

KEY CONCEPT OVERVIEW

Lessons 1 through 3 introduce multiplication as a faster way than addition to find the total number of objects in **equal groups**.

You can expect to see homework that asks your child to do the following:

- Identify the **number of groups** and the **size of each group** in an **array** (as shown in the sample problem below).
- Write multiplication **equations** using an array.
- **Skip-count** equal groups or rows (in arrays) to find the total number of objects.

SAMPLE PROBLEM (From Lesson 3)

There are 3 bananas in each row. How many bananas are there in 4 rows?



a. Number of rows: 4 Size of each row: 3

b. 4 × 3 = 12

c. There are 12 bananas altogether.

Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at GreatMinds.org.

HOW YOU CAN HELP AT HOME

- Have your child recognize arrays in real-world situations (e.g., a carton of eggs, a pack of water bottles, a cupcake baking pan, a checkerboard).
- Help your child distinguish between the terms *row* and *column*.
- Place various objects into arrays in your daily life, such as crackers on a plate, crayons, or toys that your child may have. Say to your child, “How many rows are there? How many objects are in each row? Let’s skip-count the rows to find the total.”

TERMS

Equation: A statement that two expressions are equal. For example, $3 \times 4 = \underline{\quad}$ -or- $3 \times 4 = 12$.

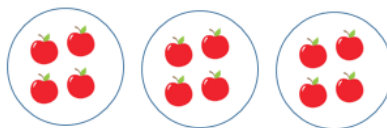
Number of groups: A factor in a multiplication problem that refers to the total number of equal groups.

Size of groups: A factor in a multiplication problem that refers to the number of objects in a group.

Skip-count: To count by a number other than 1; for example, skip-counting by 2s means counting 0, 2, 4, 6, 8, 10, and so on.

MODELS

Array: An arrangement of objects into rows and columns.

**Equal Groups**

The **number of groups** is 3. The **size of the groups** is 4 apples.