



Materials List

(S) Multiply By 7 (6–10) (Pattern Sheet)

(S) Personal white board

Eureka Math

3rd Grade
Module 3
Lesson 8

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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Reflecting your Teaching Style and Learning Needs of Your Students

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Screen A

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

“pop-out”

Screen B

Gr3(2) U3MAL1 Sample Lesson.pptx

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ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Icons



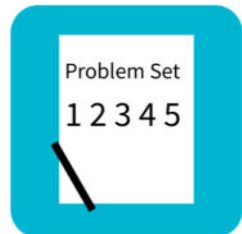
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



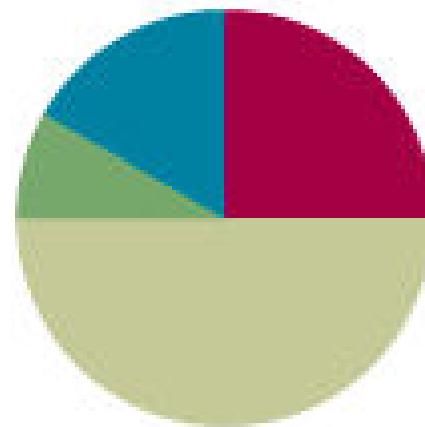
Small Group Time

Lesson 8

Objective: Understand the function of parentheses and apply to solving problems.

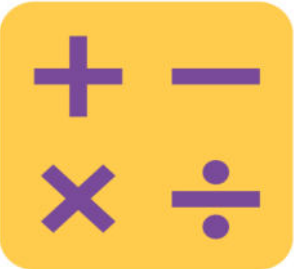
Suggested Lesson Structure

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





I can understand the function of parentheses and apply to solving problems.

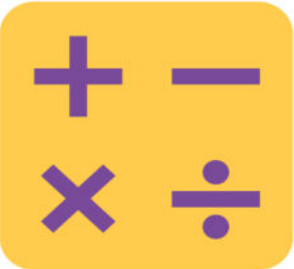


Multiply By 7

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

Let's skip-count up by sevens to solve.

I'll raise a finger for each seven

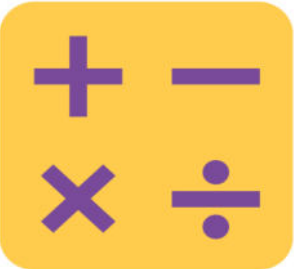


Multiply By 7

Write $8 \times 7 =$ _____

Let's skip-count up by sevens to solve.

I'll raise a finger for each seven

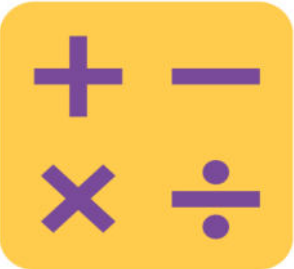


Multiply By 7

Write $7 \times 7 =$ _____

Let's skip-count up by sevens to solve.

I'll raise a finger for each seven

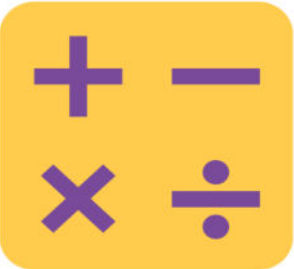


Multiply By 7

Write $9 \times 7 =$ _____

Let's skip-count up by sevens to solve.

I'll raise a finger for each seven



Multiply By 7 Pattern Sheet

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

Multiply.

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

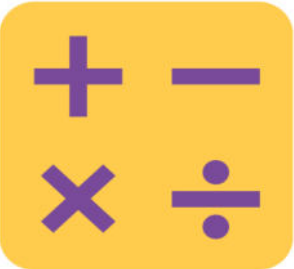
$7 \times 5 = \underline{\quad\quad\quad}$ $7 \times 6 = \underline{\quad\quad\quad}$ $7 \times 7 = \underline{\quad\quad\quad}$ $7 \times 8 = \underline{\quad\quad\quad}$

$7 \times 9 = \underline{\quad\quad\quad}$ $7 \times 10 = \underline{\quad\quad\quad}$ $7 \times 5 = \underline{\quad\quad\quad}$ $7 \times 6 = \underline{\quad\quad\quad}$

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

$7 \times 5 = \underline{\quad\quad\quad}$ $7 \times 9 = \underline{\quad\quad\quad}$ $7 \times 5 = \underline{\quad\quad\quad}$ $7 \times 10 = \underline{\quad\quad\quad}$

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

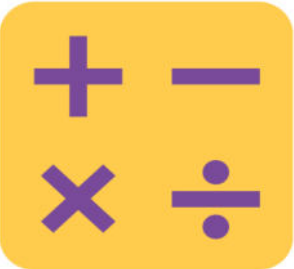


Group Counting

Sixes to 60

Eights to 80

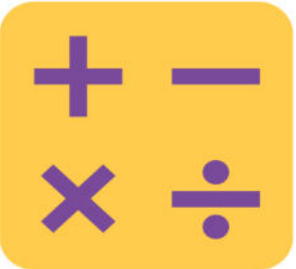
Nines to 90



Add 6 and 7 Mentally

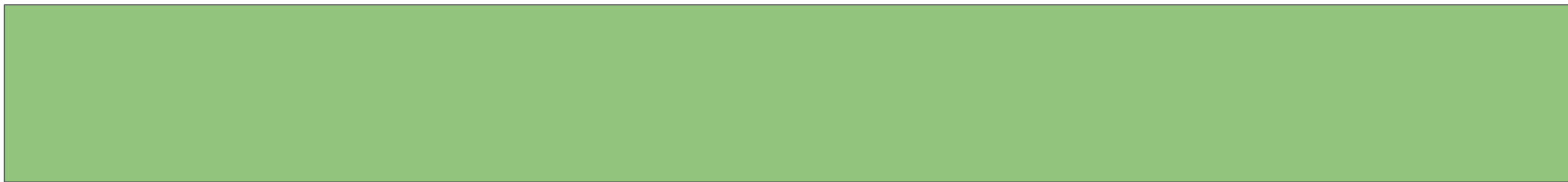
$$6 + 6 = \underline{\quad}$$

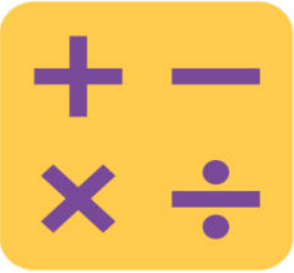
Say the expression



Add 6 and 7 Mentally

$$6 + 6 = \underline{\quad}$$





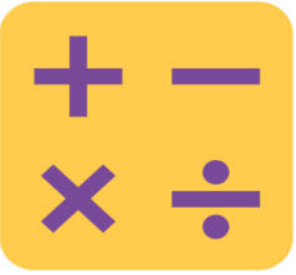
Add 6 and 7 Mentally

$$12 + 6 =$$

$$18 + 6 =$$

$$24 + 6 =$$

$$30 + 6 =$$



Add 6 and 7 Mentally

$$7 + 7 =$$

$$14 + 7 =$$

$$21 + 7 =$$

$$28 + 7 =$$

$$35 + 7 =$$

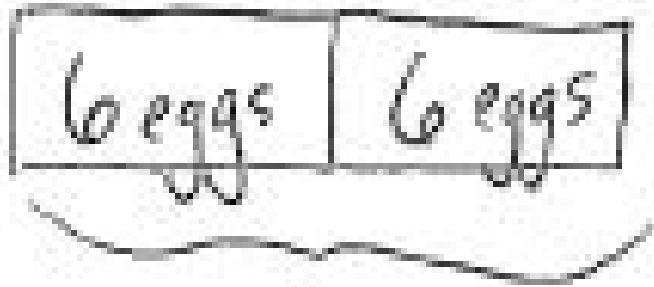
The logo consists of the letters 'RDW' in white, bold, sans-serif font, centered within a green rounded square.

Application Problem

Richard has 2 cartons with 6 eggs in each. As he opens the cartons, he drops 2 eggs. How many unbroken eggs does Richard have left?



Application Problem



$$2 \times 6 \text{ eggs} = 12 \text{ eggs}$$

$$12 \text{ eggs} - 2 \text{ eggs} = 10 \text{ eggs}$$

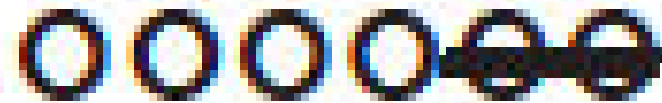
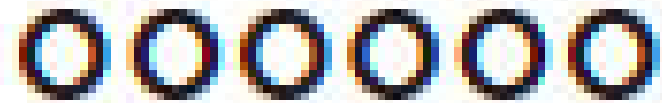
Richard has 10
unbroken eggs left.



Concept Development

Part 1: Solve equations containing parentheses

The two equations used to solve the Application Problem are $2 \times 6 = 12$ and $12 - 2 = 10$.



This picture shows both.



Talk to your partner: How could we include all of this information in one equation?



Concept Development

Part 1: Solve equations containing parentheses

$$2 \times 6 = 12$$


$$12 - 2 = 10.$$

Watch how I use parentheses to show that.

$$(2 \times 6) - 2 = 10$$



Concept Development

Part 1: Solve equations containing parentheses

$$4 + 2 = 6$$

$$6 \times 6 = 36.$$

Watch how I use parentheses to show that.

$$(4 + 2) \times 6 = 36$$

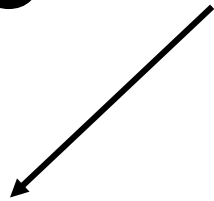


Concept Development

Part 1: Solve equations containing parentheses

$$12 \div 3 = 4$$

$$15 - 4 = 11$$



Watch how I use parentheses to show that.

$$15 - (12 \div 3) = 11$$



Concept Development

Part 2: Explore how moving the parentheses can change the answer in an equation.

$$(25 - 10) \div 5 = 3$$

Hand-drawn diagram illustrating the equation $(25 - 10) \div 5 = 3$. It shows 25 small circles arranged in two rows of five. The top three rows are grouped together with a large oval, representing the subtraction of 10 from 25. The remaining two rows are grouped together with a smaller oval, representing the division by 5. Below the diagram is the equation $(25 - 10) \div 5 = 3$.

Hand-drawn diagram illustrating the equation $25 - (10 \div 5) = 23$. It shows 25 small circles arranged in three rows: the first two rows have five circles each, and the third row has five circles. A horizontal line is drawn below the first two rows, and a vertical line is drawn to the right of the third row, forming a box around the last five circles. Below the diagram is the equation $25 - (10 \div 5) = 23$.



Check my work. Is it correct?



Concept Development

Part 2: Explore how moving the parentheses can change the answer in an equation.

$$(2 + 3) \times 7$$

$$2 + (3 \times 7)$$

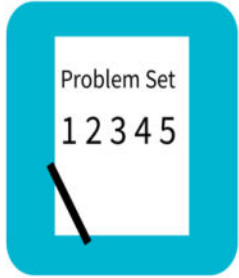


Concept Development

Part 2: Explore how moving the parentheses can change the answer in an equation.

$$(3 \times 4) \div 2 =$$

$$3 \times (4 \div 2) =$$



Problem Set

Name _____

Date _____

1. Solve.

a. $(12 - 4) + 6 =$ _____

b. $12 - (4 + 6) =$ _____

c. _____ $= 15 - (7 + 3)$

d. _____ $= (15 - 7) + 3$

e. _____ $= (3 + 2) \times 6$

f. _____ $= 3 + (2 \times 6)$

i. _____ $= (12 \div 2) + 4$

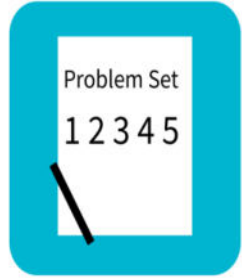
j. _____ $= 12 \div (2 + 4)$

k. $9 + (15 \div 3) =$ _____

l. $(9 + 15) \div 3 =$ _____

m. $60 \div (10 - 4) =$ _____

n. $(60 \div 10) - 4 =$ _____



Student Debrief

Lesson Objective: Understand the function of parentheses and apply to solving problems.

Look at Problem 1(j). Would the answer be the same if I solved $(12 \div 2) + (12 \div 4)$? Why not?

Look at Problem 1(l). Would the answer be the same if I solved $(9 \div 3) + (15 \div 3)$? Why?

How did you discover where the parentheses belonged in Problem 2?

Why does moving the parentheses in an equation only change the answer sometimes?

Exit Ticket

Name _____

Date _____

1. Use parentheses to make the equations true.

a. $24 = 32 - 14 + 6$

b. $12 = 32 - 14 + 6$

c. $2 + 8 \times 7 = 70$

d. $2 + 8 \times 7 = 58$

2. Marcos solves $24 \div 6 + 2 = \underline{\quad}$. He says it equals 6. Iris says it equals 3. Show how the position of parentheses in the equation can make both answers true.