Name: _____ **Teacher:** _____ **School:** _____

Grade 3: Lesson 1 Understand multiplication *as groups of*.

Fill in the blanks to make true statements.

Example:
  6 + 6 + 6 + 6 = <u>24</u>   <u>4</u> groups of six = <u>24</u>   4 x <u>6</u> = <u>24</u>
  5 + 5 + 5 = _____   _____ groups of five = _____   3 x _____ = _____
  3 + 3 + 3 + 3 + 3 =_____   5 groups of three = _____   5 x 3 = _____
  4 + _____ + _____ + _____ + _____ + _____ = _____ 6 groups of _____ = _____ 6 x _____ = _____

Name: _____ **Teacher:** _____ **School:** _____

Grade 3: Lesson 2   Relate multiplication to the array model.

Fill in the blanks to make true statements.

Example:

   a. There are 2 cars in each row. How many cars are in 4 rows? <u>8 cars</u>
   b. Write a multiplication expression to describe the <u>total number of cars. 2 x 4</u>

   a. There are 4 spoons in each row. How many spoons are in 2 rows? _____

   b. Write a multiplication expression to describe the total number of triangles. _____

   a. There are 5 rows of triangles. How many triangles are in each row? _____

   b. Write a multiplication expression to describe the total number of triangles. _____

Emma collects rocks. She arranges them in 4 rows of 3.
Draw Emma's array to show how many rocks she has altogether.
Then, write a multiplication equation to describe the array.

Name: _____ Teacher: _____ School: _____

Grade 3: Lesson 3   Interpret the meaning of factors as the size of the group or as the number of groups.

Fill in the blanks to make true statements.

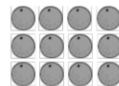**Example:**   There are _____ flowers in each bunch. How many flowers are in 4 bunches?

a.   Number of groups: 4   Size of each group: 5
b.   4 x 5 = 20
c.   There are 20 flowers altogether.

There are _____ candies in each box. How many candies are in 6 boxes?

a. Number of groups: _____   Number of boxes: _____

b. 6 x _____ = _____

c. There are _____ candies altogether.

There are 4 oranges in each row. How many oranges are in _____ rows?

a.   Number of rows: _____   Size of each row: _____

b. _____ x 4 = _____

c. There are _____ oranges altogether.

Write a multiplication equation for the array shown below. _____

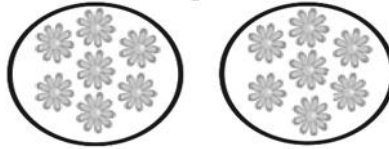Draw a number bond for the array where each part represents the amount in one row.

X X X
X X X
X X X
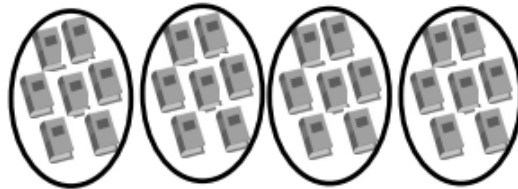X X X

Name: _____ Teacher: _____ School: _____

Grade 3: Lesson 4 Understand the meaning of the unknown as the size of the group in division.

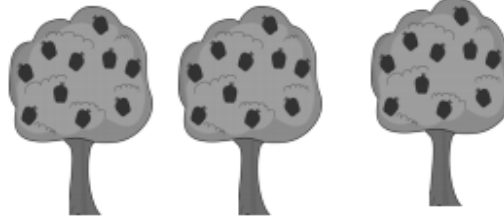Fill in the blanks to make true statements.
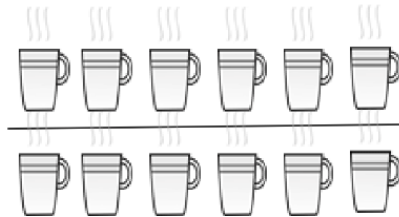
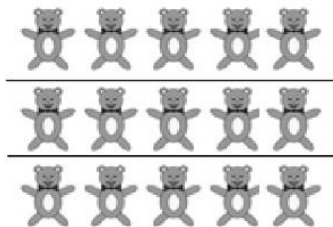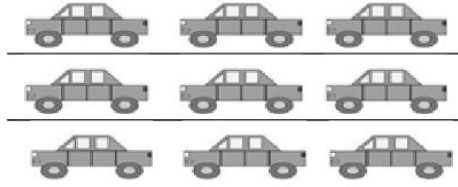| |
|---|
| **Example:** |
| 14 flowers are divided into 2 groups. There are <u>7</u> flowers in each group. |
| 28 books are divided into 4 equal groups. There are _____ books in each group. |
| 30 apples are divided into _____ equal groups. There are _____ apples in each group. |
| _____ cups are divided into _____ equal groups. There are _____ cups in each group.

12 ÷2 = _____ |
| There are _____ toys in each group.   15 ÷ 3 = _____ |

9 ÷ 3 = _____

Audrina has 24 colored pencils. She puts them in 4 equal groups.
How many colored pencils are in each group?
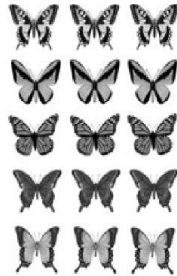
There are _____ colored pencils in each group.   24 ÷ 4 = _____

Charlie picks 20 apples. He divided them equally between 5 baskets.

Draw the apples in each basket.

There are _____ apples in each basket.   20 ÷ _____ = _____

Chelsea collects butterfly stickers. The picture shows how she placed them in her book.
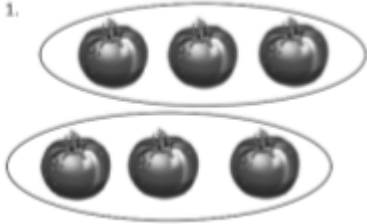Write a division sentence to show how she equally grouped her stickers.

There are _____ butterflies in each row.   _____ ÷ _____ = _____

Name: _____ **Teacher:** _____ **School:** _____

Grade 3: Lesson 5 Understand the meaning of the unknown as the number of groups in division.

Example:

1.

Divide 6 tomatoes into groups of 3.
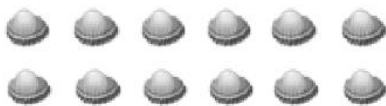There are 2 groups of 3 tomatoes.

2.

Divide 8 lollipops into groups of 2.   There are _____ groups.   8 ÷ 2 = _____
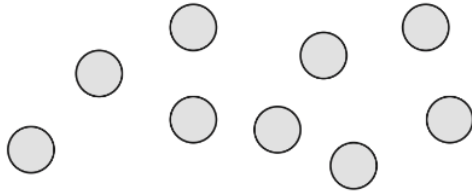
3.

Divide 10 stars into groups of 5.   10 ÷ 5 = _____

4.

Divide the shells to show 12 ÷ 3 = _____, where the unknown represents the number of groups.

How many groups are there? _____

5. Rachel has 9 crackers. She puts 3 crackers in each bag. Circle the crackers to show Rachel's bags.

a. Write a division sentence where the answer represents the number of Rachel's bags.

b. Draw a number bond to represent the problem.

6. Jameisha has 16 wheels to make toy cars. She uses 4 wheels for each car.

a. Use a count-by to find the number of cars Jameisha can build. Make a drawing to match your counting.

b. Write a division sentence to represent the problem.

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