

- ❖ Enable the students to get used to do multiplication first in mixed operation with +/-
- ❖ Practice makes it naturally happens

Multiplication is King!

Sense of working on multiplication first-316

For mixed operation of multiplication, addition and subtraction, it is a **RULE** to do the multiplication first!

Which is right? Which is wrong?

$$8 - 3 \times 2 = 5 \times 2 = 10 \quad (\text{ } \textcolor{red}{\times} \text{ } \text{ })$$

$$8 - 3 \times 2 = 8 - 6 = 2 \quad (\text{ } \textcolor{red}{\checkmark} \text{ } \text{ })$$

Class discussion: *Teachers lead the discuss in class*

- Discuss the wrong one above why it is unreasonable.
8 minus something can't be 10 (> itself)
- How to help you remember multiplication first?
Circle, underline the parts
- What has higher priority than multiplication?
Brackets
- Put a "T" or "F" in each bracket.

Students try to get familiar with "Multiplication first"

1.) $5 + 2 \times 3 = 11$ ($\textcolor{red}{T}$)

6.) $4 \times 8 - 3 = 29$ ($\textcolor{red}{T}$)

2.) $4 + 4 \times 2 = 16$ ($\textcolor{red}{F}$)

7.) $5 \times 9 - 4 = 25$ ($\textcolor{red}{F}$)

3.) $10 - 3 \times 2 = 4$ ($\textcolor{red}{T}$)

8.) $20 + 10 \times 4 = 120$ ($\textcolor{red}{F}$)

4.) $4 + 1 \times 3 = 15$ ($\textcolor{red}{F}$)

9.) $15 - 6 \times 2 = 3$ ($\textcolor{red}{T}$)

5.) $3 \times 7 + 3 = 24$ ($\textcolor{red}{T}$)

10.) $8 + 2 \times 5 = 18$ ($\textcolor{red}{T}$)

Multiplication is King!

Sense of working on multiplication first-316

Do these sums.

11.) $1 + 2 \times 4 = (\text{ } 9 \text{ })$

21.) $8 - 2 \times 3 = (\text{ } 2 \text{ })$

12.) $3 + 2 \times 6 = (\text{ } 15 \text{ })$

22.) $12 - 4 \times 2 = (\text{ } 4 \text{ })$

13.) $5 + 4 \times 3 = (\text{ } 17 \text{ })$

23.) $18 - 8 \times 2 = (\text{ } 2 \text{ })$

14.) $2 + 6 \times 8 = (\text{ } 50 \text{ })$

24.) $42 - 2 \times 7 = (\text{ } 28 \text{ })$

15.) $7 + 1 \times 5 = (\text{ } 12 \text{ })$

25.) $68 - 8 \times 6 = (\text{ } 20 \text{ })$

16.) $6 + 3 \times 4 = (\text{ } 18 \text{ })$

26.) $4 \times 9 - 9 = (\text{ } 27 \text{ })$

17.) $2 \times 3 + 5 = (\text{ } 11 \text{ })$

27.) $45 - 12 \times 3 = (\text{ } 9 \text{ })$

18.) $6 + 2 \times 4 = (\text{ } 14 \text{ })$

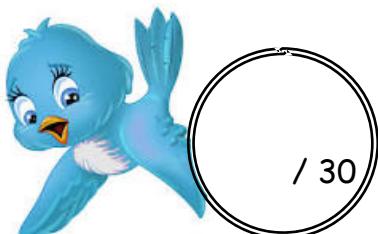
28.) $67 - 24 \times 2 = (\text{ } 19 \text{ })$

19.) $11 + 4 \times 6 = (\text{ } 35 \text{ })$

29.) $56 - 13 \times 3 = (\text{ } 17 \text{ })$

20.) $13 + 8 \times 3 = (\text{ } 37 \text{ })$

30.) $98 - 31 \times 3 = (\text{ } 5 \text{ })$



Multiplication is King! - HW

Sense of working on multiplication first-316

Remind students to circle or underline the part they will do first.

Do these sums.

Q6, 12, 17 serve as wake-up calls

$$1.) \quad 4 + 1 \times 5 = (\textcolor{red}{9})$$

$$11.) \quad 25 - 3 \times 6 = (\textcolor{red}{7})$$

$$2.) \quad 3 + 6 \times 4 = (\textcolor{red}{27})$$

$$12.) \quad 15 \times 4 + 6 = (\textcolor{red}{66})$$

$$3.) \quad 8 + 4 \times 2 = (\textcolor{red}{16})$$

$$13.) \quad 100 - 25 \times 3 = (\textcolor{red}{25})$$

$$4.) \quad 17 - 7 \times 2 = (\textcolor{red}{3})$$

$$14.) \quad 76 - 21 \times 2 = (\textcolor{red}{34})$$

$$5.) \quad 12 + 2 \times 7 = (\textcolor{red}{26})$$

$$15.) \quad 33 + 14 \times 4 = (\textcolor{red}{89})$$

$$6.) \quad 6 \times 4 + 3 = (\textcolor{red}{27})$$

$$16.) \quad 53 - 13 \times 3 = (\textcolor{red}{14})$$

$$7.) \quad 25 - 4 \times 5 = (\textcolor{red}{5})$$

$$17.) \quad 2 \times 44 - 24 = (\textcolor{red}{64})$$

$$8.) \quad 23 + 7 \times 4 = (\textcolor{red}{51})$$

$$18.) \quad 24 + 8 \times 8 = (\textcolor{red}{88})$$

$$9.) \quad 45 - 8 \times 4 = (\textcolor{red}{13})$$

$$19.) \quad 62 - 52 \times 1 = (\textcolor{red}{10})$$

$$10.) \quad 25 + 12 \times 6 = (\textcolor{red}{97})$$

$$20.) \quad 133 - 33 \times 3 = (\textcolor{red}{34})$$

