Objective:
- Students will identify answers to subtraction problems.

Note: Reviewing vocabulary and reading the associated book with these concepts is suggested prior to completing the below activities.

Book: The Secret

The goals of this activity are to explore arrays, relate addition to multiplication, create visual representations of multiplication equations, explore equivalent equations, explore property of operations, find unknown factors and products, understand the meaning of the equal sign, and review odd/even numbers.

Teacher Note: The stamping array mat is used as a visual guide. In step 2, model stamping objects within the mat to create visual representations of equations.

I. Review the stamp symbol and operations. Say, “Today you will be using this (name of the stamp) to create multiplication equations. Let’s review our symbols. Here is the multiplication sign. Multiplication is a faster way to do addition. It means that we have equal groups of numbers. Instead of adding the same number over and over, we can multiply. Next, this is the equal sign. The equal sign means that the value is the same on both sides.”

II. Model creating arrays and equations visual representation. Say, “I am going to show you how to use the stamp to create multiplication equations.” Or Say, “I am going to show you how to create an array. An array is when you have rows and columns with the same number of objects in each or column.”

Suggested modeling options:
Multiplication Lesson Plan

a. Create simple to more complex arrays.
b. Demonstrate multiplication equations to match arrays while highlighting that multiplication is a faster method of addition.
c. Demonstrate how by skip counting (adding) or multiplying, the same answer is found.
d. Provide an equation and then model how it visually is represented with the stamps in the stamping mat array.
e. Provide examples with missing factors or products.
f. Provide examples that demonstrate the commutative property of multiplication

III. Create equations and/or visual representations. Say, “Now you will use the stamps to create your own arrays and equations.” Provide necessary supports so that students are: creating equations, solving equations, using the stamp for visual representation, and understanding the goals outlined in this activity.

Stamping 2

The goals of this activity are to explore the relationship between multiplication and division and increase fluency with multiplication and division facts.

I. Open the activity. Say, “This is a fact family triangle. I am going to show you how it works. Then you will have a turn.” Model how fact family triangles work using a variety of problems.

II. Have students practice using the numbers to create and construct fact family facts.
Multiplication Lesson Plan

Flashcards

The goal of this activity is to increase fluency with multiplication facts.

Please choose Max, Mod, or Min Support for each student.

I. Open the activity.
II. Model the activity. Say, “Watch as I practice these flashcards.” Click on a problem, read it out loud, and then say the answer out loud. Then click to hear the answer.
III. Independent practice. Say, “Now you will practice reviewing these facts on your own.”

Word Problems

The goal of this activity is to solve multiplication word problems.

Please choose Max, Mod, or Min Support for each student.

I. Model. Say, “Click on each problem to have it read out loud. Use the objects (max and mod levels)/hundreds chart (min level) to help you solve the problem. Click on the correct answer. Watch me as I solve the first problem.”
II. Independent practice. Say, “Now you will independently solve the word problems.”
Common Core Standards:

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Your State Standards (if applicable):