Eureka Math

3rd Grade
Module 1
Lesson 21

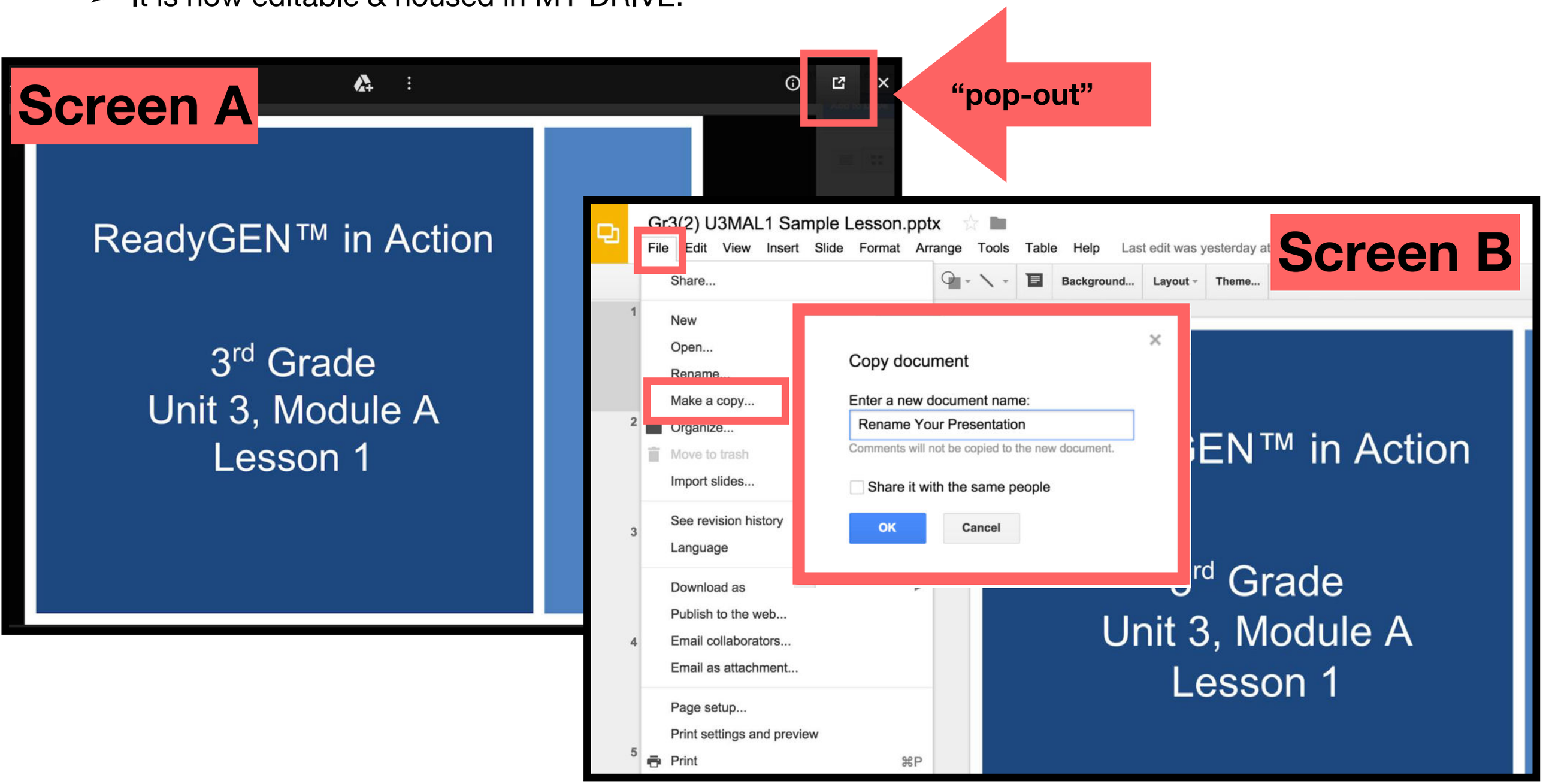
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

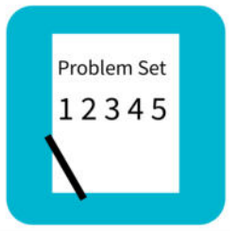


Icons

Read, Draw, Write

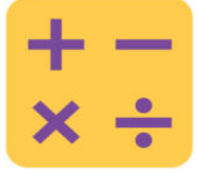
Learning Target

Personal White Board



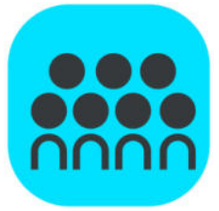
Problem Set

Manipulatives Needed



Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

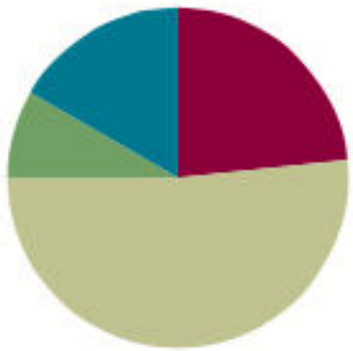
Small Group Time

Lesson 21

Objective: Solve two-step word problems involving all four operations, and assess the reasonableness of answers.

Suggested Lesson Structure

Fluency Practice	(14 minutes)
Application Problem	(5 minutes)
Concept Development	(31 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



I can solve two-step word problems involving all four operations, and assess the reasonableness of answers.

Group Counting

Let’s count by **threes**.

Count up

Count down

Group Counting

Let’s count by **fours**, think/talk forward and backward.

Count up

Count down

Group Counting

Let’s count by **sixes**.

Count up

Count down

Multiply by 5 Pattern Sheet

5 x 5 = _____

Let’s skip-count by fives to solve.

Multiply by 5 Pattern Sheet

5 x 5 = 25

5 10 15 20 25

Multiply by 5 Pattern Sheet

3 x 5 = _____

Let’s skip count by fives again.

Let’s see how we can skip-count down to find the answer, too. Start at 25

Multiply by 5 Pattern Sheet

9 x 5 = _____

Let’s skip count by fives again.

Let’s see how we can skip-count down to find the answer, too. Start at 50.

Multiply by 5 Pattern Sheet

8 x 5 = _____

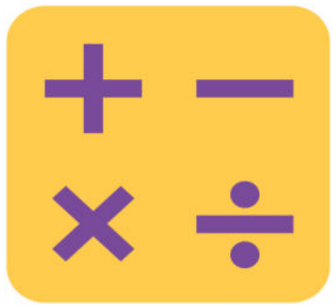
Let’s skip count by fives again.

Let’s see how we can skip-count down to find the answer, too. Start at 50.

Multiply by 5 Pattern Sheet

Multiply.

5 x 1 = _____	5 x 2 = _____	5 x 3 = _____	5 x 4 = _____
5 x 5 = _____	5 x 1 = _____	5 x 2 = _____	5 x 1 = _____
5 x 3 = _____	5 x 1 = _____	5 x 4 = _____	5 x 1 = _____
5 x 5 = _____	5 x 1 = _____	5 x 2 = _____	5 x 3 = _____



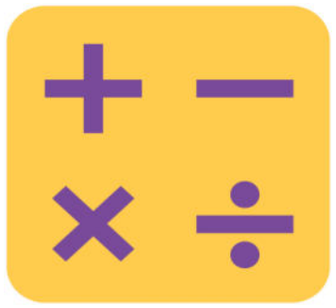
Commutative Multiplying

4 x 2 = ____

Say the multiplication sentence.

Flip it.

2 x 4 = ____



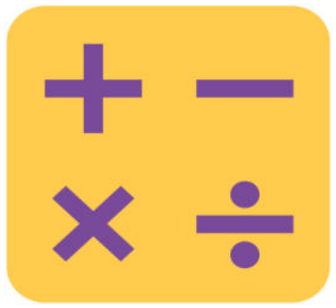
Commutative Multiplying

5 x 3 = ____

Say the multiplication sentence.

Flip it.

3 x 5 = ____



Commutative Multiplying

9 x 2 = ____

Say the multiplication sentence.

Flip it.

2 x 9 = ____

Application Problem

There are 4 boxes with 6 binders in each one. Three brothers share the binders. How many binders does each brother get?

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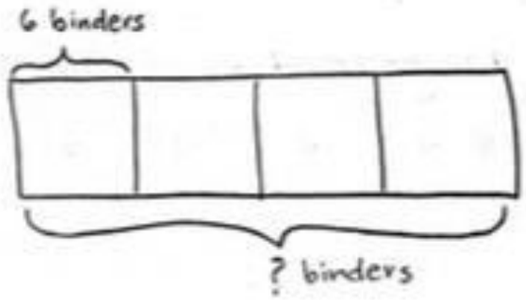
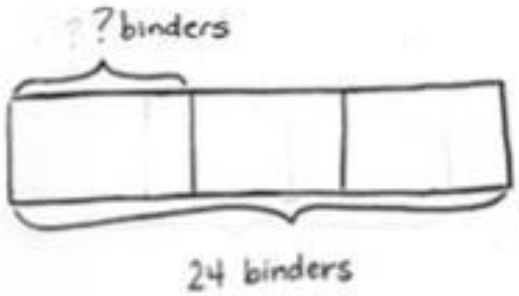


6 x 4 = 24 binders



24 ÷ 3 = 8 binders

Each brother gets 8 binders.

RDW

Cumulative Exploration

Today's lesson is a culminating exploration that follows the following process:

- Divide into groups no larger than 4 students.
- Each group one word problem from the Problem Set.
- Collaborate to model and solve your assigned problem.
- Prepare to present your problem to the class, describing your method for solving and explaining your method for solving and explaining the reasonableness of their answer.

Cumulative Exploration

Directions (similar to RDW process):

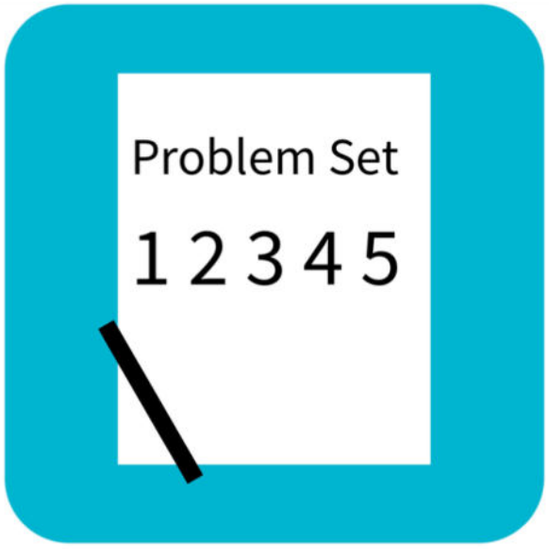
1. Read and analyze together to determine known and unknown information.
2. Discuss how to model.
3. Model and label diagrams.
4. Discuss and agree on the steps needed to solve.
5. Write equations and solve.
6. Assess the reasonableness of the solution. (Ask, "Does our answer make sense? How do we know?")

MP.1

7. Write a complete sentence to answer the question.
8. Prepare a mini-presentation to explain each step of your work. Prepare to answer clarifying questions from the group.

Cumulative Exploration

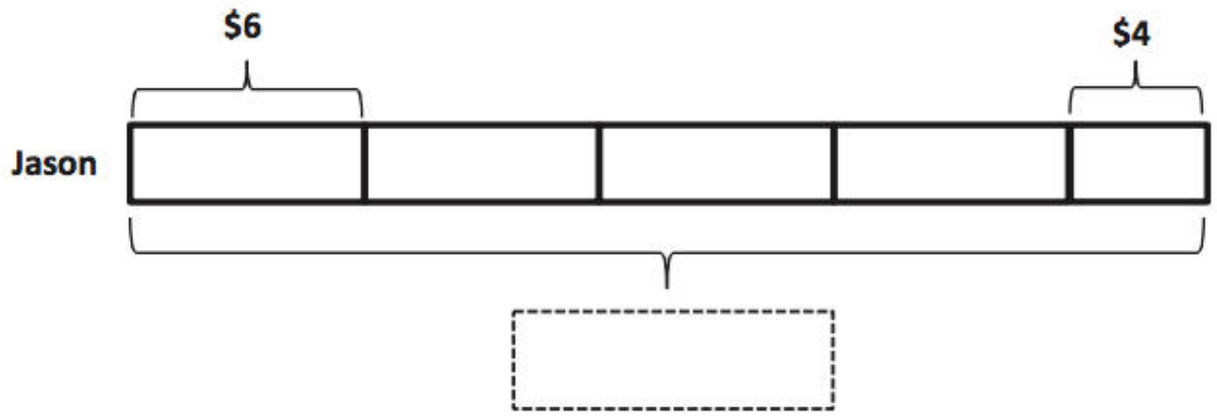
Each group presents to the class. Audience members should be prepared to ask clarifying questions, challenge each other's work, and offer compliments. If more than one group solves the same problem, discussion might include similarities and differences between problem-solving approaches.



Problem Set

Name _____ Date _____

1. Jason earns $6 per week for doing all his chores. On the fifth week, he forgets to take out the trash, so he only earns $4. Write and solve an equation to show how much Jason earns in 5 weeks.



Jason earns _____.

Debrief

Students are seated with a personal white board. Select one student to stand behind someone seated. Say an expression or give a word problem. Of the pair, the first student to solve it correctly and lift his board wins the round. That student rotates one seat to the right. The goal is for a single child to work her way back to the seat behind which she originally stood. The game is very fast-paced to build excitement. Given the time constraint, the game is unlikely to finish. The winner can be the student who moves the most spaces.

Sample expressions or word problems:

- How many legs are there on 5 dogs?
- 4×3
- 6×2
- Write a related division fact for 5×3.
- $18 \div 3$

Exit Ticket

Name _____ Date _____

Ms. Egeregor buys 27 books for her classroom library. She buys an equal number of fiction, nonfiction, and poetry books. She shelves all of the poetry books first. Draw and label a tape diagram to show how many books Ms. Egeregor has left to shelve.