

# Grade 3

# Units 3 & 4

# Week 3

**Parents:** Please help your child choose the most appropriate assignment(s) to complete each day. When the day's assignment is done, students finish the two reflection statements on this page.

**Please note Extra Practice activities are on-level for the grade level. Re-Engage activities give students additional support.**

**Special Education students should use the Re-Engage lessons as shown in the weekly plans.**

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic	Use my understanding of multiplication and division as inverse operations to find the unknown.	Solve division problems to determine the amount of each share.	Solve division word problems to determine the number of groups.	Solve word problems by modeling with equal groups.	Use arrays to solve word problems.
Assignment	Unit 3 Lesson 2 Re-Engage Extra Practice	Unit 3 Lesson 5 Re-Engage Extra Practice	Unit 3 Lesson 8 Re-Engage Extra Practice	Unit 4 Lesson 1 Re-Engage Extra Practice	Unit 4 Lesson 2 Re-Engage Extra Practice
Video link	Unit 3 Lesson 2 <a href="#">English</a> <a href="#">Spanish</a>	Unit 3 Lesson 5 <a href="#">English</a> <a href="#">Spanish</a>	Unit 3 Lesson 8 <a href="#">English</a> <a href="#">Spanish</a>	Unit 4 Lesson 1 <a href="#">English</a> <a href="#">Spanish</a>	Unit 4 Lesson 2 <a href="#">English</a> <a href="#">Spanish</a>
Fluency Practice	Addition A Sums Within 18 (70 Items)	Addition B Sums Within 18 (70 Items)	<a href="#">Online Facts Practice</a> Addition Families from 2 to 9 5-10 minutes	Subtraction A Differences Within 18 (70 Items)	Subtraction B Differences Within 18 (70 Items)
Reflection	One thing I was successful with is...	One thing I was successful with is...	One thing I was successful with is...	One thing I was successful with is...	One thing I was successful with is...
	One thing I need more help with is...	One thing I need more help with is...	One thing I need more help with is...	One thing I need more help with is...	One thing I need more help with is...

**Find this packet on [swunmath.com](http://swunmath.com). Click on the hyperlinks to jump to the lesson videos.**

# Re-Engage

## Unit 3 Lesson 2: Relating Multiplication and Division

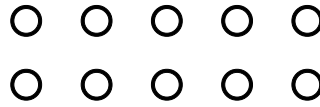


Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Model

Write the fact family for the array.



$$\begin{array}{r} 2 \\ \hline \end{array} \times \begin{array}{r} 5 \\ \hline \end{array} = \begin{array}{r} 10 \\ \hline \text{total} \end{array}$$
$$\begin{array}{r} 5 \\ \hline \end{array} \times \begin{array}{r} 2 \\ \hline \end{array} = \begin{array}{r} 10 \\ \hline \text{total} \end{array}$$
$$\begin{array}{r} 10 \\ \hline \text{total} \end{array} \div \begin{array}{r} 2 \\ \hline \end{array} = \begin{array}{r} 5 \\ \hline \end{array}$$
$$\begin{array}{r} 10 \\ \hline \text{total} \end{array} \div \begin{array}{r} 5 \\ \hline \end{array} = \begin{array}{r} 2 \\ \hline \end{array}$$

### Structured Guided Practice

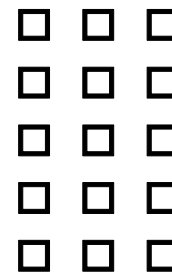
**Directions:** Write the fact family for the array.

1.



$$\begin{array}{r} \phantom{00} \\ \hline \end{array} \times \begin{array}{r} \phantom{00} \\ \hline \end{array} = \begin{array}{r} \phantom{00} \\ \hline \text{total} \end{array}$$
$$\begin{array}{r} \phantom{00} \\ \hline \end{array} \times \begin{array}{r} \phantom{00} \\ \hline \end{array} = \begin{array}{r} \phantom{00} \\ \hline \text{total} \end{array}$$
$$\begin{array}{r} \text{total} \\ \hline \end{array} \div \begin{array}{r} \phantom{00} \\ \hline \end{array} = \begin{array}{r} \phantom{00} \\ \hline \end{array}$$
$$\begin{array}{r} \text{total} \\ \hline \end{array} \div \begin{array}{r} \phantom{00} \\ \hline \end{array} = \begin{array}{r} \phantom{00} \\ \hline \end{array}$$

2.



$$\begin{array}{r} \phantom{00} \\ \hline \end{array} \times \begin{array}{r} \phantom{00} \\ \hline \end{array} = \begin{array}{r} \phantom{00} \\ \hline \text{total} \end{array}$$
$$\begin{array}{r} \phantom{00} \\ \hline \end{array} \times \begin{array}{r} \phantom{00} \\ \hline \end{array} = \begin{array}{r} \phantom{00} \\ \hline \text{total} \end{array}$$
$$\begin{array}{r} \text{total} \\ \hline \end{array} \div \begin{array}{r} \phantom{00} \\ \hline \end{array} = \begin{array}{r} \phantom{00} \\ \hline \end{array}$$
$$\begin{array}{r} \text{total} \\ \hline \end{array} \div \begin{array}{r} \phantom{00} \\ \hline \end{array} = \begin{array}{r} \phantom{00} \\ \hline \end{array}$$

# Re-Engage

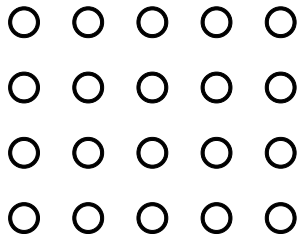
## Unit 3 Lesson 2: Relating Multiplication and Division



### Student Practice

**Directions:** Write the fact family for the array.

1.



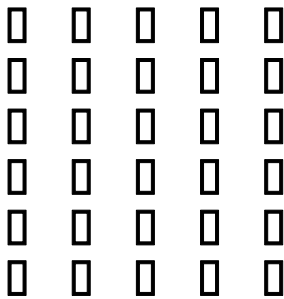
$$\begin{array}{r} \underline{\quad} \times \underline{\quad} = \underline{\quad} \\ \text{total} \\ \underline{\quad} \times \underline{\quad} = \underline{\quad} \\ \text{total} \\ \underline{\text{total}} \div \underline{\quad} = \underline{\quad} \\ \underline{\text{total}} \div \underline{\quad} = \underline{\quad} \end{array}$$

2.



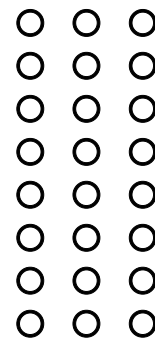
$$\begin{array}{r} \underline{\quad} \times \underline{\quad} = \underline{\quad} \\ \text{total} \\ \underline{\quad} \times \underline{\quad} = \underline{\quad} \\ \text{total} \\ \underline{\text{total}} \div \underline{\quad} = \underline{\quad} \\ \underline{\text{total}} \div \underline{\quad} = \underline{\quad} \end{array}$$

3.



$$\begin{array}{r} \underline{\quad} \times \underline{\quad} = \underline{\quad} \\ \text{total} \\ \underline{\quad} \times \underline{\quad} = \underline{\quad} \\ \text{total} \\ \underline{\text{total}} \div \underline{\quad} = \underline{\quad} \\ \underline{\text{total}} \div \underline{\quad} = \underline{\quad} \end{array}$$

4.



$$\begin{array}{r} \underline{\quad} \times \underline{\quad} = \underline{\quad} \\ \text{total} \\ \underline{\quad} \times \underline{\quad} = \underline{\quad} \\ \text{total} \\ \underline{\text{total}} \div \underline{\quad} = \underline{\quad} \\ \underline{\text{total}} \div \underline{\quad} = \underline{\quad} \end{array}$$

# Extra Practice

## Unit 3 Lessons 1-2: Relating Multiplication and Division



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Solve to find the unknown.

1. Find the unknown to complete the fact family.

$$3 \times \square = 15$$

$$\square \times 3 = 15$$

$$15 \div \square = 3$$

$$15 \div 3 = \square$$

2. Use multiplication to find the unknown.

$$18 \div 3 = \square$$

What multiplication fact did you use to find the unknown?

## Extra Practice

### Unit 3 Lessons 1-2: Relating Multiplication and Division



**Directions:** Solve to find the unknown.

3. Find the unknown to complete the fact family.

$$4 \times \square = 24$$

$$\square \times 4 = 24$$

$$24 \div 4 = \square$$

$$24 \div \square = 4$$

4. Use multiplication to find the unknown.

$$2 = 18 \div \square$$

What multiplication fact did you use to find the unknown number?

# Extra Practice

## Unit 3 Lessons 1-2: Relating Multiplication and Division



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Solve to find the unknown.

5. Use multiplication to find the unknown.

$$35 \div \square = 5$$

What multiplication fact did you use to find the unknown?

6. Find the unknown to complete the fact family.

$$8 \times \square = 72$$

$$\square \times 8 = 72$$

$$72 \div 8 = \square$$

$$72 \div \square = 8$$

## Extra Practice

### Unit 3 Lessons 1-2: Relating Multiplication and Division



**Directions:** Solve to find the unknown.

7. Find the unknown to complete the fact family.

$$7 \times \square = 56$$

$$\square \times 7 = 56$$

$$56 \div \square = 7$$

$$56 \div 7 = \square$$

8. Use multiplication to find the unknown.

$$36 \div 9 = \square$$

What multiplication fact did you use to find the unknown?

# Re-Engage

## Unit 3 Lesson 5: Division as Sharing



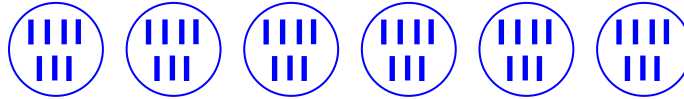
Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Model

If Mr. Petch started with 42 paperclips and he equally shared them among 6 tables, how many paperclips did each table receive?

Draw 6 circles to represent each group. Then divide.



$$\begin{array}{r} 42 \\ \hline \text{total paperclips} \end{array} \div \begin{array}{r} 6 \\ \hline \text{number of tables} \end{array} = \begin{array}{r} 7 \\ \hline \text{paperclips on each table} \end{array}$$

7

### Structured Guided Practice

**Directions:** Read and solve by drawing equal groups.

1. 3 friends are sharing 24 pencils. How many pencils will each person receive?

Draw \_\_\_\_\_ circles to represent each group. Then divide.

$$\begin{array}{r} \underline{\hspace{2cm}} \\ \text{total pencils} \end{array} \div \begin{array}{r} \underline{\hspace{2cm}} \\ \text{number of friends} \end{array} = \begin{array}{r} \underline{\hspace{2cm}} \\ \text{pencils per friend} \end{array}$$



# Re-Engage

## Unit 3 Lesson 5: Division as Sharing



### Student Practice

**Directions:** Read and solve by drawing equal groups.

1. Kenny, Kat, Vivian, and Alyssa went out to lunch together. The total bill came to \$24. They decided to equally split the bill. How much will each person have to pay?

Draw \_\_\_\_\_ circles to represent each group. Then divide.

$$\frac{\text{_____}}{\text{total bill}} \div \frac{\text{_____}}{\text{number of friends}} = \frac{\text{_____}}{\text{amount each person will pay}}$$

Each person will pay \$ \_\_\_\_\_ .

2. John collected 32 seashells. He wants to give all of his seashells equally to four friends. How many seashells will each friend receive?

Draw \_\_\_\_\_ circles to represent each group. Then divide.

$$\frac{\text{_____}}{\text{total number of shells}} \div \frac{\text{_____}}{\text{number of friends}} = \frac{\text{_____}}{\text{number of shells per friend}}$$

Each friend will receive \_\_\_\_\_ seashells.

# Re-Engage

## Unit 3 Lesson 5: Division as Sharing



3. The tree produced 35 oranges. There are 5 baskets to fill equally. How many oranges will be in each basket?

Draw \_\_\_\_\_ circles to represent each group. Then divide.

$$\frac{\text{number of oranges}}{\text{number of baskets}} \div \frac{\text{number of baskets}}{\text{number of baskets}} = \frac{\text{oranges in each basket}}{\text{number of baskets}}$$

There will be \_\_\_\_\_ oranges in each basket.

4. The vet has 18 rawhides to equally share among 6 dogs. How many rawhides will each dog receive?

Draw \_\_\_\_\_ circles to represent each group. Then divide.

$$\frac{\text{total number of rawhides}}{\text{total number of rawhides}} \div \frac{\text{number of dogs}}{\text{number of dogs}} = \frac{\text{number of rawhides per dog}}{\text{number of dogs}}$$

Each dog will receive \_\_\_\_\_ rawhides.

# Extra Practice

## Unit 3 Lessons 4-5: Division as Sharing



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Solve and justify your answer with a model.

1. There are 24 apples that are packed equally into 4 bags. How many apples are in each bag?

2. Shawn baked 27 cookies. He split the cookies evenly among himself and his two children. How many cookies did they each receive?

## Extra Practice

### Unit 3 Lessons 4-5: Division as Sharing



**Directions:** Solve and justify your answer with a model.

3. Diana bought 35 flowers and divided them equally into five bouquets. How many flowers did she put in each bouquet?

4. Jessica had 32 stickers. She split the stickers evenly among 4 pieces of paper. How many stickers did Jessica put on each piece of paper?

# Extra Practice

## Unit 3 Lessons 4-5: Division as Sharing



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Solve and justify your answer with a model.

5. A class of 24 students was split into two teams. How many students are on each team?

6. A librarian took 20 magazines and arranged them in 5 equal stacks. How many magazines were in each stack?

## Extra Practice

### Unit 3 Lessons 4-5: Division as Sharing



**Directions:** Solve and justify your answer with a model.

7. Maria baked 28 brownies and arranged them equally on four plates to give to her neighbors. How many brownies does each neighbor receive?

8. Rhea took 30 pictures on her vacation. She split the pictures up evenly onto 6 photo album pages. How many pictures were on each album page?

# Re-Engage

## Unit 3 Lesson 8: Division as Grouping



Name: \_\_\_\_\_

Date: \_\_\_\_\_

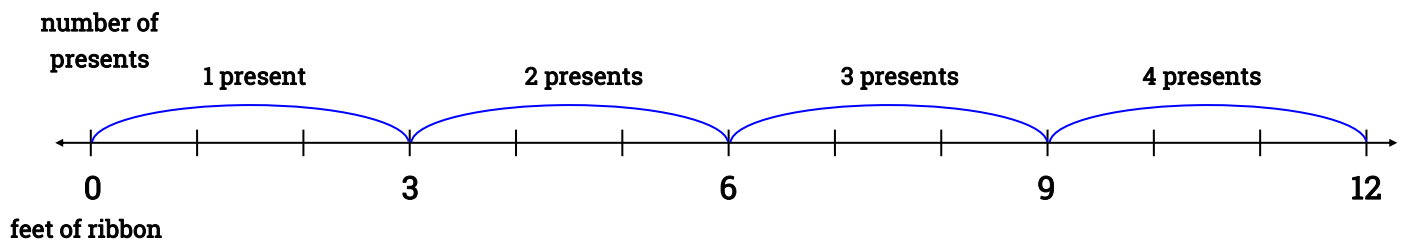
### Model

Kendell has 12 feet of ribbon and wants to wrap a bunch of presents. Each gift needs 3 feet of ribbon. How many presents can she wrap using the ribbon?

Write an equation.

$$\boxed{12} \div \boxed{3} = \boxed{4}$$

total feet of ribbon      feet per present      number of presents



Kendall can wrap 4 presents.

### Structured Guided Practice

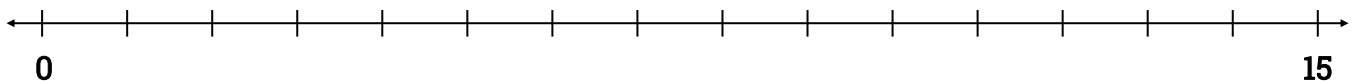
**Directions:** Read and solve.

1. There are 15 cookies. 3 cookies are placed on each plate. How many plates are needed to hold the cookies?

Write an equation.

$$\boxed{\phantom{00}} \div \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

total cookies      cookies on each plate      number of plates



# Re-Engage

## Unit 3 Lesson 8: Division as Grouping



### Student Practice

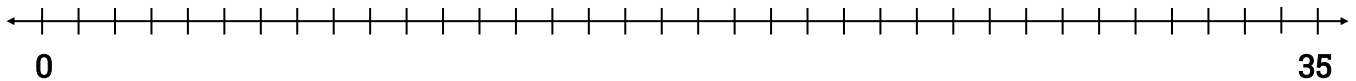
**Directions:** Read and solve.

1. There are 35 chairs in a classroom. 5 chairs are placed at each table. How many tables are there?

Write an equation.

$$\boxed{\phantom{000}} \div \boxed{\phantom{000}} = \boxed{\phantom{000}}$$

total chairs                  chairs at  
each table                  number of  
tables



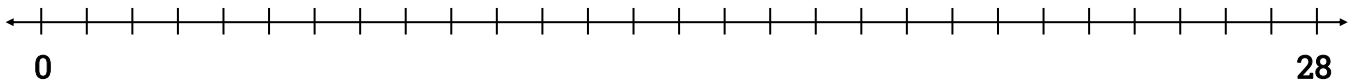
There are \_\_\_\_\_ tables.

2. A teacher has 28 textbooks. He placed 4 books in each pile. How many piles did he make?

Write an equation.

$$\boxed{\phantom{000}} \div \boxed{\phantom{000}} = \boxed{\phantom{000}}$$

total books                  books in  
each pile                  number of  
piles



The teacher made \_\_\_\_\_ piles.



# Re-Engage

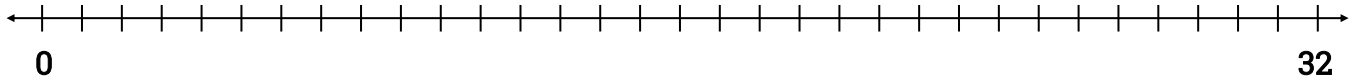
## Unit 3 Lesson 8: Division as Grouping



3. We bought 32 marbles. The marbles came in packages of 8. How many packages did we buy?

Write an equation.

$$\begin{array}{ccc} \boxed{\phantom{000}} & \div & \boxed{\phantom{000}} = \boxed{\phantom{000}} \\ \text{total} & & \text{marbles per} \\ \text{marbles} & & \text{package} \qquad \text{number of} \\ & & \text{packages} \end{array}$$

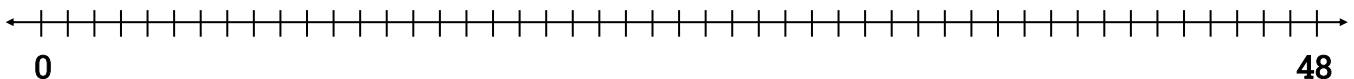


We bought \_\_\_\_\_ packages.

4. There are 8 crayons in a box. The artist bought a total of 48 crayons. How many boxes did the artist buy?

Write an equation.

$$\begin{array}{ccc} \boxed{\phantom{000}} & \div & \boxed{\phantom{000}} = \boxed{\phantom{000}} \\ \text{total} & & \text{crayons per} \\ \text{crayons} & & \text{box} \qquad \text{number of} \\ & & \text{boxes} \end{array}$$



The artist bought \_\_\_\_\_ boxes.

# Extra Practice

## Unit 3 Lessons 7-8: Division as Grouping



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Solve. Write an equation and justify your answer with a model.

1. Sean hiked a total of 28 miles. If he hiked 7 miles each day, how many days did he hike?

2. Shane wants to buy 18 golf balls. If there are three balls in each pack, how many packs of golf balls should Shane buy?

## Extra Practice

### Unit 3 Lessons 7-8: Division as Grouping



**Directions:** Solve. Write an equation and justify your answer with a model.

3. Paul went to the store and bought 12 cupcakes. If there are 4 cupcakes in each pack, how many packs of cupcakes did Paul buy?

4. Jeremy needs to buy 40 ice cream sandwiches for a summer party. If there are 8 ice cream sandwiches in each box, how many boxes should Jeremy buy?

# Extra Practice

## Unit 3 Lessons 7-8: Division as Grouping



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Solve. Write an equation and justify your answer with a model.

5. Nicole had 25 books. She distributed five books on each shelf. How many shelves were there?

6. There were 20 chairs at the birthday party. Five chairs were placed at every table. How many tables were there?

## Extra Practice

### Unit 3 Lessons 7-8: Division as Grouping



**Directions:** Solve. Write an equation and justify your answer with a model.

7. Ms. Martinez had 32 crayons. She equally distributed 8 crayons onto each table in her classroom. How many tables were there?

8. There are 40 brownies cooling on a tray. There are 8 brownies in each row. How many rows of brownies are there?

# Re-Engage

## Unit 4 Lesson 1: Modeling with Equal Groups

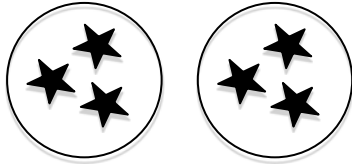


Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Model

**Example:** 2 groups of 3



These groups are equal.  
Each group has 3 stars.

**Equations:**

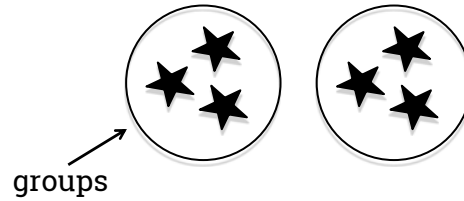
2 groups of 3 equal 6

$$2 \times 3 = 6$$

6 stars divided into 2 groups equal 3 in each group

$$6 \div 2 = 3$$

How many are 2 groups of 3?

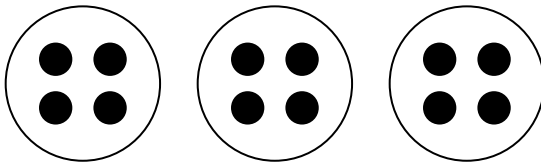


$$\begin{array}{r} 2 \quad \times \quad 3 \quad = \quad 6 \\ \hline \text{(groups of)} \end{array}$$

### Structured Guided Practice

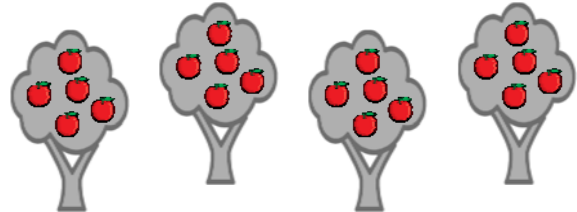
**Directions:** Write a multiplication sentence to describe each model.

1.



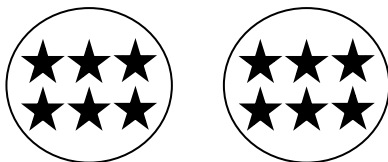
$$\begin{array}{r} \quad \times \quad \quad = \quad \quad \\ \hline \text{(groups of)} \end{array}$$

2.



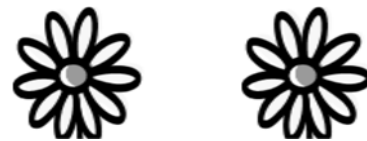
$$\begin{array}{r} \quad \times \quad \quad = \quad \quad \\ \hline \text{(groups of)} \end{array}$$

3.



$$\begin{array}{r} \quad \times \quad \quad = \quad \quad \\ \hline \text{(groups of)} \end{array}$$

4.



$$\begin{array}{r} \quad \times \quad \quad = \quad \quad \\ \hline \text{(groups of)} \end{array}$$

# Re-Engage

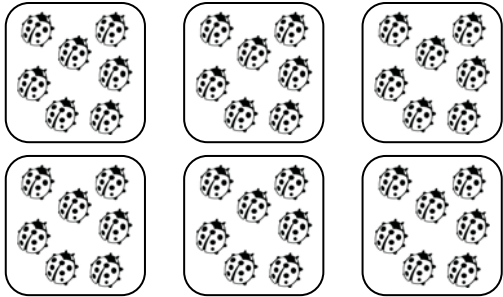
## Unit 4 Lesson 1: Modeling with Equal Groups



### Student Practice

**Directions:** Write a multiplication sentence to describe each model.

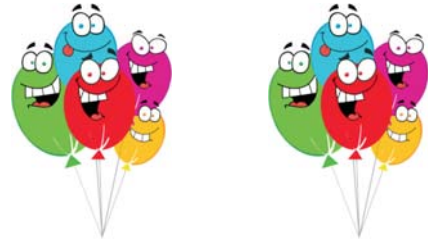
1.



$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

(groups of)

2.



$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

(groups of)

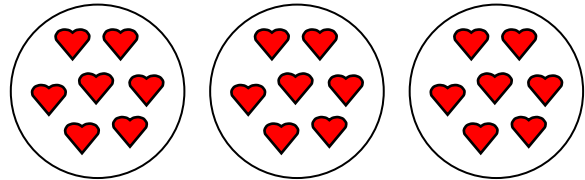
3.



$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

(groups of)

4.



$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

(groups of)

5. How many are 9 groups of 3?

Draw a model.

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

(groups of)

6. How many are 10 groups of 4?

Draw a model.

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

(groups of)

# Extra Practice

## Unit 4 Lesson 1: Modeling with Equal Groups



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Read and solve each problem.

1. How many are 2 groups of 5? Draw a model to justify your thinking.

2. Sherrie has 18 stickers. She is going to share them equally on 3 pages. How many stickers will each page get? Write an equation to determine the unknown number.



## Extra Practice

### Unit 4 Lesson 1: Modeling with Equal Groups



**Directions:** Read and solve each problem.

3. How many are 5 groups of 4? Draw a model to justify your thinking.

4. Joni and her 2 sisters each have 5 paintbrushes. How many paintbrushes do they have altogether? Write an equation to determine the unknown number.

# Extra Practice

## Unit 4 Lesson 1: Modeling with Equal Groups



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Read and solve each problem.

5. What is 24 divided into 3 equal groups? Draw a model to justify your thinking.

6. Gary has 20 baseball cards. He is going to share them equally with his 3 brothers. How many baseball cards will Gary and his 3 brothers each get? Write an equation to determine the unknown number.

## Extra Practice

### Unit 4 Lesson 1: Modeling with Equal Groups



**Directions:** Read and solve each problem.

7. What is 36 divided into 9 equal groups? Draw a model to justify your thinking.

8. The Math Club had a car wash to raise money. They are charged \$5 to wash each car. If they made a total of \$45, how many cars did they wash? Write an equation to determine the unknown number.

# Re-Engage

## Unit 4 Lesson 2: Modeling with Arrays



Name: \_\_\_\_\_

Date: \_\_\_\_\_

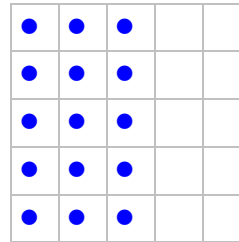
### Model

#### Steps:

1. Read the problem. Identify important information.
2. Create an array to show the problem.
3. Write an equation to solve.

There are 5 plates. Each plate has 3 cookies. How many cookies are there in all?

Draw an array.



Write an equation.

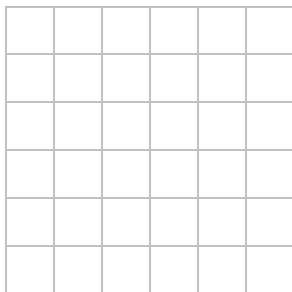
$$\begin{array}{c} \boxed{5} \\ \text{number of} \\ \text{plates} \end{array} \times \begin{array}{c} \boxed{3} \\ \text{cookies on} \\ \text{each plate} \end{array} = \begin{array}{c} \boxed{15} \\ \text{total} \\ \text{number of} \\ \text{cookies} \end{array}$$

There are 15 cookies in all.

### Structured Guided Practice

**Directions:** Use an array to solve.

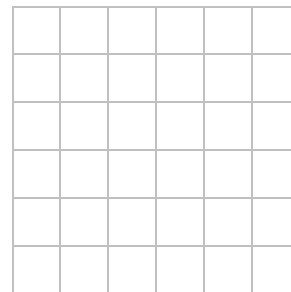
1. There were 4 flowers. Each flower has 3 bees on it. How many bees are there in all?



$$\begin{array}{c} \boxed{\phantom{00}} \\ \text{number of} \\ \text{flowers} \end{array} \times \begin{array}{c} \boxed{\phantom{00}} \\ \text{bees on} \\ \text{each flower} \end{array} = \begin{array}{c} \boxed{\phantom{00}} \\ \text{total} \\ \text{number of} \\ \text{bees} \end{array}$$

There are \_\_\_\_\_ bees in all.

2. Isabella found 5 ladybugs. Each ladybug has 6 spots. How many spots did they have altogether?



$$\begin{array}{c} \boxed{\phantom{00}} \\ \text{number of} \\ \text{ladybugs} \end{array} \times \begin{array}{c} \boxed{\phantom{00}} \\ \text{spots on} \\ \text{each} \\ \text{ladybug} \end{array} = \begin{array}{c} \boxed{\phantom{00}} \\ \text{total} \\ \text{number of} \\ \text{spots} \end{array}$$

They have \_\_\_\_\_ spots altogether.

# Re-Engage

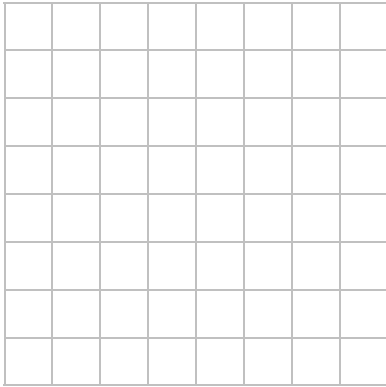
## Unit 4 Lesson 2: Modeling with Arrays



### Student Practice

**Directions:** Use an array to solve.

1. An octopus has 8 tentacles. How many tentacles are on 4 octopi?

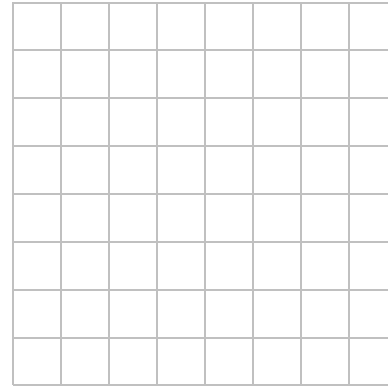


$$\boxed{\phantom{00}} \times \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

number of octopi      tentacles on each octopus      total number of tentacles

There are \_\_\_\_\_ tentacles in all.

2. There were 6 trees in the yard. Each tree had 3 butterflies. How many butterflies were there altogether?

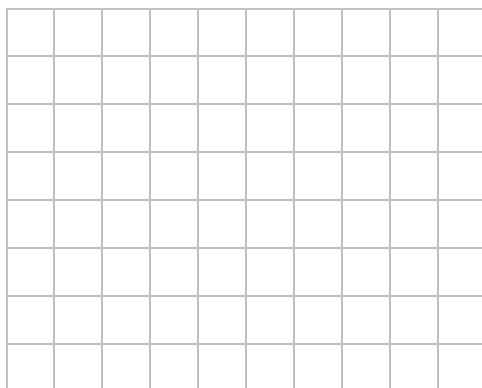


$$\boxed{\phantom{00}} \times \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

number of trees      butterflies on each tree      total number of butterflies

There were \_\_\_\_\_ butterflies altogether.

3. On the plate were 3 cupcakes. Each cupcake had 10 sprinkles. How many sprinkles were there in all?

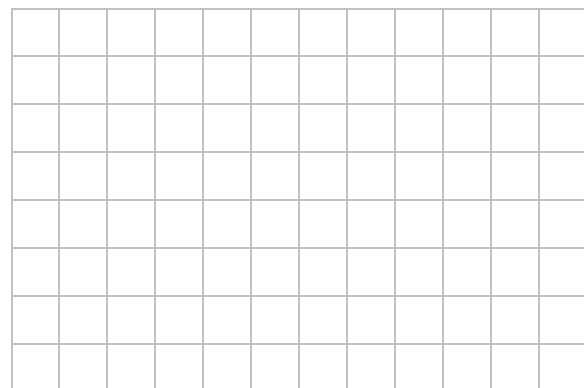


$$\boxed{\phantom{00}} \times \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

number of cupcakes      sprinkles on each cupcake      total number of sprinkles

There were \_\_\_\_\_ sprinkles in all.

4. There are two slices of watermelon. Each slice has 12 seeds. How many seeds are there altogether?



$$\boxed{\phantom{00}} \times \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

number of watermelon slices      seeds in each slice      total number of seeds

There are \_\_\_\_\_ seeds altogether.

# Extra Practice

## Unit 4 Lesson 2: Modeling with Arrays



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Use an array to solve each problem.

1. What is the product of an array that has 4 rows and 3 columns? Model your thinking with an array.

2. Ryan has a rock collection. He arranges 5 rows with 4 rocks in each row. How many rocks does Ryan have in all? Write an equation for the unknown number.

## Extra Practice

### Unit 4 Lesson 2: Modeling with Arrays



**Directions:** Use an array to solve each problem.

3. What is the product of an array that has 7 rows and 3 columns? Model your thinking with an array.

4. Melissa arranged cards for a game. She used 5 rows with 3 cards in each row. How many cards did Melissa use for the game? Write an equation for the unknown number.

# Extra Practice

## Unit 4 Lesson 2: Modeling with Arrays



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Use an array to solve each problem.

5. What is the product of an array that has 8 rows and 5 columns? Model your thinking with an array.

6. Bryan arranged pictures on a board for a school project. He made 9 rows with 3 pictures in each row. How many pictures does Bryan have on his board? Write an equation for the unknown number.



## Extra Practice

### Unit 4 Lesson 2: Modeling with Arrays



**Directions:** Use an array to solve each problem.

7. What is the product of an array that has 9 rows and 7 columns? Model your thinking with an array.

8. Chad has his marble collection arranged in 8 rows with 6 marbles in each row. How many marbles does Chad have in his collection? Write an equation for the unknown number.

**Addition A**  
Sums within 18  
(70 items)

Name \_\_\_\_\_ Date \_\_\_\_\_

4	5	7	2	6	3	7	5	2	6
<u>+2</u>	<u>+2</u>	<u>+3</u>	<u>+6</u>	<u>+2</u>	<u>+4</u>	<u>+9</u>	<u>+0</u>	<u>+9</u>	<u>+4</u>

9	7	5	3	4	6	7	4	9	5
<u>+8</u>	<u>+6</u>	<u>+5</u>	<u>+7</u>	<u>+8</u>	<u>+7</u>	<u>+7</u>	<u>+9</u>	<u>+3</u>	<u>+3</u>

8	4	7	5	2	9	2	6	5	3
<u>+7</u>	<u>+3</u>	<u>+2</u>	<u>+8</u>	<u>+3</u>	<u>+4</u>	<u>+5</u>	<u>+5</u>	<u>+4</u>	<u>+9</u>

7	8	9	7	4	6	4	4	6	3
<u>+1</u>	<u>+9</u>	<u>+1</u>	<u>+5</u>	<u>+4</u>	<u>+6</u>	<u>+6</u>	<u>+5</u>	<u>+8</u>	<u>+8</u>

2	9	7	3	3	8	8	8	6	9
<u>+2</u>	<u>+5</u>	<u>+4</u>	<u>+5</u>	<u>+6</u>	<u>+8</u>	<u>+5</u>	<u>+3</u>	<u>+9</u>	<u>+7</u>

9	5	6	2	7	9	8	3	4	8
<u>+6</u>	<u>+6</u>	<u>+3</u>	<u>+1</u>	<u>+8</u>	<u>+2</u>	<u>+4</u>	<u>+2</u>	<u>+7</u>	<u>+2</u>

8	4	3	2	2	2	9	5	5	3
<u>+6</u>	<u>+1</u>	<u>+1</u>	<u>+7</u>	<u>+8</u>	<u>+4</u>	<u>+9</u>	<u>+9</u>	<u>+7</u>	<u>+3</u>

**Addition B**  
Sums within 18  
(70 items)

Name \_\_\_\_\_ Date \_\_\_\_\_

8	4	7	5	2	9	2	6	5	3
<u>+7</u>	<u>+3</u>	<u>+2</u>	<u>+8</u>	<u>+3</u>	<u>+4</u>	<u>+5</u>	<u>+5</u>	<u>+4</u>	<u>+9</u>

8	4	3	2	2	2	9	5	5	3
<u>+6</u>	<u>+1</u>	<u>+1</u>	<u>+7</u>	<u>+8</u>	<u>+4</u>	<u>+9</u>	<u>+9</u>	<u>+7</u>	<u>+3</u>

2	9	7	3	3	8	8	8	6	9
<u>+2</u>	<u>+5</u>	<u>+4</u>	<u>+5</u>	<u>+6</u>	<u>+8</u>	<u>+5</u>	<u>+3</u>	<u>+9</u>	<u>+7</u>

9	5	6	2	7	9	8	3	4	8
<u>+6</u>	<u>+6</u>	<u>+3</u>	<u>+1</u>	<u>+8</u>	<u>+2</u>	<u>+4</u>	<u>+2</u>	<u>+7</u>	<u>+2</u>

9	7	5	3	4	6	7	4	9	5
<u>+8</u>	<u>+6</u>	<u>+5</u>	<u>+7</u>	<u>+8</u>	<u>+7</u>	<u>+7</u>	<u>+9</u>	<u>+3</u>	<u>+3</u>

4	5	7	2	6	3	7	5	2	6
<u>+2</u>	<u>+2</u>	<u>+3</u>	<u>+6</u>	<u>+2</u>	<u>+4</u>	<u>+9</u>	<u>+0</u>	<u>+9</u>	<u>+4</u>

7	8	9	7	4	6	4	4	6	3
<u>+1</u>	<u>+9</u>	<u>+1</u>	<u>+5</u>	<u>+4</u>	<u>+6</u>	<u>+6</u>	<u>+5</u>	<u>+8</u>	<u>+8</u>

**Subtraction A**  
Differences within 18  
(70 items)

Name \_\_\_\_\_ Date \_\_\_\_\_

15	14	13	11	15	13	9	8	9	8
<u>-8</u>	<u>-6</u>	<u>-8</u>	<u>-2</u>	<u>-9</u>	<u>-7</u>	<u>-5</u>	<u>-2</u>	<u>-2</u>	<u>-6</u>

9	9	11	10	8	9	9	11	12	7
<u>-8</u>	<u>-6</u>	<u>-5</u>	<u>-7</u>	<u>-4</u>	<u>-7</u>	<u>-7</u>	<u>-9</u>	<u>-3</u>	<u>-4</u>

8	9	8	4	13	11	5	12	10	12
<u>-7</u>	<u>-6</u>	<u>-5</u>	<u>-2</u>	<u>-4</u>	<u>-7</u>	<u>-3</u>	<u>-7</u>	<u>-4</u>	<u>-5</u>

10	17	15	14	14	10	18	5	12	6
<u>-8</u>	<u>-8</u>	<u>-7</u>	<u>-8</u>	<u>-9</u>	<u>-2</u>	<u>-9</u>	<u>-2</u>	<u>-9</u>	<u>-2</u>

12	13	10	10	17	8	14	17	11	7
<u>-3</u>	<u>-6</u>	<u>-6</u>	<u>-7</u>	<u>-9</u>	<u>-4</u>	<u>-7</u>	<u>-8</u>	<u>-9</u>	<u>-3</u>

16	15	11	13	10	16	11	10	9	12
<u>-6</u>	<u>-5</u>	<u>-3</u>	<u>-9</u>	<u>-5</u>	<u>-7</u>	<u>-4</u>	<u>-9</u>	<u>-7</u>	<u>-4</u>

7	12	11	9	9	4	10	11	16	9
<u>-5</u>	<u>-8</u>	<u>-6</u>	<u>-8</u>	<u>-4</u>	<u>-3</u>	<u>-3</u>	<u>-8</u>	<u>-8</u>	<u>-3</u>

**Subtraction B**  
Differences within 18  
(70 items)

Name \_\_\_\_\_ Date \_\_\_\_\_

16	15	11	13	10	16	11	10	9	12
<u>-6</u>	<u>-5</u>	<u>-3</u>	<u>-9</u>	<u>-5</u>	<u>-7</u>	<u>-4</u>	<u>-9</u>	<u>-1</u>	<u>-4</u>

7	12	11	9	9	4	10	11	16	9
<u>-5</u>	<u>-8</u>	<u>-6</u>	<u>-8</u>	<u>-4</u>	<u>-3</u>	<u>-3</u>	<u>-8</u>	<u>-8</u>	<u>-3</u>

10	17	15	14	14	10	18	5	12	6
<u>-8</u>	<u>-8</u>	<u>-7</u>	<u>-8</u>	<u>-9</u>	<u>-2</u>	<u>-9</u>	<u>-2</u>	<u>-9</u>	<u>-2</u>

9	9	11	10	8	9	9	11	12	7
<u>-8</u>	<u>-6</u>	<u>-5</u>	<u>-7</u>	<u>-4</u>	<u>-7</u>	<u>-0</u>	<u>-9</u>	<u>-3</u>	<u>-3</u>

15	14	13	11	15	13	9	8	9	8
<u>-8</u>	<u>-6</u>	<u>-8</u>	<u>-2</u>	<u>-9</u>	<u>-7</u>	<u>-5</u>	<u>-2</u>	<u>-2</u>	<u>-6</u>

8	9	8	4	13	11	5	12	10	12
<u>-7</u>	<u>-6</u>	<u>-5</u>	<u>-2</u>	<u>-4</u>	<u>-7</u>	<u>-3</u>	<u>-7</u>	<u>-4</u>	<u>-5</u>

12	13	10	10	17	8	14	17	11	7
<u>-3</u>	<u>-6</u>	<u>-6</u>	<u>-7</u>	<u>-9</u>	<u>-4</u>	<u>-7</u>	<u>-8</u>	<u>-9</u>	<u>-4</u>