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

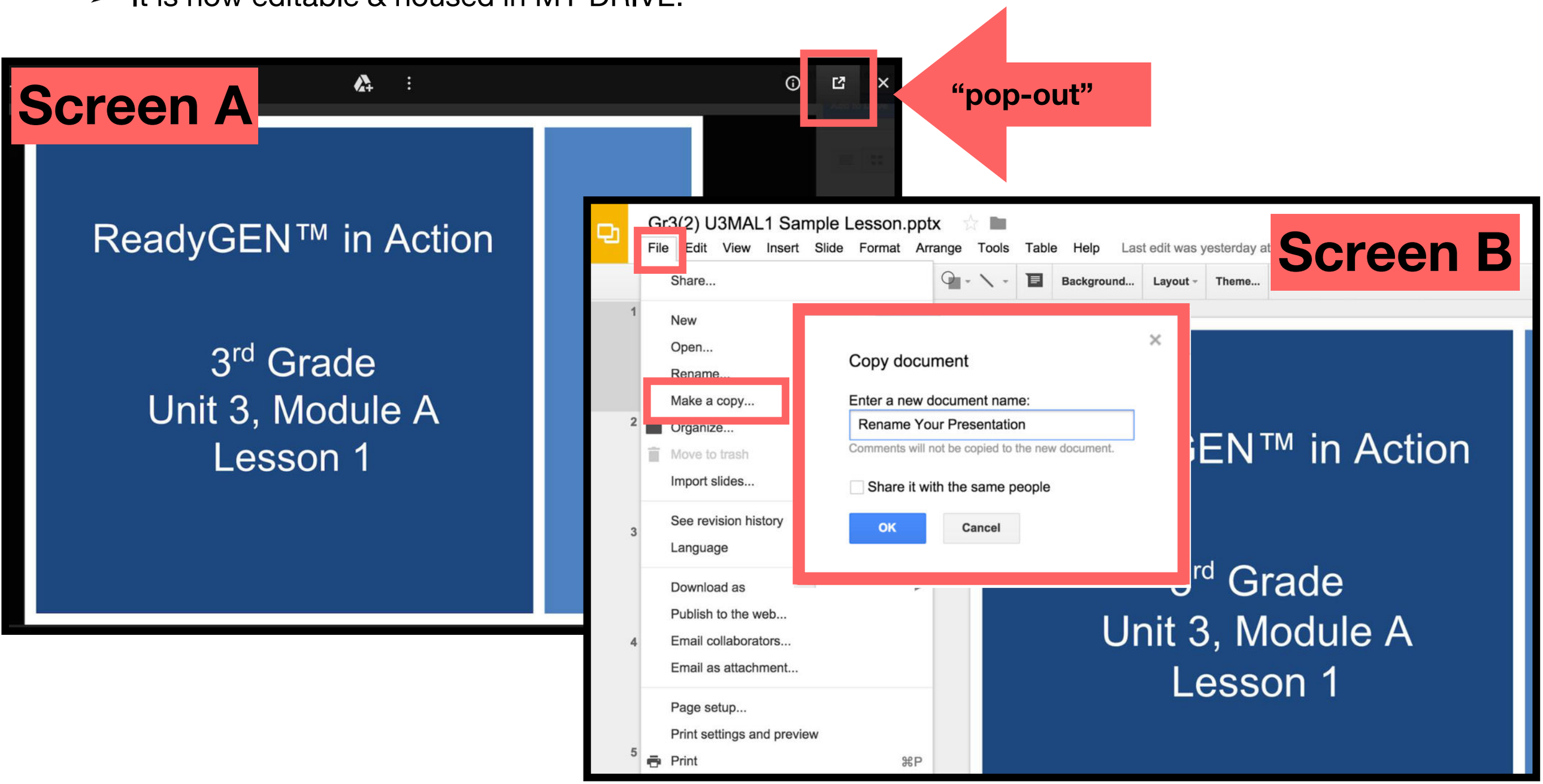
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

Directions for customizing presentations are available on the next slide.

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

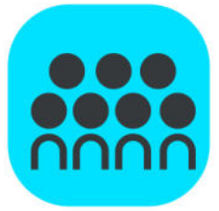
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

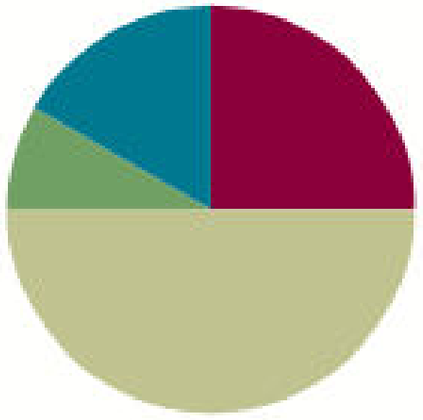
Small Group Time

Lesson 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)**



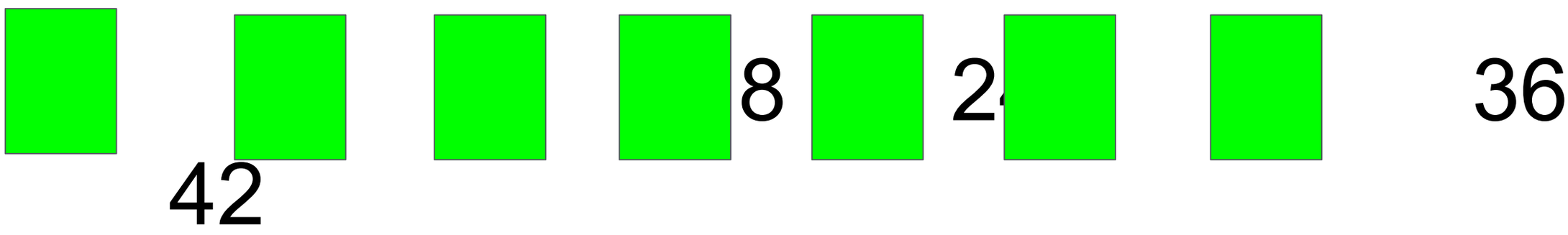
I can use the distributive property as a strategy to multiply and divide using units of 6 and 7.

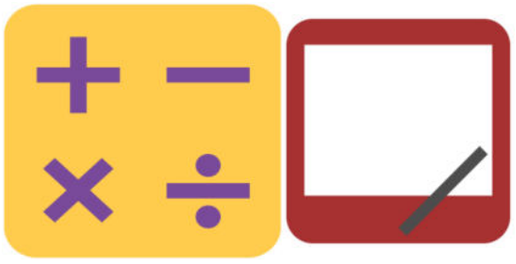
Multiply by 6

Write 7 × 6 = ____

Let’s skip-count up by sixes.

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.

Multiply.

6 x 1 = _____	6 x 2 = _____	6 x 3 = _____	6 x 4 = _____
6 x 5 = _____	6 x 6 = _____	6 x 7 = _____	6 x 8 = _____
6 x 9 = _____	6 x 10 = _____	6 x 5 = _____	6 x 6 = _____
6 x 5 = _____	6 x 7 = _____	6 x 5 = _____	6 x 8 = _____

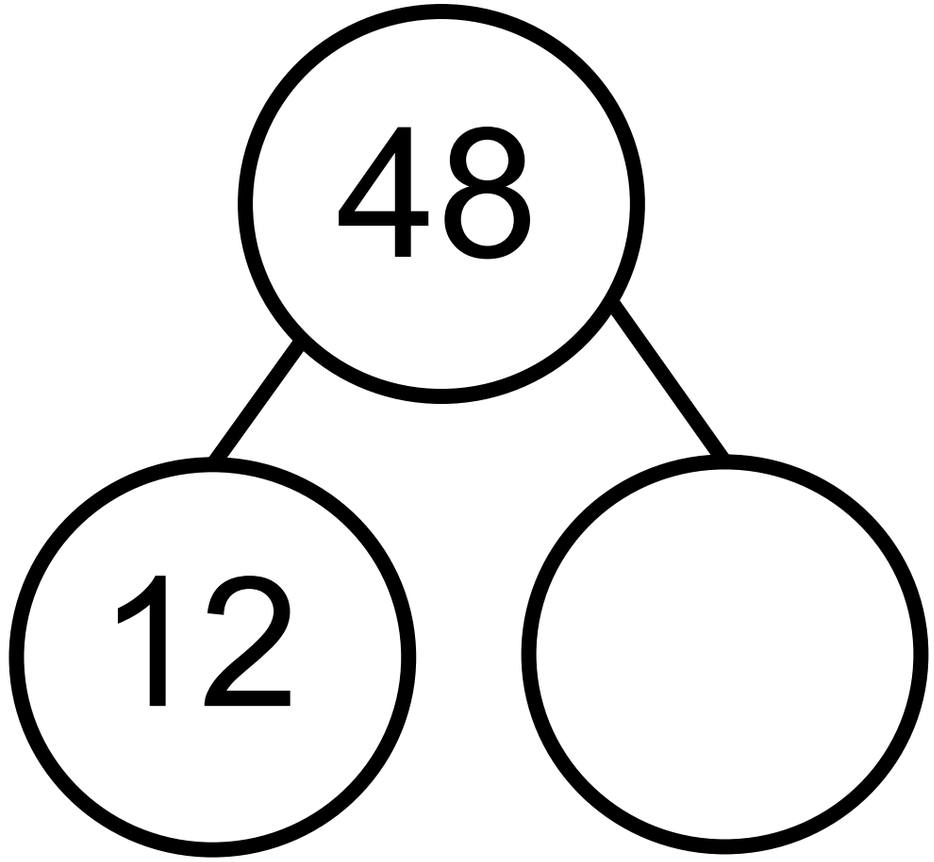
Group Counting

Sevens to 70

Eights to 80

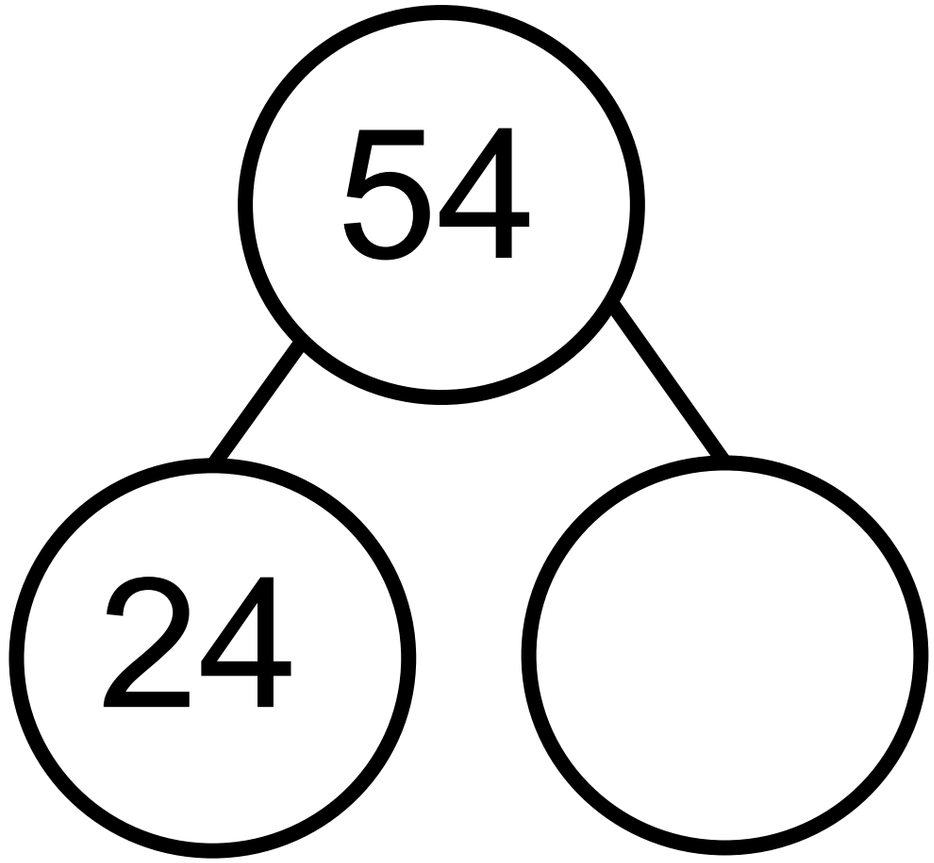
Nines to 90

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



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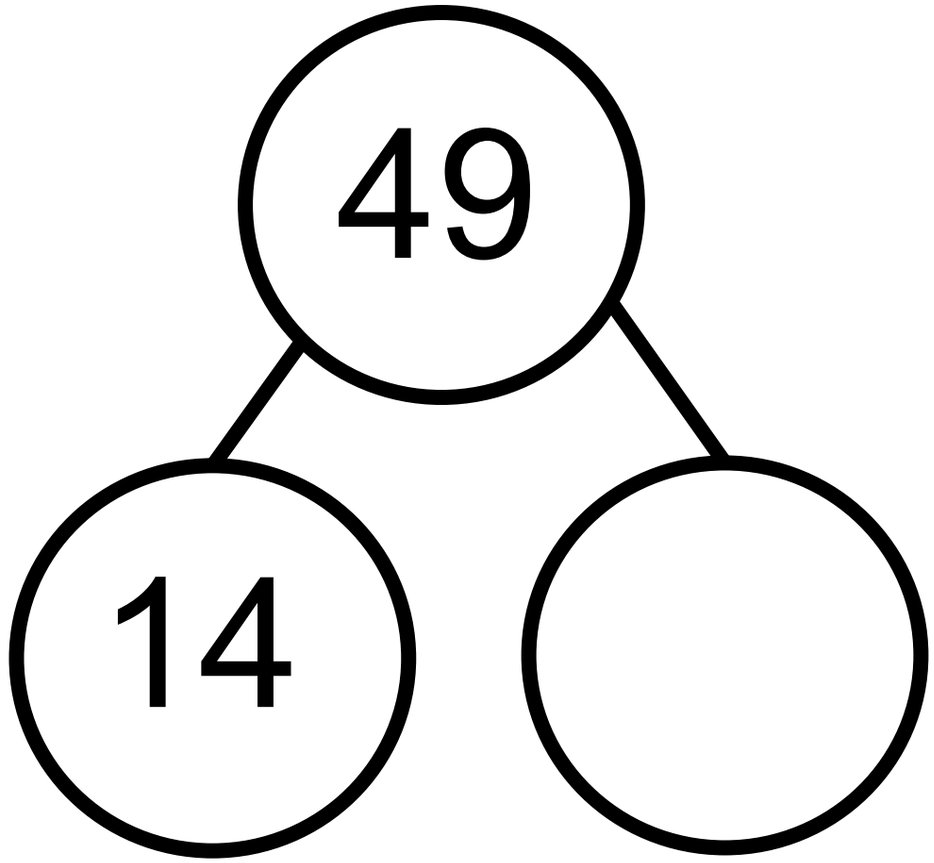
Decompose Multiples of 6 and 7



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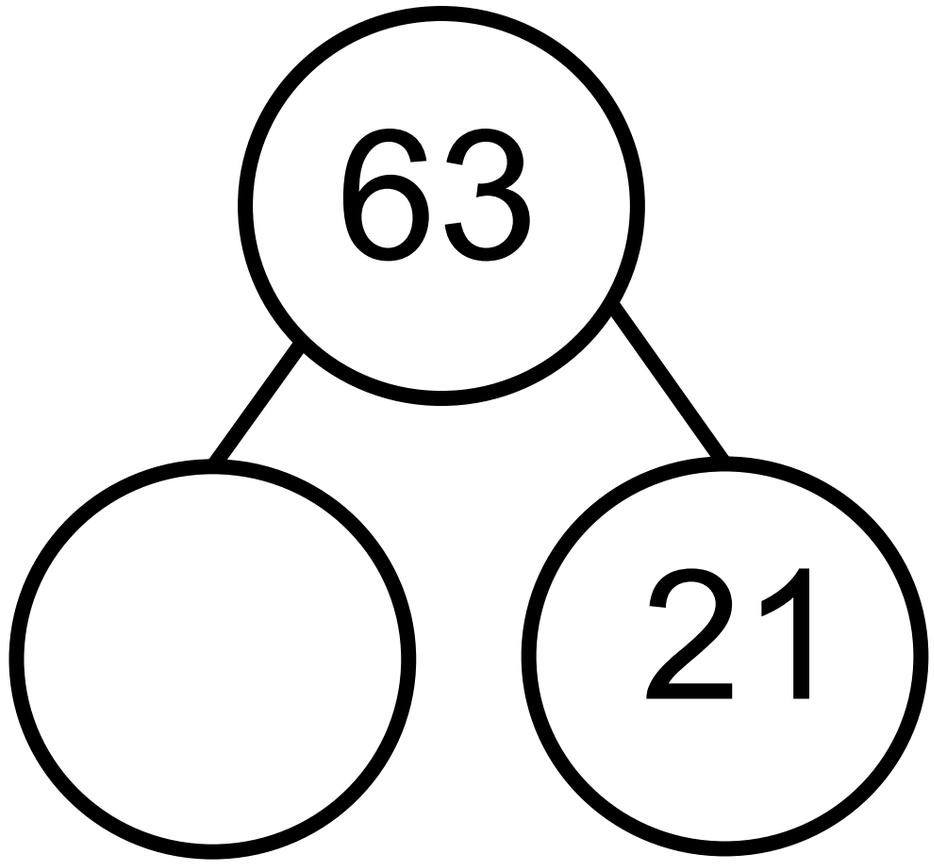
Decompose Multiples of 6 and 7



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?

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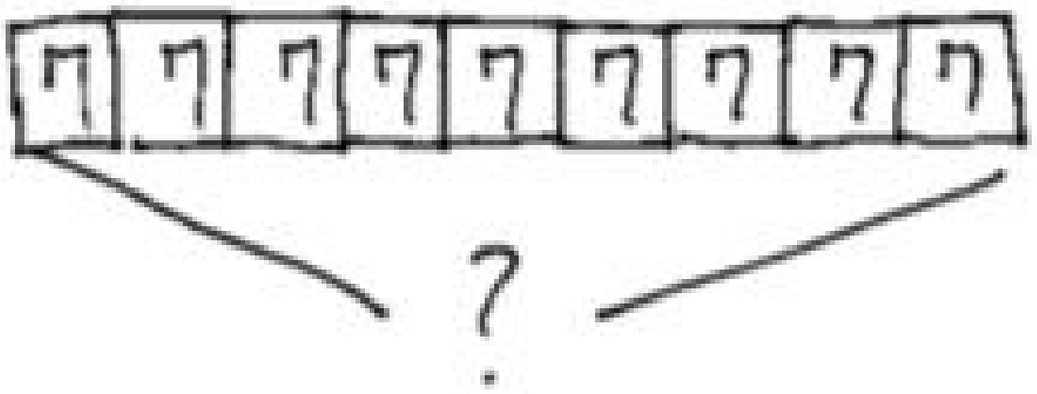


$9 \times 7 = 63$

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

8×6

8×7

Concept Development

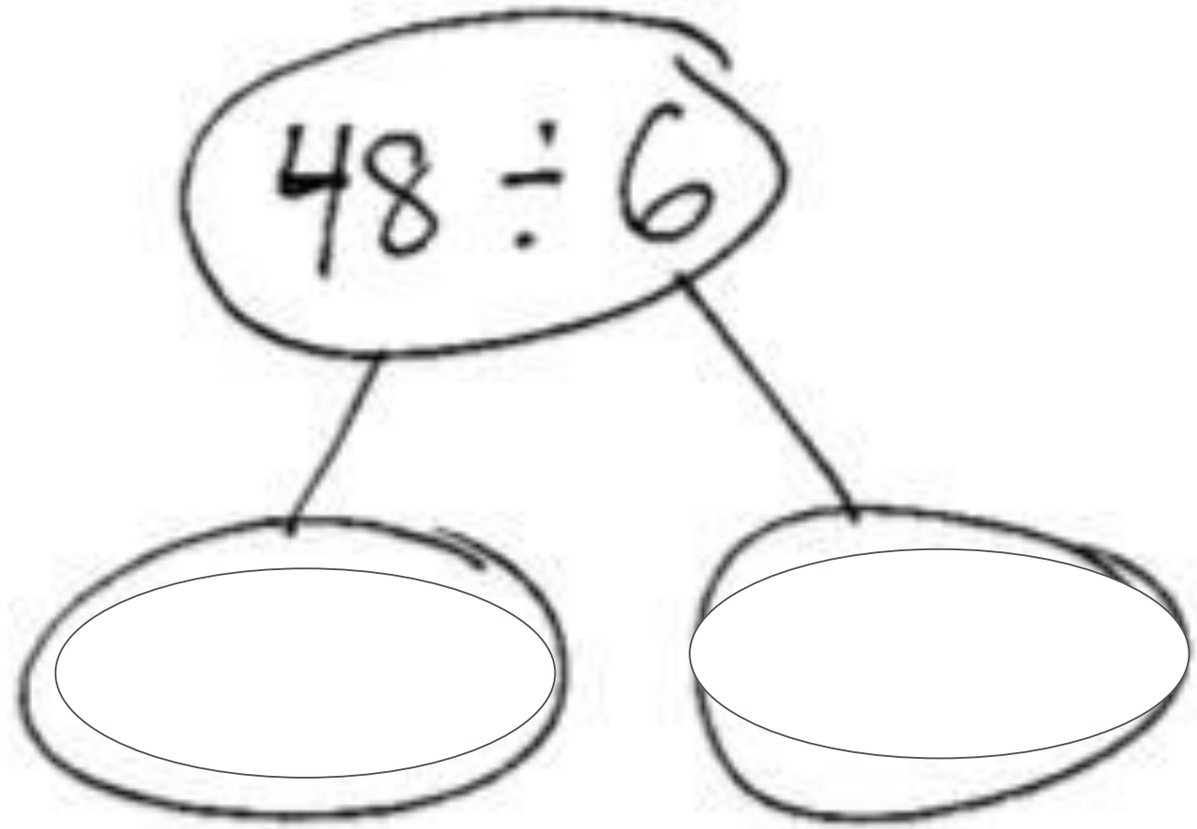
Part 2: Use addition number bonds to apply the distributive property to divide using units of 6 and 7.

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.

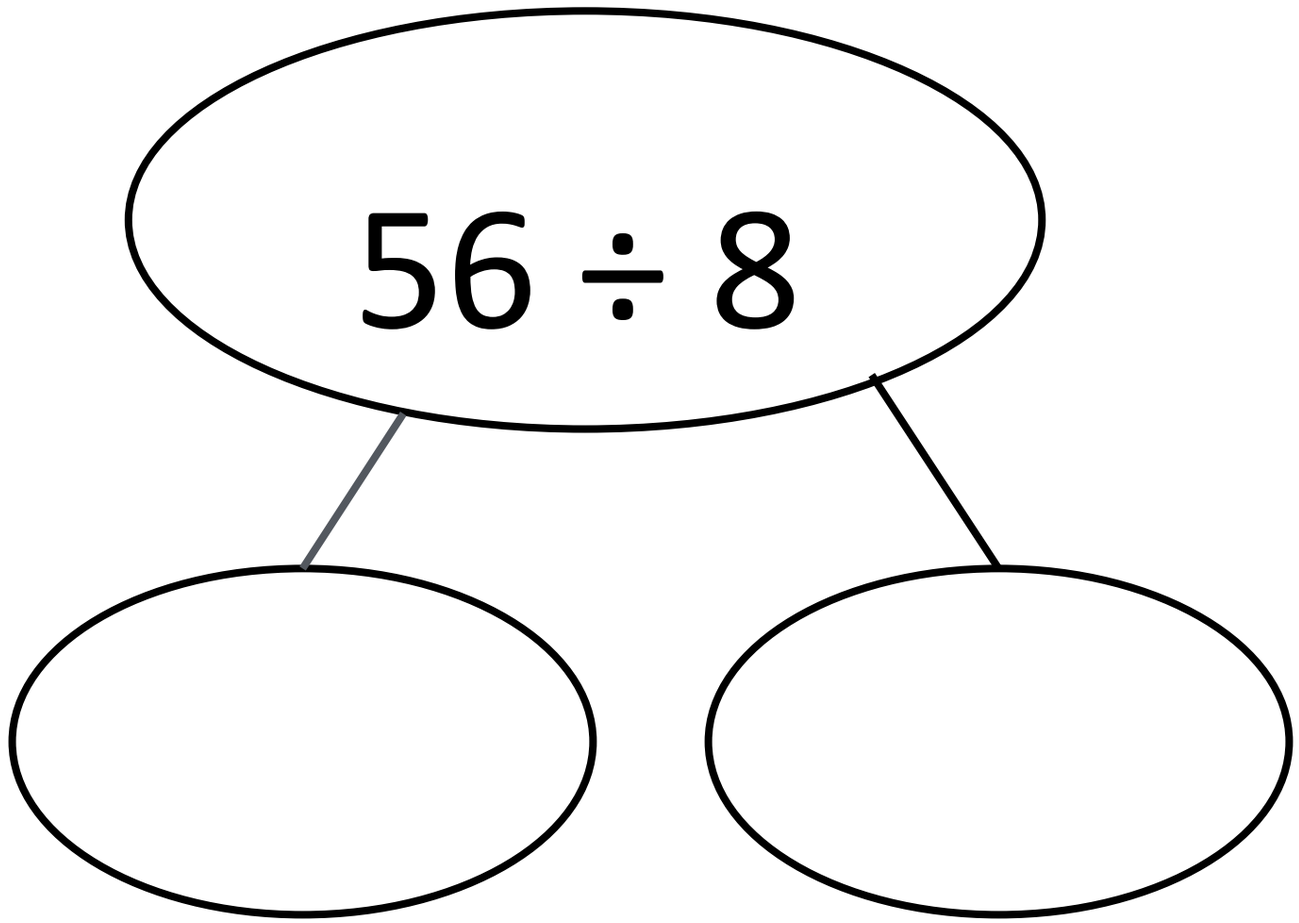
Write 48 ÷ 6 on your board and circle it.

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

Concept Development



Concept Development



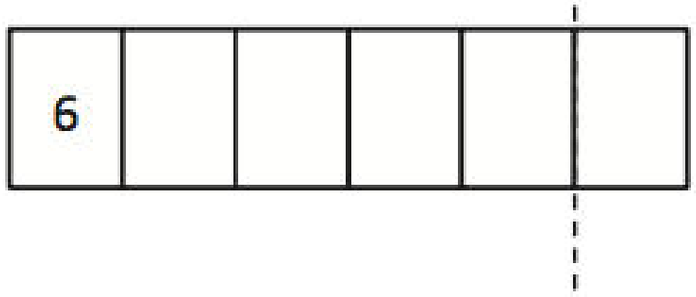
Problem Set

Name _____ Date _____

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

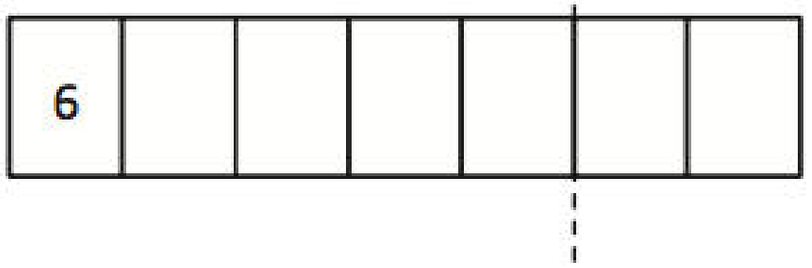
a. **6 × 6** = _____

(5 × 6) = _____ (_____ × 6) = _____



b. **7 × 6** = _____

(5 × 6) = _____ (_____ × 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 ÷ 7 into 30 ÷ 7 and 12 ÷ 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.