

# Eureka Math

## 3rd Grade Module 1 Lesson 19

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.
- 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.

The image displays two screenshots of a Google Slides presentation. The left screenshot, labeled 'Screen A', shows a slide with the text 'ReadyGEN™ in Action' and '3rd Grade Unit 3, Module A Lesson 1'. The right screenshot, labeled 'Screen B', shows the same slide but with the Google Slides interface overlaid. A red box highlights the 'pop-out' button in the top right corner of the browser window. A red arrow points to this button with the text 'pop-out'. Another red box highlights the 'File' menu, and a third red box highlights the 'Make a copy...' option. A dialog box titled 'Copy document' is open, showing the 'Enter a new document name:' field with the text 'Rename Your Presentation' and 'OK' and 'Cancel' buttons.

**Screen A**

ReadyGEN™ in Action

3rd Grade  
Unit 3, Module A  
Lesson 1

**Screen B**

Gr3(2) U3MAL1 Sample Lesson.pptx

File Edit View Insert Slide Format Arrange Tools Table Help Last edit was yesterday at

Share...

New

Open...

Rename...

Make a copy...

Organize...

Move to trash

Import slides...

See revision history

Language

Download as

Publish to the web...

Email collaborators...

Email as attachment...

Page setup...

Print settings and preview

Print

Copy document

Enter a new document name:

Rename Your Presentation

Comments will not be copied to the new document.

Share it with the same people

OK Cancel

ReadyGEN™ in Action

3rd Grade  
Unit 3, Module A  
Lesson 1

# Icons



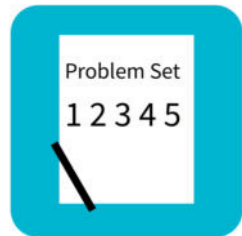
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



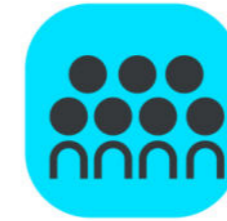
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



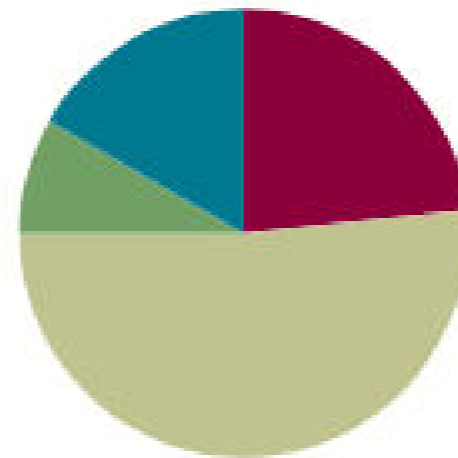
Small Group Time

# Lesson 19

Objective: Apply the distributive property to decompose units.

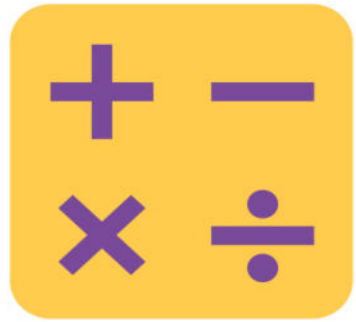
## Suggested Lesson Structure

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



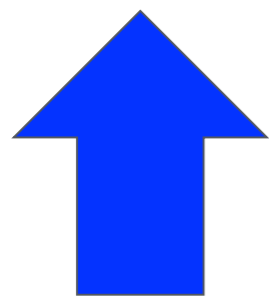


I can apply the distributive property to decompose units.

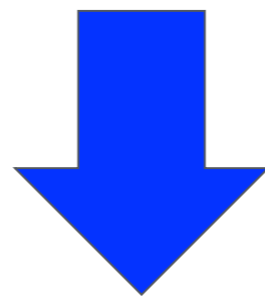


# Group Counting

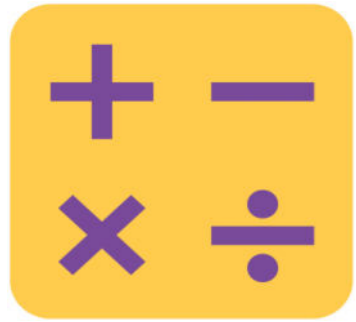
Let's count by **fives**.



Count up

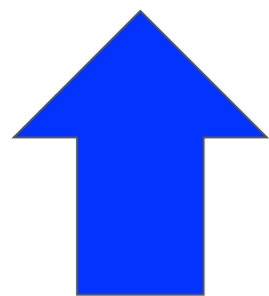


Count down

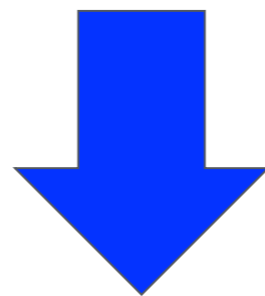


# Group Counting

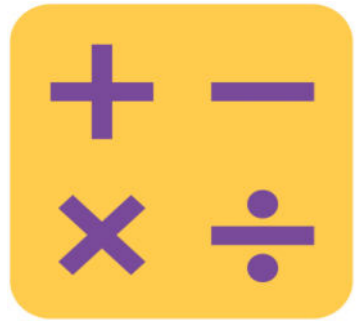
Let's count by **fours**.



Count up

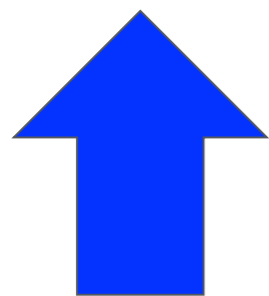


Count down

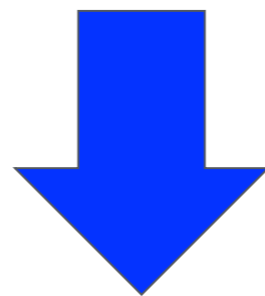


# Group Counting

Let's count by **threes**.

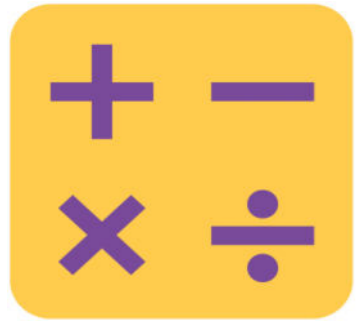


Count up



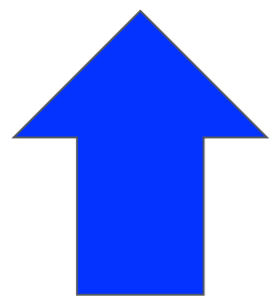
Count down



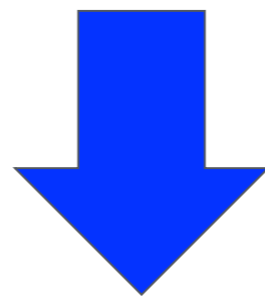


# Group Counting

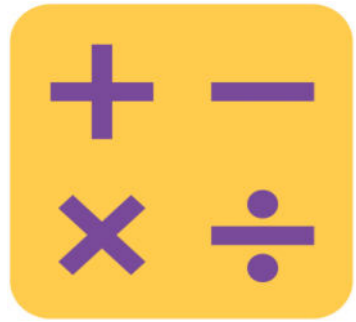
Let's count by **sixes**.



Count up



Count down



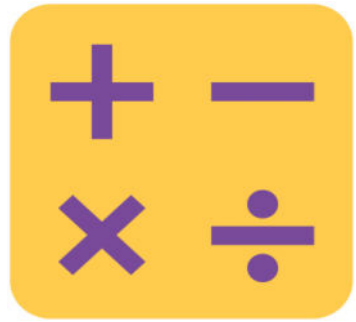
# Commutative Multiplication

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

Say the multiplication sentence.

Flip it.

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



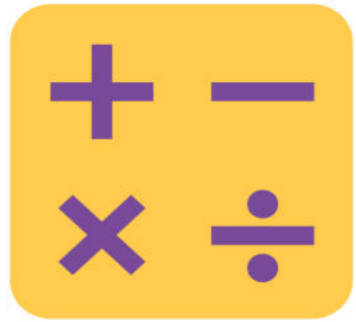
# Commutative Multiplication

$$5 \times 2 = \underline{\quad}$$

Say the multiplication sentence.

Flip it.

$$2 \times 5 = \underline{\quad}$$



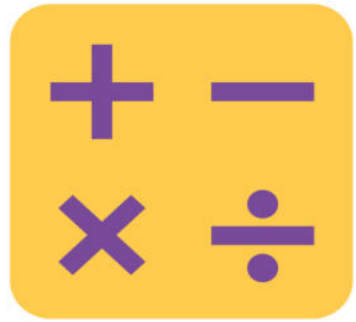
# Commutative Multiplication

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Flip it.

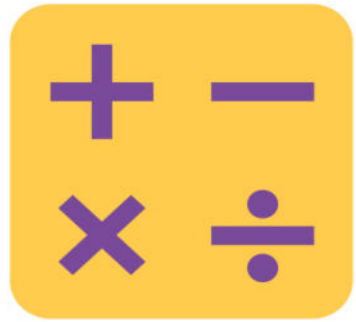
$$3 \times 5 = \underline{\quad}$$



# Decompose and Multiply

$$7 \times 4 = \underline{\quad}$$

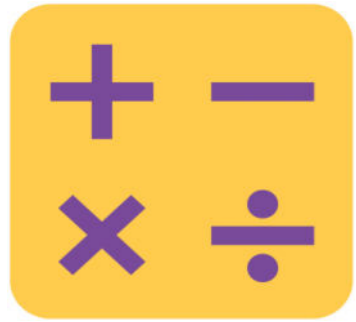
Rewrite the equation in unit form.



# Decompose and Multiply

$$7 \text{ fours} = (5 \text{ fours}) + (\text{ \_\_\_\_ } \text{ fours}) = \text{ \_\_\_\_\_\_ } \text{ fours}$$

7 fours is the same as 5 fours and how many fours?



# Decompose and Multiply

$$(5 \text{ fours}) + (2 \text{ fours}) = \underline{\quad}$$

$$20 + \underline{\quad} = \underline{\quad}$$

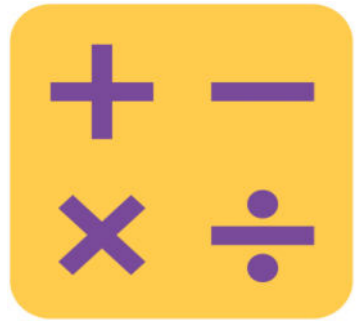
$$7 \times 4 = \underline{\quad} \text{ equals?}$$

$$7 \times 4 = \underline{\quad}$$

$$7 \text{ fours} = (5 \text{ fours}) + (\underline{\quad} \text{ fours}) = \underline{\quad}$$

$$(5 \text{ fours}) + (2 \text{ fours}) = \underline{\quad}$$

$$20 + \underline{\quad} = \underline{\quad}$$



# Compose and Multiply

$(5 \times 3) + (2 \times 3) = \underline{\quad}$  Fill in the blank to write a true multiplication sentence on your personal white board. Below the multiplication sentence, write an addition sentence.

$$15 + 6 = \underline{\quad}$$

Write  $(5 \times 3) + (2 \times 3)$  as a single multiplication sentence.



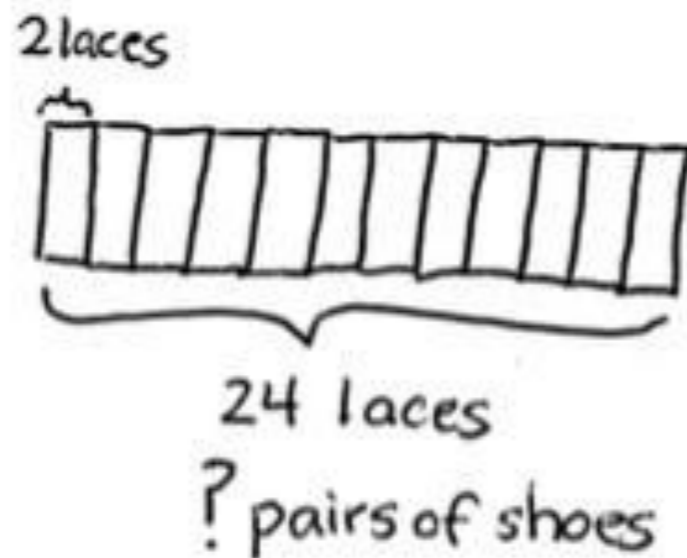
# Application Problem

Henrietta works in a shoe store. She uses 2 shoelaces to lace each pair of shoes. She has a total of 24 laces. How many pairs of shoes can Henrietta lace?



# Application Problem

Henrietta works in a shoe store. She uses 2 shoelaces to lace each pair of shoes. She has a total of 24 laces. How many pairs of shoes can Henrietta lace?



$$? \times 2 = 24$$

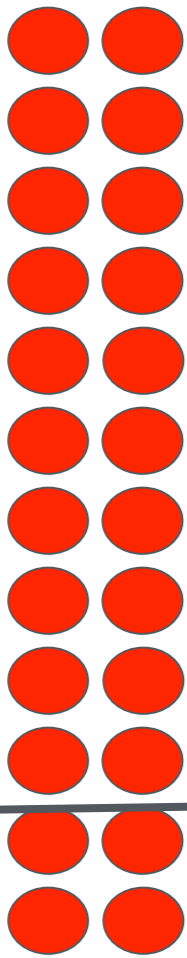
Henrietta can  
lace 12 pairs  
of shoes.





# Break Apart and Distribute

Let's use the array to help us solve  $24 \div 2 = \underline{\hspace{2cm}}$



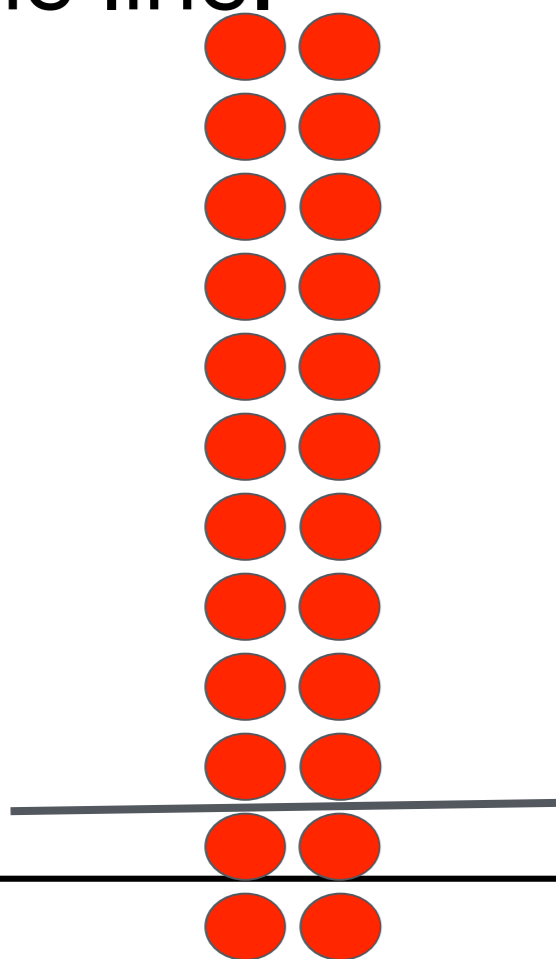
There are a 24 dots total.

This shows one way to break apart the array.



# Break Apart and Distribute

Write division equations to represent the part of the array above the line and the part of the array below the line.





# Break Apart and Distribute

How many twos are above the line?

How many twos are below the line?

$$24 \div 2 = \underline{\quad}$$

$20 \div 2 = \square$

$4 \div 2 = \square$



# Break Apart and Distribute

Let's rewrite this as the addition of two quotients.  
Use my equations.

$$\left( \underline{\quad} \div 2 \right) + \left( \underline{\quad} \div 2 \right) = \underline{\quad} \div 2$$
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Explain to your partner the process we used to solve  $24 \div 2$ .

$$24 \div 2 = \underline{\quad}$$

$20 \div 2 = 10$

$4 \div 2 = 2$



# Break Apart and Distribute

$$27 \div 3 = \underline{\quad}$$

What are we focused on when we break apart and divide? Breaking up the number of groups (rows), in like multiplication, or breaking up the total?

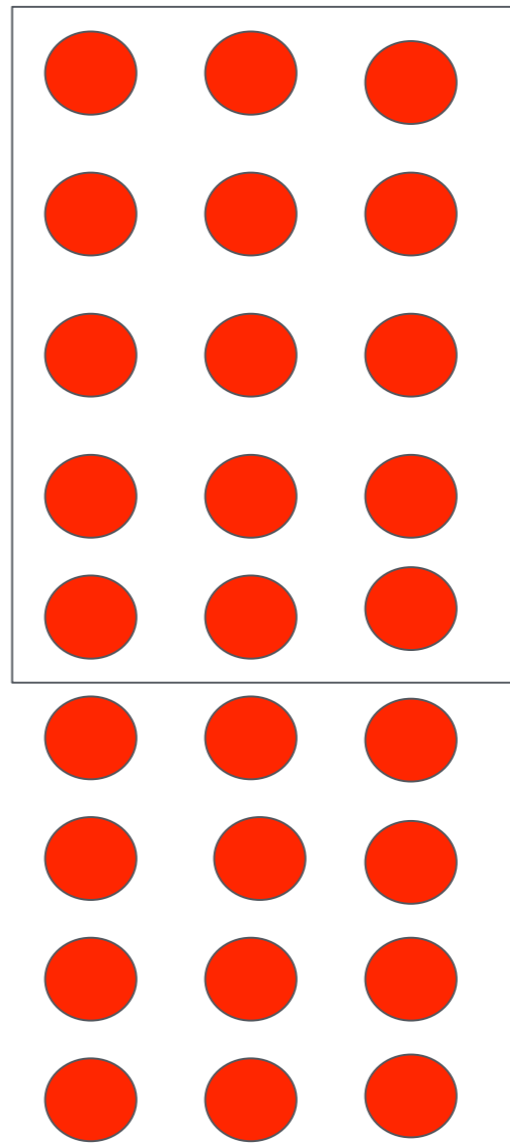
Let's break up 27 into 15 and another number.  
Fifteen plus what equals 27?

Work with a partner to draw an array that shows  $27 \div 3$  where 3 is the number of columns.



# Break Apart and Distribute

$$27 \div 3 = \underline{\quad}$$







# Break Apart and Distribute

$$27 \div 3 = \underline{\quad}$$

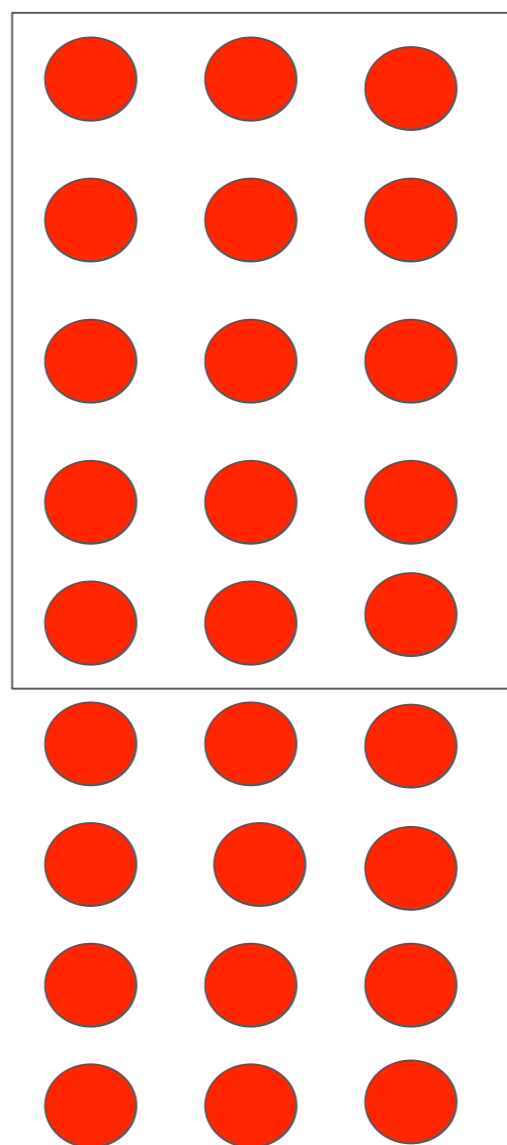
Box the part of the array that shows the total of 15.

Write a division equation for the boxed portion to the right of the array.



# Break Apart and Distribute

$$27 \div 3 = \underline{\quad}$$



$$15 \div 3 = 5$$



# Break Apart and Distribute

$$27 \div 3 = \underline{\quad}$$

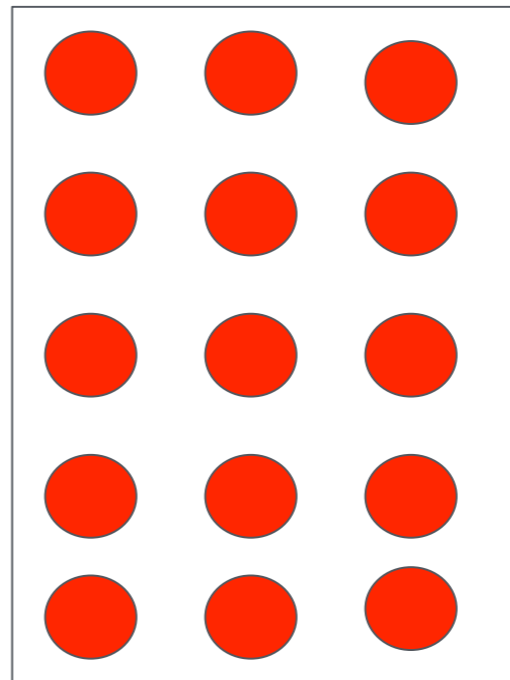
Now, box the part of the array that shows the total of 12.

Write a division equation for the boxed portion to the right of the array.

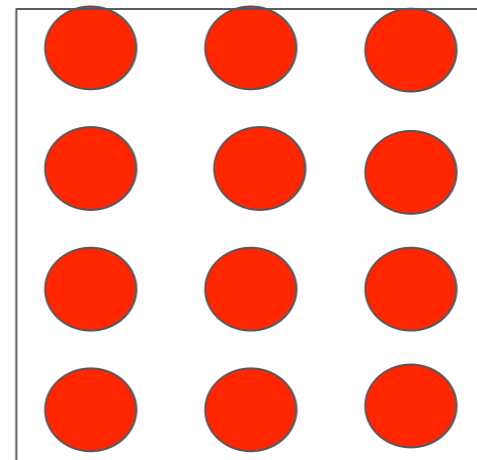


# Break Apart and Distribute

$$27 \div 3 = \underline{\quad}$$



$$15 \div 3 = 5$$



$$12 \div 3 = 4$$



# Break Apart and Distribute

$$15 \div 3 = 5$$

$$12 \div 3 = 4$$

Tell your partner how you will use the equations to help you solve the original equation  $27 \div 3 = \underline{\quad}$



# Break Apart and Distribute

Complete the following sequence to solve the original equation  $27 \div 3 = \underline{\hspace{2cm}}$  with a partner.

$$27 \div 3 = (15 \div 3) + (12 \div 3)$$

$$= \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

$$= \underline{\hspace{2cm}}$$



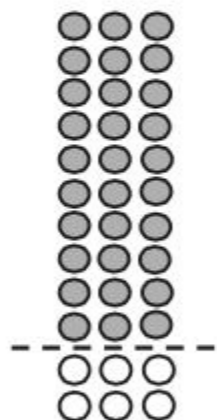
# Problem Set

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Label the array. Then, fill in the blanks to make true number sentences.

a.  $36 \div 3 = \underline{\quad}$



$(30 \div 3) = \underline{\quad}$

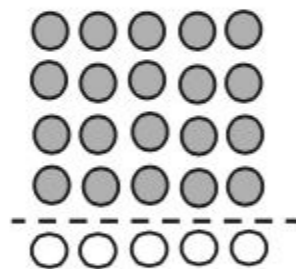
$(6 \div 3) = \underline{\quad}$

$$(36 \div 3) = (30 \div 3) + (6 \div 3)$$

$$= \underline{10} + \underline{\quad}$$

$$= \underline{12}$$

b.  $25 \div 5 = \underline{\quad}$



$(20 \div 5) = \underline{4}$

$(5 \div 5) = \underline{\quad}$

$$(25 \div 5) = (20 \div 5) + (5 \div 5)$$

$$= \underline{4} + \underline{\quad}$$

$$= \underline{\quad}$$

# Debrief

- Compare Nell's strategy in Problem 3 to the strategy for solving  $24 \div 2$  in the Concept Development.
- Yesterday, we used the break apart and distribute strategy with multiplication. How is the method we learned today similar?
- How is the break apart and distribute strategy different for multiplication than for division? (This strategy works for division when the total is broken into 2 parts that are evenly divisible by the divisor. For example, to solve  $33 \div 8$ , decomposing 33 into 25 and 8 is not effective at this level because neither 25 nor 8 is evenly divisible by 3.)

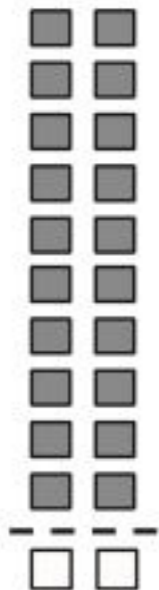


# Exit Ticket

Name \_\_\_\_\_

Date \_\_\_\_\_

Complete the equations below to solve  $22 \div 2 = \underline{\quad}$ .



$$(20 \div 2) = \underline{\quad}$$

$$(\underline{\quad} \div 2) = \underline{\quad}$$

$$\begin{aligned}(22 \div 2) &= (20 \div 2) + (\underline{\quad} \div 2) \\ &= \underline{\quad} + \underline{\quad} \\ &= \underline{\quad}\end{aligned}$$