



Materials List

(S/T) Place Value Disks

(S/T) Place Value Chart

(S) Personal white board

Eureka Math

3rd Grade
Module 3
Lesson 19

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" and "3rd Grade Unit 3, Module A 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" button in the editor's top right corner. In the editor, 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. Screen B shows the same slide content as Screen A, but in the editor view.

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...

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Open...

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Import slides...

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Language

Download as

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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

“pop-out”

Icons



Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



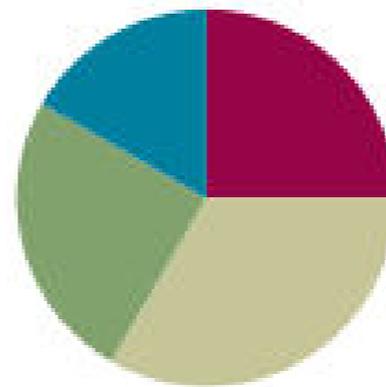
Small Group Time

Lesson 19

Objective: Multiply by multiples of 10 using the place value chart.

Suggested Lesson Structure

■ Fluency Practice	(15 minutes)
■ Concept Development	(20 minutes)
■ Application Problem	(15 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)



NOTES ON TIMING:

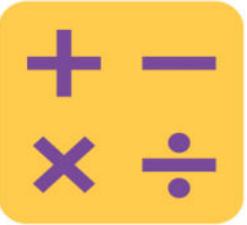
The Application Problem comes after the Concept Development in this lesson. The 15 minutes allotted for the Application Problem includes 5 minutes for the Application Problem and 10 minutes for the Problem Set.

Fluency Practice (15 minutes)

- Group Counting **3.OA.1** (4 minutes)
- Multiply with 10 **3.NBT.3** (3 minutes)
- Multiply by Different Units **3.NBT.3** (4 minutes)
- Exchange Place Value Disks **3.NBT.3** (4 minutes)

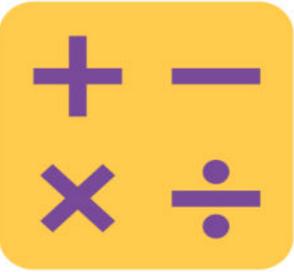


I can multiply by multiples of ten using a place value chart.



Group Counting

- Sixes to 60
- Sevens to 70
- Eights to 80
- Nines to 90



Multiply with 10

I'll say a fact.

You say the whole equation.

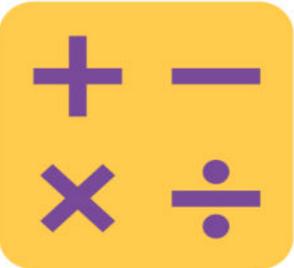
$$10 \times 1$$

$$10 \times 2$$

$$10 \times 3$$

$$10 \times 9$$

$$10 \times 7$$



Multiply with 10

I'll say a product that is a multiple of 10.

You say the multiplication fact starting with 10.

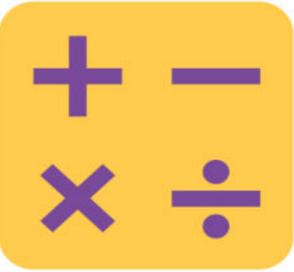
Example: Teacher says, "20" Student says, "10 x 2 = 20"

30 3 =

40 4 =

80 4 =

60 4 =



Multiply by Different Units

$$2 \times 3 = \underline{\hspace{2cm}}$$

Say the multiplication equation in unit form

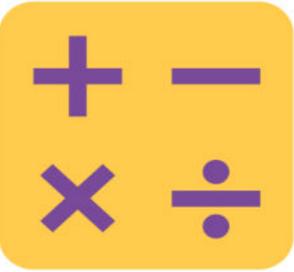
Example: 2×3 ones = 6 ones.

$$2 \times 3 \text{ cats} = \underline{\hspace{2cm}}$$

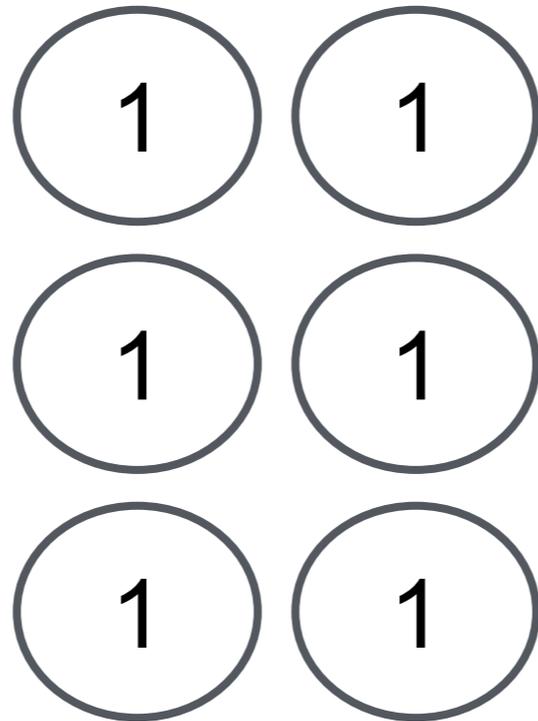
On your personal white board, write the multiplication equation.



$$= \underline{\hspace{2cm}} \text{ cats?}$$



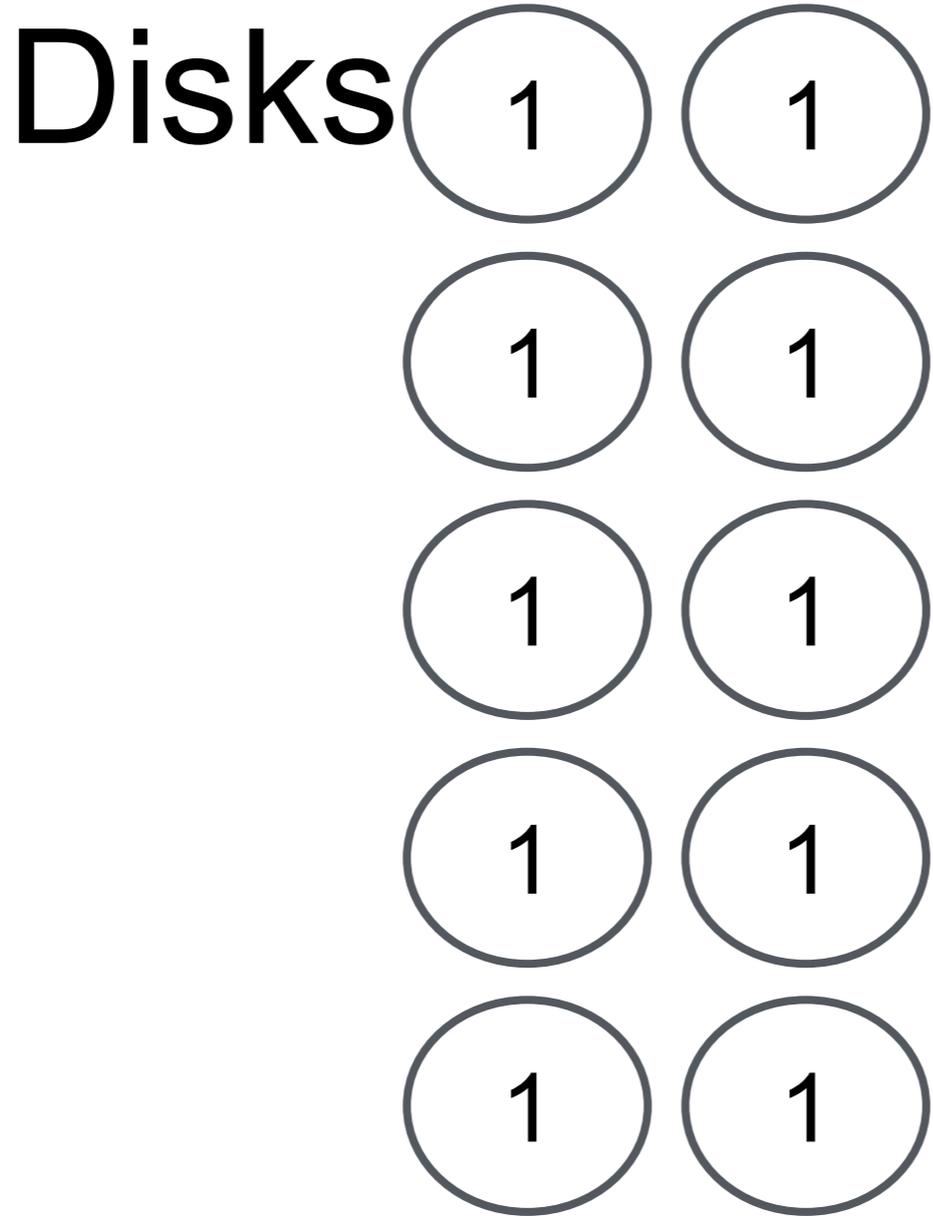
Exchange Place Value Disks



$$3 \times 2 \text{ ones} = 6 \text{ ones}$$



Exchange Place Value



10 ones can be exchanged for 1 of what unit?

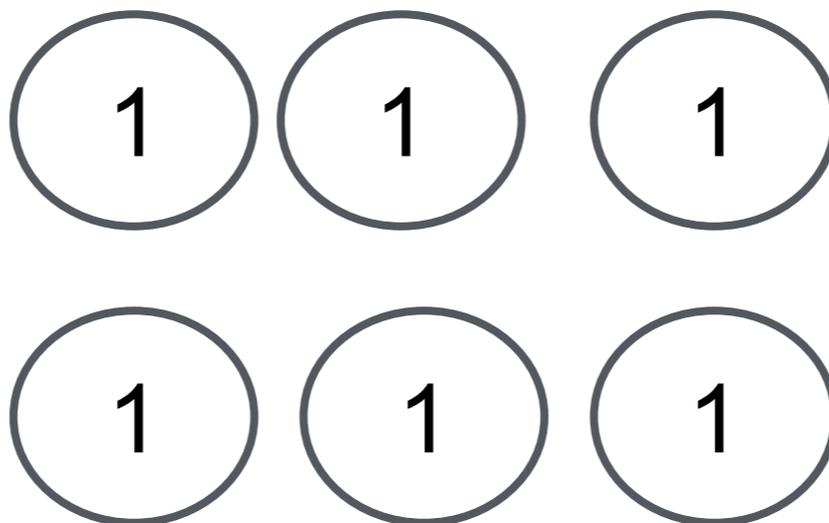
10

$$5 \times 2 \text{ ones} = 10 \text{ ones}$$



Concept Development

Multiply by multiples of 10 using place value disks.

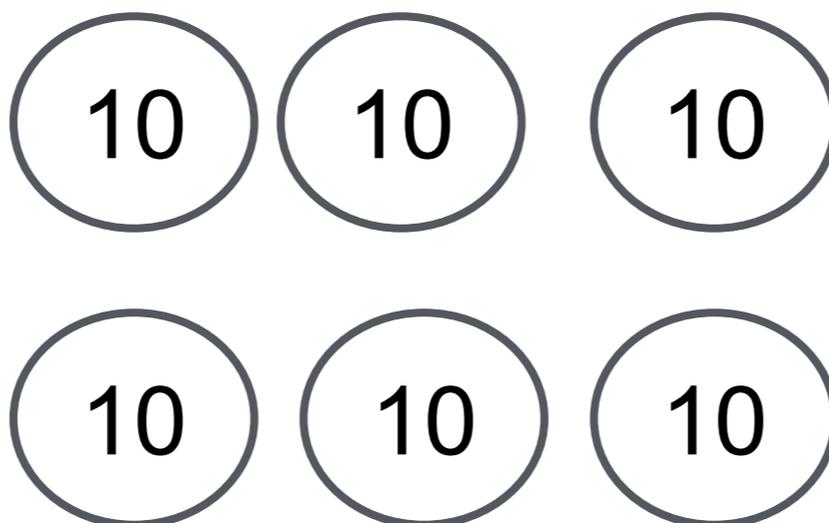


2×3 ones = 6 ones. Our array shows this equation, true?



Concept Development

Use your disks to show 2 rows of 3 tens.



$$2 \times 3 \text{ tens} = \underline{\quad 6 \quad} \text{ tens.}$$

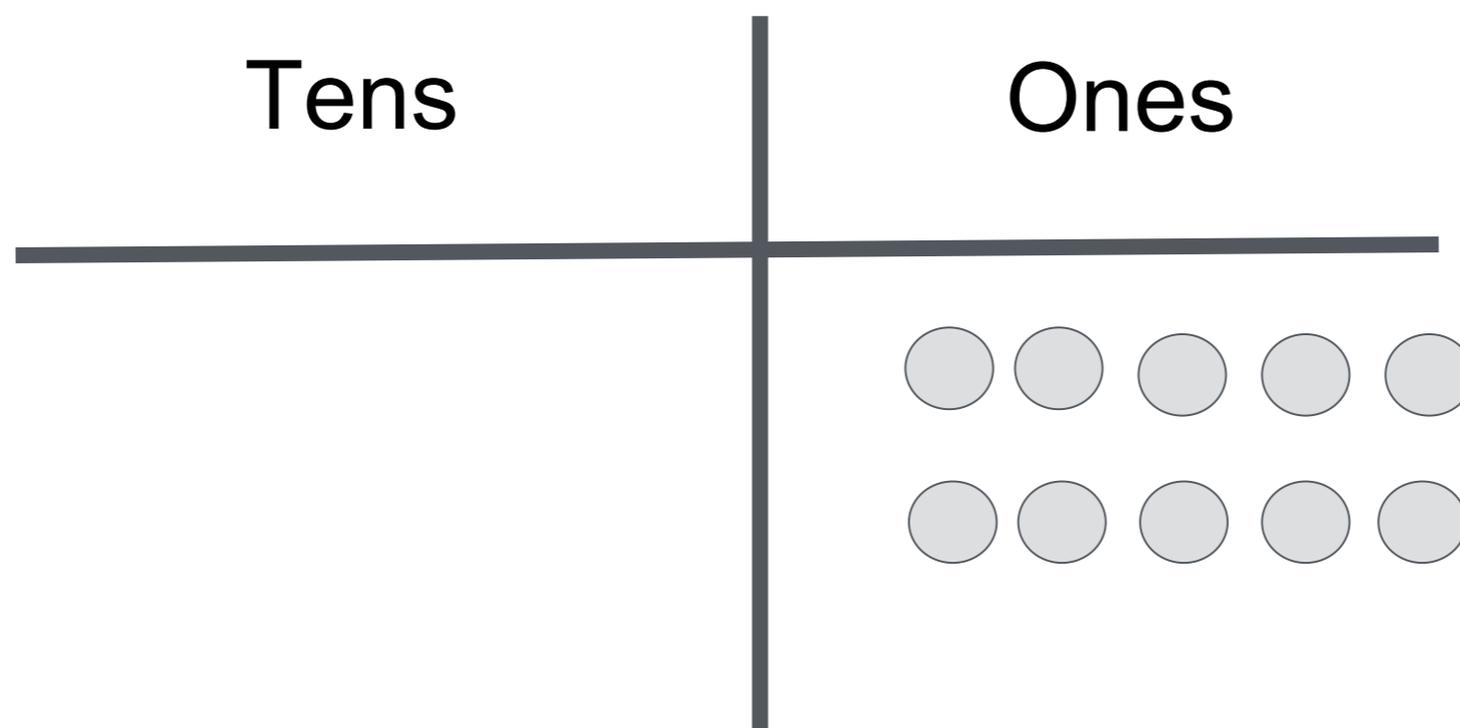
What is the value of 6 tens 60

Standard Form: $2 \times 30 = \underline{\quad 60 \quad}$



Concept Development

Multiply by multiples of 10 using place value disks.



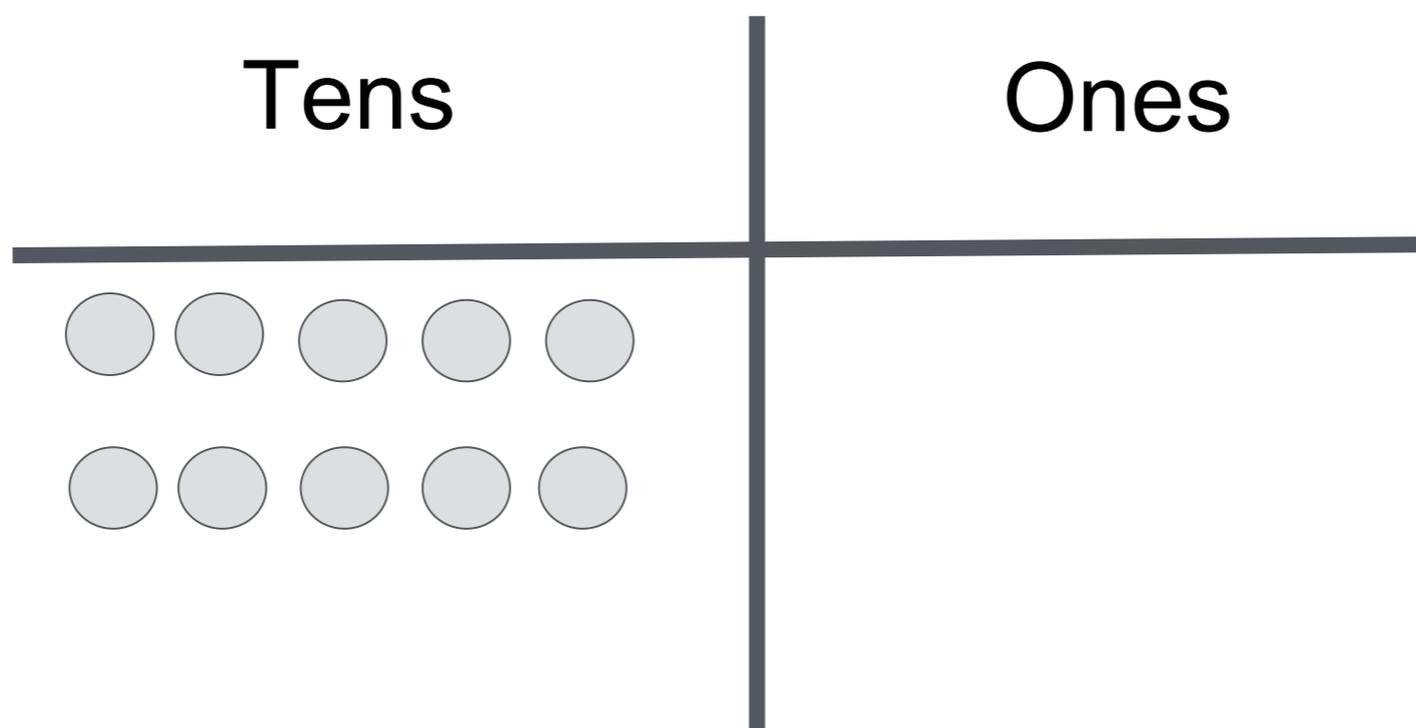
Use the chart to write an equation in both unit form and standard form. (Answer on click)

$$2 \times 5 \text{ ones} = 10 \text{ ones} \quad \text{and} \quad 2 \times 5 = 10$$



Concept Development

Multiply by multiples of 10 using place value disks.



Use the chart to write an equation in both unit form and standard form. (Answer on click)

$$2 \times 5 \text{ tens} = 10 \text{ tens} \quad \text{and} \quad 2 \times 50 = 100$$



Concept Development

Multiply by multiples of 10 using place value disks.

$$80 \times 6$$

How could we use that strategy to solve a more complicated problem like this one?

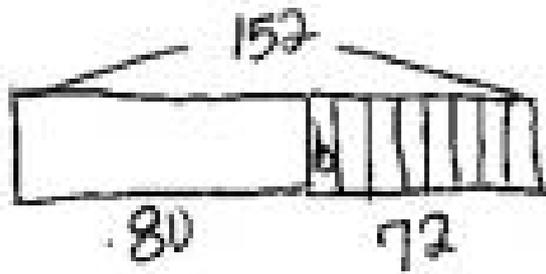
First, think about $8 \text{ ones} \times 6 = 48 \text{ ones}$.

Then, think about $8 \text{ tens} \times 6 = \underline{48}$ tens. How much is that in standard form? 480



Application Problem

Mia has 152 beads. She uses some to make bracelets. Now there are 80 beads. If she uses 8 beads for each bracelet, how many bracelets does she make?



$$\begin{array}{r} 152 \\ - 80 \\ \hline 72 \end{array}$$

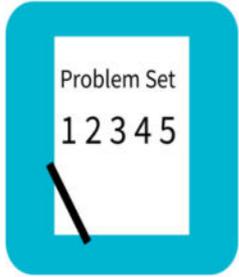
$b =$ number of bracelets

$$72 \div 8 = b$$

$$b = 9$$

Mia makes 9 bracelets.



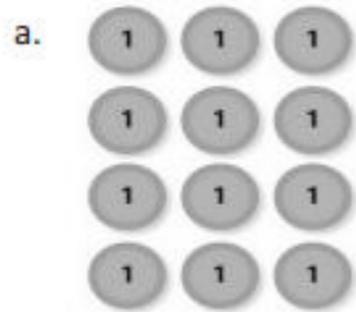


Problem Set

Name _____

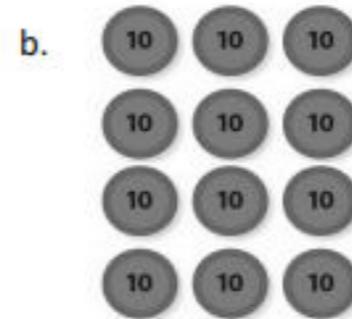
Date _____

1. Use the disks to fill in the blanks in the equations.



$4 \times 3 \text{ ones} = \underline{\hspace{2cm}} \text{ ones}$

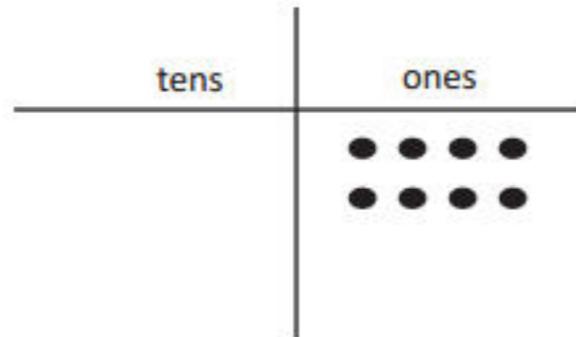
$4 \times 3 = \underline{\hspace{2cm}}$



$4 \times 3 \text{ tens} = \underline{\hspace{2cm}} \text{ tens}$

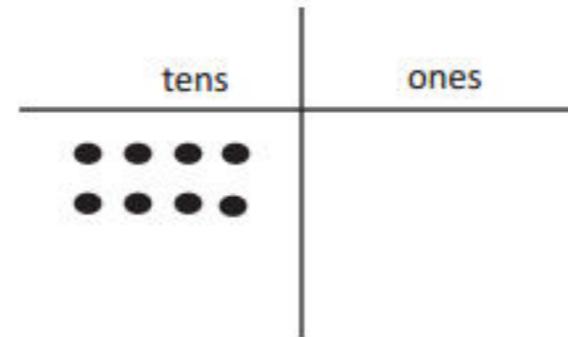
$4 \times 30 = \underline{\hspace{2cm}}$

2. Use the chart to complete the blanks in the equations.



a. $2 \times 4 \text{ ones} = \underline{\hspace{2cm}} \text{ ones}$

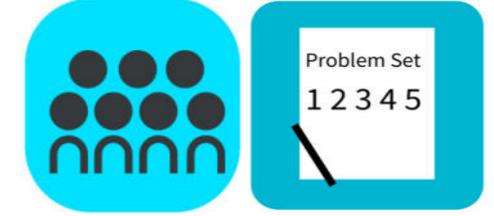
$2 \times 4 = \underline{\hspace{2cm}}$



b. $2 \times 4 \text{ tens} = \underline{\hspace{2cm}} \text{ tens}$

$2 \times 40 = \underline{\hspace{2cm}}$

Student Debrief



- How do the disks in Problem 1 show the strategy we learned today?
- What is the relationship between the charts in the left column and the charts in the right column in Problem 2?
- How did the left column help you solve the problems in the right column?
- How does knowing your multiplication facts help you easily multiply by multiples of 10?

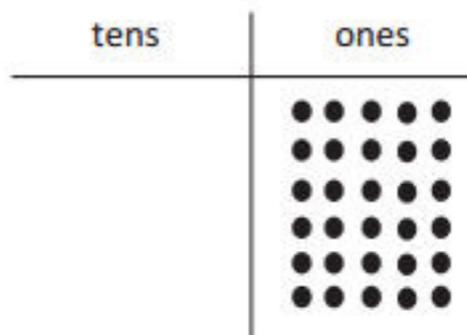


Exit Ticket

Name _____

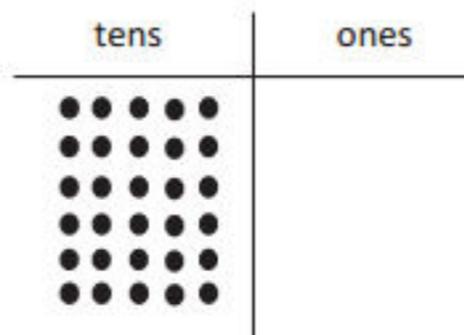
Date _____

1. Use the chart to complete the blanks in the equations.



$$6 \times 5 \text{ ones} = \underline{\quad} \text{ ones}$$

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



$$6 \times 5 \text{ tens} = \underline{\quad} \text{ tens}$$

$$6 \times 50 = \underline{\quad}$$

2. A small plane has 20 rows of seats. Each row has 4 seats.

a. Find the total number of seats on the plane.

