



Makes Maths Fun

Level 2

MULTIPLICATION

& DIVISION

Bloomsmath is a comprehensive mathematics program which provides a fun way for every student to be learning to the best of their ability.

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Multiplication & Division

Level 2 is designed for students in their second year at school which is most often referred to as Year 1. The Multiplication & Division strand allows students to use a range of mental strategies and concrete materials for multiplication and division.

Knowledge: Students complete a number of activities where they can count items in groups and sets to find the multiplication answers and the missing elements in division questions.



Students who demonstrate proficiency in this activity move on to Comprehension.



Students stop here as they require additional teacher support to master this activity.

Comprehension: Students use the given number lines to demonstrate that multiplication is repeated addition and division is repeated subtraction. They also complete a table of the first 5 multiplication facts.



Students who demonstrate proficiency in this activity move on to Application.



Students stop here if time has run out or they require additional support with this activity.

Application: Students recognise the difference between odd and even numbers and correctly identify whether a number is odd or even and select the correct operation symbol between \times and \div .



Students who demonstrate proficiency in this activity move on to Analysis.



Students stop here if time has run out or they require additional support with this activity.

Analysis: Students complete a number of multiplication and division word problems and play memory or snap using 3 times table cards as 2, 5 and 10 tables should already be known.



Students who demonstrate proficiency in this activity move on to Synthesis.



Students stop here if time has run out or they require additional support with this activity.

Synthesis: Students create lemonade for the class and calculate the cost of making it for themselves, their family and then their classmates and how much of each ingredient they will be consuming each time.

Evaluation: Suggested questions provide a starting point for discussions related to Multiplication & Division.



Students may complete more or fewer activities for each learning outcome depending on the time allocated and their strength in the area being covered.



All students should participate in the Evaluation discussion to encourage the use of mathematical language, logical reasoning and reflection on that which they have completed.

Name: _____

Multiplying Stars & Dividing Circles

Count the stars to solve each multiplication equation.

★★★★★	★★★★★	★★★★★	★★★★★	$4 \times 5 = \underline{\quad}$
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★★	★★	★★	★★	★★	★★	★★	★★	$8 \times 2 = \underline{\quad}$
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★★ ★	★★ ★	★★ ★	★★ ★	★★ ★	★★ ★	★★ ★	$7 \times 3 = \underline{\quad}$
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★★	★★	★★	★★	★★	★★	$6 \times 2 = \underline{\quad}$
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★★★★★ ★★	★★★★★ ★★	★★★★★ ★★	★★★★★ ★★	$4 \times 7 = \underline{\quad}$
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★★★★★ ★★	★★★★★ ★★	$2 \times 9 = \underline{\quad}$
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Use the circles and sets below to help you solve each division equation.

$24 \div 4 = \underline{\quad}$

●●●	●●●
●●●	●●●
●●●	●●●
●●●	●●●

$36 \div 9 = \underline{\quad}$

●●●●	●●●●	●●●●
●●●●	●●●●	●●●●
●●●●	●●●●	●●●●

$20 \div 10 = \underline{\quad}$

●	●	●	●	●
●	●	●	●	●

$24 \div 8 = \underline{\quad}$

●●●	●●●	●●●	●●●
●●●	●●●	●●●	●●●

$8 \div 8 = \underline{\quad}$

●	●	●	●	●	●	●	●
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Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation
Multiplication & Division - Level 2 - Students will use a range of mental strategies & materials.



Let's Try This Again



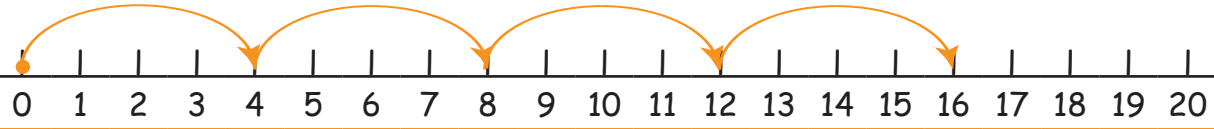
Progress To Comprehension

Name: _____

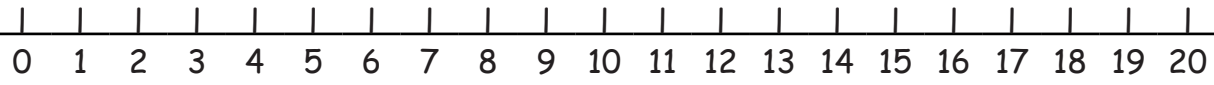
Repeated Addition & Subtraction

Use the number line to show that multiplication is repeated addition.

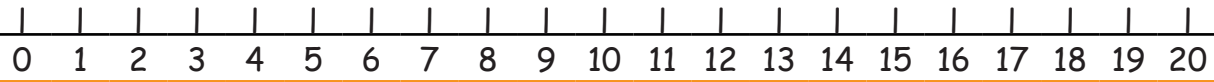
$4 + 4 + 4 + 4 = 16$ is the same as $4 \times 4 = 16$



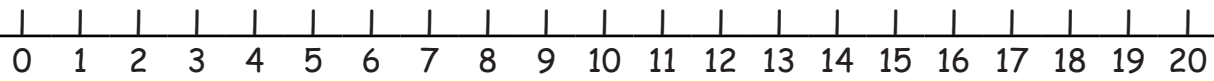
$3 + 3 + 3 + 3 = \underline{\quad}$ is the same as $4 \times 3 = \underline{\quad}$



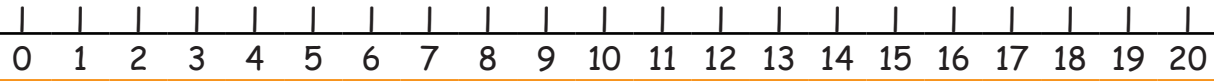
$2 + 2 + 2 + 2 + 2 + 2 + 2 = \underline{\quad}$ is the same as $7 \times 2 = \underline{\quad}$



$5 + 5 + 5 + 5 = \underline{\quad}$ is the same as $4 \times 5 = \underline{\quad}$



$3 + 3 + 3 + 3 + 3 + 3 = \underline{\quad}$ is the same as $6 \times 3 = \underline{\quad}$



Complete the table to see the patterns between these first multiplication facts.

X	1	2	3	4	5
1					
2					
3					
4					
5					



Let's Try This Again

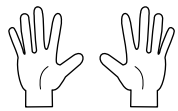


Progress To Application

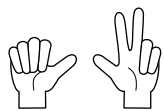
Name: _____

Odd Or Even & Multiply Or Divide?

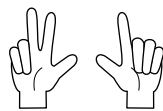
Choose whether each set of fingers is odd or even. Remember even numbers have no remainders as every finger has a partner.



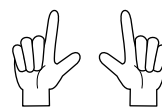
Odd or Even



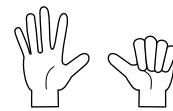
Odd or Even



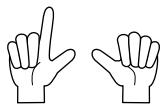
Odd or Even



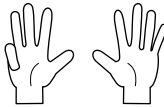
Odd or Even



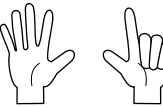
Odd or Even



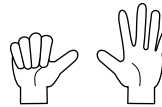
Odd or Even



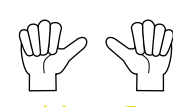
Odd or Even



Odd or Even



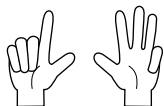
Odd or Even



Odd or Even



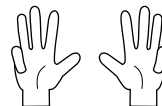
Odd or Even



Odd or Even



Odd or Even



Odd or Even



Odd or Even

Put the correct operation symbol (\times or \div) in each equation.

$10 \square 5 = 2$

$24 \square 6 = 4$

$3 \square 4 = 12$

$2 \square 7 = 14$

$21 \square 7 = 3$

$4 \square 5 = 20$

$9 \square 2 = 18$

$9 \square 3 = 3$

$1 \square 7 = 7$

$6 \square 3 = 18$

$1 \square 5 = 5$

$12 \square 6 = 2$

$5 \square 5 = 1$

$25 \square 5 = 5$

$6 \square 4 = 24$

$14 \square 7 = 2$

$18 \square 6 = 3$

$10 \square 2 = 5$

$7 \square 2 = 14$

$21 \square 7 = 3$

$8 \square 2 = 4$

$7 \square 3 = 21$

$24 \square 4 = 6$

$16 \square 8 = 2$

$4 \square 4 = 1$

$3 \square 5 = 15$

$15 \square 5 = 3$

$20 \square 5 = 4$

$5 \square 3 = 15$

$5 \square 2 = 10$



Let's Try This Again



Progress To Analysis

Name: _____

Problems and Games

Solve the following word problems. The first one has been done to help you.

1) If farmer Ben has 3 chickens how many chicken legs does Ben have?

Working: 3 Chickens \times 2 Legs = 3×2 .

Answer: 6

2) If Mary has 3 dogs how many legs do her dogs have altogether?

Working:

Answer:

3) If Sue has 15 sweets to give to 5 children how many sweets will each get?

Working:

Answer:

4) If Joe sold 7 cakes for \$4 each how much money did Joe make?

Working:

Answer:

5) If Liam spent \$20 on 10 different toys how much did each toy cost?

Working:

Answer:

Cut out these 3 x table cards and play memory with one set or snap with all 3 sets.

1×3	3	1×3	3	1×3	3
2×3	6	2×3	6	2×3	6
3×3	9	3×3	9	3×3	9
4×3	12	4×3	12	4×3	12
5×3	15	5×3	15	5×3	15
6×3	18	6×3	18	6×3	18
7×3	21	7×3	21	7×3	21
8×3	24	8×3	24	8×3	24
9×3	27	9×3	27	9×3	27
10×3	30	10×3	30	10×3	30



Let's Try This Again



Progress To Synthesis

Name: _____

Sweet Lemonade

The following list of ingredients makes enough lemonade for one person.

1/4 cup caster sugar
Juice from 2 lemons

1/4 cup boiling water
1 cup soda water

Fill in the table below to make lemonade for more people.

	1 Person	2 People	4 People	8 People	16 People	32 People
Caster Sugar	1/4 Cup	1/2 Cup				8 Cups
Boiling Water	1/4 Cup		1 Cup			
Lemons	2 Lemons				32 Lemons	
Soda Water	1 Cup			8 Cups		

Solve the following word problems.

1. If lemons cost 20c each how much does it cost to buy lemons for 4 people?

Working:	Answer:
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2. If caster sugar costs \$4 per cup how much does it cost buy sugar for 1 person?

Working:	Answer:
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3. If soda water comes in 4 cup bottles how much of a bottle is needed for one person?

Working:	Answer:
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4. If lemonade was made for 4 people how much water would be in the lemonade?

Working:	Answer:
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Let's Try This Again



Progress To Evaluation

Multiplication & Division Discussion

The following questions and activities are provide as a starting point for fun discussions related to Multiplication & Division. During these conversations students will have an opportunity to use appropriate mathematical language in its correct context, to engage in reflection on the Multiplication & Division activities they have completed and to use logical reasoning to tie their in-class mathematics to its everyday context.



Give students collections of counters to divide into groups and sets to work out how many counters are in the collection.



Discuss whether it makes any difference whether students multiply the groups by the sets or the sets by the groups and demonstrate using varying collections of counters.



Look at the first 5 multiplication facts and that if students know 2×3 then they already know 3×2 . Use a tables chart up to 10×10 and cross out all multiple facts.



Give students incredibly large numbers such as 136,849 and have students identify the number as odd or even based on the final digit.



Let students suggest their own word problems for other students or the class as a whole to solve. They must have a written solution prior to posing the question.

