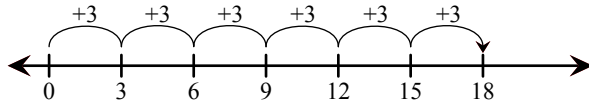


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Questions 1–6

1. I do not agree. $3 \times 6 = 18$



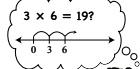
- 2. A. $2 \times 5 = 5 + 5 = 10$
 - B. $3 \times 2 = 3 + 3 = 6$
 - C. $2 \times 9 = 9 + 9 = 18$
 - D. $2 \times 2 = 2 + 2 = 4$
 - E. $2 \times 8 = 8 + 8 = 16$
 - F. $6 \times 2 = 6 + 6 = 12$
3. A number times 10 ends in zero.
4. A. 40; $8 \times 10 = 80$ and half of 80 is 40.
 $8 \times 5 = 40$.
- B. 45; $9 \times 10 = 90$ and half of 90 is 45.
5. A. 30; 5 nickels is 25¢, so 6 nickels is 30¢.
- B. 0; 0 at 5¢ each is 0¢.
- C. 35; 5, 10, 10, 15, 20, 25, 30, 35
- D. 20; 2 nickels are 10¢ and 4 nickels are 20¢
- E. 5; 1 nickel is 5¢
- F. 50; 10 nickels are 50¢
6. I do not agree with Chris. 2×9 does not equal 17. $2 \times 9 = 18$ because $2 \times 10 = 20$, $20 - 2 = 18$.

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Handy Facts

Explore Multiplication Strategies

1. Mara says, " $3 \times 6 = 19$." Do you agree? Show Mara how to use a number line to check her answer.



2. Richard uses addition doubles to multiply by 2.



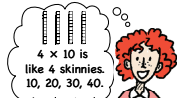
I use addition doubles when I multiply by 2s. 2×4 is the same as $4 + 4 = 8$. 7×2 is the same as $7 + 7 = 14$.

Richard

Use Richard's strategy and write the doubles addition fact he could use to solve each multiplication problem.

- A. $2 \times 5 =$
- B. $3 \times 2 =$
- C. $2 \times 9 =$
- D. $2 \times 2 =$
- E. $2 \times 8 =$
- F. $6 \times 2 =$

3. Emily thinks about base-ten pieces when she multiplies by 10s. What pattern helps you remember the facts for 10?



Emily

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I know my 10s, but multiplying by 5s is harder for me.

I use the 10s to help me with the facts for the 5s. I know 5 is half of 10. Since $2 \times 10 = 20$, 2×5 would be half of that, 10! $6 \times 10 = 60$, so for 6×5 , I split 60 in half and get 30. $6 \times 5 = 30$.



Rosa

4. Show how to use Rosa's strategy to solve each problem.
- A. 8×5
 - B. 5×9



$2 \times 5 = 10$ $3 \times 5 = 15$
 $2 \times 5 = 10$ $3 \times 5 = 15$
 $5 \times 5 = 25$

5. Mark thinks about nickels when he multiplies by 5s. Use Mark's strategy to solve each problems.
- A. $5 \times 6 =$
 - B. $5 \times 0 =$
 - C. $5 \times 7 =$
 - D. $4 \times 5 =$
 - E. $5 \times 1 =$
 - F. $10 \times 5 =$
6. Chris skip-counted by 2s in his head. " $2 \times 9 = 17$," he said. Do you agree? Why or why not?

Use strategies to solve multiplication problems on the *Practicing Handy Facts* pages in the *Student Activity Book*.

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