

Eureka Math

3rd Grade Module 1 Lesson 18

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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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- The view now looks like Screen B.
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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

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



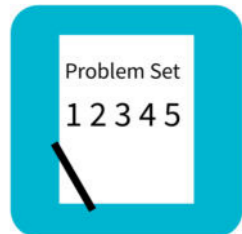
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



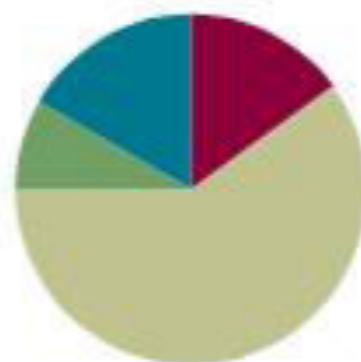
Small Group Time

Lesson 18

Objective: Apply the distributive property to decompose units.

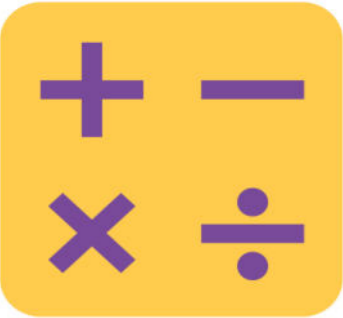
Suggested Lesson Structure

■ 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

A

Number Correct: _____

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.



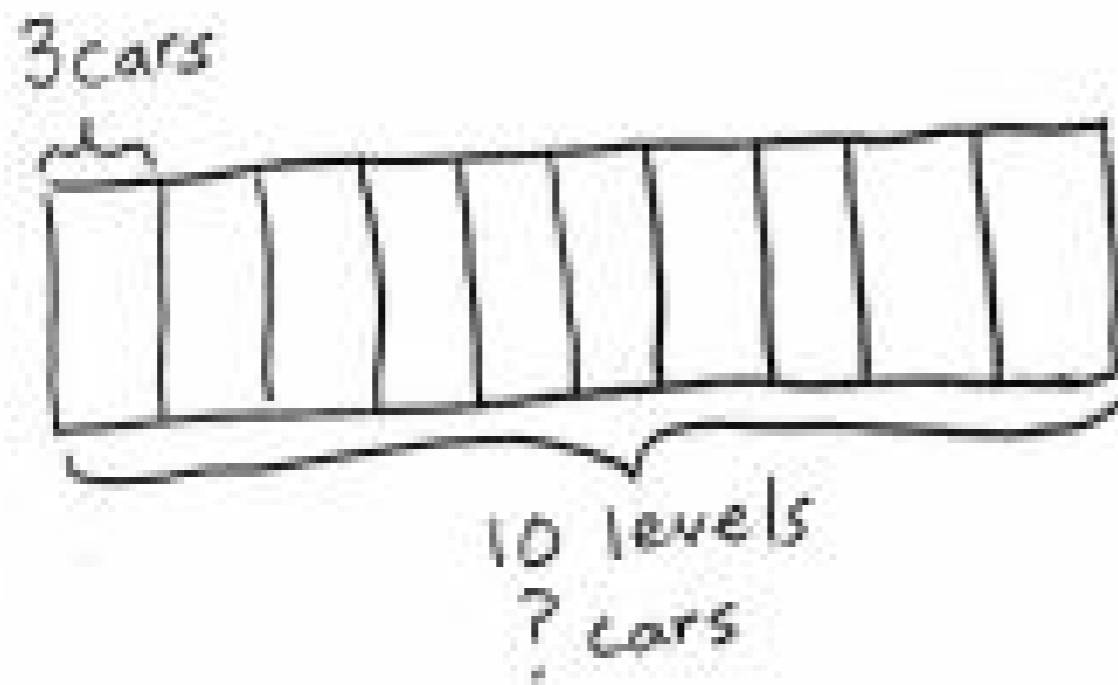


Application Problem

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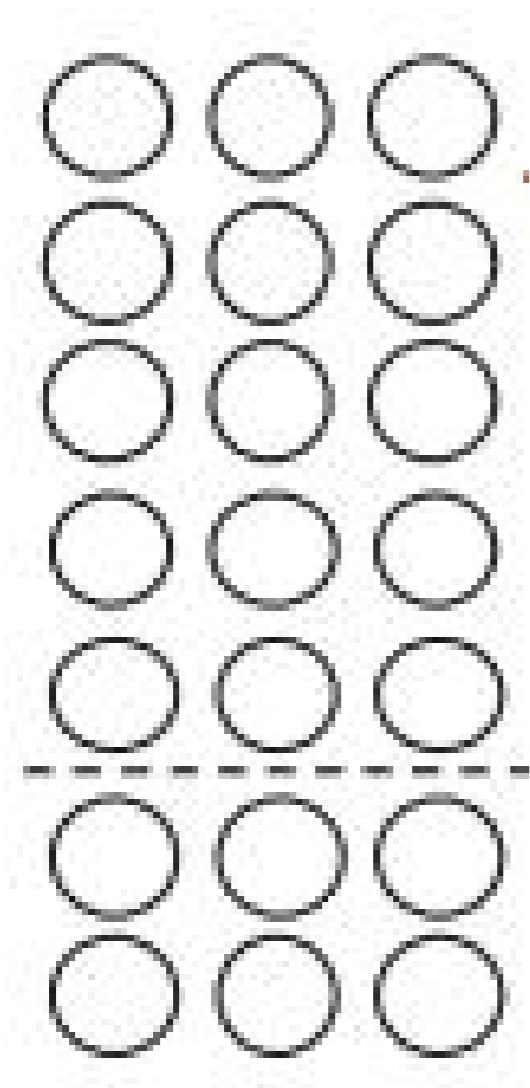
$$10 \times 3 = 30$$



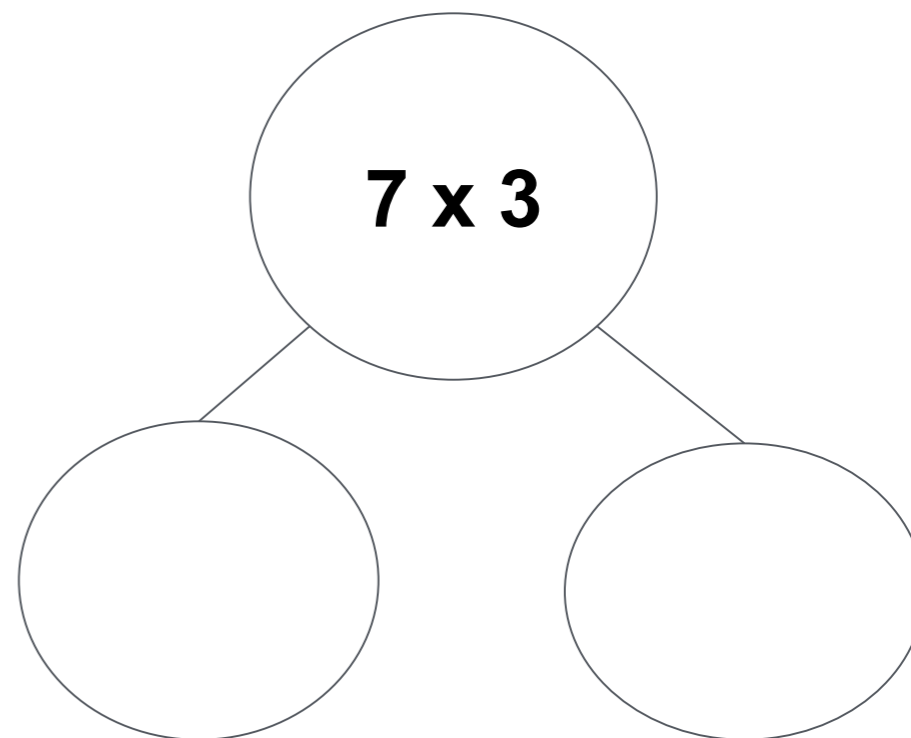
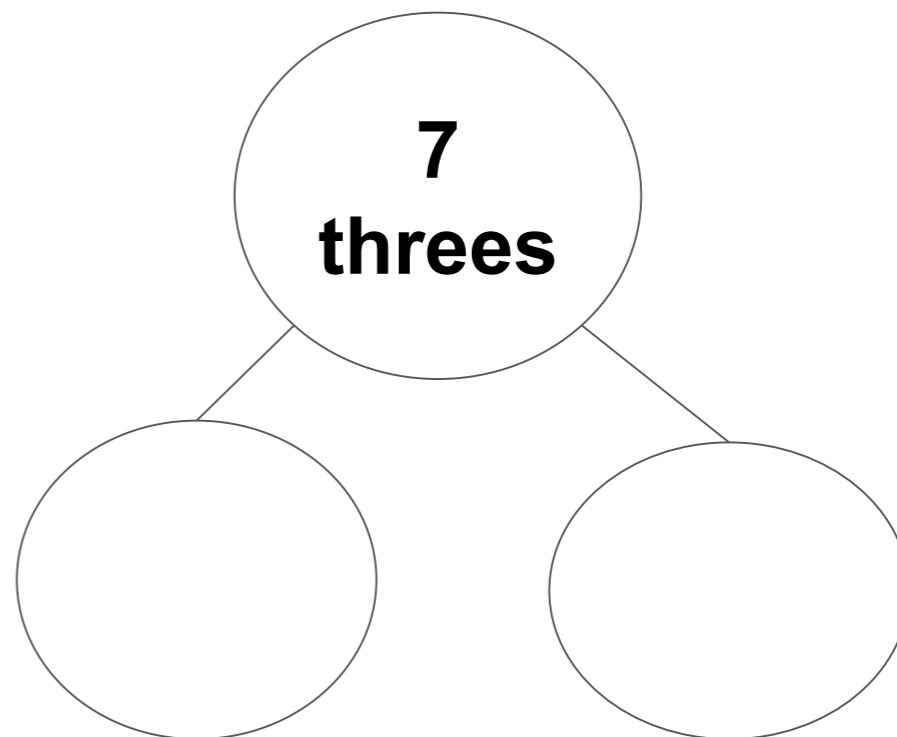


Concept Development

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



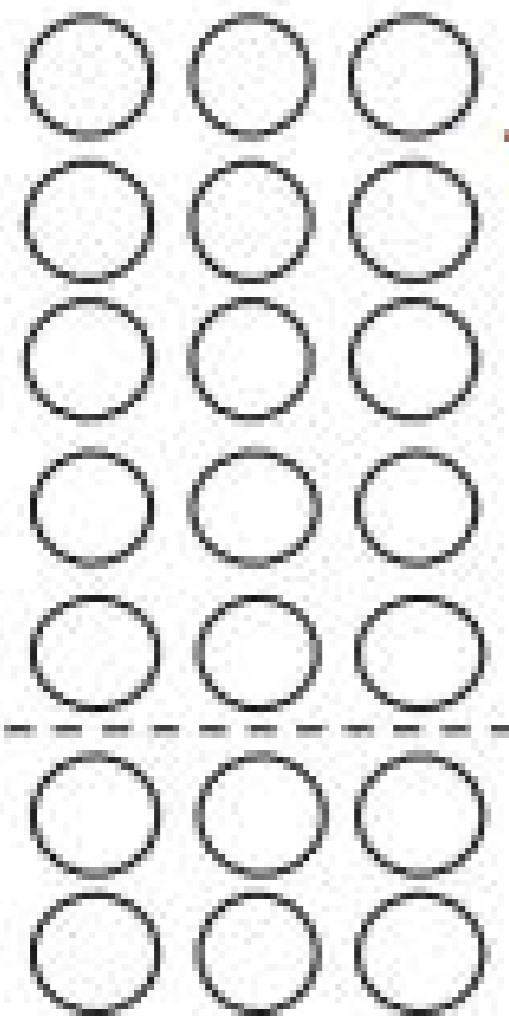
$$7 \times 3$$



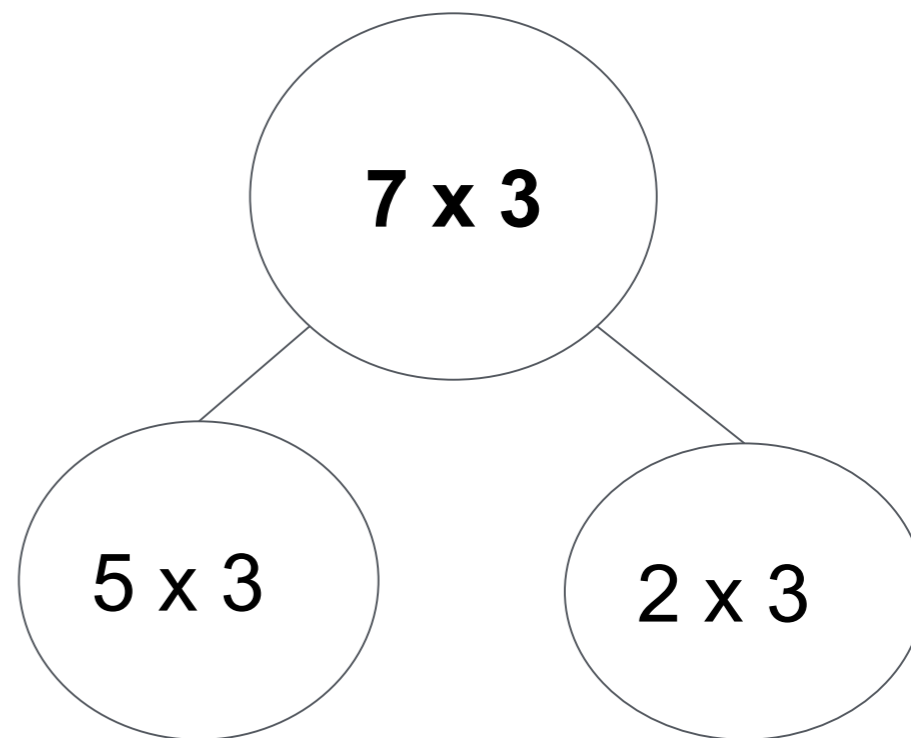
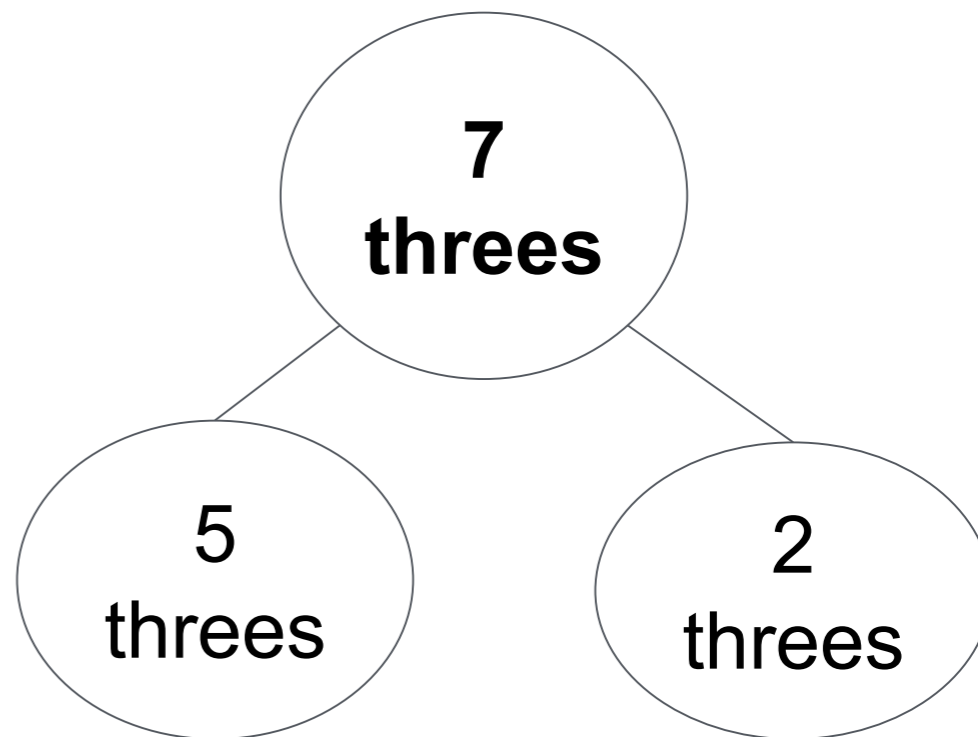


Concept Development

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



$$7 \times 3$$



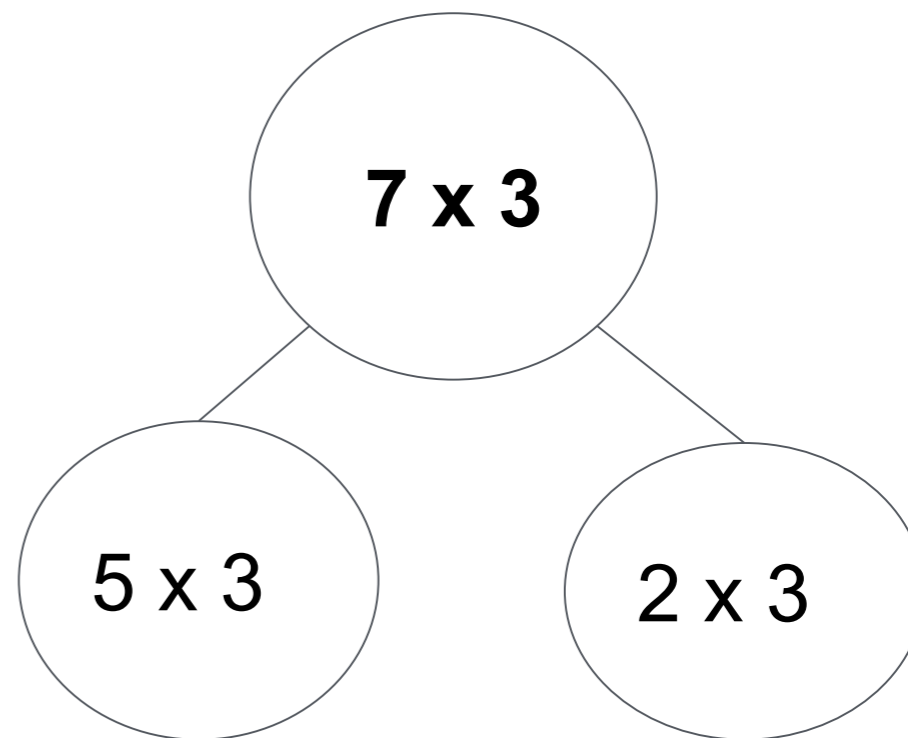


Concept Development

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

$$(\underline{\quad} \times 3) + (\underline{\quad} \times 3) = \underline{\quad} \times 3$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$





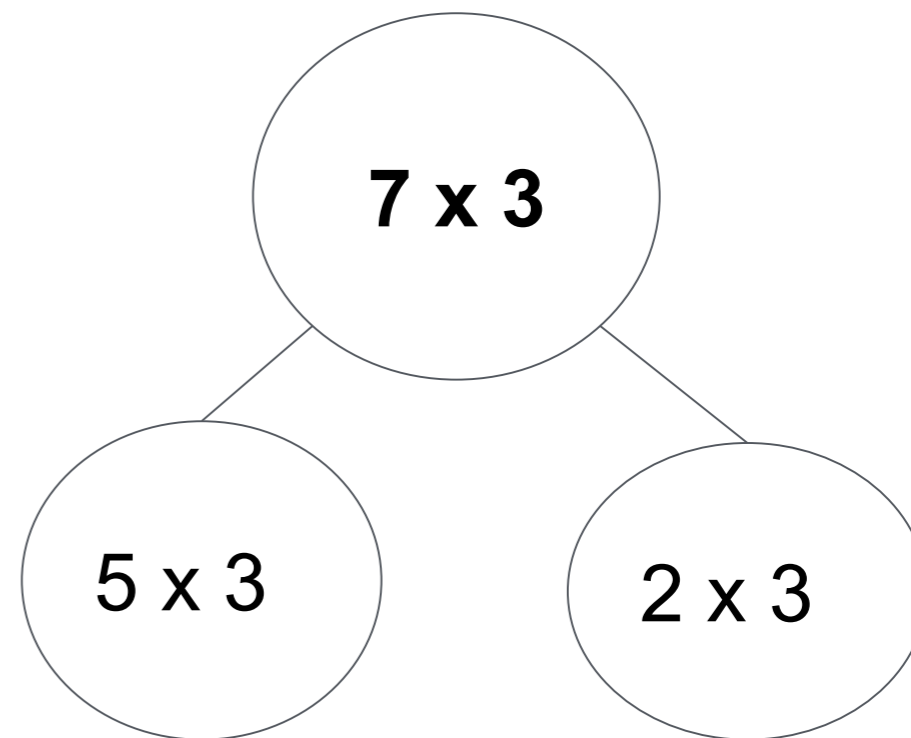
Concept Development

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

$$(5 \times 3) + (2 \times 3) = 7 \times 3$$

↓ ↓ ↓

$$15 + 6 = 21$$





Concept Development

Problem 2: Use number bonds and the distributive property.

10×3 (How many threes?)

What are some ways
we can break apart
10?

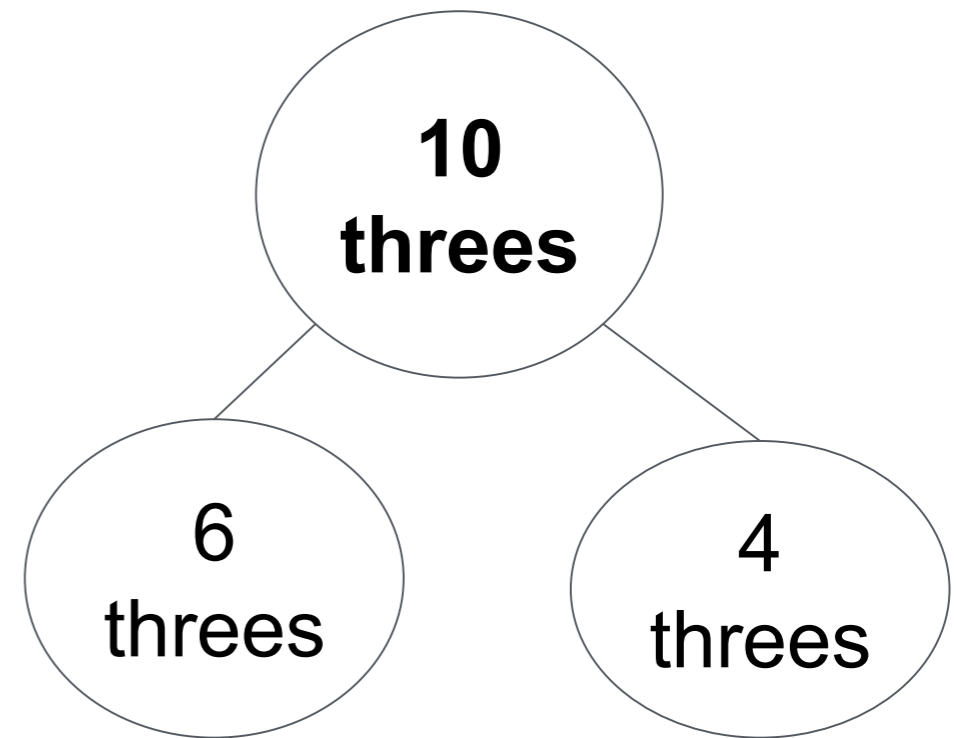




Concept Development

10 x 3

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

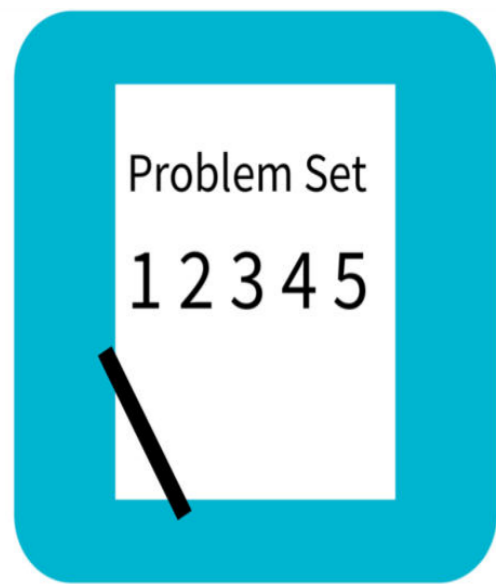


6 threes + 4 threes = 10 threes

$$(6 \times 3) + (4 \times 3) = (10 \times 3)$$

$$18 + 12 = 30$$





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 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: 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.