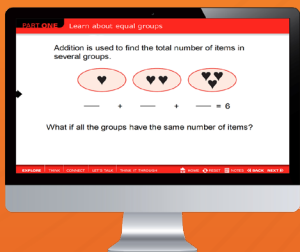


# CAMS<sup>®</sup> PLUS STAMS<sup>®</sup> PLUS & SOLVE<sup>®</sup>



**BUILD FUNDAMENTAL MATHS SKILLS**  
with this powerful integrated program of assessment,  
instruction and practice

Designed specifically to give teachers confidence teaching mathematics, our **CAMS<sup>®</sup>**, **STAMS<sup>®</sup>** and **Solve** Series include easy-to-use Teacher Guides that empower practitioners to be more effective at assessing and teaching maths to all students.



includes Interactive Whiteboard Lessons



# How it Works

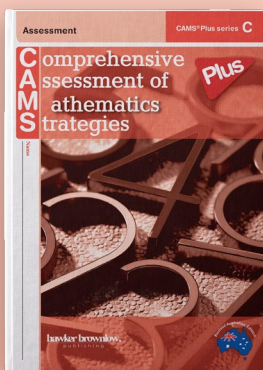
**CAMS® Plus, STAMS® Plus and Solve®** is a powerful, integrated program that focuses specifically on the fundamental maths skills students must master. Each level of the program across each series is structured around 16 lesson topics identified as essential for mathematical learning at that level, so **CAMS® Plus, STAMS® Plus and Solve®** books work together effectively to ensure that students gain a solid understanding of key maths concepts – ultimately helping them succeed and become independent problem solvers.

- Reflects the focus and coherence of modern mathematics curricula
- Teaches mathematical vocabulary, terms and definitions
- Ideal for students who need extra support to meet year-level maths requirements
- Perfectly complements any other mathematical series
- Levels C–H include Interactive Whiteboard (IWB) lessons, allowing you to preview or review lessons and use manipulable models to enhance instruction

## Zero in on the most important skills to teach

- All 16 skills and concepts that unite each year level of CAMS® Plus, STAMS® Plus and Solve® have been identified as the most important maths skills students need to master to move on to the next year level. Five-part lessons provide focus and depth on each topic. Lesson topics have been carefully sequenced so students move from basic skills to more complex content.

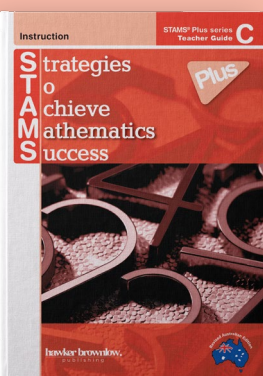
## Assessment with **CAMS® Plus Series**



Quickly identify which of the 16 fundamental maths concepts and skills your students find most difficult and use the results to monitor progress.

- A pretest diagnoses students' strengths and weaknesses and guides their placement in the **STAMS® Plus** Instruction Series.
- Four benchmarks assess class progress throughout the year.
- A post test assesses students' mastery of concepts and skills following instruction with the **STAMS® Plus** Series.
- Tracking charts facilitate data collection and student self-assessment encourages reflection.

## Assessment with **STAMS® Plus Series**

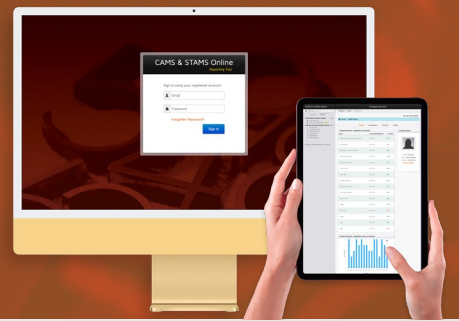


Provide struggling students with explicit instruction of the 16 fundamental maths concepts and skills – those topics identified as the most important instructional goals for each year level.

- Five-part **STAMS® Plus** lessons are highly visual, engaging and clearly presented.
- Step-by-step support helps teachers easily differentiate instruction and minimise planning time.
- Modelling helps teachers introduce each skill simply and confidently.
- Useful tips and embedded professional development guide instruction.



# CAMS® & STAMS® ( ( ONLINE ) )



## Practice and application with Solve® Series

Give students the practice they need to master the 16 fundamental maths concepts and skills. The **Solve®** Practice Series focuses on both conceptual understanding and computational fluency.

- Multiple-choice, short-response and extended-response problems require increasing levels of higher-order thinking.
- Cumulative reviews tie related concepts together.
- Supportive teacher guides include answer analysis and make it easy to assign, correct and review.

## 16 fundamental skills and concepts: Levels A–H

### Level A (Years 1–2)

- Understand addition and subtraction
- Fact families
- Makes ten to add and subtract
- Solve word problems
- Add three numbers
- Count to 100
- Place value
- Compare numbers
- Add and subtract ten
- Add 2-digit numbers
- Subtract tens
- Shapes
- Equal parts
- Length
- Time
- Data

### Level B (Years 2–3)

- Counting patterns
- Place value
- Compare numbers
- Mental maths
- Additional strategies
- Subtraction strategies
- Solve word problems
- Add and subtract to 1000
- Arrays
- Equal parts of shapes
- Length
- Add and subtract length
- Time
- Money
- Data and dot plots
- Graphs

### Level C (Years 3–4)

- Place value
- Add and subtract
- Multiplication concepts
- Fact strategies
- More fact strategies
- Division concepts
- Fact families
- Fraction concepts
- Model equivalent fractions
- Benchmark fractions
- Compare fractions
- Fractions greater than 1
- Plane figures
- Length
- Perimeter
- Picture graphs and column graphs

### Level D (Years 4–5)

- Multiplication properties
- Multiply mentally
- Multiply by 1-digit numbers
- Multiply by 2-digit numbers
- Relate division to multiplication
- Divide without regrouping
- Divide with regrouping
- Equivalent fractions
- Simplify fractions
- Decimal place value
- Compare and order decimals
- Relate decimals to fractions
- Angles
- Understand area
- Area of rectangles
- Dot plots

### Level E (Years 5–6)

- Multiply whole numbers by fractions
- Multiply fractions
- Divide whole numbers by fractions
- Divide fractions by fractions
- Multiply and divide by powers of ten
- Multiply decimals
- Divide decimals by whole numbers
- Divide by decimals
- Understand ratios
- Understand percentage
- Unit rates
- Ratios in tables of data
- Solve equations using number sense
- Solve equations using inverse operations
- Use operations
- Volume

### Level F (Years 6–7)

- Multiply whole numbers by fractions
- Multiply fractions
- Divide whole numbers by fractions
- Divide fractions by fractions
- Multiply and divide by powers of ten
- Multiply decimals
- Divide decimals by whole numbers
- Divide by decimals
- Understand ratios
- Understand percentage
- Unit rates
- Ratios in tables of data
- Solve equations using number sense
- Solve equations using inverse operations
- Use formulas
- Volume

### Level G (Years 7–8)

- Understand integers
- Add and subtract integers
- Multiply and divide integers
- Evaluate expressions
- Solve linear equations
- Equations with rational numbers
- Proportional relationships
- Solve proportions
- Rate problems
- Percentage as a ratio
- Percentage problems
- Similarity
- Circles
- Cylinders
- Pie charts
- Theoretical probability

### Level H (Years 8–9)

- Exponents
- Square roots
- Solve two-step equations
- Two-step equations with rational numbers
- Linear and nonlinear equations
- Gradient
- Graph linear equations
- Solve sets of simultaneous equations graphically
- Solve sets of simultaneous equations algebraically
- Special pairs of angles
- Angle sums
- Triangle similarity
- Pythagorean theorem
- Distance formula
- Mean, median, range
- Scatter plots

# Why it Works

## Assessment + instruction + practice = maths success!

This proven-effective program works seamlessly to help you pinpoint each student's unique needs and then utilise that information to better plan instruction. Here's how **CAMS® Plus**, **STAMS® Plus** and **Solve®** gets results.

### Assessment



### Instruction

### Practice

### Get the data you need to drive instruction

The all-new, research-based **CAMS® Plus** Series helps you diagnose student difficulties in the key curriculum-based skills that are crucial for student success in mathematics. Use the **CAMS® Plus** pretest to determine which **STAMS® Plus** lessons are most appropriate for a particular student or class.

### Teach the skills that matter most

Using the results of the **CAMS® Plus** pretest, target your instruction on essential maths skills with the highly scaffolded lessons in **STAMS® Plus**. Each five-part lesson provides both explicit instruction and practice in a carefully structured format.

### Assign targeted practice

Have students apply their knowledge and extend their grasp of the 16 fundamental skills and concepts at each year level by assigning targeted practice and review exercises from the **Solve® Series**.

### Check your students' progress

Use **CAMS® Plus** benchmarks several times during the **STAMS® Plus** instruction to see how students are mastering the important skills and assess whether or not they need additional instruction.

### Confirm your students have learned what they need to know

Finally, administer the **CAMS® Plus** post test after you've completed the **STAMS® Plus** instruction to evaluate how well students have mastered the key concepts and skills.

### Big Results. Small Prices.

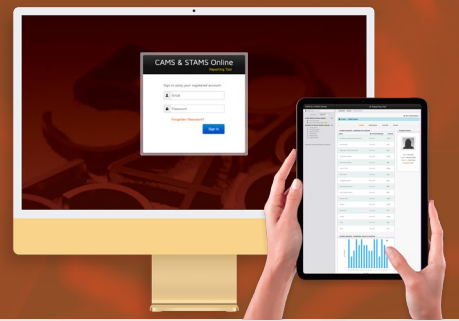
Struggling students' average scores jumped **36-46%** in just 18 weeks

Scan QR code to view "A Study of the Instructional Effectiveness of CAMS & STAMS" at:

<https://www.hawkerbrownlow.com/collections/-cams-stams-collection>



# CAMS® & STAMS® ( ( ONLINE ) )



## Scaffolding supports students every step of the way

For many students, maths is not only challenging – it can also be intimidating. That's why the **CAMS Plus®**, **STAMS® Plus** and **Solve®** Series use an exclusive instructional approach that offers three distinct levels of scaffolding to make sure your students fully understand critical maths skills. This unparalleled level of support builds students' confidence and conceptual understanding while preparing them for key assessments.

# 1

### Scaffolded student support

As students move through each five-part lesson in the program, **support is gradually removed to build student independence**. In part one and part two, the teacher provides direct instruction – modelling and guiding students as they acquire new skills. In part three and part four, as students apply their new learning to practice problems, the teacher continues to model and guide student learning. In part five, students work independently.

# 2

### Scaffolded student accountability

At each stage of the lesson, **students become more accountable for their learning**. In part one and part two, students learn the steps and thinking process to answer skill-specific questions. Part three and part four then require students to explain and justify their answers. Finally, in part five, students are fully accountable as they demonstrate their understanding in a test-taking format.

# 3

### Scaffolded problem-solving experience

Students solve increasingly challenging problems, ranging from filling in the blank in part one and part two to multiple choice and extended response in part three and part four. This gradual increase in difficulty builds proficiency and confidence so students are ready to handle the test-taking simulation in part five and are well prepared on test day.



# CAMS<sup>®</sup> Plus Series

## Get the data you need to drive instruction!

Use **CAMS<sup>®</sup> Plus Series** tests to identify student needs, monitor progress and assess mastery.

**Pretests establish levels of student mastery in 16 essential skills and concepts**

- Measures student knowledge of maths concepts prior to **STAMS<sup>®</sup> Plus** instruction.
- Helps teachers take a data-driven approach to planning lessons by pinpointing which of the 16 **STAMS<sup>®</sup> Plus** lesson topics require most classroom attention.

**Benchmark tests assess class progress throughout the year**

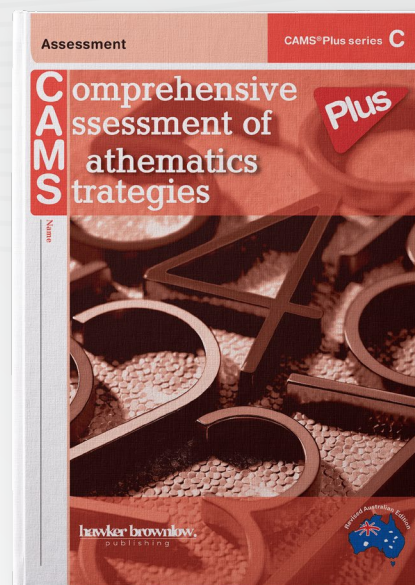
- Four benchmarks each test the same 16 **STAMS<sup>®</sup> Plus** lesson topics as the pretests.
- Allows individual and whole-class progress to be tracked and charted over the course of the school year.

**Post tests demonstrate student mastery of essential topics following **STAMS<sup>®</sup> Plus** instruction and **SOLVE<sup>®</sup>** practice**

- Demonstrates for teachers the effectiveness of the **CAMS<sup>®</sup> Plus**, **STAMS<sup>®</sup> Plus** and **Solve<sup>®</sup>** Series in building student knowledge of the 16 key skills and concepts.
- Identifies areas of mathematical learning requiring extension or remediation.

**Teacher Guide includes valuable assessment charts and resources**

- Individual record sheets and performance graphs allow educators to use data to track the progress of each student, while class record sheets give a more general overview.
- Provides a chart of relevant Australian Curriculum content descriptions and breaks down their applicability lesson by lesson.






# STAMS<sup>®</sup> Plus Series

## The STAMS<sup>®</sup> Plus five-part lesson plan at a glance

### Week at Glance

#### Suggested Lesson Pacing

	Monday	Tuesday	Wednesday	Thursday	Friday
	<i>Modelled and Guided Instruction</i>		<i>Modelled and Guided Practice</i>		<i>Independent Practice</i>
	<i>Part One</i>	<i>Part Two</i>	<i>Part Three</i>	<i>Part Four</i>	<i>Part Five</i>
<i>Direct Instruction</i>	<i>Introduce new skill with student book pages</i>  20 Minutes	<i>Introduce new skill with student book pages.</i>  20 Minutes	<i>Model multiple-choice problem; analyse answers.</i>  10 Minutes	<i>Model extended response problem.</i>  10 Minutes	
<i>Interactive White Board (Optional)</i> 	<i>Use IWB lesson in place of part one in student book.</i>	<i>Use IWB lesson in place of part two in student book.</i>	<i>Review parts one and two as necessary.</i>	<i>Review parts one and two as necessary.</i>	
<i>Independent work</i> 	<i>Practise New Skill</i>  10 Minutes	<i>Practise New Skill</i>  10 Minutes	<i>Practise solving multiple-choice problems.</i>  20 Minutes	<i>Practise solving extended-response problems.</i>  20 Minutes	<i>Solve problems in test-prep format.</i>  20 Minutes
<i>Assesment</i> 	<i>Check Your Turn answer.</i>	<i>Check Your Turn answer.</i>	<i>Check Your Turn answer.</i>	<i>Check Your Turn answer.</i>	<i>Check Your Turn answer. Use Assessment and Remediation</i>  15 Minutes
<i>Additional Activity (Optional)</i>	<i>Hands-on Activity</i>  15 Minutes	<i>Reteaching Activity</i>  15 Minutes	<i>Vocabulary Activity</i>  15 Minutes	<i>Real-World Connection plus School-Home Connection</i>  15 Minutes	<i>Challenge Activity</i>  15 Minutes

# STAMS<sup>®</sup> Plus Student Book

## Exciting lesson design engages learners

Let's take a look at a sample lesson from **STAMS<sup>®</sup> Plus Student Book C. Part one** of each lesson begins with a question that gives meaning to the topic. The teacher guides the students step by step to apply each skill immediately after it's modelled, so understanding how to solve a problem is still fresh in students' minds.

### Modelled Instruction

**Lesson 3** MULTIPLICATION CONCEPTS  
PART ONE: Learn about equal groups

**1 Explore** How can you find the total of equal groups?  
Addition is used to find the total number of items in several groups.  
  $1 + 2 + 3 = 6$   
What if all the groups have the same number of items?

**2 Think** Multiplication is a quick way to find the total of equal groups.  
 How many groups of hearts are shown?   3    
How many hearts are in each group?   2    
You have   3   equal groups. Each has   2   hearts.

**3 Connect** Repeated addition helps you understand multiplication.  
 3 groups of 2  
Add 2 three times.  $2 + 2 + 2 = 6$  OR Multiply 3 times 2.  $3 \times 2 = 6$

**4 Let's Talk** Can you use multiplication to find the total number of diamonds?  
Why or why not?

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- 1 Explore** activates students' prior knowledge and introduces the skill
- 2 Think** provides leading questions or statements that get students thinking about the skill
- 3 Connect** ties the ideas together and answers the introductory question


**Lessons balance conceptual understanding and procedural fluency**

### Guided Instruction

Multiplication concepts

**Think It Through**

**Fill in the blanks. Solve the problem.**  
Selena has 4 cans of tennis balls. Each can has 3 tennis balls.




What is the total number of tennis balls?

- How many cans are there?         
How many tennis balls are in each can?
- You can use repeated addition to find the total.  
There are        items in each of the 4 groups.  
Add 3 four times.     +     +     +     =
- You can also use multiplication to find the total.  
There are 4 groups of       .  
Multiply 4 times 3.     ×     =

**Solution:** There are        tennis balls in all.

**6 Your Turn** Now, use what you know to solve this problem.

1. Which two number sentences can you use to find the total?



Ⓐ  $6 + 6 + 6 = \square$  and  $6 \times 6 = \square$   
 Ⓑ  $6 + 6 + 6 = \square$  and  $3 \times 6 = \square$   
 Ⓒ  $3 + 6 = \square$  and  $3 \times 6 = \square$   
 Ⓓ  $3 + 3 + 3 = \square$  and  $3 \times 3 = \square$

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- 4 Explore** activates students' prior knowledge and introduces the skill
- 5 Think** provides leading questions or statements that get students thinking about the skill
- 6 Connect** ties the ideas together and answers the introductory question



# STAMMS<sup>®</sup> Plus Student Book

**Part two** follows the same predictable structure as **part one** and addresses a closely related skill. These two parts work together to solidify student understanding.

## Modelled Instruction

## Guided Instruction

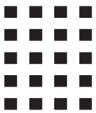
Multiplication concepts

**Think It Through**

**Fill in the blanks. Solve the problem.**

Manny bought a sheet of stamps. The sheet has 5 rows of stamps. Each row has 4 stamps. How many stamps did Manny buy in all?

- You have to find the total of 5 groups of 4 stamps. You can draw an array to show the equal groups. How many rows should the array have? \_\_\_\_\_ How many items should be in each row? \_\_\_\_\_

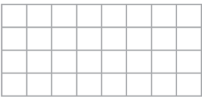


- 5 rows of 4 is the same as \_\_\_\_\_ × \_\_\_\_\_. Multiply to find the total number of stamps. \_\_\_\_\_ × \_\_\_\_\_ = \_\_\_\_\_

**Solution:** Manny bought \_\_\_\_\_ stamps in all.

**Your Turn** Now, use what you know to solve this problem.

2. Draw an array to find the product of  $2 \times 6$ . Use the grid to help you line up items in the rows.



$2 \times 6 =$  \_\_\_\_\_

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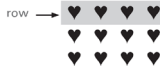
Part 1 & 2 for each lesson are also available as whiteboard lessons

**PART TWO: Learn about arrays**

**How can you use an array to help you multiply?**

**Explore**

You can use multiplication to find the total of equal groups. The rows of an **array** show equal groups. Each **row** has the same number of items.

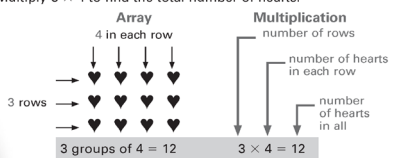


**Think**

How many rows are in the array above? 3  
 How many items are in each row? 4  
 The array has 3 rows of 4 hearts.


**Connect**

Multiply  $3 \times 4$  to find the total number of hearts.



Tell how this array is like the array above and how it is different.

What do you notice about the total number of hearts in each array?



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# STAMS<sup>®</sup> Plus Student Book

Once students have developed a firm understanding of the lesson topic, **part three** introduces them to multiple-choice questions like the ones they might see on school assessments.


## Modelled Practice

**PART THREE:** Choose the right answer

Solve the problem. Then read why each answer choice is correct or not correct.

**1** Solve

A PE teacher stores basketballs in 3 bags. Each bag holds 7 basketballs.



Which number sentence shows the total number of basketballs?

Ⓐ  $3 + 3 + 3 = 9$   
 Ⓑ  $3 \times 8 = 24$   
 Ⓒ  $3 + 7 = 10$   
 Ⓓ  $3 \times 7 = 21$

**2** Check

Check to see if you chose the correct answer.  
 There are 3 groups of 7 basketballs.  
 3 groups of 7 is the same as  $3 \times 7$ .  
 $3 \times 7 = 21$   
 So, the correct answer is Ⓓ.

Why are the other answer choices not correct?

Ⓐ $3 + 3 + 3 = 9$	The number of basketballs in each group should be added, not the number of groups.
Ⓑ $3 \times 8 = 24$	There are 7 basketballs, not 8.
Ⓒ $3 + 7 = 10$	The two factors should be multiplied, not added.

- 1** **Solve** poses a multiple-choice problem that student answer independently.
- 2** **Think** explains why the answer is correct or incorrect to reinforce the student's understanding of a particular concept and develop metacognitive skills.


## Guided Practice

Multiplication concepts

**Your Turn** → Solve each problem. Use the hints to avoid mistakes.


- Identify the number of groups and the number of items in each one.
- Count the groups and items carefully.
- Use  $\times$  to multiply numbers.

3. Shaun works in a party shop. He is blowing up 2 bunches of balloons. Each bunch has 6 balloons.
 



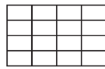
Which number sentence can be used to find the total number of balloons?

Ⓐ  $6 + 6 + 6 = \square$   
 Ⓑ  $6 \times 6 = \square$   
 Ⓒ  $2 \times 6 = \square$   
 Ⓓ  $2 + 6 = \square$
4. A triangle is a shape with 3 sides.
 



How many sides do 5 triangles have?

Ⓐ 15  
 Ⓑ 12  
 Ⓒ 10  
 Ⓓ 8
5. Sofia keeps beads in the plastic case shown below.
 



Which multiplication sentence is shown by this array?

Ⓐ  $6 \times 6 = 36$   
 Ⓑ  $4 \times 3 = 12$   
 Ⓒ  $4 \times 4 = 16$   
 Ⓓ  $5 \times 4 = 20$
6. Which two number sentences have the same answer?
 

Ⓐ  $4 \times 9 = \square$   
 $9 + 9 + 9 + 9 = \square$

Ⓑ  $4 \times 9 = \square$   
 $4 + 9 = \square$

Ⓒ  $4 \times 9 = \square$   
 $4 + 4 + 4 + 4 = \square$

Ⓓ  $9 \times 9 = \square$   
 $9 + 9 = \square$

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# STAMMS<sup>®</sup> Plus Student Book

In part four, students are shown step by step how to answer an extended response problem and then follow the model to independently solve a problem.

- 1** Student models demonstrate to students what an exemplary answer to an extended response problem looks like
- 2** Show lays out the workings of each calculation made by the exemplary student when finding their answer
- 3** Explain uses maths vocabulary to explain the student's problem-solving process in further detail

## Guided Practice

Multiplication concepts

**5** **Your Turn** ▶ Solve the problem. Use what you learned from the model.

7. The town's school buses are parked in a lot when they are not being used. The buses are parked in 3 rows. Each row has 8 buses. How many buses are parked in the lot each day?  
Use pictures, words or numbers to show your work.

CHECKLIST **6**

Did you ...

show each step?

answer the question asked?

give important details?

use maths words?

**Solution:** \_\_\_\_\_ buses  
Explain how you got your answer.

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## Modelled Practice

PART FOUR: Write the best answer

Study the model. It is a good example of a written answer.

**1** Student model

Stephanie's uncle gave her 6 packs of football cards. Each pack has 5 cards in it. How many football cards does Stephanie have in all?  
Use pictures, words or numbers to show your work.

2

6 groups of 5

$6 \times 5 = ?$

$5 + 5 + 5 + 5 + 5 + 5 = 30$

**Solution:** 30 football cards

Explain how you got your answer.

There are 6 equal groups of cards. Each group has 5 cards.

6 groups of 5 is  $6 \times 5$ . I drew an array to help me find the product of  $6 \times 5$ . I drew 6 rows for the 6 groups and 5 rectangles in each row for the 5 cards. I saw there are 30 cards in all. I checked my answer by adding 5 six times.

**4**

The student shows each step.

The student correctly answers the question.

The student gives important details about the total.

The student uses the maths words equal groups, array, product and row.

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- 4** Notes gives the reasons why the exemplary student deserves top marks for their work
- 5** Your Turn asks students to explain how they solved a problem, encouraging higher-order thinking and communication skills
- 6** Checklist provides a list of key considerations that students can use as a guide when writing their own answers



# STAMS<sup>®</sup> Plus

Because of the scaffolding and the gradual release of responsibility throughout the lesson, when students reach part five they will be prepared to successfully answer questions on their own – helping them become confident test takers and independent problem solvers.

## Independent Practice

**1** Solve each problem asks students to practise with multiple-choice, short response and extended-response questions to strengthen understanding and get them ready for tests

PART FIVE: Prepare for a test

As you solve multiplication problems, you may want to:

- draw pictures or an array to show equal groups.
- use repeated addition to check your work.

**1** Solve each problem.

8. Which number sentence can be used to find the total number of pens?

Ⓐ  $5 + 5 =$    
 Ⓑ  $3 + 3 + 3 + 3 =$    
 Ⓒ  $3 \times 5 =$    
 Ⓓ  $3 + 5 =$

9. Which array shows  $6 \times 4$ ?

Ⓐ

Ⓑ

Ⓒ

Ⓓ

10. Nia helped set up for a meeting after school. She set up 4 rows of chairs. There were 7 chairs in each row.

Which multiplication sentence is shown by the array of chairs?

Ⓐ  $7 \times 3 = 21$   
 Ⓑ  $4 \times 7 = 28$   
 Ⓒ  $5 \times 7 = 35$   
 Ⓓ  $4 \times 8 = 32$

11. Peter filled 9 pages of a photo album. Each page of the album holds 2 photos. How many photos in all did Peter put in the album?

Ⓐ 18  
 Ⓑ 16  
 Ⓒ 11  
 Ⓓ 9

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## Independent Practice

Multiplication concepts

12. A shop assistant set up a display of melons. The display has 5 rows. Each row has 5 melons. What is the total number of melons?

Ⓐ 10  
 Ⓑ 20  
 Ⓒ 25  
 Ⓓ 30

13. Laura served 4 bowls of berries for dessert. She put 8 berries in each bowl. How many berries did Laura serve in all?

Ⓐ 12  
 Ⓑ 16  
 Ⓒ 24  
 Ⓓ 32

14. Jeff is a woodworker. He is carving legs for 6 new stools. Each stool will have 3 legs. How many legs will Jeff carve in all?

Write an addition sentence and a multiplication sentence to show the total.

Addition sentence: \_\_\_\_\_

Multiplication sentence: \_\_\_\_\_

15. Caleb baked 4 trays of muffins. Each tray has 6 muffins. How many muffins did Caleb bake in all?

Use pictures, words or numbers to show your work.

**Solution:** \_\_\_\_\_ muffins

Explain how you found your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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# STAMS<sup>®</sup> Plus Teacher Guide

## Complete resource helps you effectively teach lessons

Now let's focus on one of the best features of the program – the **STAMS<sup>®</sup> Plus** Teacher Guide. This easy-to-use resource is filled with useful tips and professional development opportunities to help you provide the best instruction possible. A sample lesson from the **STAMS<sup>®</sup> Plus** Book C Teacher Guide is explored below.

- 1 Lesson Objectives** quickly identifies goals for student
- 2 Related Australian Curriculum Standards** identifies the content descriptions touched on in the lesson
- 3 Prerequisites** lists the skills students should have already mastered to be successful in this lesson
- 4 Related STAMS<sup>®</sup> Plus Lessons** help you differentiate instruction by listing precursor lessons students might need
- 5 Vocabulary** lists key maths terms from the lesson, with definitions
- 6 Maths Background** helps teachers understand why the content of a particular lesson is important for students to learn
- 7 Interactive Whiteboard** makes every lesson a powerful and engaging visual experience for students and teachers alike

**Lesson 3** MULTIPLICATION CONCEPTS

**1 LESSON OBJECTIVES**

Students will:

- Understand multiplication as an operation equivalent to repeated addition.
- Visualise multiplication using arrays.

**2 RELATED AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS**

See page 26 to cross-reference this lesson with aligned Australian Curriculum content descriptions.

**3 PREREQUISITES**

Students should be able to:

- Add three or more 1-digit numbers.
- Identify and create equal groups.

**4 RELATED STAMS<sup>®</sup> PLUS LESSON**

- Book C – Lesson 2

*Add and subtract* introduces using place value to add and subtract 3-digit numbers.

**5 VOCABULARY**

**PAGE 24**

- multiplication:** an operation used to find the total number of items in equal-sized groups
- equal groups:** groups that have the same amount
- repeated addition:** addition of the same number a certain number of times
- multiply:** to perform multiplication

**PAGE 25**

- factors:** numbers that are multiplied together to find a product
- product:** the result of multiplying numbers together

**PAGE 26**

- array:** a set of objects or symbols arranged in rows of equal size
- row:** a line of items that goes across

**6 MATHS BACKGROUND**

In order for students to succeed with more complex mathematical procedures later on, they must have command of multiplication facts. First, students must understand what multiplication is – an operation that joins groups of equal size to get a total. Multiplication is related to repeated addition and the counting of items in arrays. With repeated addition, you add the same amount multiple times. With multiplication, you multiply just two numbers: the number of groups and the number of items in each group. Arrays provide a visual model for multiplication by showing equal rows of items.

**7 Interactive Whiteboard**  
 Visualise multiplication concepts

Go to the *IWB lessons* to bring parts one and two to life. Use features such as clonable art to deepen students' understanding of multiplication concepts.

**Download**  
<https://iwb.camsandstams.com.au>

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# STAMS<sup>®</sup> Plus Teacher Guide

Each lesson is designed to support students and teachers through the learning process. Master teachers helped develop the Teacher Guides to make sure you can anticipate any problems and confusions that students might have. The **STAMS<sup>®</sup> Plus** Teacher Guide gives you the structure you need to teach a lesson most effectively – using best practices such as wait time, collaborative learning and informed progress monitoring.

## Part One

**1** **Reduced student pages** help you follow exactly where your students are in a lesson

**2** **At a glance** provides busy teachers with a snapshot of important lesson elements

**3** **Tips** provide thoughtful ways to help students understand a concept

**4** **EAL/D (ESL) Support** alerts you to words that might be making it harder for English as an additional language or dialect (EAL/D) students to learn a skill

**5** **Error Alert** points out common errors students make that can lead them to an incorrect answer

## Part Two

**4** **At a glance** provides busy teachers with a snapshot of important lesson elements

**5** **Tips** provide thoughtful ways to help students understand a concept

**4** **EAL/D (ESL) Support** alerts you to words that might be making it harder for English as an additional language or dialect (EAL/D) students to learn a skill

**5** **Error Alert** points out common errors students make that can lead them to an incorrect answer



# STAMS<sup>®</sup> Plus Teacher Guide

The Teacher Guide doesn't just tell you the answers, but provides explanations of why each answer is correct or not so you can help students avoid common errors. Not all teachers consider themselves maths experts. The Teacher Guide is so detailed that even if you're not confident in teaching a particular skill, you will quickly learn the best way to present it.

**1** **Additional Activity** references a specific activity that supports each lesson part

**2** **Answer Analysis** explains why an answer is correct and also shows the types of errors students make that can lead them to choose an incorrect answer

## Part Three

**AT A GLANCE**  
Students reinforce their understanding of multiplication concepts through solving a multiple-choice problem and analysing correct and incorrect answer choices.

**STEP BY STEP**  
**PAGE 28**  
• Tell students that this page models finding the correct answer to a multiple-choice problem.  
• Have students read the problem in **Solve** and choose the best answer. Remind students to check their maths.  
• Examine **Check** with students. Discuss the correct and incorrect choices.  
**PAGE 29**  
• Monitor students as they complete **Your Turn**.  
• Organise students in pairs or small groups and have them discuss why each answer choice is correct or incorrect and what errors may have been made.  
• Review the answers with the class.

**ADDITIONAL ACTIVITY**  
See **Vocabulary Activity** (page 54).

**Answer Analysis**  
3. Ⓐ Added the wrong number of groups.  
Ⓑ Multiplied instead of added each group.  
Ⓒ The picture shows 2 groups of 6.  
Ⓓ Added instead of multiplied.  
4. Ⓐ 5 triangles with 3 sides each is  $5 \times 3$  and  $5 \times 3 = 15$ .  
Ⓑ Added the wrong number of groups.  
Ⓒ Multiplied by the incorrect number of items.  
Ⓓ Added instead of multiplied.  
5. Ⓐ Guessed.  
Ⓑ Miscalculated the number of items per row.  
Ⓒ 4 rows of 4 are shown, which total 16.  
Ⓓ Miscalculated the number of rows.  
6. Ⓐ  $4 \times 9$  is 4 groups of 9 or 4 nines.  
Ⓑ Confused multiplication and addition.  
Ⓒ Added only the number of groups.  
Ⓓ Confused multiplication and addition.

## Part Four

**AT A GLANCE**  
Students study a model answer to an extended response problem.

**STEP BY STEP**  
**PAGE 30**  
• Tell students that this page models building the solution to a problem one step at a time and writing to explain the solution.  
• Have students read the problem in **Show**. Discuss how the array drawing and each mathematical step lead to the solution.  
**TIPS** Explain that items in an array do not have to look like real objects. In the array shown, rectangles represent the football cards.  
• Read **Explain** with students. Have students circle the maths words in the explanation.  
• Direct students' attention to the notes in the right margin. Tell students that this model would receive a high score for the reasons described in these notes.

**PAGE 31**  
• Monitor students as they complete **Your Turn**.  
• Encourage students to follow the **Checklist** to write the best answer.  
• Have students discuss their work with a partner. Then discuss the correct answer as a class.

**Answers and Explanation**  
7. See the sample answer. This answer shows all of the steps taken to solve the problem, including drawing an array and writing number sentences. The solution answers the question. The explanation provides important details about how the problem was solved and uses the maths words *rows*, *equal groups*, *array* and *product*.

**ADDITIONAL ACTIVITY**  
See **Real World Connection** (page 54).

**ADDITIONAL ACTIVITY**  
See **School-Home Connection** (page 54).

**3** **Step by Step** guides you through the lesson

**4** **Lesson specific instruction** points out important places for students to interact with the text to reinforce key vocabulary

# STAMS<sup>®</sup> Plus Teacher Guide

The Teacher Guide even provides you with a quick way to assess student progress. Use the Assessment and Remediation instructions to monitor progress and provide appropriate remediation.

## Part Five

Multiplication concepts

**Independent Practice**

**PROT FIVE: Prepare for a test**

Always write multiplication problems you are asked to solve in a column. Always use the correct order of operations.

**1** Write each problem.

8. Write the number sentences below to show the total number of pens.

10. Write the number sentences below to show the total number of items.

11. Write the number sentences below to show the total number of photos.

12. Write the number sentences below to show the total number of items.

**Independent Practice**

12. A shop assistant set up a display of pens. The display had 3 rows. Each row had 5 pens. Write the number of pens.

13. A shop assistant set up a display of bowls. The display had 4 rows. Each row had 8 bowls. Write the number of bowls.

14. Jeff is a construction site worker. He is carrying 3 bags of cement. Each bag will weigh 5 kg. How many kg of cement will he carry?

15. Write an addition sentence and a multiplication sentence to show the total number of items.

16. Write an addition sentence and a multiplication sentence to show the total number of items.

17. Write an addition sentence and a multiplication sentence to show the total number of items.

18. Write an addition sentence and a multiplication sentence to show the total number of items.

19. Write an addition sentence and a multiplication sentence to show the total number of items.

20. Write an addition sentence and a multiplication sentence to show the total number of items.

21. Write an addition sentence and a multiplication sentence to show the total number of items.

22. Write an addition sentence and a multiplication sentence to show the total number of items.

23. Write an addition sentence and a multiplication sentence to show the total number of items.

24. Write an addition sentence and a multiplication sentence to show the total number of items.

25. Write an addition sentence and a multiplication sentence to show the total number of items.

26. Write an addition sentence and a multiplication sentence to show the total number of items.

27. Write an addition sentence and a multiplication sentence to show the total number of items.

28. Write an addition sentence and a multiplication sentence to show the total number of items.

29. Write an addition sentence and a multiplication sentence to show the total number of items.

30. Write an addition sentence and a multiplication sentence to show the total number of items.

**AT A GLANCE**  
Students practise using multiplication to solve problems that might appear on a mathematics test.

**STEP BY STEP**  
PAGES 32–33

- Tell students that they will practise solving multiplication problems that involve equal groups and arrays.
- Point out the tips at the top of page 32. Explain to students that these tips will help them answer the problems correctly.
- You may wish to have students review the hints for avoiding mistakes on page 29 as well.
- Tell students to complete problems 8–15 on pages 32 and 33. Encourage students to check their answers.
- Discuss the correct responses as a class.

**Answers and Explanations**

8. ③ The 3 packages of pens are the groups. Each group has 5 pens. 3 groups of 5 is  $3 \times 5$ .
9. ④  $6 \times 4$  represents 6 groups of 4. So, the array for  $6 \times 4$  will have 6 rows with 4 items in each row.
10. ④ The 4 rows in the array are the groups. Each group has 7 chairs. 4 groups of 7 is  $4 \times 7$  and  $4 \times 7 = 28$ .
11. ④ The 9 pages of the photo album are the groups. Each page holds 2 photos. 9 groups of 2 is  $9 \times 2$ , which has a product of 18.
12. ③ Think of the display as an array with 5 rows. Each row or group has 5 melons. 5 groups of 5 is  $5 \times 5$ , which has a product of 25.
13. ④ The 4 bowls are the groups. There are 8 berries in each group. 4 groups of 8 is  $4 \times 8$ , which has a product of 32.

(continued on page 53)

- 1** Reduced student pages provide valuable models of strong student responses
- 2** Answer and Explanation helps you quickly and easily explain to students why an answer is correct
- 3** Assessment and Remediation chart identifies specific errors and misconceptions and then provides targeted remediation strategies

## Part Five (continued)

Multiplication concepts

(continued from page 52)

14. The 6 stools are the groups. Each group has 3 legs. To find the total of 6 groups of 3, add six 3s or multiply  $6 \times 3$ .

15. See the sample answer. This answer shows all of the steps the student took to solve the problem, including a drawing to show the student's thinking. The solution answers the question. The explanation provides important details about how the student solved the problem and uses the maths words *product* and *equal groups*.

**ASSESSMENT AND REMEDIATION**

- Ask students to draw a picture to show  $3 \times 5 = 15$ .
- For students who are still struggling, use the chart below to guide remediation.
- After providing remediation, check students' understanding. Ask students to explain their thinking while drawing an array to show  $4 \times 2$ .
- If a student is still having difficulty, use *STAMS Plus Book C*, Lesson 2, pages 14–23.

If the error is . . .	Students may . . .	To remediate . . .
the drawing or array has five groups of 3 or an array with five rows of 3	have reversed the factors as they read <i>or</i> know that $3 \times 5 = 5 \times 3$ and have drawn five groups of 3 or five rows of 3 intentionally.	Encourage students to read multiplication sentences using the term <i>groups of</i> in place of the $\times$ sign. Clarify that $3 \times 5$ means 3 groups of 5 or 3 rows across with 5 things in each row.
an ungrouped set of 15 items	have mentally visualised groups but not marked them <i>or</i> not understand grouping.	Have students draw a loop around the groups. Have students use counters to practise building equal groups of items.
one long row of 15 items	not understand how to build an array.	Provide grid paper to have students practise copying various small arrays. Then have students try a few independently.
an ungrouped set of 8 items	be confusing addition with multiplication.	Review with students the concepts on page 81 of this book. Use counters to practise building equal groups. Have students say and write the corresponding addition and multiplication sentences for each set.

**ADDITIONAL ACTIVITY**  
For students who have mastered the skills in this lesson, see Challenge Activity (page 54).

# STAMS<sup>®</sup> Plus Teacher Guide

Take advantage of the **Additional Activities** at the end of each lesson. These fun, experiential activities reinforce conceptual understanding of key maths skills.

**1 Hands-on Activity** provides concrete experiences with maths concepts and skills

**2 Reteaching Activity** offers another way to teach students who are still struggling

**3 Vocabulary Activity** gives students additional practice with the lesson vocabulary

**4 Real-World Connection** helps students relate the concepts/skills they are learning to their world

**5 School-Home Connection** family letter encourages the family to become active participants in their child's learning

**6 Challenge Activity** provides enrichment for those students who are ready to move to the next level

Multiplication concepts

## ADDITIONAL ACTIVITIES

**1**



**Hands-on Activity**  
Use equal groups of counters to model multiplication.

**Materials:** 30 counters and 5 small cups per group  
Organise students in small groups and distribute cups and counters. Have students create equal groups one at a time by placing 4 counters in 3 cups, 5 counters in 4 cups, 6 counters in 3 cups and so on.

For each set of equal groups, write the phrase “*groups of*” on the board. Then ask students, “What numbers are missing? What addition sentence shows the total of the equal groups? What multiplication sentence shows the total?”

Write both number sentences on the board side-by-side and compare them.

**2**



**Reteaching Activity**  
Use various grids to model multiplication.

**Materials:** grid paper with large squares; red, blue and green crayons

Distribute paper and crayons to each student. Tell students to colour 3 rows of 6 squares red, 4 rows of 5 squares blue and 2 rows of 8 squares green.

Ask students, “What is the multiplication sentence for the blue array?” ( $4 \times 5$ ) “What is the product of  $4 \times 5$ ?” (20) “How can you find the product?” (Count all the squares or add 5 four times.)

Ask students similar questions for the  $3 \times 6$  and  $2 \times 8$  arrays.

**3**



**Vocabulary Activity**  
Play “Bingo” to reinforce terms.

**Materials:** blank sheets of paper, counters

Have each student create a grid by folding a sheet of paper in thirds horizontally and then in thirds vertically. Display the vocabulary words. Then tell students to write BINGO in the centre box on the grid and the vocabulary words in the other boxes.

**4**



**Real-World Connection**  
Identify everyday examples of arrays.

Display everyday examples of arrays, such as eggs in cartons, desks in classrooms and ice cubes in trays. Then have students name other real-life arrays and, if reasonable, write a multiplication sentence that describes each array.

**5**



**School-Home Connection**  
Inform families about multiplication.

Give each student a copy of the School-Home Connection activity sheet from Lesson 3 (page 161) to share with the family. The activity included in the letter has the family create arrays using coins.

**6**



**Challenge Activity**  
Write multiplication word problems.

Have students write a multiplication word problem. Remind students that the problem should involve finding the total of groups of the same size. Students should use one-digit numbers for the number of groups and the number of items in each group. After students have written their problem, have them exchange it with a partner to solve.

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