
Your World
Shopping
SECRETS
Multiplication
Michelle Jovin



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Table of Contents

The Field Trip 4

Sections of the Store 6

Product Placement 16

Busy Cashiers 22

The Tour Concludes 24

Problem Solving 28

Glossary 30

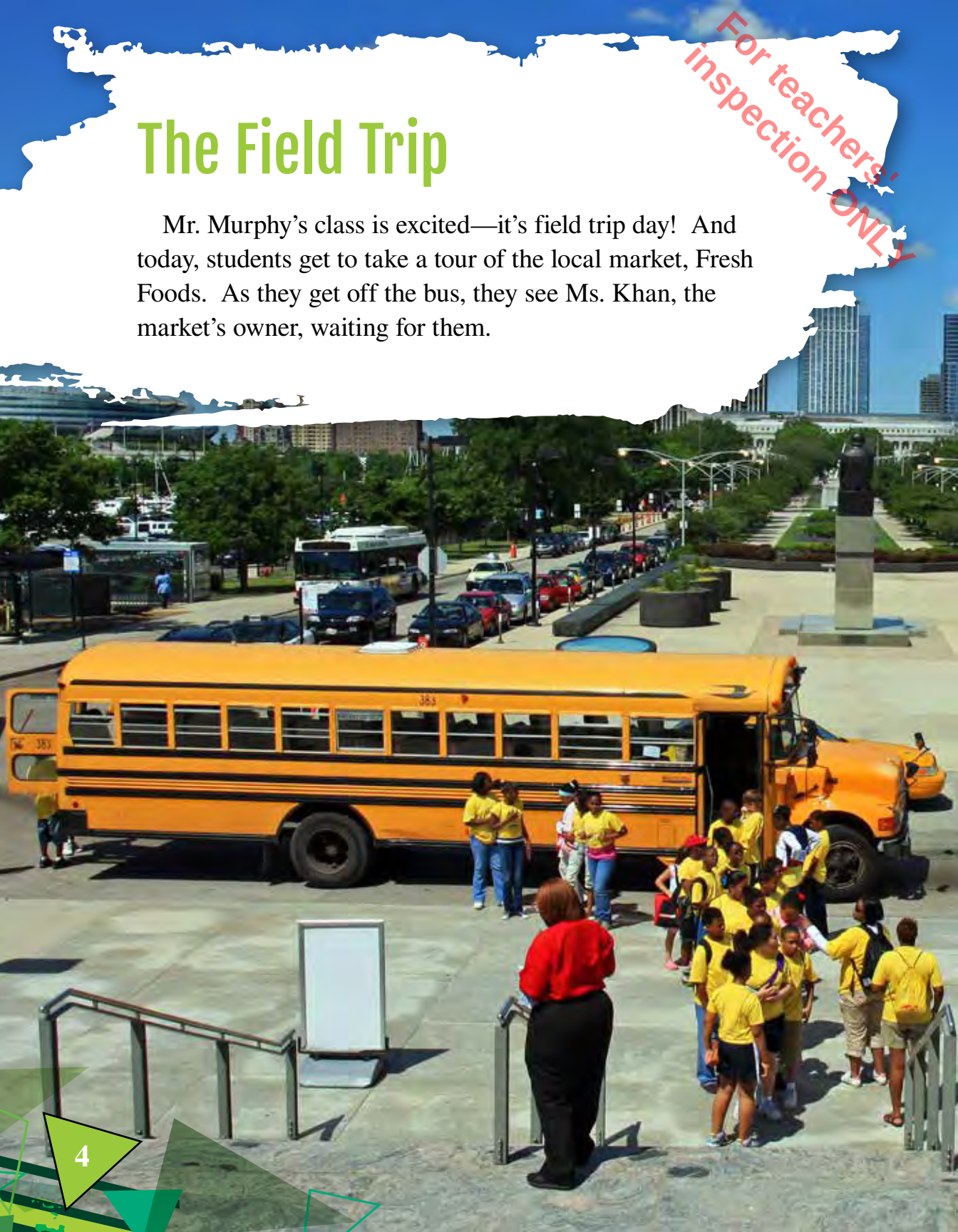
Index 31

Answer Key 32

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The Field Trip

Mr. Murphy's class is excited—it's field trip day! And today, students get to take a tour of the local market, Fresh Foods. As they get off the bus, they see Ms. Khan, the market's owner, waiting for them.





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Mr. Murphy tells Ms. Khan that his students have been learning **multiplication**. "You'll find plenty of that here," she says. The students are confused. They don't see anything that looks like the **equations** they do in class. Where are the **factors**? And without the factors, how can they find the **product**? Ms. Khan promises that they will notice all of those things as they walk through the store.

Before they begin, Terell sees a display of 3 bags of pears. Each bag has 6 pears. Terell multiplies 3 groups of 6 to find that there are 18 pears on display. Terell points this out to Ms. Khan. "That's right," replies Ms. Khan. "We're learning already!"

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Sections of the Store

"Now," begins Ms. Khan, "has anyone ever thought about why markets are laid out the way the are?"

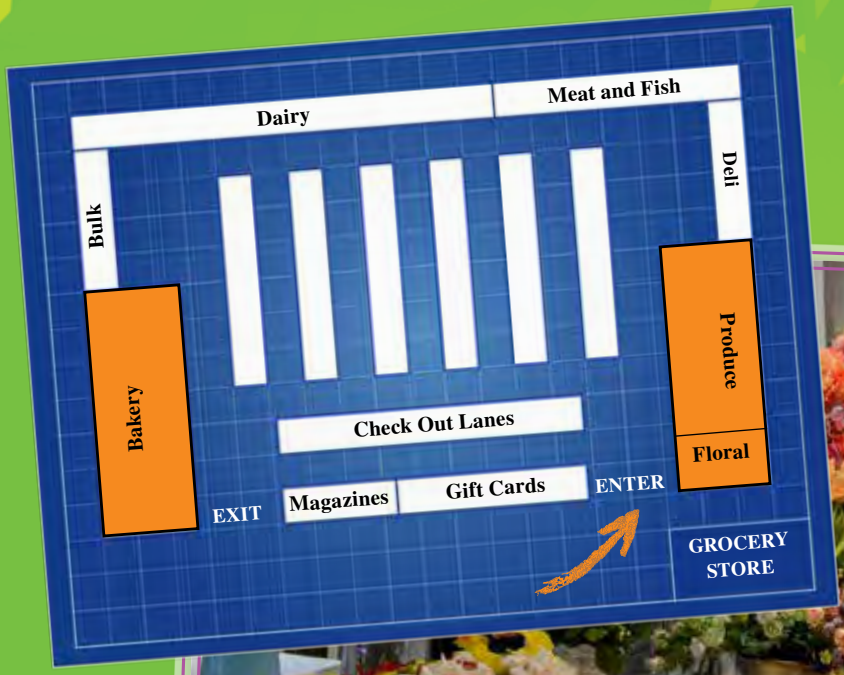
"Is it so people know where to find things?" asks Victor.

"That is certainly part of the reason," says Ms. Khan. "But, market owners want to keep people inside their stores as long as possible. The longer you are here, the more likely you are to buy things. Most markets put the entrance right by the bakery, the **produce**, or the floral sections. These items look fresh and draw more people in. These areas are also very bright. That makes customers make faster decisions."

The students look around and see the bright flowers, fresh fruit, and crisp vegetables. The smell of fresh-baked bread wafts over to them. *Ms. Khan was right*, thinks Jayden. *I want to buy everything here!*



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floral section



bakery section

The Edges

Ms. Khan begins the tour by saying that shoppers who are looking for the freshest options should stay close to the walls of the store. That is where all of the fresh produce, bread, dairy, and meat are kept. The **aisles** in the middle of the store have canned goods and other long-lasting foods.



meat market around 1900

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As students walk by the deli, Ms. Khan tells them the history of markets. People used to have to go to separate stores to buy their meat, dairy, and baked goods. Markets put all of those things in one place. People liked only having to go to one store, and markets became the norm across the nation.

Ms. Khan walks over to the deli. "Who can tell me how many people are standing in line?" she asks the class.

Terell starts counting. But, Angela quickly knows the answer. She sees 2 lines with 6 people in each line. Angela multiplies 2 groups of 6 and tells Ms. Khan that there are 12 people in line. "That's right, Angela," says Mr. Murphy proudly.



LET'S EXPLORE MATH

Mr. Boughey, the deli manager, puts up a sign that says the deli is having a sale on sandwiches.

1. How many total sandwiches does the deli have left?
2. Use **repeated addition** to figure out how many sandwiches are left.
3. Use multiplication to figure out how many sandwiches are left.
4. Which **strategy** was more efficient?