Eureka Math

4th Grade
Module 3
Lesson 10

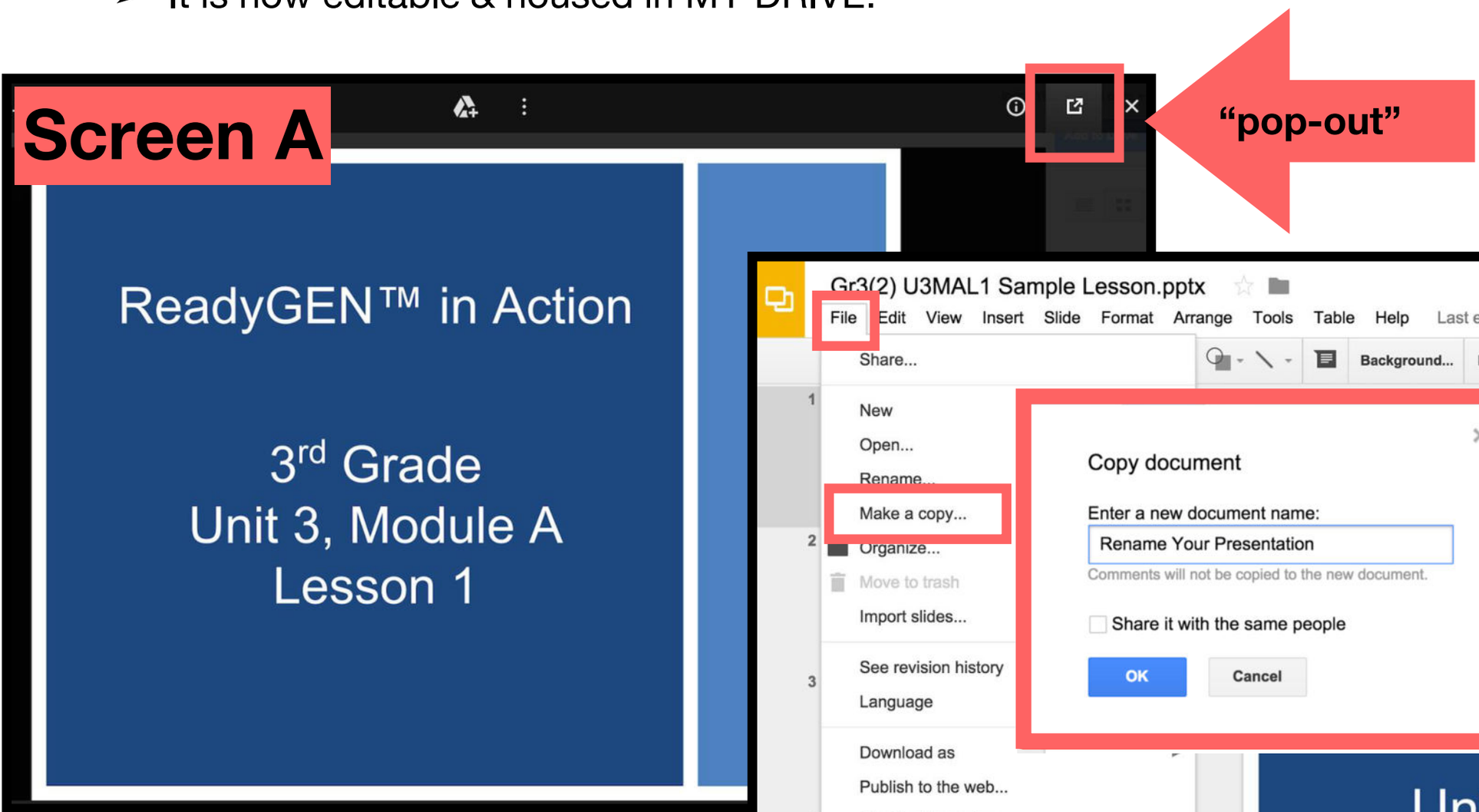
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

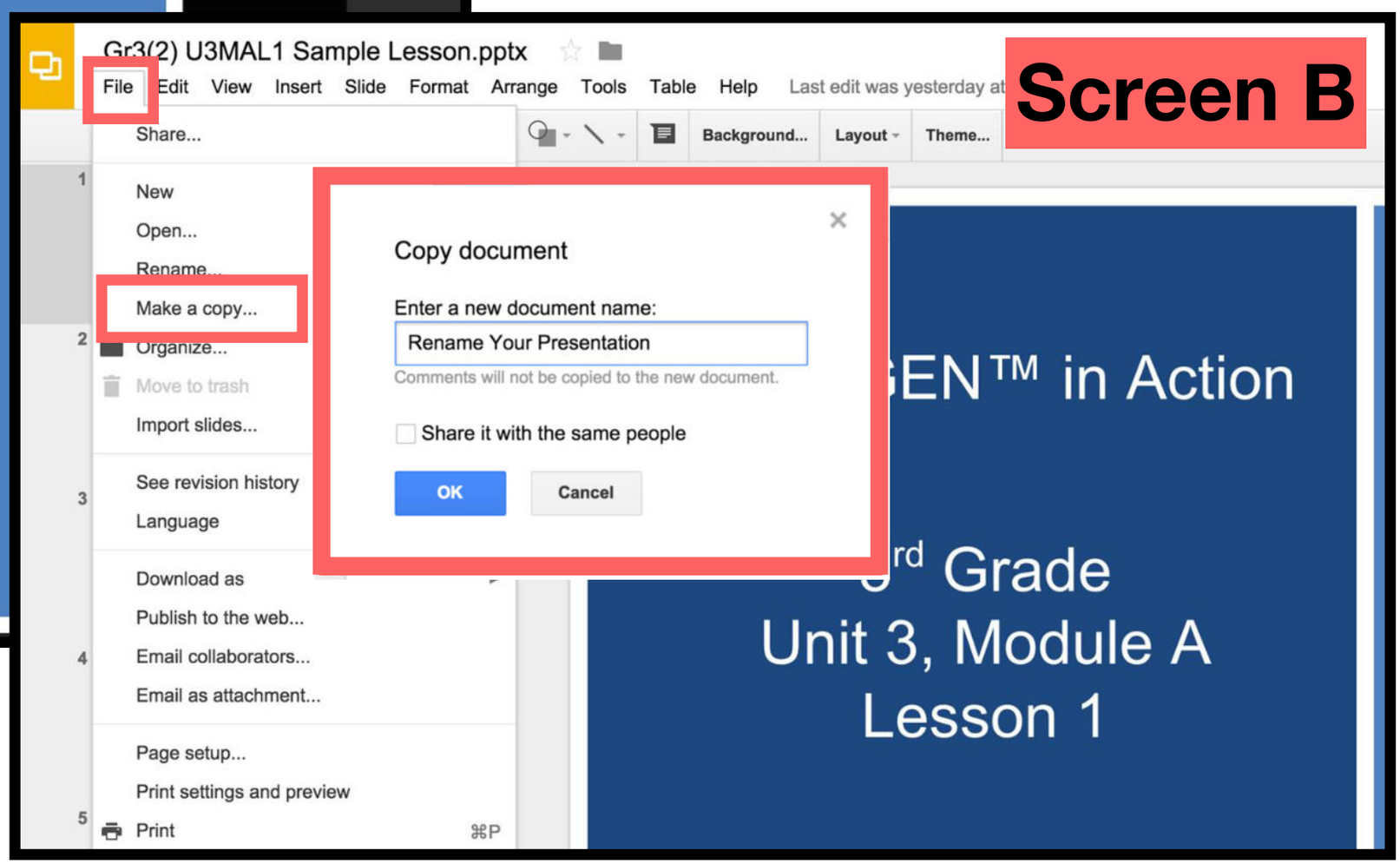
Directions for customizing presentations are available on the next slide.

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.



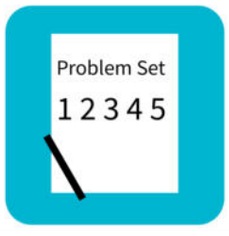


Icons

Read, Draw, Write

Learning Target

Personal White Board

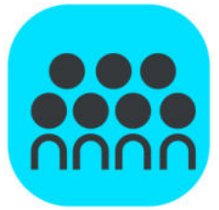


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

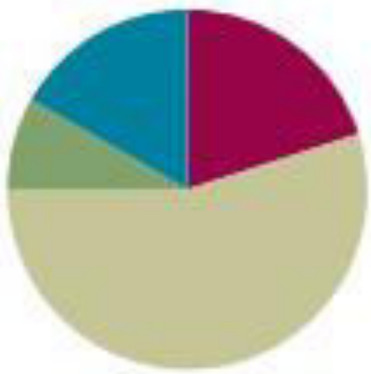
Small Group Time

Lesson 10

Objective: Multiply three- and four-digit numbers by one-digit numbers applying the standard algorithm.

Suggested Lesson Structure

Fluency Practice	(12 minutes)
Application Problem	(5 minutes)
Concept Development	(33 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



I can multiply three- and four-digit numbers by one-digit numbers applying the standard algorithm.

Fluency Practice

Expanded Form

532

Say the number in expanded form.

Fluency Practice

Expanded Form

415

Say the number in expanded form.

Fluency Practice

Expanded Form

204

Say the number in expanded form.

Fluency Practice

Expanded Form

3,241

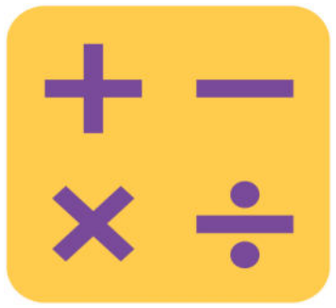
Say the number in expanded form.

Fluency Practice

Expanded Form

2,053

Say the number in expanded form.



Fluency Practice

Multiply Mentally

342 x 2 =

Fluency Practice

Multiply Mentally

342 x 2 = ____

2 x 2 = ____

40 x 2 = ____

300 x 2 = ____

Fluency Practice

Multiply Mentally

Repeat the process for

132 x 3

221 x 4

213 x 4

Fluency Practice

Multiply Using Partial Products

322 × 7

Say it as a three-product addition expression in unit form

Fluency Practice

Multiply Using Partial Products

322 x 7

Say it as a three-product addition expression in unit form

(3 hundreds x 7) + (2 tens x 7) + (2 ones x 7)

Fluency Practice

Multiply Using Partial Products

322 x 7

322
× 7

14
140
+ 2100

2254

Fluency Practice

Multiply Using Partial Products

Repeat the process for the following:

7 thousands, 1 hundred, 3 tens, 5 ones x 5

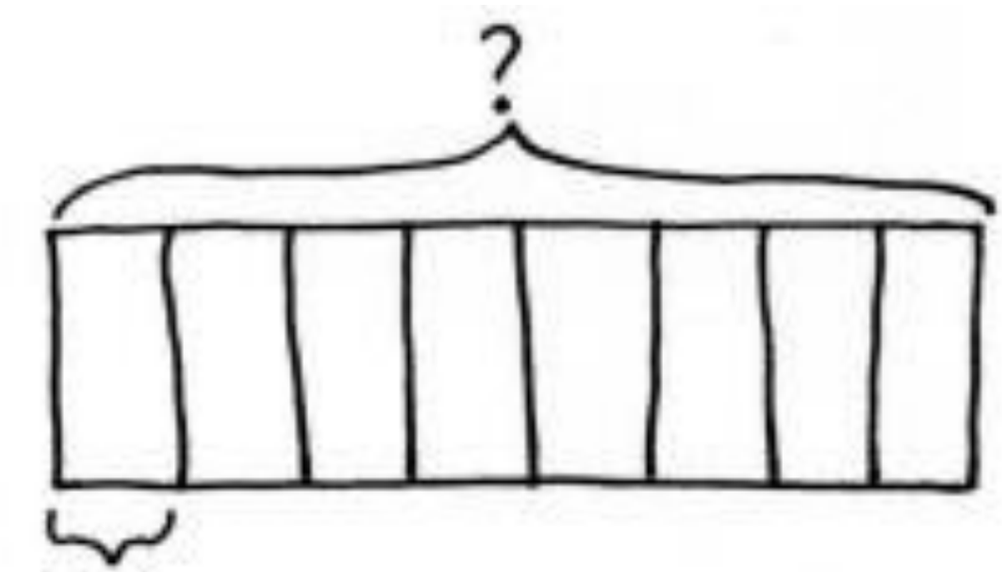
3 x 7,413

Application Problem

The principal wants to buy 8 pencils for every student at her school.

If there are 859 students, how many pencils does the principal need to buy?

Application Problem



1 unit = 859

8 units = 859 × 8

$$\begin{array}{r} 859 \\ \times \quad 8 \\ \hline 6,872 \end{array}$$

The principal needs to buy 6,872 pencils.

Concept Development

Materials

- (S) Personal white boards

Concept Development

Problem 1:

With your partner,
solve 5 x 2,374
using partial products.

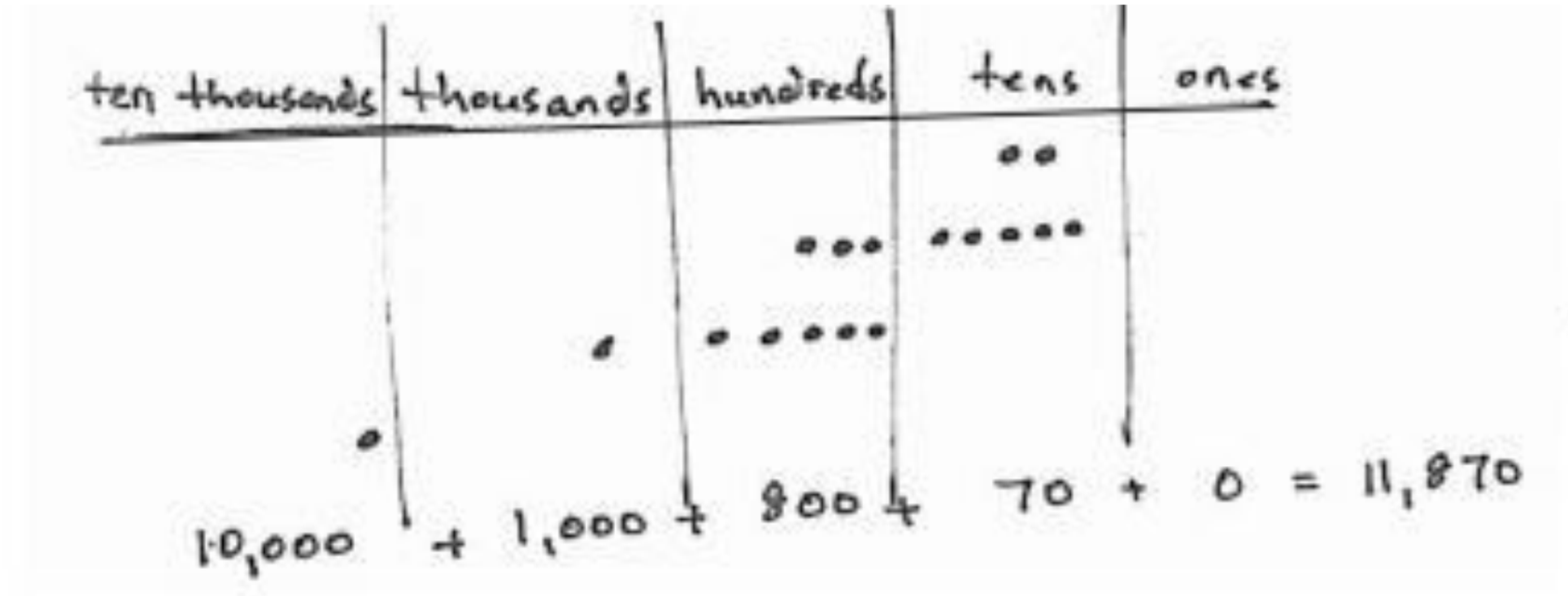
Concept Development

Problem 1:

Solve 5 x 2,374

Now let's solve using the algorithm

Concept Development



2,374
× 5
20
350
1,500
+ 10,000
11,870

2,374
× 5
11,870

Concept Development

Repeat using 9 x 3,082

Concept Development

Problem 2:

Solve 6 x 3,817
using the algorithm

Concept Development

Problem 3:

There are 5,280 feet in a mile. If Bryan ran 4 miles, how many feet did he run?

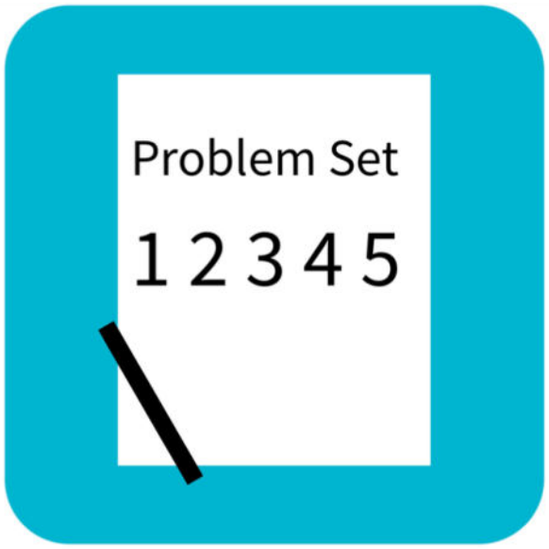
Discuss with your partner how you would solve this problem.

Concept Development

Problem 3:

There are 5,280 feet in a mile. If Bryan ran 4 miles, how many feet did he run?

On your own, use the algorithm to solve.



Problem Set

Name _____ Date _____

1. Solve using the standard algorithm.

a. 3×42	b. 6×42
c. 6×431	d. 3×431

Debrief

What pattern did you notice while solving Problems 1(a) and (b)?

What happens to the product if one factor is doubled? Halved?

What other patterns did you notice while working on Problem 1?

Problem 3 only gave one factor. How did you find the other factor?

If one of your classmates was absent for the past week, how would you explain how you solved Problem 4? Describe any visuals you could use to help you with your explanation.

How did Lesson 9 help you to understand today's lesson?

Exit Ticket

Name _____ Date _____

1. Solve using the standard algorithm.

a. 2,348 × 6	b. 1,679 × 7