Eureka Math

3rd Grade
Module 1
Lesson 17

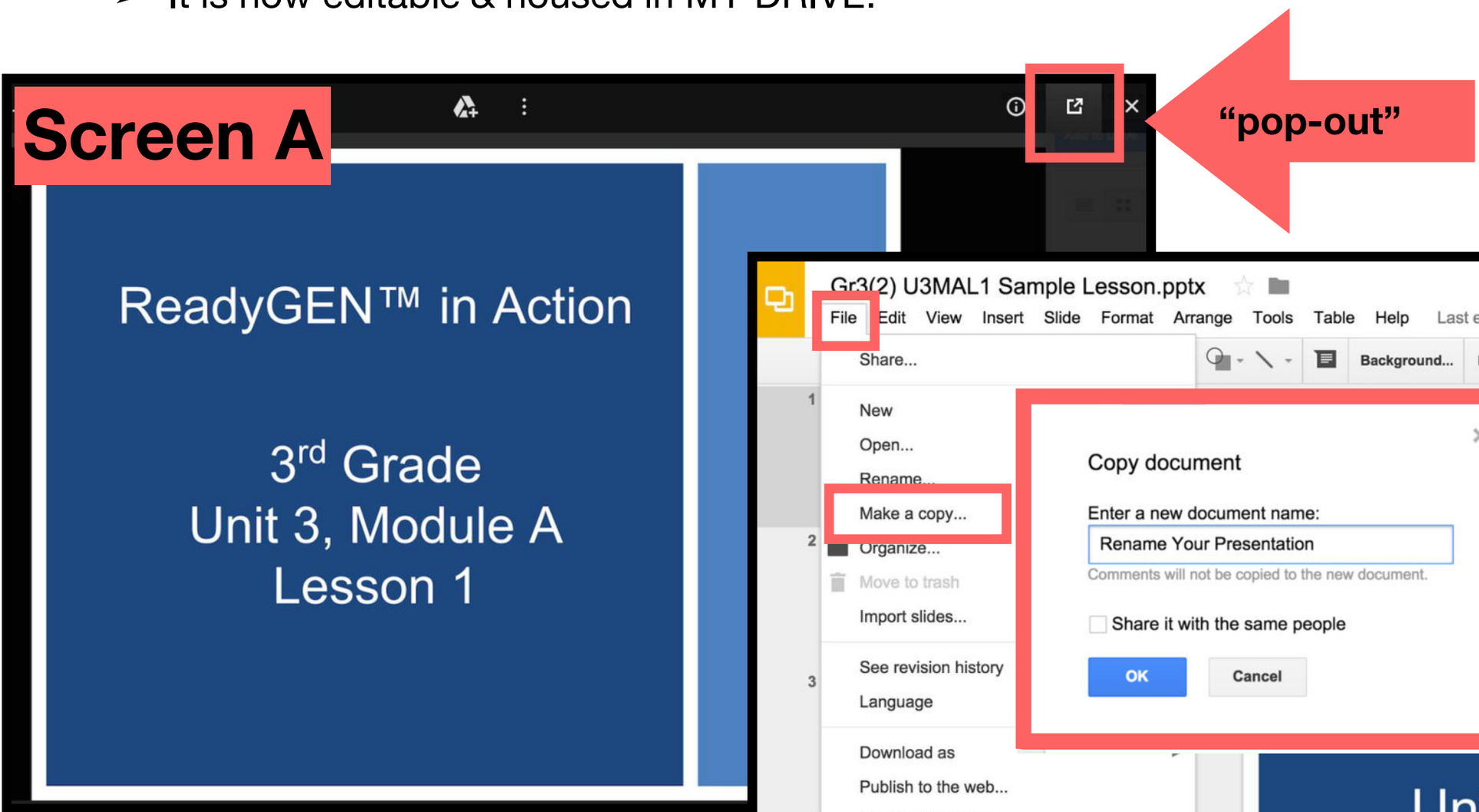
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

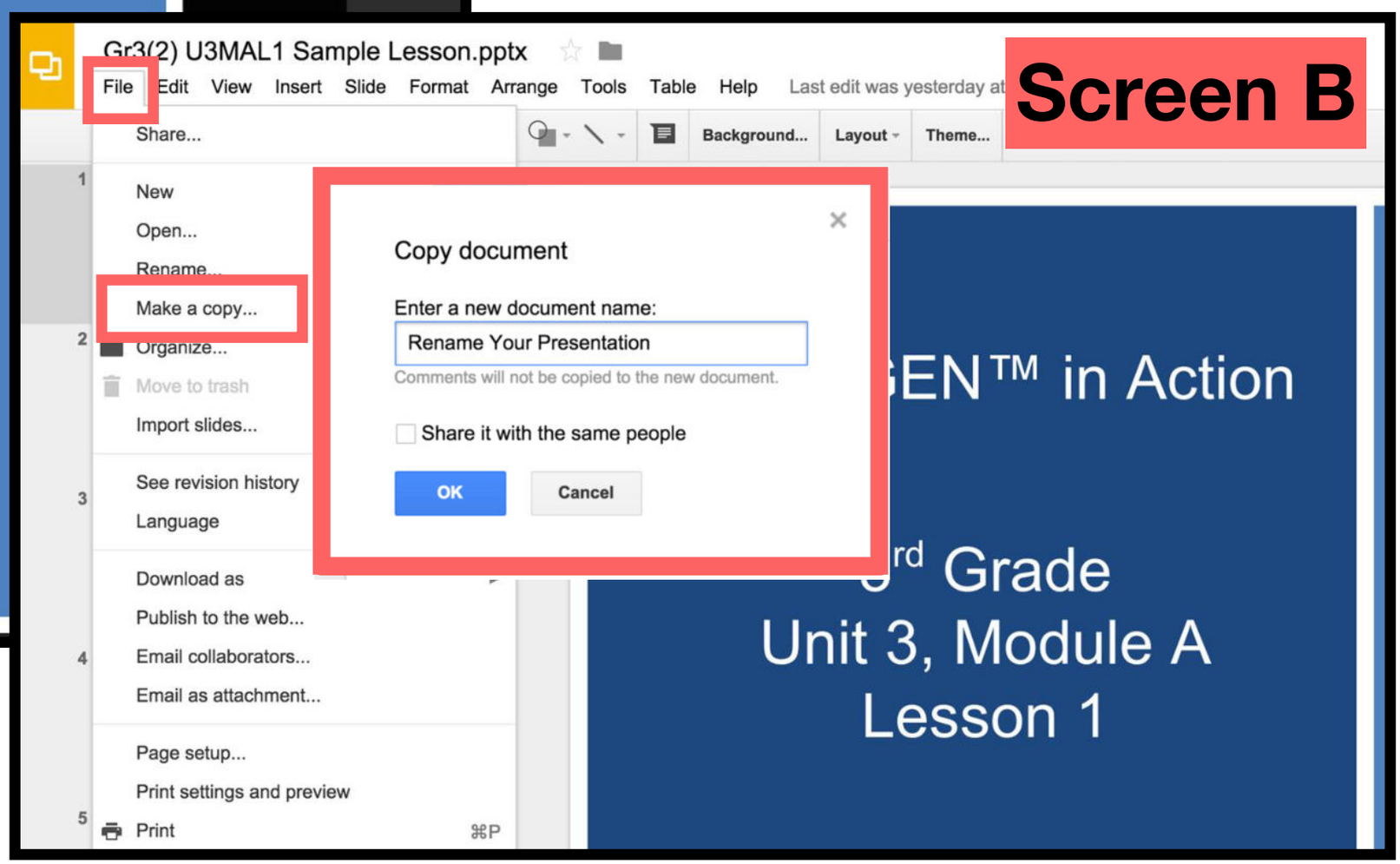
Directions for customizing presentations are available on the next slide.

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.



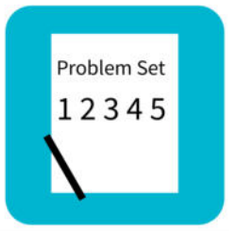


Icons

Read, Draw, Write

Learning Target

Personal White Board

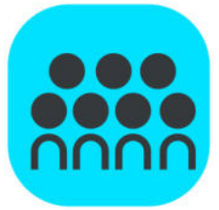


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

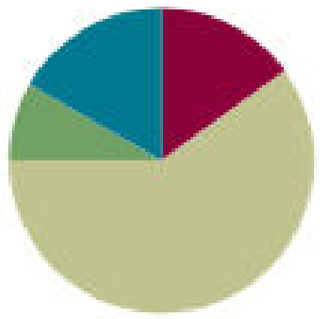
Small Group Time

Lesson 17

Objective: Model the relationship between multiplication and division.

Suggested Lesson Structure

Fluency Practice	(9 minutes)
Application Problem	(5 minutes)
Concept Development	(36 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



I can model the relationship between multiplication and division.

Sprint: Multiply or Divide by 4

Number Correct: _____

A

Multiply or Divide by 4

1.	2 × 4 =	
2.	3 × 4 =	
3.	4 × 4 =	
4.	5 × 4 =	
5.	1 × 4 =	
6.	8 ÷ 4 =	
7.	12 ÷ 4 =	
8.	20 ÷ 4 =	

23.	__ × 4 = 40	
24.	__ × 4 = 8	
25.	__ × 4 = 12	
26.	40 ÷ 4 =	
27.	20 ÷ 4 =	
28.	4 ÷ 1 =	
29.	8 ÷ 4 =	
30.	12 ÷ 4 =	

Divide by 4

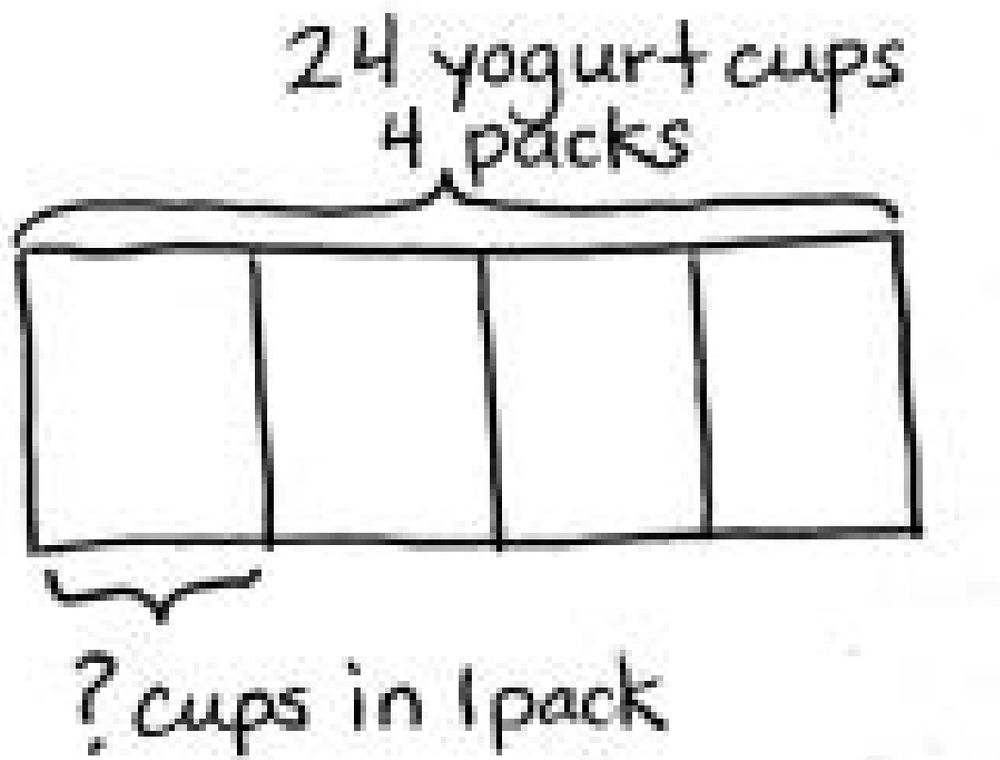
Count by twos to 20 forward and backward.

Count by threes to 30, hum/talk forward and backward.
(Hum as you think 1, 2, say 3, hum 4, 5, say 6, etc.)

Count by fives to 50 forward and backward.

Application Problem

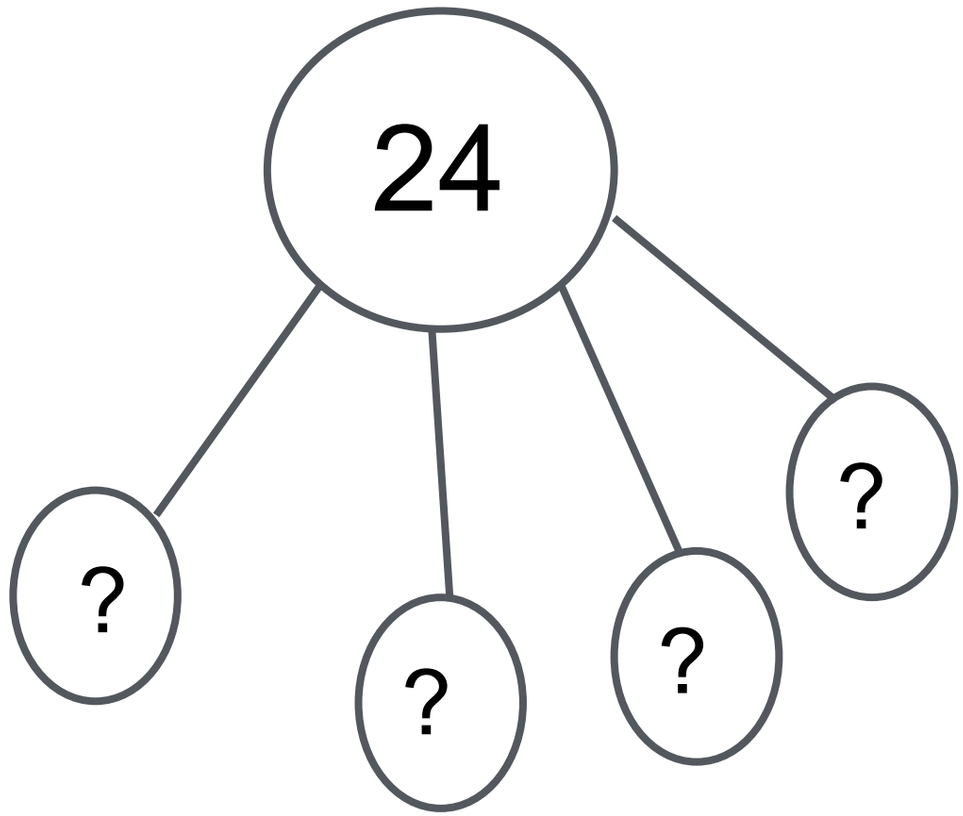
Mrs. Peacock bought 4 packs of yogurt. She had exactly enough to give each of her 24 students 1 yogurt cup. How many yogurt cups are there in 1 pack?



RDW

Concept Development

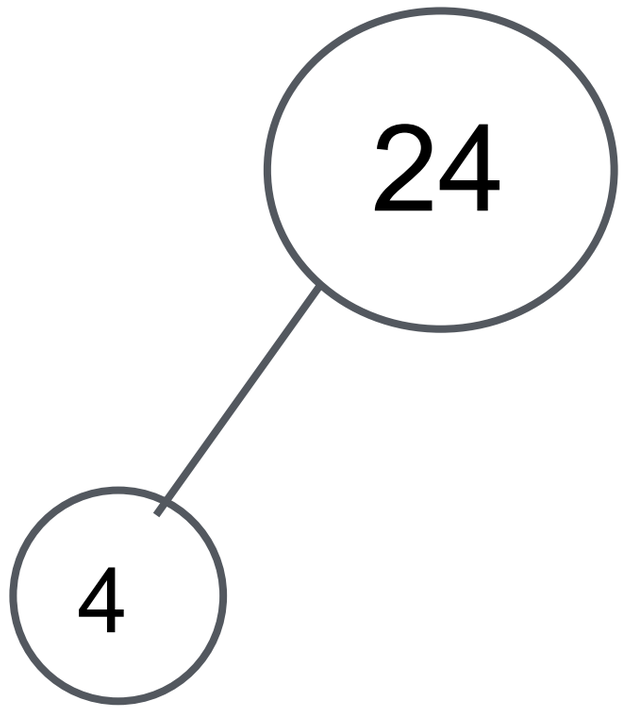
Problem 1: Use the number bond to relate multiplication and division.



This number bond represents the division equation you wrote to solve the application problem on the last slide. Turn and tell your partner how it shows 24 ÷ 4.

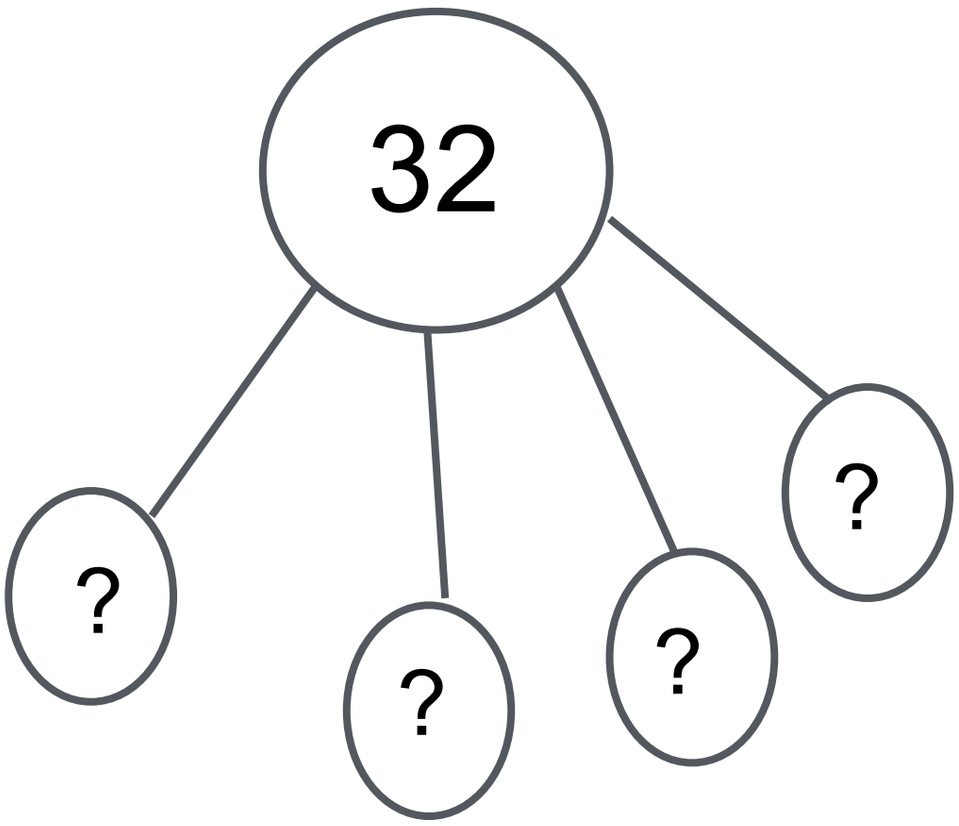
Concept Development

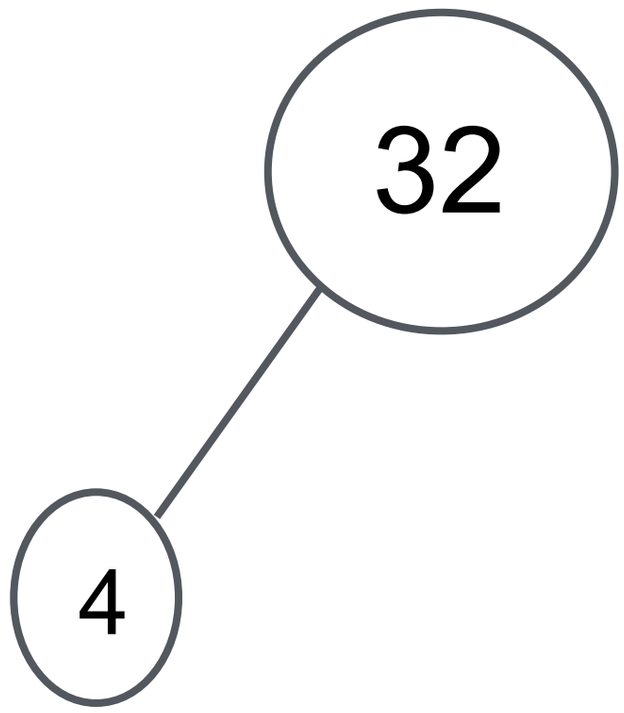
Think about this number bond: ____ x 4 = 24
Let's skip count by fours to find the unknown factor.



Concept Development

Let’s look at this with 32 ÷ 4.



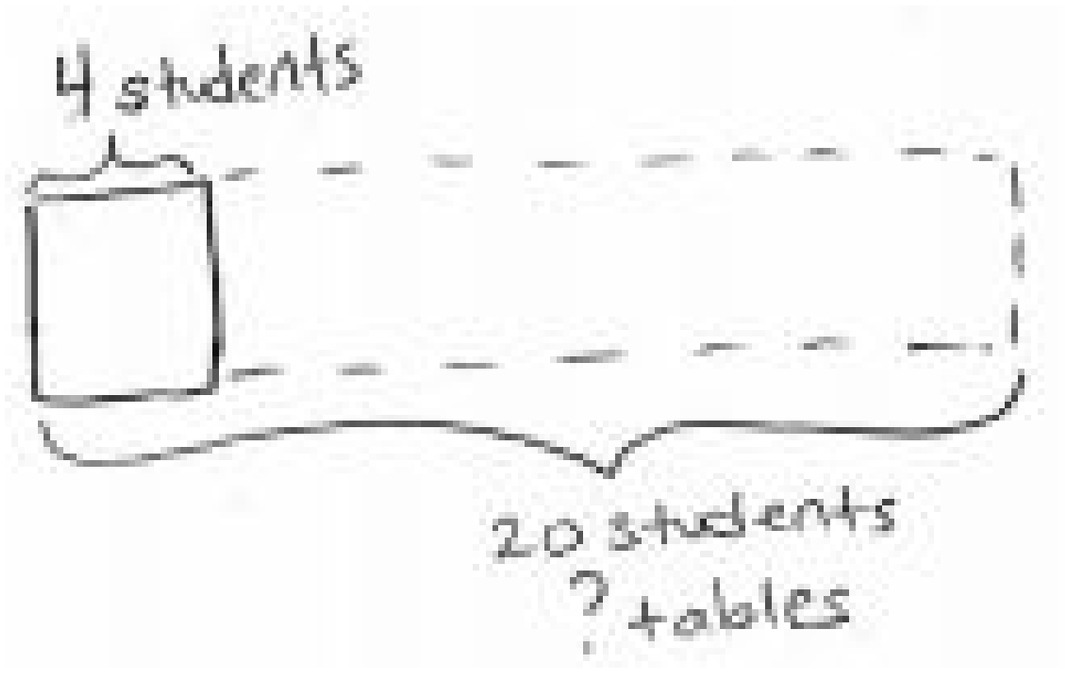


What does the 4 represent in these number bonds? Let’s write the division problem that represents these number bonds. Is the quotient the same in both?

Concept Development

Problem 2: Solve word problems to illustrate the relationship between multiplication and division.

A classroom has tables that seat a total of 20 students. Four students are seated at each table. How many tables are in the classroom?

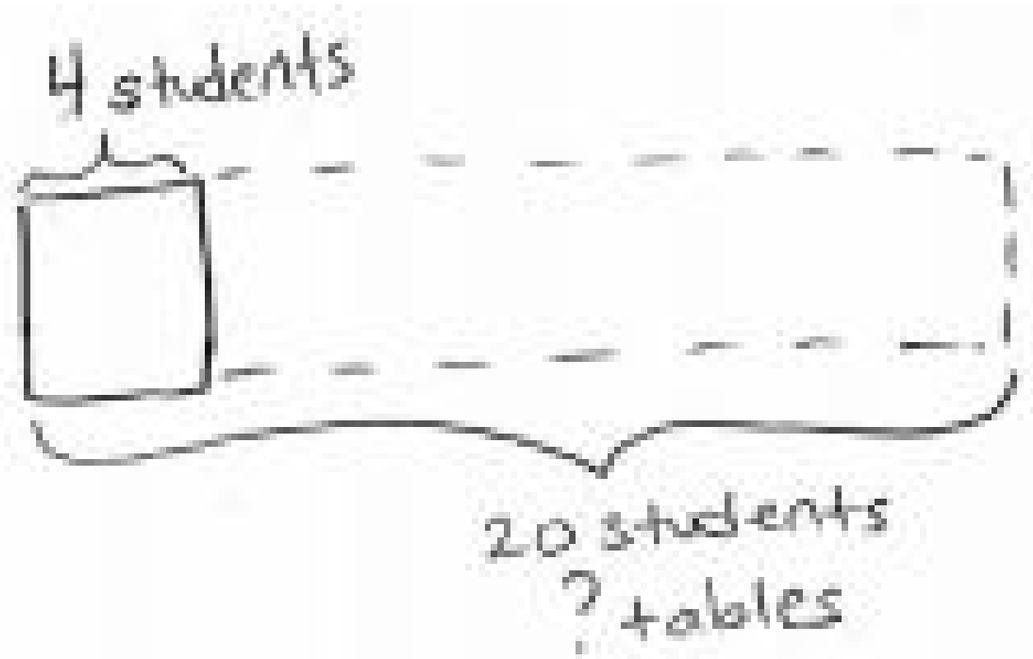


Concept Development

A classroom has tables that seat a total of 20 students. Four students are seated at each table. How many tables are in the classroom?

Multiplication:

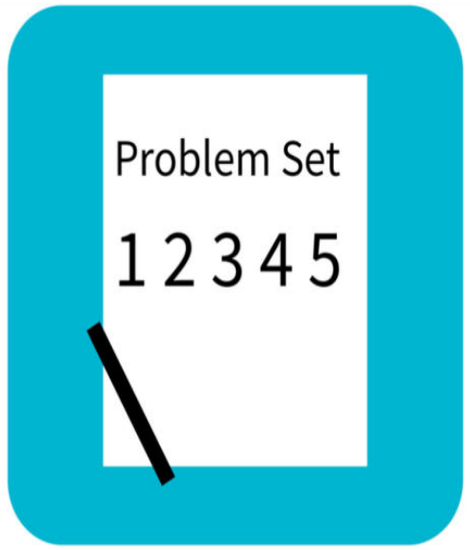
___ x 4 = 20



Division:

20 ÷ 4 = ____

What does the unknown in each of our problems represent?



Problem Set

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.

Debrief

Lesson Objective: Model the relationship between multiplication and division.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

Exit Ticket

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.