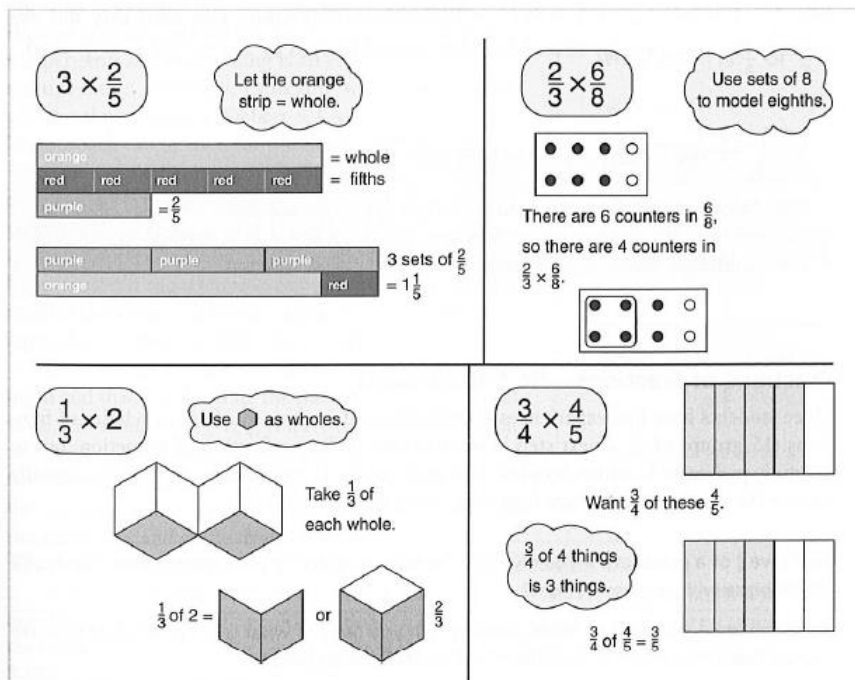


N8.4

Figure 8.13

Modeling multiplication problems in which the unit pieces do not require further subdivision.



Activity 8.18 WATER, WALKING, AND WHEELS



Ask students to use any manipulative or drawing to figure out the answers to the next three tasks. As you will notice, they represent area, linear, and set models in different contexts.

1. The walk from school to the public library takes 15 minutes. When Anna asked her mom how far they had gone, her mom said that they had gone $\frac{2}{3}$ of the way. How many minutes had they walked? (Assume a constant walking rate.)
2. There are 15 cars in Michael's matchbox car collection. Two-thirds of the cars are red. How many red cars does Michael have?
3. Wilma filled 15 glasses with $\frac{2}{3}$ cup of milk in each. How much milk did Wilma use?

Rather than having to deal with three different contexts, ELLs will benefit from three stories in the same context (vocabulary). They should still involve three different models. For example, all three could be about cars but include parking lot (area), line of cars (linear), and collection (set).

From Van de Walle et. al. (2014). *Teaching Student-Centered Mathematics Grades: Developmentally Appropriate Instruction for Grades 6 – 8 (2nd Ed.)*. Toronto: Pearson Education, Inc. (p. 129-130).