Equal Groups and Multiplication - Grade 3 Teaching Pack

Learning goal

Connect equal groups, repeated addition, and multiplication, naming what each factor means.

Before assigning

Count small sets and add equal small quantities.

Suggested use

Use across three short sessions: start check and supported practice; independent practice and application; exit check and discussion. Allow about 15-20 minutes per session and adjust to readiness.

Choose support

If the start check is difficult, model with objects or read aloud, then retry a parallel example. If it is comfortable, move to independent practice. Do not use a single score as a mastery label.

Watch for

The number of groups and the number in each group play different roles, even when products match.

Review the exit check

Look for an accurate response plus a relevant explanation or model. Revisit the supported page when the explanation is missing. Offer a new example when the learner can explain independently.

Language and review scope

Original practice with editorial and automated checks; no independent specialist review is claimed. In reading packs, English passages remain English in the Chinese support edition.

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Match the stage and question number to the student sheet.

1. Are the groups equal?

1. No.
2. 2 + 2 + 2 = 6
3. The beads in one bag.

2. Read the group model

1. 3
2. 4
3. 4 + 4 + 4 = 12; 3 x 4 = 12.

3. Build and calculate

1. 12; four groups with three in each.
2. 3 x 5 = 15.
3. 12

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4. Pack the paint cups

1. 20
2. The total is 20, but the model shows 5 tables with 4 cups each.
3. A valid story with two equal groups of seven, total 14.

5. Name both factors

1. 18
2. Number of groups.
3. No; the groups are unequal. The total is 9 by addition.