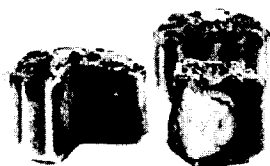


## Practising

2. List the first five multiples of each number. Explain what you did to make one of your lists.
- |       |       |
|-------|-------|
| a) 2  | d) 15 |
| b) 3  | e) 25 |
| c) 12 | f) 50 |
3. What is the same about a list of multiples of 3 and 9? What is different?



moon cakes

4. a) List the first five multiples of 99.  
b) What patterns do you notice in your list?  
c) Use the patterns to list the next five multiples.
5. Pauline expects between 70 and 80 people at the Chinese Mid-Autumn Moon Festival party. She wants to buy picnic plates and picnic glasses.
- |  |
|--|
| a) Plates come in packages of 8. How many plates are in 1 to 10 packages?        |
| b) How many packages of plates does Pauline need to buy? Explain your thinking.  |
| c) Glasses come in packages of 12. How many glasses are in 1 to 10 packages?     |
| d) How many packages of glasses does Pauline need to buy? Explain your thinking. |
6. Decide whether each statement is true or false. Explain how you know.
- |                           |                           |
|---------------------------|---------------------------|
| a) 60 is a multiple of 2. | c) 4 is a factor of 84.   |
| b) 3 is a factor of 39.   | d) 60 is a multiple of 7. |
7. Reena was one of 36 girls in a dance competition. Every third girl wore a coin necklace. Every fourth girl wore a flower in her hair. How many girls wore both a coin necklace and a flower?
8. a) What do you notice about the multiples of 1?  
b) What do you notice about the multiples of 0?
9. Madeline said, "If numbers are 9 apart, they are multiples of 9." Do you agree? Explain.



# Identifying Multiples

**GOAL**

Identify multiples to solve problems.

1. List the first five multiples of each number.

- a) 5 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- b) 8 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- c) 20 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- d) 11 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- e) 13 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- f) 21 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

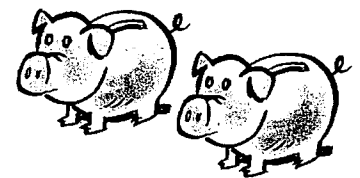
**At-Home Help**

A **multiple** is a number that is the product of two whole-number factors. For example, 12 is a multiple of 4 because  $4 \times 3 = 12$ . You can determine multiples of a number by multiplying the number by 1, 2, 3, ... and so on.

2. Answer *yes* or *no* to each question.

- a) Is 11 a multiple of 2? \_\_\_\_\_
- b) Is 9 a multiple of 3? \_\_\_\_\_
- c) Is 6 a factor of 36? \_\_\_\_\_
- d) Is 4 a factor of 64? \_\_\_\_\_
- e) Is 80 a multiple of 6? \_\_\_\_\_
- f) Is 27 a multiple of 3? \_\_\_\_\_

3. Ling puts three loonies in her piggy bank every week. Tom puts seven loonies in his piggy bank every week. There is a piggy bank in their kitchen with 33 loonies inside. Whose piggy bank is it? How do you know?



4. Ahmed planted six equal rows of carrot seeds in his garden. Josette planted five equal rows of carrot seeds in her garden. Could both Ahmed and Josette have planted 30 seeds? Explain why or why not.

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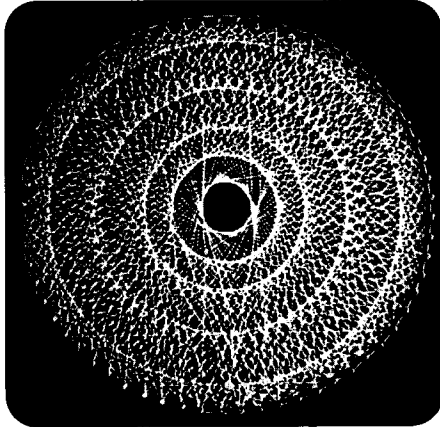


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## CURIOUS MATH

### String Art

Coloured string is often used to create string art.



You can use pencil crayons instead of string to make string art.

1. What numbers on the circle are connected by blue lines? Use words such as *multiple* to explain.
2. Use a copy of the string art circle. Use a blue pencil to copy the lines from 12 to 24 to 36 to 48. Use a red pencil to connect the multiples of 2 in order. At which numbers on the circle do red and blue lines meet?
3. Use a green pencil to connect the multiples of 3 in order. At which numbers on the circle do the blue, red, and green lines meet?
4. Suppose you use another colour to connect the multiples of 4. Predict the numbers at which all four colours of lines will meet. Check your prediction.

You will need

- String Art (blackline master)
- pencil crayons
- a ruler

