



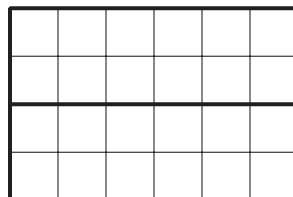
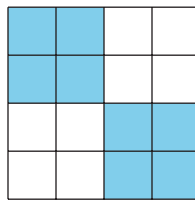
# Explore Multiplication Strategies with Rectangles

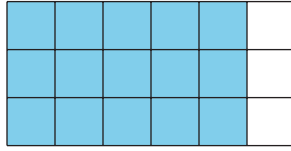
Let's use rectangles to explore multiplication strategies.

## Warm-up

### How Many Do You See: Squares

How many do you see? How do you see them?

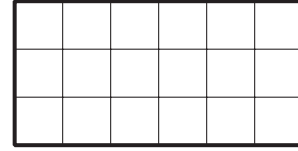




## Activity 1

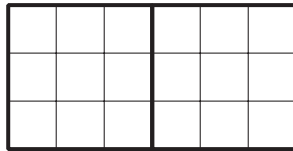
### From Diagrams to Expressions

Andre and Elena are finding the area of this rectangle.



Andre writes  
 $6 \times 3$ .

He marks the rectangle like  
this:



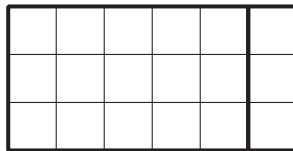
He then writes:

$$2 \times (3 \times 3)$$
$$2 \times 9 = 18$$

Area = 18 square  
units

Elena writes  
 $3 \times 6$ .

She marks the rectangle like  
this:



She then writes:

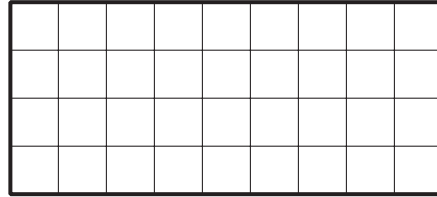
$$3 \times (5 + 1)$$
$$(3 \times 5) + (3 \times 1)$$
$$15 + 3$$
$$18$$

Area = 18 square  
units

1. Discuss with a partner:
  - a. How are Andre and Elena's strategies alike? How are they different?
  - b. How are the numbers in Andre's expressions related to his diagram?
  - c. How are the numbers in Elena's expressions related to her diagram?

2. Here is another rectangle.

Its area can be found by finding the value of  $4 \times 9$ .



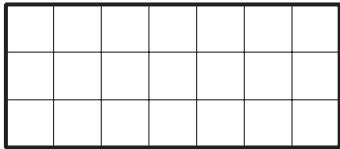
- Mark or shade the rectangle in a way that would help you find its area.
- Write 1 or more expressions that can represent your work on the diagram and show how you find the area.

## Activity 2

### From Expressions to Diagrams

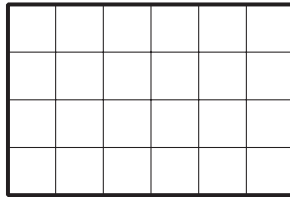
Here are some rectangles and expressions that show how 3 students saw the area of the rectangles.

Noah



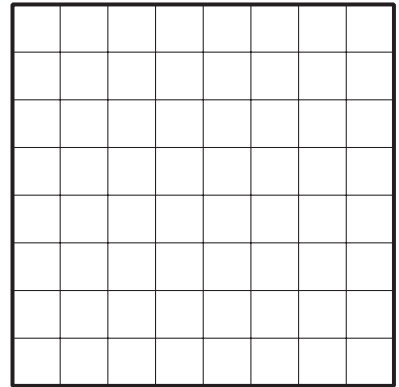
$$(5 \times 3) + (2 \times 3)$$

Priya



$$2 \times (2 \times 6)$$

Tyler



$$(5 \times 8) + (3 \times 8)$$

For each rectangle:

1. Name the 2 factors that can be multiplied to find its area.
2. Mark or shade each rectangle to show how each student saw the area.  
Be prepared to explain your reasoning.