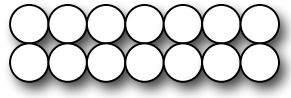
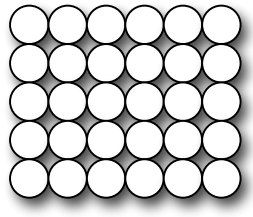
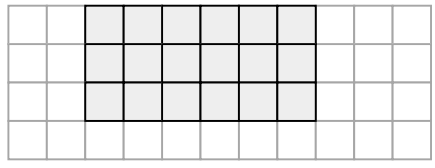
	Ask students how many objects there are altogether (12). Write the addition equation on the whiteboard under the second group.	3 + 3 + 3 + 3 = 12
	Ask students what two multiplication equations we can write to show the total. Lead students to see that to solve 4 × 3 they can do the following. Add 4 three times (4 + 4 + 4) Add 3 four times (3 + 3 + 3 + 3) The answer is the same for both.	4 × 3 = 12 3 × 4 = 12 4 × 3 = 3 × 4
	Write the problem "7 × 2" on the whiteboard. Illustrate it with an array. Ask them whether it is easier to find the answer using: 2 + 2 + 2 + 2 + 2 + 2 + 2 or 7 + 7 Some students might prefer counting by 2's, others might prefer adding 7 and 7.	7 × 2 or 2 × 7 
	Repeat with the problem 6 × 5. Point out that it is easier to count by 5's than to add 6 + 6 + 6 + 6 + 6.	6 × 5 or 5 × 6 
Assess	Have students do **task 4, Textbook p. 92**. Ask them whether they counted by 4's or 2's in the first problem, and by 5's or 3's in the second problem.	Textbook p. 92 4. (a) 4 × 2 = 8 2 × 4 = 8 (b) 5 × 3 = 15 3 × 5 = 15
Activity	Divide students into groups. Provide each group with two number cubes, one labeled with 1–6 and the other with 4–9, or four sets of number cards 1–9. Give each student Connect-a-Cubes or a hundreds board (they use the reverse side) and dry erase markers, or centimeter graph paper. Each player throws both number cubes, or, from the number cards, draws 2 cards. They form an array using the two numbers. They write 2 equations for the array and determine the answer.	 6 × 3 = 18 3 × 6 = 18
Practice	Workbook Exercise 3, p. 96–97	