Multiplication: reSolve Market

**(Y3)**

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| To read the most recent version of this sequence, download associated resources, and view embedded professional learning including classroom videos and work samples, visit: [https://resolve.edu.au/teaching-sequences/year-3/multiplication-resolve-market](https://resolve.edu.au/teaching-sequences/year-3/multiplication-resolve-market?utm_source=docx&utm_medium=sequence_overview&utm_campaign=resolve_market) |

# Sequence overview

## About this sequence

Students learn that the array is a powerful representation of multiplication: rows and columns represent factors, and these factors can be multiplied to find the product.

## Australian Curriculum: Mathematics (Year 3)

### Achievement standard

Students use mathematical modelling to solve practical problems involving single—digit multiplication and division, recalling multiplication facts for twos, threes, fours, fives and tens, by using a range of strategies.

### Strand

**Number**

**AC9M3N04 –** Multiply and divide one- and two-digit numbers, representing problems using number sentences, diagrams and arrays, and using a variety of calculation strategies.

**Algebra**

AC9M3A03 – Recall and demonstrate proficiency with multiplication facts for 3,4,5 and 10; extend and apply facts to develop the related division facts.

# Tasks in this sequence

## Task 1 • Finding multiplication

Students learn that multiplication is about ‘how many’ groups and ‘how much’ in each group.

## Task 2 • Mangoes and apples

Students learn that the array is a powerful representation of the ‘how many groups’ and ‘how much in each group’ structure of multiplication.

## Task 3 • Making arrays

Students complete an activity that builds their understanding of the array as a representation of multiplication.

## Task 4 • Hidden fruit

Students learn that multiplying ‘how many’ by ‘how much’ gives the whole.

## Task 5 • Rolling arrays

Students play a game to build their understanding that multiplying how many by how much gives the whole.

## Task 6 • Lemon arrays

Students learn that related multiplication and division facts can be recorded as a fact family.

## Task 7 • Making fact families

Students continue to build their understanding that related multiplication and division facts can be recorded as a fact family.

## Task 8 • Finding fact families

Students revisit the reSolve Market picture and use fact families to record the multiplication.

## Suggested implementation

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|  | **Week 1** | **Week 2** |
| **Monday** | **Task 1 • Finding multiplication*** Launch
* Explore
* Connect
* Summarise
 | **Task 6 • Lemon arrays?*** Launch
* Explore 1
* Connect
 |
| **Tuesday** | **Task 2 • Mangoes and apples*** Launch
* Explore
* Connect
* Summarise
 | **Task 6 • Lemons*** Explore 2
* Connect
* Summarise
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| **Wednesday** | **Task 3 • Making arrays*** Complete the activity *Making arrays*
 | **Task 7 • Making fact families*** Complete the activity *Making fact families*
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| **Thursday** | **Task 4 • Hidden arrays*** Launch
* Explore
* Connect
* Summarise
 | **Task 8 • Finding fact families*** Launch
* Explore
* Connect
* Summarise
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| **Friday** | **Task 5 • Filling Boxes*** Complete the activity Making arrays
 | **Task 5 • Rolling arrays*** Complete the activity *Rolling arrays*
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