

Multiplication & Division Journal Prompts

TEKS

Draw the math fact below in large numbers. Write a division story about it. Illustrate or decorate it in a way that will help you remember this math fact.

$$48 \div 8 = 6$$



3.4F #2a

You have 24 _____. You will share your _____ equally between yourself and 2 friends. How many _____ will each person get? Complete the blanks with the same object. Draw a picture and write an equation to represent this problem. Explain your picture and your answer.



3.4H #1a

Create an array using any object or shape to represent 4×6 . Then create an array that represents 6×4 . Explain each array using these vocabulary terms:

Array	Rows	Columns	Product
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3.4D #1a



3rd GRADE

Easy-to-Use Math Station

Print the Sample Journal Response pages to give students ideas on how to respond.

SAMPLE JOURNAL RESPONSE

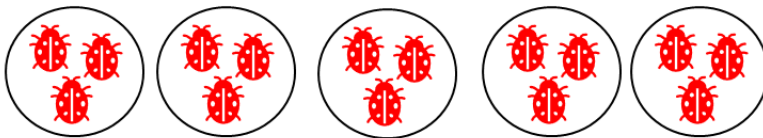
Represent 5×3 in each of these ways:

1. Equal Groups
2. Repeated Addition
3. Skip Counting
4. Jumps on a Number Line
5. Array
6. Area Model



3.4E #1a

Equal Groups: 5×3 means 5 groups of 3



Repeated Addition

$$3 + 3 + 3 + 3 + 3$$

Skip Counting

3, 6, 9, 12

Jumps on a Number Line: $5 \times$



5×3 means 5 rows



Represent 4×5 in each of these ways:

1. Equal Groups
2. Repeated Addition
3. Skip Counting
4. Jumps on a Number Line
5. Array
6. Area Model



3.4E #1b

Use these Journal Prompts as a **Early Finisher Work** or **Meaningful Homework**

Create an array using any object or shape to represent 4×6 . Then create an array that represents 6×4 . Explain each array using these vocabulary terms:

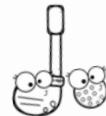
Array Rows Columns Product



3.4D #1a

Draw the math fact below in large numbers.
Write a multiplication story about it. Illustrate
or decorate it in a way that will help you
remember this math fact.

$$6 \times 8 = 48$$



3.4F #1a

Represent 5×3 in each of these ways:

1. Equal Groups
2. Repeated Addition
3. Skip Counting
4. Jumps on a Number Line
5. Array
6. Area Model



3.4E #1a

22 Ready-to-Use Journal Prompts to Deepen Understanding

One of each
"a" version
Multiplication
& Division
Foundations
Journal
Prompts

Page 1

Create an array using any object or shape to represent 4×6 . Then create an array that represents 6×4 . Explain each array using these vocabulary terms:

Array Rows Columns Product



3.4D #1a

Represent 5×3 in each of these ways:

1. Equal Groups
2. Repeated Addition
3. Skip Counting
4. Jumps on a Number Line
5. Array
6. Area Model



3.4E #1a

Draw the math fact below in large numbers. Write a multiplication story about it. Illustrate or decorate it in a way that will help you remember this math fact.

$$6 \times 8 = 48$$



3.4F #1a

Draw the math fact below in large numbers. Write a division story about it. Illustrate or decorate it in a way that will help you remember this math fact.

$$48 \div 8 = 6$$



3.4F #2a

You have 24 _____. You will share your _____ equally between yourself and 2 friends. How many _____ will each person get? Complete the blanks with the same object. Draw a picture and write an equation to represent this problem. Explain your picture and your answer.



3.4H #1a

This resource includes a **printable sample response** for the first version of each prompt.

There are 9 Sample Journal Responses

SAMPLE JOURNAL RESPONSE

You have 28 apples. You will put 4 _____ in each box. How many boxes will you fill? _____
the blanks with the same object. Draw a picture of your answer.
write an equation to represent this problem and your answer.



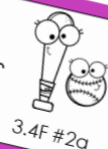
28

have 28 apples. I drew
boxes until I had drawn
boxes to hold 28 apples

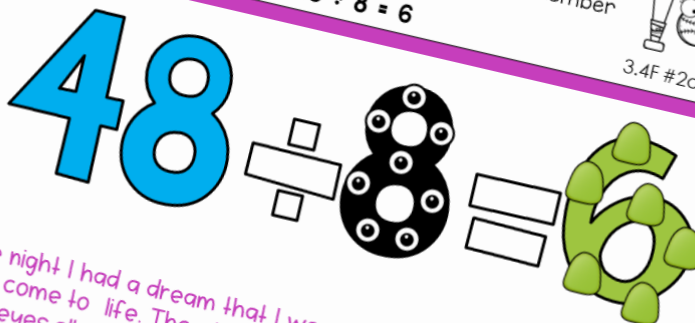
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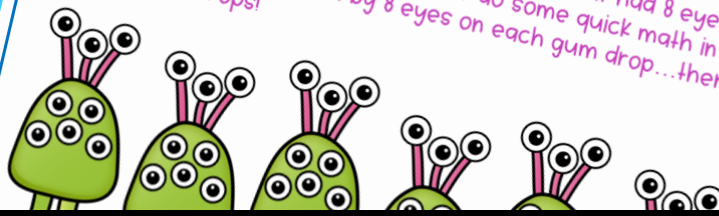
$$48 \div 8 = 6$$



3.4F #2a



One night I had a dream that I was surrounded by gum drops that had come to life. The strangest part was that each gum drop had eyes all over it. There were 48 eyes in all, blinking in unison. When I got a good look at one of the gum drops it had 8 eyes!!! 8 eyes!!! I couldn't believe it. I started to do some quick math in my head. 48 eyes in all divided by 8 eyes on each gum drop...there were 6 gum drops!



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Print the version “a” Sample Journal Response as an **example for student reference** at a math station.

SAMPLE JOURNAL RESPONSE

Create an array using any object or shape to represent 4×6 . Then create an array that represents 6×4 . Explain each array using these vocabulary terms:



3.4D #1a

Array	Rows	Columns	Product
-------	------	---------	---------



4×6
This array has
4 rows and
6 columns. The
product is 24.



6×4
This array has
6 rows and
4 columns. The
product is 24.

Both arrays have 24 happy faces. 4×6 and 6×4 both equal 24.

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Create an array using any object or shape to represent 3×9 . Then create an array that represents 9×3 . Explain each array using these vocabulary terms:

Array	Rows	Columns	Product
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3.4D #1b

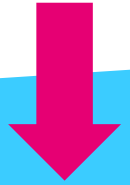
**Students
complete**
version “b”
at that math
station.

Built for the Multiplication & Division **TEKS**

#1a	Create an array using any object or shape to represent 4×6 . Then create an array that represents 6×4 . Explain each array using these vocabulary terms:					
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Every Journal Prompt includes

2 versions



Create an array using any object or shape to represent **4 x 6**. Then create an array that represents **6 x 4**. Explain each array using these vocabulary terms:

Array Rows Columns Product



3.4D #1a

Create an array using any object or shape to represent **3 x 9**. Then create an array that represents **9 x 3**. Explain each array using these vocabulary terms:

Array Rows Columns Product



3.4D #1b

Use the Journal Prompts to:

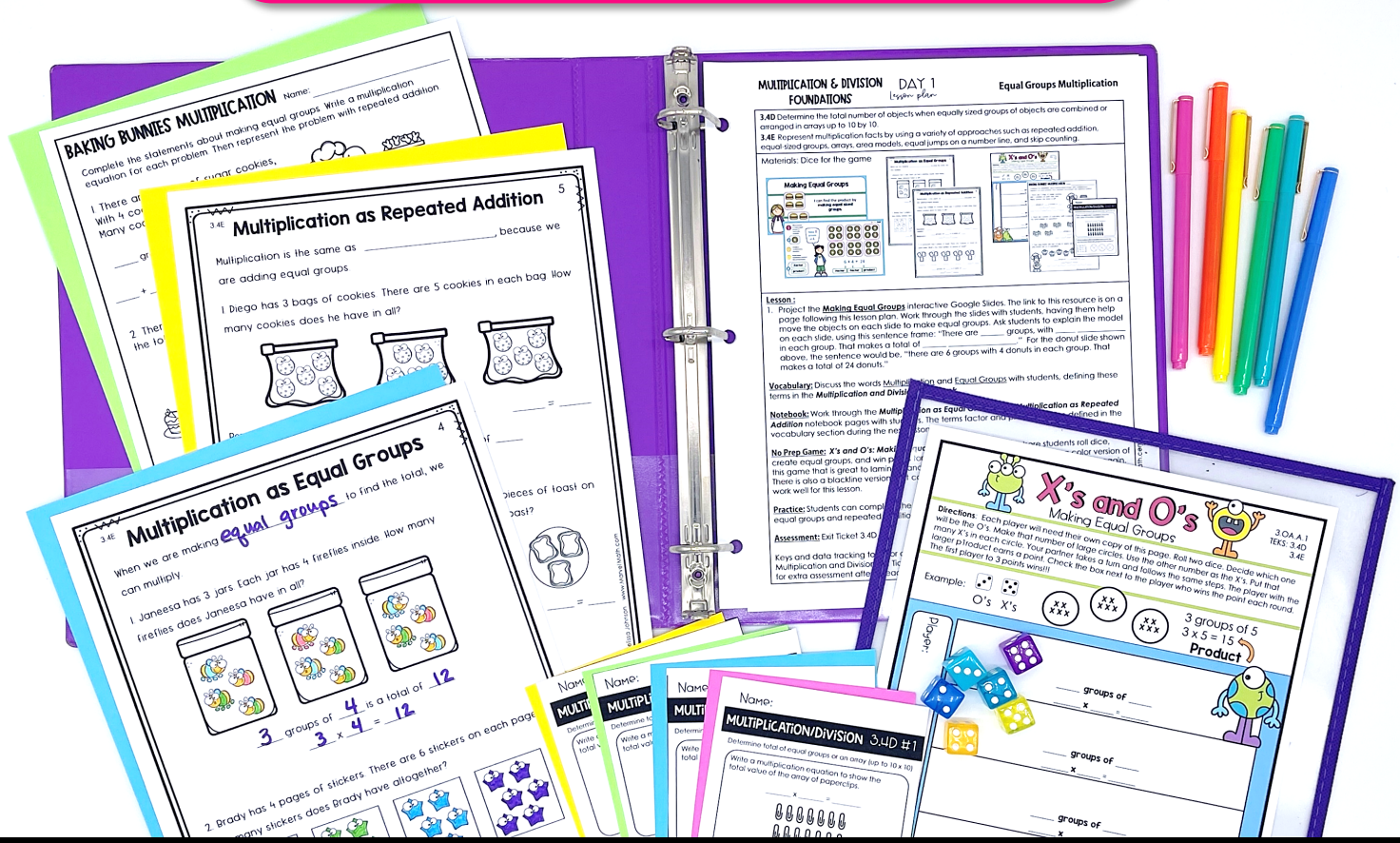
Collect Qualitative Data about student understanding to bring to parent-teacher conferences, PLC and RTI meetings



This resource is included in this Time & Money Saving Bundle

[Click here](#)

3rd Grade TEKS Multiplication & Division BUNDLE



About the Author

This resource was created by Melissa Johnson, who has 16 years of k-10 teaching experience and a masters degree in Mathematics Education. Her resources build conceptual understanding, make connections between math topics and engage students in the mathematics they are learning.

