



GRADE 3 / WATCH MR DJ SOLVE

MULTIPLICATION AND DIVISION STORIES

Start with the same example used in the lesson slides.

**WATCH MR DJ SOLVE****3 teams have 4 players each. How many players? Write an equation with ?.**

- 1** $? = 3 \times 4$.
- 2** Draw equal teams.
- 3** 12 players altogether.

Answer: 12**REMEMBER** choose multiplication or division from the quantities in a story.

Read each step and explain why it is valid. The next pages demonstrate the methods in more detail. Then use the large work areas on the numbered practice pages.



GRADE 3 / WORKED METHODS

MULTIPLICATION AND DIVISION STORIES

Read a complete example before trying the matching method.

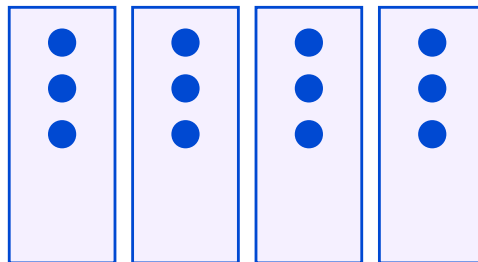


Use these examples as a reference. Keep each quantity and its unit visible. A different valid method is welcome unless a question specifically requests one.

A missing total

4 bags of 3 = 12 counters

1. Draw 4 equal bags.
2. Each bag contains 3.
3. Write $? = 4 \times 3 = 12$.



4 groups of 3 = 12



GRADE 3 / WORKED METHODS

MULTIPLICATION AND DIVISION STORIES

Read a complete example before trying the matching method.



Use these examples as a reference. Keep each quantity and its unit visible. A different valid method is welcome unless a question specifically requests one.

A missing group size

12 counters in 4 bags = 3 per bag

1. The total 12 is already known.
2. Write $4 \times ? = 12$.
3. $12 \div 4 = 3$ per bag.



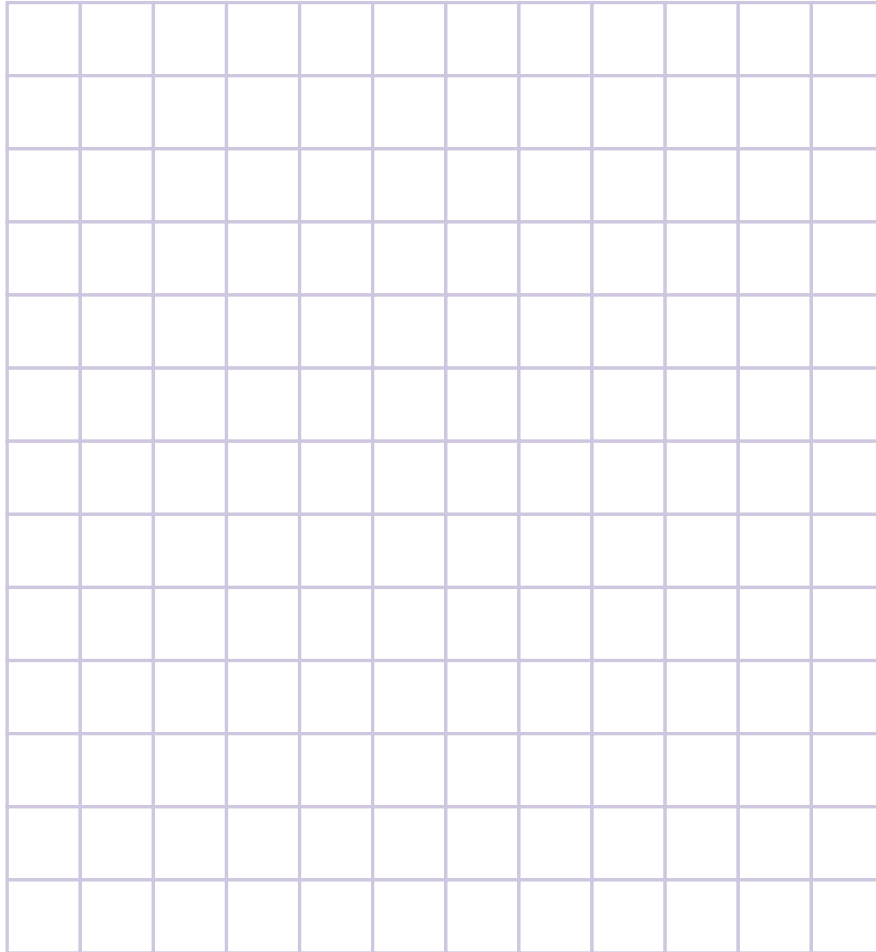
GRADE 3 / MATHEMATICAL WORK TOOL

MULTIPLICATION AND DIVISION STORIES

Use labels and a clear scale.



Draw and label a model. Choose what one unit square means.





Date _____

MULTIPLICATION AND DIVISION STORIES

A cartoon fox mascot with orange fur, large eyes, and a purple scarf, holding a yellow pencil.

1. 12 pencils are packed 3 to a bag. How many bags?

2. 12 stickers are shared among 4 children. How many each?

Multiplication and division stories / practice · page 5



GRADE 3 / PRACTICE

MULTIPLICATION AND DIVISION STORIES

Show the method, label your work, and explain the reasoning requested.



Use the worked-method reference when helpful. Use the included method reference. Show the requested method, then check your answer. Reasoning questions need evidence and an explanation.

◀ Medium

3. A ribbon 15 cm long is cut into 3 equal pieces. How long is each piece?

My answer / conclusion: _____

◀ Medium

4. A garden has 4 rows of 4 plants. Draw an array and find the total.

My answer / conclusion: _____



GRADE 3 / PRACTICE

MULTIPLICATION AND DIVISION STORIES

Show the method, label your work, and explain the reasoning requested.



Use the worked-method reference when helpful. Use the included method reference. Show the requested method, then check your answer. Reasoning questions need evidence and an explanation.

🔊 Medium

5. A path has 4 equal tiles, each 5 cm long. How long is the path?

Grid area for working out the answer.

My answer / conclusion: _____



GRADE 3 / PRACTICE

MULTIPLICATION AND DIVISION STORIES

Show the method, label your work, and explain the reasoning requested.



Use the worked-method reference when helpful. Use the included method reference. Show the requested method, then check your answer. Reasoning questions need evidence and an explanation.

🔥🔥🔥 Spicy

6. A story says 12 markers in 3 equal boxes. A partner multiplies 12×3 . Explain what to find instead.

Grid area for student work.

My answer / conclusion: _____



Date _____

MULTIPLICATION AND DIVISION STORIES

A cartoon fox mascot with orange fur, large eyes, and a purple collar, holding a yellow pencil.

🔥🔥🔥 Spicy 7. Write a multiplication story and a division story using 3, 4, 12. Explain the unknown in each.

My answer / conclusion: _____



GRADE 3 / PRACTICE

MULTIPLICATION AND DIVISION STORIES

Show the method, label your work, and explain the reasoning requested.



Use the worked-method reference when helpful. Use the included method reference. Show the requested method, then check your answer. Reasoning questions need evidence and an explanation.

🔥🔥🔥 Extra Spicy

8. A problem uses 12 and 3. Is that enough to decide whether to multiply or divide? Explain with two stories.

My answer / conclusion: _____