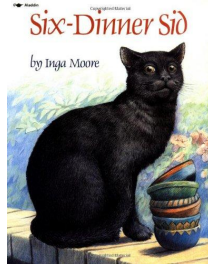


Dinner Time!



Task

Sid eats six dinners each night. How many dinners does he eat in one week?

Standards and Learning Targets

Standard 3.OA.1 Interpret the products of whole numbers, such as interpreting 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .

Standard 3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. For example, use drawings and equations with a symbol for the unknown number to represent the problem.

Learning Targets: Interpret products of whole numbers
Write an equation with a symbol for the unknown number to represent the problem

Lesson Outline

Anticipate Strategies: Before you begin this lesson, be sure to anticipate the strategies your students might use to multiply using the [Picture Book Problem Monitoring Chart](#). For example, students might make groups using counters, create a chart and tally marks, use repeated addition, or use a known fact.

Launch: Read aloud *Six Dinner Sid* by Inga Moore. Ask students to think about what they notice or wonder that could be answered using math.

Gather student ideas. Then propose the following problem: If Sid eats six dinners each night, how many dinners does he eat in one week?

Use numbers or pictures to explain your thinking.

[Dinner Time Recording Sheet](#)

Explore: Students work independently or in pairs to figure out how many meals Sid eats in one week. Provide students with access to manipulatives such as counters or snap cubes. As students work, use the monitoring chart to identify strategies students are using as they solve the problems to help facilitate the discussion. Purposefully select students to share how they solved the problem based on your goals for the lesson.

Summarize: Once students have completed the problem, purposefully select students to share how they found the product. As students share their thinking, create a multiplication anchor chart of the strategies students use to solve the problem. Then discuss how to write a number sentence that represents a multiplication story using an unknown. In this case, we have 7 groups of 6, so our number sentence is $7 \times 6 = ?$. Seven groups of six means that Sid eats 6 meals for 7 days. Six times 7 would mean that Sid eats 7 meals a day for 6 days. Discuss reasons why it matters how we write a multiplication number sentence.

Extension Ideas: Change the number of meals Sid eats in a day for more practice problems. This allows students to focus on the computation rather than interpreting a new situation.

Thank you for using one of our Picture Book Tasks! We would love to know more about your students' strategies when solving the problem, ideas you had for improving the task, and other math problems you and your students noticed or wondered about after reading the book.

Please complete our [Picture Book Task Survey](#) so that we can learn more about your experience teaching, how students solve problems, and improve our Picture Book Task Bank.