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| **Grade 3 Module 4: Properties of Multiplication and Division and Solving Problems with Units of 2-5 and 10** | | | |
| **Topic A: Multiplication and the Meaning of Factors** | | | |
| **Lesson 1** | [Group Counting **(3.4E)**](#GROUP1) | [Products in an Array **(3.4D, 3.4E)**](#Prod1) | [Count the Square Units **(3.6C)**](#Count1) |
| **Lesson 2** | [Group Counting **(3.4E)**](#Group2) | [Products in an Array **(3.4D, 3.4E**](#Prod2) | [Find the Common Products**(3.4E)**](#Find2) |
| **Lesson 3** | [Group Counting **(3.4E)**](#Group3) | [Write the Multiplication Fact **(3.6C)**](#Write3) | [Products in an Array **(3.4D, 3.4E)**](#Product3) |
| **Lesson 4** | [Group Counting **(3.4E)**](#Group4) | [Draw Rectangles **(3.6C)**](#Draw4) | [Draw Rectangular Arrays **(3.6C)**](#Drawrec4) |
| **Lesson 5** | [Multiply by 6 **(3.4E, 3.4F)**](#mul5) | [Group Counting **(3.4E)**](#Group5) |  |
| **Topic B: Division as an Unknown Factor Problem** | | | |
| **Lesson 6** | [Group Counting **(3.4E)**](#Group6) | [Find the Area **(3.6C)**](#Find6) | [Decompose the Multiplication Equation **(3.4K)**](#Dec6) |
| **Lesson 7** | [Group Counting **(3.4E)**](#Group7) | [Find the Unknown Factor **(3.5D)**](#Find7) |  |
| **Lesson 8** | [Group Counting **(3.4E)**](#Group8) | [Find the Unknown Factor**(3.5D)**](#find8) | [Find the Area **(3.6C)**](#Findar8) |
| **Topic C: Multiplication Using Units of 2 and 3** | | | |
| **Lesson 9** | [Group Counting **(3.4E)**](#Group9) | [Multiply by 7 **(3.4E, 3.4.F)**](#mul9) | [Find the Side Length **(3.6C)**](#find9) |
| **Lesson 10** | [Group Counting **(3.4E)**](#Group10) | [Find the Common Products **(3.4E)**](#Find10) |  |
| **Lesson 11** | [Group Counting **(3.4E)**](#Group11) | [Multiply by 8 **(3.4E, 3.4F)**](#mul11) | [Find the Area **(3.6C, 3.6D)**](#Find11) |
| **Lesson 12** | [Group Counting **(3.4E)**](#Group12) | [Multiply by 9 **(** **3.4E, 3.4F)**](#Mul12) | [Find the Area **(3.6C, 3.6D)**](#Find12) |
| **Lesson 13** | [Group Counting **(3.4E)**](#Group13) | [Multiply by 9 **(3.4E, 3.4F)**](#Mul13) | [Find the Area **(3.6C, 3.6D)**](#Find13) |

TEKS Grade 3 Module 4 Fluencies

**Lesson 1**

Fluency Practice (12 minutes)

⬛ Group Counting 3.4E (3 minutes)

⬛ Products in an Array 3.4D, 3.4E (3 minutes)

⬛ Count the Square Units 3.6C (6 minutes)

**Group Counting (3 minutes)**

Note: Group counting reviews interpreting multiplication as repeated addition.

Instruct students to count forward and backward, occasionally changing the direction of the count.

⬛ Sixes to 60

⬛ Sevens to 70

⬛ Eights to 80

⬛ Nines to 90

**Products in an Array (3 minutes)**

Materials: (S) Personal white board

Note: This fluency activity anticipates relating multiplication with area.

T: (Project an array with 5 rows of 3 stars.) How many rows of stars do you see?

S: 5 rows.

T: How many stars are in each row?

S: 3 stars.

T: On your personal white board, write two different multiplication sentences that can be used to find

the total number of stars.

S: (Write 5 X 3 = 15 and 3 X 5 = 15.)

Continue with the following possible sequence: 4 X 6, 7 X 3, 8 X 5, and 9 X 7.

**Count the Square Units (6 minutes)**

Materials: (T) 12 square tiles

Note: This fluency activity reviews comparing the area of different shapes.

T: (Project an 8 X 1 tiled array.) How many square units are in the rectangle?

S: 8 square units.

T: (Write 8 square units next to the rectangle. Project a 4 X 2 tiled array.) How many square units are in

[Back to top](#Book)

the rectangle?

S: 8 square units.

T: (Write 8 square units next to the rectangle. Project a 2 X 4 tiled array.) How many square units are in

the rectangle?

S: 8 square units.

T: (Write 8 square units next to the rectangle. Project a 1 X 8 tiled array.) How many square units are in

the rectangle?

S: 8 square units.

T: (Write 8 square units next to the rectangle.) Do the four rectangles look the same?

S: No.

T: What do the rectangles have in common?

S: They are each composed of 8 square units.

Continue with the following possible sequence: 12 X 1, 1 X 12, 6 X 2, 3 X 4, 2 X 6, and 4 X 3.

**Lesson 2**

Fluency Practice (14 minutes)

⬛ Group Counting 3.4E (3 minutes)

⬛ Products in an Array 3.4D, 3.4E (3 minutes)

⬛ Find the Common Products 3.4E (8 minutes)

**Group Counting (3 minutes)**

Note: Group counting reviews interpreting multiplication as repeated addition.

Instruct students to count forward and backward, occasionally changing the direction of the count.

⬛ Threes to 30

⬛ Sixes to 60

⬛ Sevens to 70

⬛ Nines to 90

[Back to top](#Book)

**Products in an Array (3 minutes)**

Materials: (S) Personal white board

Note: This fluency activity anticipates relating multiplication with area.

T: (Project an array with 4 rows of 3 stars.) How many rows of stars do you see?

S: 4 rows.

T: How many stars are in each row?

S: 3 stars.

T: On your personal white board, write two multiplication sentences that can be used to find the total

number of stars.

S: (Write 4 X 3 = 12 and 3 X 4 = 12.)

Continue with the following possible sequence: 3 X 6, 7 X 5, 8 X 4, and 9 X 6.

**Find the Common Products (8 minutes)**

Materials: (S) Blank paper

Note: This fluency activity reviews multiplication patterns from Module 3.

T: (List the multiples of 4 and 8 in two different columns.)

Draw a line to match the products that appear in both

columns.

S: (Match 8, 16, 24, 32, and 40.)

T: (Write 2 X 4 = 8, etc., next to each matched product on the

left half of the paper.) Write the rest of the equations like

I did.

S: (Write equations.)

T: (Write 8 = 1 X 8, etc., next to each matched product on the

right half of the paper.) Write the rest of the equations like

I did.

S: (Write equations.)

[Back to top](#Book)

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T: (Write 2 X 4 = \_\_\_ X 8.) Say the true equation.

S: 2 X 4 = 1 X 8.

T: (Write 2 X 4 = 1 X 8.) Write the remaining equal facts

as equations.

S: (Write 4 X 4 = 2 X 8, 6 X 4 = 3 X 8, 8 X 4 = 4 X 8, and 10 X 4 = 5 X 8.)

T: Discuss the patterns in your equations.

S: Each multiple of 8 is also a multiple of 4.

**Lesson 3**

Fluency Practice (12 minutes)

⬛ Group Counting 3.4E (4 minutes)

⬛ Write the Multiplication Fact 3.6C (4 minutes)

⬛ Products in an Array 3.4D, 3.4E (4 minutes)

**Group Counting (4 minutes)**

Note: Group counting reviews interpreting multiplication as repeated addition.

Instruct students to count forward and backward, occasionally changing the direction of the count.

[Back to top](#Book)

⬛ Sixes to 60

⬛ Sevens to 70

⬛ Eights to 80

⬛ Nines to 90

**Write the Multiplication Fact (4 minutes)**

Materials: (S) Personal white board

Note: This fluency activity reviews relating multiplication with area from Lesson 2.

T: (Project a 5 by 3 square unit tiled rectangle. Write \_\_\_ X \_\_\_ = 15.) There are 15 tiles altogether.

How many rows are there?

S: 5 rows.

T: (Write 5 X \_\_\_ = 15.) On your personal white board, fill in the blank to make the equation true.

S: (Write 5 X 3 = 15.)

T: (Project a 3 by 4 square unit tiled rectangle. Write \_\_\_ X \_\_\_ = 12.) There are 12 tiles altogether.

How many columns are there?

S: 4 columns.

T: (Write \_\_\_ X 4 = 12.) On your personal white board, fill in the blank to make the equation true.

S: (Write 3 X 4 = 12.)

Continue with the following possible sequence, asking students to first name either the number of rows or

the number of columns: 4 X 6, 6 X 7, 5 X 8, and 7 X 8.

**Products in an Array (4 minutes)**

Materials: (S) Personal white board

Note: This fluency activity supports the relationship between multiplication and area.

T: (Project an array with 2 rows of 6 stars.) How many rows of stars do you see?

S: 2 rows.

T: How many stars are in each row?

S: 6 stars.

T: On your personal white board, write two multiplication sentences that can be used to find the total

number of stars.

S: (Write 2 X 6 = 12 and 6 X 2 = 12.)

Continue with the following possible sequence: 3 × 7, 6 × 5, 8 × 6, and 4 × 9.

[Back to top](#Book)

**Lesson 4**

Fluency Practice (12 minutes)

⬛ Group Counting 3.4E (4 minutes)

⬛ Draw Rectangles 3.6C (4 minutes)

⬛ Draw Rectangular Arrays 3.6C (4 minutes)

**Group Counting (4 minutes)**

Note: Group counting reviews interpreting multiplication as repeated addition.

Instruct students to count forward and backward, occasionally changing the direction of the count.

⬛ Sixes to 60

⬛ Sevens to 70

⬛ Eights to 80

⬛ Nines to 90

**Draw Rectangles (4 minutes)**

Materials: (S) Grid paper

Note: This fluency activity reviews drawing a rectangle from a known area. Show student work that is correct but looks different (e.g., a 6 X 2 unit rectangle juxtaposed with a 4 X 3 unit rectangle).

T: Draw a rectangle that has an area of 6 square units.

S: (Draw a 6-square unit rectangle.)

Continue with the following possible sequence: 10 square units, 12 square units, 16 square units, 24 square units, and 35 square units.

**Draw Rectangular Arrays (4 minutes)**

Materials: (S) Grid paper

Note: This fluency activity reviews finding area using side lengths.

T: Draw a 4 X 2 rectangular array using the squares on your grid paper.

T: How many square units are in your array?

S: 8 square units.

Continue with the following possible sequence of rectangular arrays: 6 X 2, 4 X 3, 6 X 3, 9 X 2, 6 X 4, and 3 X 8.

[Back to top](#Book)

**Lesson 5**

Fluency Practice (11 minutes)

⬛ Multiply by 6 3.4E , 3.4F (8 minutes)

⬛ Group Counting 3.4E (3 minutes)

**Multiply by 6 (8 minutes)**

Materials: (S) Multiply by 6 (6–10) Pattern Sheet

Note: This activity builds fluency with respect to multiplication facts using units of 6. It works toward students knowing from memory all products of two one-digit numbers.

T: (Write 7 X 6 = \_\_\_\_.) Let us skip-count up by sixes. (Count with fingers to 7 as students count.)

S: 6, 12, 18, 24, 30, 36, 42.

T: Let us see how we can skip-count down to find the answer, too. (Show 10 fingers.) Start at 60.

(Count down with your fingers as students say numbers.)

S: 60, 54, 48, 42.

Continue with the following possible sequence: 9 × 6, 6 × 6, and 8 × 6.

T: Let us practice multiplying by 6. Be sure to work left to right across the page.

Directions for administration of a Multiply-By Pattern Sheet are as follows:

1. Allow a maximum of two minutes for students to complete as many problems as possible.

2. Direct students to work left to right across the page.

3. Encourage skip-counting strategies to solve unknown facts.

**Group Counting (3 minutes)**

Note: Group counting reviews interpreting multiplication as repeated addition.

Instruct students to count forward and backward, occasionally changing the direction of the count.

⬛ Fours to 40

⬛ Sevens to 70

⬛ Eights to 80

⬛ Nines to 90

[Back to top](#Book)

**Lesson 6**

Fluency Practice (12 minutes)

⬛ Group Counting 3.4E (4 minutes)

⬛ Find the Area 3.6C (4 minutes)

⬛ Decompose the Multiplication Equation 3.4K (4 minutes)

**Group Counting (4 minutes)**

Note: Group counting reviews interpreting multiplication as repeated addition.

Instruct students to count forward and backward, occasionally changing the direction of the count.

⬛ Fours to 40

⬛ Sevens to 70

⬛ Eights to 80

⬛ Nines to 90

**Find the Area (4 minutes)**

Note: This fluency activity reviews strategies for finding the area of a rectangle.

T: (Project a rectangular array with 2 rows of 4 units. Write 1 tile = 1 square meter.) What does 1 tile

equal?

S: 1 square meter.

T: (Point to the side length of 4 units.) What is the value of this side length?

S: 4 meters.

T: (Point to the side length of 2 units.) What is the value of this side length?

S: 2 meters.

T: Write a multiplication sentence to represent the area of the rectangle.

S: (Write 2 m X 4 m = 8 sq m or 4 m X 2 m = 8 sq m.)

Continue with the following possible sequence: 3 rows of 5 units, 3 rows of 7 units, 4 rows of 6 units, 4 rows of 9 units, and 6 rows of 8 units.

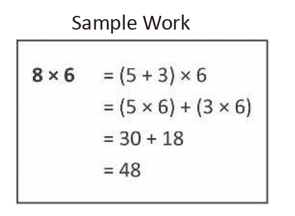
[Back to top](#Book)

**Decompose the Multiplication Equation (4 minutes)**

Materials: (S) Personal white board

Note: This activity anticipates the distributive property used in Lesson 7, while reviewing Module 3

concepts.



T: (Write 8 X 6 = (5 + \_\_\_) X 6.) Copy the equation on your

personal white board, and fill in the blank.

S: (Write 8 X 6 = (5 + 3) X 6.)

T: (Write = (\_\_\_ X 6) + (\_\_\_ X 6).) Copy the equation on

your personal white board, and fill in the blanks.

S: (Write (5 X 6) + (3 X 6).)

T: Solve the multiplication problems and write an addition equation.

Below it, write your answer.

S: (Write 30 + 18 and 48 below it.)

Continue with the following possible sequence: 7 X 6, 6 X 6, and 9 X 6.

**Lesson 7**

Fluency Practice (8 minutes)

⬛ Group Counting 3.4E (3 minutes)

⬛ Find the Unknown Factor 3.5D (5 minutes)

**Group Counting (3 minutes**)

Note: Group counting reviews interpreting multiplication as repeated addition.

Instruct students to count forward and backward, occasionally changing the direction of the count.

⬛ Sixes to 60

⬛ Sevens to 70

⬛ Eights to 80

⬛ Nines to 90

[Back to top](#Book)

**Find the Unknown Factor (5 minutes)**

Materials: (S) Personal white board

Note: This fluency activity anticipates finding all possible side lengths of rectangles with areas of 12, 24, 36, 48, and 72 square units in Lesson 8.

T: (Write 4 X \_\_\_ = 12.) Find the unknown factor, and say the equation.

S: 4 X 3 = 12.

Continue with the following possible sequence: 6 X \_\_\_ = 12, 2 X \_\_\_ = 12, and 3 X \_\_\_ = 12.

T: (Write 8 X \_\_\_ = 24.) Copy my equation on your personal white board, and fill in the unknown factor.

S: (Write 8 X 3 = 24.)

Continue with the following possible sequence:

6 × \_\_ = 24

4 × \_\_ = 24

9 × \_\_ = 72

12 X \_\_ = 36

4 × \_\_ = 48

3 × \_\_ = 24

4 × \_\_ = 36

6 × \_\_ = 48

12 X \_\_ = 48

6 × \_\_ = 72

6 × \_\_ = 36

8 × \_\_ = 72

2 × \_\_ = 24

12 X \_\_ = 72

3 × \_\_ = 72

9 × \_\_ = 36

8 × \_\_ = 48

12 X \_\_ = 24

3 × \_\_ = 36

[Back to top](#Book)

**Lesson 8**

Fluency Practice (13 minutes)

⬛ Group Counting 3.4E (3 minutes)

⬛ Find the Unknown Factor 3.5D (5 minutes)

⬛ Find the Area 3.6C (5 minutes)

**Group Counting (3 minutes)**

Note: Group counting reviews interpreting multiplication as repeated addition.

Instruct students to count forward and backward, occasionally changing the direction of the count.

⬛ Sixes to 60

⬛ Sevens to 70

⬛ Eights to 80

⬛ Nines to 90

**Find the Unknown Factor (5 minutes)**

Materials: (S) Personal white board

Note: This fluency activity anticipates the objective of today’s lesson.

T: (Write 6 X \_\_\_ = 12.) Find the unknown factor, and say the equation.

S: 6 X 2 = 12.

Continue with the following possible sequence: 4 X \_\_\_ = 12, 2 X \_\_\_ = 12, and 3 X \_\_\_ = 12.

T: (Write 3 X \_\_\_ = 24.) Copy my equation on your personal white board, and fill in the unknown factor.

S: (Write 3 X 8 = 24.)

Continue with the following possible sequence: 4 X \_\_ = 24, 8 X \_\_ = 24, 6 X \_\_ = 36, 4 X \_\_ = 36, 6 X \_\_ = 24, 9 X \_\_ = 36, 9 X \_\_ = 72, 6 X \_\_ = 48, 8 X \_\_ = 72, 8 X \_\_ = 48, and 2 X \_\_ = 24.

[Back to top](#Book)

**Find the Area (5 minutes)**

Materials: (S) Personal white board

Note: This fluency activity reviews using the distributive property

from Lesson 7.

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T: (Project the rectangle as shown.) On your personal

white board, write an expression that we could use to

find the area of the shaded rectangle.

S: (Write 3 X 5.)

T: On your board, write an expression that we could use to find

the area of the unshaded rectangle.

S: (Write 3 X 3.)

T: How can you use these expressions to find the area of the large

rectangle?

S: Add them!

T: Write an equation showing the sum of the shaded and

unshaded rectangles. Below it, write the area of the

entire rectangle.

S: (Write 15 + 9 = 24 and Area: 24 square units.)

Continue with the following possible sequence:

9 X 5 = (5 X 5) + (4 X 5), 13 X 4 = (10 X 4) + (3 X 4), and

17 X 3 = (10 X 3) + (7 X 3).

**Lesson 9**

Fluency Practice (15 minutes)

⬛ Group Counting 3.4E (3 minutes)

⬛ Multiply by 7 3.4E, 3.4.F (7 minutes)

[Back to top](#Book)

⬛ Find the Side Length 3.6C (5 minutes)

**Group Counting (3 minutes)**

Note: Group counting reviews interpreting multiplication as repeated addition.

Instruct students to count forward and backward, occasionally changing the direction of the count.

 Fours to 40

 Sixes to 60

 Eights to 80

 Nines to 90

**Multiply by 7 (7 minutes)**

Materials: (S) Multiply by 7 (6–10) Pattern Sheet

Note: This activity builds fluency with multiplication facts using units of 7. It works toward students knowing from memory all products of two one-digit numbers. See Lesson 5 for the directions for administration of a Multiply-By Pattern Sheet.

T: (Write 7 X 7 = \_\_\_.) Let’s skip-count up by sevens. (Count with fingers to 7 as students count.)

S: 7, 14, 21, 28, 35, 42, 49.

T: Let’s see how we can skip-count down to find the answer, too. (Show 10 fingers.) Start at 70.

(Count down with your fingers as students say numbers.)

S: 70, 63, 56, 49.

Continue with the following possible sequence: 9 X 7, 6 X 7, and 8 X 7.

T: Let’s practice multiplying by 7. Be sure to work left to right across the page.

**Find the Side Length (5 minutes)**

Materials: (S) Personal white board

Note: This fluency activity reviews the relationship between side lengths and area.

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T: (Project a rectangle with a width of 2 units and an unknown length. Inside the rectangle, write

Area = 10 square units .) Say the area of the rectangle.

S: 10 square units.

T: What’s the width of the rectangle?

[Back to top](#Book)

S: 2 units.

T: (Write 2 units X \_\_ units = 10 square units.) On your

personal white board, complete the equation, filling

in the unknown length.

S: (Write 2 units X 5 units = 10 square units.)

Continue with the possible following sequence: 1 unit X \_\_ units = 8 square units, 5 units X \_\_ units = 15 square units, 3 units X \_\_ units = 18 square units, and 6 units X \_\_ units = 24 square units.

**Lesson 10**

Fluency Practice (12 minutes)

⬛ Group Counting 3.4E (4 minutes)

⬛ Find the Common Products 3.4E (8 minutes)

**Group Counting (4 minutes)**

Note Group counting reviews interpreting multiplication as repeated addition.

Instruct students to count forward and backward, occasionally

changing the direction of the count.

 Threes to 30

 Sixes to 60

 Eights to 80

 Nines to 90

Diagram

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[Back to top](#Book)

**Find the Common Products (8 minutes)**

Materials: (S) Blank paper

Note: This fluency activity reviews multiplication patterns.

After listing the products of 4 and 8, guide students through the

following steps:

T: Draw a line to match the products that appear in both

columns.

S: (Match 8, 16, 24, 32, and 40.)

T: (Write 2 X 4 = 8, etc., next to each matched product on the left half of the paper.) Write the rest of

the number sentences like I did.

S: (Write number sentences.)

T: (Write 8 = 1 X 8, etc., next to each matched product on the right half of the paper.) Write the rest of

the number sentences like I did.

S: (Write number sentences.)

T: (Write 2 X 4 = \_\_ X 8.) Say the true number sentence.

S: 2 X 4 = 1 X 8.

T: (Write 2 X 4 = 1 X 8.) Write the remaining equal facts as number sentences.

S: (Write 4 X 4 = 2 X 8, 6 X 4 = 3 X 8, 8 X 4 = 4 X 8, and 10 X 4 = 5 X 8.)

T: Discuss the patterns in your number sentences.

**Lesson 11**

Fluency Practice (15 minutes)

⬛ Group Counting 3.4E (3 minutes)

⬛ Multiply by 8 3.4E, 3.4F (7 minutes)

⬛ Find the Area 3.6C, 3.6D (5 minutes)

**Group Counting (3 minutes)**

Note: Group counting reviews interpreting multiplication as repeated addition.

Direct students to count forward and backward, occasionally changing the direction of the count.

Fours to 40

Sixes to 60

Sevens to 70

Nines to 90

[Back to top](#Book)

**Multiply by 8 (7 minutes)**

Materials: (S) Multiply by 8 (6–10) Pattern Sheet

Note: This activity builds fluency with multiplication facts using units of 8. It works toward students knowing from memory all basic facts through 10 X 10.

T: (Write 6 X 8 = \_\_\_.) Let’s skip-count up by eights to solve. (Count with fingers to 6 as students

count.)

S: 8, 16, 24, 32, 40, 48.

T: Let’s skip-count down to find the answer, too. Start at 80. (Count down with fingers as students

count.)

S: 80, 72, 64, 56, 48.

T: Let’s skip-count up again to find the answer, but this time, start at 40. (Count up with fingers as

students count.)

S: 40, 48.

Continue with the following possible sequence: 8 X 8, 7 X 8, and 9 X 8.

T: Let’s practice multiplying by 8. Be sure to work left to right across the page.

**Find the Area (5 minutes)**

Materials: (S) Personal white board

Note: This fluency activity reviews the relationship between side lengths and

area and supports the perception of the composite shapes by moving from part

to whole using a grid.

T: (Project the first figure on the right.) On your personal white board,

write a number sentence to show the area of the shaded rectangle.

S: (Write 5 X 2 = 10 or 2 X 5 = 10.)

T: Write a number sentence to show the area of the unshaded rectangle.

S: (Write 3 X 2 = 6 or 2 X 3 = 6.)

T: (Write \_\_ sq units + \_\_ sq units = \_\_ sq units.) Using the areas of the

shaded and unshaded rectangle, write an addition sentence to show the

area of the entire figure.

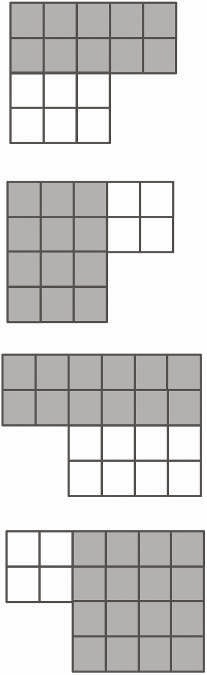
S: (Write 10 sq units + 6 sq units = 16 sq units or

6 sq units + 10 sq units = 16 sq units.)

Continue with the other figures.

[Back to top](#Book)

Figures for Find the Area



[Back to top](#Book)

**Lesson 12**

Fluency Practice (15 minutes)

⬛ Group Counting 3.4E (3 minutes)

⬛ Multiply by 9 3.4E, 3.4F (7 minutes)

⬛ Find the Area 3.6C, 3.6D (5 minutes)

**Group Counting (3 minutes)**

Note: Group counting reviews interpreting multiplication as repeated addition.

Instruct students to count forward and backward, occasionally changing the direction of the count.

Threes to 30

Sixes to 60

Sevens to 70

Eights to 80

**Multiply by 9 (7 minutes)**

Materials: (S) Multiply by 9 (1− 5) Pattern Sheet

Note: This activity builds fluency with multiplication facts using units of 9. It works toward students knowing all products of two one-digit numbers from memory. See Lesson 5 for the directions for administration of a Multiply-By Pattern Sheet.

T: (Write 5 X 9 = \_\_\_\_.) Let’s skip-count by nines to find the answer. (Count with fingers to 5 as

students count.)

S: 9, 18, 27, 36, 45. (Record on the board as students count.)

T: (Circle 45 and write 5 X 9 = 45 above it. Write 3 X 9 = \_\_\_\_.) Let’s skip-count up by nines again.

(Count with fingers to 3 as students count.)

S: 9, 18, 27.

T: Let’s see how we can skip-count down to find the answer, too. Start at 45 with 5 fingers,

1 for each 9. (Count down with your fingers as students say numbers.)

S: 45 (5 fingers), 36 (4 fingers), 27 (3 fingers).

Repeat the process for 4 X 9.

T: Let’s practice multiplying by 9. Be sure to work left to right across the page.

**Find the Area (5 minutes)**

Materials: (S) Personal white board

Note: This fluency activity reviews the relationship between side lengths and area; additionally, it supports the perception of the composite shape by moving from part to whole using a grid.

[Back to top](#Book)

T: (Project the figure on the right.) On your personal white board,

write a number sentence to show the area of the shaded

rectangle.

S: (Write 4 X 2 = 8 or 2 X 4 = 8.)

T: Write a number sentence to show the area of the unshaded

rectangle.

A picture containing shoji, crossword puzzle

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S: (Write 3 X 2 = 6 or 2 X 3 = 6.)

T: (Write \_\_ sq units + \_\_ sq units = \_\_ sq units.) Using the areas of the shaded and unshaded

rectangles, write an addition sentence to show the area of the entire figure.

S: (Write 8 sq units + 6 sq units = 14 sq units or 6 sq units + 8 sq units = 14 sq units.)

Continue with the figures below:

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**Lesson 13**

Fluency Practice (15 minutes)

⬛ Group Counting 3.4E (3 minutes)

⬛ Multiply by 9 3.4E, 3.4F (7 minutes)

⬛ Find the Area 3.6C, 3.6D (5 minutes)

[Back to top](#Book)

**Group Counting (3 minutes)**

Note: Group counting reviews interpreting multiplication as repeated addition.

Instruct students to count forward and backward, occasionally changing the direction of the count.

 Sixes to 60

 Sevens to 70

 Eights to 80

**Multiply by 9 (7 minutes)**

Materials: (S) Multiply by 9 (6–10) Pattern Sheet

Note: This activity builds fluency with multiplication facts using units of 9. It works toward students knowing all products of two one-digit numbers from memory. See Lesson 5 for the directions for administration of a

Multiply-By Pattern Sheet.

T: (Write 6 X 9 = \_\_\_\_.) Let’s skip-count up by nine to solve. (Count with fingers to 6 as students count.)

S: 9, 18, 27, 36, 45, 54.

T: Let’s skip-count down to find the answer, too. Start at 90. (Count down with fingers as students

count.)

S: 90, 81, 72, 63, 54.

T: Let’s skip-count up again to find the answer, but this time start at 45. (Count up with fingers as

students count.)

S: 45, 54.

Continue with the following possible sequence: 8 X 9, 7 X 9, and 9 X 9.

T: Let’s practice multiplying by 9. Be sure to work left to right across the page.

[Back to top](#Book)

**Find the Area (5 minutes)**

Materials: (S) Personal white board

Note: This fluency activity reviews Lesson 11.

T: (Project the first figure on the right.) Find the areas of

the large rectangle and the unshaded rectangle. Then,

subtract to find the area of the shaded figure. (Write

Area = \_\_\_\_ square inches .)

S: (Work and write Area = 27 square inches .)

Continue with other figures.

A picture containing diagram

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[Back to top](#Book)