

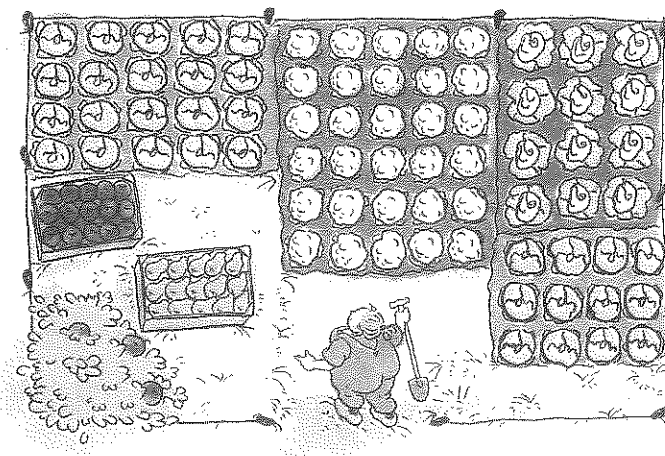
Behind the Numbers: How the String was Crafted

Although many students may skip-count, the stamp sets are configured in a way that may potentially suggest the use of the five-times and ten-times strategies—these products are helpful multiplication facts for figuring out four-times, six-times, and nine-times. The distributive property is the focus (using partial products such as one group more, one group less).

Gardens · A8

Distributive Property, Using Partial Products, Arrays

How many cauliflower plants are growing in the garden? How many heads of lettuce? Use an overhead transparency of Appendix H. Invite discussion of strategies, representing what students say with multiplication notation.



Behind the Numbers: How the String was Crafted

The layout of the first garden plot suggests the use of a partial product that can be helpful for the other plots—a potentially realizable suggestion to encourage students to use partial products instead of counting by ones. The big idea underlying the use of partial products is the distributive property.

Stickers · A9

Area, Arrays

How many stickers fit on the page of the album? Use an overhead transparency of Appendix I. Invite discussion of strategies, representing what students say with multiplication notation.