

Eureka Math

3rd Grade Module 1 Lesson 14

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Directions for customizing presentations are available on the next slide.



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Reflecting your Teaching Style and Learning Needs of Your Students

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Screen A

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

“pop-out”

Screen B

Gr3(2) U3MAL1 Sample Lesson.pptx

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ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Icons



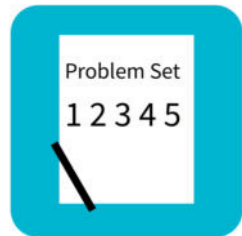
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



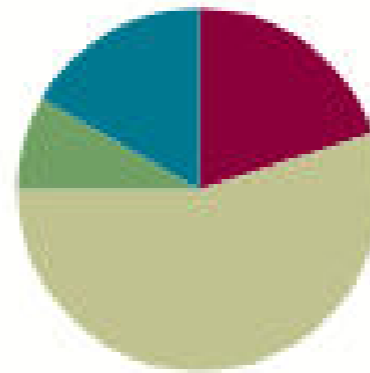
Small Group Time

Lesson 14

Objective: Skip-count objects in models to build fluency with multiplication facts using units of 4.

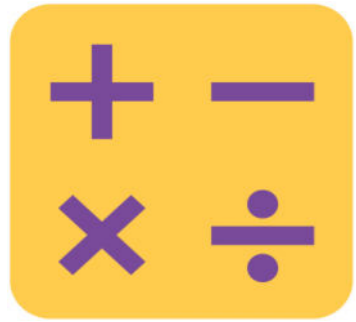
Suggested Lesson Structure

■ Fluency Practice	(12 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(33 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)





I can skip-count objects in models to build fluency with multiplication facts using units of 4.



Sprint: Divide by 3

A STORY OF UNITS

Lesson 14 Sprint

3•1

A

Number Correct: _____

Multiply or Divide by 3

1.	$2 \times 3 =$	
2.	$3 \times 3 =$	
3.	$4 \times 3 =$	
4.	$5 \times 3 =$	
5.	$1 \times 3 =$	
6.	$6 \div 3 =$	
7.	$9 \div 3 =$	
8.	$15 \div 3 =$	
9.	$3 \div 1 =$	
10.	$12 \div 3 =$	
11.	$6 \times 3 =$	
12.	$7 \times 3 =$	
13.	$8 \times 3 =$	

23.	$_ \times 3 = 30$	
24.	$_ \times 3 = 6$	
25.	$_ \times 3 = 9$	
26.	$30 \div 3 =$	
27.	$15 \div 3 =$	
28.	$3 \div 1 =$	
29.	$6 \div 3 =$	
30.	$9 \div 3 =$	
31.	$_ \times 3 = 18$	
32.	$_ \times 3 = 21$	
33.	$_ \times 3 = 27$	
34.	$_ \times 3 = 24$	
35.	$21 \div 3 =$	

Read a Tape



Diagram



What is the value of each unit?

How many units are there?

Write a multiplication sentence for this tape diagram.



Application Problem

Jackie buys 21 pizzas for a party. She places 3 pizzas on each table. How many tables are there?





3 pizzas



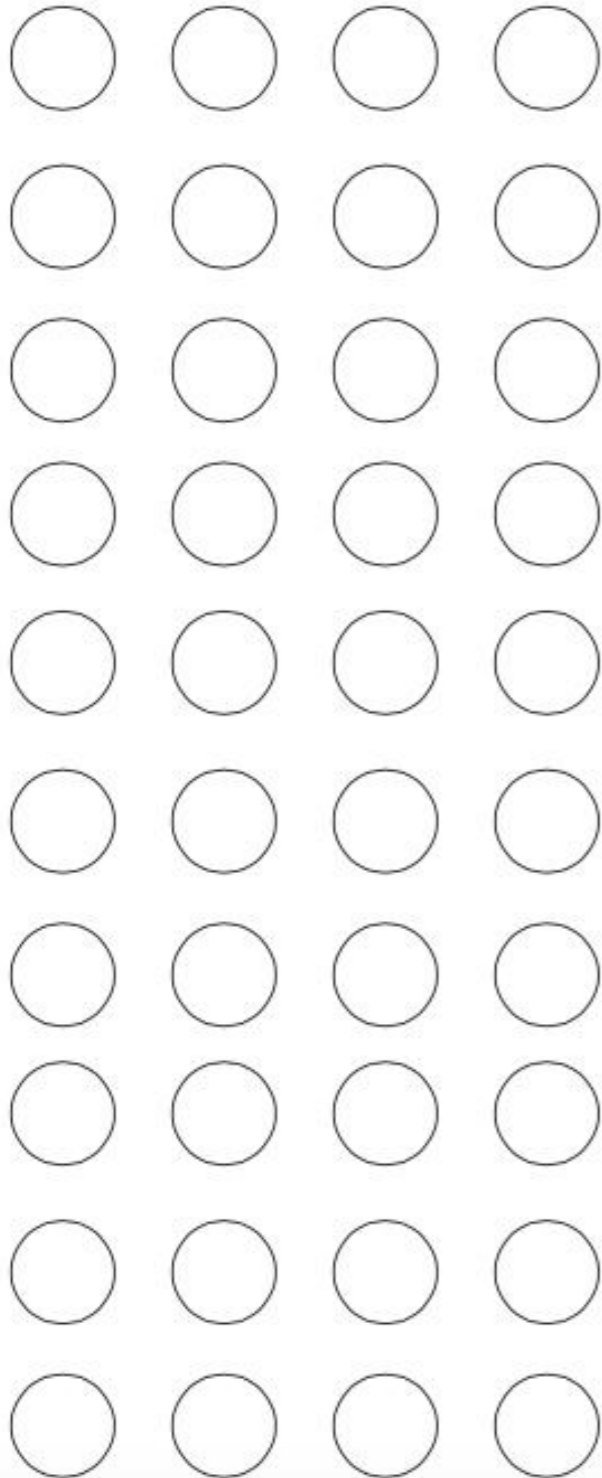
21 pizzas
? tables

$$21 \div 3 = 7$$

There are 7 tables.



Concept Development



Let's count to 40 using the array.

Hum the number you count as your point to each dot.

For the last dot in each row, say the number out loud and write it to the right of the row.

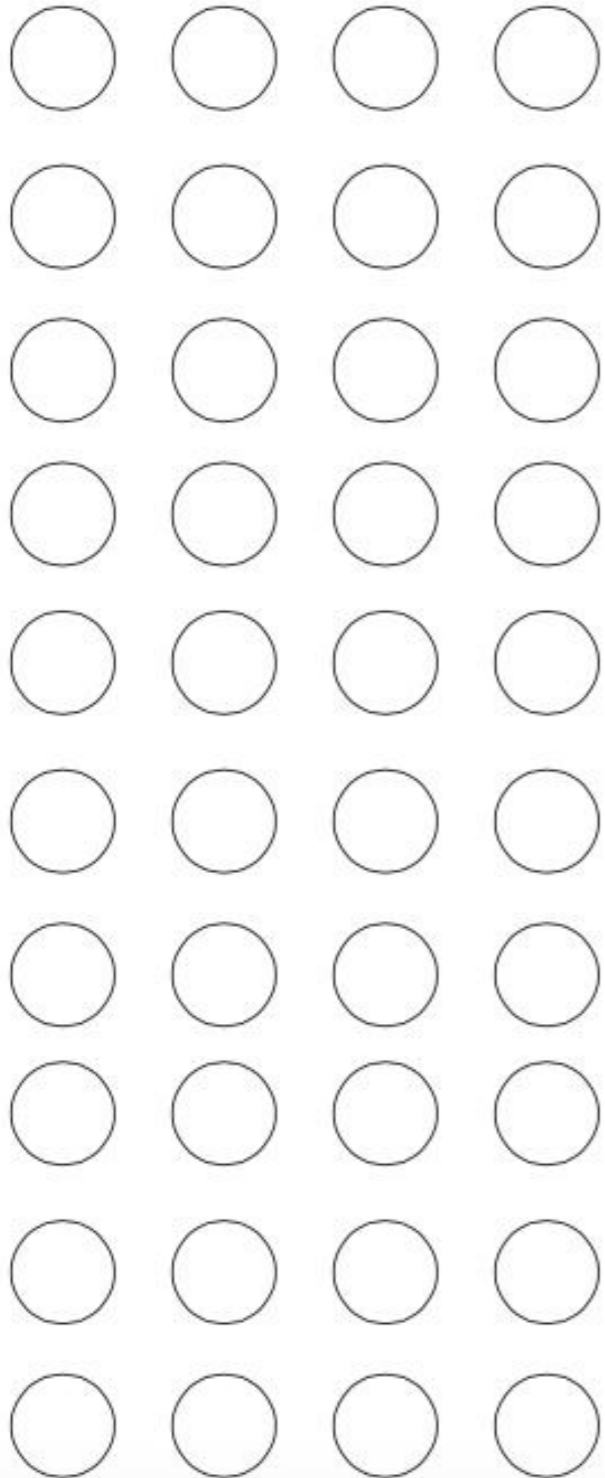


Counting

What unit did we count by?



Counting by fours

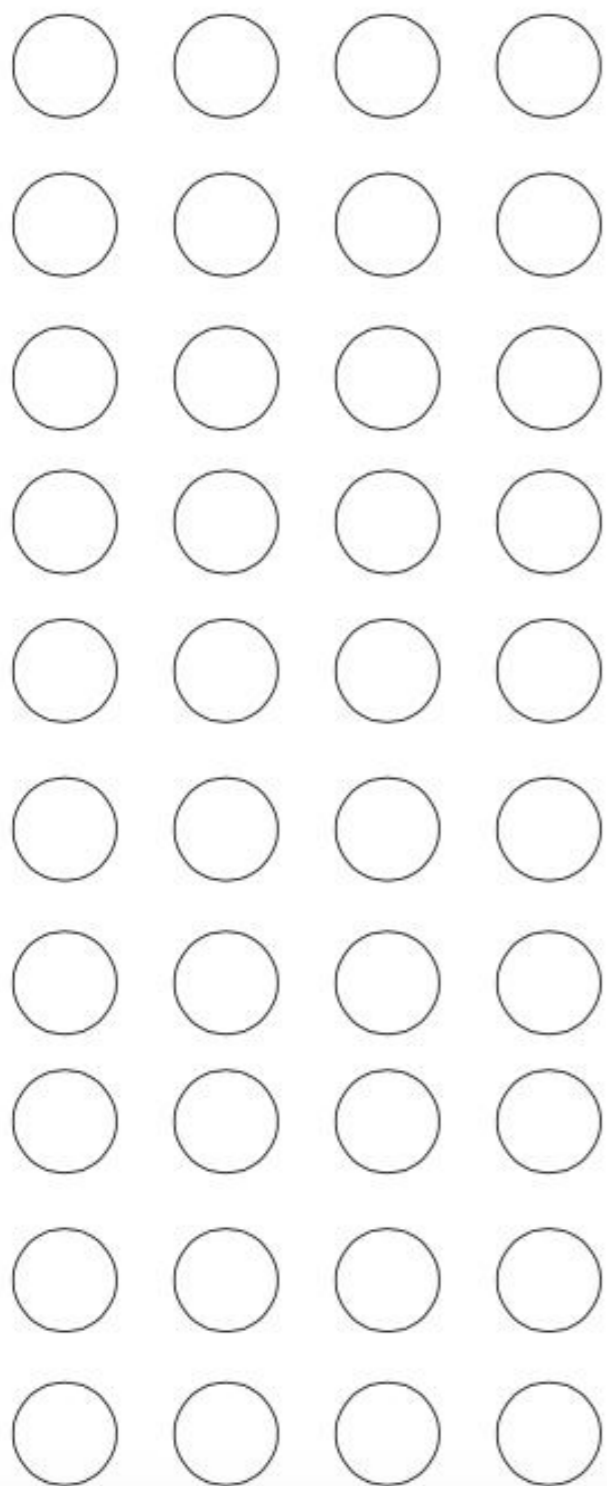


I will say a multiplication expression. You find the answer on your array.

Write the expression and an equal sign next to the answer to make an equation.



Using tape diagrams to model and solve multiplication.



Draw a tape diagram that represents the number of groups shown on the array template.

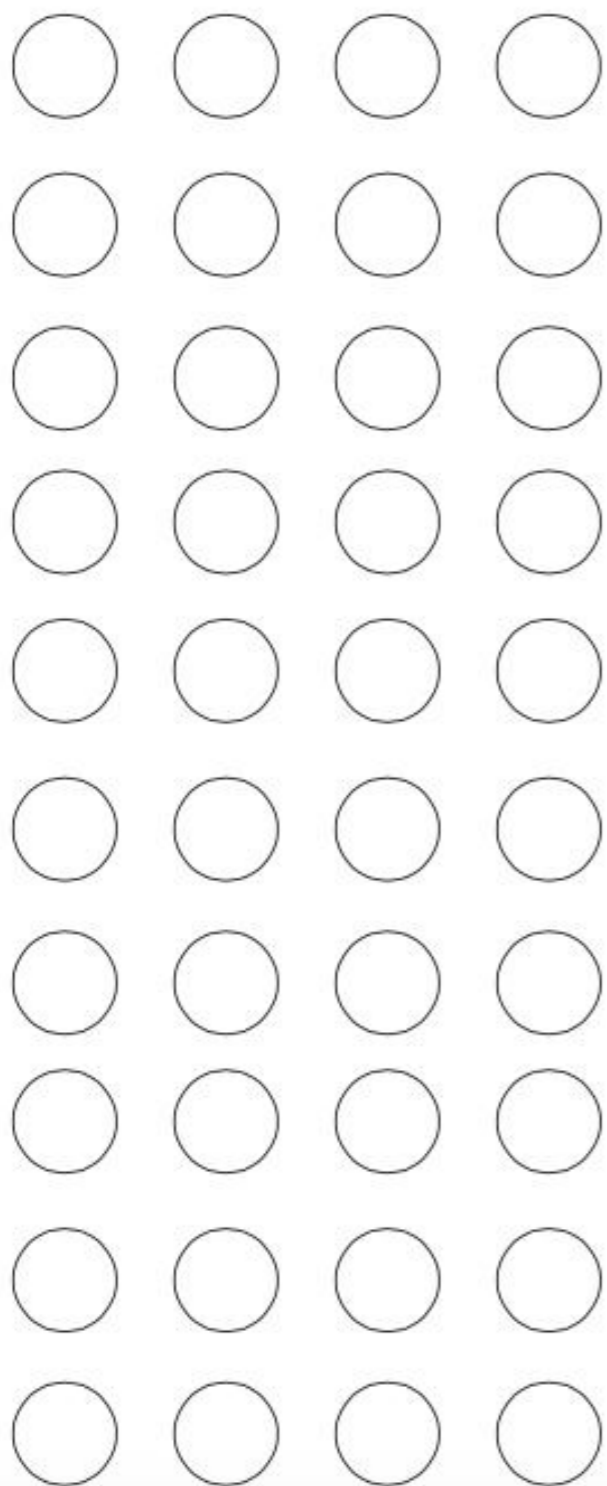


Tell your partner the number of objects in each group.

Draw and Label that information on your diagram.



Using tape diagrams to model and solve multiplication.



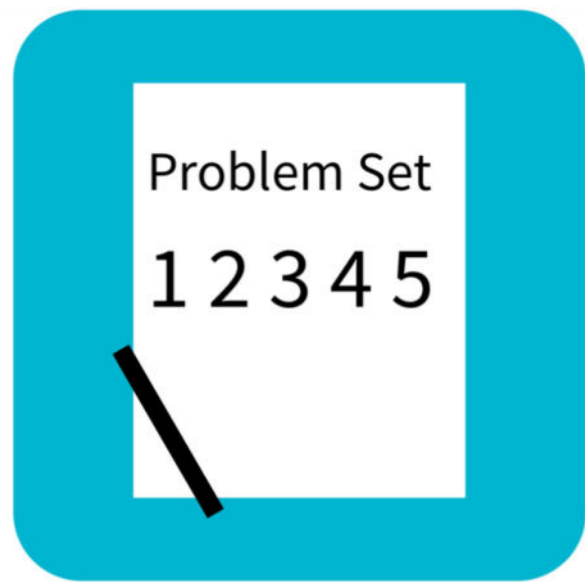
4 objects



10 groups
? Total

Skip-count units to find the total value of your tape diagram.

Write and solve an equation to represent the problem.



Problem Set

A STORY OF UNITS

Lesson 14 Exit Ticket

3•1

Name _____

Date _____

Arthur has 4 boxes of chocolates. Each box has 6 chocolates inside. How many chocolates does Arthur have altogether? Draw and label a tape diagram to solve.

Debrief

Lesson Objective: Skip-count objects in models to build fluency with multiplication facts using units of 4.

- ~Discuss differences between the tape diagrams and unknowns in Problem 2 and 3.
- ~If you were to skip-count to solve Problem 3, what would you skip-count by? How would that be different from a skip-counting strategy to solve Problem 4?
- ~Could you skip-count Problem 4 without drawing a model? How?
- ~How did the array in Problem 1 help you solve the other problems on the Problem Set?

Exit Ticket

Name _____

Date _____

Arthur has 4 boxes of chocolates. Each box has 6 chocolates inside. How many chocolates does Arthur have altogether? Draw and label a tape diagram to solve.