

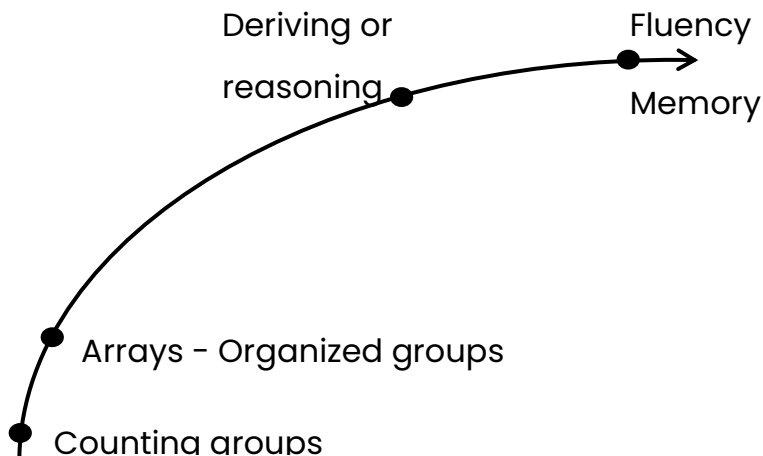
Why don't my students know their math facts?

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Foundation facts are multiplication/
division of 1, 2, 5, and 10.
Other facts can be derived.

Teaching and Remediating Single-Digit Multiplication

Think:

What facts for multiplication by 8 do you already know? How can you use these facts to derive the facts you don't know?

Use the dot paper to find the facts for multiplying by 8.

● ● ● ● ● ● ● ● $1 \times 8 = 8$

● ● ● ● ● ● ● ●
● ● ● ● ● ● ● ● $2 \times 8 = 8 + 8 = 16$

● ● ● ● ● ● ● ●
● ● ● ● ● ● ● ●
● ● ● ● ● ● ● ●
● ● ● ● ● ● ● ●
● ● ● ● ● ● ● ● $5 \times 8 = 40$

Record your strategies:

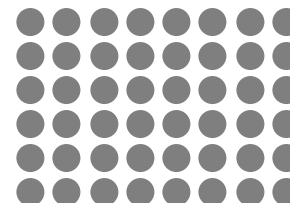
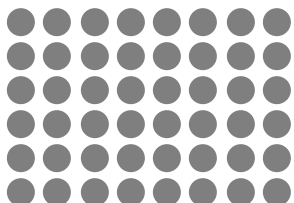
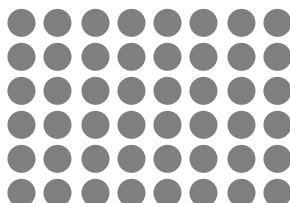
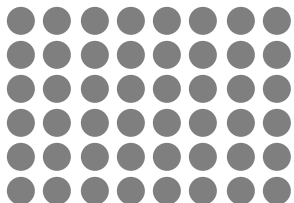
3 x 8



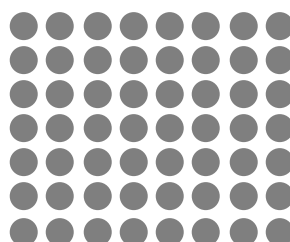
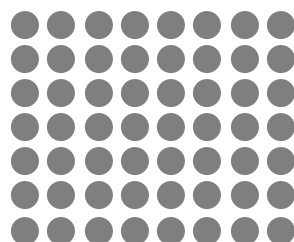
4 x 8



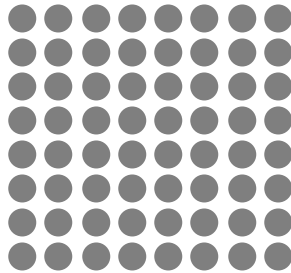
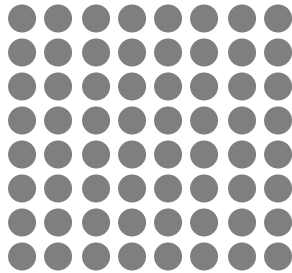
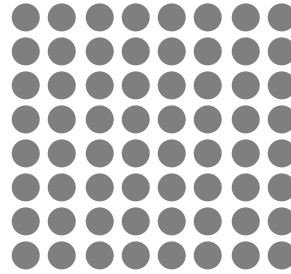
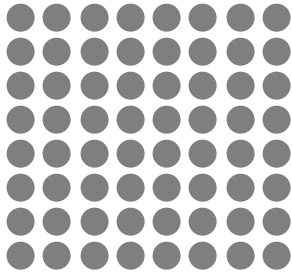
6 x 8



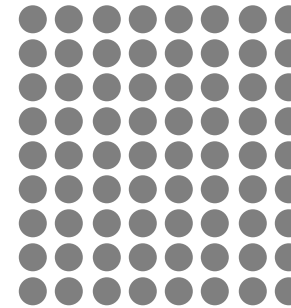
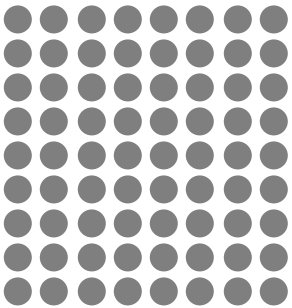
7 x 8



8 x 8

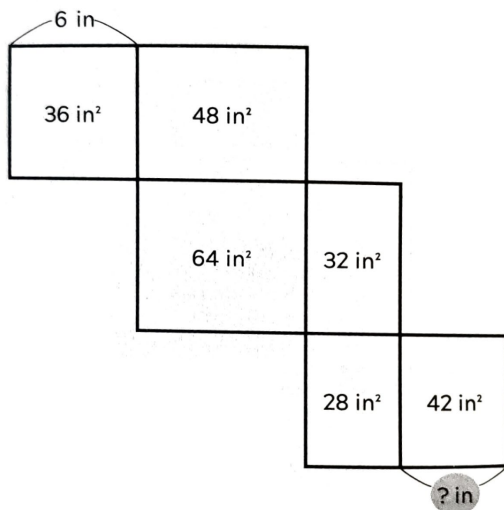


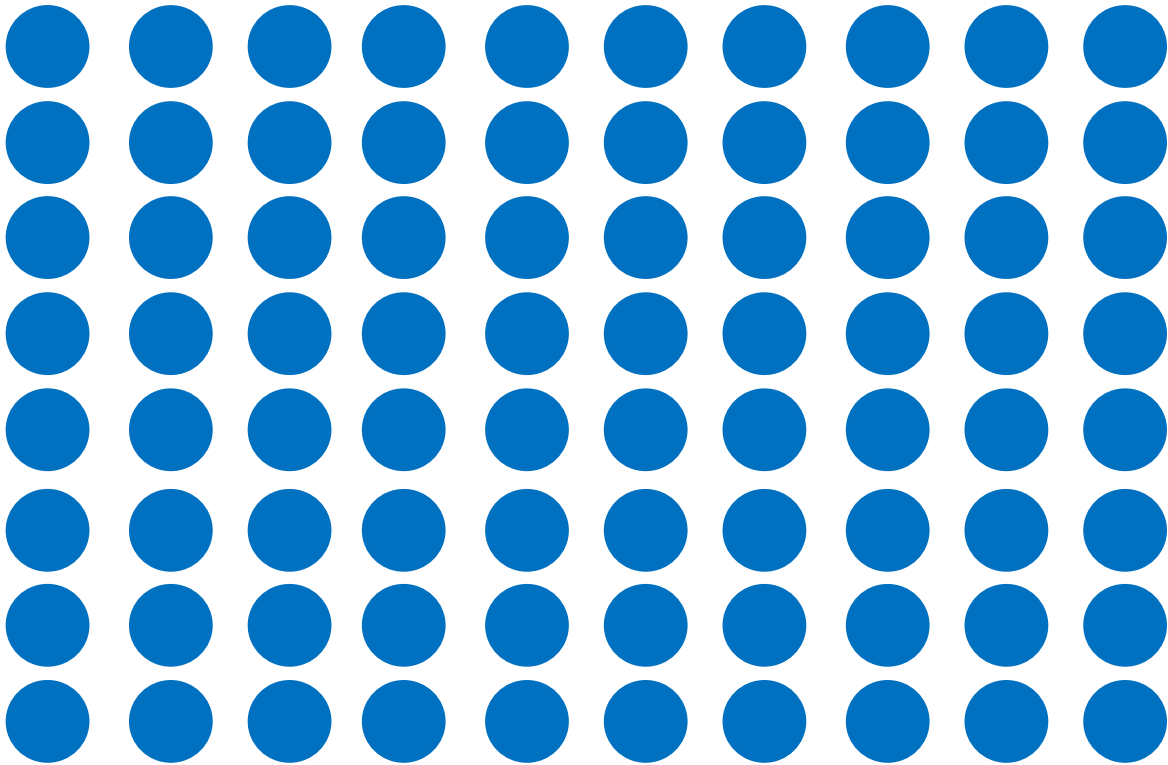
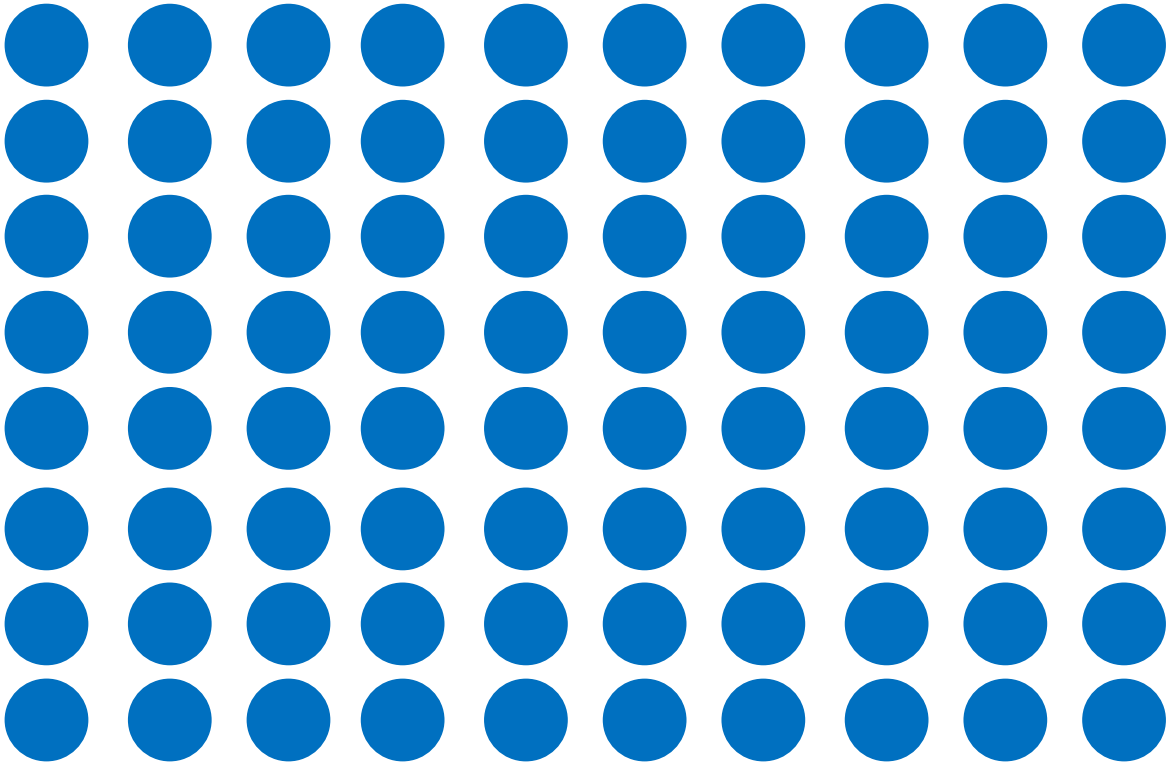
9 x 8



Possible Journal/Exit Ticket prompts:

- What facts are hard for you to recall? Can you think of a way to break them apart, so they are easier to recall?
- Using facts that you know, find the product of 16×8 . Explain your thinking.





×	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100