Eureka Math

3rd Grade
Module 1
Lesson 18

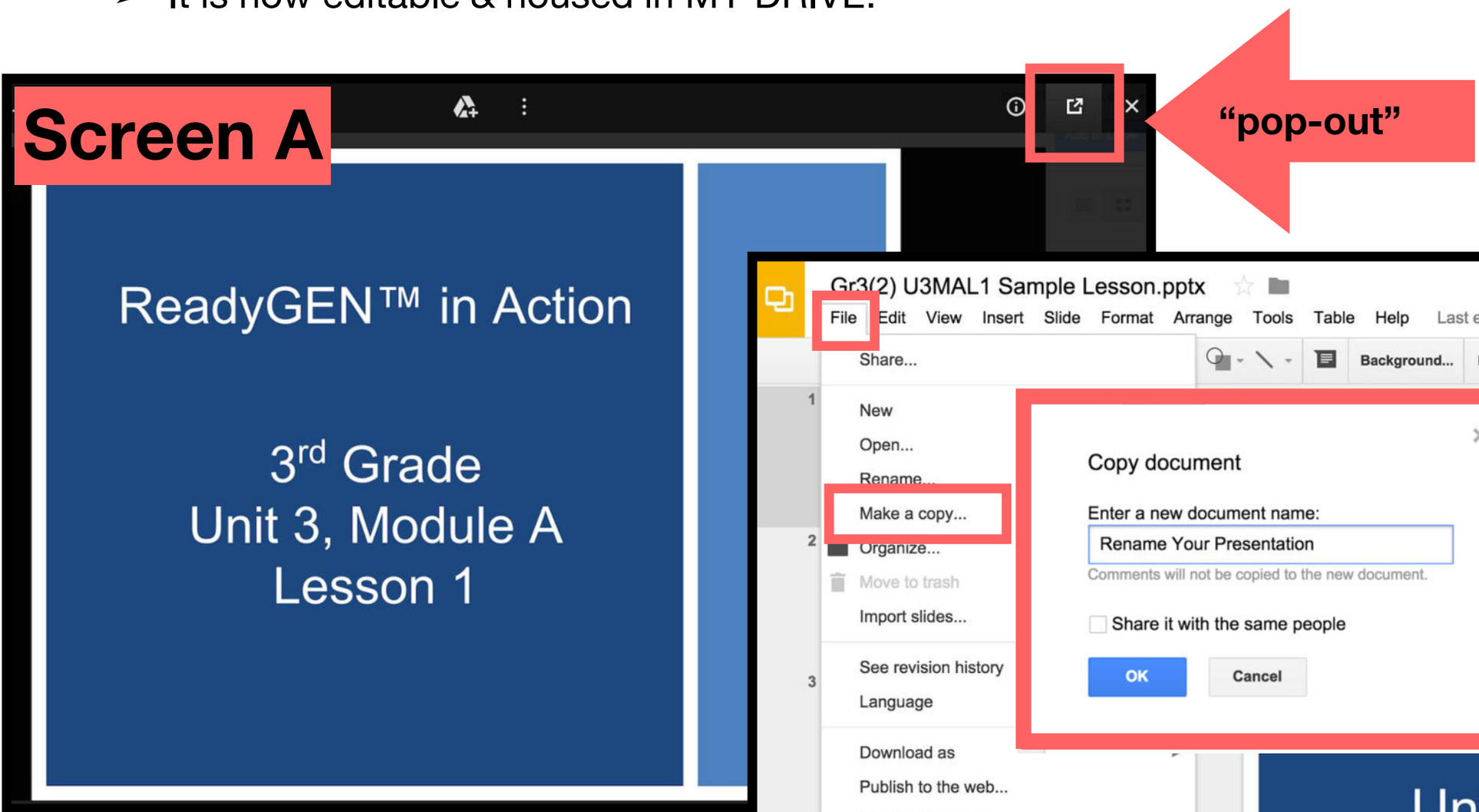
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

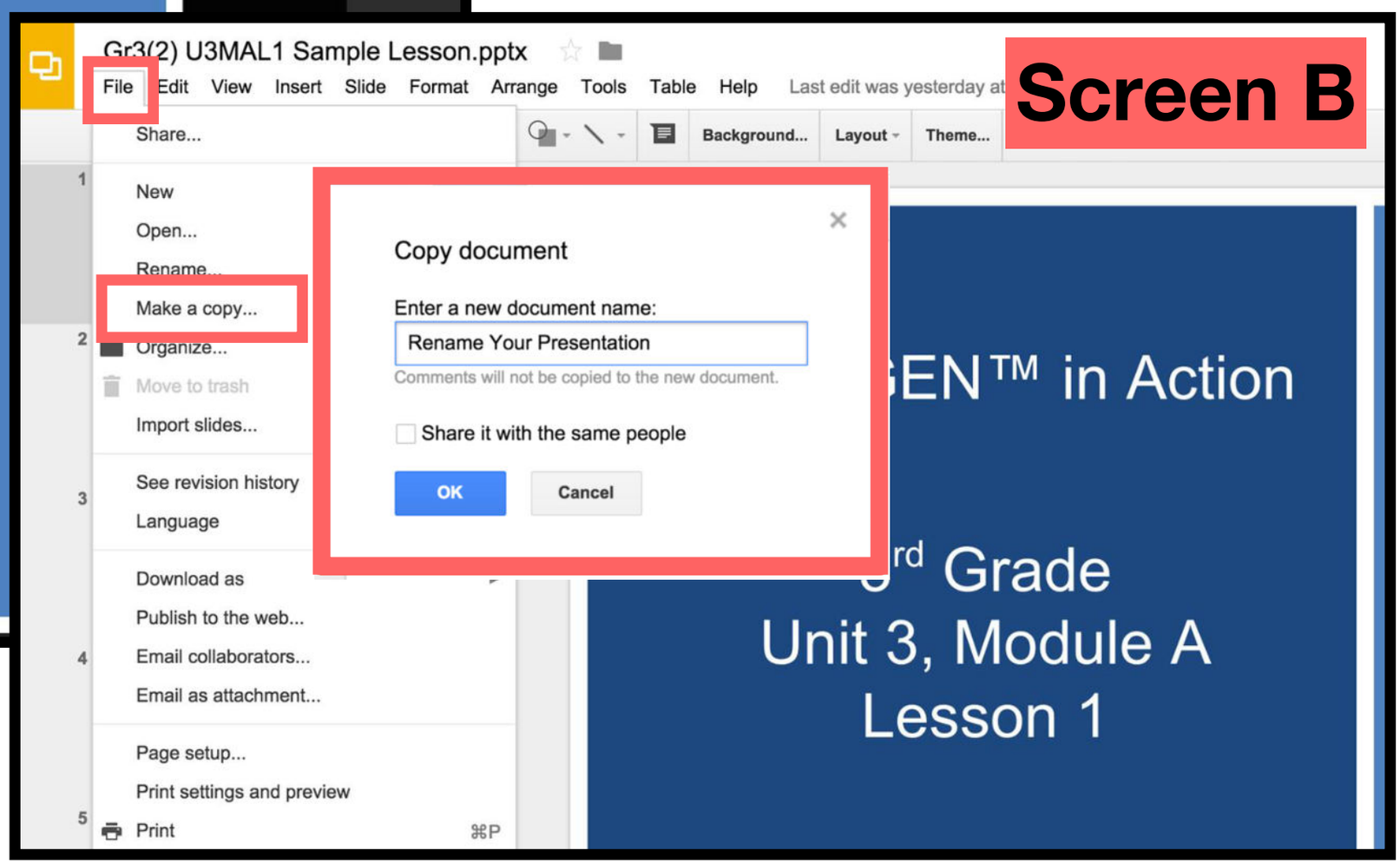
Directions for customizing presentations are available on the next slide.

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.



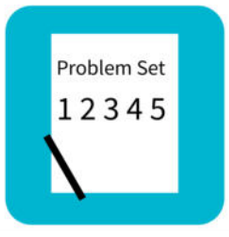


Icons

Read, Draw, Write

Learning Target

Personal White Board

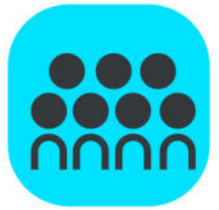


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

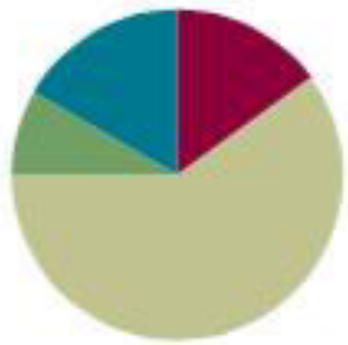
Small Group Time

Lesson 18

Objective: Apply the distributive property to decompose units.

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 apply the distributive property to decompose units.

Sprint: Add & Subtract by 5

Number Correct: _____

A

Add or Subtract Using 5

1.	0 + 5 =	
2.	5 + 5 =	
3.	10 + 5 =	
4.	15 + 5 =	
5.	20 + 5 =	
6.	25 + 5 =	
7.	30 + 5 =	
8.	35 + 5 =	
9.	40 + 5 =	

23.	10 + 5 =	
24.	15 + 5 =	
25.	20 + 5 =	
26.	25 + 5 =	
27.	30 + 5 =	
28.	35 + 5 =	
29.	40 + 5 =	
30.	45 + 5 =	
31.	0 + 50 =	

Application Problem

A parking structure has 10 levels. There are 3 cars parked on each level. How many cars are parked in the structure?

How could we draw a tape diagram to represent this problem.

RDW

Application Problem

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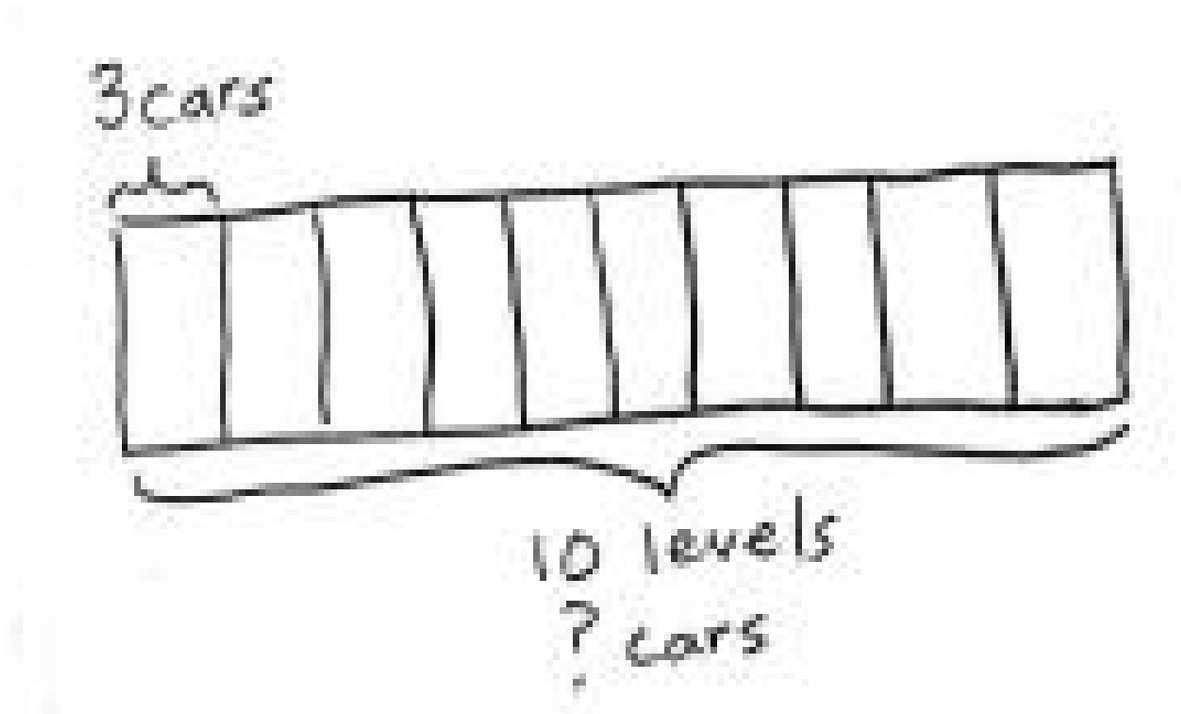
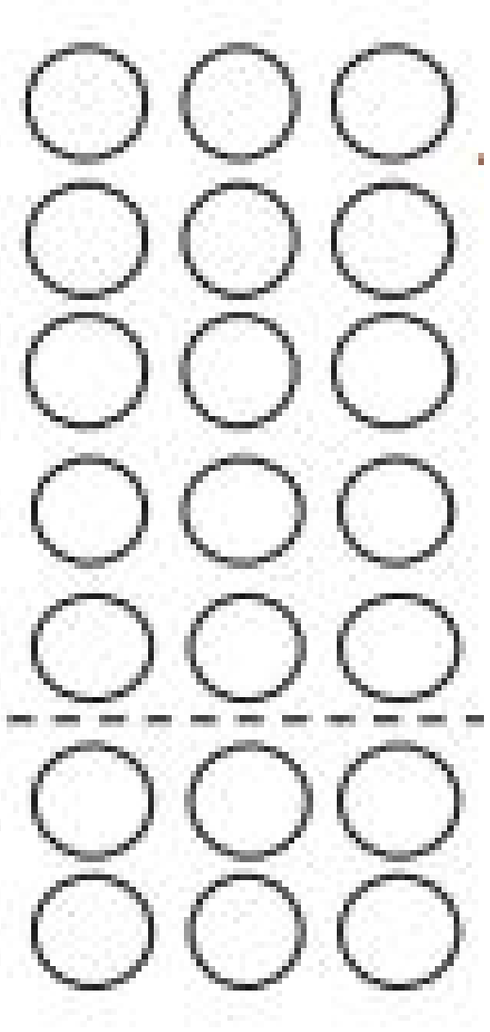


10 x 3 = 30

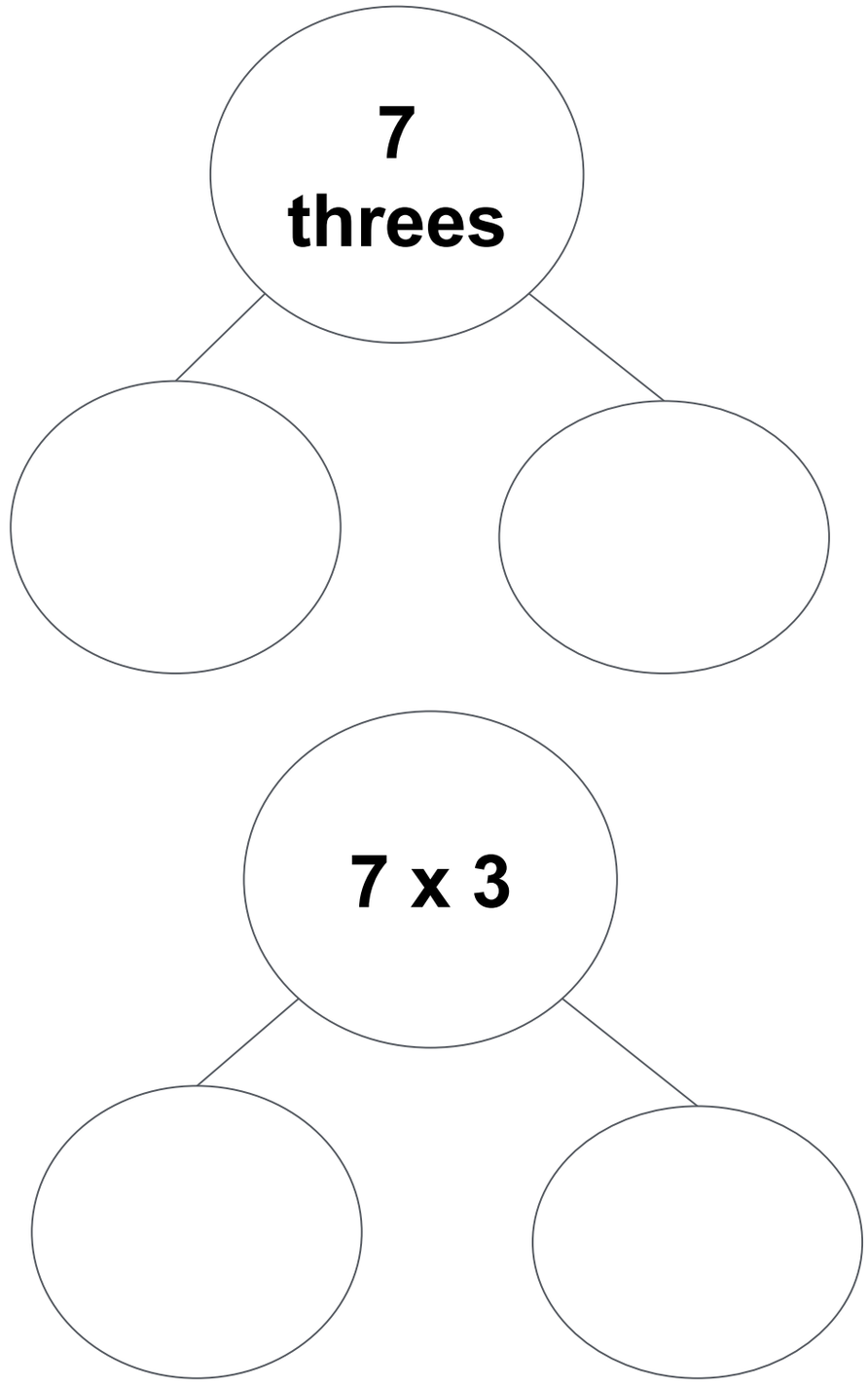
RDW

Concept Development

Problem 1: Use number bonds to decompose numbers and apply the distributive property.

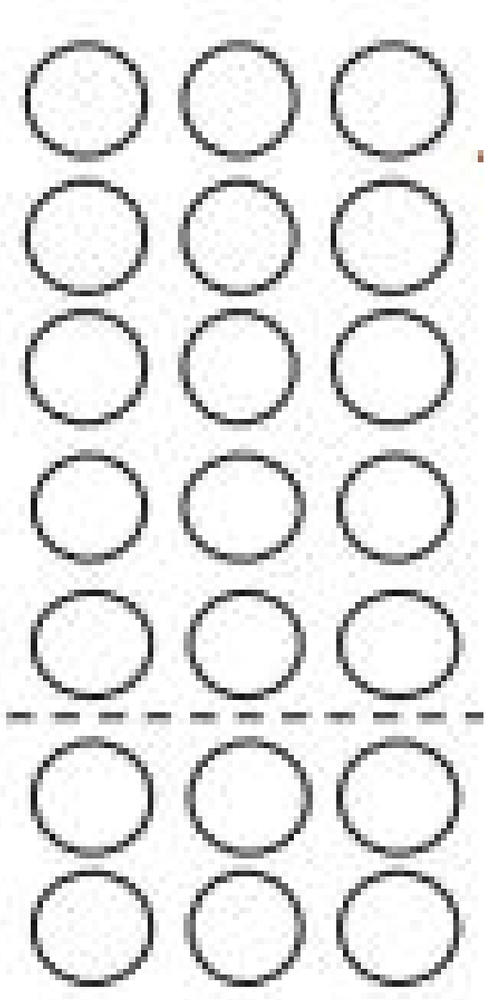


7 x 3

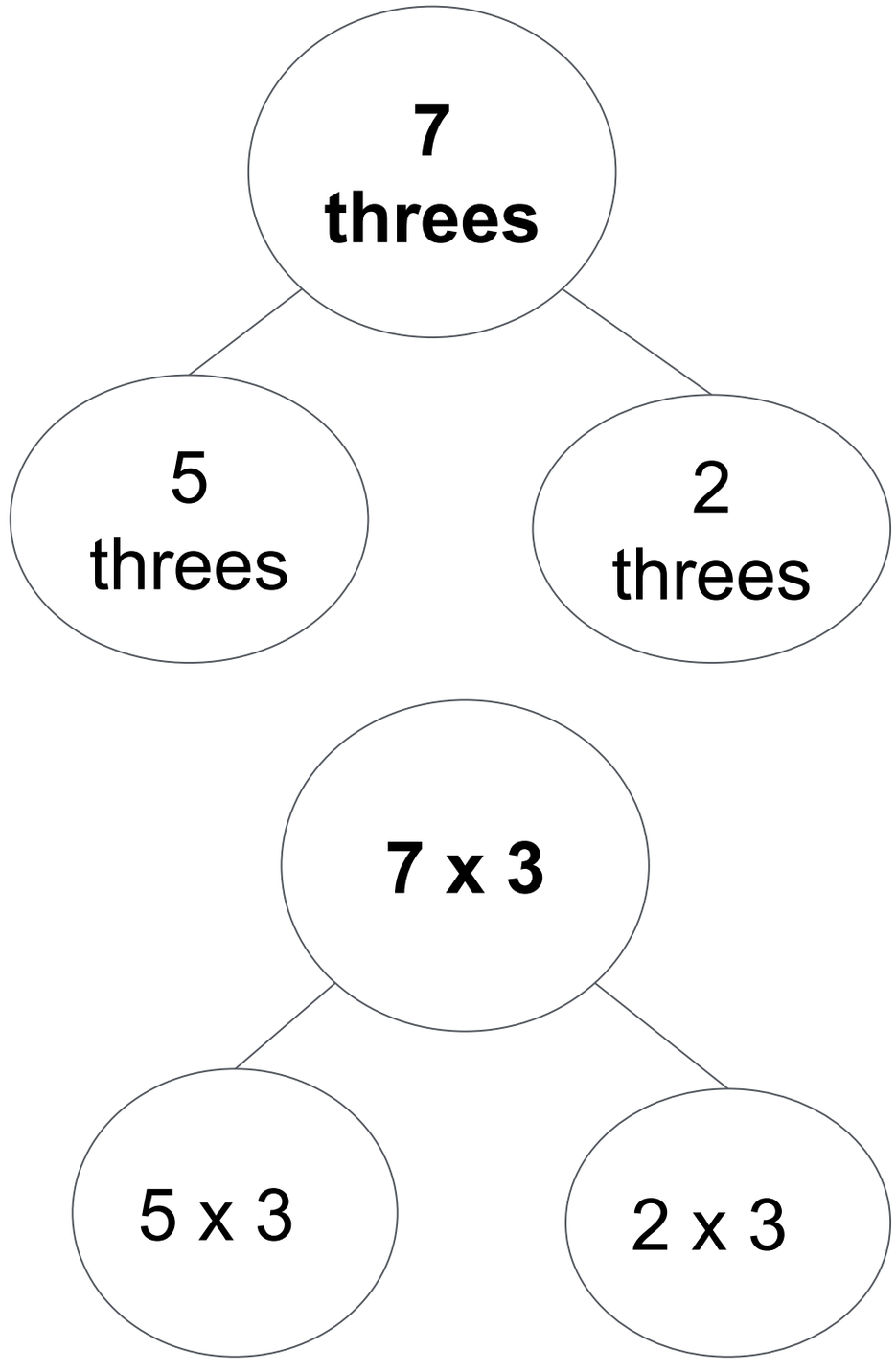


Concept Development

Problem 1: Use number bonds to decompose numbers and apply the distributive property.



7 x 3

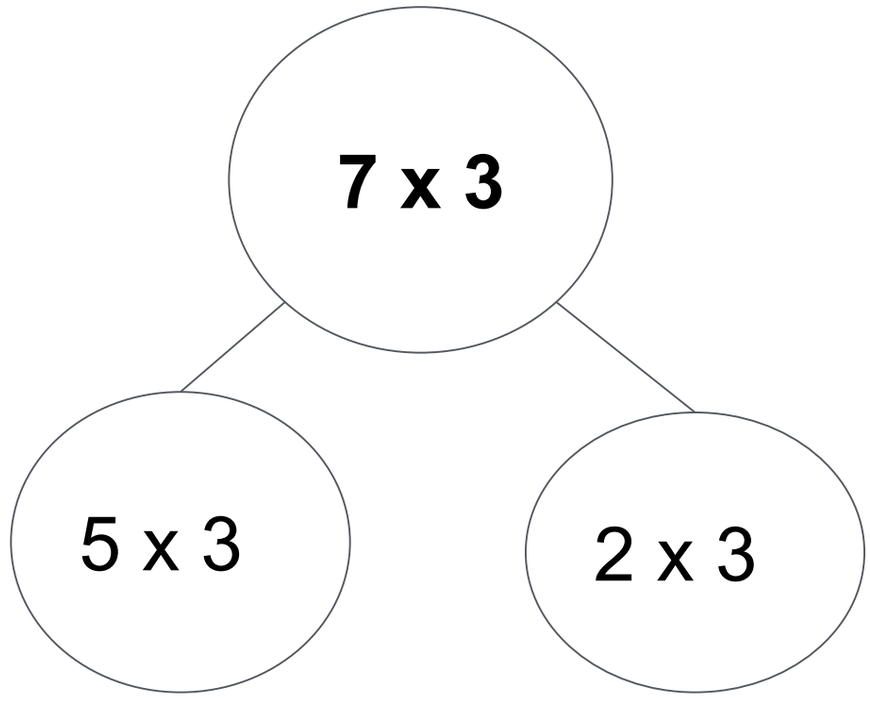


Concept Development

Let's write this as the addition of 2 products using my frame.

(____ x 3) +(_____ x 3)= ____ x 3

_____ + _____ = _____

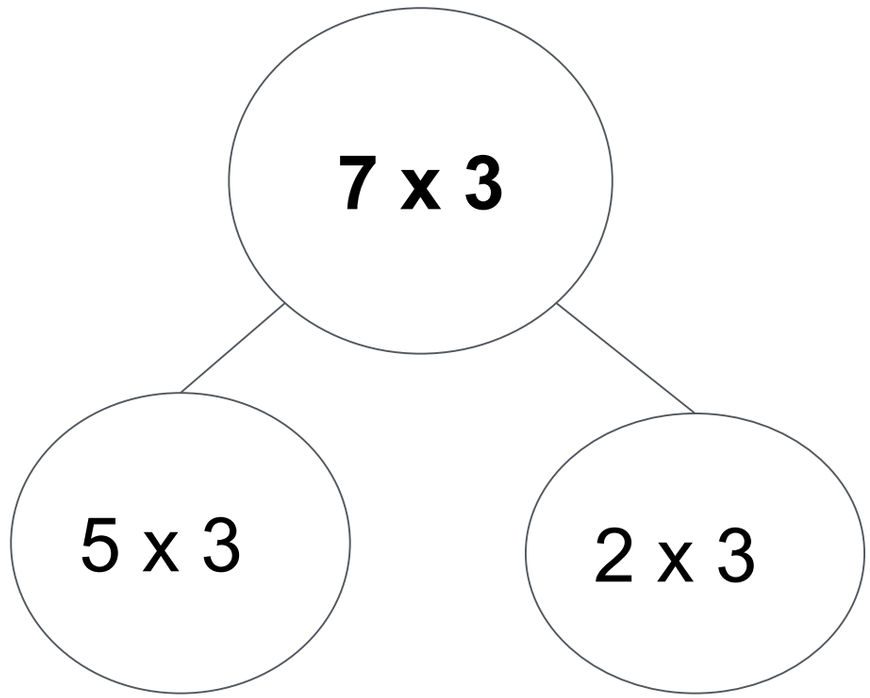


Concept Development

Let's write this as the addition of 2 products using my frame.

(5 x 3) + (2 x 3)= 7 x 3

15 + 6 = 21



Concept Development

Problem 2: Use number bonds and the distributive property.

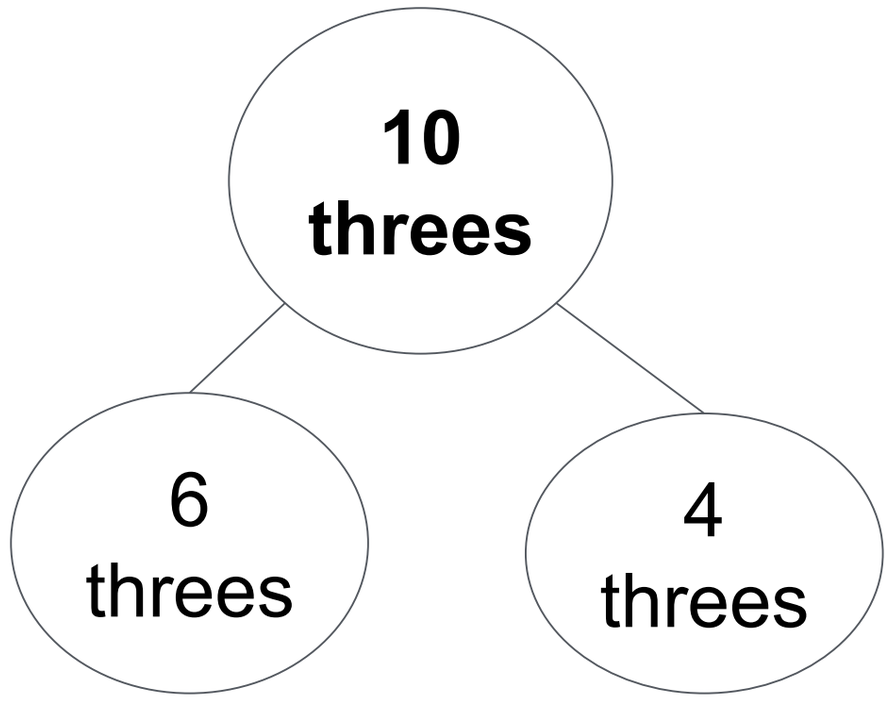
10 x 3 (How many threes?)

What are some ways we can break apart 10?

Concept Development

10 x 3

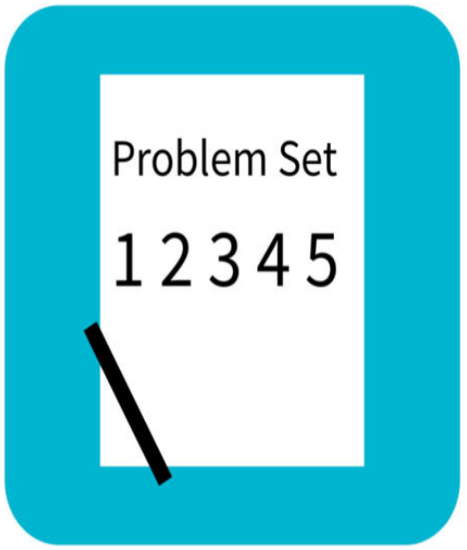
A number bond that shows 6 threes and 4 threes = 10 threes?



6 threes + 4 threes = 10 threes

(6 x 3) + (4 x 3) = (10 x 3)

18 + 12 = 30



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 b 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: Apply the distributive property to decompose units.

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.