



4

**Manipulative:** Use Color Tiles to form rectangles for multiplication facts. Students should sketch the rectangles and label the factors (width and length), and find the area (product)

**Facts Cards:** Make several pages of 100 x 100 rectangular grid cards. See District Web link "Multiplication and Division Facts Using Area Models Grid Cards". Students begin in the upper right corner of the grid sketching and shading a rectangle for given multiplication facts and labeling the width and the length. The total squares in the rectangle (product) should be written on the back of the card.

**Note:** Using an area model, teacher and students should identify rows and columns. When listing facts, always give number of rows first and number of columns second.

*Ideas for using facts cards:* 

- Use as flash cards where students keep those they struggle with to rehearse daily.
- $\triangleright$  Find commutative fact pairs such as 2 x 3 and 3 x 2.
- Division: Teach students to use the missing factor by asking, "How many \_\_\_ in \_\_\_. In pairs, a student holds the card covering one factor, looking at the product on the back of the card, and asks a question such as "How many 3's are in 6?"
- Division: Find related fact pairs such as "How many 2's in 6? How many 3's in 6?
- Sort the cards by product group all factors that have the same product.

**Example Fact Card** 

3

