Materials List

(S) Use the Commutative Property to Multiply Sprint

(S) Personal white board

Eureka Math

3rd Grade
Module 3
Lesson 2

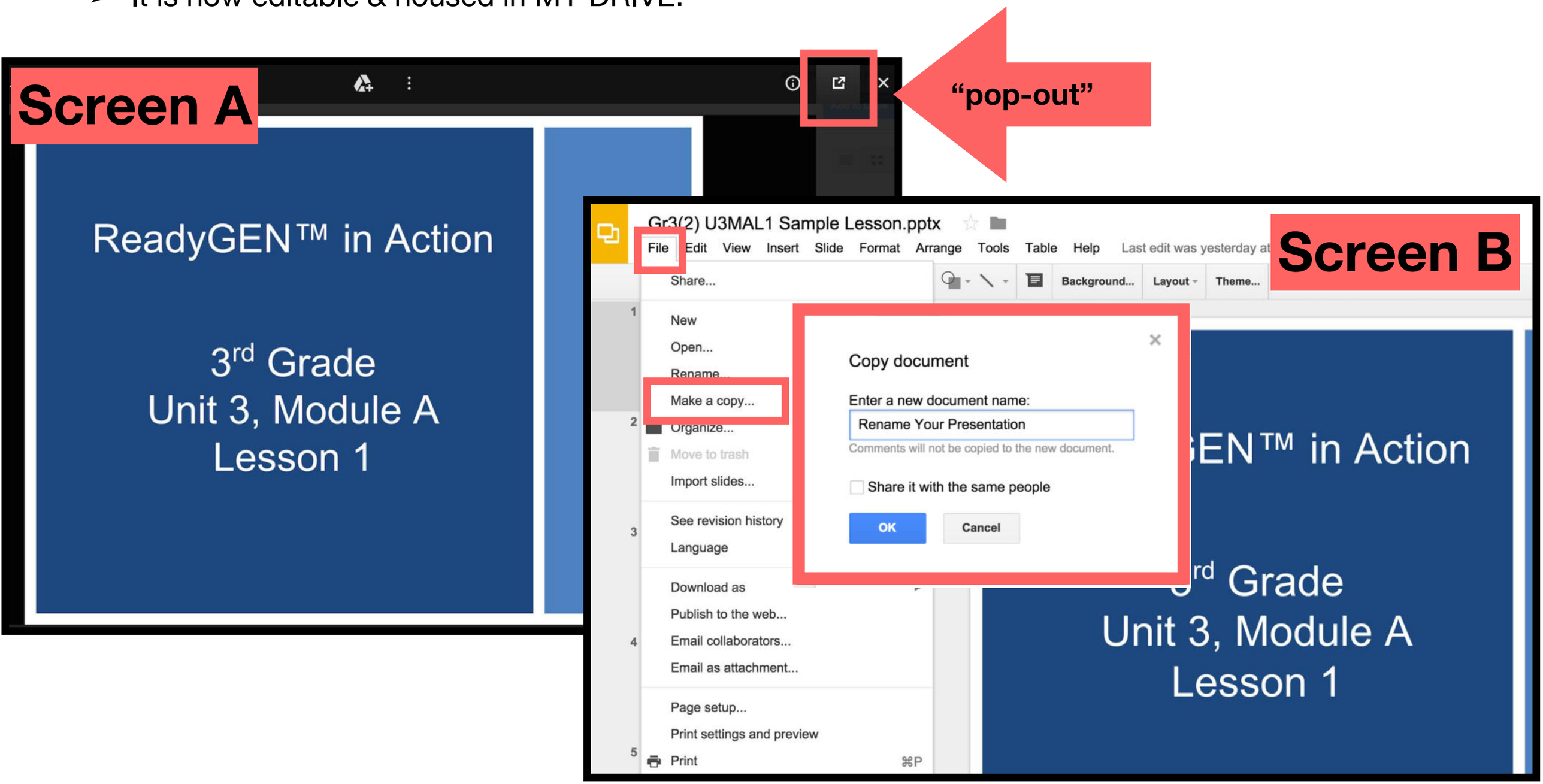
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

Directions for customizing presentations are available on the next slide.

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.

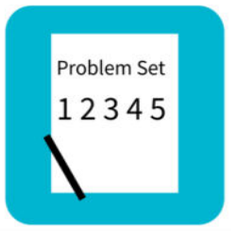


Icons

Read, Draw, Write

Learning Target

Personal White Board

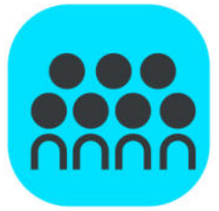


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

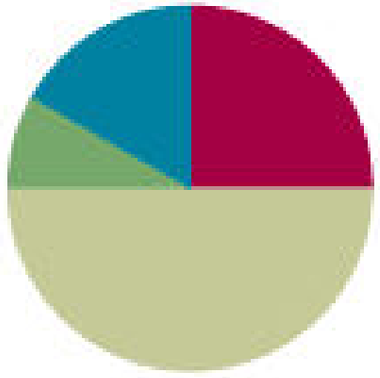
Small Group Time

Lesson 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 × n + n to 6 × n and n × 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 × 2 =	
2.	2 × 3 =	
3.	3 × 2 =	
4.	2 × 4 =	
5.	4 × 2 =	
6.	2 × 5 =	
7.	5 × 2 =	
8.	2 × 6 =	
9.	6 × 2 =	

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

Group Counting

Sixes to 60

Sevens to 70

Eights to 80

Nines to 90

Make Ten

Write 9 + ___ = 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 + ___ = 10

Say the unknown addend.

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

Make Ten

Write 5 + ___ = 10

Say the unknown addend.

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

Make Ten

Write 8 + ___ = 10

Say the unknown addend.

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

Make Ten

Write 2 + ___ = 10

Say the unknown addend.

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

Make Ten

Write 6 + ___ = 10

Say the unknown addend.

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

Make Ten

Write 7 + ___ = 10

Say the unknown addend.

4 + = 10, and 3 + = 10.

Make Ten

Write 4 + ___ = 10

Say the unknown addend.

Make Ten

Write 3 + ___ = 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

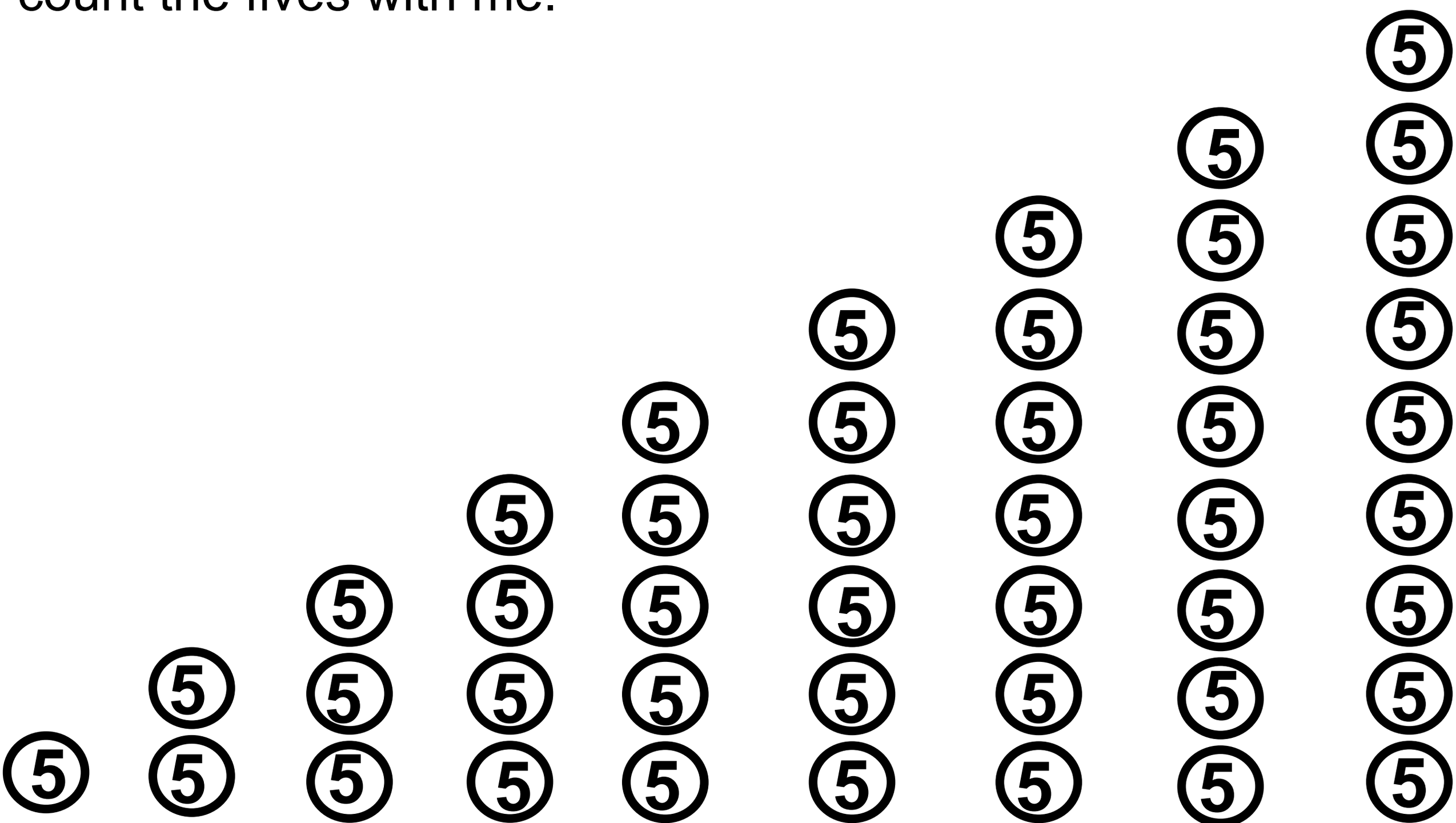
Jocelyn is correct.
3 sevens + 2 sevens is 5 sevens.
Using the commutative property,
we know that 5 sevens is equal
to 7 fives. If we write it as
an equation, it would look like
this: $5 \times 7 = 7 \times 5$ and the
answer to both facts is 35.

Concept Development

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

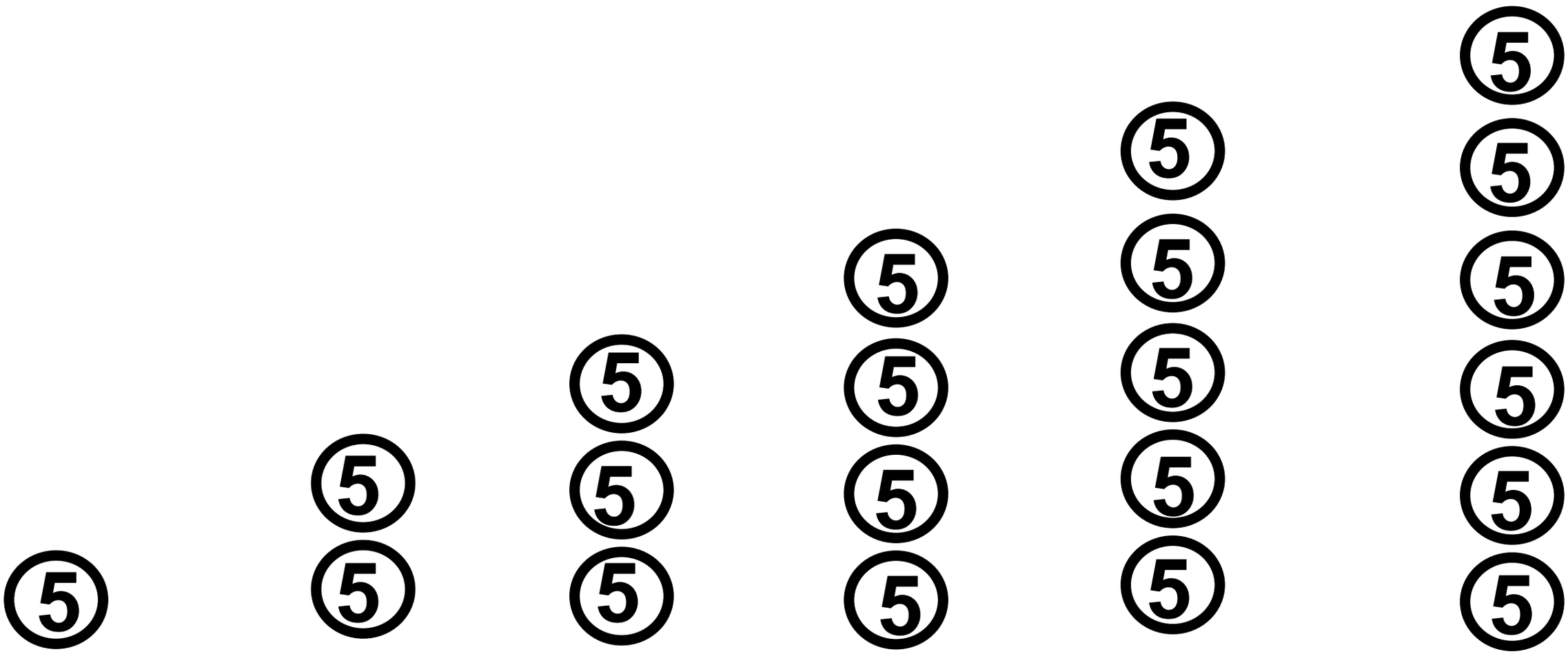
Concept Development

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



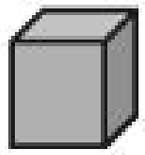
Concept Development

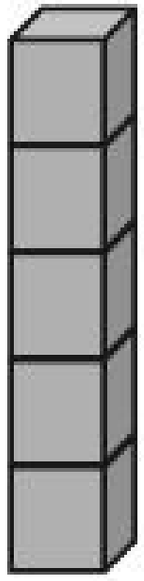
This circle represents 1 unit of 5. As I draw circles, count the fives with me.



Problem Set

Name _____ Date _____

1. Each  has a value of 7.



Unit form: 5 _____

Facts: 5 × _____ = _____ × 5

Total = _____

Student Debrief

Lesson Objective: Apply the distributive and commutative properties to relate multiplication facts 5 x n + n to 6 x n and n x 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.

Lesson 2 Exit Ticket 3•3

Name _____ Date _____

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