MATH

Multiplication on a number line

Name _____ Date _____

I can show multiplication as equal jumps on a number line.

1 How it works

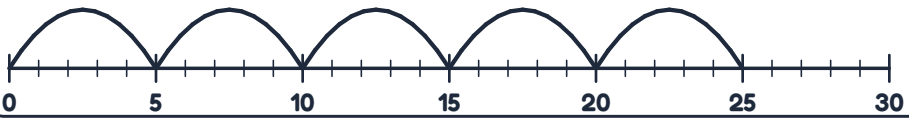
Start at 0 and make equal jumps. 3 jumps of 5 land on 15, so 3 × 5 = 15. The number of jumps is the first factor, the size of each jump is the second, and where you land is the product.



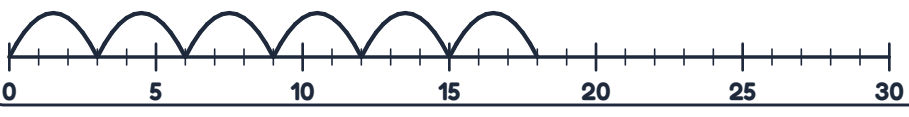
3 jumps of 5 = 15

2 Write the multiplication for the jumps

Count jumps and jump size.



☐ **jumps of** ☐ = ☐



☐ **jumps of** ☐ = ☐



☐ **jumps of** ☐ = ☐



☐ **jumps of** ☐ = ☐

How did I do? ☆ ☆ ☆

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Practice

Name _____ Date _____

I can show *a* multiplication with jumps on *a* number line.

1 Draw the jumps. Write where you land.

Start at 0 every time.

4 × 5



= ☐

3 × 2



= ☐

7 × 2



= ☐

3 × 3



= ☐

2 Skip count to fill the gaps

By 4s:	4		12		20	
By 3s:	3		9		15	
By 2s:	2		6		10	

How did I do? ☆ ☆ ☆

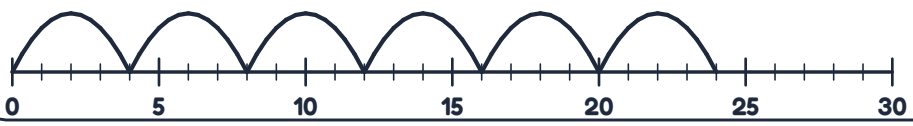
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Think deeper

Name _____ Date _____

I can explain my thinking about multiplication.

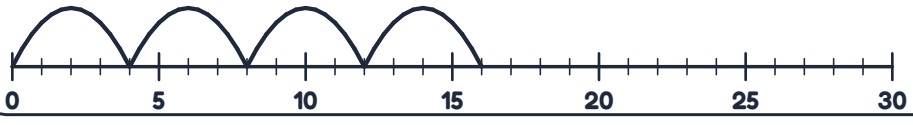
1 What multiplication do the jumps show?



□ × □ = □



□ × □ = □



□ × □ = □



□ × □ = □

2 Think about it

1. How many jumps of 5 go from 0 to 40?
2. Where do 3 jumps of 9 land?
3. Can jumps of 4 from 0 land on 18?

How did I do? ☆ ☆ ☆

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Word problems

Name _____ Date _____

I can use multiplication to solve a problem.

1 Read, draw, solve

Draw groups, an array or jumps in the box.

1 A frog starts at 0 and jumps 3 spaces each jump. Where does it land after 5 jumps?

Answer: _____

2 A kangaroo hops 4 meters each hop. How far does it go in 6 hops?

Answer: _____

3 Count by 5s on a number line from 0 to 35. How many jumps?

Answer: _____

4 Ben makes 4 jumps of 10. Aisha makes 10 jumps of 4. Who goes farther?

Answer: _____

How did I do? ☆ ☆ ☆

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FOR TEACHERS AND PARENTS

Answer key: multiplication on a number line

1 Page 1

Jumps: 1) 5 jumps of 5 = 25; 2) 6 jumps of 3 = 18; 3) 3 jumps of 4 = 12; 4) 4 jumps of 2 = 8.

2 Page 2

Land on: 1) 20 (4 jumps of 5); 2) 6 (3 jumps of 2); 3) 14 (7 jumps of 2); 4) 9 (3 jumps of 3).
Skip count: 1) 8, 16, 24; 2) 6, 12, 18; 3) 4, 8, 12.

3 Page 3

Jumps: 1) 6 × 4 = 24; 2) 6 × 2 = 12; 3) 4 × 4 = 16; 4) 4 × 3 = 12.
Think: 1) 8 jumps; 2) 27; 3) No: 18 is not in the 4s.

4 Page 4: word problems

1) 15 (5 × 3)
2) 24 meters (6 × 4)
3) 7 jumps (7 × 5 = 35)
4) Neither. Both land on 40.

5 Teaching tip

Make a floor number line with tape. Children hop in equal jumps and call out each landing number. It ties multiplication to skip counting.

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