

ACTIVITY  
**1**

From Grade 3  
Module 3

## Multiplying by two and four

In this activity, students use the twos and fours multiplication facts to solve a problem.

### Preparation

None required.

### Activity

Project slide 1 and read the word problem:

*There are chickens and cows at a farm.*

*There are 20 animals and 56 legs in total.*

*How many chickens and cows are there?*

Ask, *Is there a way to organize the information to help you answer the question? Could you draw a picture to help? Are there equations you could write?* Organize students into pairs to solve the problem. Observe whether students are systematic in their approach. Have students share their solution (8 cows and 12 chickens) and explain their strategies to the whole class. Highlight the variety of strategies such as drawing pictures, using a table, and writing equations.

ACTIVITY  
**2**

From Grade 3  
Module 4

## Relating multiplication and division (fours and fives facts)

In this activity, students use the relationship between multiplication and division of the fours and fives facts to determine the number of each type of table used to seat dinner guests.

### Preparation

None required.

### Activity

Project slide 1 and read the word problem:

*11 tables are used to seat 50 people for a dinner party.*

*Square tables seat 4 people each and round tables seat 5 people each.*

*How many of each type of table is used?*

Ask, *Is there a way to organize the information to help you answer the question? Could you draw a picture to help? Are there equations you could write?* Organize students into pairs to find a solution. Observe whether they work systematically. Afterward, invite pairs of students to share their solution (5 square tables and 6 round tables) and explain their strategies to the whole class.



# ACTIVITY 3

From Grade 3  
Module 5

## Multiplying by 8 or 0

In this activity, students use the eights and zeros multiplication facts to solve a problem.

### Preparation

None required.

### Activity

Project slide 1 and read the word problem:

*At the zoo, one display has several spiders and a nearby display has legless lizards.*

*Jayden counts 56 legs and 13 bodies in total in the displays.*

*How many spiders and lizards are there?*

Ask, *Is there a way to organize the information to help you answer the question? Could you draw a picture to help? Are there equations you could write?* Organize students into pairs to solve the problem. Observe the methods the students use to find the answer. Afterward, invite pairs to share their solution (7 spiders and 6 lizards) and explain their strategies to the class. Highlight the variety of strategies such as guess and check, draw pictures, use a table, and write equations.

# ACTIVITY 4

From Grade 3  
Module 6

## Dividing into groups

In this activity, students use a strategy of their choice to solve a problem involving groups of eight and ten.

### Preparation

None required.

### Activity

Project slide 1 and read the following word problem:

*Callum is planning a wedding party and can order tables that can seat 8 or 10.*

*112 people are coming to the party and he wants all the tables to be filled.*

*How many tables should Callum order?*

Ask questions such as, *Is there a way to organize the information to help you answer the question? Could you draw a picture to help? Could you use a table? What operation (addition, subtraction, multiplication, division) could you use? Can all the groups be equal in size? Is there more than one possible solution?* Organize students into pairs to solve the problem. Observe whether students use a systematic approach to finding a solution. Afterward, invite pairs of students to share the different solutions (4 by 8 and 8 by 10; 9 by 8 and 4 by 10; 14 by 8.) Make sure they share and explain their strategies to the whole class. Highlight the variety of strategies such as draw a picture, use a table, write equations, guess and check.