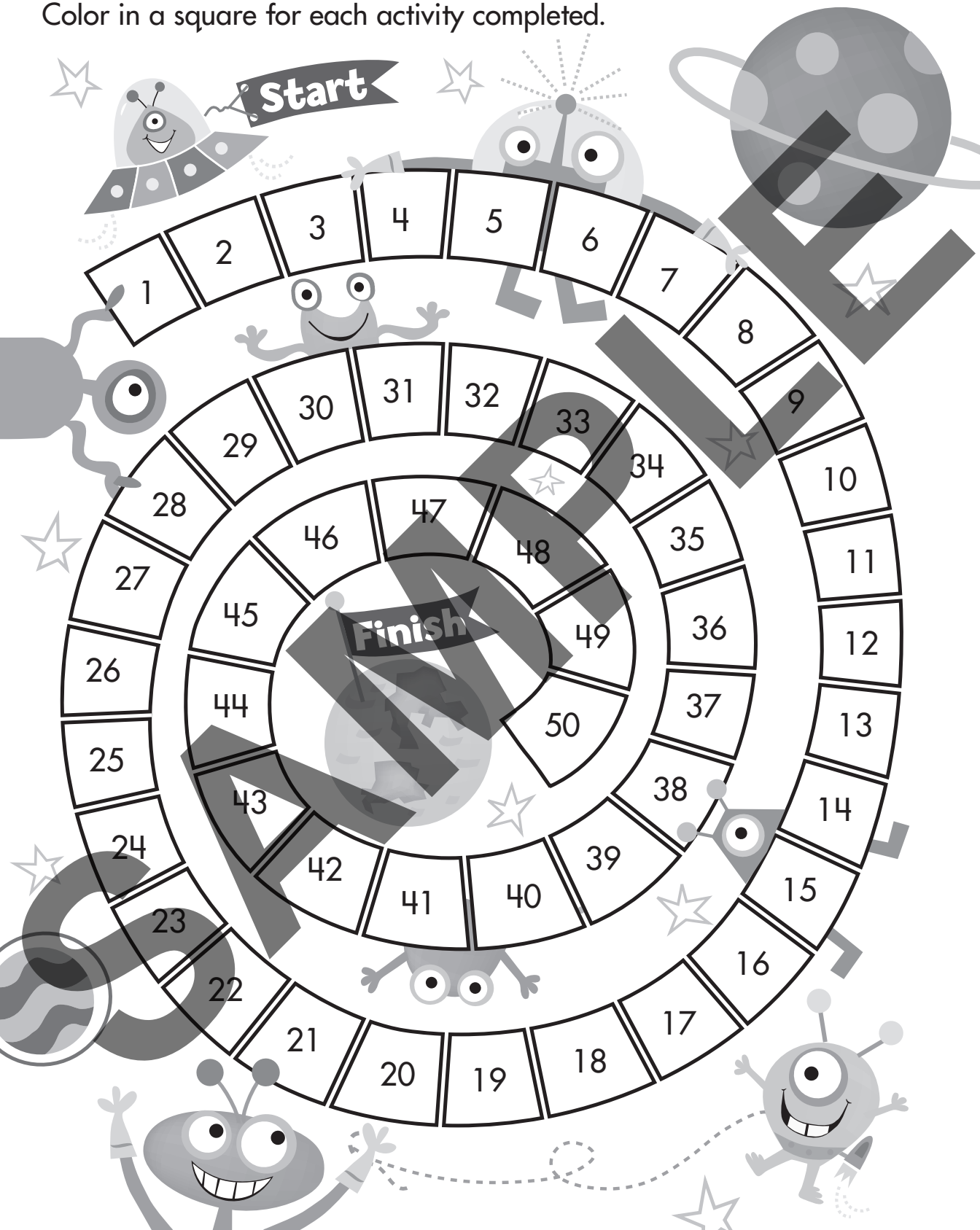
Color in a square for each activity completed.



Why Multiplication?

Children need many experiences grouping and separating objects to understand the meaning of multiplication. They also need to see and use number facts (such as 3 × 5) in a variety of contexts, such as in describing sets of objects or pictures, or solving word problems, in order to achieve mastery.

SKILLS

- Understanding multiples
- Recognition of multiplication models
- Multiplication facts
- Missing factors
- Multi-digit multiplication (up to 3-digit × 1-digit)
- Solving word problems

HOW YOU CAN HELP SUPPORT LEARNING

- Use items in the home to model multiplication. For example, look in a recipe book together and ask something like, "If this cake recipe uses 3 eggs, how many eggs will I need for 4 cakes?"
- Encourage memorization of four facts at a time. Have your child write the facts on index cards and keep the cards in a handy place. Then every so often, ask one of the facts (such as "What is 4 × 5?"). If your child can respond quickly and easily, you know that he or she has memorized the fact.
- Review that a multiple is the product of a number and any other number. For example, 2, 4, 6, 8, and 10 are multiples of 2— 2×1, 2×2, 2×3, 2×4, 2×5.

ACTIVITY 1

Write the numbers for the counting patterns in the correct column.
Circle the numbers that all columns have in common.

Write them here _____.

Counting by 2s	Counting by 5s	Counting by 10s
2	5	10

Help the hiker cross the river by finding the path that shows multiples of five from 5 to 60. Draw a line to connect the rocks that show the path.

Hint: A multiple is the product of a number and any other number.