



Materials List

(S) Multiply by 7 (1–5) (Pattern Sheet)

(S) Personal white board

(S) Problem Set (Page 2)

Eureka Math

3rd Grade
Module 3
Lesson 7

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 shows a transition from a presentation viewer (Screen A) to the Google Slides editor (Screen B). Screen A displays a blue slide with the text "ReadyGEN™ in Action", "3rd Grade", "Unit 3, Module A", and "Lesson 1". A red box highlights the "pop-out" button in the top right corner of the viewer. A red arrow points from this button to the "pop-out" text. Screen B shows the Google Slides editor interface for a file named "Gr3(2) U3MAL1 Sample Lesson.pptx". The "File" menu is open, and the "Make a copy..." option is highlighted with a red box. A "Copy document" dialog box is open, showing the "Enter a new document name:" field with the text "Rename Your Presentation". The "OK" button is highlighted with a red box. The background of Screen B is a blue slide with the same text as Screen A.

Screen A

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

“pop-out”

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

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Icons



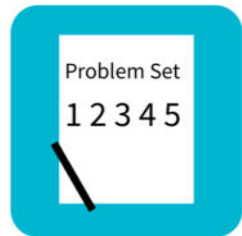
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



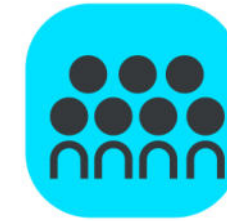
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



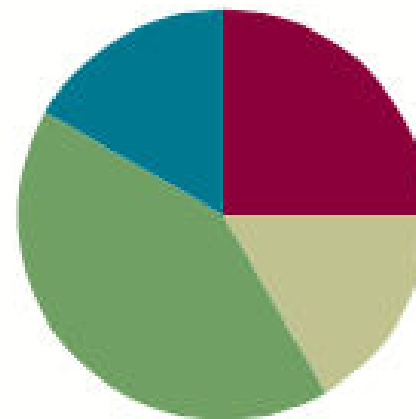
Small Group Time

Lesson 7

Objective: Interpret the unknown in multiplication and division to model and solve problems using units of 6 and 7.

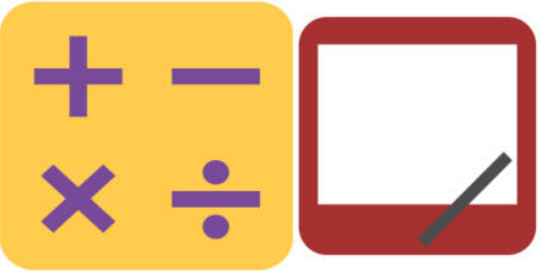
Suggested Lesson Structure

■ Fluency Practice	(15 minutes)
■ Concept Development	(10 minutes)
■ Application Problems	(25 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)





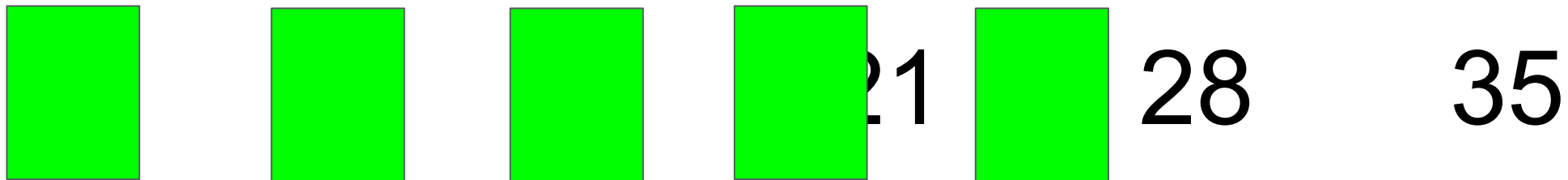
I can interpret the unknown in multiplication and division to model and solve problems using units of 6 and 7.

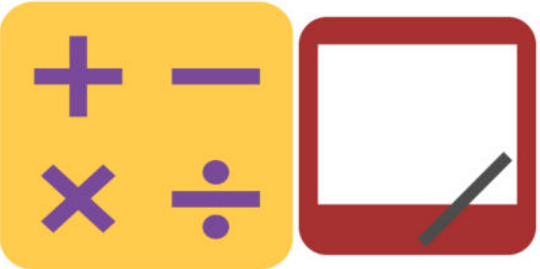


Multiply By 7

Write $5 \times 7 =$ _____

Let's skip-count by sevens to find the answer. I'll raise a finger for each seven.



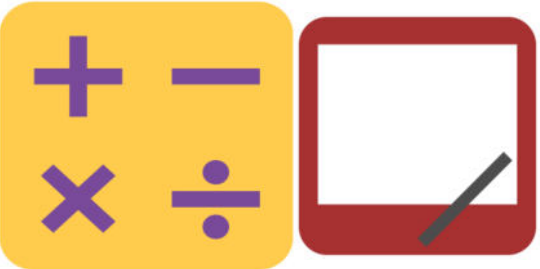


Multiply By 6

Write $4 \times 6 = \underline{\quad}$

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

I'll raise a finger for each eight.



Multiply By 7

Let's practice multiplying by 7. Be sure to work left to right across the page.

Multiply.

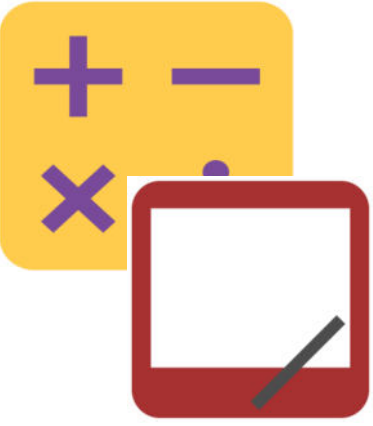
$$7 \times 1 = \underline{\quad} \quad 7 \times 2 = \underline{\quad} \quad 7 \times 3 = \underline{\quad} \quad 7 \times 4 = \underline{\quad}$$

$$7 \times 5 = \underline{\quad} \quad 7 \times 1 = \underline{\quad} \quad 7 \times 2 = \underline{\quad} \quad 7 \times 1 = \underline{\quad}$$

$$7 \times 3 = \underline{\quad} \quad 7 \times 1 = \underline{\quad} \quad 7 \times 4 = \underline{\quad} \quad 7 \times 1 = \underline{\quad}$$

$$7 \times 5 = \underline{\quad} \quad 7 \times 1 = \underline{\quad} \quad 7 \times 2 = \underline{\quad} \quad 7 \times 3 = \underline{\quad}$$

Group Counting



Sixes to 60

Eights to 80

Nines to 90



Decompose the Multiplication Sentence

Write $6 \times 6 = (5 + \underline{\quad}) \times 6$

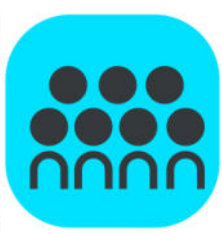
On your personal white board, copy and fill in the equation.



Decompose the Multiplication Sentence

Write $6 \times 6 = (5 + \underline{\quad}) \times 6$

$$\begin{aligned}(6 \times 6) &= (5 + 1) \times 6 \\ &= (5 \times 6) + (1 \times 6) \\ &= 30 + 6 \\ &= 36\end{aligned}$$

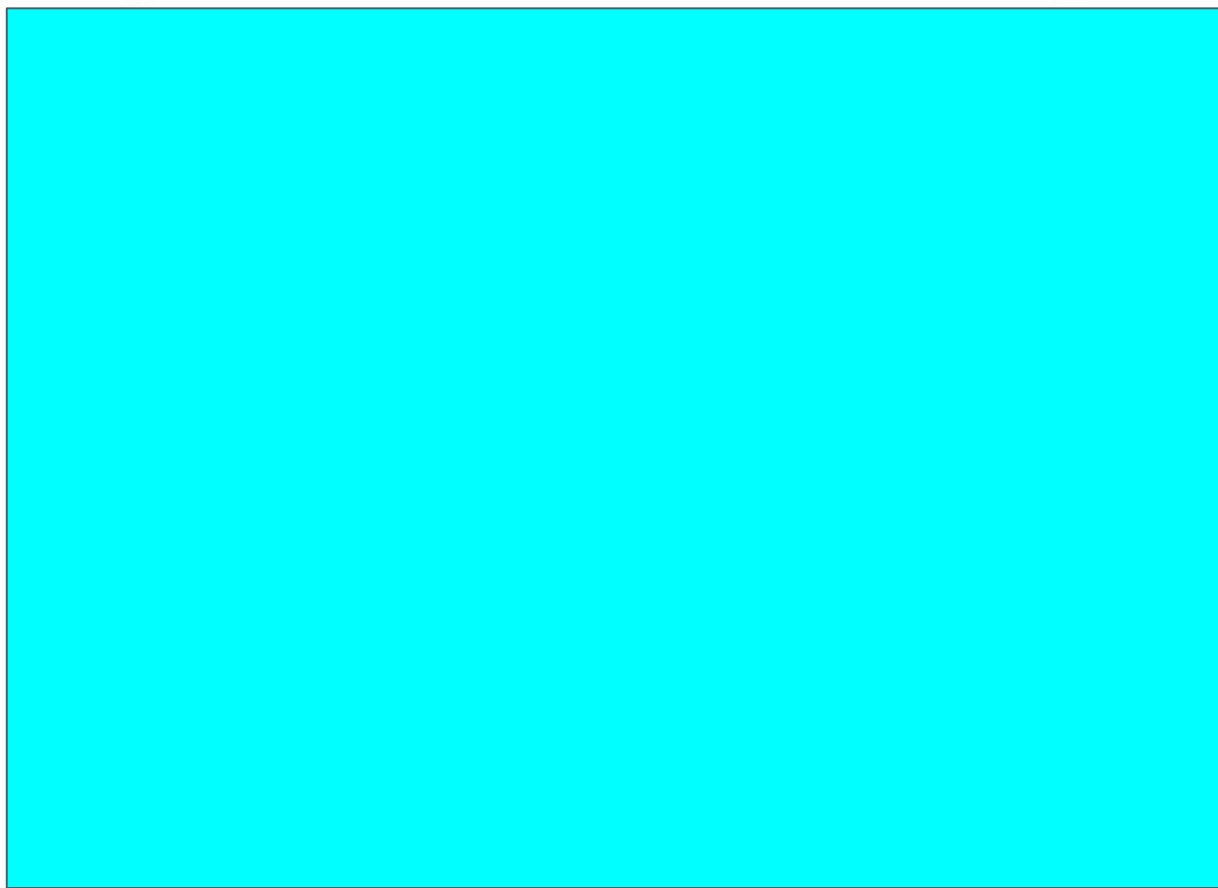


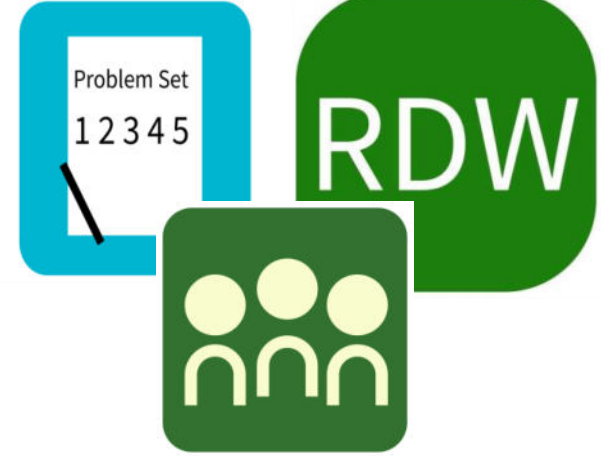
Concept Development

Thad sees 7 beetles when he weeds his garden. Each beetle has 6 legs. How many legs are there on all 7 beetles?



Talk to a partner. What kind of picture can we draw to model this problem?





Application Problem

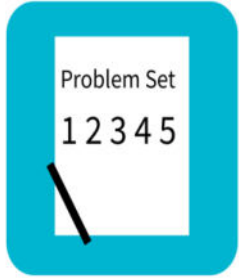
A STORY OF UNITS

Lesson 7 Problem Set

3•3

3. Model each problem with a drawing. Then, write an equation using a letter to represent the unknown, and solve for the unknown.
 - a. Each student gets 3 pencils. There are a total of 21 pencils. How many students are there?

 - b. Henry spends 24 minutes practicing 6 different basketball drills. He spends the same amount of time on each drill. How much time does Henry spend on each drill?



Problem Set

A STORY OF UNITS

Lesson 7 Problem Set

3•3

Name _____

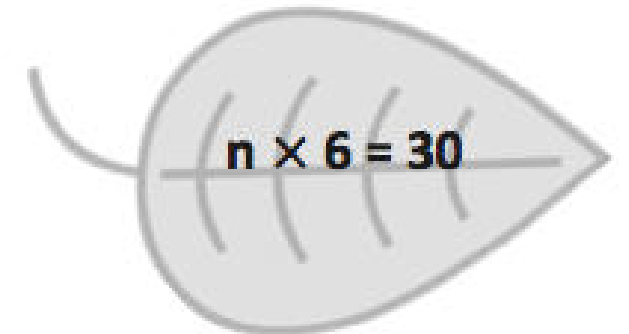
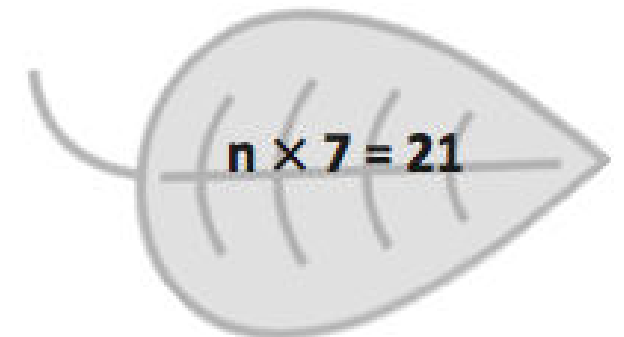
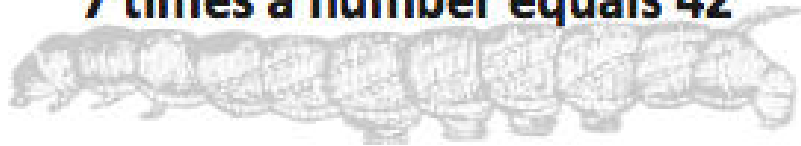
Date _____

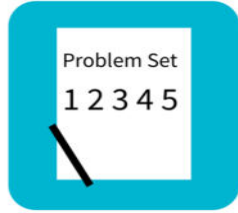
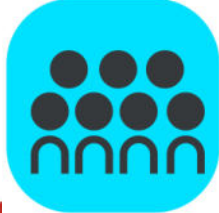
1. Match the words to the correct equation.

a number times 6 equals 30



7 times a number equals 42





Student Debrief



Lesson Objective: Interpret the unknown in multiplication and division to model and solve problems using units of 6 and 7.

What is the value of n in each equation in Problem 1?

What equation did you use to solve Problem 2?

Explain to a partner what your drawing looks like for Problem 3(a).

In Problems 3(a) through 3(d), what was unknown? Was it the group size or number of groups?

What strategies did your group use to solve Problems 3(a) through 3(d)? Why?



Exit Ticket

Name _____

Date _____

Model each problem with a drawing. Then, write an equation using a letter to represent the unknown, and solve for the unknown.

1. Three boys and three girls each buy 7 bookmarks. How many bookmarks do they buy all together?