

### *Behind the Numbers: How the String was Crafted*

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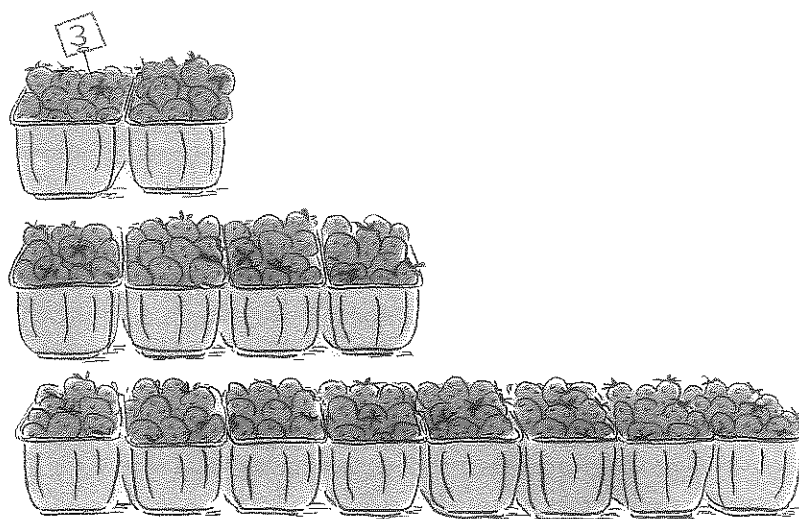
This picture with the question about cost has been specifically crafted to eliminate objects that can be counted by ones—a built-in constraint to encourage students to skip-count instead. The bags may be counted by ones, but that is not the question. The cost is the question and the cost of each bag is designated at the start. The cost of the two smaller groups may also be used as partial products to figure out the cost of the third—a potentially realizable suggestion to support the use of the distributive property.

## Baskets of Strawberries · A3

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### Skip-Counting, Doubling

Strawberries cost \$3 a basket. What is the cost for 2 baskets? What is the cost for 4 baskets? What is the cost for 8 baskets? Use an overhead transparency of Appendix C. Show the groupings one at a time and invite discussion of strategies, representing what students say with multiplication notation.



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This picture with the question about cost has been specifically crafted to eliminate objects that can be counted by ones—a built-in constraint to encourage students to skip-count or double. Although the baskets can be counted by ones, the question is about the cost of the strawberries, and the cost of each basket is given at the start. The choice of numbers makes doubling a helpful strategy as well. The cost of the second group can be determined by doubling the cost of the first group. The cost of the third group is double the cost of the second.