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# Types of Workbook Pages

There are four basic types of practice. Not all children will need to complete each page in its entirety. Most of the practice pages are divided into a top and bottom section so that shorter half-page tasks can easily be given.

Samplings of addition and/or subtraction facts are mixed into some multiplication workbook pages to:

- Provide students with some review of addition and subtraction facts while learning multiplication.
- Require children to focus on whether the problem is a multiplication, addition, or subtraction fact.

#### Introduction

These pages use a name or strategy to teach the new multiplication facts and may include a few previously taught facts. After an initial explanation, all children needing to learn the facts should complete this type of practice page. These pages may include some addition and/or subtraction facts.

#### Practice

These pages include the newly taught multiplication facts and/or a mixture of these newest math facts along with those from one or more other strategies previously taught. Most children will need to do all of these pages, while others need only complete parts of them. These pages may include some addition and/or subtraction facts.

#### **Cumulative Practice**

This type of practice page may follow the introduction and practice pages of newly taught facts. The children will be checked on the newly learned facts and most of the facts and strategies that have been taught previously. All children should complete these workbook pages, which are offered periodically throughout the book. These pages may include some addition and/or subtraction facts.

#### Review

These practice pages offer review of particular strategies and math facts. Not all students will need to do all of these pages. Some children will need to complete all of them, while others need only complete some of them to demonstrate mastery.

## Guide to Introducing the Facts

- In a multiplication fact, the numbers being multiplied are called **factors**. The **product** is the answer or result of multiplying those numbers. Multiplication is **commutative**, meaning the order of the factors does not matter.
   3×4=4×3. These factors are 3 and 4. This product or answer is 12.
- Wherever **n** is written in place of a number, it represents any **n**umber.
- Rather than spelling out the number words in the phrases such as "two groups of six," I have intentionally written the numerals such as 2 groups of 6.
- Throughout the book, compare the differences between fact pairs. For example,  $3 \times 6$  has the same answer as  $6 \times 3$ , but the facts are represented differently.



• Whenever it says, "Direct students to show ...," students should use any kind of manipulative such as counters, crayons, cubes, or buttons to represent the multiplication fact. Or, students may draw lines, dots, or other shapes to show representations of the different math facts.





• Practice pages may include addition and/or subtraction facts mixed with the multiplication facts. Direct attention to the signs, and explain and show with manipulatives that these signs mean different things.

 $4 \times 1, 4+1, 4-1$  or  $7 \times 3, 7+3, 7-3$ 

• If using flash cards to offer students another form of practice, the cards to add are listed in parenthesis after the page number.

**Page 1**:  $(1 \times 1, 1 \times 2, 1 \times 3, 1 \times 4, 1 \times 5, 1 \times 6, 1 \times 7, 1 \times 8, 1 \times 9)$  Tell students to read the math fact as 1 group of **n**. Direct students to use manipulatives to show 1 group of 1, 1 group of 2, 1 group of 4, 1 group of 9, and so on.

**Page 2**:  $(2 \times 1, 3 \times 1, 4 \times 1, 5 \times 1, 6 \times 1, 7 \times 1, 8 \times 1, 9 \times 1)$  Direct children to use manipulatives to show that these fact pairs equal the same answer. *1 group of 2* is the same 2 as in *2 groups of 1, 1 group of 3* is the same 3 as in *3 groups of 1, 1 group of 4* is the same 4 as in *4 groups of 1,* and so on.

## • Students need to know the answers to the Doubles addition facts before asking them to learn the <u>Doubles</u> multiplication facts.

**Page 5**:  $(2 \times 2, 2 \times 3, 2 \times 4, 2 \times 5)$  Direct students to use manipulatives to show 2 groups of 2. Hold out your two hands, palms up, and direct a student to place 1 group of 2 in each hand. Put your two hands together, and have the student count how many there are. Note that this is the same as doubling or adding 2+2. Do the same for 2 groups of 3 = the Double 3+3, 2 groups of 4 = the Double 4+4, and 2 groups of 5 = the Double 5+5. This is counting by 2s.

### 1 Group

The answer for any number multiplied by 1 is that number.



#### Practice **<u>1 Group</u>**.



Practice **<u>1 Group</u>** with addition. Watch + and  $\times$  signs.

5	1	9	3	8	7	6
<u>× 1</u>	<u>+ 1</u>	<u>× 1</u>	<u>× 1</u>	<u>+ 1</u>	<u>× 1</u>	<u>+ 1</u>
6	2	4	8	9	3	4
<u>× 1</u>	<u>× 1</u>	<u>+ 1</u>	<u>× 1</u>	<u>+ 1</u>	<u>+ 1</u>	<u>× 1</u>
Dractico	1 Group wit	th subtraction	Match - a	ad X signs		

Practice **<u>1</u> Group** with subtraction. Watch - and  $\times$  signs.



## More <u>1 Group</u>

These answers are the same.



Name			
Count by 3	<u>Bs</u>		
			• • •
	3	6	9

Three! Six! Nine! Who do you think is mighty fine?

 $\begin{array}{ccc}
3 \\
+3 \\
6 \\
-43 \\
9
\end{array} \qquad 3 \text{ groups of } 3 = 9 \\
(3+6=9 \text{ and } 6+3=9)
\end{array}$ 

#### $3 \times 3 = 9$

Practice **Count by 3s** and **Doubles**. (Circle) **Count by 3s**. × 2 × 3 <u>×</u>2 × 6 <u>× 3</u> × 3 x 3 <u>× 2</u> × 2 <u>× 2</u> × 7 × 5 <u>× 3</u> <u>× 3</u> <u>× 3</u> <u>× 8</u> <u>× 2</u> <u>× 3</u> x 2 <u>× 2</u> x 9 <u>× 2</u> × 9 × 2 x 4 x 3 × 2 × 3

Name

Practice **Count by 3s** with addition and subtraction.

3	6	9	3	9	3	3
× 3	<u>+ 3</u>	<u>- 3</u>	<u>× 3</u>	- 6	<u>× 3</u>	+ 6
9	3	3	9	3	6	3
- 6	<u>× 3</u>	+ 6	- 3	+ 3	<u>+ 3</u>	<u>× 3</u>
9	6	3	3	3	9	3
- 3	<u>+ 3</u>	<u>× 3</u>	<u>+ 6</u>	<u>× 3</u>	<u>- 6</u>	<u>+ 3</u>
3	3	9	3	9	3	6
+ 6	<u>× 3</u>	- 6	<u>+ 3</u>	<u>- 3</u>	<u>× 3</u>	<u>+ 3</u>
Cumulativ	ve Practice.					
3	2	1	8	0	3	4
<u>× 3</u>	<u>× 0</u>	<u>× 9</u>	<u>× 2</u>	<u>× 8</u>	<u>× 3</u>	<u>× 1</u>
9	1	3	2	3	0	2
<u>× 0</u>	<u>× 3</u>	<u>× 3</u>	<u>× 5</u>	<u>× 3</u>	<u>× 5</u>	<u>× 3</u>
7	3	0	2	2	6	3
<u>× 2</u>	<u>× 3</u>	<u>× 4</u>	<u>× 2</u>	<u>× 9</u>	<u>× 1</u>	<u>× 3</u>
1	4	1	3	2	3	6
<u>× 8</u>	<u>× 2</u>	<u>× 5</u>	<u>× 3</u>	<u>× 6</u>	<u>× 3</u>	<u>× 0</u>

Name

## More Count by 3s



If 3 groups of 3 = 9,

then 6 groups of 3 = 18.



Learn  $3 \times 6 = 18$  and  $6 \times 3 = 18$ .

Say, "Three! Si X! Nine! 9 and 9 is 18."

#### Practice **Count by 3s**.

6	3	3	6	3	6	3
<u>× 3</u>	<u>× 3</u>	<u>× 6</u>	<u>× 3</u>	<u>× 3</u>	<u>× 3</u>	<u>× 6</u>

Practice Count by 3s and I See 2 5s.

3	5	6	3	6	5	3
<u>× 6</u>	<u>× 5</u>	<u>× 3</u>	<u>× 3</u>	<u>× 3</u>	<u>× 5</u>	<u>× 3</u>
5	6	3	3	5	3	6
× 5	× 3	× 3	× 6	× 5	× 3	× 3

Ν	ar	n	e
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## Pretend to Add with 9





					9	
Practice	Pretend to A	dd with 9 a	nd <u>1 Group</u>	. Circle <u>x</u>	<u>9</u> .	
9	9	9	1	9	5	8
<u>x 9</u>	<u>× 1</u>	<u>× 9</u>	<u>× 3</u>	<u>× 9</u>	<u>× 1</u>	<u>× 1</u>
4	9	6	9	1	9	1
<u>× 1</u>	<u>× 9</u>	<u>× 1</u>	<u>× 9</u>	<u>× 7</u>	<u>× 9</u>	<u>× 6</u>
1	7	9	1	9	1	3
<u>× 2</u>	<u>× 1</u>	<u>× 9</u>	<u>× 9</u>	<u>× 9</u>	<u>× 4</u>	<u>× 1</u>
9	1	1	9	1	2	9
× 9	<u>× 1</u>	<u>× 8</u>	× 9	<u>× 5</u>	<u>× 1</u>	× 9

Practice	Pretend to A	Add with 9	and <u>Count b</u>	<u>y 3s</u> .		
9	3	3	9	6	9	3
<u>× 9</u>	<u>× 3</u>	<u>× 6</u>	<u>× 9</u>	<u>× 3</u>	<u>× 9</u>	<u>× 3</u>
6	9	3	3	9	3	6
<u>× 3</u>	× 9	<u>× 3</u>	<u>× 6</u>	<u>× 9</u>	<u>× 3</u>	<u>× 3</u>
3	3	9	3	3	6	9
<u>× 3</u>	<u>× 6</u>	<u>× 9</u>	<u>× 3</u>	<u>× 6</u>	<u>× 3</u>	<u>× 9</u>
3	9	6	9	3	9	3
× 6	× 9	× 3	× 9	× 3	× 9	× 6

Practice Pretend to Add with 9, I See 2 5s, and Zero.

Name \_\_\_\_\_

9×9=	0×9=	2×0=	9×9=
0×5-	5×5-	9×9-	7×0-
0×3=	5~5	J×J=	/~0=
5×5=	4×0=	0×3=	5×5=
9×0=	9×9=	5×5=	0×1=
8×0=	5×5=	0×6=	9×9=
5×5=	5×0=	9×9=	5×5=

Practice **Pretend to Add with 9**, **I See 2 5s**, and **Doubles**.

9	5	5	9	7	2	2
x 9	<u>× 2</u>	<u>× 5</u>	<u>× 9</u>	<u>× 2</u>	<u>× 2</u>	<u>× 3</u>
5	2	9	5	2	2	9
<u>× 5</u>	<u>× 8</u>	<u>× 9</u>	<u>× 5</u>	<u>× 6</u>	<u>× 9</u>	<u>× 9</u>
4	9	9	9	5	9	2
<u>× 2</u>	<u>× 9</u>	<u>× 2</u>	<u>× 9</u>	<u>× 5</u>	<u>× 9</u>	<u>× 5</u>
9	5	6	2	9	8	5
<u>× 9</u>	<u>× 5</u>	<u>× 2</u>	<u>× 7</u>	<u>× 9</u>	<u>× 2</u>	<u>× 5</u>

Practice	Pretend to A	<b>dd with 9</b> ,	4 Fingers, an	d <u>Count 5,</u>	<b>6,7,8</b> .	
9	8	3	7	4	9	4
<u>× 9</u>	<u>× 7</u>	<u>× 4</u>	<u>× 8</u>	<u>× 4</u>	<u>× 9</u>	<u>× 3</u>
7	4	4	9	3	8	4
<u>× 8</u>	<u>× 3</u>	<u>× 4</u>	<u>× 9</u>	<u>× 4</u>	<u>× 7</u>	<u>× 4</u>
3	8	9	4	9	4	9
<u>× 4</u>	<u>× 7</u>	<u>× 9</u>	<u>× 4</u>	x 9	<u>× 3</u>	<u>× 9</u>
8	9	7	4	4	7	3
<u>× 7</u>	× 9	<u>× 8</u>	× 3	× 4	<u>× 8</u>	<u>x 4</u>

Cumulative Practice.

	$\frac{2}{\times 5}$ $\frac{5}{\times 5}$ $\frac{9}{\times 9}$ $\frac{7}{\times 8}$ $\frac{4}{\times 2}$	$\frac{4}{\times 0}$ $\frac{1}{\times 5}$ $\frac{9}{\times 9}$ $\frac{3}{\times 6}$	$4$ $\times 3$ $9$ $\times 9$ $3$ $\times 2$ $1$ $\times 1$ $1$ $\times 6$	$\frac{9}{\times 1}$ $\frac{4}{\times 4}$ $\frac{3}{\times 6}$ $\frac{9}{\times 9}$ $\frac{2}{\times 9}$	$\frac{3}{\times 6}$ $\frac{9}{\times 9}$ $\frac{2}{\times 8}$ $\frac{2}{\times 8}$ $\frac{8}{\times 0}$ $\frac{9}{\times 9}$	$\frac{3}{\times 3}$ $\frac{7}{\times 8}$ $\frac{9}{\times 9}$ $\frac{6}{\times 3}$ $\frac{4}{\times 1}$
-	<u>× 9</u>	<u>× &gt;</u>	<u>× ∠</u>	<u>× b</u>	<u>× ŏ</u>	<u>x y</u>
	7	9	1	9	8	6
	<u>× 8</u>	<u>× 9</u>	<u>× 1</u>	<u>× 9</u>	<u>× 0</u>	<u>× 3</u>
-	4	3	1	2	9	4
	<u>× 2</u>	<u>× 6</u>	<u>× 6</u>	<u>× 9</u>	<u>× 9</u>	<u>× 1</u>
}	4	5	9	2	7	3
	<u>× 3</u>	<u>× 5</u>	<u>× 9</u>	<u>× 2</u>	<u>× 1</u>	<u>× 4</u>
,	9	0	2	3	1	2
-	<u>× 9</u>	<u>× 3</u>	<u>× 1</u>	<u>× 6</u>	<u>× 3</u>	<u>× 6</u>
7	6	9	4	8	3	0
2	<u>× 3</u>	× 9	<u>× 4</u>	<u>× 7</u>	<u>× 3</u>	<u>× 5</u>

Ν	a	m	e
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## More <u>4 Fingers</u>





Draw 7 groups of 4.

These are the same.	7 <u>× 4</u> 28	<b>4</b> <u>× 7</u> 28
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Practice	4 Fingers, <u>C</u>	ount 5,6,7,8	<u>3</u> , and <u>Zero</u> .	Circle 4	ingers.	
$\begin{pmatrix} 7\\ \underline{x \ 4} \end{pmatrix}$	7	6	8	0	4	4
	<u>× 0</u>	<u>× 4</u>	<u>× 7</u>	<u>× 8</u>	<u>× 7</u>	<u>× 4</u>
7	4	5	7	4	0	8
<u>× 8</u>	<u>× 7</u>	<u>× 4</u>	<u>× 4</u>	<u>× 3</u>	<u>× 4</u>	<u>× 7</u>
4	8	7	0	7	4	4
<u>× 6</u>	<u>× 7</u>	<u>× 4</u>	<u>× 7</u>	<u>× 8</u>	<u>× 5</u>	<u>× 7</u>
4	4	7	6	7	8	3
<u>× 0</u>	× 7	× 8	<u>× 4</u>	<u>× 4</u>	<u>× 0</u>	<u>× 4</u>

#### REVIEW

Practice Pretend to Add with 9, Fives, and I See 2 5s.

9	8	5	5	9	9	3
<u>× 6</u>	<u>× 5</u>	<u>× 9</u>	<u>× 5</u>	<u>× 7</u>	<u>× 4</u>	<u>× 5</u>
3	6	7	9	5	6	5
<u>× 9</u>	<u>× 5</u>	<u>× 5</u>	<u>× 9</u>	<u>× 7</u>	<u>× 9</u>	<u>× 4</u>
5	7	4	9	8	7	4
<u>× 7</u>	<u>× 9</u>	<u>× 5</u>	<u>× 8</u>	<u>× 9</u>	<u>× 5</u>	<u>× 9</u>
5	9	3	5	5	5	9
<u>× 5</u>	<u>× 5</u>	<u>× 5</u>	<u>× 6</u>	<u>× 5</u>	<u>× 8</u>	<u>× 3</u>
Practice	Pretend to A	Add with 9,	STRETCH,	and <u>Zero</u> .		
9	5	9	6	7	0	9
<u>× 9</u>	<u>× 9</u>	<u>× 8</u>	<u>× 0</u>	<u>× 3</u>	<u>× 7</u>	<u>× 3</u>
0	7	6	9	4	3	9
<u>× 1</u>	<u>× 3</u>	<u>× 9</u>	<u>× 7</u>	<u>× 0</u>	<u>× 7</u>	<u>× 5</u>
3	3	4	3	9	0	7
<u>× 7</u>	<u>× 0</u>	<u>× 9</u>	<u>× 7</u>	<u>× 6</u>	<u>× 8</u>	<u>× 3</u>
3	8	7	0	3	9	7
<u>× 9</u>	<u>× 9</u>	<u>× 3</u>	× 9	× 7	× 4	× 9