lesson twenty-two - student resource sheet

Lesson Objective: Understand the concept of multiplication, using objects and pictures.

Vocabulary Box

multiply — Add a number to itself a certain number of times. Example: $2 \times 3 = 2 + 2 + 2$.

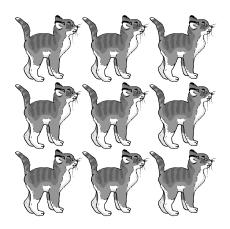
factor — A number that is being multiplied. Example: In $2 \times 3 = 6$, 2 and 3 are factors.

product — The result of numbers being multiplied. Example: In $2 \times 3 = 6$, 6 is the product.



<u>Directions</u>: Work with your partner to complete the following problems.

I. Use the pictures to find the products.



2. 2 x 5 = _____



II. Use MathLink Cubes to find the products.

lesson twenty-two - student resource sheet

A. Vocabulary Words

<u>Directions:</u> Write your own definition for multiply. Look at the multiplication problem. Underline the factors and circle the product.

To multiply:		
	 1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-	

$$3 \times 6 = 18$$

B. Summarize What We Learned Today

<u>Directions:</u> Draw a picture that matches the problem.

$$4 \times 4 = 16$$

lesson twenty-three - student resource sheet

Lesson Objective: Understand the concept of multiplication, using objects and pictures.

Vocabulary Box

multiply — Add a number to itself a certain number of times.

Example: $2 \times 3 = 2 + 2 + 2$.

factor — A number that is being multiplied. Example: In $2 \times 3 = 6$, 2 and 3 are factors.

product — The result of numbers being multiplied. Example: In $2 \times 3 = 6$, 6 is the product.



<u>Directions</u>: Work with your partner to complete the following problems.

I. Use the pictures to find the products.





2.









I. Use MathLink Cubes to find the products.

lesson twenty-three - student resource sheet



<u>Directions</u>: Draw a picture to match the multiplication problem. Then find the product. Answer the question when you are finished.

These are two problems with the same product. What is the product?



1.	Sandy has two piles of cards. There are five cards in each pile. How many cards does Sandy have altogether?		
	x	_=	
	Sandy has	cards altogether.	
2.	•	bowls of ice cream for his friends and himself. He puts am in each bowl. How many scoops of ice cream did altogether?	
	x	_=	
	Ken put	scoops of ice cream in the bowls altogether.	
3.	Jim set the table for scups did he put on th	six people. He put one cup at each place. How many e table altogether?	
	x	_=	
	Jim put	cups on the table altogether.	



<u>Directions</u>: Find the product. Show your work by drawing pictures that match the problems.

lesson twenty-four - student resource sheet

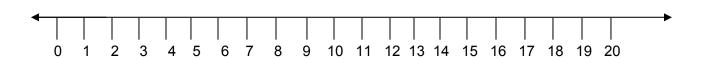
Lesson Objective: Multiply without using objects or pictures.

Vocabulary Box

multiply — Add a number to itself a certain number of times. Example: $2 \times 3 = 2 + 2 + 2$.

factor — A number that is being multiplied. Example: In $2 \times 3 = 6$, 2 and 3 are factors.

product — The result of numbers being multiplied. Example: In $2 \times 3 = 6$, 6 is the product.

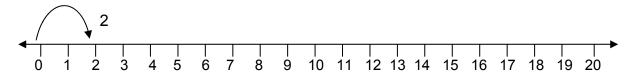


Guided Practice

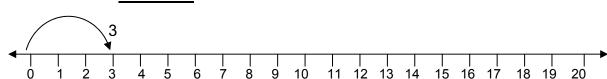
<u>Directions</u>: Complete these practice problems with your partner. Your teacher will review the answers. Make sure you show all your work.

I. Skip count to find each product. Draw "hops" on the number line to show the skip counting.

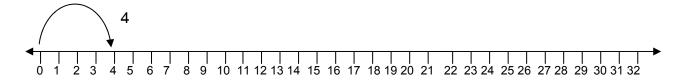
1. 5 × 2 = ____



2. $6 \times 3 =$



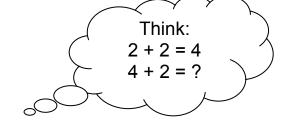
3. $7 \times 4 =$



lesson twenty-four - student resource sheet

I. Use addition to find each product.





2.
$$4 \times 4 = ?$$

3.
$$8 \times 3 = ?$$

$$3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 =$$

4.
$$7 \times 5 = ?$$

A. Vocabulary Words

<u>Directions</u>: Fill in the table.

Multiply	Factors	Product
2 × 4 = 8		
6 × 5 = 30		
4 × 8 = 32		
9 × 3 = 27		
5 × 5 = 25		

B. Summarize What We Learned Today

Write two multiplication problems. Explain how to find each product. Use words, numbers, and pictures to explain what you did. You will use these notes to remember how to multiply.