

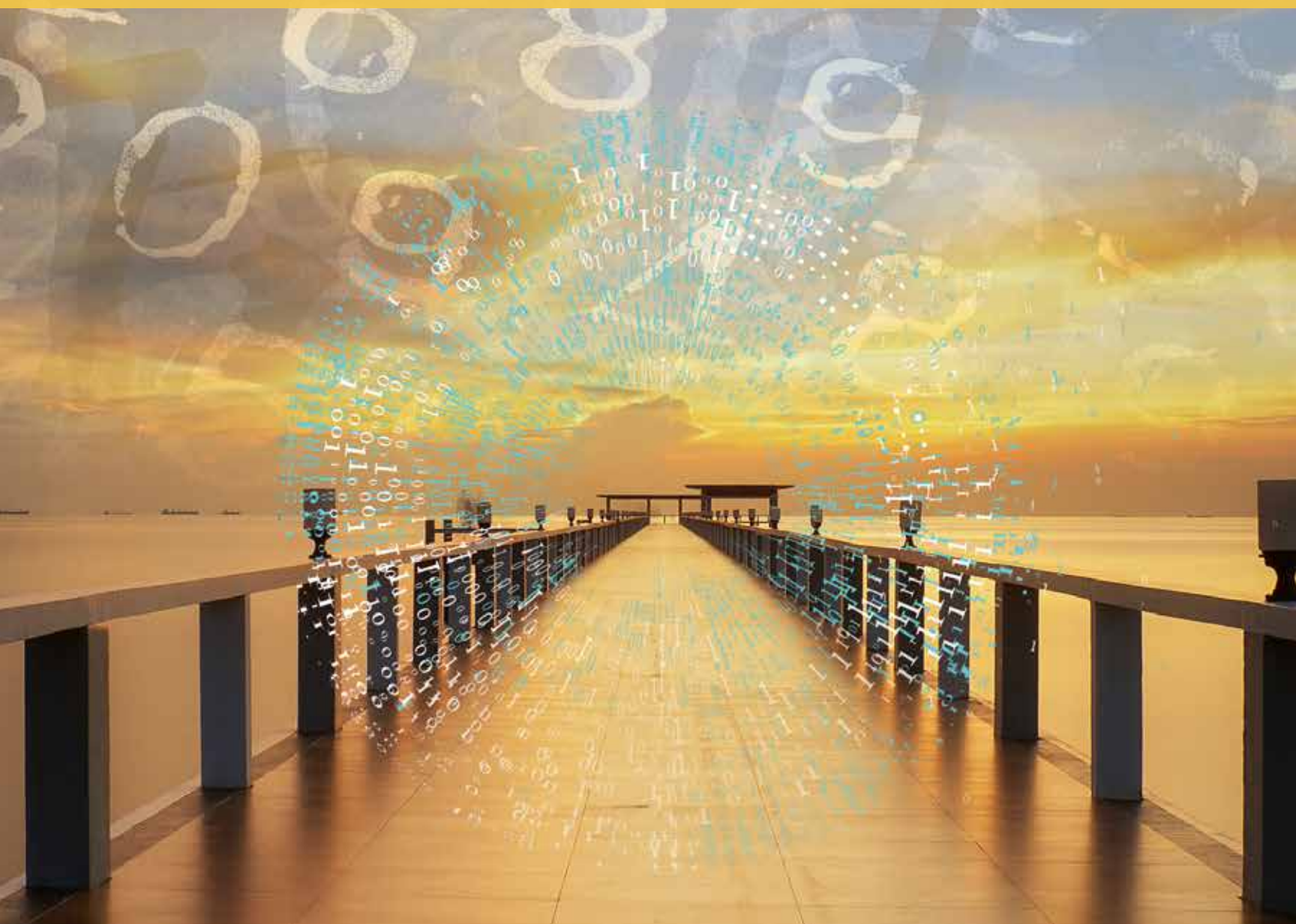


# Transition Math Cards

Level 9-12

Finishing whole number operations sequence

ETC Montessori





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# Math Standards

**4.OA.A.1:** Interpret a multiplication equation as a comparison..

**4.OA.A.2:** Multiply or divide to solve word problems involving multiplicative comparison

**4.OA.A.3:** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations.

**4.OA.B.4:** Find all factor pairs for a whole number. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number is a multiple of a given one-digit number.

**4.OA.C.5:** Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

**4.NBT.A.1:** Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

**4.NBT.A.2:** Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using  $>$ ,  $+$ , and  $<$  symbols to record the results of comparison.

**4.NBT.B.5:** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations.

**4.NBT.B.6:** Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation.



## Teaching Notes

It is acknowledged that the whole number multiplication and division operation sequence should be completed, or almost completed, in the Montessori Lower Elementary classroom. However, it is also acknowledged that more students are moving into the Upper Elementary classroom not having achieved abstraction in multiplication and therefore have no introduction to the whole number division sequence. In addition, students are weak in their multiplication facts (6s, 7s, 8s, and 9s) thereby inhibiting the more advanced multiplication presentations.

This is problematic since the mathematical sequence for both the advanced fractions and decimals assumes mastery of all whole number operations. Providing developmentally appropriate, scaffolded presentations to advance students' understanding in whole number operations at the Upper Elementary level necessitates making choices about what to present and what to leave out. It also implies that the amount of time dedicated to mastery is also drastically shortened.

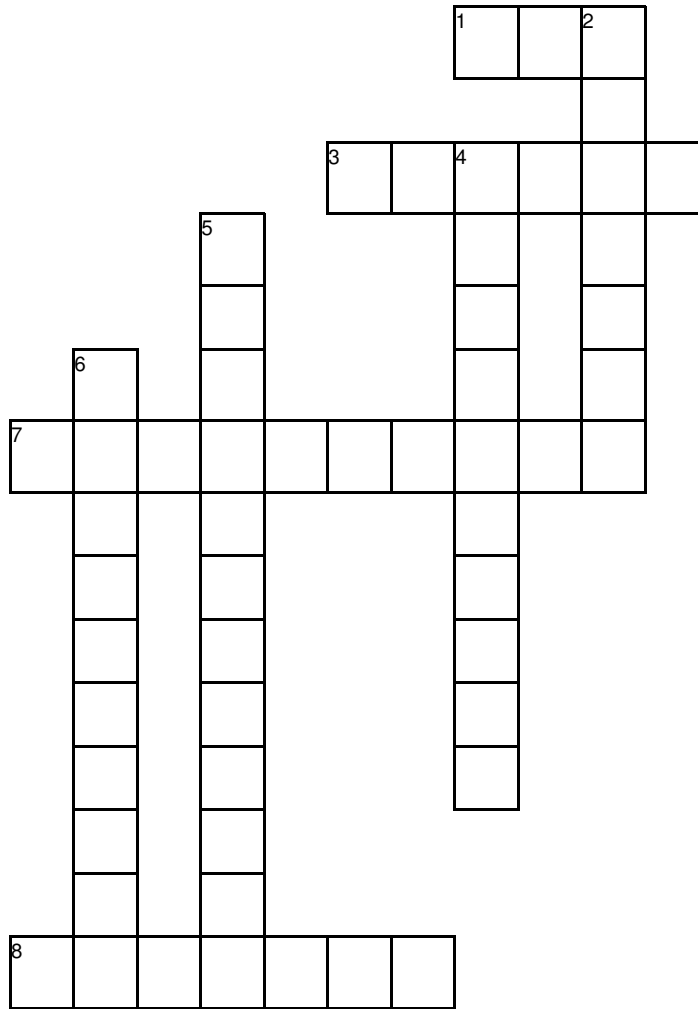
Taking all of this into consideration, the Transition Task Cards have been designed to meet the demands of what is transpiring in many Upper Elementary classrooms today. While it is preferable that the complete sequence be adhered to at the developmentally appropriate level, a viable sequence to move students forward is offered. The task cards also provide opportunities for multiplication fact acquisition, while filling in pertinent mathematical comprehension of what happens when multiplying by factors of ten.

Below are some basic assumptions that will allow the teacher to facilitate these presentations

- Checkerboard and Flat Bead Frame are the salient presentations for multiplication
- Students must complete the multiplication problems at a Passage/Level 3, therefore recording the partial products and abstractly adding the partial products to calculate the total product.
- Higher multiplication facts are purposely chosen to reinforce these facts. If students need assistance in retrieving the products, allow them to use multiplication finger Chart 1.
- Teachers need to introduce, reinforce, and require students to use the appropriate mathematical nomenclature.
- Take opportunities to supplement students understanding by asking questions and making connections between what is shown with the materials, and what is transpiring in the algorithm.
- Anticipate that the Transition Card sequence should take between 5 - 7 weeks to complete.



# Nomenclature Crossword Puzzle



**Across**

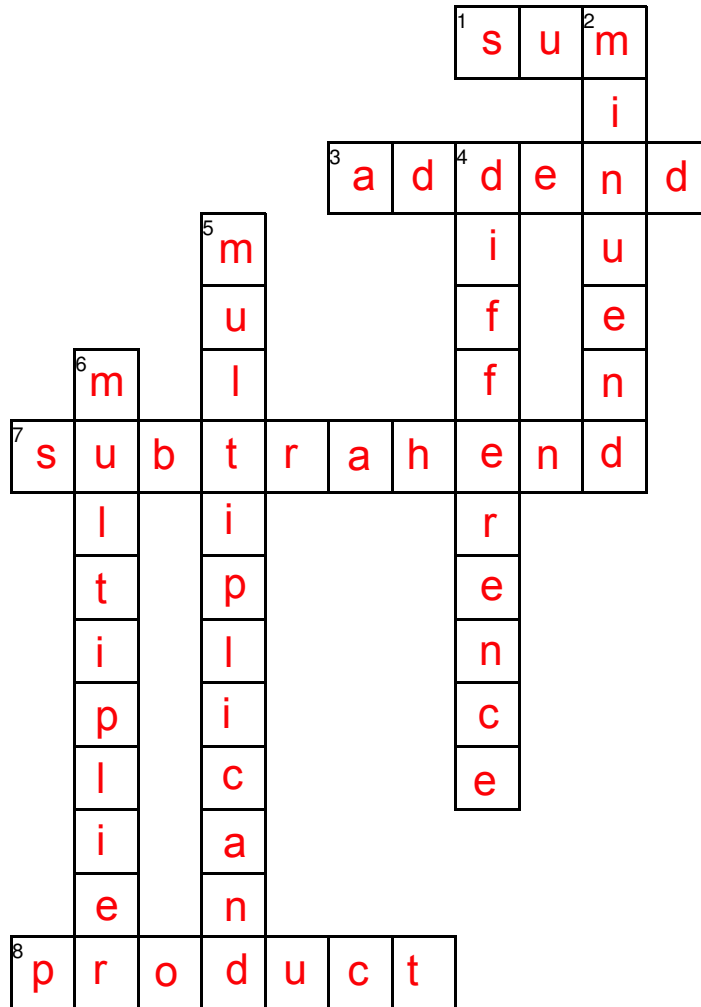
- 1. the answer in an addition problem
- 3. one of 2 parts in an addition problem
- 7. the quantity taken away in a subtraction problem
- 8. the answer in a multiplication problem

**Down**

- 2. the starting quantity in a subtraction problem
- 4. the answer in a subtraction problem
- 5. the quantity to be multiplied
- 6. the number of times a quantity is multiplied

Name \_\_\_\_\_

# Nomenclature Crossword Key



## Across

1. the answer in an addition problem
3. one of 2 parts in an addition problem
7. the quantity taken away in a subtraction problem
8. the answer in a multiplication problem

## Down

2. the starting quantity in a subtraction problem
4. the answer in a subtraction problem
5. the quantity to be multiplied
6. the number of times a quantity is multiplied

Name \_\_\_\_\_

# Transition Cards Answer Key

Card	Concept	Operation	Word Problem																																				
M 1	Complete crossword	1. 17,248	1. $137 + (137+25) + (137+25-17) = 444$ 2. $60 + 60 + 60 - 40 = 140$																																				
M 2	Answers will vary	1. 43,404 2. 16,917																																					
M 3	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">56 equals seven times eight 56 is seven times more than eight 56 is eight times more than seven</td> <td style="width: 50%; border: none;">36 equals four times nine 36 is four times more than nine 36 is nine times more than four</td> </tr> <tr> <td style="border: none;">63 equals nine times seven 63 is nine times more than seven 63 is seven times more than nine</td> <td style="border: none;">72 equals eight times nine 72 is eight times more than nine 72 is nine times more than eight</td> </tr> </table>	56 equals seven times eight 56 is seven times more than eight 56 is eight times more than seven	36 equals four times nine 36 is four times more than nine 36 is nine times more than four	63 equals nine times seven 63 is nine times more than seven 63 is seven times more than nine	72 equals eight times nine 72 is eight times more than nine 72 is nine times more than eight	1. 51,816 2. 23,064	1. $6 \times 3 = 18$ 2. $6 \times 6 = 36$																																
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M 10	The student did not account for the 0 in the products of $20 \times 500$ and $40 \times 250$ . The student counted only the 0 in the multiplicands and multipliers.	1. 75,808 2. 126,208 3. 187,568	48 cars																																				
M 11	1. $30 \times 70 = 2,100$ 2. $60 \times 70 = 4,200$ 3. $50 \times 90 = 4,500$	1. 156,933 2. 212,397 3. 274,092	303 species of bats are frugivores																																				

Card	Concept	Operation	Word Problem
M 12	1. $90 \times 40 = 3,600$ 2. $60 \times 100 = 6,000$ 3. $400 \times 700 = 28,0000$ 4. $500 \times 900 = 450,000$	1. 5,292,646 2. 262,476 3. 310,288	30 minutes approximately
M 13	1. $30 \times \$40 = \$1,200$ 2. $500 \times \$1.00 = \$500$	1. 1,456,314 2. 212,472 3. 6,233,976	\$100,000
M 14	1. $50 \times (25 \times 2) = 2500$ tissues 2. $20 \times 6 = 120$	1. 29,415 2. 2,737,408 3. 958,456	Difference of 537 knots per square inch
M 15	$10 \times \$20 = \$200$ $60 \times \$10 = \$600$ $30 \times \$50 = \$1500$ $20 \times \$100 = \$2,000$ $(20 \times \$20) + (10 \times \$50) = \$900$ Approximately \$5,200 total in deposits	1. 1,356,075 2. 136,746 3. 354,612	Nicole ate microwave low-fat. If she wished to save even more calories she should eat air-popped popcorn.
M 16	1. $60,000 = 60,000$ 2. $56,000 > 36,000$ 3. $60,000 > 6,000$	1. 2,496,272 2. 316,388 3. 31,240,322	18 parking spaces were left
M 17	1. $490,000 > 480,000$ 2. $630,000 < 640,000$ 3. $4,500,000 > 54,000$	answers will vary	9,000 hours
M 18	1. $32,000 > 28,000$ 2. $2,400 = 2,400$ 3. $60,000 > 6,000$	answers will vary	Marcus will have worked 40 hours in the work week.
D 1	1. record nomenclature	1. 2,441	1,728 windows
D 2	1. record symbols	1. 1,421 2. 1,241	The cube holds 100 games, Tristan has 123, it is not big enough to hold all his games
D 3	1. $7 \times 5 < 6 \times 10$ 2. $9 \div 3 \neq 15 \div 3$ 3. $10^2 = 10 \times 10$ 4. $9 \times 5 > 80 \div 2$	1. 325 2. 2,470	$(15 \times 24) - 1 = 359$ apples on the floor
D 4	1. $9^2 \neq 8^2$ 2. $16 \div 4 = 40 \div 10$ 3. $\frac{1}{2} \times 100 > \frac{1}{2} \times 90$ 4. $\frac{1}{3}$ of 12 < $\frac{1}{3}$ of 15	1. 364 2. 843	$35 \times 74 - (4 \times 25) = 2,490$ bricks to build the house
D 5	1. 12, 14, 16, 1, 20	1. 2,102 2. 309	$(107 \times 16) \times 6 = 10,272$ spaces for honey
D 6	1. 8, 24, 40, 56, 72	1. 4,022 2. 1047	$(12 \times 3) \times 4 = 144 - 6 = 138$ writing utensils
D 7	1. 50, 100, 150, 200, 250	1. 1,002 R. 2 2. 254 R. 3	answers will vary
D 8	a 20, b 4, c 60, d 8, e 80, f 10	1. 2,410 R. 2 2. 1,441 R. 2	answers will vary
D 9	a 3, b 6, c 9, d 12, e 3,000	1. 621	$112 \div 4 > 25 \times 4$ Megan did more cartwheels this week
D 10	function $\times 7$ , a 20, b 40, c 3,500	1. 3,535 2. 4,827	$75 \times 4 \div 3 = 100$ balloons of each kind
D 11	function $\div 10$ , a 10, b 200, c 25	1. 148,792 2. 2,584	$45 \div 5 = 9$ of each ingredient
D 12	function- input number squared, a 5, b 36	1. 25,871 2. 3841	$18 \div 6 = 3$ cards on each branch
D 13	function - input number $\div$ by itself, a 49, b 6	1. 7,455 R. 27 2. 352	$(5 \times 6) - 6 = 24$ glasses or $(5 - 1) \times 6 = 24$ glasses
D 14	Alejandro is not correct, when he is 35 years old Maria will be 32 because $35 - 3 = 32$ , not 31	1. 4,963 R. 10 2. 2791 R. 5	$72 \div 8 = 9$ hits per stake
D 15	$(2 + 1 + 2 + 1 + 2) \times 2 = 16$ task cards in 2 weeks. 8 task cards $\times$ 4 weeks = 32 task cards in 4 weeks.	1. 5,143 2. 1,793	$(26 - 2) = 24$ and $24 \div 3 = 8$
D 16	After 4 weekends, Julia will have sold 80 thin mints, and 160 peanut butter cookies.	1. 4,782 2. 4,825	$(18 \times 4) \div 8 = 9$ plants in each of the 8 flower beds



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