Lesson 9: Multiplication as Equal Groups

Standards Alignments

Building On   2.NBT.B.5
Addressing   3.OA.A, 3.OA.A.1
Building Towards   3.OA.A.1

Teacher-facing Learning Goals

- Build an understanding of multiplication as equal groups.
- Represent a situation involving equal groups in a way that makes sense to students.

Student-facing Learning Goals

- Let's work with equal groups of things.

Lesson Purpose

The purpose of this lesson is for students to use scaled picture graphs as an introduction to **multiplication** as equal groups.

Scaled picture graphs provide an equal grouping context that naturally elicits **multiplication.** Multiplication expressions aren't introduced in this lesson so that students spend more time with concrete representations of multiplication before being introduced to the more abstract representation. The next few lessons focus on the meaning and representations of multiplication, not the product. While students may want to go right to finding the product, it is important to focus on the meaning of multiplication as equal groups and the ways in which it can be represented in the discussions.

Throughout this section, make connecting cubes or counters available to students who need them.
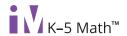
Access for:

♿ Students with Disabilities

- Representation (Activity 1)

🌐 English Learners

- MLR8 (Activity 2)

Instructional Routines

Number Talk (Warm-up)

Materials to Gather

- Connecting cubes or counters: Activity 1, Activity 2

Lesson Timeline

Warm-up	10 min
Activity 1	15 min
Activity 2	20 min
Lesson Synthesis	10 min
Cool-down	5 min

Teacher Reflection Question

How did students' work with scaled picture graphs and bar graphs set up the introduction of multiplication in today's lesson?

Cool-down (to be completed at the end of the lesson)   🕐 5 min

Represent Equal Groups

Standards Alignments

Addressing   3.OA.A

Student-facing Task Statement

Jada has 3 bags. Each bag has 5 bracelets in it.

Represent the situation.

Student Responses

Sample responses:

- Students make 3 groups of 5 counters or 3 groups of 5 connecting cubes.
- Students create a drawing of 3 groups with 5 items in each.