

Student Activity Book

Multiplication Strategies

Questions 1–9 (SG pp. 139–140)

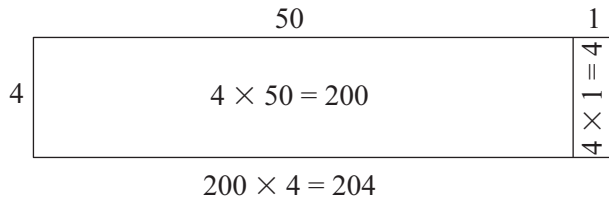
Strategies will vary. One possible strategy is given.

1. 150; Repeated addition: $30 + 30 + 30 + 30 + 30 = 150$

2. 216; Using Expanded Form:

$$\begin{array}{r} 70 + 2 \\ \times 3 \\ \hline 201 + 6 = 216 \end{array}$$

3. 204; Using Expanded Form (and drawing a picture):



4. 490; Using Simpler Numbers: I know $98 + 2 = 100$, $100 \times 5 = 500$ and $2 \times 5 = 10$. Then, $500 - 10 = 490$.

5. 156; Thinking About Money: $25 + 25 + 25 + 25 + 25 + 25 = 150$. $6 \times 1 = 6$. $150 + 6 = 156$

6. 427; Using Expanded Form:

$$\begin{array}{r} 61 = 60 + 1 \\ \times 7 \quad \times 7 \\ \hline 420 + 7 = 427 \end{array}$$

7.* 432; Using All-Partials:

$$\begin{array}{r} 49 \\ \times 8 \\ \hline 72 \\ + 360 \\ \hline 432 \end{array}$$

8. 474; Using All-Partials:

$$\begin{array}{r} 79 \\ \times 6 \\ \hline 420 \\ + 54 \\ \hline 474 \end{array}$$

9. 792; Using Simpler Numbers: I know $99 + 1 = 100$. $100 \times 8 = 800$ and $1 \times 8 = 8$. $800 - 8 = 792$.

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Practicing Multiplication Strategies

- Look through the problems and put a star next to the ones you think you can do with mental math. Be prepared to share your thinking.
- Using the *Multiplication Strategies Menu* as a guide, show how to solve each problem using two different strategies.
- Use a mental math strategy at least three times.
- Use each paper-and-pencil strategy at least once.
- Compare your strategies. Circle the one you like best.

One Strategy	Another Strategy
1. $30 \times 5 =$	
2. $\begin{array}{r} 72 \\ \times 3 \\ \hline \end{array}$	
3. $\begin{array}{r} 51 \\ \times 4 \\ \hline \end{array}$	
4. $98 \times 5 =$	

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Student Activity Book - Page 139

Name _____ Date _____

One Strategy	Another Strategy
5. $\begin{array}{r} 26 \\ \times 6 \\ \hline \end{array}$	
6. $61 \times 7 =$	
7. $\begin{array}{r} 48 \\ \times 9 \\ \hline \end{array}$	
8. $\begin{array}{r} 79 \\ \times 6 \\ \hline \end{array}$	
9. $\begin{array}{r} 99 \\ \times 8 \\ \hline \end{array}$	

140 SAB • Grade 4 • Unit 4 • Lesson 10 Multiplication Strategies

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Student Activity Book - Page 140

*Answers and/or discussions are included in the lesson.