

HOME LINK



SELF CHECK

I know how to...

- interpret the numbers in a multiplication equation.
- find the unknown number in a multiplication equation.
- interpret the numbers in a division equation.
- find the unknown number in a division equation.
- create a story for a multiplication or division problem.
- solve word problems using multiplication and division.



GRADE 3 | CHAPTER 3: MULTIPLICATION AND DIVISION

WHAT WE'RE LEARNING TO:

- represent and solve problems involving multiplication and division
- develop fluency within multiplication by addition strategies
- develop fluency within multiplication by subtraction strategies
- develop fluency within multiplication by doubling
- “think” multiplication to solve division problems

MATHEMATICAL LANGUAGE

- **Factors x Factor = Product**

$$3 \times 4 = 12$$

3 and 4 are factors

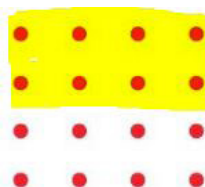
12 is the product

- **Quotient**

$$12 \div 4 = 3$$

3 is the quotient in this division problem.

- **Arrays** - rows and columns of dots to help visualize how math facts relate to one another.



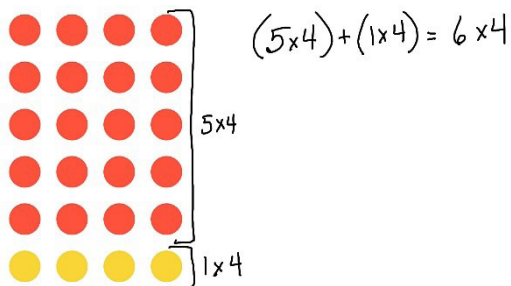
If I know 2×4 , can that help me count on to figure out 3×4 or double it to find 4×4 ?
The visual model helps develop the reasoning skills around multiplication.

- Multiplication Strategies

1) Adding a group

We can use what we know about $\times 5$ to solve $\times 6$.

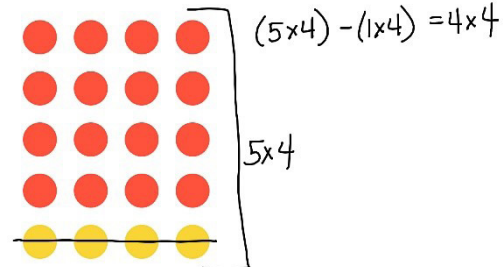
$$6 = 5 + 1$$



2) Subtracting a group

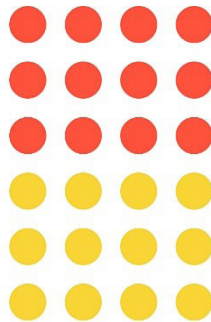
We can use what we know about $\times 5$ to solve $\times 4$.

$$4 = 5 - 1$$



3) Doubling

6×4 is the same as doubling 3×4 .



$$3 \times 4 = \square$$

$$6 \times 4 = \square$$

DO-ANYTIME ACTIVITIES

Activity 1: Tic Tac Toe

- Player 1 flips over two cards and states the product.
- Player 1 covers all factors of the product.
- Players alternate turns until a player gets three in a row (vertically, horizontally or diagonally).
- Players can steal an opponent's spaces by replacing a covered factor on their turn.
- If a Player misses factors in a turn the opponents can cover any missed numbers.

Purpose: Identify factors that make up the product.

Materials: Multiplication Grid. Deck of cards 1-9 (multiples of each)

Activity 2: Salute

- Player 1 and Player 2 sit facing each other with the deck of cards face down between them. Player 3 (saluter) sits to the side of Player 1 and 2 so that their foreheads are visible.
- Player 3 says "salute". Player 1 and Player 2 each pick a card and place on their foreheads without looking at the card. They should be able to read each other's cards but not their own.
- Player 3 who can see both cards mentally multiplies the cards and says the product out loud.

For example: Player 1 holds 3 and Player 2 holds 4. Player 3 says "12".

- Once the product is stated Player 1 and Player 2 try to figure out their own cards.
- Each round players rotate being the "saluter".

Purpose: Practice fact fluency.

Materials: Deck of cards 1-9 (multiples of each).
3 Players

Tic Tac Toe

1	2	3	4	5	6	7	8	9
2	4	6	8	10	12	14	16	18
3	6	9	12	15	18	21	24	27
4	8	12	16	20	24	28	32	36
5	10	15	20	25	30	35	40	45
6	12	18	24	30	36	42	48	54
7	14	21	28	35	42	49	56	63
8	16	24	32	40	48	56	64	72
9	18	27	36	45	54	63	72	81