Eureka Math

4th Grade
Module 3
Lesson 13

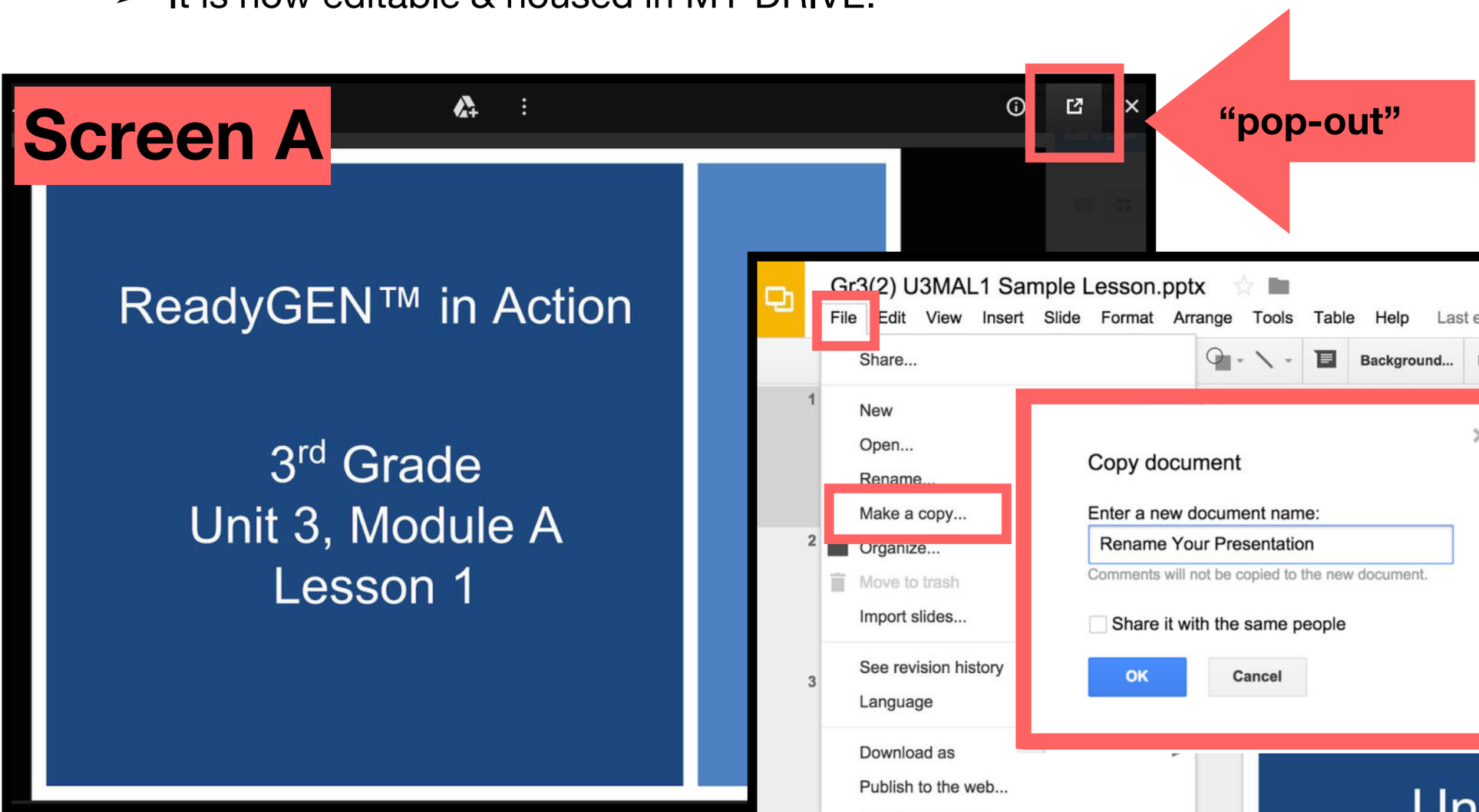
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

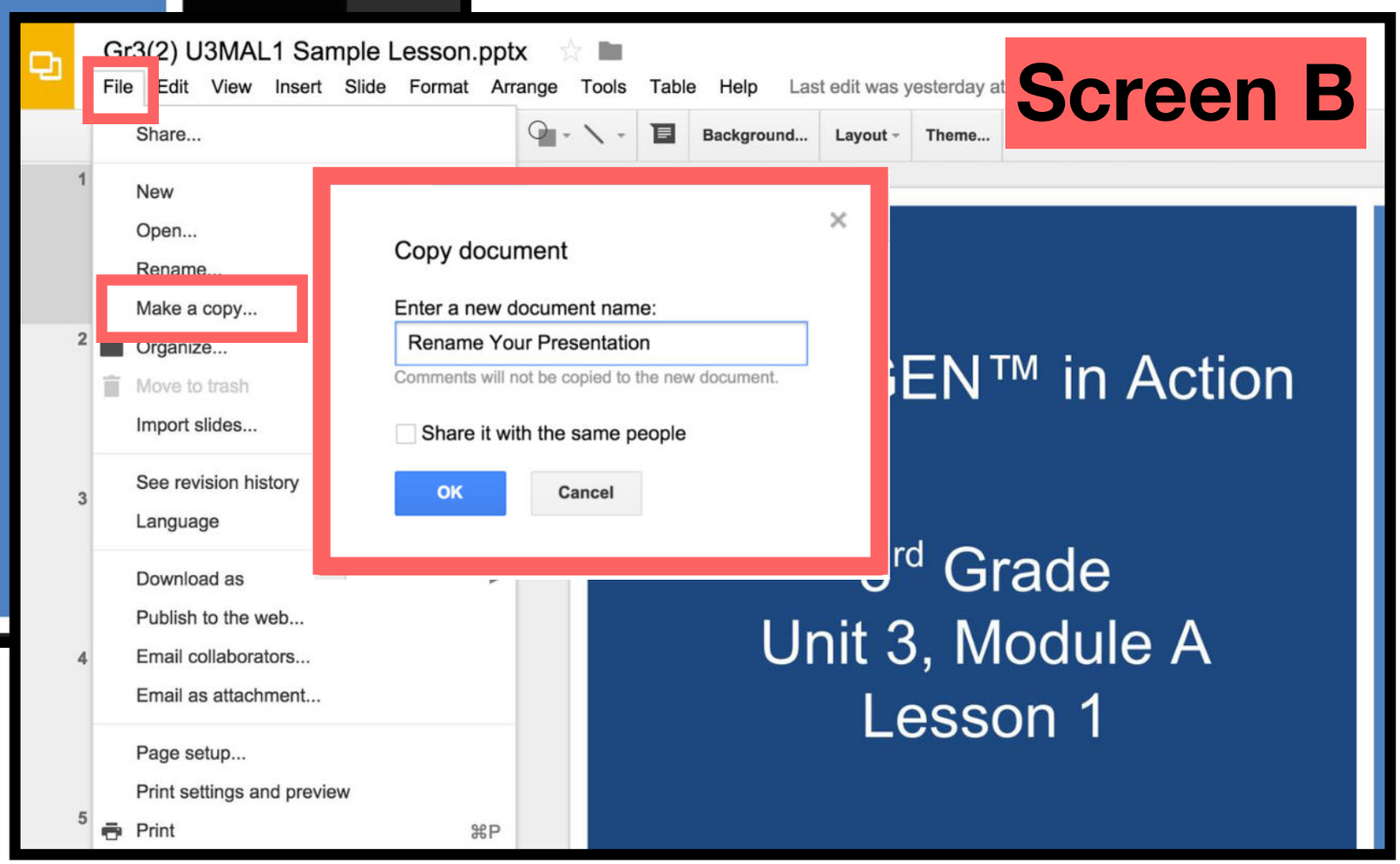
Directions for customizing presentations are available on the next slide.

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.



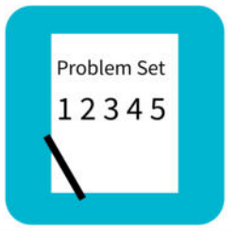


Icons

Read, Draw, Write

Learning Target

Personal White Board

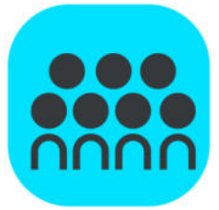


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

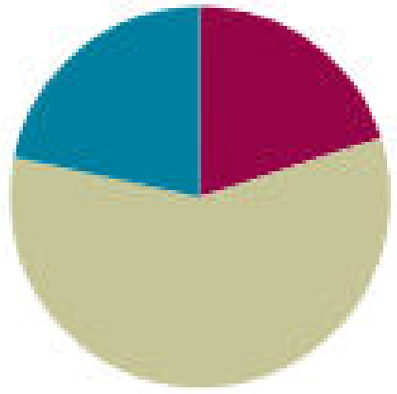
Small Group Time

Lesson 13

Objective: Use multiplication, addition, or subtraction to solve multi-step word problems.

Suggested Lesson Structure

Fluency Practice	(12 minutes)
Concept Development	(35 minutes)
Student Debrief	(13 minutes)
Total Time	**(60 minutes)**



I can use multiplication, addition, or subtraction to solve multi-step word problems.

Fluency Practice

SPRINT!!!

Number Correct: _____

A

Mental Multiplication

1.	1 × 4 =	
2.	10 × 4 =	
3.	11 × 4 =	
4.	1 × 2 =	
5.	20 × 2 =	
6.	21 × 2 =	
7.	2 × 3 =	

23.	21 × 3 =	
24.	121 × 3 =	
25.	42 × 2 =	
26.	142 × 2 =	
27.	242 × 2 =	
28.	342 × 2 =	
29.	442 × 2 =	

Fluency Practice

Multiply Using the Standard Algorithm

773 x 2

Solve using the standard algorithm

Fluency Practice

Multiply Using the Standard Algorithm

Solve using the standard algorithm

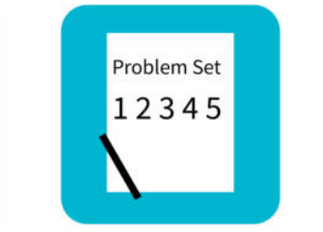
147 x 3

1,605 x 3

5,741 x 5

Concept Development

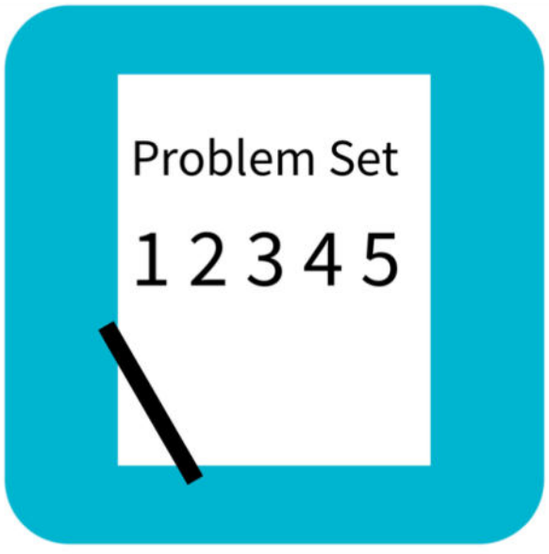
Materials



Problem Set

Concept Development

Let's open our Problem Set for the remainder of the lesson. We will work through them with partners.



Problem Set

Name _____ Date _____

Solve using the RDW process.

1. Over the summer, Kate earned $180 each week for 7 weeks. Of that money, she spent $375 on a new computer and $137 on new clothes. How much money did she have left?

Debrief

Explain to your partner how you solved Problem 1. If you used different strategies, discuss how you arrived at the same answer.

Let's look at how two different students modeled Problem 2. How are they similar? How are they different?

Student A, in Problem 4, why did you multiply 814 by 9 and subtract 143? From the model, I only see 5 units of 814. (Also, draw out the alternate strategies from Problem 3.)

Debrief

Student B, would you present your solution? (Student presents.) Does anyone have comments or questions for Student B?

How did you know what to do when you saw the word tripled in Problem 2?

When might it be better to use multiplication rather than addition?

What are the advantages of knowing several methods for solving a multiplication problem?

Exit Ticket

Name _____ Date _____

Solve using the RDW process.

1. Michael earns $9 per hour. He works 28 hours each week. How much does he earn in 6 weeks?