



## Materials List

- (S) Mixed Multiplication Sprint
- (S) Personal white board, problem set

# Eureka Math

## 3rd Grade Module 3 Lesson 1

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 shows a transition from a presentation viewer (Screen A) to the Google Slides editor (Screen B). Screen A displays a blue slide with the text "ReadyGEN™ in Action" and "3<sup>rd</sup> Grade Unit 3, Module A Lesson 1". A red box highlights the "pop-out" button in the top right corner of the viewer. A red arrow points from this button to Screen B. Screen B shows the Google Slides editor interface for a file named "Gr3(2) U3MAL1 Sample Lesson.pptx". The "File" menu is open, and the "Make a copy..." option is highlighted with a red box. A "Copy document" dialog box is open, showing a text input field with "Rename Your Presentation" and "OK" and "Cancel" buttons. The background of Screen B is a blurred version of the slide from Screen A.

**Screen A**

ReadyGEN™ in Action

3<sup>rd</sup> Grade  
Unit 3, Module A  
Lesson 1

**“pop-out”**

**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

3<sup>rd</sup> Grade  
Unit 3, Module A  
Lesson 1

# Icons



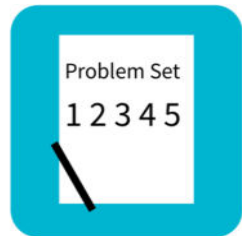
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



Small Group Time

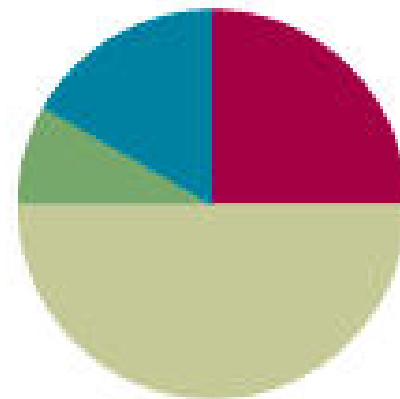
## Lesson 1

**Objective:** Study commutativity to find known facts of 6, 7, 8, and 9.

### Suggested Lesson Structure

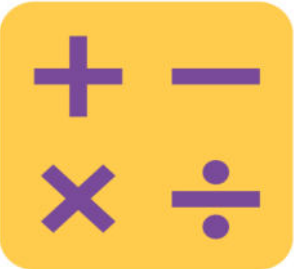
■ Fluency Practice	(15 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(30 minutes)
■ Student Debrief	(10 minutes)
<b>Total Time</b>	<b>(60 minutes)</b>

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I can study commutativity to find known facts of 6, 7, 8, and 9.



# Sprint: Mixed Multiplication

A STORY OF UNITS

Lesson 1 Sprint

3•3

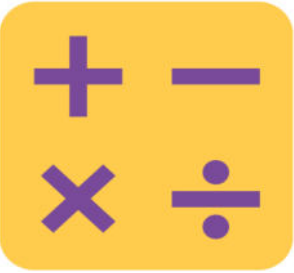
**A**

Number Correct: \_\_\_\_\_

## Mixed Multiplication

1.	$2 \times 1 =$	
2.	$2 \times 2 =$	
3.	$2 \times 3 =$	
4.	$4 \times 1 =$	
5.	$4 \times 2 =$	
6.	$4 \times 3 =$	
7.	$1 \times 6 =$	
8.	$2 \times 6 =$	
9.	$1 \times 8 =$	

23.	$2 \times 7 =$	
24.	$5 \times 5 =$	
25.	$5 \times 6 =$	
26.	$5 \times 7 =$	
27.	$4 \times 5 =$	
28.	$4 \times 6 =$	
29.	$4 \times 7 =$	
30.	$3 \times 5 =$	
31.	$3 \times 6 =$	



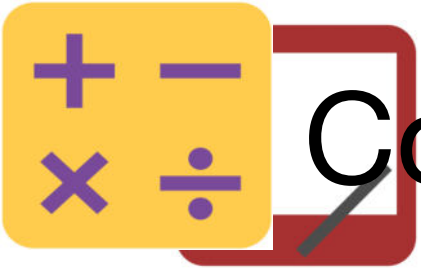
# Group Counting

Sixes to 60

Sevens to 70

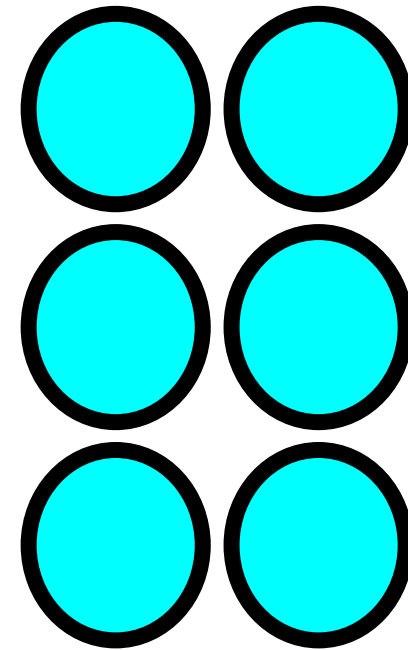
Eights to 80

Nines to 90

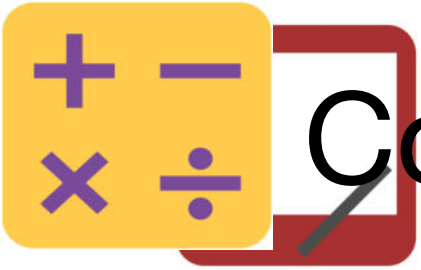


# Commutative Property of Multiplication

Write two multiplication sentences and two division sentences for this array.

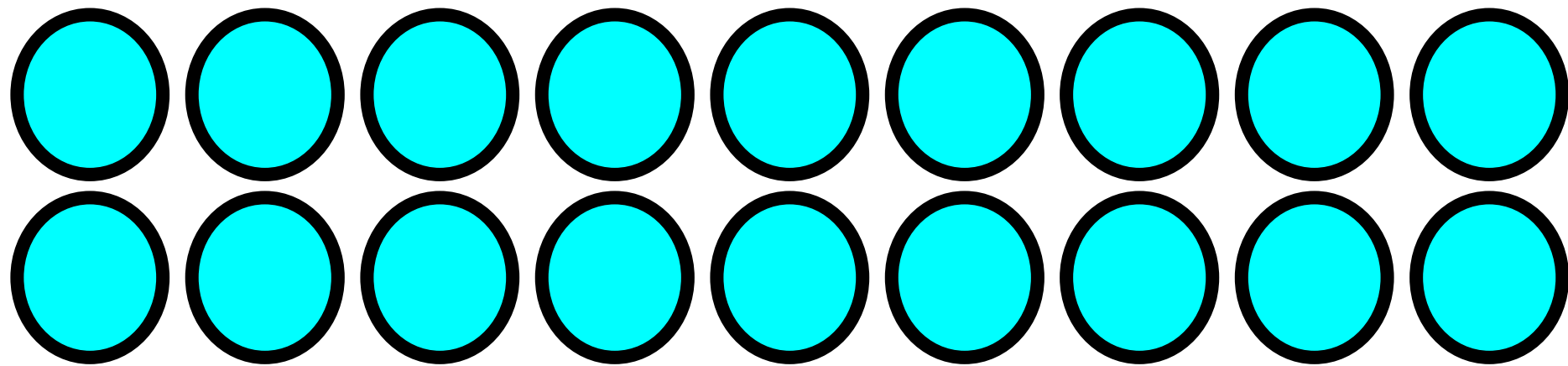


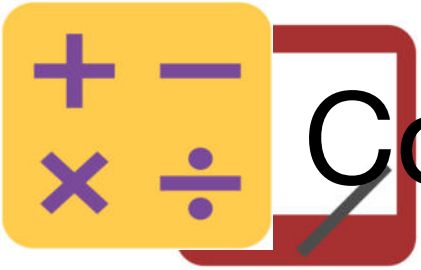




# Commutative Property of Multiplication

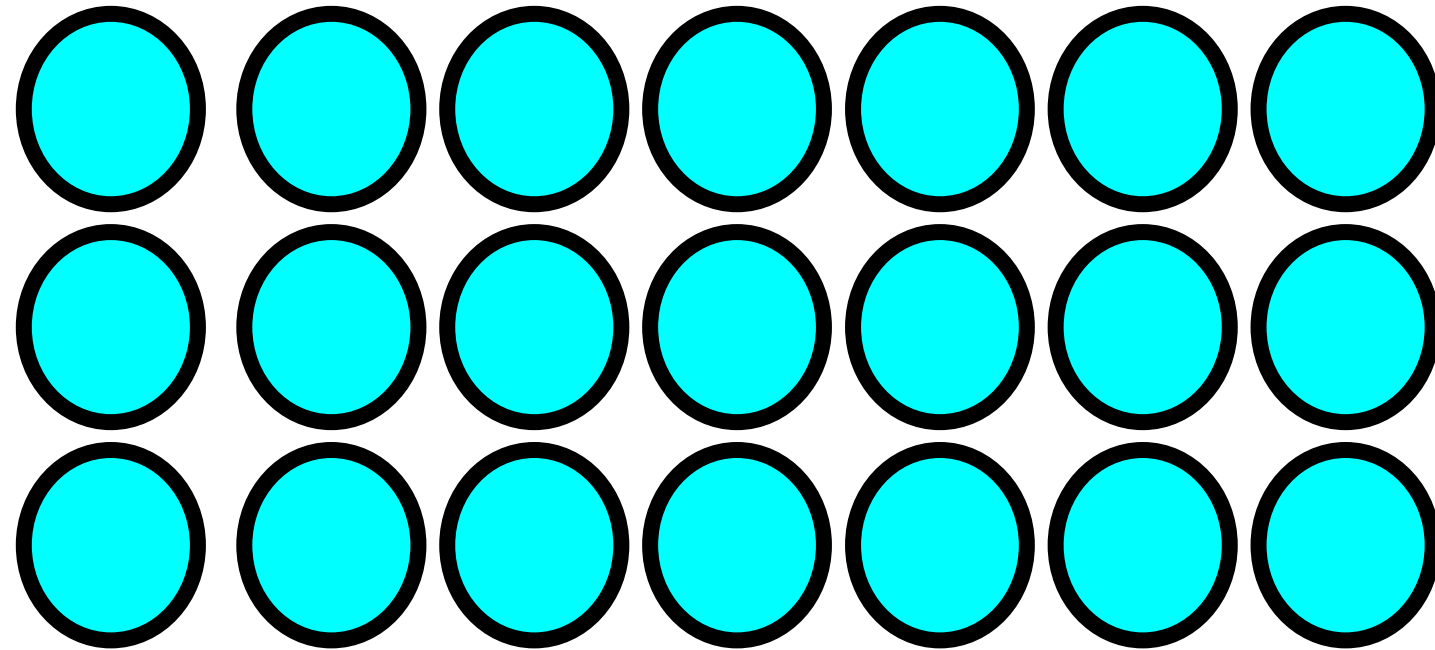
Write two multiplication sentences and two division sentences for this array.

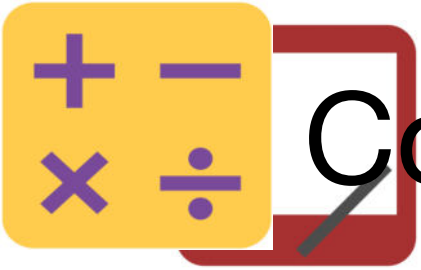




# Commutative Property of Multiplication

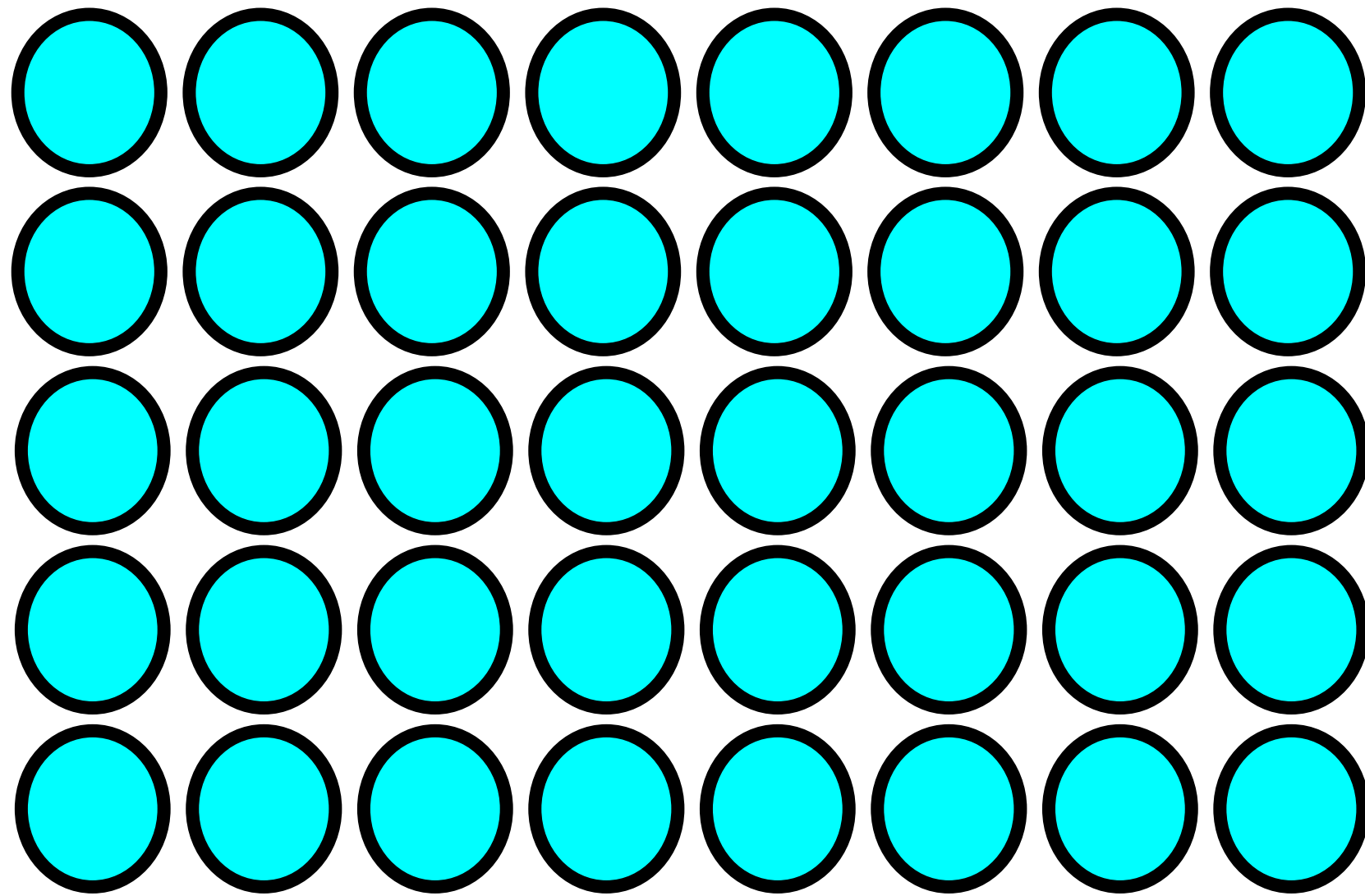
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# Commutative Property of Multiplication

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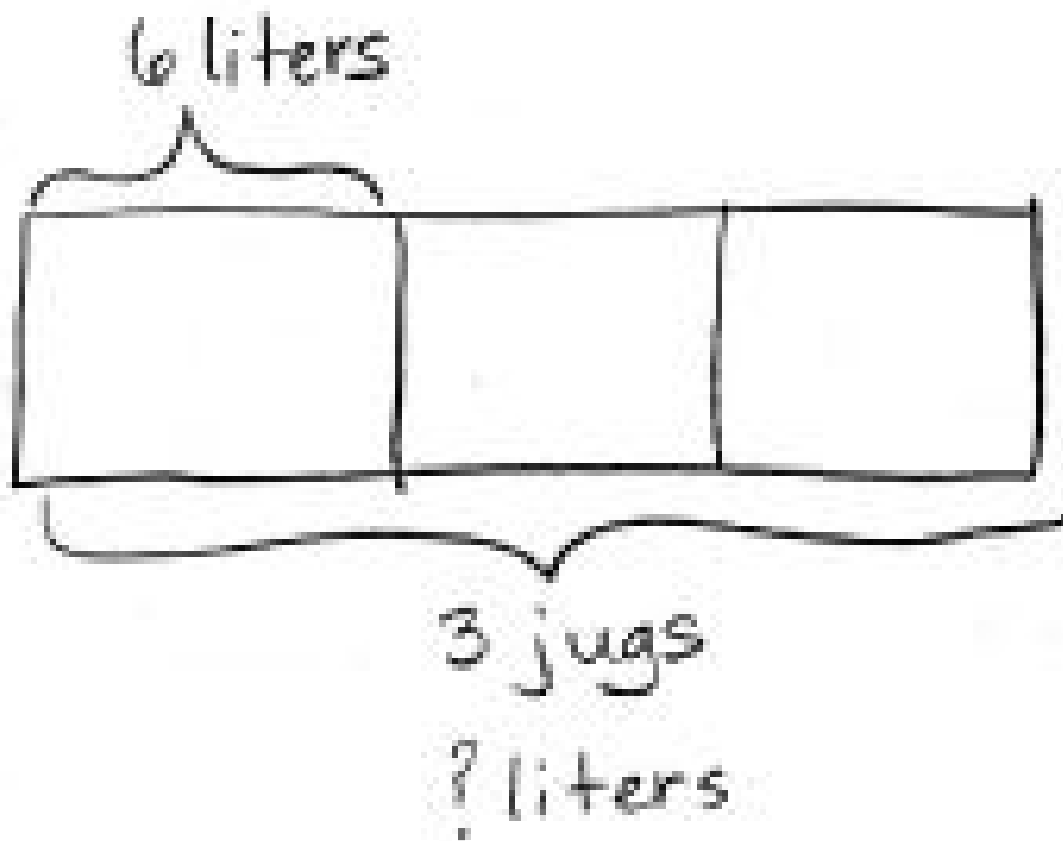


# Application Problem

Geri brings 3 water jugs to her soccer game to share with teammates. Each jug contains 6 liters of water. How many liters of water does Geri bring?



# Application Problem



$$3 \times 6 = 18$$

Geri brings 18 liters of water for her team.



# Concept Development

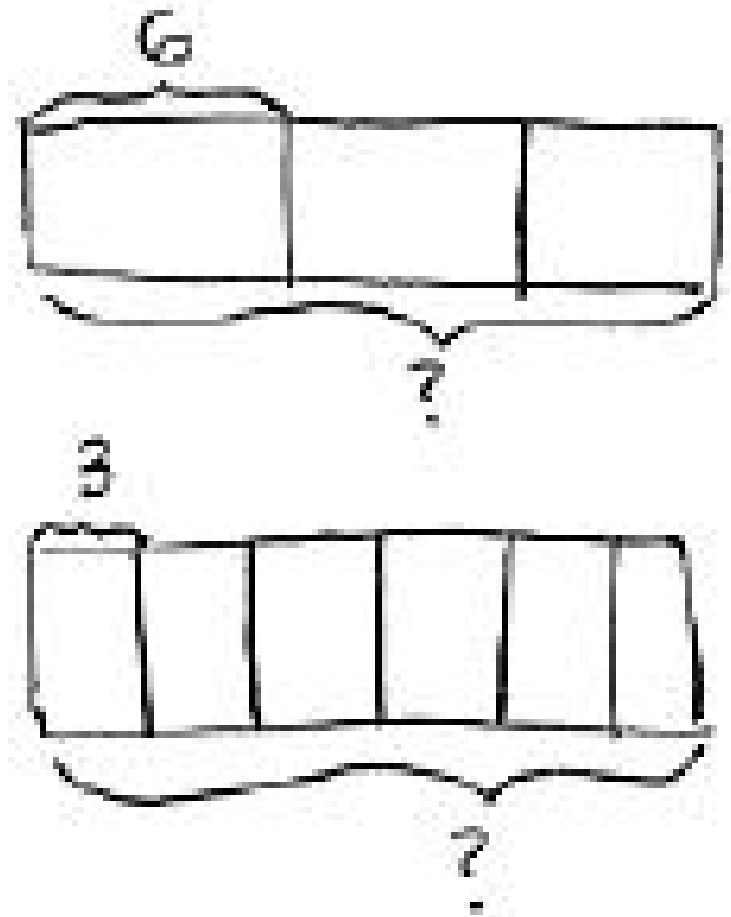
Part 1: Explore commutativity as it relates to multiplication.



Talk to your partner.

Which tape diagram represents the Application Problem?

How do you know?





# Concept Development

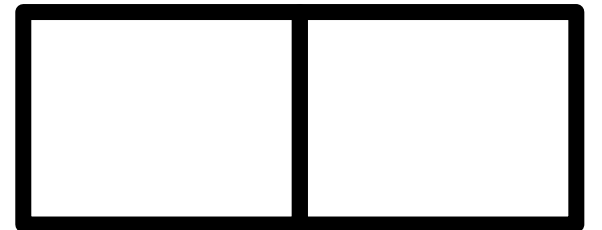
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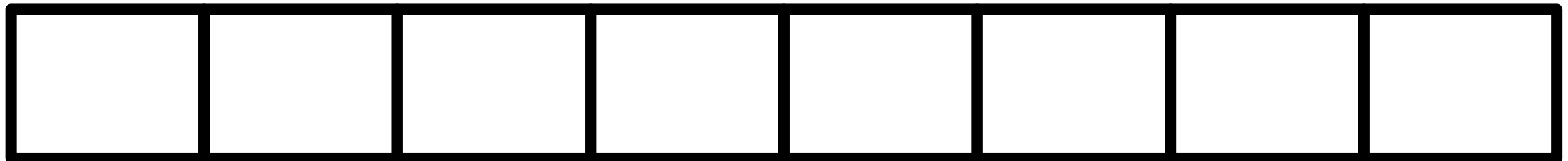
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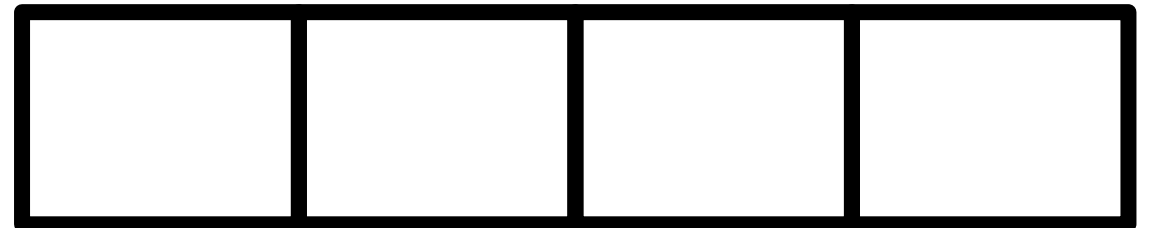
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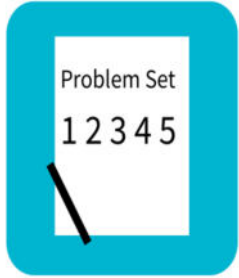
Talk to your partner.

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How do you know?





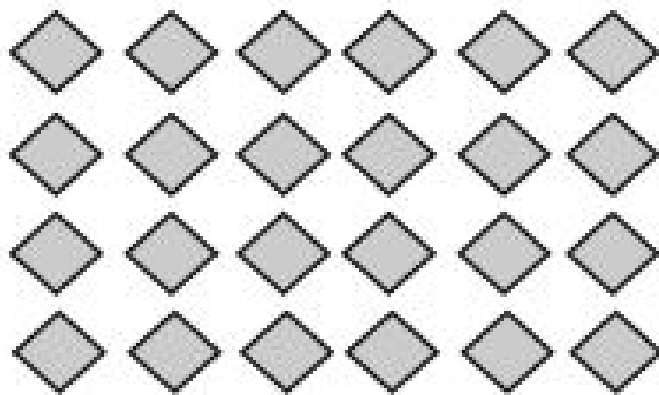


# Problem Set

b. Complete the chart. Each bag contains 7 apples.

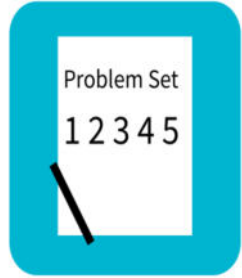
Number of Bags	2		4	5	
Total Number of Apples		21			42

2. Use the array to write two different multiplication sentences.



\_\_\_\_\_ = \_\_\_\_\_ x \_\_\_\_\_

\_\_\_\_\_ = \_\_\_\_\_ x \_\_\_\_\_



# Student Debrief

Lesson Objective: Study commutativity to find known facts of 6, 7, 8, and 9.

How did commutativity help you solve more facts than you thought you knew in Problem 1(a)?

Who would like to share their processes for finding the multiplication facts for the array in Problem 2.

In Problems 3(a), 3(b), and 3(c), what do you notice about the words and numbers on each side of the equal sign? How are they related?

How did you know to subtract 1 three in Problem 3(g)?  
What would that problem look like rewritten as an equation?

# 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.

A STORY OF UNITS

Lesson 1 Exit Ticket

3•3

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Use the array to write two different multiplication facts.



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

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

2. Karen says, "If I know  $3 \times 8 = 24$ , then I know the answer to  $8 \times 3$ ." Explain why this is true.