

## An Easier Way

### Purpose

Students will represent situations involving repeated addition as multiplication.

### Materials

*For the teacher:* several plastic counters, overhead projector, overhead markers

*For each student:* paper plate, lined paper, pencil, calculator

*For each pair of students:* 5-page blank booklet made of drawing paper cut in half and stapled twice on the left side

### Activity

#### A. Introduction

1. Give each student a paper plate.
2. Have five students come to the front and put three counters on each of their plates.
3. Ask the class the best way to determine the total number of counters the students in front have.
4. Have students add  $3 + 3 + 3 + 3 + 3$ . Write the addition sentence on the overhead.
5. Tell students to then multiply  $5 \times 3$ . Write the multiplication sentence on the overhead. Ask: "Which way was faster?"
6. Give several more examples as above using different numbers of students with paper plates and counters. Each time have students add and then multiply.

#### B. Whole Group Activity

1. Tell students about Charlotte Spider, who has a large family of 38 children. When school starts, Ms. Charlotte will need to buy new shoes for each of her children. Since spiders have eight legs (and feet!), Ms. Charlotte needs to know how many shoes she will need to buy altogether. She knows she could add 38 eight times, but she also knows that multiplying is much faster.
2. Direct students to write a multiplication sentence that shows the number of shoes she will need to buy [ $38 \times 8$ ].
3. Direct students to find the answer to their multiplication sentence, using a calculator.

(continued)

connecting  
across the  
curriculum



#### English/ Language Arts

Have students write stories about the first day of school for the animals they used in this activity. Ask them to include a multiplication situation in their stories.

EXTENDING  
THE  
ACTIVITY



Give students several situations involving repeated addition. Have them use the calculator to do the addition first, then the multiplication.

Standards Links  
4.2.5, 4.2.6

**Activity (continued)** 

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**C. Partner Activity**

1. Have students work in pairs to decide on a similar scenario using other animals.
2. Hand out blank booklets to each pair of students.
3. Ask students to make an animal multiplication book by drawing the animals on the front.
4. On each of the four pages of the book, have students write a multiplication word problem about their animals. Write the number sentence to solve it.

**Questions for Review** 

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**Basic Concepts and Processes**

During the activity, discuss the following questions with students to gauge their understanding of the indicator:



Write a number sentence for this problem: There are 5 buses and each bus holds 45 students. How many students are there altogether?



How did you decide how to solve the problem?

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