



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 6

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'. The right screenshot, labeled 'Screen B', shows the same slide but with the Google Slides interface overlaid. A red box highlights the 'pop-out' button in the top right corner of the browser window. A red arrow points to this button with the text '“pop-out”'. Another red box highlights the 'File' menu in the top left of the Google Slides interface. A third red box highlights the 'Make a copy...' option in the 'File' menu. A fourth red box highlights a 'Copy document' dialog box that is open, showing the 'Enter a new document name:' field with the text 'Rename Your Presentation' and 'OK' and 'Cancel' buttons.

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...

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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



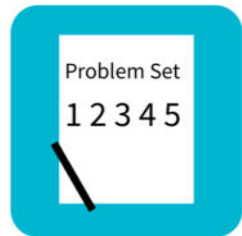
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



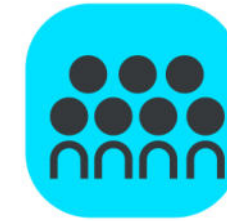
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



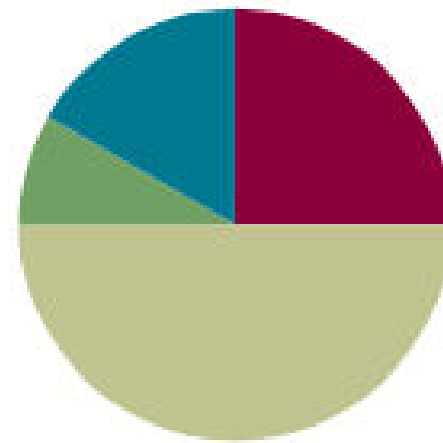
Small Group Time

Lesson 6

Objective: Use the distributive property as a strategy to multiply and divide using units of 6 and 7.

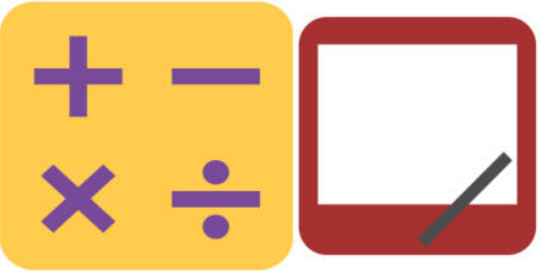
Suggested Lesson Structure

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





I can use the distributive property as a strategy to multiply and divide using units of 6 and 7.

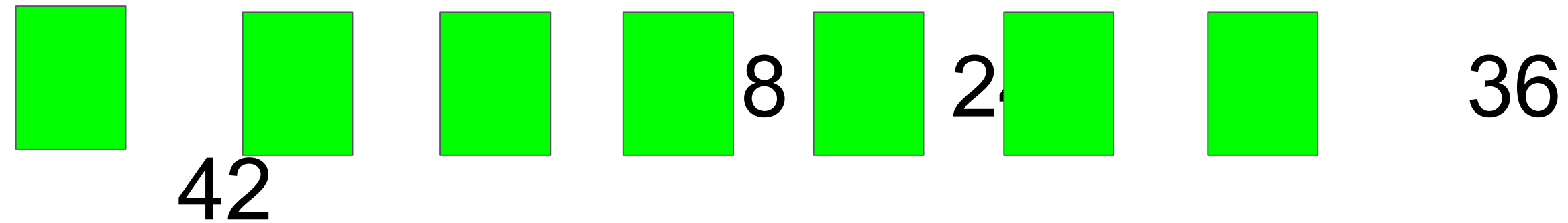


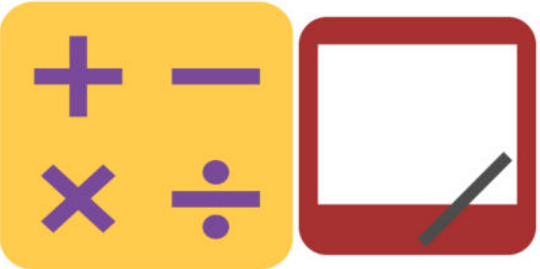
Multiply by 6

Write $7 \times 6 = \underline{\quad}$

Let's skip-count up by sixes.

I'll raise a finger for each six.



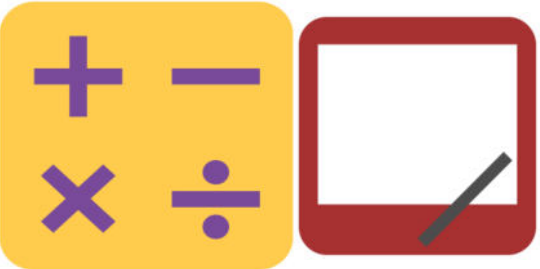


Multiply By 6

Write $4 \times 6 =$ _____

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.

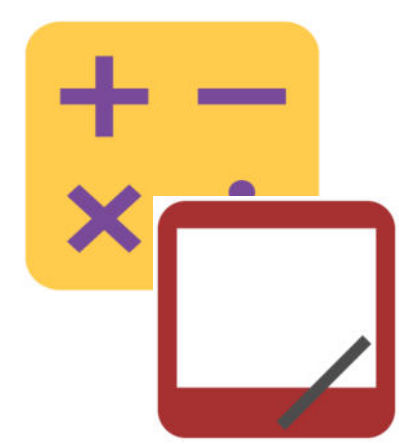
Multiply.

$6 \times 1 = \underline{\quad}$ $6 \times 2 = \underline{\quad}$ $6 \times 3 = \underline{\quad}$ $6 \times 4 = \underline{\quad}$

$6 \times 5 = \underline{\quad}$ $6 \times 6 = \underline{\quad}$ $6 \times 7 = \underline{\quad}$ $6 \times 8 = \underline{\quad}$

$6 \times 9 = \underline{\quad}$ $6 \times 10 = \underline{\quad}$ $6 \times 5 = \underline{\quad}$ $6 \times 6 = \underline{\quad}$

$6 \times 5 = \underline{\quad}$ $6 \times 7 = \underline{\quad}$ $6 \times 5 = \underline{\quad}$ $6 \times 8 = \underline{\quad}$



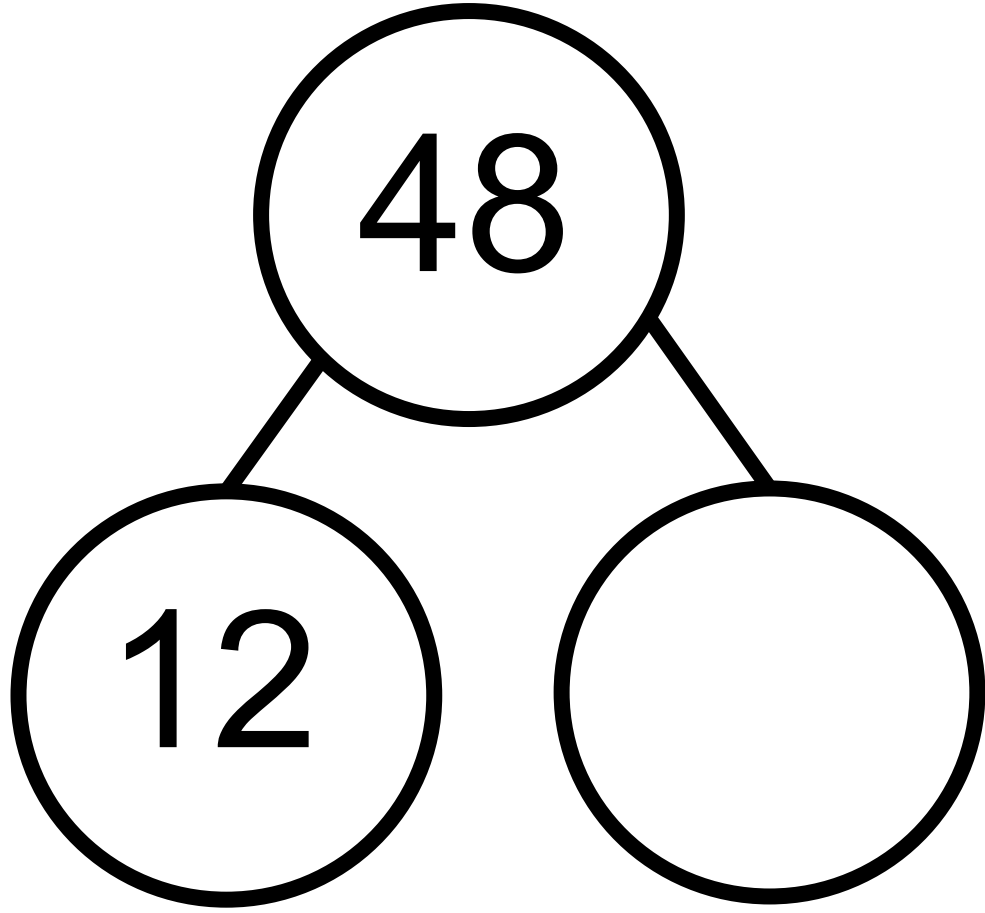
Group Counting

Sevens to 70

Eights to 80

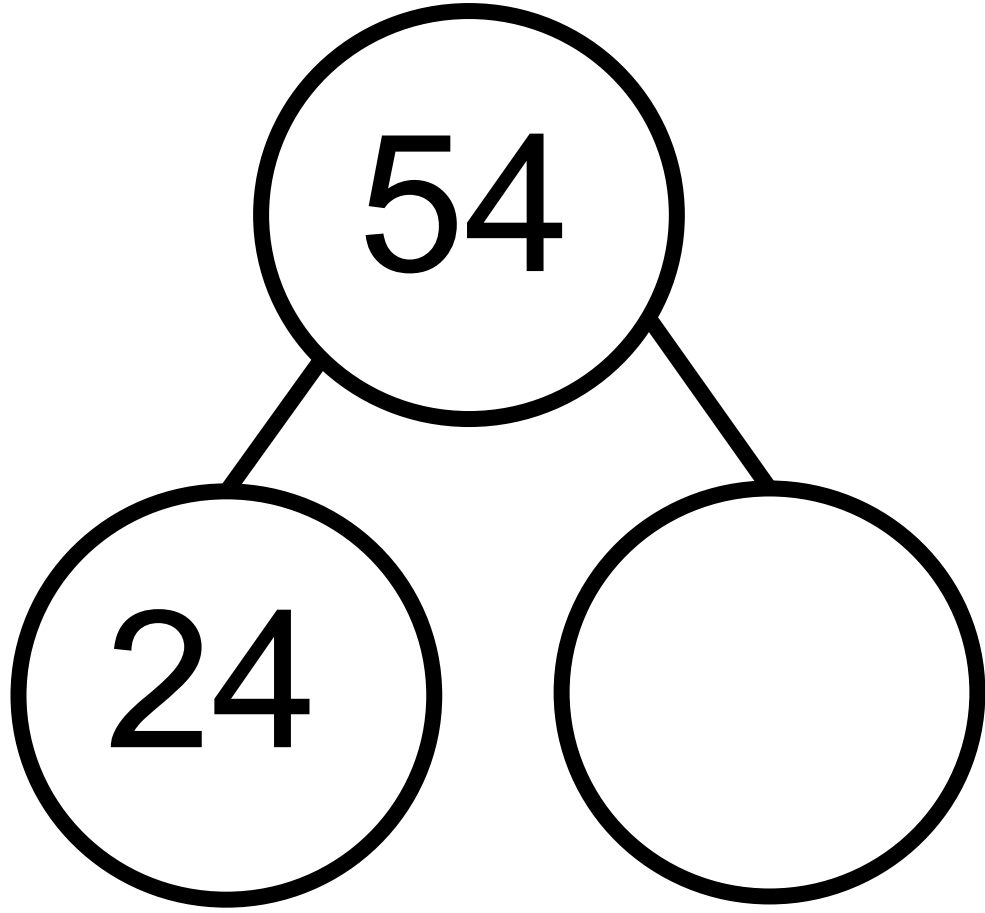
Nines to 90

Decompose Multiples of 6 and 7



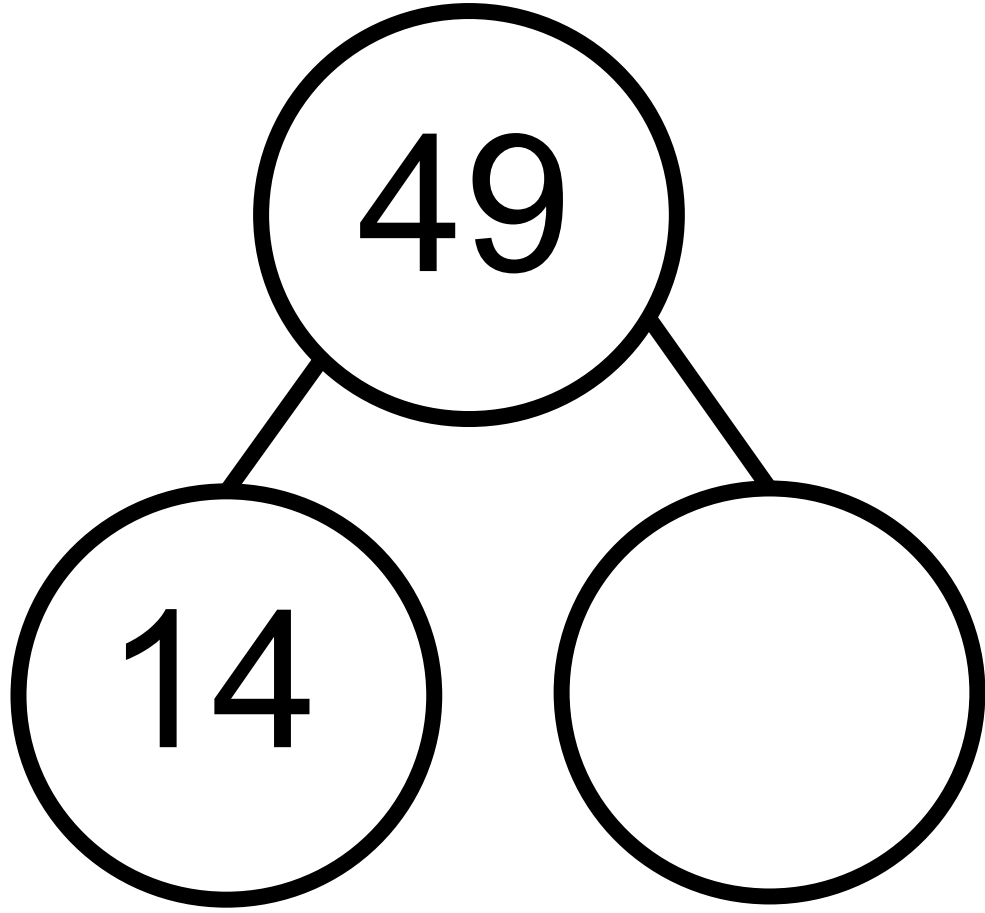
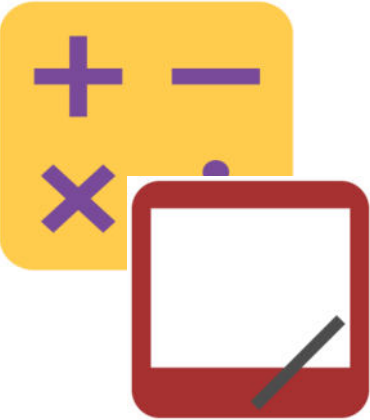
On your personal white board, fill in the unknown part in the number bond.

Decompose Multiples of 6 and 7



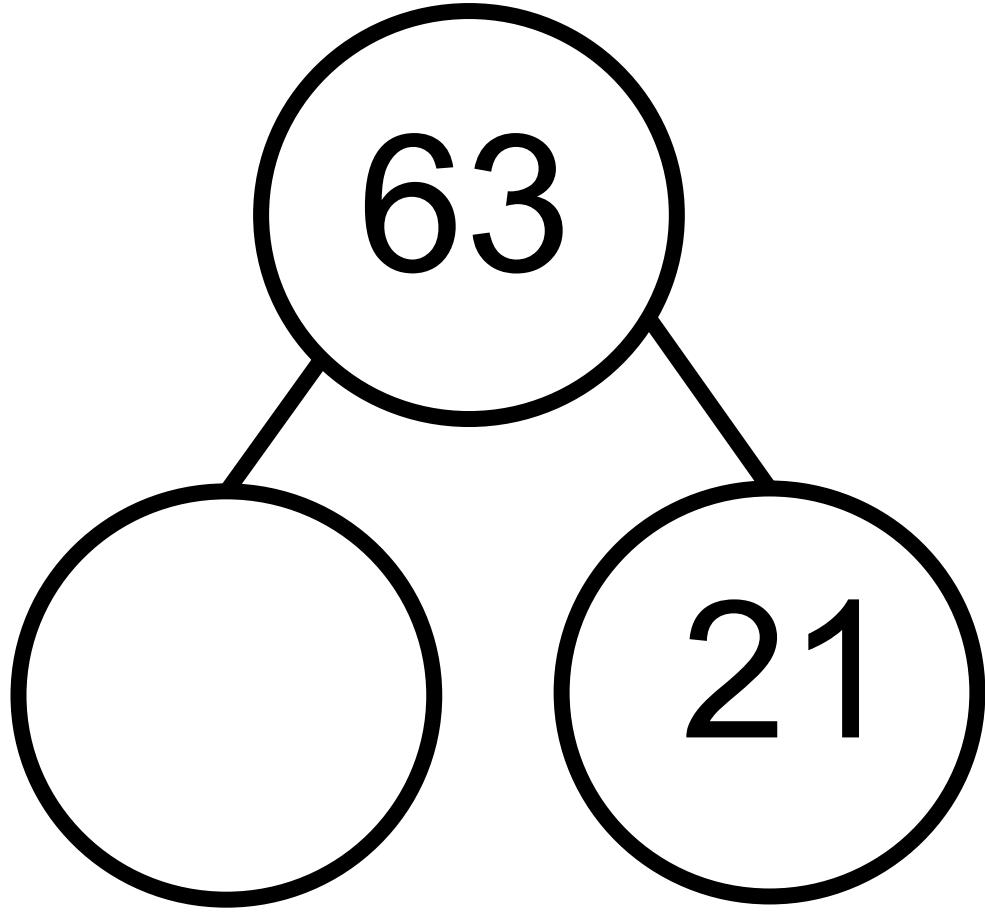
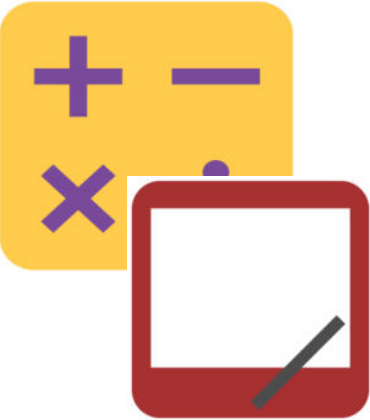
On your personal white board, fill in the unknown part in the number bond.

Decompose Multiples of 6 and 7



On your personal white board, fill in the unknown part in the number bond.

Decompose Multiples of 6 and 7



On your personal white board, fill in the unknown part in the number bond.



Application Problem

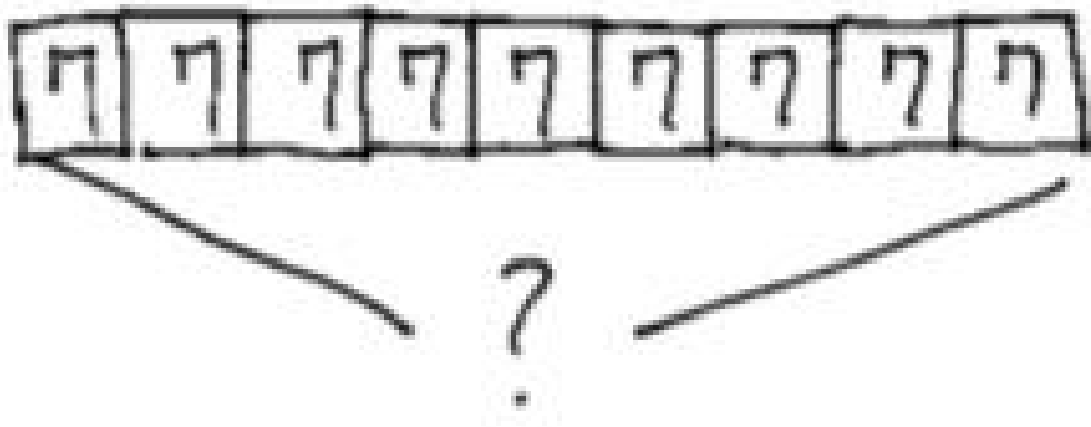
Mabel cuts 9 pieces of ribbon for an art project. Each piece of ribbon is 7 centimeters long. What is the total length of the pieces of ribbon that Mabel cuts?



RDW

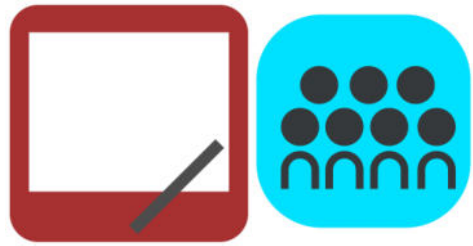
Application Problem

Mabel cuts 9 pieces of ribbon for an art project. Each piece of ribbon is 7 centimeters long. What is the total length of the pieces of ribbon that Mabel cuts?



$$9 \times 7 = 63$$

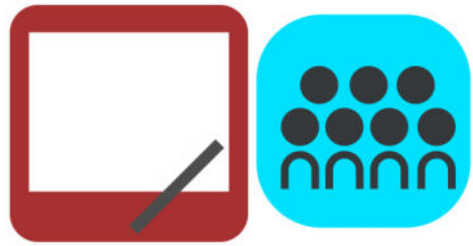
Mabel cuts
63 centimeters
of ribbon.



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?

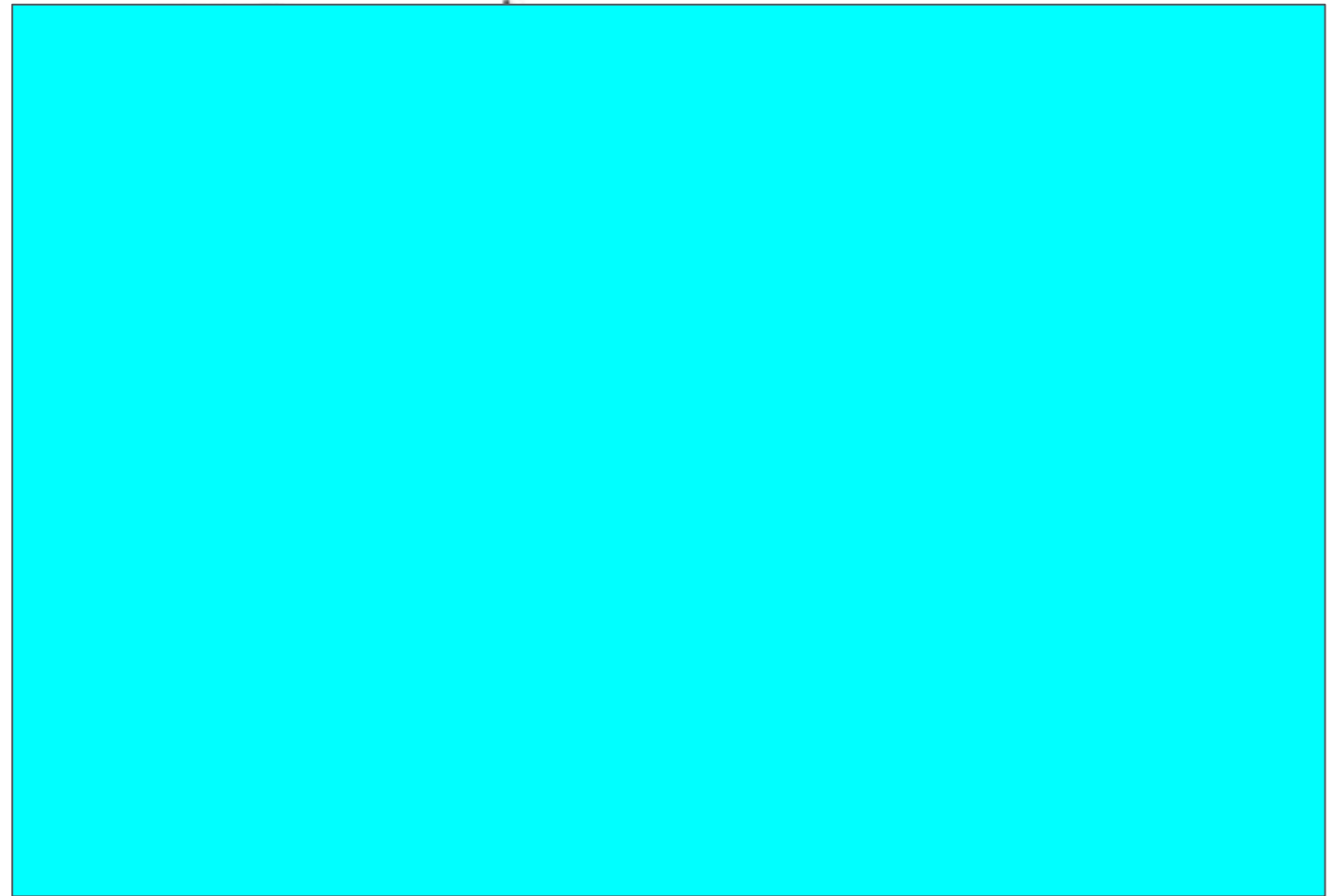


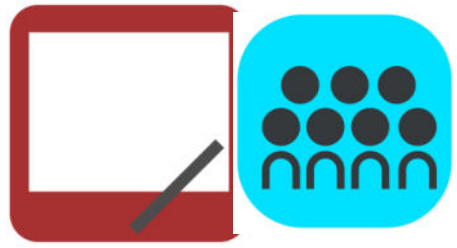
Concept Development

Part 1: Apply the distributive property to multiply using units of 6 and 7.

We used 9×7 to solve the Application Problem.

Say 9×7 in unit form.

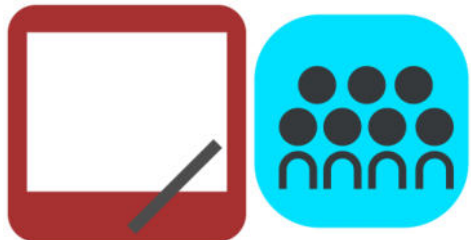




Concept Development

$$8 \times 6$$

$$8 \times 7$$



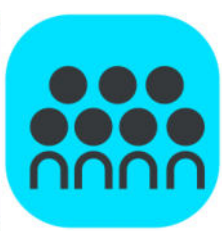
Concept Development

Part 2: Use addition number bonds to apply the distributive property to divide using units of 6 and 7.

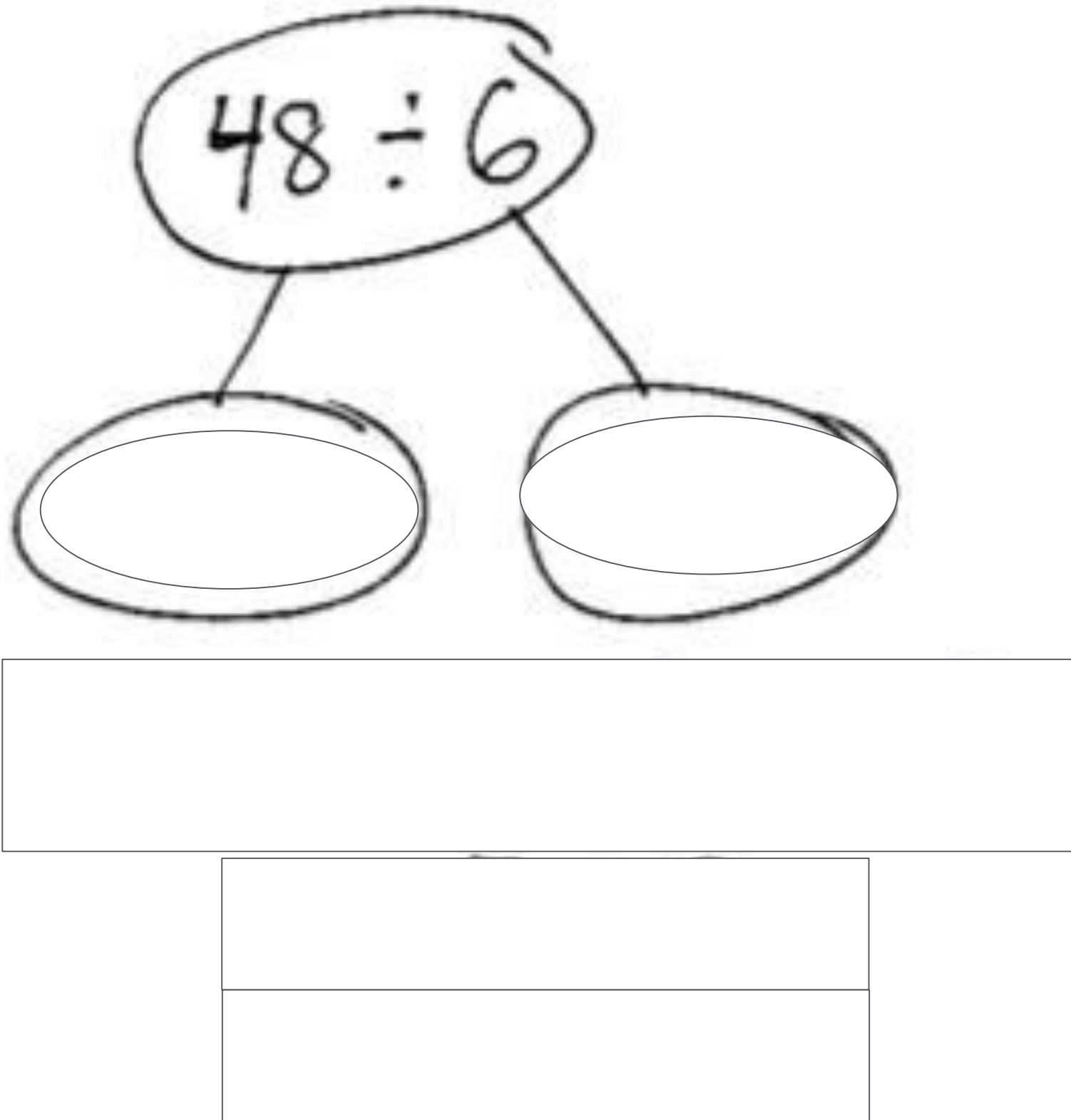
We also used the break apart and distribute strategy earlier this year with arrays and division. Instead of using arrays today, let's use number bonds.

Write $48 \div 6$ on your board and circle it.

We need to break apart $48 \div 6$ into two smaller division expressions. Why would 30 make a good breaking point?

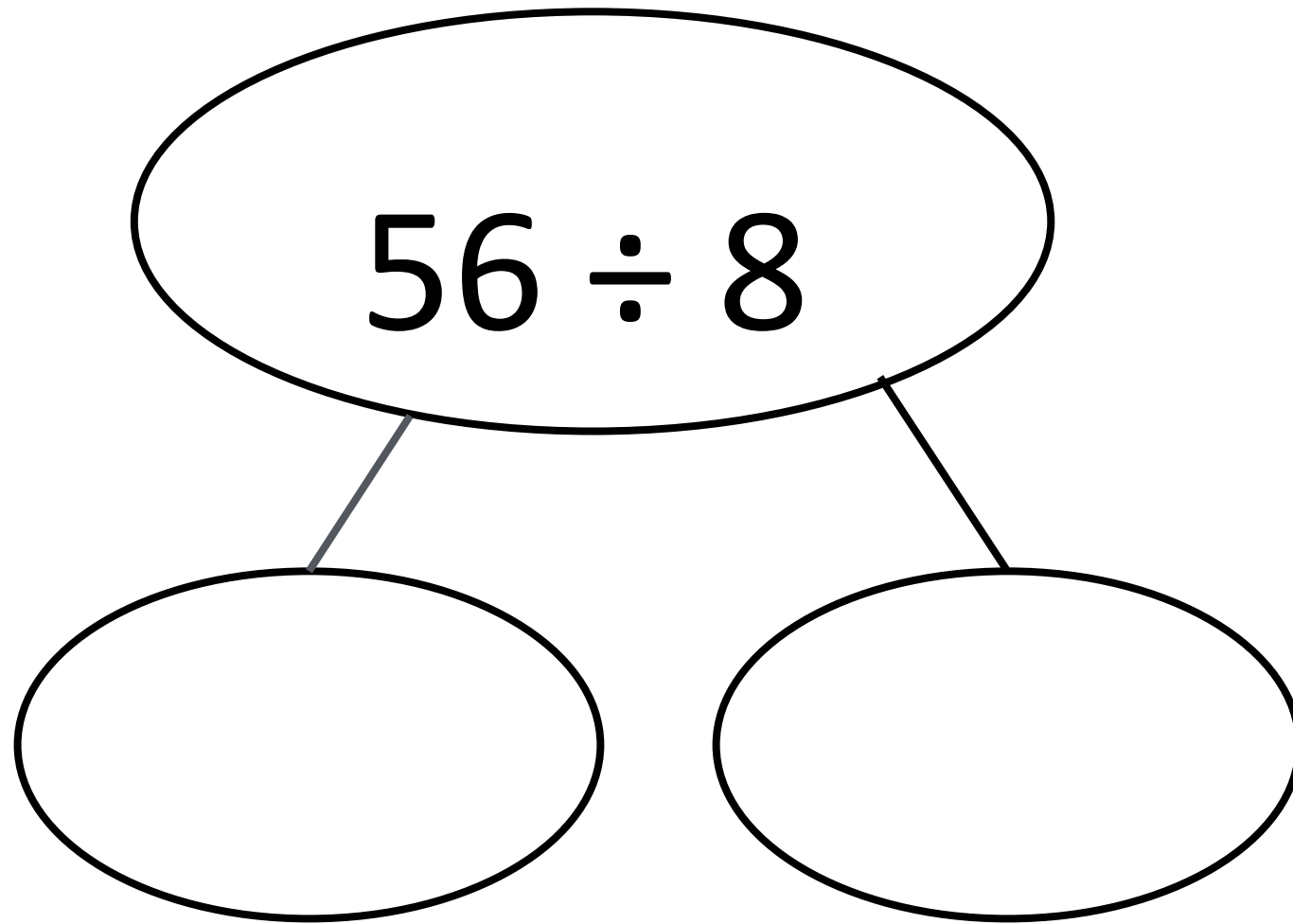


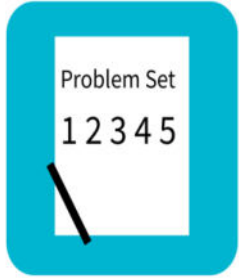
Concept Development





Concept Development





Problem Set

Name _____

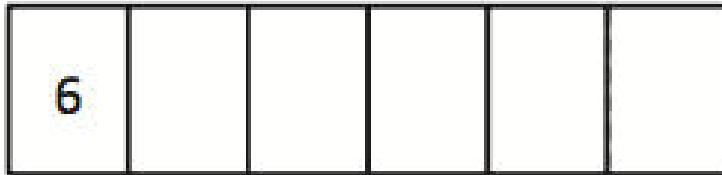
Date _____

1. Label the tape diagrams. Then, fill in the blanks below to make the statements true.

a. $6 \times 6 =$ _____

$(5 \times 6) =$ _____

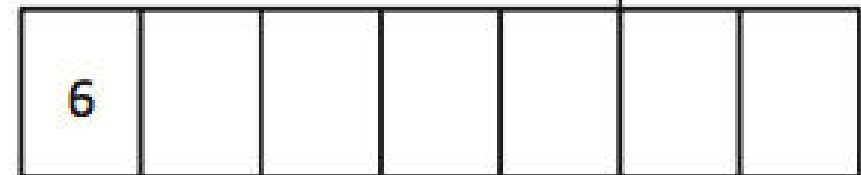
$(\text{ } \times 6) =$ _____

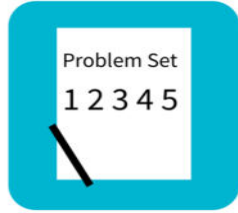
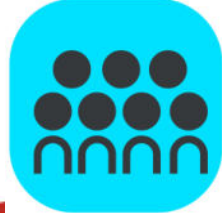


b. $7 \times 6 =$ _____

$(5 \times 6) =$ _____

$(\text{ } \times 6) =$ _____





Student Debrief



Lesson Objective: Use the distributive property as a strategy to multiply and divide using units of 6 and 7.

What pattern did you notice in Problems 1(a) through 1(d)?
What multiplication fact is used in all of these problems? How does this fact help you solve these problems?

What division fact did you use to complete the number bond in Problem 3? Why?

Show a partner your picture for Problem 4. How does your picture show the break apart and distribute strategy?

What number bond did you use to solve Problem 5? Explain your choice. Explain why Kelly could not break apart $42 \div 7$ into $30 \div 7$ and $12 \div 7$.

Exit Ticket

Name _____

Date _____

1. A parking lot has space for 48 cars. Six cars can park in 1 row. Break apart 48 to find how many rows there are in the parking lot.

