



GL3 MATHS TEACHER TEXT VOLUME 1

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GL3 Maths Teacher Text, Volume 1

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Front Cover

Title: The Nicolaus Copernicus Monument in Torun, the home town of astronomer Nicolaus Copernicus (1473-1543)

Location: Torun, Poland

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Unit 1 Lesson 1

Counting to 10,000



STUDENT OBJECTIVES

- Identify, write, and count numbers to 10,000.



WORLDVIEW INTEGRATION

God has created an enormous universe full of an inordinate amount of objects. Students will learn about and classify parts of God's creation in other classes. Mathematics will enable students to begin to read, write, count, order, and compare the number of things in our universe.



MATERIALS

- Worksheet 1.1A
- Worksheet 1.1B
- Base 10 blocks (these can be created using dried beans, popsicle sticks, glue, and paper)
- place value mat for front of room

REVIEW

Calendar time

[The teacher should have a calendar for each month of the school year. That month's calendar should be on display for student interactions. At the beginning of each new month for the school year the teacher will explain the derivation for the name of that month.

First explain that the original Roman year had only ten named months. The other two were added later, explaining why October, meaning the eighth month is now the tenth month. (January–Roman god Janus; February–Roman purification festival; March–Roman god Mars; April–Greek goddess Aphrodite; May–Italian goddess of spring; June–Roman goddess Juno; July–Julius Caesar; August–Augustus Caesar; September–Latin for seventh month; October–Latin for eighth month; November–Latin for ninth month; December–Latin for tenth month) In order to keep track of the number of days of school, a Days in School number line will be displayed.

The number line will be a chart that is added on to each school day. Start a new row every 20 days. Underline every 5th day. Draw a smiley face in the zero of every 10th day. A clock will be on display for several months' calendar time work. The clock may be a face clock or a paper face clock.]

1. Place the first number on the Days of School number line.
2. "What is our month?" [Discuss the origin of the name of the month.]
3. "What is our date?" "Spell the date."
4. "How many days are in a week?"

Counting

1. Count from 0 to 20 by 1s.
2. Count from 0 to 1,000 by 100s.
3. Count from 980 to 1,000 and 1,000 to 980 by 1s.

Problem of the Day

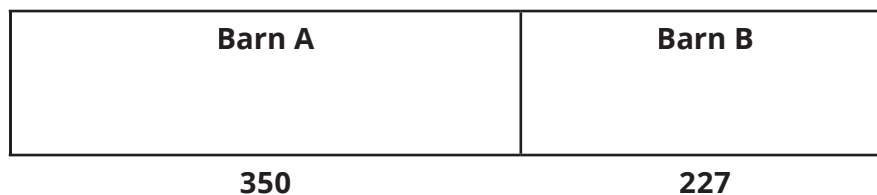
1. There are 350 pumpkins in Barn A and 227 pumpkins in Barn B. How many pumpkins are there altogether in both barns?
2. Draw a large rectangle.

Whole



3. Draw a segment that shows the first side is larger than the second side and write the numbers 350 and 227 inside each side respectively.

Whole



4. Explain that drawing a picture to represent the parts of the whole can help students to solve a word problem correctly. The picture shows that both parts of the whole are known. Addition will now be used to know the whole amount.

$$\begin{array}{r} 350 \\ + 227 \\ \hline 577 \end{array}$$

There are **577** pumpkins altogether in both barns.

Fact Practice

1. Distribute Worksheet 1.1A
2. Allow students time to answer addition facts.
3. Correct the sheet as a class. Students should study facts that they missed.

Conceptual Review

1. What is the next number after 568? (569)
2. How many believe 569 is the next counting number after 568?
3. What is the next number after 1311? (1312)
4. How many believe that 1312 is the next number after 1311?
 - a. Write 1312 on the board.
 - b. How do we know without counting all the way? (12 always comes after 11; numbers have a pattern)
 - c. Which digit is in the hundreds place? (3)
 - d. Which digit is in the ones place? (2)
 - e. The first 1 is in what place? (thousands)

INTRODUCTION

Key Vocabulary

word form: a number written by spelling out the words

standard form: a number written by using digits

METHODS

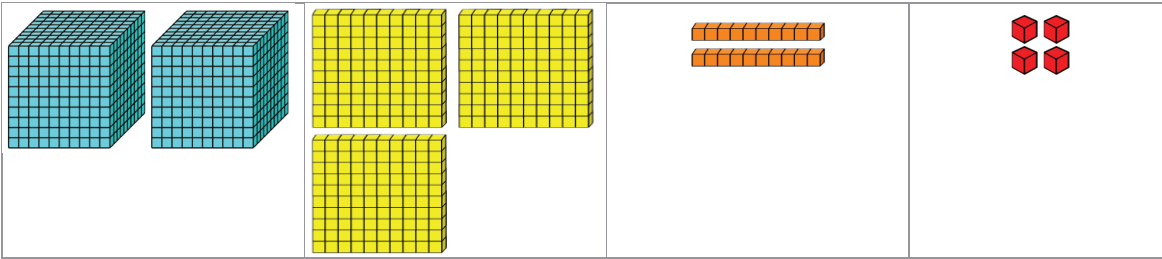
Lesson

1. Use Base 10 blocks to show numbers. Set out 5 flats, 4 tens, and 6 ones.
 - a. What number is shown here? (546)
2. Place 10 flats in a stack.
 - a. Let's count by 100s. (100, 200, 300, 400, 500, 600, 700, 800, 900, 1000) 10 hundreds = 1,000
 - b. 10 flats is equal to 1 block; it is 1,000
 - c. Write 'one thousand' on the board.
3. Set out 2 blocks, 3 flats, 8 tens, and 7 ones.

- a. We can show numbers in different forms.
 - b. Word form: two thousand, three hundred eighty-seven
 - c. Standard form: 2,387
4. Set out 5 blocks, six tens, and 4 ones; ask for the number.
 - a. Express the number in standard form. (5,064)
 - b. Express the number in word form. (five thousand, sixty-four)
 5. Write the following numbers on the board and have students tell you how to write the word form.
 - a. 5,318 (five thousand, three hundred eighteen)
 - b. 4,810 (four thousand, eight hundred ten)
 - c. 8,243 (eight thousand, two hundred forty-three)
 - d. 2,526 (two thousand, five hundred twenty-six)
 6. Write the following numbers on the board and have students tell you how to write the standard form.
 - a. Four thousand six (4,006)
 - b. Eight thousand, seven hundred twenty-two (8,722)
 - c. Three thousand, twenty (3,020)
 - d. Five thousand, two hundred nine (5,209)
 7. Place 10 blocks out and tell students to think about what the next number is after 9,999.
 - a. Count the blocks. (1,000; 2,000; 3,000; 4,000; 5,000; 6,000; 7,000; 8,000; 9,000; 10,000)
The number after 9,999 is 10,000.
 8. Practice counting on by ones. Use Base 10 blocks as a visual.
 - a. 4, 432; 4,433; 4,434; _____ ; _____ (4,435; 4,436)
 - b. 1,217; 1,218; 1,219; _____ ; _____ (1,220; 1,221)
 - c. 6,019; 6,020; 6,021; _____ ; _____ (6,022; 6,023)
 - d. 9,995; 9,996; 9,997; _____ ; _____ (9,998; 9,999)
 9. Practice counting by tens. Use Base 10 blocks as a visual.
 - a. 2,330; 2,340; 2,350; _____ ; _____ (2,360; 2,370)
 - b. 5,271; 5,281; 5,291; _____ ; _____ (5,301; 5,311)
 - c. 7,438; 7,448; 7,458; _____ ; _____ (7,468; 7,478)
 - d. 8,064; 8,074; 8,084; _____ ; _____ (8,094; 8,104)
 10. Practice counting by hundreds. Use Base 10 blocks as a visual.
 - a. 3,425; 3,525; 3,625; _____ ; _____ (3,725; 3,825)
 - b. 1,812; 1,912; 2,012; _____ ; _____ (2,112; 2,212)
 - c. 6,378; 6,478; 6,578; _____ ; _____ (6,678; 6,778)
 11. Practice counting by thousands. Use Base 10 blocks as a visual.
 - a. 4,372; 5,372; 6,372; _____ ; _____ (7,372; 8,372)
 - b. 2,006; 3,006; 4,006; _____ ; _____ (5,006; 6,006)
 - c. 511; 1,511; 2,511; _____ ; _____ (3,511; 4,511)

d. 40; 1,040; 2,040; _____ ; _____ (3,040; 4,040)

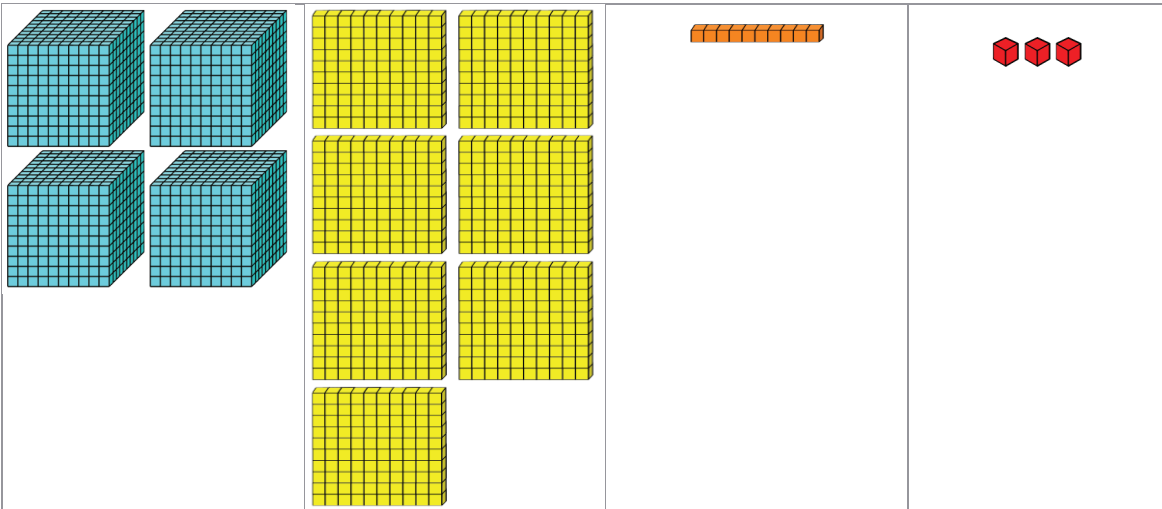
12. Use the place value mat at the front of the room to display Base 10 blocks.



a. Standard form: (2,324)

b. Word form: (two thousand, three hundred twenty-four)

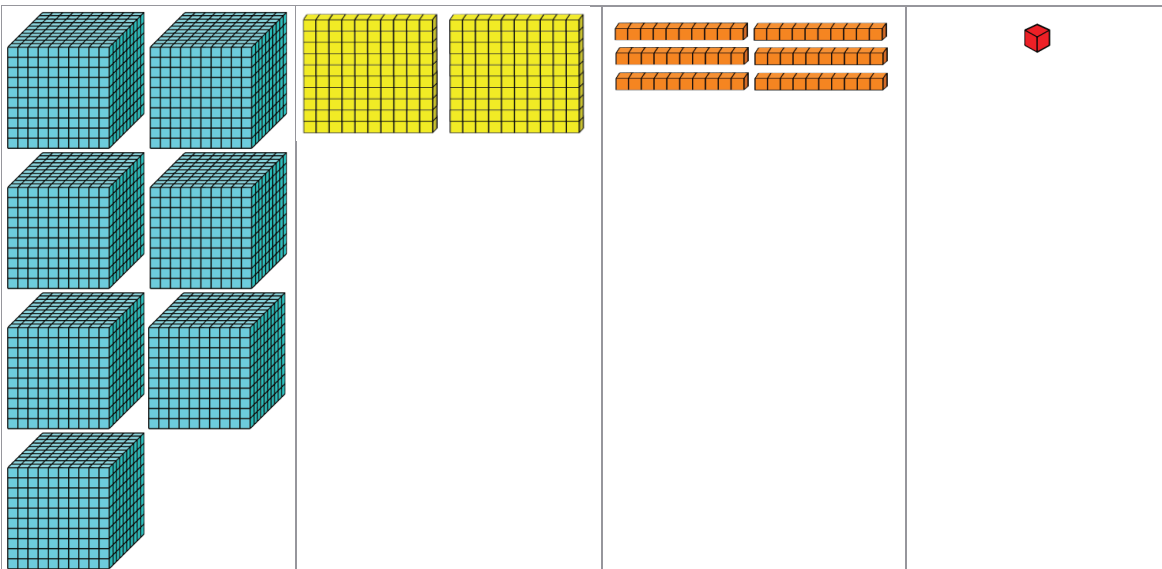
13. Use the place value mat at the front of the room to display Base 10 blocks.



a. Standard form: (4,713)

b. Word form: (four thousand, seven hundred thirteen)

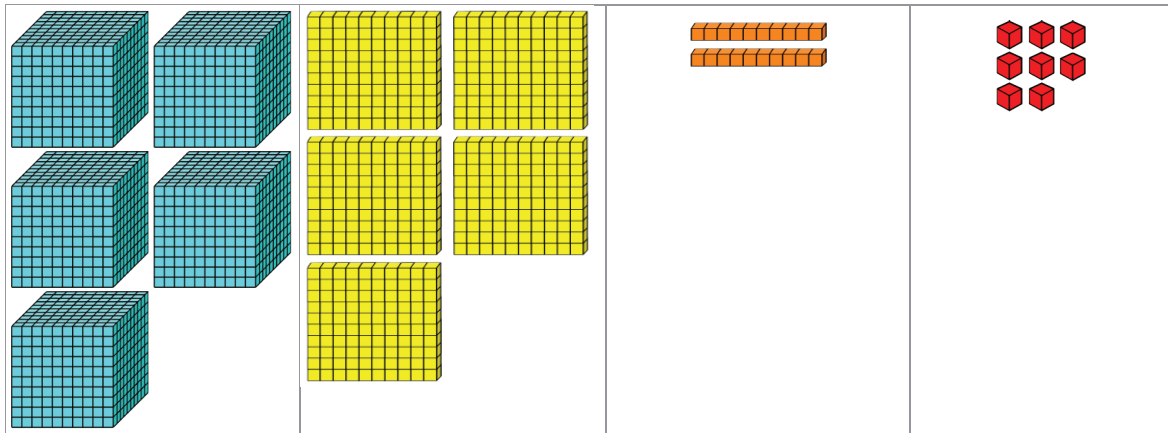
13. Use the place value mat at the front of the room to display Base 10 blocks.



a. Standard form: (7,261)

b. Word form: (seven thousand, two hundred sixty-one)

15. Use the place value mat at the front of the room to display Base 10 blocks.



a. Standard form: (5,528)

b. Word form: (five thousand, five hundred twenty-eight)

Independent Practice

Worksheet 1.1B

ASSESSMENT

Informal: Students will be able to read, write, and speak the numbers they see and count.

EXTENSIONS

To extend the scope, meaning, or application of this lesson is to reach beyond or broaden the concepts taught in Methods. Its purpose is not to make the lesson simpler or more difficult. Rather, Extensions stretch and connect the thoughts of the students beyond this subject to the others: literature, history, science, mathematics, music, art, and the Bible.

If there are no Extensions provided, ask yourself this question: “Did anything in this lesson make me think of things in the other subjects I’m teaching?” Make a quick note of these thoughts in your teacher text and plan just a few minutes to bring it to your students’ attention. Ask for their thoughts about your extended ideas; ask if they had any ideas of connections with other subjects.

Modifications

Modifications are simply suggestions as to how to meet the varying individual needs within a class. Ask these questions after teaching the lesson. Make notes to guide planning for the next time you teach the lesson—perhaps in another section of students in the present school year or in the following school year.

- How much of the lesson was I able to cover comfortably within the time period?
- How much whole-class instruction was required to fully teach the lesson?
- How many students grasped the concept well enough to work on their own?
- How many students grasped the concept all too quickly and would benefit from more challenging problems, projects, or reading?

Worksheet 1.1A Answer Key

.....
Directions: Use mental math strategies to find the sums for the problems below.

1. $1 + 3 = 4$

2. $8 + 4 = 12$

3. $5 + 2 = 7$

4. $1 + 7 = 8$

5. $5 + 5 = 10$

6. $0 + 5 = 5$

7. $5 + 0 = 5$

8. $0 + 9 = 9$

9. $0 + 2 = 2$

10. $8 + 1 = 9$

Worksheet 1.1A

Name: _____ Date: _____



Directions: Use mental math strategies to find the sums for the problems below.

1. $1 + 3 =$ _____

6. $0 + 5 =$ _____

2. $8 + 4 =$ _____

7. $5 + 0 =$ _____

3. $5 + 2 =$ _____

8. $0 + 9 =$ _____

4. $1 + 7 =$ _____

9. $0 + 2 =$ _____

5. $5 + 5 =$ _____

10. $8 + 1 =$ _____

Worksheet 1.1B Answer Key

1. Express in word form.

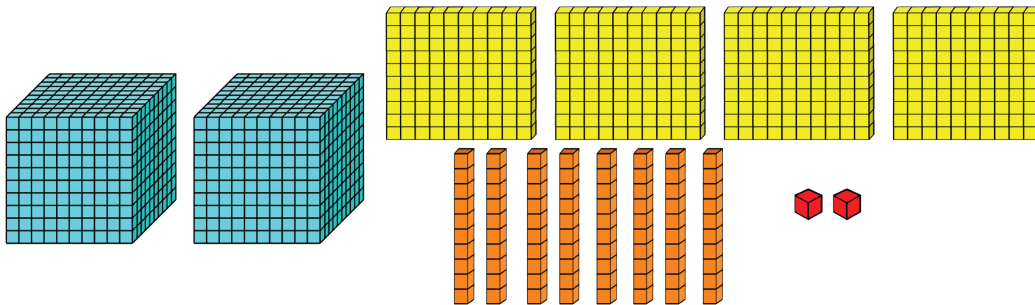
- a. 2,315 **two thousand, three hundred fifteen**
 b. 1,008 **one thousand, eight**
 c. 6,094 **six thousand, ninety-four**
 d. 8,257 **eight thousand, two hundred fifty-seven**

2. Express in standard form.

- a. Seven thousand, seventeen **7,017**
 b. Nine thousand, eight hundred forty-one **9,841**
 c. Five thousand, one hundred two **5,102**
 d. Three thousand, two hundred thirty-four **3,234**

3. Look at the Base 10 blocks. Express each number in standard form and word form.

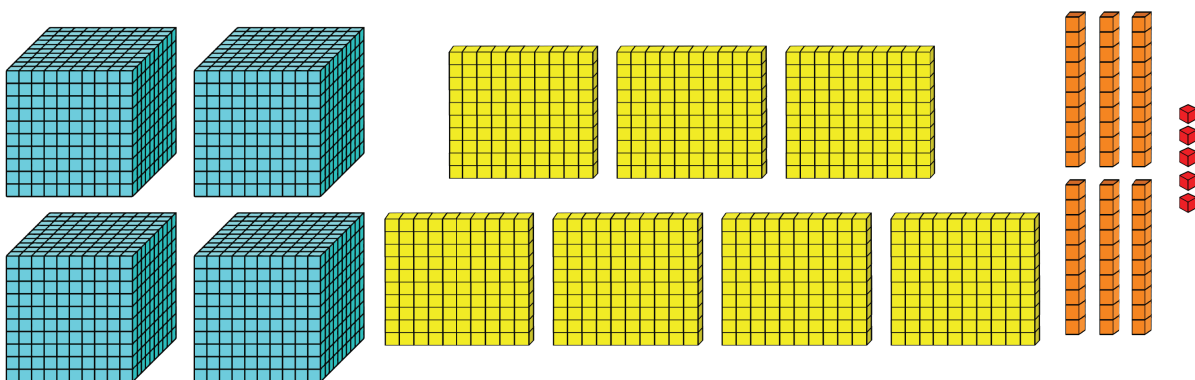
a.



Standard form: **2,482**

Word form: **two thousand, four hundred eighty-two**

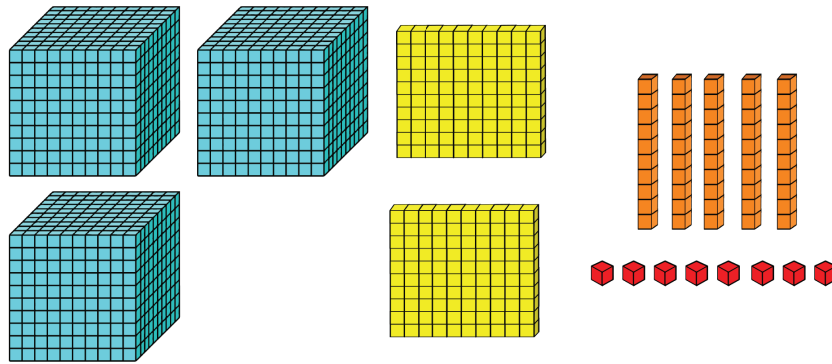
b.



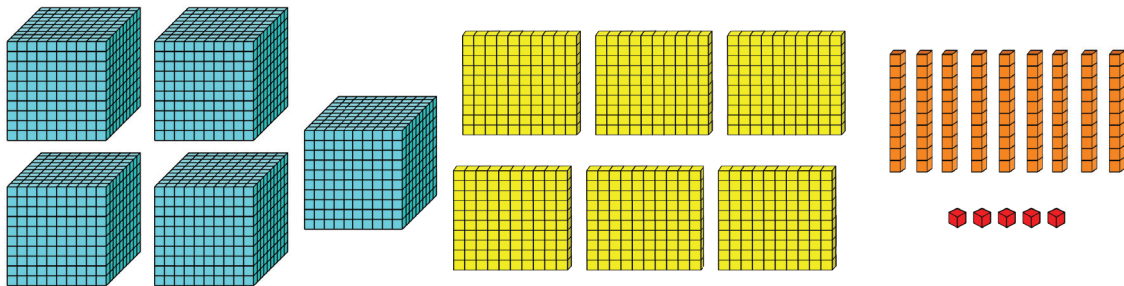
Standard form: **4,765**

Word form: **four thousand, seven hundred sixty-five**

c.

Standard form: **3,258**Word form: **three thousand, two hundred fifty-eight**

d.

Standard form: **5,695**Word form: **five thousand, six hundred ninety-five**

4. Find each missing number. Count on by ones, tens, hundreds, or thousands.

- | | | |
|----|----------------------|-----------------------------|
| a. | 1,384; 1,385; 1,386; | 1,387; 1,388; 1,389 |
| b. | 48; 1,048; 2,048; | 3,048; 4,048; 5,048 |
| c. | 2,345; 2,445; 2,545; | 2,645; 2,745; 2,845 |
| d. | 9,995; 9,996; 9,997; | 9,998; 9,999; 10,000 |
| e. | 8,880; 8,890; 9,000; | 9,010; 9,020; 9,030 |
| f. | 2,104; 3,104; 4,104; | 5,104; 6,104; 7,104 |
| g. | 6,447; 6,448; 6,449; | 6,550; 6,551; 6,552 |
| h. | 4,312; 4,322; 4,332; | 4,342; 4,352; 4,362 |

Worksheet 1.1B

Name: _____ Date: _____

1. Express in word form.

a. 2,315 _____

b. 1,008 _____

c. 6,094 _____

d. 8,257 _____

2. Express in standard form.

a. Seven thousand, seventeen _____

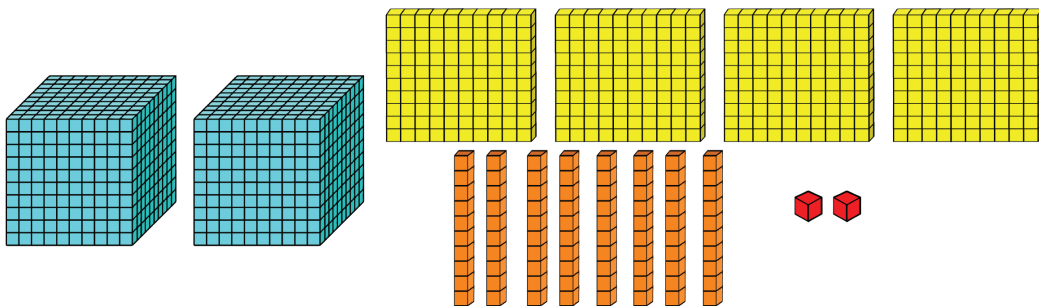
b. Nine thousand, eight hundred forty-one _____

c. Five thousand, one hundred two _____

d. Three thousand, two hundred thirty-four _____

3. Look at the Base 10 blocks. Express each number in standard form and word form.

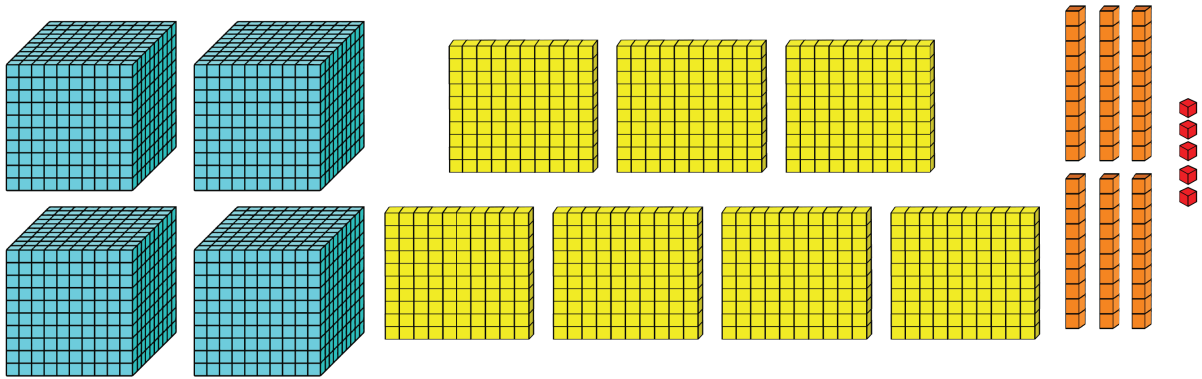
a.



Standard form: _____

Word form: _____

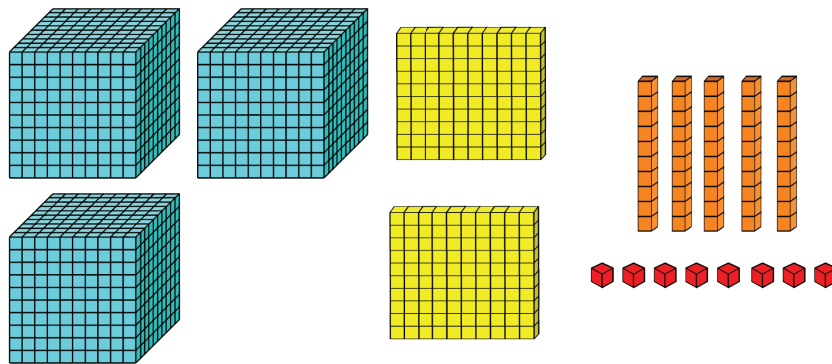
b.



Standard form: _____

Word form: _____

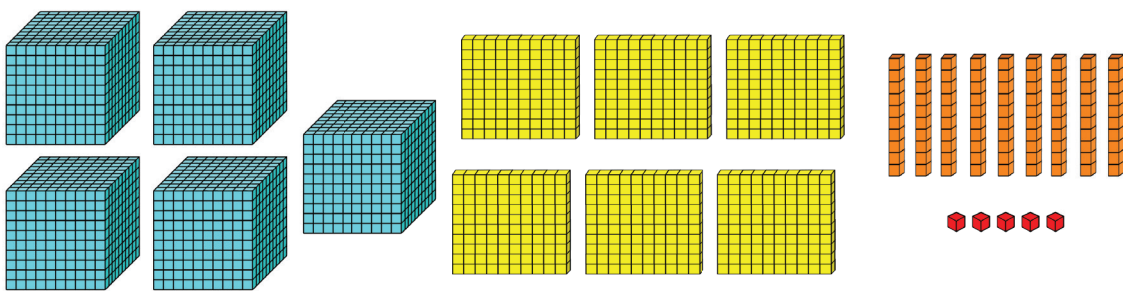
c.



Standard form: _____

Word form: _____

d.



Standard form: _____

Word form: _____

4. Find each missing number. Count on by ones, tens, hundreds, or thousands.

a. 1,384; 1,385; 1,386; _____

b. 48; 1,048; 2,048; _____

c. 2,345; 2,445; 2,545; _____

d. 9,995; 9,996; 9,997; _____

e. 8,880; 8,890; 9,000; _____

f. 2,104; 3,104; 4,104; _____

g. 6,447; 6,448; 6,449; _____

h. 4,312; 4,322; 4,332; _____



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Front Cover

Title: The Nicolaus Copernicus Monument in Torun, the home town of astronomer Nicolaus Copernicus (1473-1543)

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Unit 7 Lesson 1

Multiplication Properties



STUDENT OBJECTIVES

- Apply multiplication properties.



WORLDVIEW INTEGRATION

Multiplying and dividing occur all through the Bible and the history of God's people, the church. Immediately, in his act of creation, God used division to form light and darkness, day and night (Genesis 1:3-5). God's creation mandate to man was to multiply, to increase in number, so much so that they would fill the earth (Genesis 1:28). God commanded creatures of the sea and air to multiply (Genesis 1:21-22). Following the Fall in the Garden of Eden, as men increased in number, so did sin; and so, corruption multiplied (Genesis 6:1). God multiplied his signs and wonders through the plagues of the Exodus (Exodus 7:3). And when the Israelites prepared to go into the promised land, Moses divided them into group and divided the land among all the 12 tribes. In Deuteronomy 8, 12-14, God warned that his people would forget him once their herds and flocks, silver and gold multiplied, and they forgot their need of him (Deuteronomy 8:12-14). As David takes refuge in God alone, he compares the delights of the saints to the multiplied sorrows of those who run after another God (Psalm 16: 4). And in the face of persecution and affliction, God allowed his Word to increase and multiply (Acts 12:24). Perhaps the greatest promise of multiplication comes in 2 Corinthians 9:10 when Paul tells the church that God will enlarge, increase, multiply the harvest of their generous sowing of the Gospel. God promises to grow his Kingdom by multiplication. And the greatest sorrow from division will be at the day of judgment when the Lord divides out those who will live with him eternally from those who never honored and worshipped him in this life.

Since multiplication and division are such integral parts of our lives, we would be wise to learn them well, use them well, and thank God for his beauty and order.



MATERIALS

- Worksheet 7.1A
- Worksheet 7.1B
- number line paper
- student white boards

REVIEW

Calendar time

1. Update the Days in School number line to reflect the correct number of days in school.
2. "How many days until the hundredth day of school?"
3. "Spell the date."
4. Look at the clock. Point the hour hand just past the 2 while the minute hand stays on the 3. "This is 0 Two Fifteen past midnight or Fourteen Fifteen Hours past noon."

Counting

1. Count from 0 to 96 by 8s.
2. Count from 0 to 90 by 9s.
3. Count from 1,200 to 1,500 by 50s.

Problem of the Day

1. Mikias picked up a bag and a box. The box had 3 times as many books as the bag. If the bag had 6 books, how many books did the box contain?
2. Have the students use rectangles to solve. Use 1 part for the bag and 3 parts for the box since the box contains 3 times as many books as the bag.

Bag	5 books		
Box	?	?	?

How many books in the box?

3 groups of 5 for the box

$$3 \times 5 = 15$$

The box contains **15** books.

Fact Practice

1. Distribute Worksheet 7.1A
2. Allow 1 minute to answer addition facts. Correct the sheet as a class. Students should study facts that they missed.

Conceptual Review

1. Draw 4 groups of 2 on the board.
 - a. XX XX XX XX
 - b. 4 twos = _____ groups of _____
 - c. How many groups is 4 twos? (4)
 - d. There are 4 groups of how many? (2)
2. Draw 5 groups of 3 on the board.
 - a. XXX XXX XXX XXX XXX
 - b. _____ + _____ + _____ + _____ + _____
 - c. What number is being added here? (3)
 - d. $3 + 3 + 3 + 3 + 3 =$ _____ $\times 3$ (5)
 - e. $5 \times 3 = 15$

INTRODUCTION

Key Vocabulary

skip: When we count by a number other than 1, we skip ahead of some of the numbers to count faster.

number line: line with marked numbers at equal intervals

Commutative Property: Changing the order of the numbers being multiplied does not change the answer.

Associative Property: Changing the way numbers in a multiplication sentence are grouped does not change the answer.

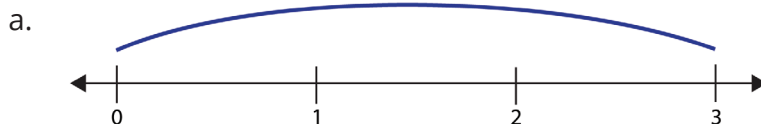
Multiplicative Property of One: Any number multiplied by 1 equals itself.

Multiplicative Property of Zero: Any number multiplied by 0 equals 0.

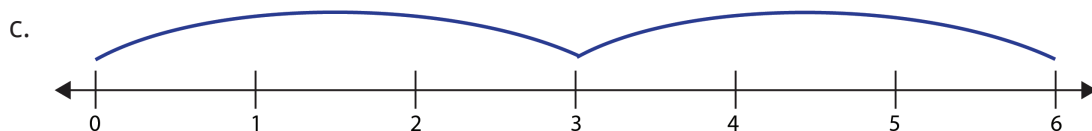
METHODS

Lesson

1. We can use number lines to show multiplication.



- b. The number line shows 1 group of $3 = 1 \times 3 = 3$

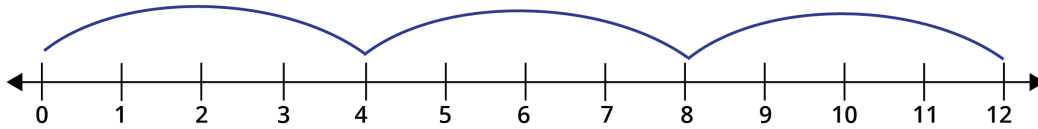


- d. The number line shows 2 skips of 3. 2 groups of $3 = 2 \times 3 = 6$
- e. On a number line that shows a multiplication fact, the skips show the number of

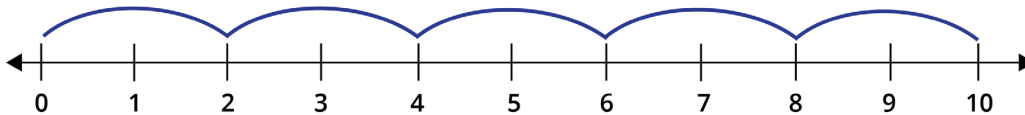
equal groups.

2. Write the following examples on the board. Students will write the multiplication fact on their white boards.

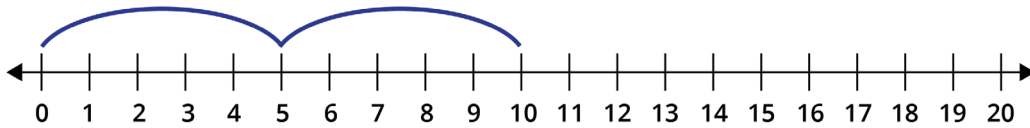
a. _____ \times _____ = _____ ($3 \times 4 = 12$)



b. _____ \times _____ = _____ ($5 \times 2 = 10$)

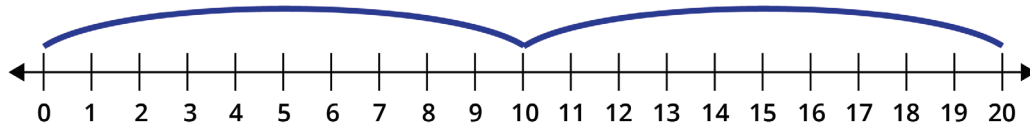


3. What property tells us that changing the order of the numbers being multiplied will not change the answer? (Commutative property)
- What is 6×3 ? (18)
 - On your white boards, write the other multiplication fact that uses the commutative property with those numbers. ($3 \times 6 = 18$)
 - What is 4×5 ? (20)
 - On your white boards, write the other multiplication fact that uses the commutative property with those numbers. ($5 \times 4 = 20$)
4. What number tells us that any number multiplied by 1 will equal itself? (Multiplicative property of one)
- 1 group of 3 = 3 and 3 groups of 1 = 3
 - On your white boards, write the answer to 4×1 . (4)
 - On your white boards, write the answer to 1×10 . (10)
5. What property tells us that any number multiplied by 0 will equal zero? (Multiplicative property of zero)
- If I have 0 muffins on 2 plates, I have 0 muffins. It doesn't matter how many plates I find, if they are empty I have nothing to eat.
 - $4 \times 0 = 0$ and $0 \times 4 = 0$
 - On your white boards, write the answer to 5×0 . (0)
 - On your white boards, $6 \times$ what number equals 0? (0)
6. In this lesson we have a new property to learn and practice. What is a property in math? (something that is always true) The new property is the associative property, which says that we can group and multiply numbers in any order.
- Write $2 \times 2 \times 5$ on the board.
 - We can use a number line to help us multiply. First, multiply the last two numbers. 2 groups of 5 = 10



- c. Then, multiply the first number by the answer we had first.

$$2 \text{ groups of } 10 = 20 \quad 2 \times 2 \times 5 = 20$$



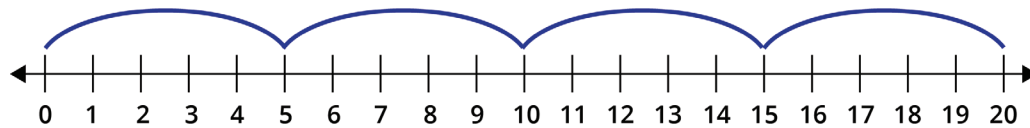
- d. We will try this again, but this time we will first multiply the first two numbers.

$$2 \text{ groups of } 2 = 4$$



- e. Then we will multiply this answer by the last number.

$$4 \text{ groups of } 5 = 20 \quad 2 \times 2 \times 5 = 20$$



We have the same answer either way that we multiply. The way the numbers are grouped does not change the answer.

$$2 \times 2 \times 5 = 20 \quad \text{and} \quad 2 \times 2 \times 5 = 20$$

7. Distribute 4 number lines to a pair of students. Have students work together to show multiplication using the associative property on their number lines.

a. $4 \times 2 \times 2$ and $4 \times 2 \times 2$ (16; 16)

b. $3 \times 3 \times 2$ and $3 \times 2 \times 2$ (18; 18)

Independent Practice

Worksheet 7.1.B

ASSESSMENT

Informal: Students will multiply using a number line correctly.

EXTENSIONS

To extend the scope, meaning, or application of this lesson is to reach beyond or broaden the concepts taught in Methods. Its purpose is not to make the lesson simpler or more difficult. Rather, Extensions stretch and connect the thoughts of the students beyond this subject to the others: literature, history, science, mathematics, music, art, and the Bible.

If there are no Extensions provided, ask yourself this question: "Did anything in this lesson

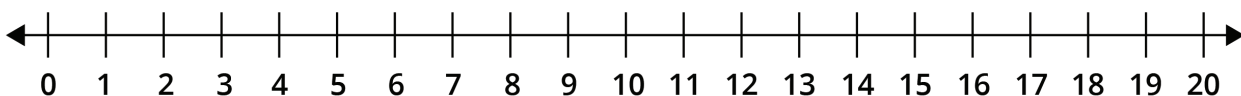
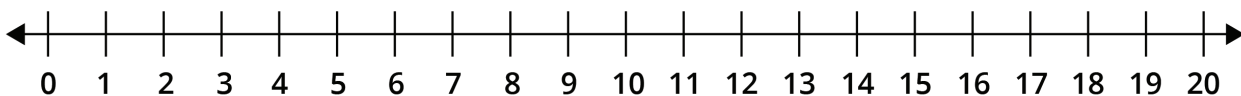
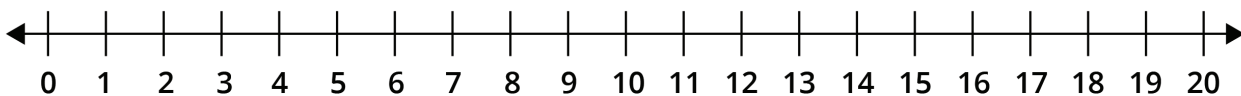
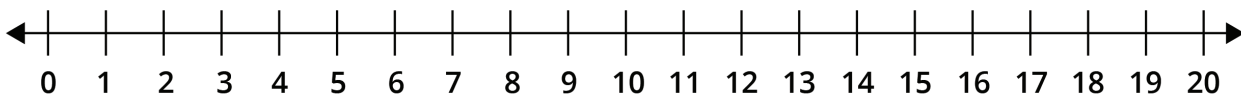
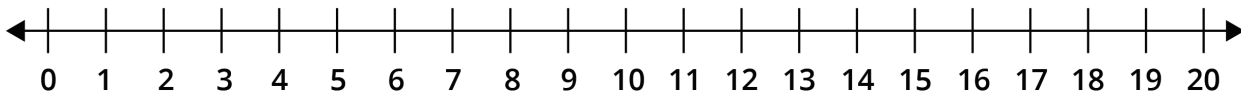
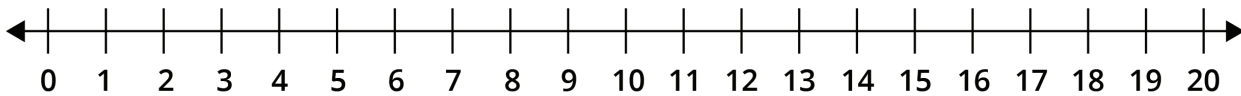
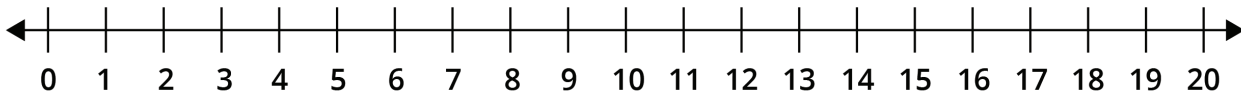
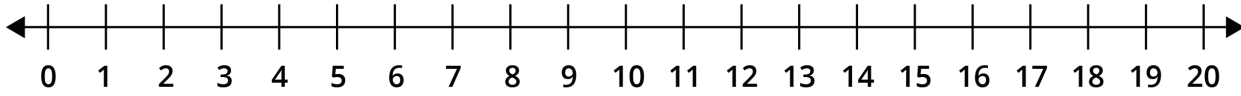
make me think of things in the other subjects I'm teaching?" Make a quick note of these thoughts in your teacher text and plan just a few minutes to bring it to your students' attention. Ask for their thoughts about your extended ideas; ask if they had any ideas of connections with other subjects.

Modifications

Modifications are simply suggestions as to how to meet the varying individual needs within a class. Ask these questions after teaching the lesson. Make notes to guide planning for the next time you teach the lesson—perhaps in another section of students in the present school year or in the following school year.

- How much of the lesson was I able to cover comfortably within the time period?
- How much whole-class instruction was required to fully teach the lesson?
- How many students grasped the concept well enough to work on their own?
- How many students grasped the concept all too quickly and would benefit from more challenging problems, projects, or reading?

NUMBER LINES



Worksheet 7.1A Answer Key



Directions: Use mental math strategies to find the products for the problems below.

1. $5 \times 12 = 60$

2. $5 \times 2 = 10$

3. $3 \times 5 = 15$

4. $5 \times 6 = 30$

5. $5 \times 0 = 0$

6. $10 \times 5 = 50$

7. $9 \times 5 = 45$

8. $5 \times 11 = 55$

9. $5 \times 8 = 40$

10. $12 \times 5 = 60$

11. $11 \times 5 = 55$

12. $5 \times 7 = 35$

13. $6 \times 5 = 30$

14. $5 \times 3 = 15$

15. $5 \times 5 = 25$

16. $8 \times 5 = 40$

Worksheet 7.1A

Name: _____ Date: _____



Directions: Use mental math strategies to find the products for the problems below.

1. $5 \times 12 =$ _____

9. $5 \times 8 =$ _____

2. $5 \times 2 =$ _____

10. $12 \times 5 =$ _____

3. $3 \times 5 =$ _____

11. $11 \times 5 =$ _____

4. $5 \times 6 =$ _____

12. $5 \times 7 =$ _____

5. $5 \times 0 =$ _____

13. $6 \times 5 =$ _____

6. $10 \times 5 =$ _____

14. $5 \times 3 =$ _____

7. $9 \times 5 =$ _____

15. $5 \times 5 =$ _____

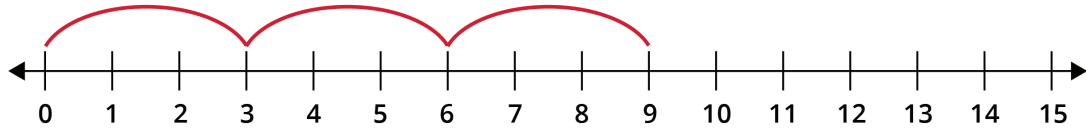
8. $5 \times 11 =$ _____

16. $8 \times 5 =$ _____

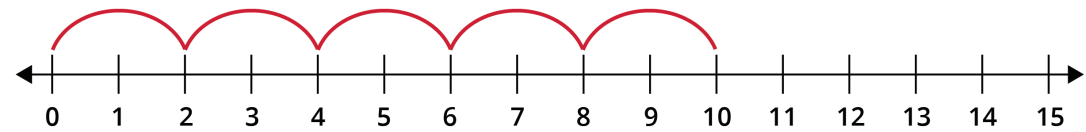
Worksheet 7.1B Answer Key

1. Complete each multiplication fact. Then show on each number line.

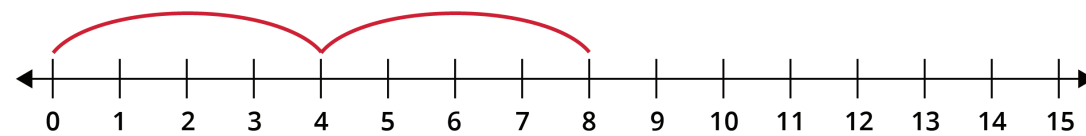
a. $3 \times 3 = 9$



b. $5 \times 2 = 10$



c. $2 \times 4 = 8$



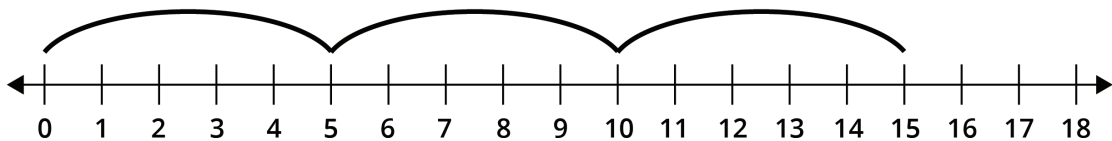
2. Find the missing numbers.

a. $6 \times 3 = 18$ So, $3 \times 6 = 18$

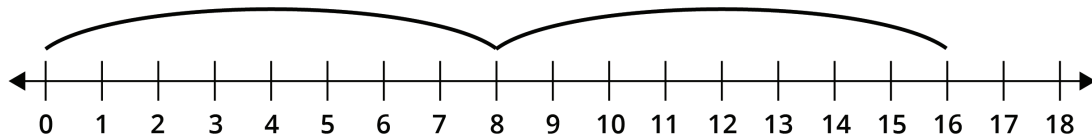
b. $7 \times 5 = 35$ So, $5 \times 7 = 35$

3. Look at each number line. Then write a multiplication sentence that matches the number line multiplication.

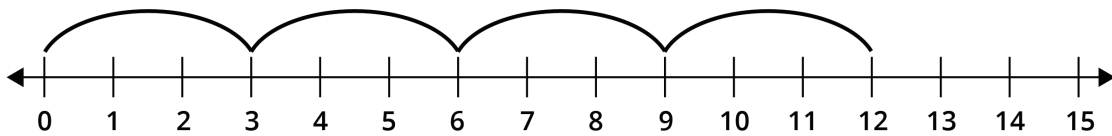
a. $3 \times 5 = 15$



b. $2 \times 8 = 16$



c. $4 \times 3 = 12$



4. Find each missing number.

a. $10 \times 1 = 1 \times 10$
 $= 10$

b. $1 \times 7 = 7 \times 1$
 $= 7$

c. $6 \times 0 = 0 \times 6$
 $= 0$

d. $0 \times 4 = 4 \times 0$
 $= 0$

e. $2 \times 3 \times 1 = 6 \times 1$
 $= 6$

f. $4 \times 2 \times 3 = 8 \times 3$
 $= 24$

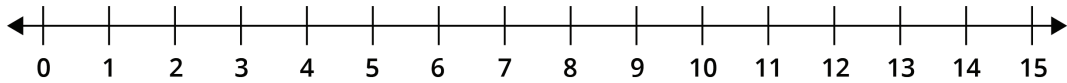
g. $3 \times 2 \times 4 = 6 \times 4$
 $= 24$

Worksheet 7.1B

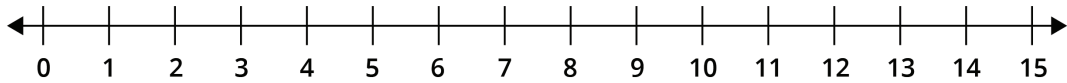
Name: _____ Date: _____

1. Complete each multiplication fact. Then show on each number line.

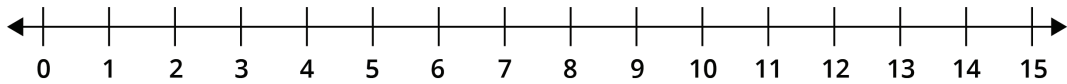
a. $3 \times 3 =$ _____



b. $5 \times 2 =$ _____



c. $2 \times 4 =$ _____



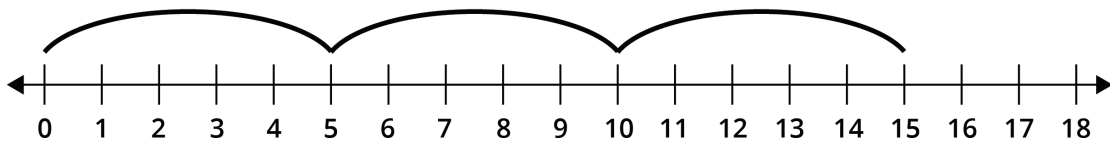
2. Find the missing numbers.

a. $6 \times 3 =$ _____ So, $3 \times$ _____ $= 18$

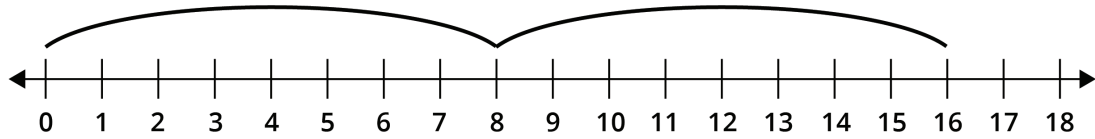
b. $7 \times 5 =$ _____ So, $5 \times$ _____ $= 35$

3. Look at each number line. Then write a multiplication sentence that matches the number line multiplication.

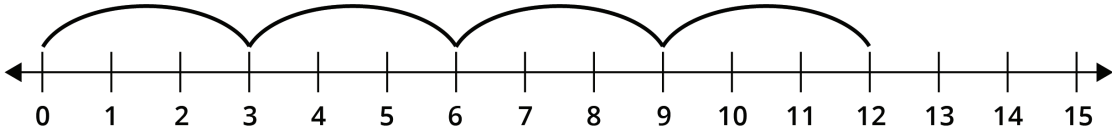
a. _____ \times _____ $=$ _____



b. _____ \times _____ = _____



c. _____ \times _____ = _____



4. Find each missing number.

a. $10 \times$ _____ $=$ _____ $\times 10$
 $= 10$

b. _____ $\times 7 = 7 \times$ _____
 $= 7$

c. $6 \times$ _____ $=$ _____ $\times 6$
 $= 0$

d. _____ $\times 4 = 4 \times$ _____
 $= 0$

e. $2 \times 3 \times 1 = 6 \times$ _____
 $= 6$

f. $4 \times 2 \times 3 =$ _____ $\times 3$
 $= 24$

g. $3 \times 2 \times 4 =$ _____ $\times 4$
 $= 24$