



Materials List

(S) Use the Commutative Property to Multiply Sprint

(S) Personal white board

Eureka Math

3rd Grade
Module 3
Lesson 2

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'. A red box highlights the 'pop-out' button in the top right corner of the browser window. A red arrow points from this button to the right. The right screenshot, labeled 'Screen B', shows the same slide but with the Google Slides interface overlaid. A red box highlights the 'File' menu, and another red box highlights the 'Make a copy...' option. A third red box highlights the 'Copy document' dialog box, which prompts the user to 'Enter a new document name:' and shows 'Rename Your Presentation' in the input field. The 'OK' button is highlighted in blue.

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

Icons



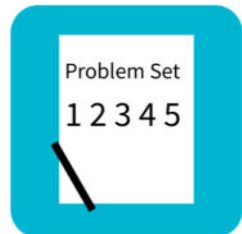
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



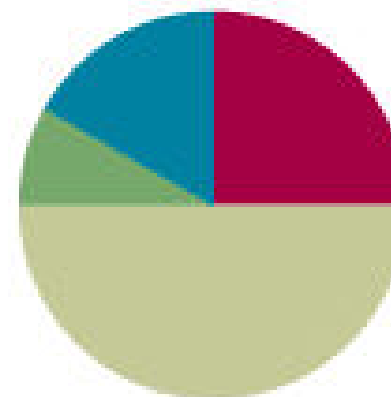
Small Group Time

Lesson 2

Objective: Apply the distributive and commutative properties to relate multiplication facts $5 \times n + n$ to $6 \times n$ and $n \times 6$ where n is the size of the unit.

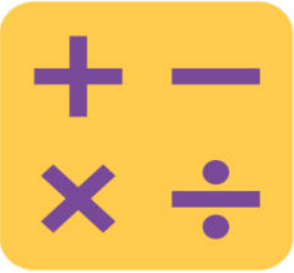
Suggested Lesson Structure

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





I can apply the distributive and commutative properties to relate multiplication facts $5 \times n + n$ to $6 \times n$ and $n \times 6$ where n is the size of the unit.



Sprint: Use the Commutative Property to Multiply

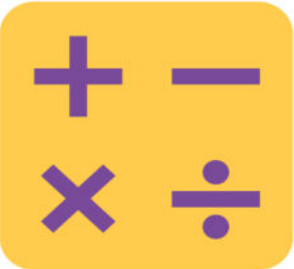
A

Number Correct: _____

Use the Commutative Property to Multiply

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

23.	$5 \times 6 =$	
24.	$6 \times 5 =$	
25.	$5 \times 7 =$	
26.	$7 \times 5 =$	
27.	$5 \times 8 =$	
28.	$8 \times 5 =$	
29.	$5 \times 9 =$	
30.	$9 \times 5 =$	
31.	$5 \times 10 =$	



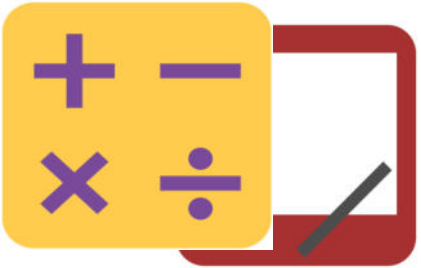
Group Counting

Sixes to 60

Sevens to 70

Eights to 80

Nines to 90

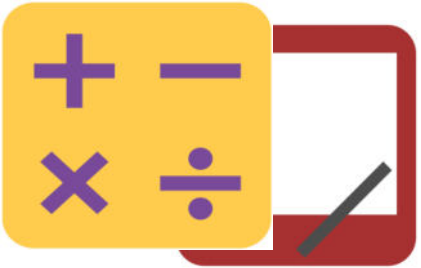


Make Ten

Write $9 + \underline{\quad} = 10$

Say the unknown addend.

$1 + = 10$, $5 + = 10$, $8 + = 10$, $2 + = 10$,
 $6 + = 10$, $7 + = 10$, $4 + = 10$, and $3 + =$
 10 .

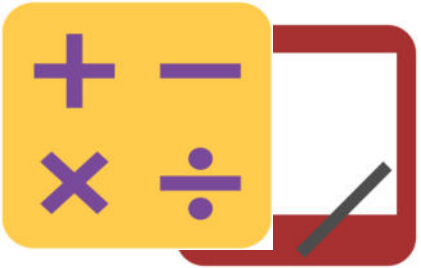


Make Ten

Write $1 + \underline{\quad} = 10$

Say the unknown addend.

$5 + = 10$, $8 + = 10$, $2 + = 10$, $6 + = 10$,
 $7 + = 10$, $4 + = 10$, and $3 + = 10$.

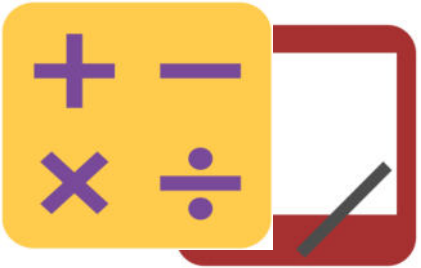


Make Ten

Write $5 + \underline{\quad} = 10$

Say the unknown addend.

$8 + = 10$, $2 + = 10$, $6 + = 10$, $7 + = 10$,
 $4 + = 10$, and $3 + = 10$.

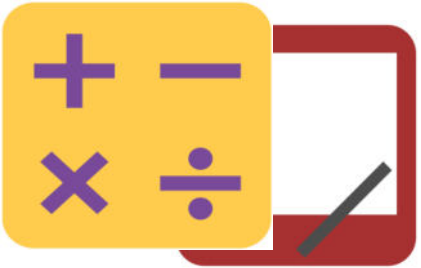


Make Ten

Write $8 + \underline{\quad} = 10$

Say the unknown addend.

$2 + = 10$, $6 + = 10$, $7 + = 10$, $4 + = 10$,
and $3 + = 10$.

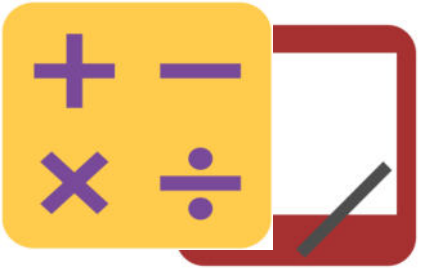


Make Ten

Write $2 + \underline{\quad} = 10$

Say the unknown addend.

$6 + = 10$, $7 + = 10$, $4 + = 10$, and $3 + = 10$.

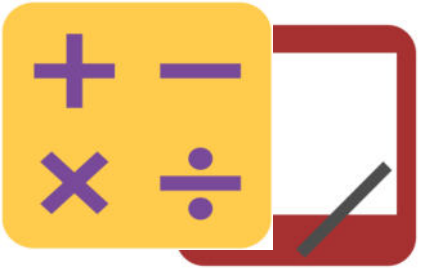


Make Ten

Write $6 + \underline{\quad} = 10$

Say the unknown addend.

$7 + = 10$, $4 + = 10$, and $3 + = 10$.

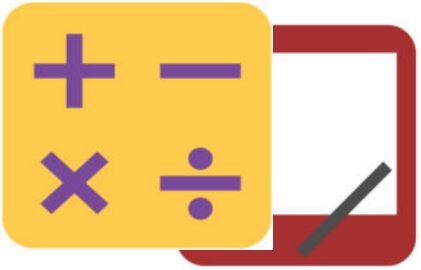


Make Ten

Write $7 + \underline{\quad} = 10$

Say the unknown addend.

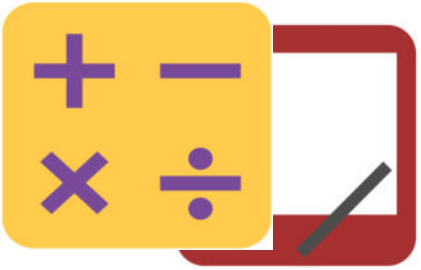
$4 + = 10$, and $3 + = 10$.



Make Ten

Write $4 + \underline{\quad} = 10$

Say the unknown addend.



Make Ten

Write $3 + \underline{\quad} = 10$

Say the unknown addend.



Application Problem

Jocelyn says 7 fives has the same answer as 3 sevens + 2 sevens. Is she correct? Explain why or why not.

Application Problem

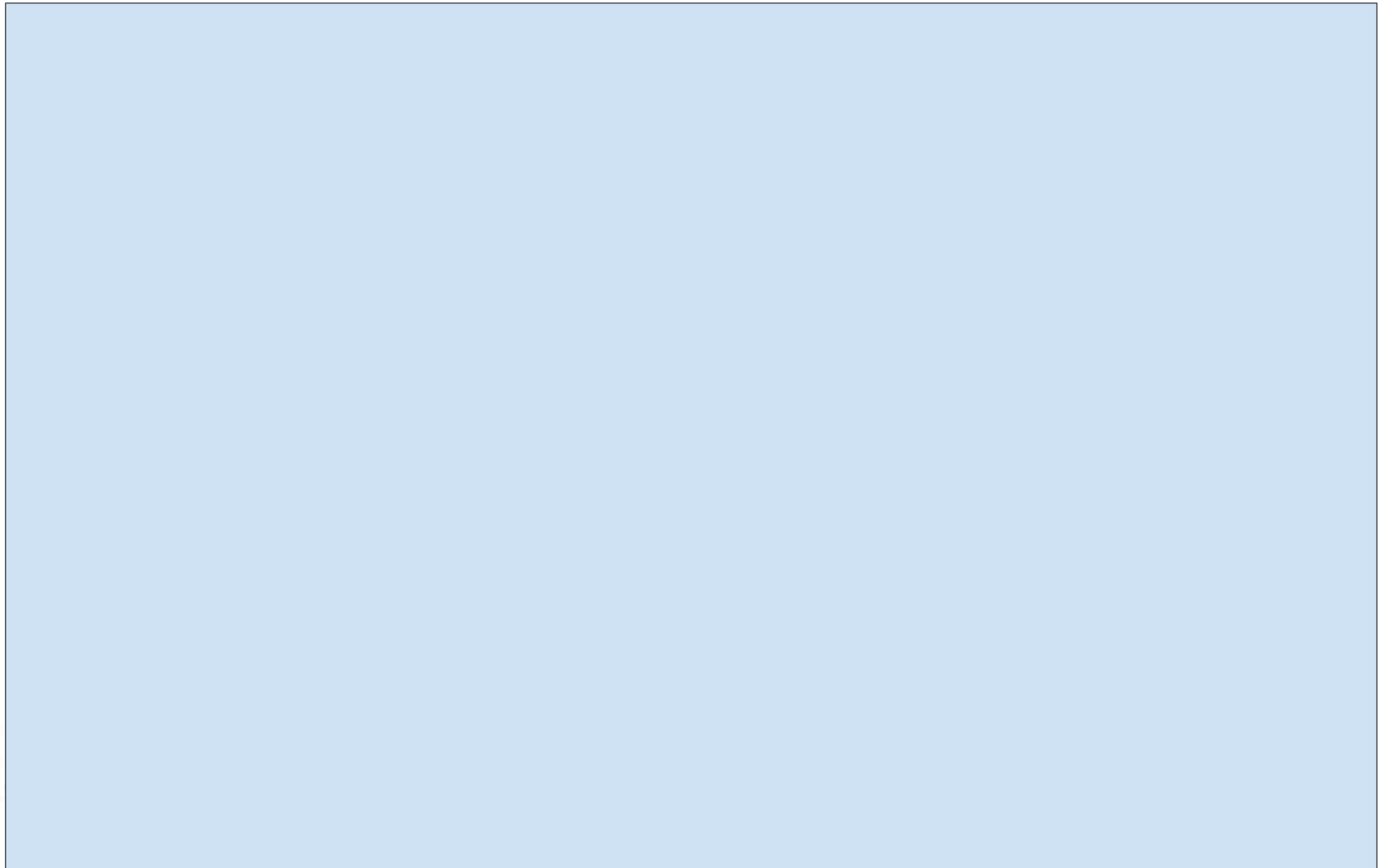
Jocelyn is correct.

3 sevens + 2 sevens is 5 sevens.

Using the commutative property, we know that 5 sevens is equal to 7 fives. If we write it as an equation, it would look like this: $5 \times 7 = 7 \times 5$ and the answer to both facts is 35.

Concept Development

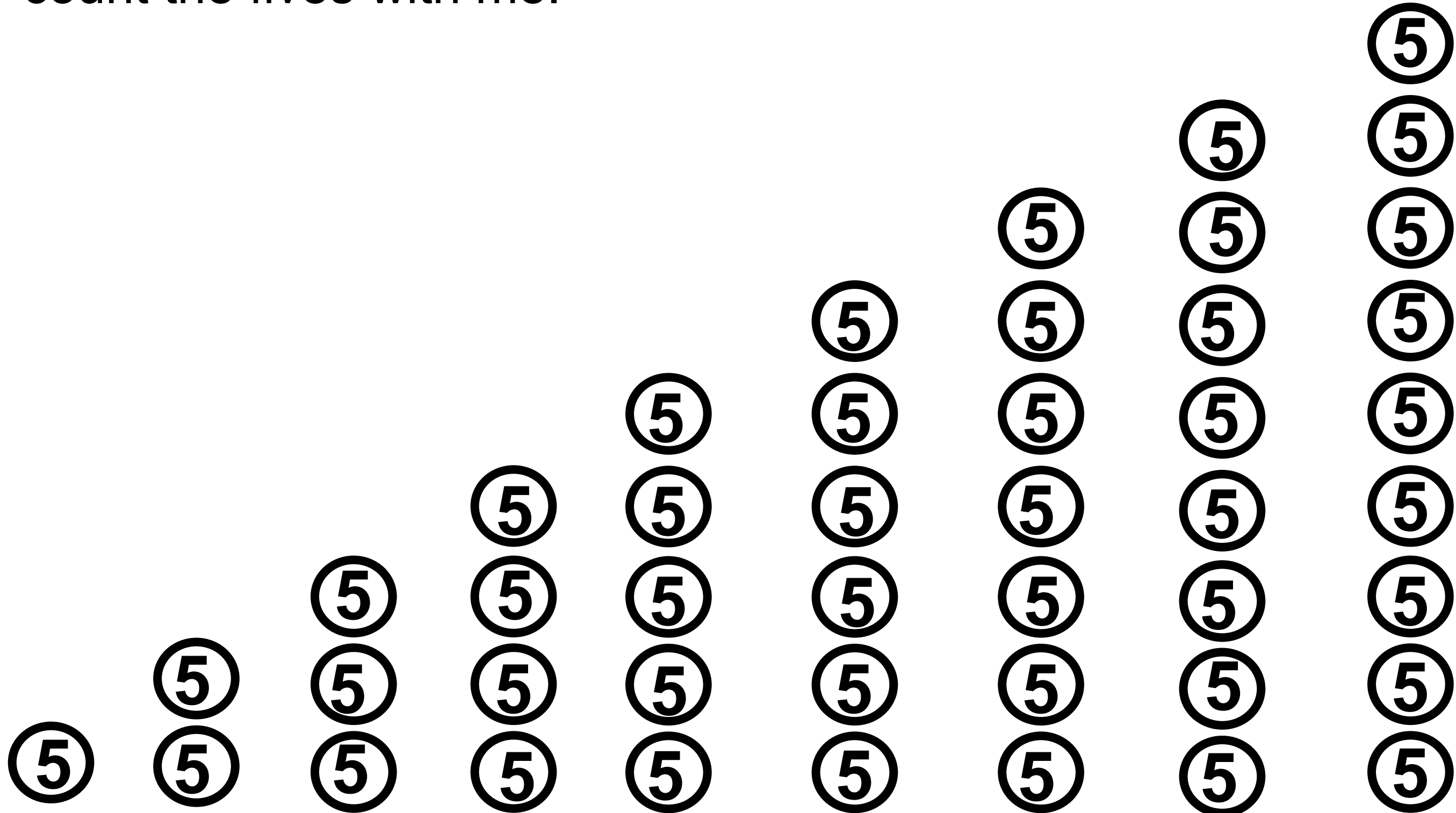
This circle represents 1 unit of 7. As I draw circles, count the sevens with me.





Concept Development

This circle represents 1 unit of 5. As I draw circles, count the fives with me.





Concept Development

This circle represents 1 unit of 5. As I draw circles, count the fives with me.

5

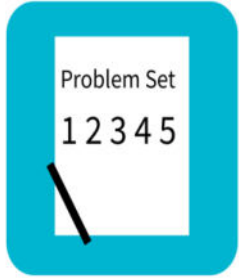
5
5

5
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Problem Set

A STORY OF UNITS

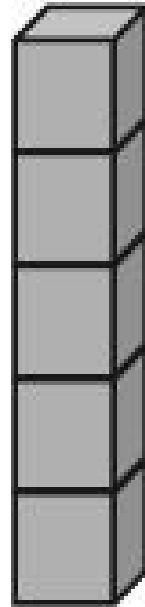
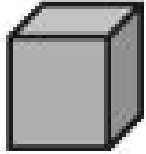
Lesson 2 Problem Set

3•3

Name _____

Date _____

1. Each  has a value of 7.



Unit form: 5 _____

Facts: $5 \times \underline{\quad} = \underline{\quad} \times 5$

Total = _____



Student Debrief

Lesson Objective: Apply the distributive and commutative properties to relate multiplication facts $5 \times n + n$ to $6 \times n$ and $n \times 6$ where n is the size of the unit.

What pattern did you notice between problems 1 and 2?

Explain to your partner how one fact can help you solve two new facts. Explain why you used multiplication or division to solve Problem 4.

How does a division sentence in this problem relate to a multiplication sentence?

How does the strategy we learned today relate to the break apart and distribute strategy we studied in Module 1?

How might you use the strategy we practiced today to solve other problems?

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.

Name _____

Date _____

Use a fives fact to help you solve 7×6 . Show your work using pictures, numbers, or words.