Eureka Math

4th Grade
Module 3
Lesson 7

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Directions for customizing presentations are available on the next slide.

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"pop-out"

Screen A

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Screen B

Gr3(2) U3MAL1 Sample Lesson.pptx

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EN™ in Action

rd Grade
Unit 3, Module A
Lesson 1

Icons

RDW — Read, Draw, Write

Learning Target

Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share

Whole Class
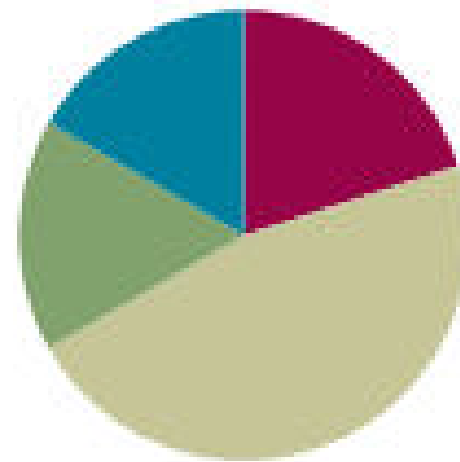
Individual

Partner

Small Group

Small Group Time

Lesson 7

Objective: Use place value disks to represent two-digit by one-digit multiplication.

Suggested Lesson Structure

■ Fluency Practice	(12 minutes)	
■ Application Problem	(10 minutes)	
■ Concept Development	(28 minutes)	
■ Student Debrief	(10 minutes)	
Total Time	**(60 minutes)**	

I can use place value disks
to represent
two-digit by one-digit
multiplication.

Fluency Practice

Sprint!

Follow sprint protocol

A

Number Correct: _____

Multiply Multiples of 10, 100, and 1,000

1.	$3 \times 2 =$		23.	$7 \times 5 =$	
2.	$30 \times 2 =$		24.	$700 \times 5 =$	
3.	$300 \times 2 =$		25.	$8 \times 3 =$	
4.	$3,000 \times 2 =$		26.	$80 \times 3 =$	

Fluency Practice

Multiply Mentally

Say the multiplication sentence.

3 x 2 = ____

Fluency Practice

Multiply Mentally

Say the multiplication sentence.

3 x 2 = 6

40 x 2 = ____

Fluency Practice

Multiply Mentally

Say the multiplication sentence.

3 x 2 = 6

40 x 2 = 80

43 x 2 = ____

Fluency Practice

Multiply Mentally

Say the multiplication sentence.

3 x 2 = 6

40 x 2 = 80

43 x 2 = 86

Fluency Practice

Multiply Mentally

Repeat the process for

32 x 3   21 x 4   24

x 4

Application Problem

The basketball team is selling T-shirts for $9 each.

On Monday, they sold 4 T-shirts.
On Tuesday, they sold 5 times as many T-shirts as on Monday.

How much money did the team earn altogether on Monday and Tuesday?

Concept Development

Materials

(T) **Ten thousands place value chart**

(S) **Personal white boards, ten thousands place value chart (template)**
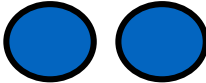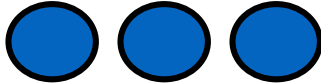
Concept Development

Problem 1:

Represent 2 x 23 with disks.

**Write matching equation,
and record the partial products vertically**

Concept Development
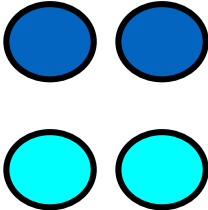
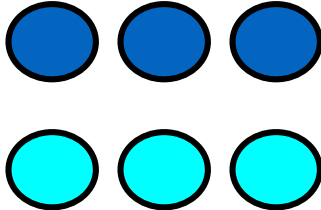Use your place value chart and
draw disks to represent 23.

tens	ones
● ●	● ● ●

Concept Development

Draw disks on your chart to show
1 more group of 23.
What is the total value in the ones?

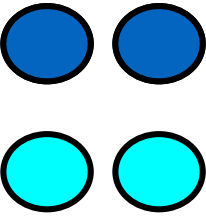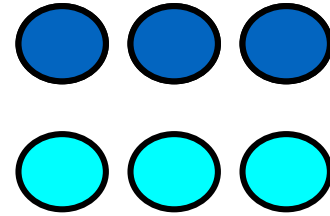| tens	ones

Concept Development

Write 2 x 3 ones under the ones column. Record it vertically.

$$\begin{array}{r} 2\mathbf{3} \\ \times\ \mathbf{2} \\ \hline \mathbf{6} \end{array}$$

tens	ones

2 x 3 ones = 6 ones

Concept Development

Write 2 x 2 tens under the tens column. Record it vertically.
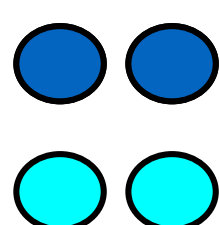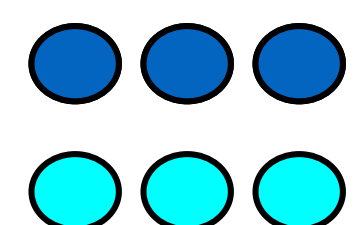
$$\begin{array}{r} 23 \\ \times\ 2 \\ \hline 6 \\ +\ 40 \\ \hline 46 \end{array}$$

tens	ones
 2 x 2 tens = 4 tens	 2 x 3 ones = 6 ones

Concept Development

Problem 2:

Model and solve 4 x 54.

Concept Development

Draw disks to represent 54 on your pace value chart.

What is 54 in unit form?

Concept Development

Draw three more groups
of 54 on your chart, and
then write the expression

4 x 54

vertically on your personal white board.

What is the value on the ones now?

Concept Development

Record the value of the ones.

What is the value of the tens?

Record the value of the tens.
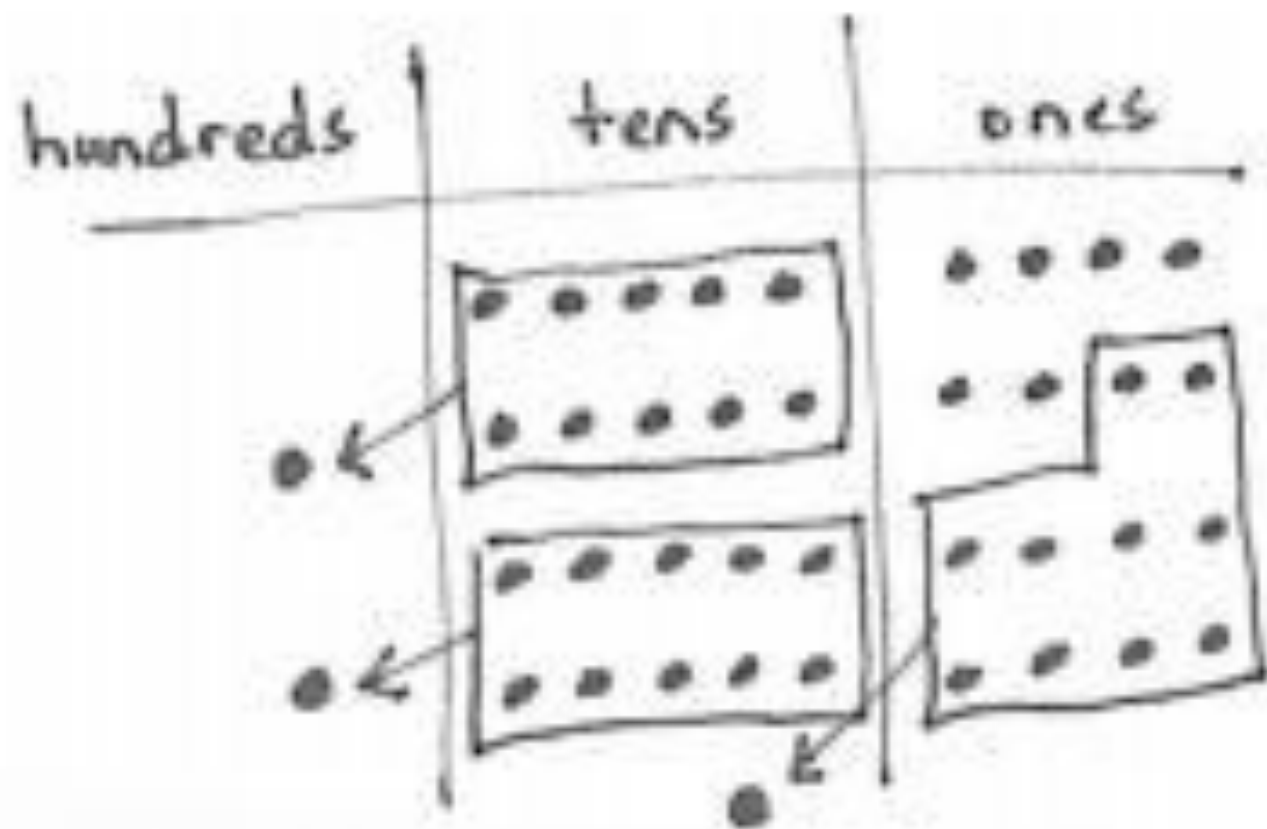
Concept Development

Add up the
partial products
you recorded.
What is the **sum**?

Let's look at our place value chart to confirm.

Concept Development

We can change **10 ones for 1 ten** and
10 tens for 1 hundred twice.

🎲 Concept Development

What value is represented on the place value chart?
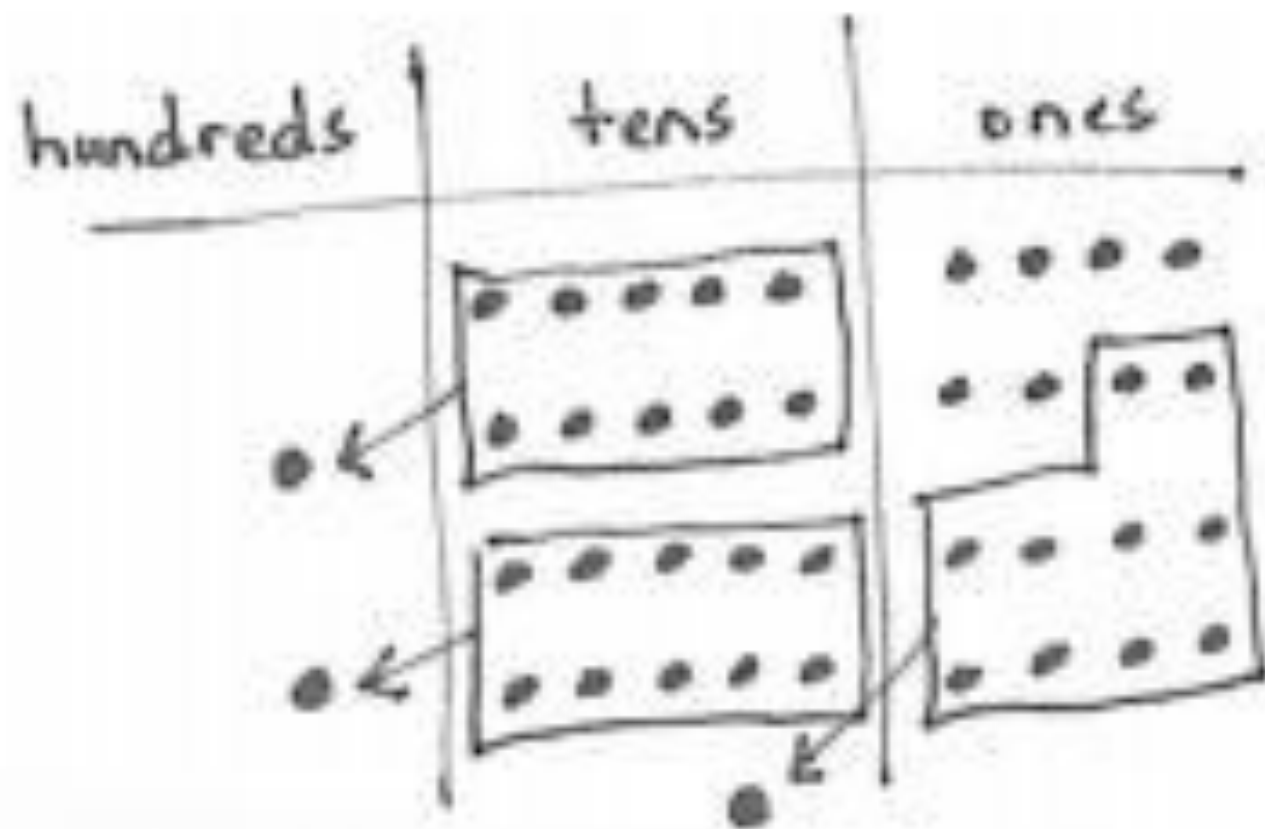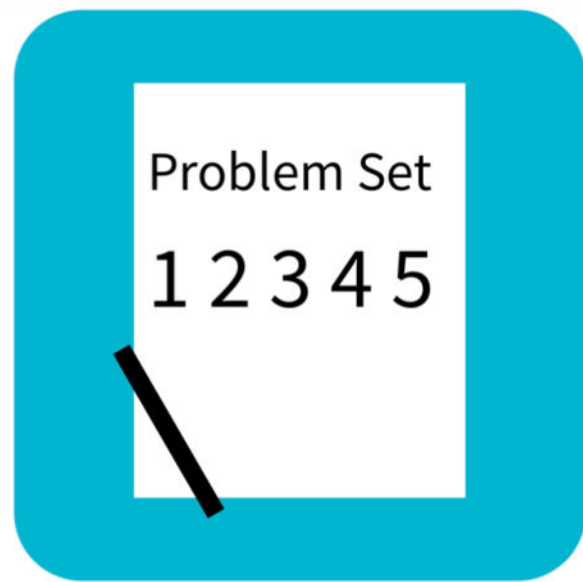
Name _____   Date _____

1. Represent the following expressions with disks, regrouping as necessary, writing a matching expression, and recording the partial products vertically as shown below.

a. 1 × 43

tens	ones
● ● ● ●	● ● ●

$$
\begin{array}{r}
4\ 3 \\
\times\quad\ \ 1 \\
\hline
3 \quad \rightarrow 1 \times 3 \text{ ones} \\
+\ \ 4\ 0 \quad \rightarrow 1 \times 4 \text{ tens} \\
\hline
4\ 3
\end{array}
$$

Debrief

What pattern do you notice in the answers to Problems 1(a), 1(b), 1(c), and 1(d)?

Describe the renaming you had to do when solving Problem 2(a). How is it different from the renaming you had to do when solving Problem 2(b)?

Why did some of the problems require you to use a hundreds column in the place value chart, but others did not?

When you start solving one of these problems, is there a way to tell if you are going to need to change 10 tens to 1 hundred or 10 ones to 1 ten?

Debrief

How did the Application Problem connect to today's lesson?

If we found the total number of T-shirts sold first (24) and then multiplied to find the total amount of money, what would our multiplication problem have been? (24 × 9.)

What do the partial products for 24 × 9 represent in the context of the word problem?

Talk to your partner about which method you prefer. Do you prefer writing the partial products or using a place value chart with disks? Is one of these methods easier for you to understand? Does one of them help you solve the problem faster?

Exit Ticket

Name _____   Date _____

Represent the following expressions with disks, regrouping as necessary. To the right, record the partial products vertically.

1. 6 × 41

hundreds	tens	ones