### Introduction to Multiplication

**Draft 1: 1/21/03**

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| **Opening:** What is a row? (distinguish between rows and columns) What comes in equal rows? —Class rows of students (classroom examples – add “__ rows of ___.”) Now let’s make some equal rows of our own. You and your partner will get 12 chips (to represent 12 desks). Both of you will work to use the 12 chips to make equal rows. Arranging items in equal rows is called an array (math vocabulary). After you make an array, please draw the array in one of the boxes on your paper. See how many different arrays you can come up with. *(Have to use all 12 each time.) (Write how many rows.) Let’s see how many arrays the class came up with. Bring your picture up. Teacher will show on chart paper the ways the students came up with. Now I will give you 4 more chips so you will have 16. You and your partner will work to make arrays that equal 16. | Egg cartons, lunch ticket pockets, mailboxes, floor tiles. Opportunity —Explain

Put 4 in the lid. You have 12. What is an array? Who is sure? After you make array, then draw. Let’s use 4. Could be equal rows but equal (can’t read word) How could they be made equal? What does a row look like? Do we both draw? | *Show me first before you draw.

➢ After you make an array, draw it in one of the boxes on your paper. See how many different arrays you can come up with.

- work -

Let’s see how many arrays the class came up with.

Teacher will show on chart paper the ways the students came up with. **Homework**

Now I am going to give you a sheet of stickers. I would like you to make some arrays on your paper. Make as many arrays as you can. Try to use as many stickers as possible. Under each array, please write “__ rows of __”. We will be using this for tomorrow’s activities. What is your job? Close: equal rows—arrays |

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