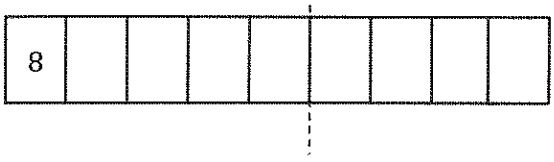
G3-M3-Lesson 6

1. Label the tape diagram. Then, fill in the blanks below to make the statements true.

$9 \times 8 =$

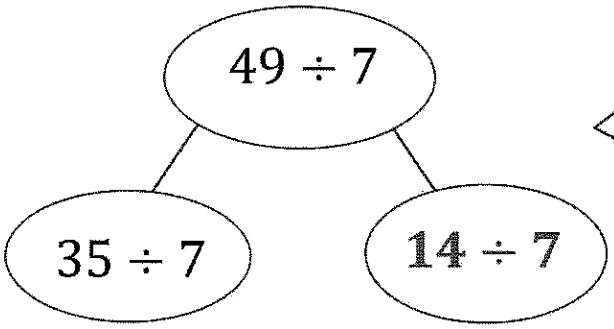
$(5 \times 8) = \underline{40}$ $\quad$ $(\underline{4} \times 8) = 32$



$$\begin{aligned} 9 \times 8 &= (5 + \underline{4}) \times 8 \\ &= (5 \times 8) + (\underline{4} \times 8) \\ &= 40 + \underline{32} \\ &= \underline{72} \end{aligned}$$

I can think of 9×8 as 9 eights and break apart the 9 eights into 5 eights and 4 eights. 5 eights equals 40, and 4 eights equals 32. When I add those numbers, I find that 9 eights, or 9×8, equals 72.

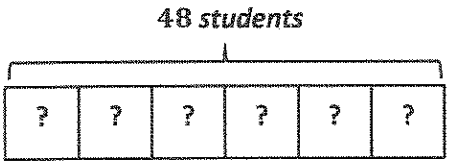
2. Break apart 49 to solve $49 \div 7$.



I can use the break apart and distribute strategy to break 49 apart into 35 and 14. Those are numbers that are easier for me to divide by 7. I know that $35 \div 7 = 5$, and $14 \div 7 = 2$, so $49 \div 7$ equals $5 + 2$, which is 7.

$$\begin{aligned} 49 \div 7 &= (35 \div 7) + (\underline{14} \div 7) \\ &= 5 + \underline{2} \\ &= \underline{7} \end{aligned}$$

3. 48 third graders sit in 6 equal rows in the auditorium. How many students sit in each row? Show your thinking.

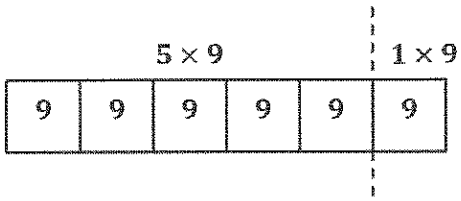


$48 \div 6 = 8$

There are 8 students in each row.

I can draw a tape diagram to break 48 into 6 equal groups. I can also think "6 times what equals 48?" I know that there are 8 students in each row.

4. Ronaldo solves 6×9 by thinking of it as $(5 \times 9) + 9$. Is he correct? Explain Ronaldo's strategy.



Yes, Ronaldo is correct. He knows that 6×9 is the same as 6 nines. 6 nines is the same as 5 nines plus 1 nine, so $6 \times 9 = (5 \times 9) + 9$.

I can use the break apart and distribute strategy to split 6 nines into 5 nines + 1 nine. That's how I know that $6 \times 9 = (5 \times 9) + 9$.