Materials List

(S) Multiply by 6 (1–5) (Pattern Sheet)

(S) Set of playing cards numbered 1–6

(S) Personal white board

Eureka Math

3rd Grade
Module 3
Lesson 5

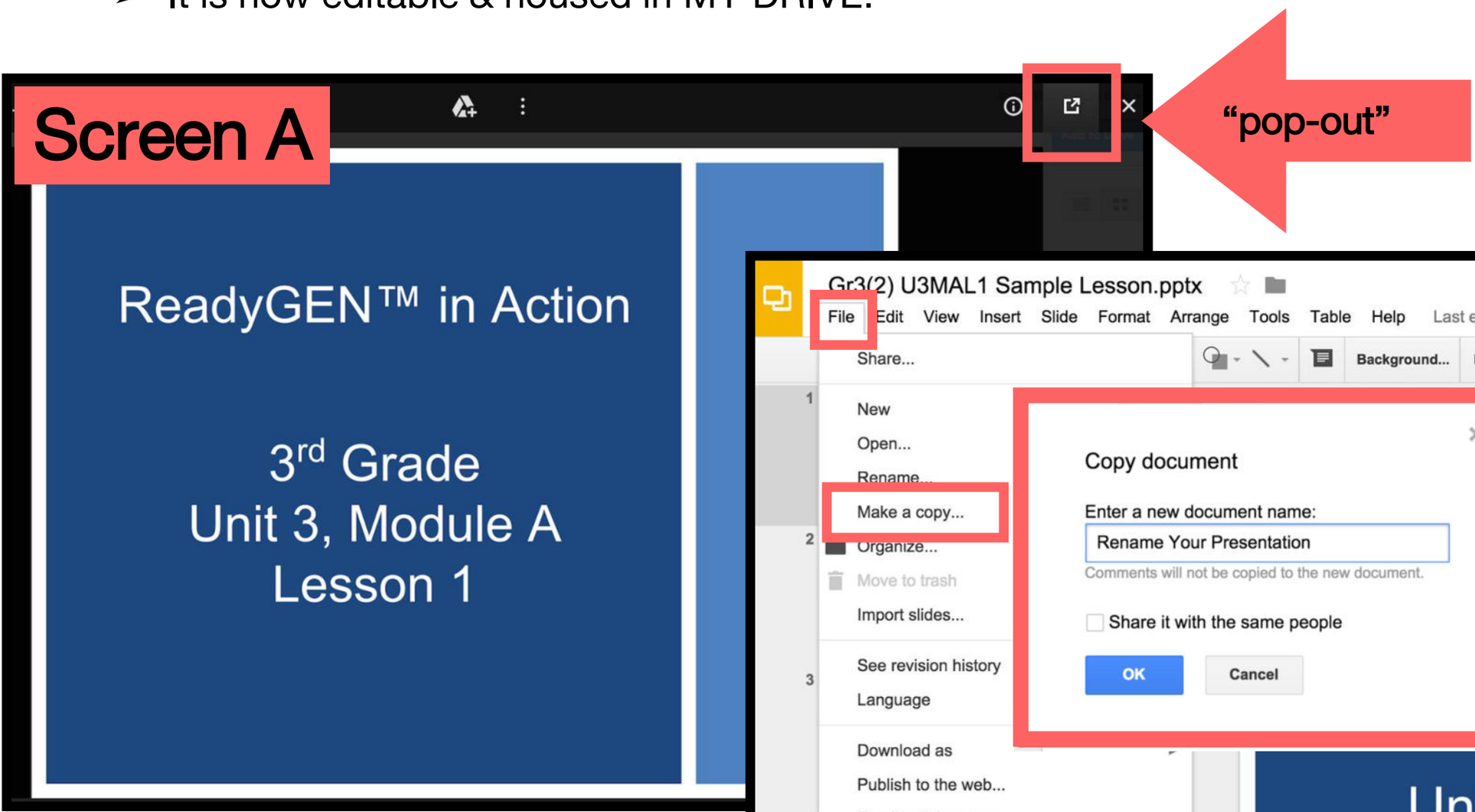
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

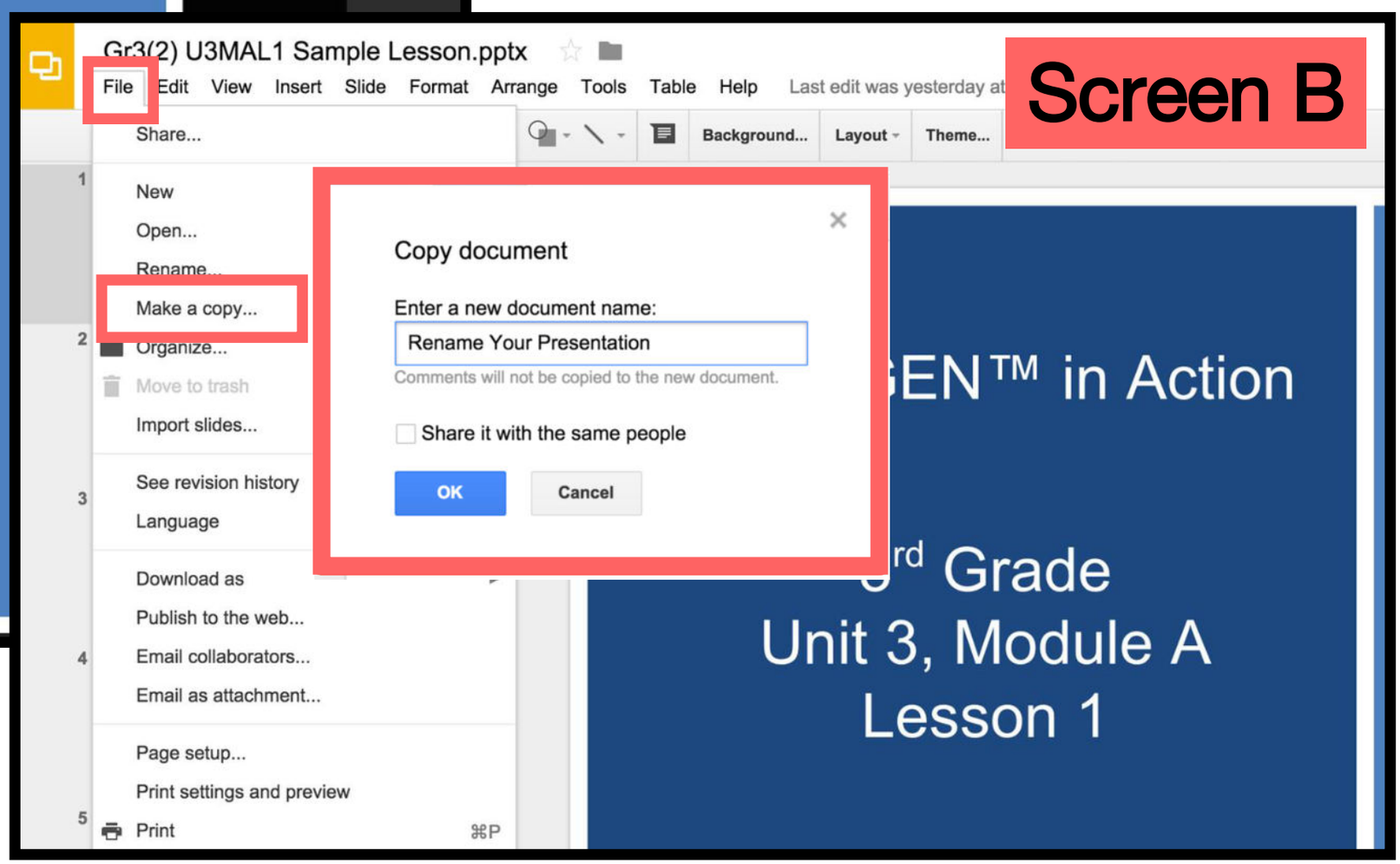
Directions for customizing presentations are available on the next slide.

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

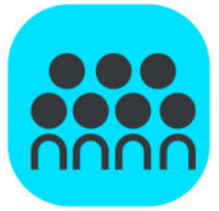
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

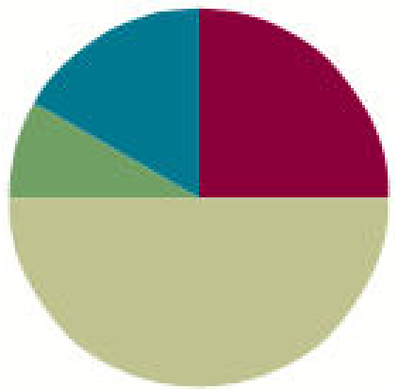
Small Group Time

Lesson 5

Objective: Count by units of 7 to multiply and divide using number bonds to decompose.

Suggested Lesson Structure

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

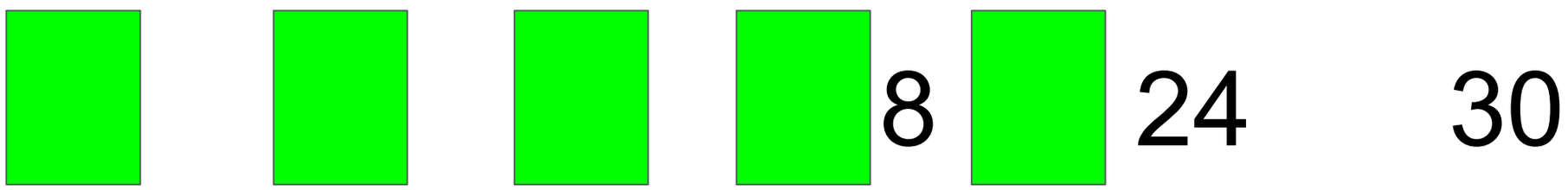


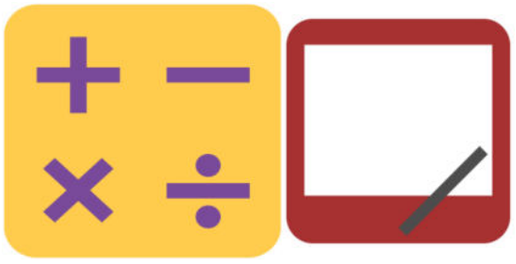
I can count by units of 7 to multiply and divide using number bonds to decompose.

Multiply by 6

Write 5 × 6 = ____.

Let’s skip-count by sixes to find the answer.
I’ll raise a finger for each six.





Multiply By 6

Write 4 × 6 = ____

Let’s skip-count by eights to find the answer.

I’ll raise a finger for each eight.

Multiply By 6

Let’s practice multiplying by 6. Be sure to work left to right across the page.

Group Counting

Multiply.

6 x 1 = _____	6 x 2 = _____	6 x 3 = _____	6 x 4 = _____
6 x 5 = _____	6 x 1 = _____	6 x 2 = _____	6 x 1 = _____
6 x 3 = _____	6 x 1 = _____	6 x 4 = _____	6 x 1 = _____
6 x 5 = _____	6 x 1 = _____	6 x 2 = _____	6 x 3 = _____

Group Counting

Sevens to 70

Eights to 80

Nines to 90

Make Seven Game

Write ___ + ___ = 7

Spread the cards out in front of you.

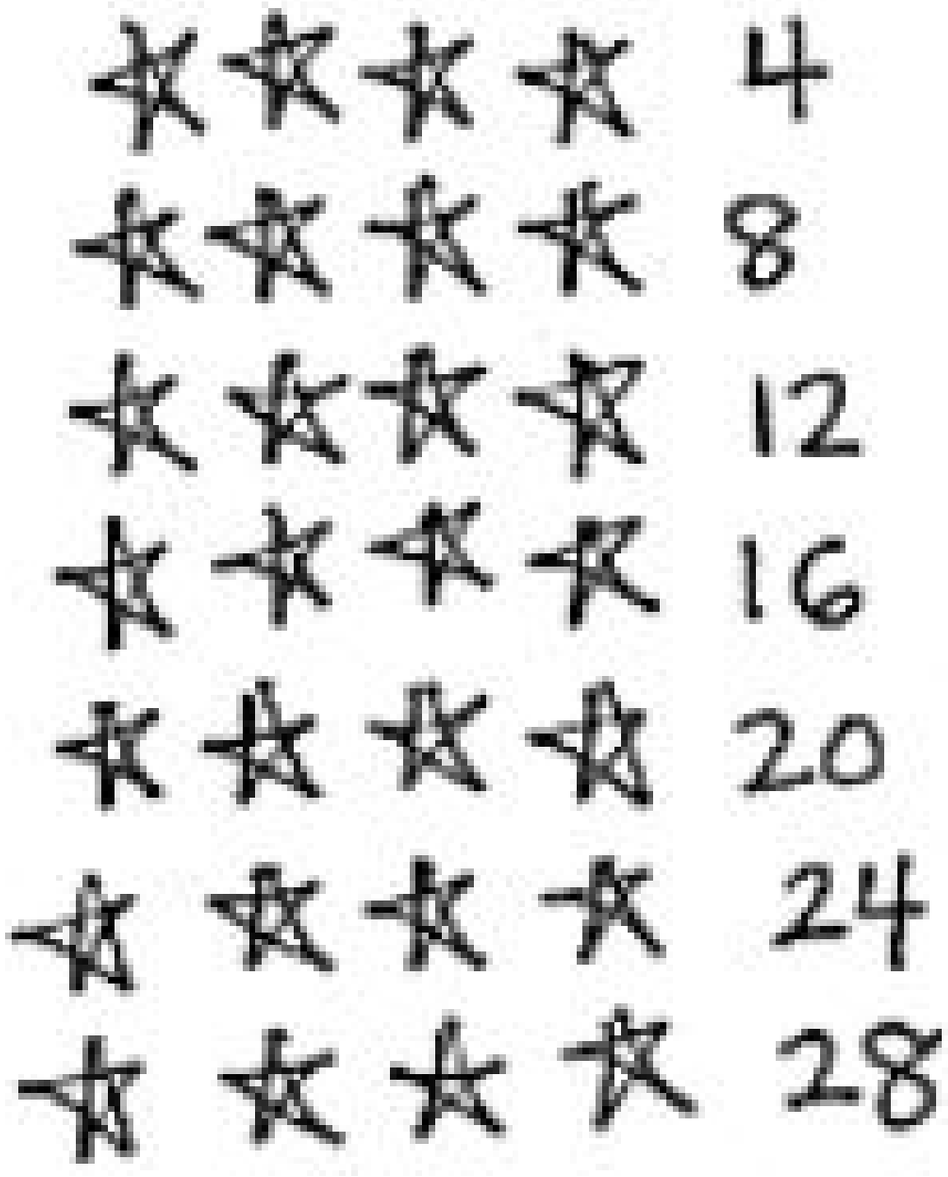
Put your hands behind your back. I'll write a number in the first blank. When you know the number that belongs in the second blank, touch the card that shows the number. The first person to touch the card keeps it. Whoever has the most cards at the end wins.

Write 5 + __ = 7

Application Problem

Gracie draws 7 rows of stars. In each row, she draws 4 stars. How many stars does Gracie draw in all? Use a letter to represent the unknown and solve.

Application Problem



7 × 4 = 9

9 = 28

Gracie draws 28 stars.

Concept Development

Problem 1: Interpret the unknown in multiplication.

Asmir buys 8 boxes of 9 candles for his dad's birthday. After putting some candles on the cake, there are 28 candles left. How many candles does Asmir use?

Concept Development

Part 1: Use number bonds to decompose and make ten as a strategy for skip-counting units of 7.

I noticed that Student A solved the Application Problem by skip-counting by four 7 times. Is there another count-by strategy that could be used to solve this problem?

Concept Development

Count by Seven 4 Times:

0 + 7 = (7)

7 + 7 = (14)

3 4

14 + 7 = (21)

6 1

21 + 7 = (28)

20 1

Remaining Count by Seven:

28 + 7 = (35)

2 5

35 + 7 = (42)

5 2

42 + 7 = (49)

40 2

49 + 7 = (56)

1 6

56 + 7 = (63)

4 3

63 + 7 = (70)

60 3

Concept Development

Problem 2: Skip-count by seven to solve multiplication and division problems.

Let’s use our sequence to solve multiplication and division problems with seven. I am going to say a multiplication or division problem.

Write the problem on your personal white board, and use your sequence to find the answer. At my signal, show your board.

Let’s do a practice one together. Turn and talk to a partner. How can you use your skip-counting sequence to solve 42 divided by 7?

Concept Development

$7 \times 6 =$

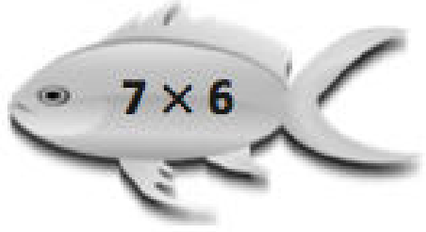
$7 \times e = 56$

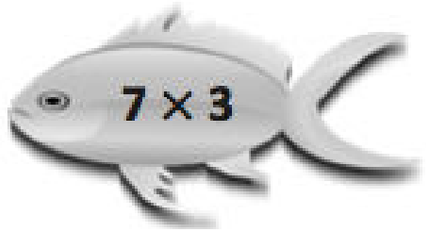
$F \div 7 = 9$

Problem Set

Name _____ Date _____

1. Skip-count by seven to fill in the blanks in the fish bowls. Match each count-by to its multiplication expression. Then, use the multiplication expression to write the related division fact directly to the right.





_____ ÷ 7 = _____

_____ ÷ 7 = _____

_____ ÷ 7 = _____

Student Debrief

Lesson Objective: Count by units of 7 to multiply and divide using number bonds to decompose.

Take turns with a partner reading the multiplication facts in Problem 1 and the related division facts.

How can you use number bonds to help you solve Problem 2?

What are some different strategies that can help you solve multiplication facts using units of seven? How do you choose your strategy to solve?

In Problem 3, would it make sense for Abe to use number bonds to find the next number after 21 in the count by seven sequence? Why or why not?

Exit Ticket

Name _____ Date _____

Complete the count-by seven sequence below. Then, write a multiplication equation and a division equation to represent each number in the sequence.

7, 14, _____, 28, _____, 42, _____, _____, 63, _____

a. _____ × 7 = _____ _____ ÷ 7 = _____

b. _____ × 7 = _____ _____ ÷ 7 = _____