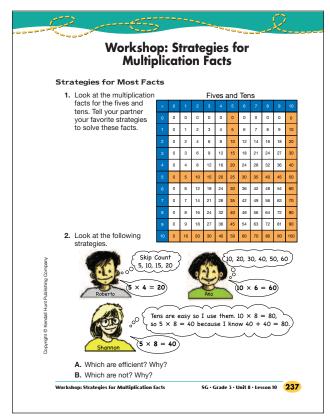
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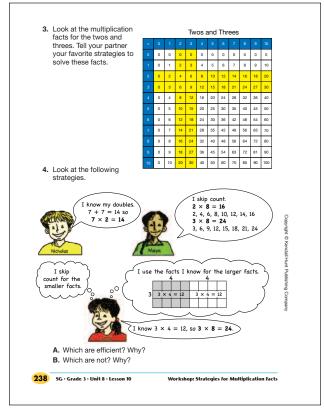
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Workshop: Strategies for Multiplication Facts (SG pp. 237–242) Questions 1–10

- **I.** Answers will vary. Possible response: My favorite strategy is skip counting for the 5s and 10s.
- **2. A.*** Possible response: Skip counting with 5s and 10s is efficient when the numbers are small. Using 10s is also efficient because they are easy facts to remember.
 - **B.*** Possible response: Skip counting is not efficient if you are using big numbers because it would take too long and you could lose track of what you are trying to answer.
- **3.** Answers will vary. Possible response: I can easily use skip counting for my 2s. For my 3s it is easy to use my 2s and then one more group, for example for 3×4 , I can solve $2 \times 4 = 8$ and then add 4 more, 8 + 4 = 12.
- **4. A.** Possible response: Using doubles is an efficient strategy for the 2s. It is also efficient to use facts you know to figure out the answers.
 - **B.** Possible response: Skip counting is good for smaller numbers but takes too long with larger facts. Skip counting by 3s is not as easy as skip counting by 2s.



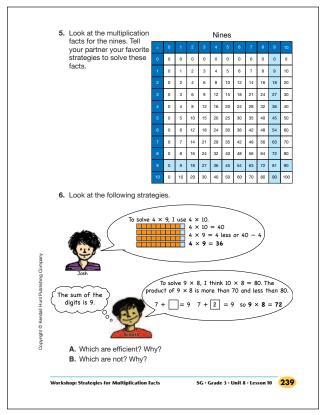
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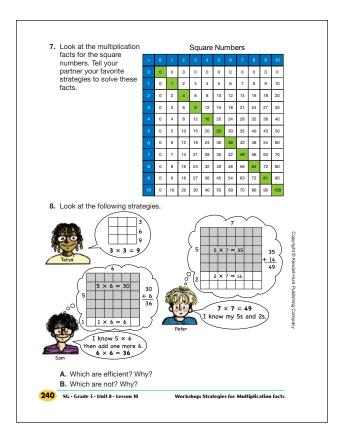
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^{*}Answers and/or discussion are included in the lesson.

Answer Key • Lesson 10: Workshop: Strategies for Multiplication Facts



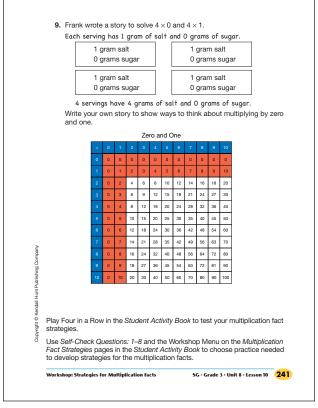
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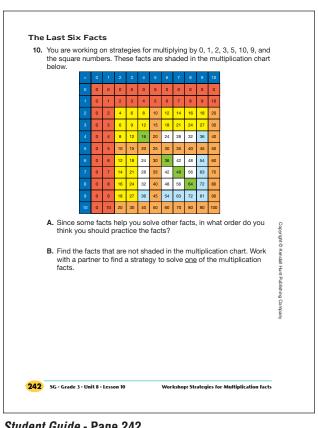
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- **5.** Answers will vary. Possible response: I like to use facts I know to help me. Since I know my 10s I multiply a number by 10 and then subtract one group since I only want 9 groups not 10.
- 6. A. Possible response: I think it is more efficient to use the 10 facts to solve multiplication problems with 9 because I can quickly answer the 10s and can use mental math strategies to subtract. Or, I like to think about the pattern for 9s. I know the sum of the digits in the product will add up to 9 so I can use that to check my work.
 - **B.** Using the patterns for the 9s is great for smaller numbers, but when you get to larger numbers it would be more difficult.
- **7.** Answers will vary. Possible response: I use facts I already know to help me with the squares. I can use the 5 facts to help me with the bigger numbers and I can use the 2s to help me with smaller numbers.
- **8. A.** Tanya's strategy works with smaller facts. Sam and Peter use facts they know which is better than skip counting for larger facts.
 - **B.** Possible responses: Tanya's strategy of thinking about an array does not work well for larger numbers.

- **9.** Stories will vary. Possible response: I have three friends. I gave each friend 1 piece of candy but 0 pieces of gum. How many pieces of candy did I share? $3 \times 1 = 3$. How many pieces of gum did I share? $3 \times 0 = 0$.
- **10. A.** Possible response: I would start with the 5s and 10s because they are the easiest. I know the 2s already because I know my doubles (e.g., 7 + 7). Then I would practice the 3s because I can use the 2s. After the 3s I would practice the 9s since I can use the 10s to help me. There are only a few square numbers to learn, and those I can figure out with the facts that I know. Finally I would practice the last six facts.
 - **B.** Answers will vary. Possible response for a strategy for the product 42; $6 \times 6 = 36$, 36 + 6 = 42.



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