

Name: _____

Lesson 1-1 Multiplication As Repeated Addition

 I can use addition or multiplication to join equal groups.

Multiplication - Operation that gives the total number when you join equal groups.

Complete each equation. Use counters or draw a picture to help.

1. $7 + 7 + 7 + 7 = 4 \times \underline{\quad}$

2. $9 + 9 + 9 + 9 + 9 + 9 + 9 = \underline{\quad}$

3. $8 = \underline{\quad} + \underline{\quad} = 3 \times \underline{\quad}$

4. $\underline{\quad} + \underline{\quad} = 2 \times 5$

5. $6 + 6 + 6 + 6 + 6 = \underline{\quad} \times \underline{\quad}$

6. $4 + 4 + 4 = \underline{\quad} \times \underline{\quad}$

Write the addition equation as a multiplication equation.

7. $4 + 4 + 4 + 4 = 16$

8. $7 + 7 + 7 = 21$

9. $6 + 6 = 12$

10. $9 + 9 + 9 + 9 + 9 = 45$

11. $8 + 8 + 8 + 8 + 8 + 8 = 48$

12. $5 + 5 + 5 = 15$

Write the multiplication equation as an addition equation.

13. $7 \times 7 = 49$

14. $3 \times 4 = 12$

15. $5 \times 8 = 40$

16. $2 \times 9 = 18$

17. $6 \times 6 = 36$

18. $4 \times 5 = 20$

19. Brooklyn saves \$4 each week. She wants to know how much money she has saved after 8 weeks. How can you represent this?

[A] $4 + 8 + 4 + 8 + 4 + 8 + 4 + 8$

[C] $4 + 4 + 4 + 4 + 4 + 4 + 4 + 4$

[B] $4 \times 4 \times 4 \times 4 \times 4 \times 4 \times 4 \times 4$

[D] $8 + 8 + 8 + 8 + 8 + 8 + 8 + 8$

Envision Math Practice Topic 17

Brad Garner, Catherine A. Sanderson

A red circular graphic with a gradient, appearing as a partial circle or a thick arrow pointing to the right, located to the right of the authors' names.

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Teacher Noticing: Bridging and Broadening Perspectives, Contexts, and Frameworks Edna O. Schack, Molly H. Fisher, Jennifer A. Wilhelm, 2017-05-16 This book reflects on the continuing development of teacher noticing through an exploration of the latest research The authors and editors seek to clarify the construct of teacher noticing and its related branches and respond to challenges brought forth in earlier research The authors also investigate teacher noticing in multiple contexts and frameworks including mathematics science international venues and various age groups Hearing on System-wide Education Reform United States. Congress. House. Committee on Education and Labor. Subcommittee on Elementary, Secondary, and Vocational Education, 1992 **Teach Well, Live Well** John Luckner, Suzanne Rudolph, 2009-02-25 Teaching is a highly rewarding and highly demanding profession Honoring educators for the invaluable work they do this unique resource provides critical information about being a highly competent teacher while living a rewarding satisfying life outside of work Focused on preparation effective teaching techniques and collaboration this nuts and bolts volume quickly covers a wide range of topics for busy teachers with limited time The dozens of practical strategies help new and veteran educators find the right balance between personal and professional priorities and master such essentials as Preventing behavior problems Assessing and monitoring students progress Differentiating instruction Partnering with parents and guardians Featuring bottom line tips reproducibles for teacher reflection and support and up to date resources Teach Well Live Well is an essential tool for educators looking to enjoy vibrant productive careers and lives Book jacket Reconceptualizing Mathematics Judith Sowder, Larry Sowder, Susan Nickerson, 2012-12-28 More and more prospective elementary teachers are being asked to develop what the Conference Board of Mathematical Sciences CBMS calls the habits of a mathematical thinker This breakthrough text became the new standard for training future elementary math teachers by doing just that helping them absorb the ideas underlying essential math concepts rather than just working problems and memorizing facts Created from extensive math education research and class testing the book s innovative pedagogy convenient format three hole punched perforated pages wide margins and supporting technology make it the ideal

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