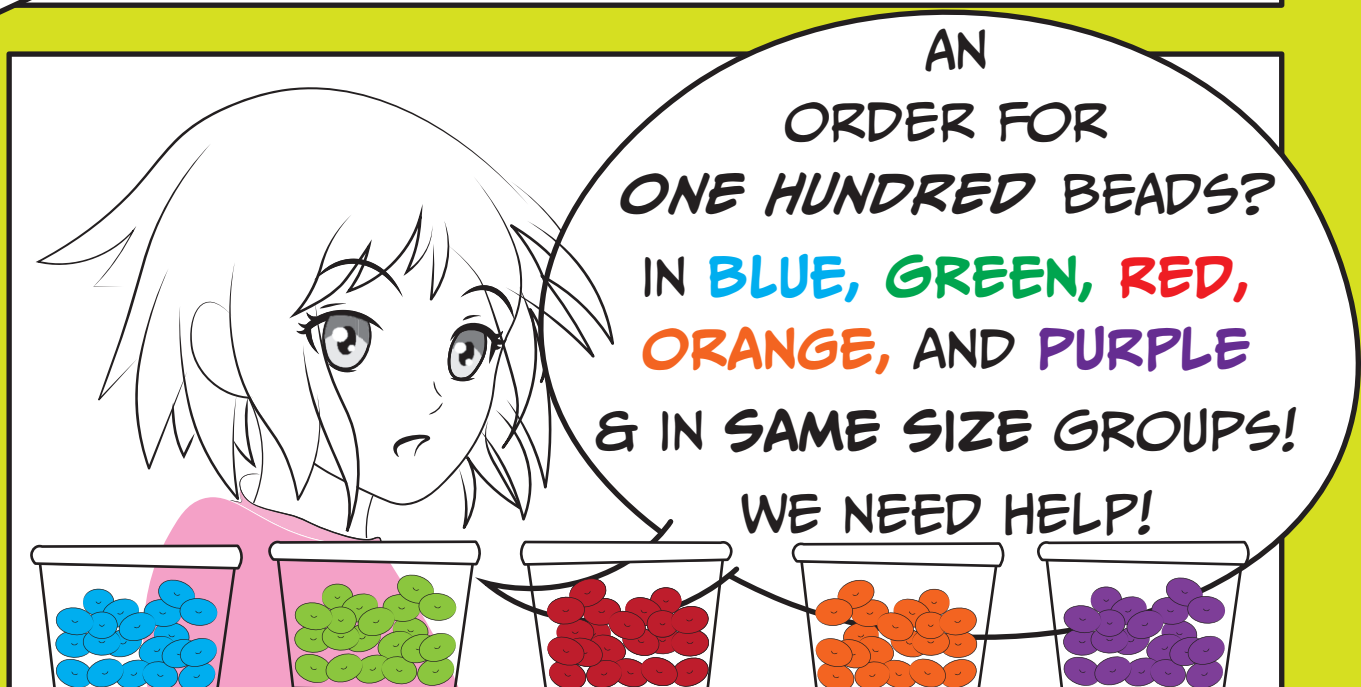


**FREE SAMPLE!**

# AD MULTIPLICATION: COMICS!



Elementary Math Resources



UnCommon-Core.com

Isabelle Hoag M. Ed.  
Director of Education  
UnCommon-Core.com

Hello Teachers,

Thank you for downloading this handout. After decades of teaching, now I'm sharing activities I designed for my classes and some new ones as well.

Please visit [UnCommon-Core.com](http://UnCommon-Core.com). While you are there, sign up for your free copy of **Colorful Collections: A Mindful Exploration of Proper Fractions**.

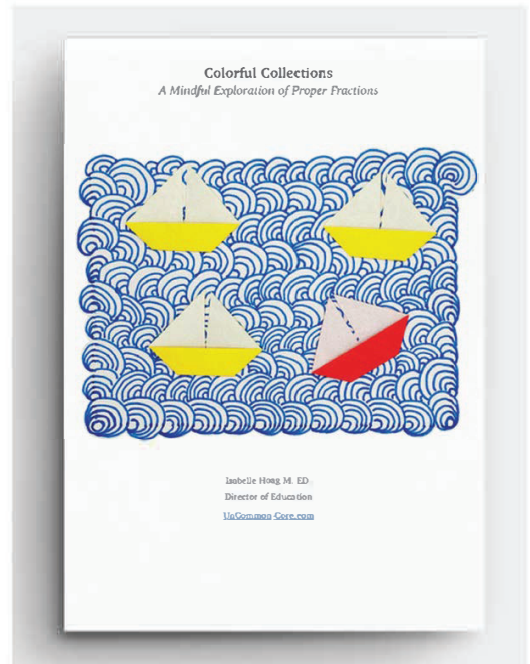
In addition to **Colorful Collections**, you will receive a Wednesday morning email with teacher tips, educational ideas, or a free version of whatever I'm working on at the moment. You get to use it for free, and I benefit from your questions and comments.

Also, visit my Teachers Pay Teachers store [Uncommon-Core dot com](http://Uncommon-Core dot com).

Thank you again. All the best,

Isabelle

Isabelle Hoag M.Ed.  
Director of Education  
[UnCommon-Core.com](http://UnCommon-Core.com)



# MATH COMIC TEACHER TIPS

TEACHERS,

THANK YOU FOR YOUR INTEREST IN ART OF MULTIPLICATION: MATH COMICS. I HAVE INCLUDED DIVISION BECAUSE IT IS SO CLOSELY RELATED TO MULTIPLICATION.

THE FIRST MATH COMIC IS FAIRLY SIMPLE SO THAT STUDENTS CAN LEARN HOW TO USE THE PAGES AND WHERE TO WRITE THE ANSWER. THE SECOND PROBLEM IS MORE COMPLEX. THERE IS ALSO A BLANK COMIC PAGE FOR STUDENTS TO WRITE AND ILLUSTRATE THEIR OWN MATH COMICS!

TO REALLY SOLIDIFY THE CONNECTION BETWEEN WORD PROBLEMS AND MATH EQUATIONS, FIND SOME BEADS, BAGS, AND CONTAINERS THAT YOUR STUDENTS COULD USE TO MODEL THE SITUATIONS! THAT WOULD PROVIDE THEM WITH A 3D CONCRETE MODEL, AN ILLUSTRATED STORY AND A WORD PROBLEM, ALL OF WHICH SHARE THE SAME INFORMATION AND ASK THE SAME QUESTION.

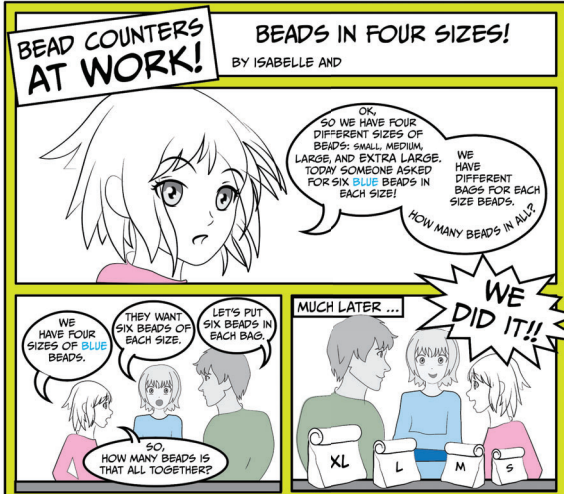
I'M WORKING ON A MUCH LARGER COLLECTION OF MATH COMIC WORD PROBLEMS. IT WILL BE ON MY TPT STORE UNCOMMON-CORE DOT COM. IT WILL HAVE MORE PROBLEMS, A RANGE OF DIFFICULTIES, STORY STARTERS FOR STUDENTS TO USE WHEN WRITING THEIR OWN MATH COMICS AND A LONGER TEACHER TIPS SECTION.

MEANWHILE ...

I HOPE YOU AND YOUR STUDENTS ENJOY THIS FREE SAMPLE OF MATH COMICS!

ISABELLE

# MATH COMIC INSTRUCTIONS!



**First**, look over the pictures to see what kind of information you can gather. Color in some of the images while you're thinking.

**Second**, read the title and the text carefully. It is a good idea to reread the text to make sure you understand it completely.

- 4 bags
- 6 ~~blue~~ beads in each bag

6

6

6

6

"Total" means 'how many all together,' so the answer will be larger than the numbers given in the story.

$$6+6+6+6=?$$

$$4 \times 6 = 24$$

**Third**, record essential information on the scratch paper. You could make notes, write a number sentence, draw a quick sketch or doodle, or find another way to list the data. ~~Cross out~~ information that isn't needed.

**Now**, take a close look at the question. Circle the key words to help you make sense of the story. Think about what process is going on; are things being pushed together and counted? Is a small part of a larger number being separated out? Will the answer be larger or smaller than the numbers given in the text?

WHAT IS THE TOTAL NUMBER OF BLUE BEADS IN THIS ORDER?

The total number of blue beads in this order is twenty-four.

**Next**, by this point you should have some ideas about how to write a number sentence that tells the same story. (If not, redo the steps above.) Use the rest of the scratch paper to calculate your answer to the question.

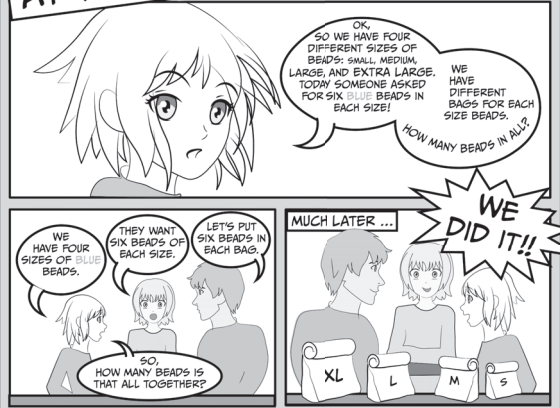
**Finally**, write your answer below the question on the bottom of the math comic page. Reread the question and your response. Does your answer make sense? If so, congratulations. If not, either start over or get some help. Keep working till you get it!

# MATH COMIC INSTRUCTIONS!

BEAD COUNTERS  
AT WORK!

BEADS IN FOUR SIZES!

BY ISABELLE AND



**First**, look over the pictures to see what kind of information you can take from them. Color in some of the images while you're thinking.

**Second**, read the title and the text carefully. It is always a good idea to reread the text to make sure you understand it completely.

**Third**, record essential information on the scratch paper. You could make notes, write a number sentence, draw a quick sketch or doodle, or find another way to list the data. ~~Cross out~~ information that isn't needed.

**Now**, take a close look at the question. Circle the key words to help you make sense of the story. Think about what process is going on; are things being pushed together and counted? Is a small part of a larger number being separated out? Will the answer be larger or smaller than the numbers given in the text?

HOW WOULD YOU FIND THE TOTAL NUMBER OF BEADS?

XL L M S

- 4 bags
- 6 blue beads in each bag

6 6 6 6

"Total" means 'how many all together,' so the answer will be larger than the numbers given in the story.

$$6+6+6+6=?$$
$$4 \times 6 = 24$$

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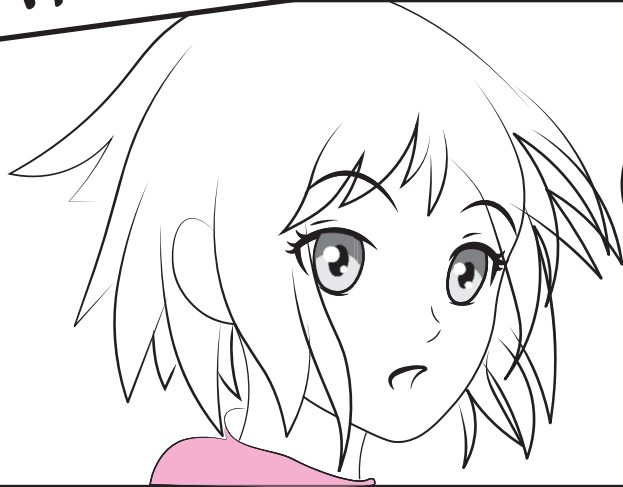
**Finally**, write your answer below the question on the bottom of the math comic page. Reread the question and your response. Does your answer make sense? If so, congratulations. If not, either start over or get some help. Keep working till you get it!



# BEAD COUNTERS AT WORK!

## BEADS IN FOUR SIZES!

BY ISABELLE AND



OK, SO WE HAVE FOUR DIFFERENT SIZES OF BEADS: SMALL, MEDIUM, LARGE, AND EXTRA LARGE. TODAY SOMEONE ASKED FOR SIX BLUE BEADS IN EACH SIZE!

WE HAVE DIFFERENT BAGS FOR EACH SIZE BEADS.

HOW MANY BEADS IN ALL?

**WE DID IT!!**

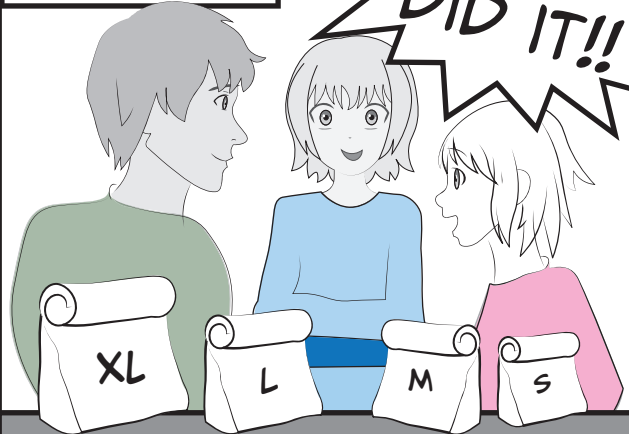
WE HAVE FOUR SIZES OF BLUE BEADS.

THEY WANT SIX BEADS OF EACH SIZE.

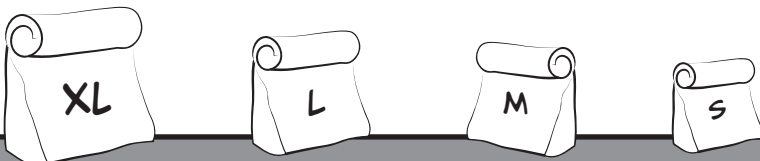
LET'S PUT SIX BEADS IN EACH BAG.

SO, HOW MANY BEADS IS THAT ALL TOGETHER?

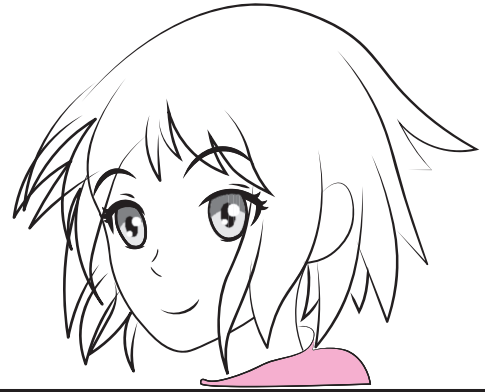
MUCH LATER ...



WHAT IS THE TOTAL NUMBER OF BLUE BEADS IN THIS ORDER?



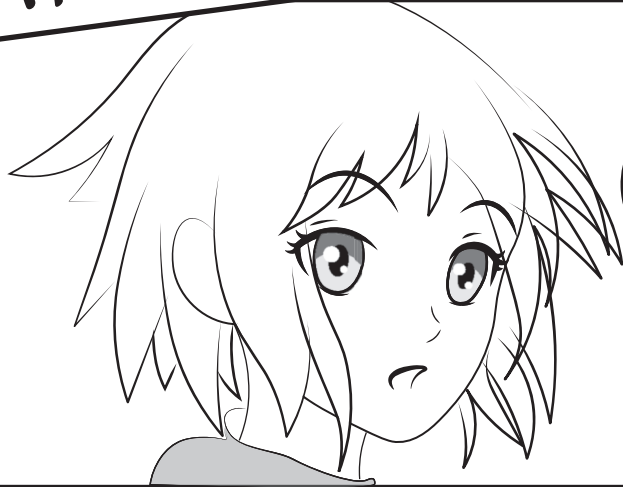
HOW WOULD YOU  
FIND THE TOTAL  
NUMBER OF BEADS?



# BEAD COUNTERS AT WORK!

## BEADS IN FOUR SIZES!

BY ISABELLE AND



OK,  
SO WE HAVE FOUR  
DIFFERENT SIZES OF  
BEADS: SMALL, MEDIUM,  
LARGE, AND EXTRA LARGE.  
TODAY SOMEONE ASKED  
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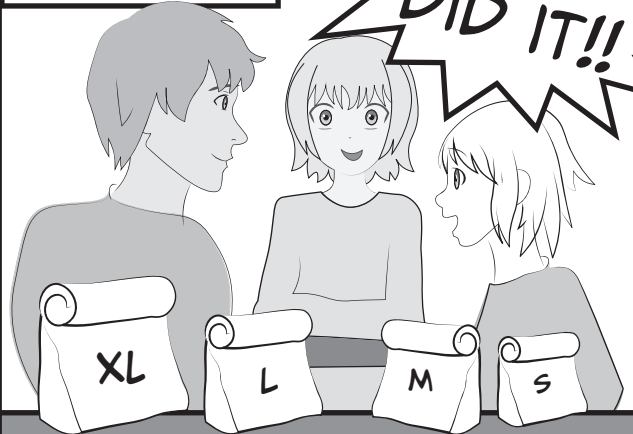
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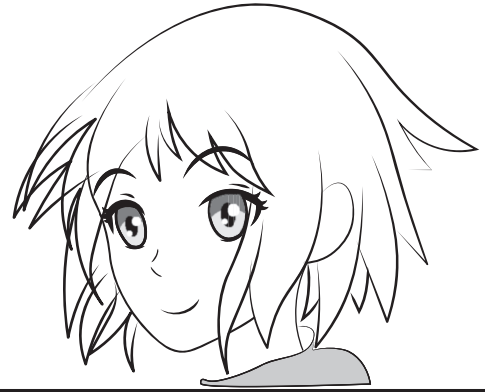


WHAT IS THE TOTAL NUMBER OF BLUE BEADS IN THIS ORDER?





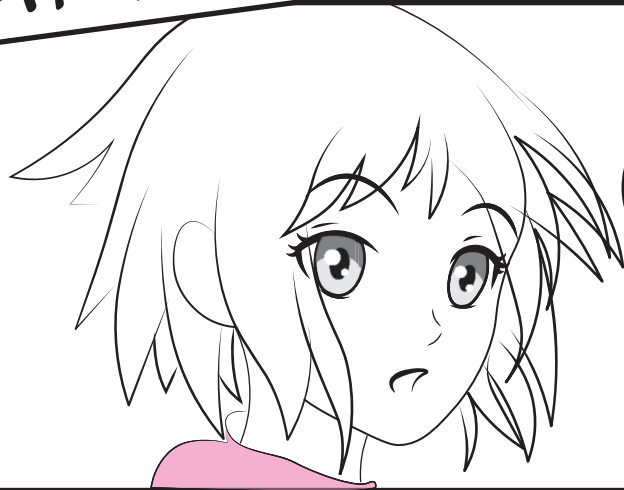
HOW WOULD YOU  
FIND THE TOTAL  
NUMBER OF BEADS?



# BEAD COUNTERS AT WORK!

## THE CASE OF ONE HUNDRED!

BY ISABELLE AND



WOW  
WE JUST GOT AN  
ORDER FOR ONE  
HUNDRED BEADS! THEY  
WANT **BLUE, GREEN, RED,  
ORANGE, AND PURPLE**  
BEADS! PACKAGED IN  
SAME SIZE GROUPS!

WE  
NEED TO  
START ON THIS  
RIGHT AWAY!  
I HOPE THE TEAM  
IS READY!

THIS IS A RUSH ORDER!

**WE  
DID IT!!**

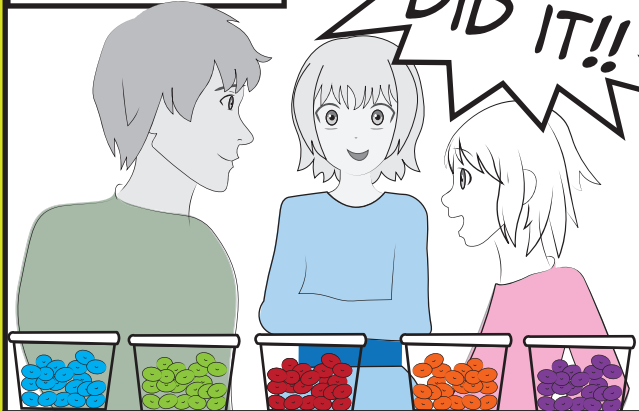
WE  
NEED EXACTLY  
ONE HUNDRED  
BEADS.

WE  
HAVE BEADS  
IN ALL FIVE  
COLORS ~

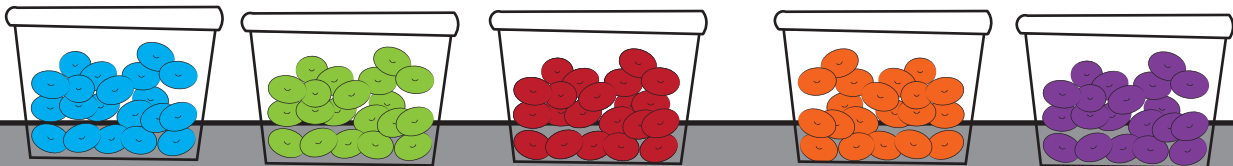
~AND WE  
HAVE FIVE  
CONTAINERS.

SO,  
HOW MANY BEADS GO IN  
EACH CONTAINER?

MUCH LATER ...

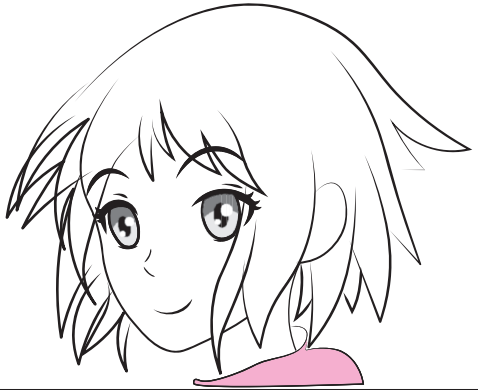


HOW MANY BEADS WERE IN EACH CONTAINER?





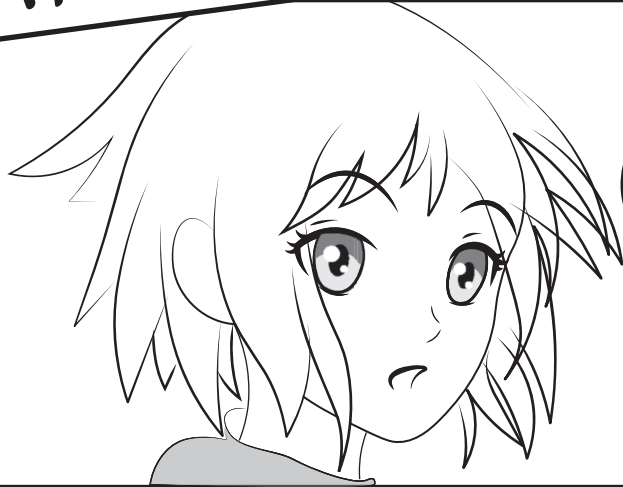
SO?  
HOW WOULD YOU  
SOLVE IT?



# BEAD COUNTERS AT WORK!

## THE CASE OF ONE HUNDRED!

BY ISABELLE HOAG FOR UNCOMMON-CORE



OH NO! WE JUST GOT AN ORDER FOR A CASE OF ONE HUNDRED BEADS! THEY WANT BLUE, GREEN, RED, ORANGE, AND PURPLE BEADS! PACKAGED IN SAME SIZE GROUPS!

WE NEED TO START ON THIS ORDER RIGHT AWAY! I HOPE THE TEAM IS READY!

THIS IS A RUSH ORDER!

**WE DID IT!!**

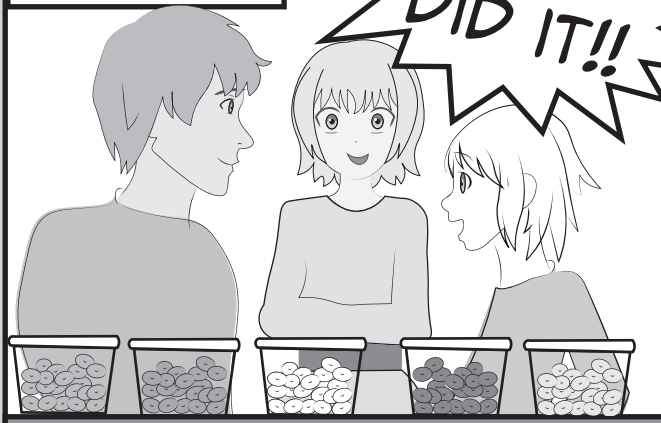
WE NEED EXACTLY ONE HUNDRED BEADS.

WE HAVE BEADS IN ALL FIVE COLORS ~

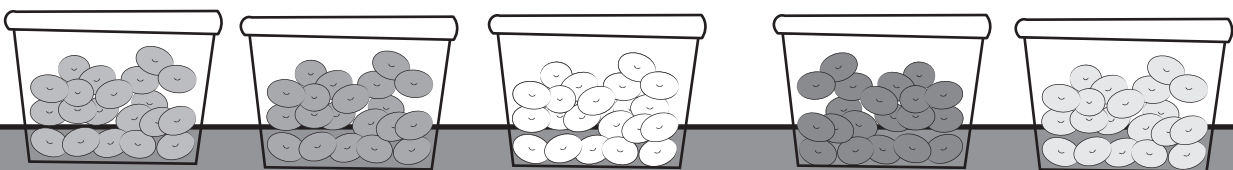
~AND WE HAVE FIVE CONTAINERS.

SO, HOW MANY BEADS GO IN EACH CONTAINER?

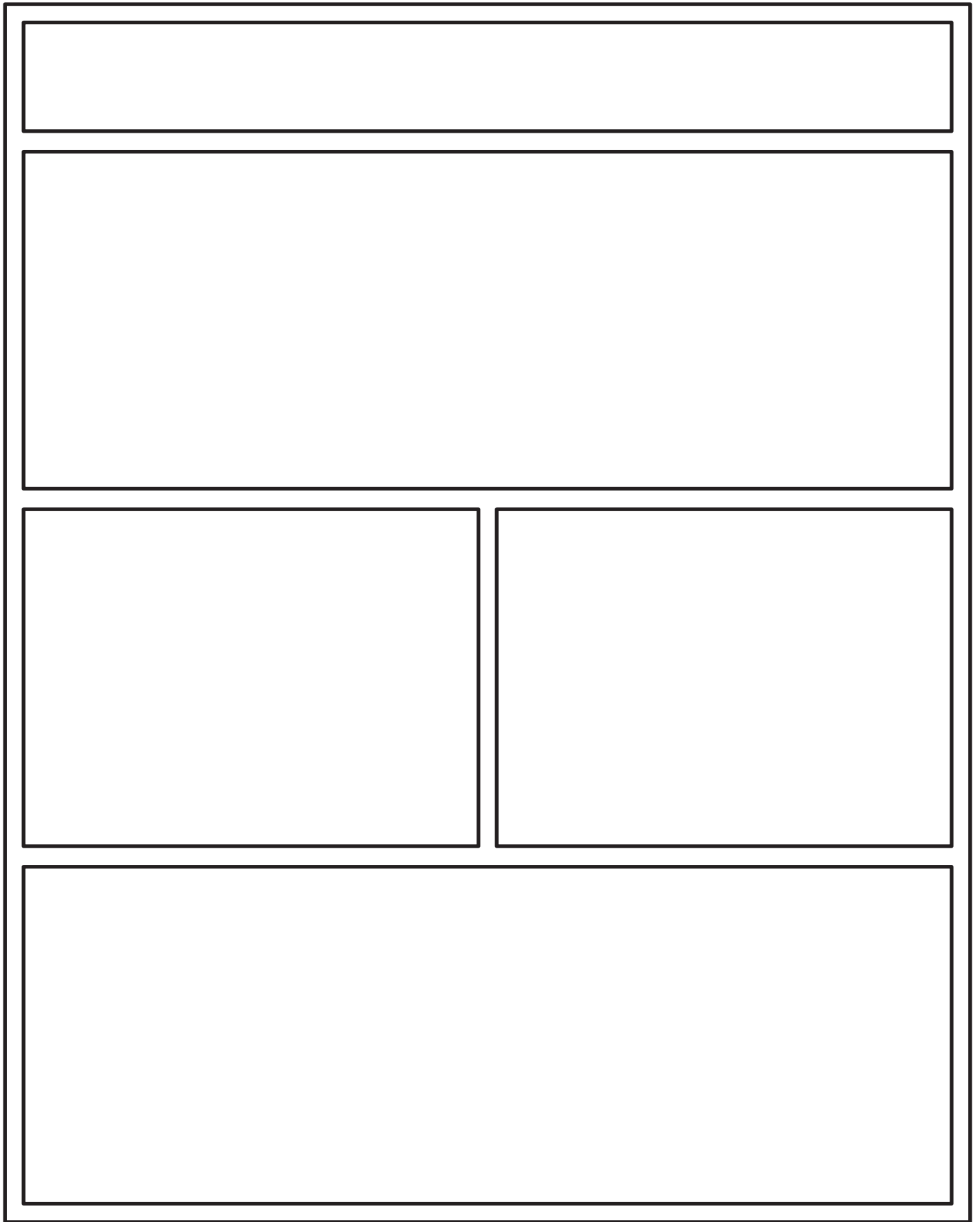
MUCH LATER ...



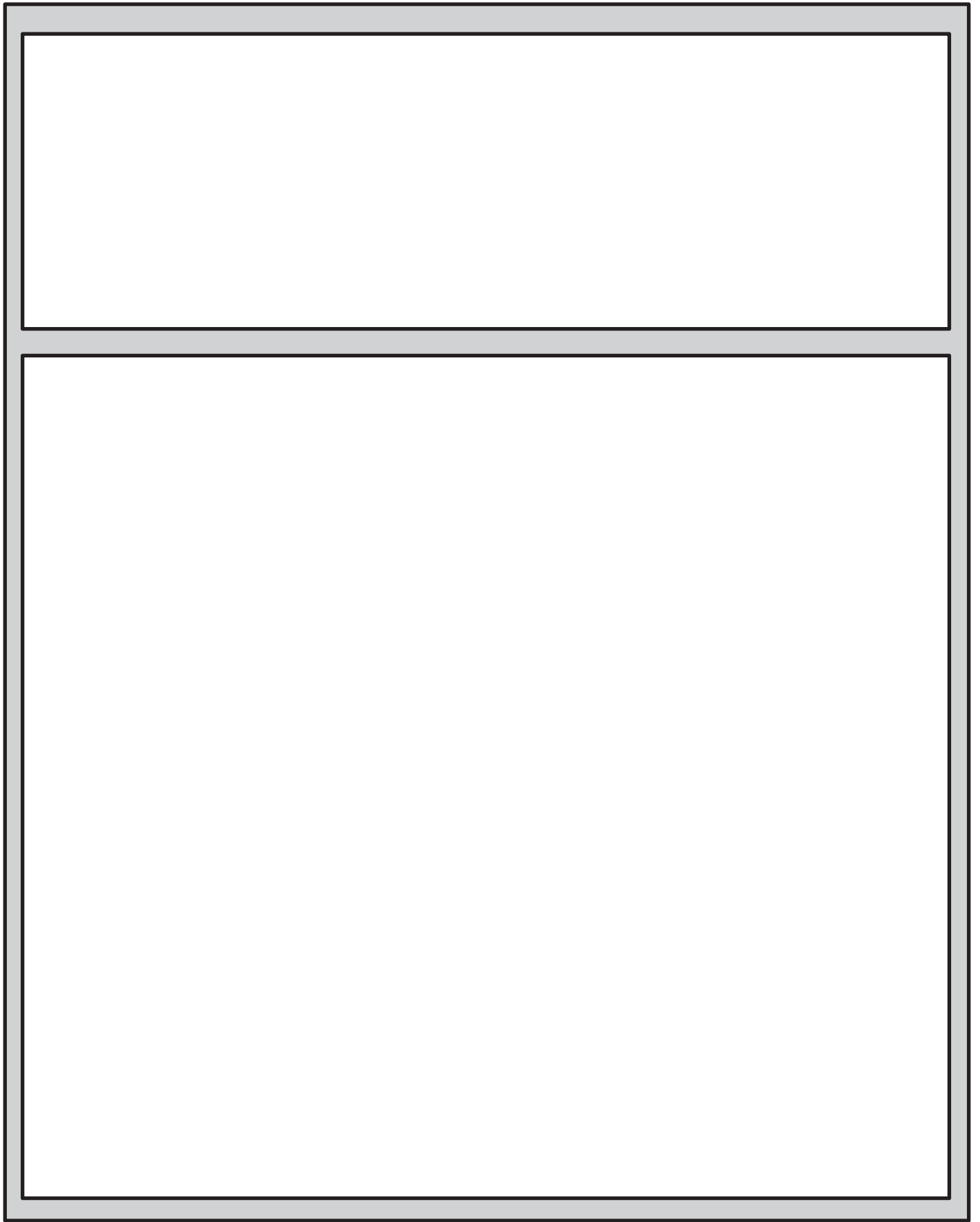
HOW MANY BEADS WERE IN EACH CONTAINER?











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[Isabelle@UnCommon-Core.com](mailto:Isabelle@UnCommon-Core.com)