

THIS BEST SELLING RESOURCE HAS BEEN
CLASSROOM-TESTED BY OVER
15,000 TEACHERS



HANDS-ON



FLAP-BOOKS



WORD PROBLEMS



FOCUS POSTERS



MAKING MODELS



MAKING ARRAYS &
EQUAL GROUPS

FOCUS POSTERS...

GIVE LITTLE LEARNERS A **VISUAL** FOR MATH CONCEPTS & CONTENT VOCABULARY

MULTIPLICATION

when you multiply, you join equal groups of objects



2 GROUPS OF 3





$2 \times 3 = 6$

PRODUCT

the answer to a multiplication problem

$8 \times 2 = 16$

16 is the product




8 GROUPS OF 2


FACTORS

numbers that are multiplied to give a product

$4 \times 5 = 20$



4 AND 5 ARE THE FACTORS





4 GROUPS OF 5

ARRAY

a way of displaying objects in equal rows


4 ROWS OF 4



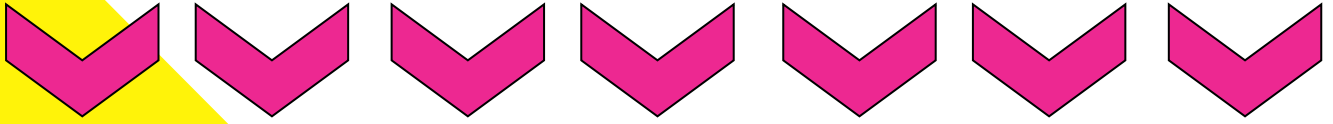
$4 \times 4 = 16$

MULTIPLY

each times in all twice factor multiple multiplied by area groups of altogether double per equal groups



MAKING MODELS



STUDENTS ARE GIVEN THE OPPORTUNITY TO **MODEL** AND DESCRIBE MULTIPLICATION SITUATIONS WITH **CONCRETE OBJECTS**

EQUAL GROUPS

To make this multiplication situation, students need to put items into equal groups. You can use foam shapes, stickers, or anything that you can put into groups. Allow students to make their equal groups and fill in their multiplication word problem. Students also write the multiplication sentence that matches their word problem and model.

I have 4 equal groups of stickers.
There are 3 stickers in each group.
How many stickers are there in all?



MUSHROOM MODEL

Each student will make one mushroom. Give students circle patterns to make their equal groups. You can either allow students to pick their multiplication situation, or you can designate different problems to each student.



IF YOU GIVE A CAT

I gave the cat 3 cupcakes.
Each cupcake had 5 sprinkles. How many sprinkles are there in all?



IN EACH HAND

Directions:

- Students trace and cut out two handprints or use the hands provided.
- Students glue handprints onto construction paper, but roll up the fingers a little so it's like they are holding something.
- Give students a certain amount of cotton balls, or any object you have around the classroom.
- Students show their two equal groups using their handprints.
- Write a word problem to match their model, as well as the multiplication sentence.

I have 2 pairs of pants in each hand.
How many pairs do I have in all?



WORD PROBLEMS

STUDENTS
SOLVE SIMPLE
MULTIPLICATION
**WORD
PROBLEMS.**
STUDENTS
DRAW EQUAL
GROUPS OR
ARRAYS TO
SOLVE.

WORD PROBLEMS

You can use these word problems in a number of ways. They can be put in a student or group, shown on the projector, or just done as a whole class. Students will read each problem and draw/solve the problem in the corresponding box.



MAKE IT FAIR!

WORD PROBLEMS

A. $3 \times 5 = 15$	B. $2 \times 5 = 10$
C. $4 \times 3 = 12$	D. $5 \times 2 = 10$
E. $4 \times 3 = 12$	F. $2 \times 5 = 10$

My mom is baking 3 chocolate chip cookies. Each cookie has 5 chocolate chips. How many chocolate chips are there in all?

$$\square \times \square = ?$$



The boy bought 5 toy cars. Each car costs \$2. How much did he have to pay?

$$\square \times \square = ?$$



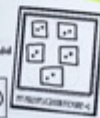
BOOKLETS

To make these word problem booklets: copy, cut in half, and staple. Students read the problem, highlight important information, draw a picture (equal groups or an array), and solve the problem.



Tony had 5 cards. He put 2 stickers on each card. How many stickers did he use?

$$5 \times 2 = 10$$



Tony had 5 cards. He put 2 stickers on each card. How many stickers did he use?

$$\square \times \square = \square$$

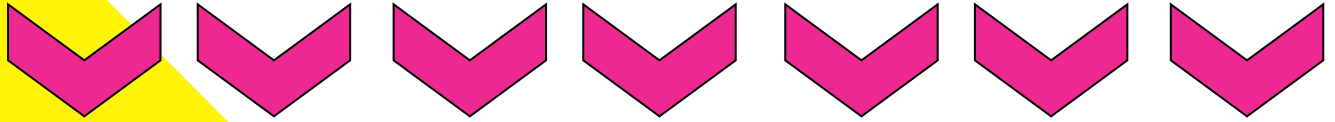


Tony had 5 cards. He put 2 stickers on each card. How many stickers did he use?

$$\square \times \square = \square$$



HANDS-ON MATH



STUDENTS GET
INVOLVED
IN THEIR
LEARNING BY
MAKING
BRACELETS,
SPINNING A
SPINNER,
ROLLING DICE,
ETC.

BEADED BRACELETS

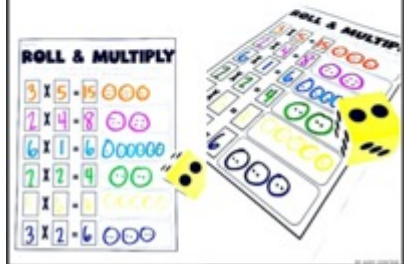
Directions:

- Give each student a pipe cleaner or string and some beads to work with.
- Students make equal groups and put like colors together.
- After students are finished, they will write their multiplication sentence and situation on the corresponding cards.
- For a math station, have several of these pre-made. Give students the recording sheet to use with the bracelets.



ROLL & MULTIPLY

Students roll a dice to create a multiplication sentence. Students draw a picture to go with their multiplication sentence.



SPIN & MULTIPLY

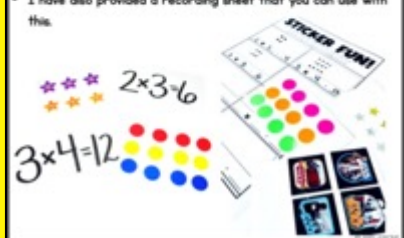
Students use paperclips to spin a multiplication problem. Students draw either equal groups or an array to go with their problem.



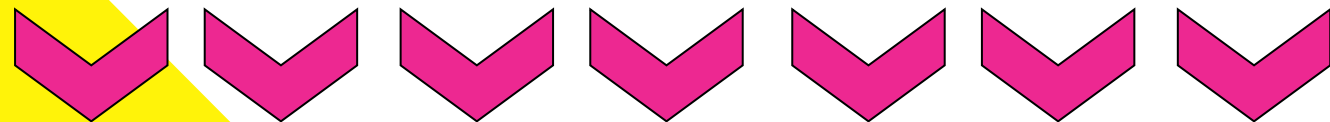
STICKER ARRAYS

Directions:

- To introduce arrays, give each student an index card and stickers.
- Have students make rows with equal amounts of stickers in each row.
- When students finish, they write the multiplication sentence on an index card.
- You can put these into a math center so students can match the array with the correct multiplication sentence.
- I have also provided a recording sheet that you can use with this.



FLAP-BOOKS



STUDENTS
PRACTICE
MULTIPLICATION
BY SORTING
PRODUCTS,
DRAWING
PICTURES,
AND SOLVING
EQUATIONS

POCKET BOOK

Students fold the pocket book on the black lines to make a folder. Students glue on the glue tabs to make two pockets. Students color and cut out the labels to glue on the pocket book. Then, students solve the multiplication sentences and sort into the correct pockets.



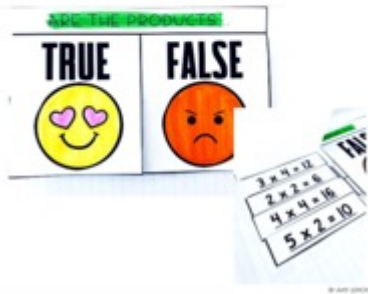
FLAP-BOOKS

Students fold on the black line and cut on the dotted lines. Students draw pictures for each equation and solve underneath the flap.



FLAP-UPS

These flap-ups can be used in students' interactive notebooks. Students glue under the title to secure in the notebook. Students sort underneath the flaps.

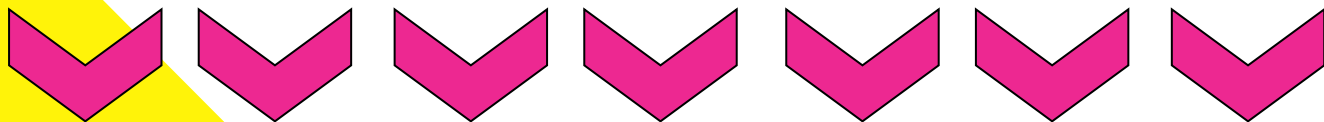


FLAP-UPS

These flap-ups can be used in students' interactive notebooks. Students glue under the title to secure in the notebook. Students sort underneath the flaps.



BONUS: PENNANTS



EASY TO PRINT
AND
HANG
PENNANTS
TO
DISPLAY
MULTIPLES
OR SKIP
COUNTING
PATTERNS

M U L T I P L E S

A grid of 12 multiplication pennants, arranged in two rows of six. Each pennant is a downward-pointing chevron with a large number in the center and a list of its multiples. The numbers and their multiples are: 2 (2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24), 3 (3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36), 4 (4, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48), 5 (5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60), 6 (6, 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72), 7 (7, 14, 21, 28, 35, 42, 49, 56, 63, 70, 77, 84), 8 (8, 16, 24, 32, 40, 48, 56, 64, 72, 80, 88, 96), 9 (9, 18, 27, 36, 45, 54, 63, 72, 81, 90, 99, 108), 10 (10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120), 11 (11, 22, 33, 44, 55, 66, 77, 88, 99, 110, 121, 132), 12 (12, 24, 36, 48, 60, 72, 84, 96, 108, 120, 132, 144). Each pennant also has a small 'O.F.' icon.

A grid of 12 skip counting pennants, arranged in two rows of six. Each pennant is a downward-pointing chevron with a large number in the center and a list of numbers to skip count by. The numbers and their skip counting patterns are: 2 (2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24), 3 (3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36), 4 (4, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48), 5 (5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60), 6 (6, 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72), 7 (7, 14, 21, 28, 35, 42, 49, 56, 63, 70, 77, 84), 8 (8, 16, 24, 32, 40, 48, 56, 64, 72, 80, 88, 96), 9 (9, 18, 27, 36, 45, 54, 63, 72, 81, 90, 99, 108), 10 (10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120), 11 (11, 22, 33, 44, 55, 66, 77, 88, 99, 110, 121, 132), 12 (12, 24, 36, 48, 60, 72, 84, 96, 108, 120, 132, 144). Each pennant also has a small 'S.C.' icon. To the left and right of the grid are vertical columns of circular icons containing the letters 'S', 'K', 'I', 'P' and 'C', 'O', 'U', 'N', 'T' respectively.