Number

Activity 22 Assessment

Fluency with Multiplication and Division Consolidation

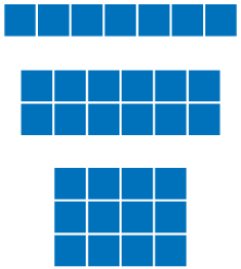
Determining Multiples and Factors		
Uses skip-counting or repeated addition to find multiples 4, 8, 12, 16, 20, … "To find multiples of 4, I skip counted by 4." *(« Pour trouver les multiples de 4, j'ai compté par bonds de 4. »)*	Uses familiar basic facts to identify some multiples and factors 2 × 4 = 8 3 × 4 = 12 10 × 4 = 40 "I thought of the multiplication facts for 4 that I know." *(« J'ai pensé aux faits de multiplication de 4 que je connais. »)*	Uses efficient strategies to determine multiples and identify all factors "To find factors of 8, I start 8 ÷ 1 = 8 Factors are 1 and 8. 8 ÷ 2 = 4 Factors are 2 and 4. 8 ÷ 3 = X 8 ÷ 4 = 2 So, 1, 2, 4, and 8 are all factors." *(« Pour trouver les facteurs de 8, je commence par* *8 ÷ 1 = 8* *Les facteurs sont 1 et 8.* *8 ÷ 2 = 4* *Les facteurs sont 2 et 4.* *8 ÷ 3 = X* *8 ÷ 4 = 2* *Donc, 1, 2, 4 et 8 sont tous des facteurs. »)*
Observations/Documentation		

Number

Activity 22 Assessment

Fluency with Multiplication and Division Consolidation

Determining Multiples and Factors (cont'd)

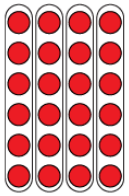
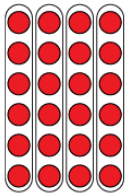
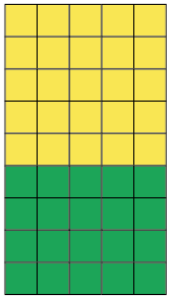
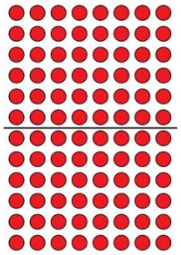
Uses concrete materials to identify prime and composite numbers  "7 is prime because it has only 2 factors, 1 and 7. 12 is composite because it has more than 2 factors: 1 and 12, 2 and 6, and 3 and 4." *(« 7 est un nombre premier parce qu'il n'a que 2 facteurs, 1 et 7. 12 est un nombre composé parce qu'il a plus de 2 facteurs : 1 et 12, 2 et 6, et 3 et 4. »)*	Identifies common multiples/factors and greatest common factor for a pair of numbers Factors of 24: **1**, **2**, 3, **4**, 6, **8**, 12, 24 Factors of 56: **1**, **2**, **4**, 7, **8**, 14, 28, 56 "The greatest common factor is 8." *(« Le facteur commun le plus grand est 8. »)*	Solves problems involving common factors and multiples "Choir practice is every 5th day. Gymnastics is every 3rd day. That means choir and gymnastics both happen every 15th day." *(« La pratique de la chorale a lieu tous les 5 jours. La gymnastique a lieu tous les 3 jours. Cela signifie que la chorale et la gymnastique ont lieu tous les 15 jours. »)*
Observations/Documentation		

Number

Activity 22 Assessment

Fluency with Multiplication and Division Consolidation

Fluency of Multiplication and Division Facts

Recalls and demonstrates multiplication and divisions facts to 5 × 5	Uses inverse operations to solve multiplication and division problems	Uses known facts to determine unknown facts	Fluently creates and solves whole number multiplication problems with factors to 12 and related division problems
 "I know that 4 × 6 = 24 and that 24 ÷ 6 = 4. The array shows both facts." *(« Je sais que 4 × 6 = 24 et que 24 ÷ 6 = 4. La matrice montre les deux faits. »)*	 "I can rewrite 24 ÷ 6 = ? as 6 × ? = 24." *(« Je peux réécrire 24 ÷ 6 = ? comme 6 × ? = 24. »)*	"I can use the distributive property to split the multiplication into facts that I know, then add." *(« Je peux utiliser la distributivité pour diviser la multiplication en faits que je connais, puis additionner. »)* 5 × 9 = 5 × 5 + 5 × 4 25 + 20 = 45 	There are 96 basketballs with the same number on each of 12 shelves. *(Il y a 96 ballons de basketball avec le même nombre de ballons sur chacune des 12 étagères.)*  12 × □ = 96, so 96 ÷ 12 = □ 12 × 8 = 96 Or 12 × 8 = 6 × 8 + 6 × 8 = 48 + 48 = 96

Observations/Documentation