

Lesson 18: Representemos arreglos con expresiones

Standards Alignments

Addressing 3.OA.A.1

Teacher-facing Learning Goals

- Represent multiplication situations with arrays and multiplication expressions.

Student-facing Learning Goals

- Representemos situaciones con arreglos y expresiones.

Lesson Purpose

The purpose of this lesson is for students to represent multiplication situations with arrays and multiplication expressions.

In a previous lesson, students arranged objects into arrays and described the arrays in terms of equal groups. In this lesson, students write expressions to represent arrays to further connect arrays and multiplication (MP2).

As students connect arrays to expressions, they may write 3×5 or 5×3 to represent 3 rows of 5 chairs. This is fine as long as students can correctly describe where the “3 rows of 5 chairs” are in their array or expression. Keep collecting ideas that arise about commutativity.

Access for:

Students with Disabilities

- Representation (Activity 1)

English Learners

- MLR2 (Activity 1)

Instructional Routines

How Many Do You See? (Warm-up)

Materials to Gather

- Connecting cubes or counters: Activity 1

Lesson Timeline

Warm-up

10 min

Teacher Reflection Question

In an upcoming lesson, students will learn about the commutative property of multiplication. What do you notice in their work from today's

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

lesson that you might leverage in that future lesson?

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

🕒 5 min

Situación con un arreglo

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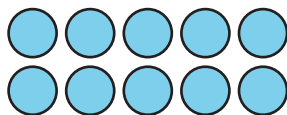
Student-facing Task Statement

Hay 2 filas de plantas. Cada fila tiene 5 plantas.

1. Dibuja un arreglo que represente la situación.
2. Escribe una expresión que represente la situación.

Student Responses

1. Sample response:



2. 2×5 or 5×2