

■ Fluency Practice	(14 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(31 minutes)
■ Student Debrief	(10 minutes)
<b>Total Time</b>	<b>(60 minutes)</b>





I can interpret the quotient as the number of groups or the number of objects in each group using units of 3.



# Sprint: Divide by 2

A STORY OF UNITS

Lesson 13 Sprint 3•1

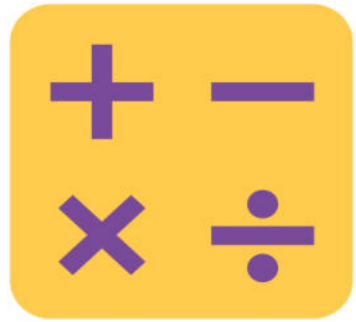
**A**

Number Correct: \_\_\_\_\_

Multiply or Divide by 2

1.	$2 \times 2 =$	
2.	$3 \times 2 =$	
3.	$4 \times 2 =$	
4.	$5 \times 2 =$	
5.	$1 \times 2 =$	
6.	$4 \div 2 =$	
7.	$6 \div 2 =$	
8.	$10 \div 2 =$	
9.	$2 \div 1 =$	
10.	$8 \div 2 =$	
11.	$6 \times 2 =$	
12.	$7 \times 2 =$	
13.	$8 \times 2 =$	

23.	$\_ \times 2 = 20$	
24.	$\_ \times 2 = 4$	
25.	$\_ \times 2 = 6$	
26.	$20 \div 2 =$	
27.	$10 \div 2 =$	
28.	$2 \div 1 =$	
29.	$4 \div 2 =$	
30.	$6 \div 2 =$	
31.	$\_ \times 2 = 12$	
32.	$\_ \times 2 = 14$	
33.	$\_ \times 2 = 18$	
34.	$\_ \times 2 = 16$	
35.	$14 \div 2 =$	

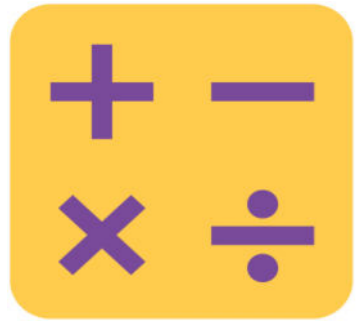


# Group Counting

3, 6, 9, 12, 15, 18

Let's count by threes.

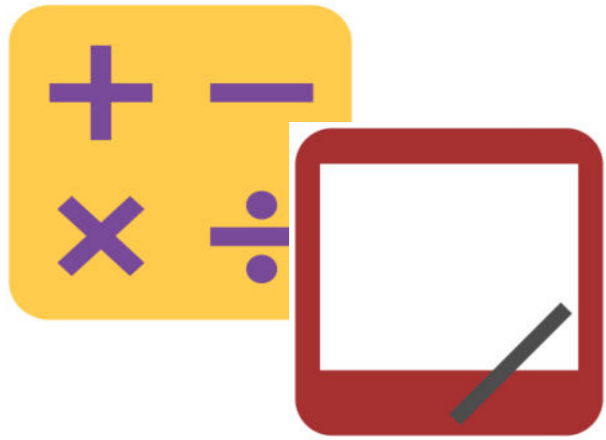
Start at 30.



# Group Counting

Let's count by fours





# Divide

$$2 \times 3 =$$

Say the multiplication sentence.



# Divide

$$2 \times 3 = 6$$

$$\underline{\quad} \div 3 = 2$$

On your personal white board, write the equation and fill in the blank.

# Application Problem

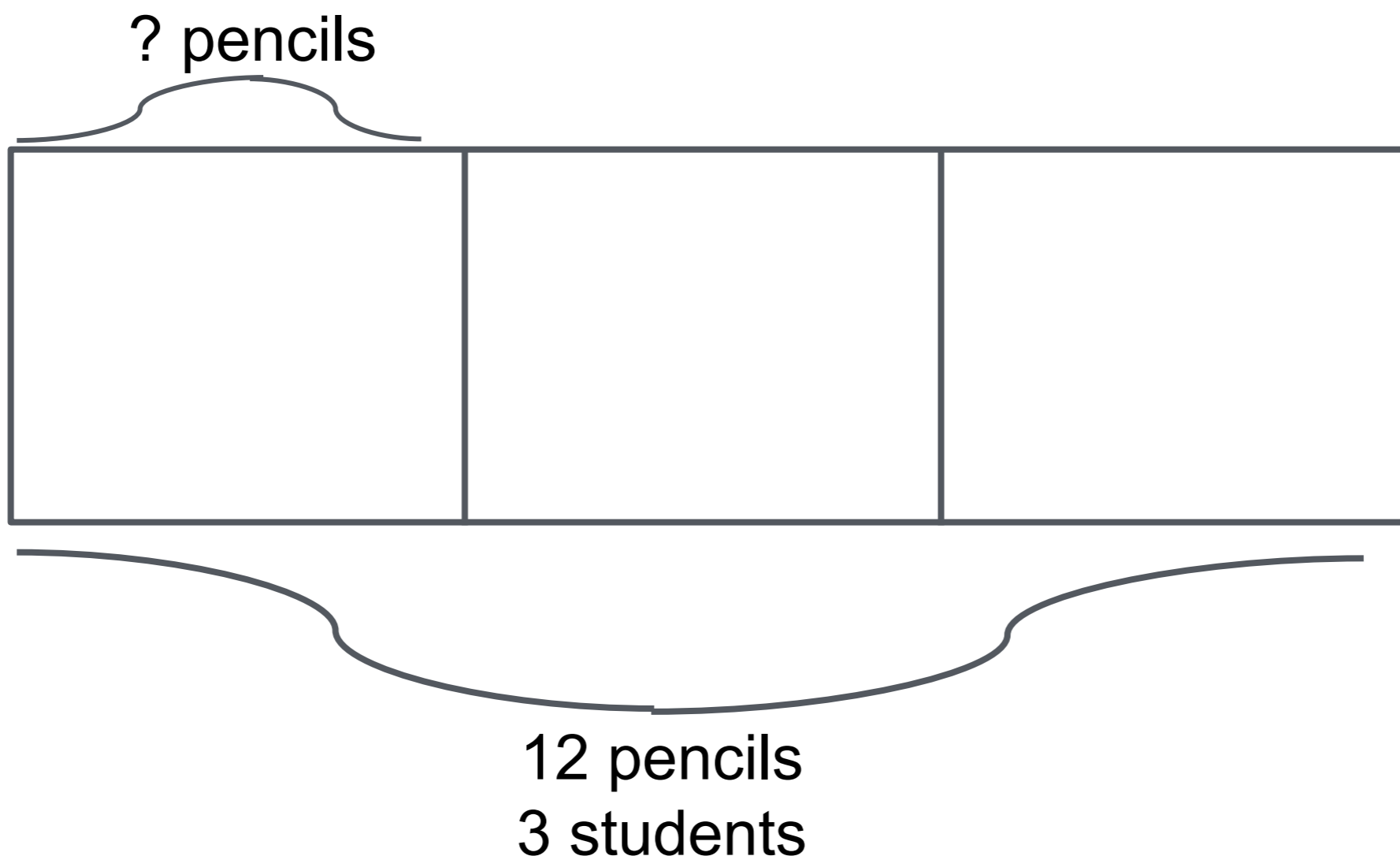
Mark spends \$16 on 2 video games. Each game costs the same amount. Find the cost of each game.





# Concept Development

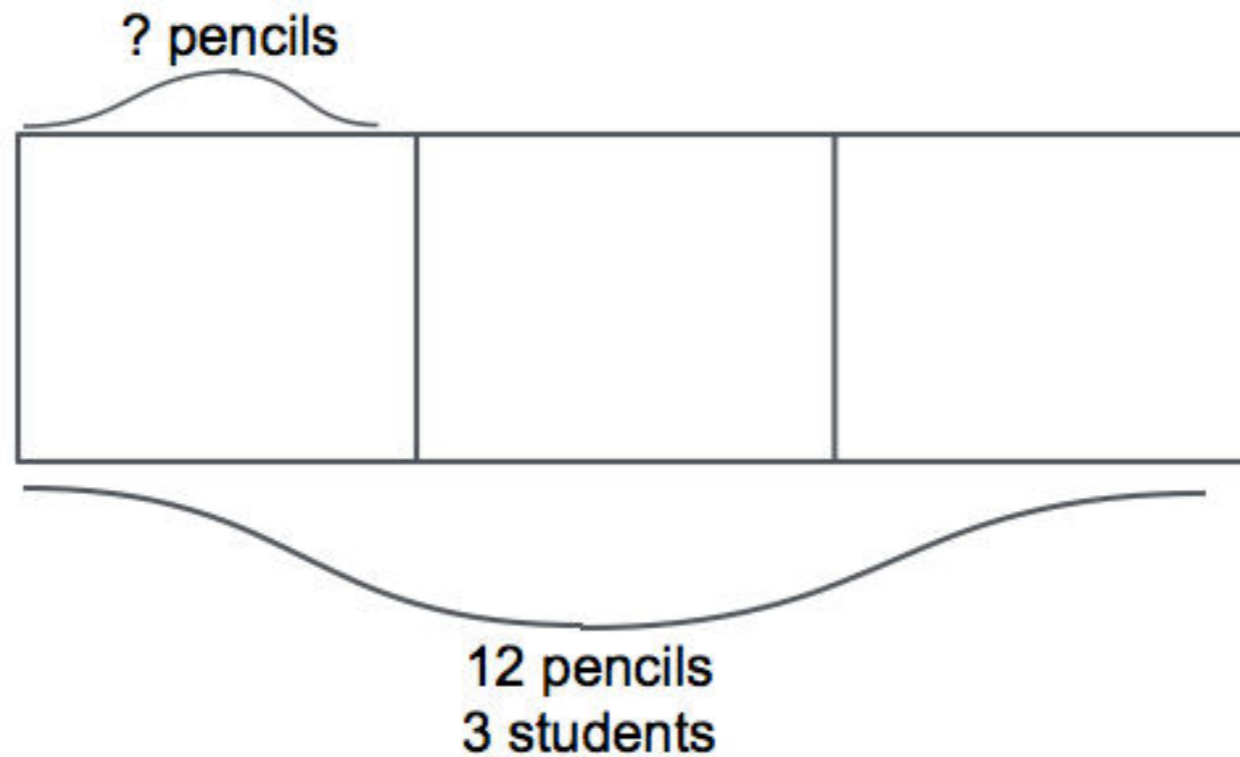
Three students equally share a pack of 12 pencils.





# Analyze a tape diagram

Three students equally share a pack of 12 pencils.

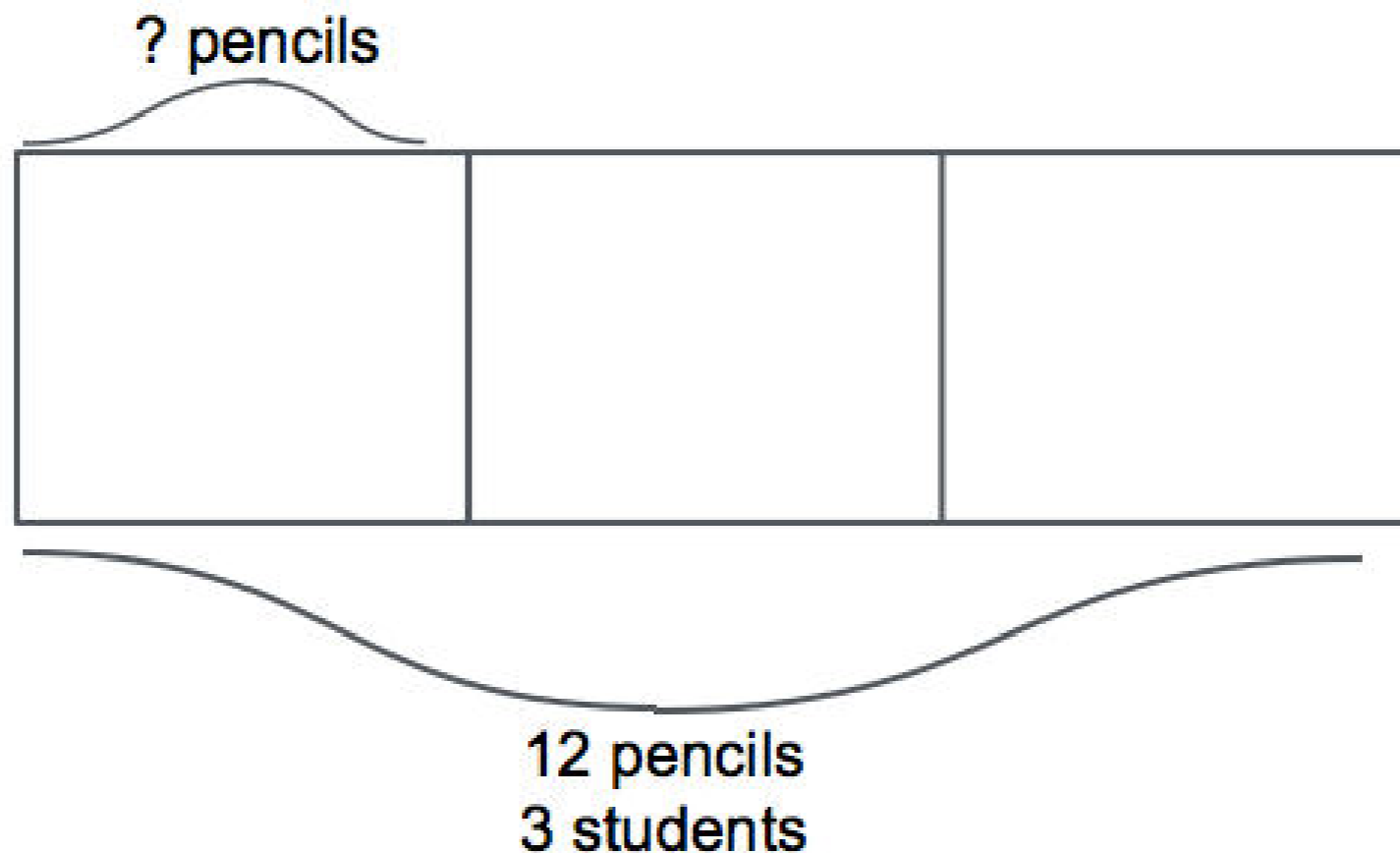


Write a division equation to find how many pencils each student gets.



# Analyze a tape diagram

Three students equally share a pack of 12 pencils.



Draw my tape diagram on your personal white board.

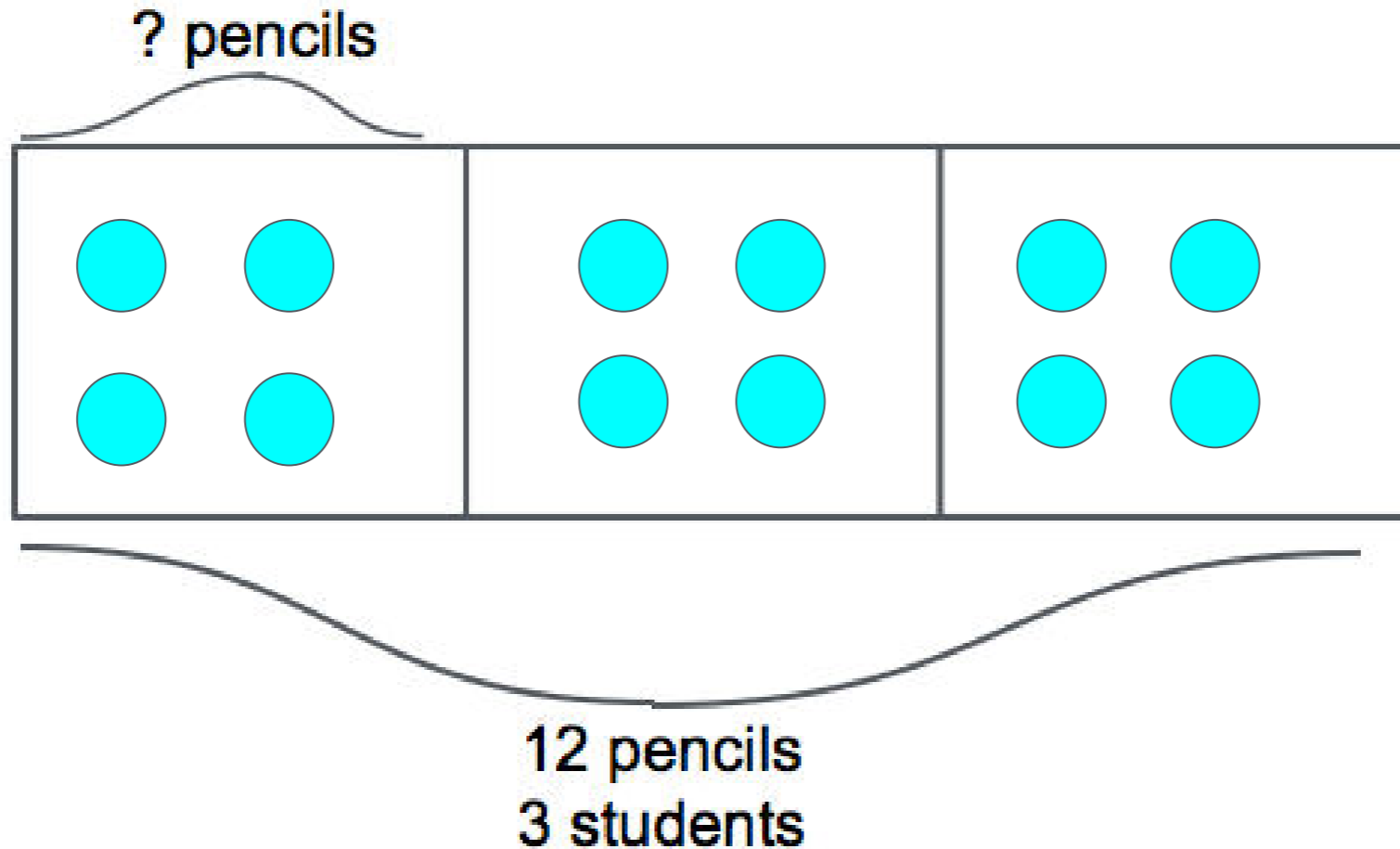
Draw to share the 12 pencils equally among the 3 students.

Fill in your division equation.



# Analyze a tape diagram

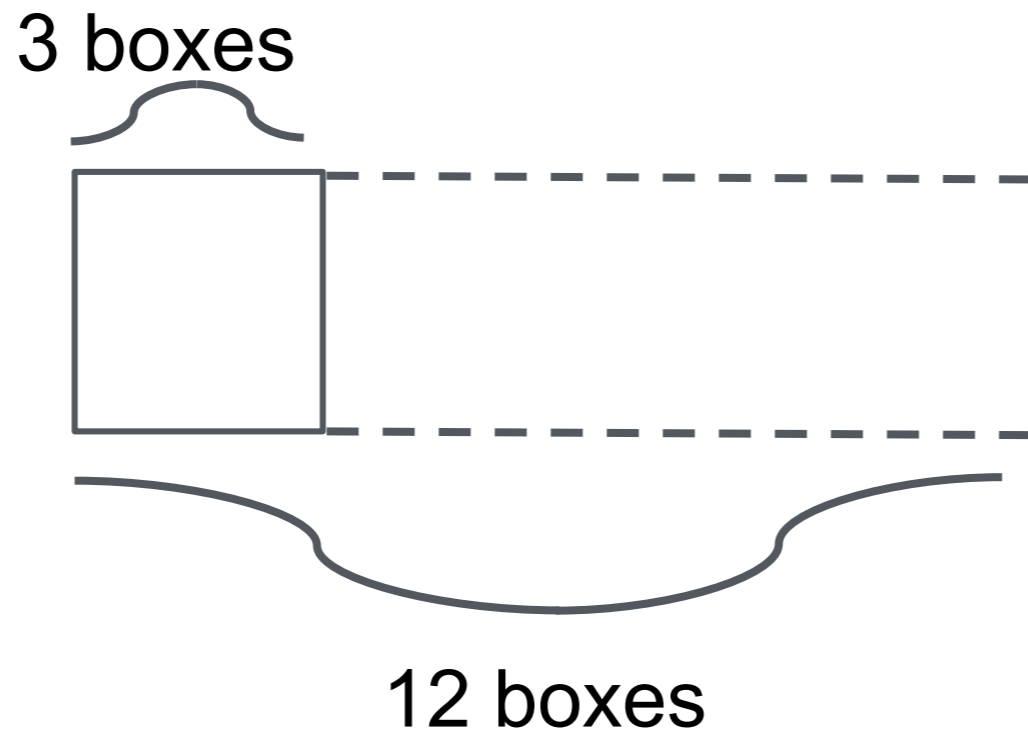
Three students equally share a pack of 12 pencils.



$$12 \div 3 = 4$$



# Analyze Tape Diagrams



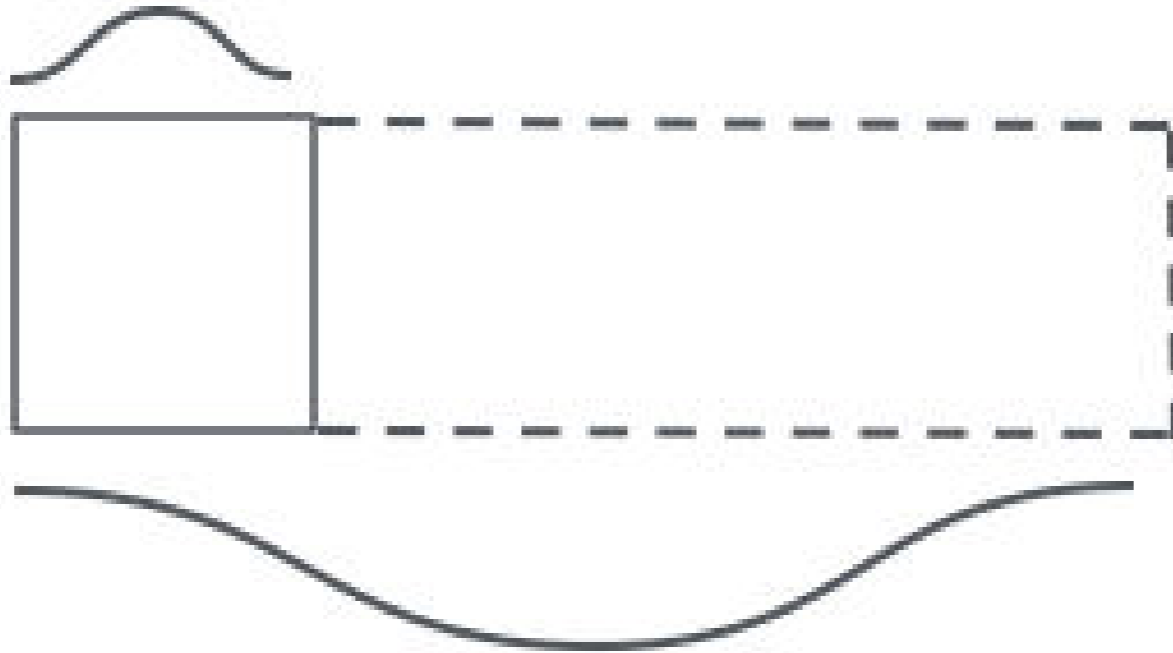
A school buys 12 boxes of pencils. Each classroom gets 3 boxes. How many classrooms get boxes of pencils?





# Analyze Tape Diagrams

3 boxes



12 boxes

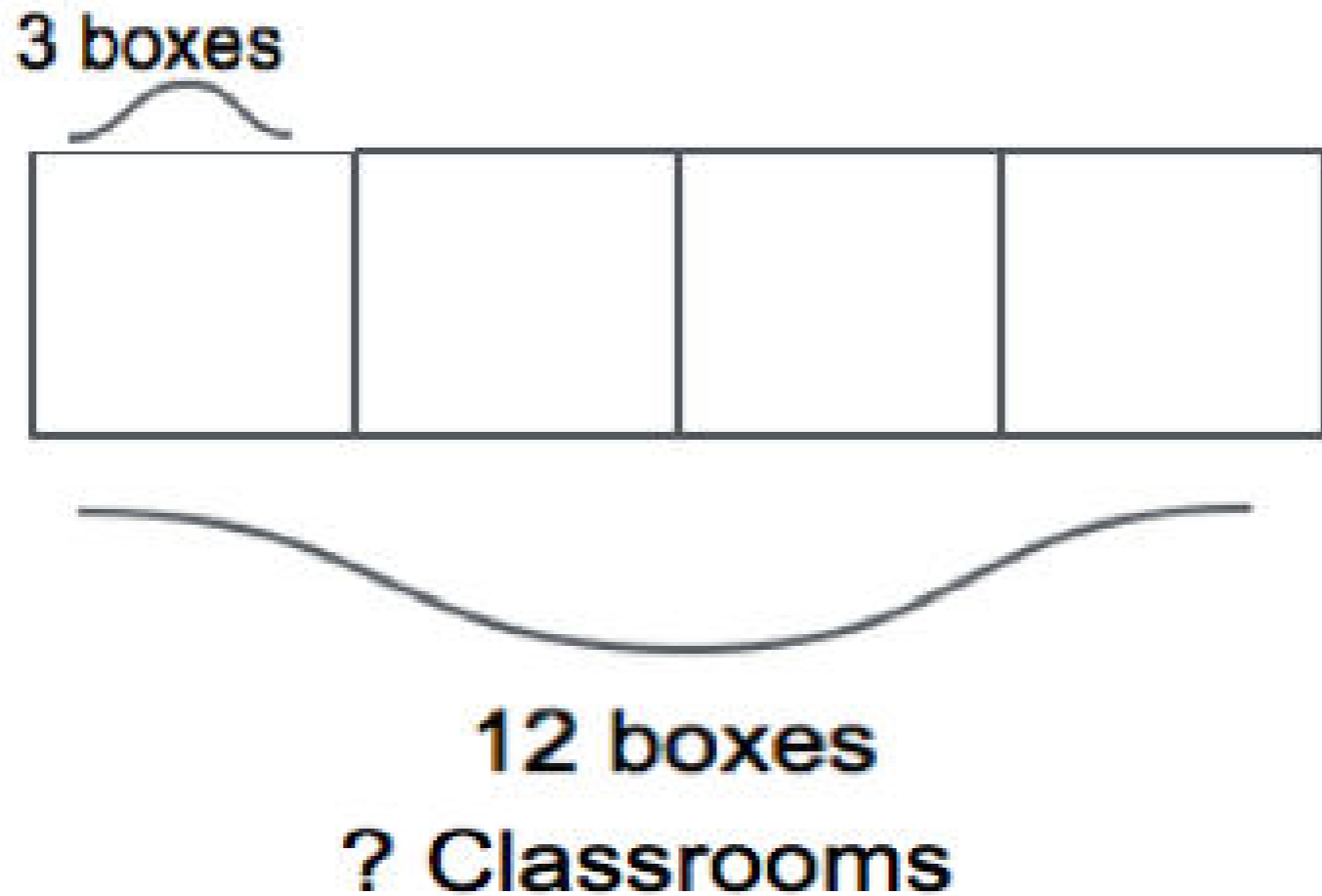
? Classrooms

On your board, skip count by threes to draw more units in the tape diagram.

How will you know when to stop?



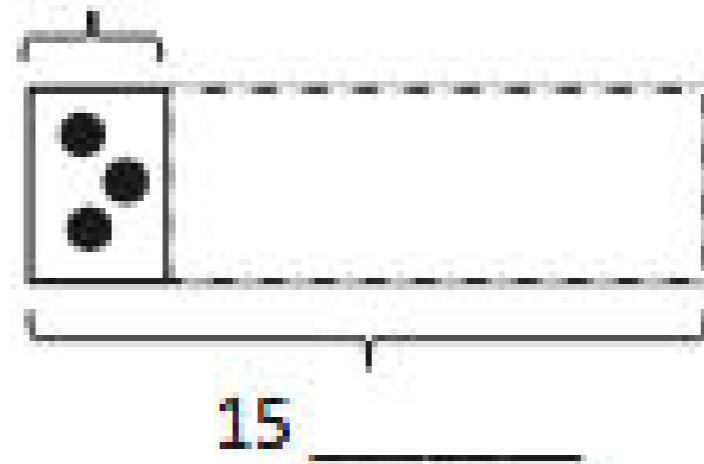
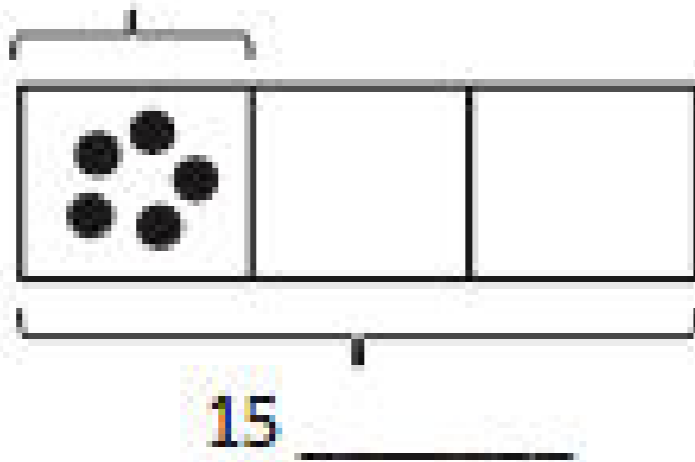
# Analyze Tape Diagrams



Use the tape diagram to write and solve a division equation that represents the problem.



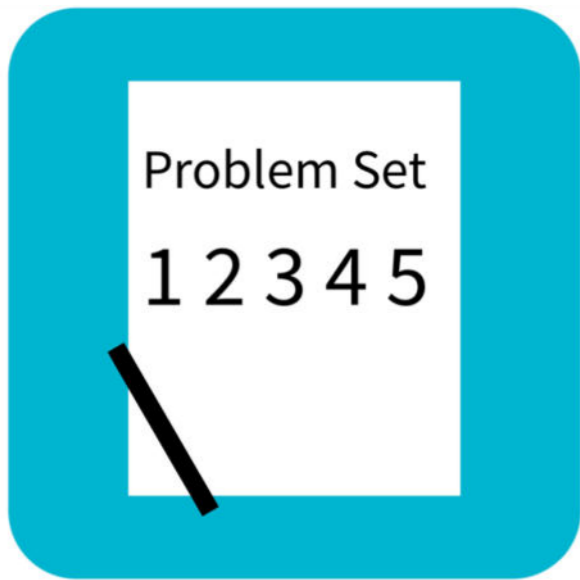
# Interpret tape diagrams



 Write division sentences to represent each diagram.

Label each tape diagram, including the unknown.

Write a story problem to match each solution.



# Problem Set

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Fill in the blanks to make true number sentences.

A key graphic with a circular head and a notched blade, used as a visual element for the math problems.

$1 \times 3 = 3$   
 $3 \div 3 = \underline{\quad}$

A key graphic with a circular head and a notched blade, used as a visual element for the math problems.

$2 \times 3 = 6$   
 $6 \div 3 = \underline{\quad}$

A key graphic with a circular head and a notched blade, used as a visual element for the math problems.

$3 \times 3 = 9$   
 $\underline{\quad} \div 3 = 3$

A key graphic with a circular head and a notched blade, used as a visual element for the math problems.

$4 \times 3 = \underline{\quad}$   
 $\underline{\quad} \div 3 = 4$

A key graphic with a circular head and a notched blade, used as a visual element for the math problems.

$5 \times 3 = \underline{\quad}$   
 $\underline{\quad} \div 3 = 5$

A key graphic with a circular head and a notched blade, used as a visual element for the math problems.

$6 \times 3 = \underline{\quad}$   
 $\underline{\quad} \div 3 = 6$

A key graphic with a circular head and a notched blade, used as a visual element for the math problems.

$7 \times 3 = \underline{\quad}$   
 $\underline{\quad} \div 3 = 7$

A key graphic with a circular head and a notched blade, used as a visual element for the math problems.

$8 \times 3 = \underline{\quad}$   
 $\underline{\quad} \div 3 = 8$

A key graphic with a circular head and a notched blade, used as a visual element for the math problems.

$9 \times 3 = \underline{\quad}$   
 $\underline{\quad} \div 3 = 9$

A key graphic with a circular head and a notched blade, used as a visual element for the math problems.

$10 \times 3 = \underline{\quad}$   
 $\underline{\quad} \div 3 = 10$

# Debrief

Lesson Objective: Interpret the quotient as the number of groups or the number of objects in each group using units of 3.

- ~Describe how the model in 2(a) helped for drawing a tape diagram?
- ~How does the Application Problem connect the work we did yesterday to what we did today?
- ~Share work for Problem 5. The language some friends rather than a number may have presented a challenge.
- ~Compare Problems 4 and 5. How did your approach to drawing the tape diagram change? Why?

# Exit Ticket

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Andrea has 21 apple slices. She uses 3 apple slices to decorate 1 pie. How many pies does Andrea make?  
Draw and label a tape diagram to solve.