

Beginning with Multiplication Facts

Target Strategies

- Familiarity with the multiplication grid
- Using the language of multiplication and tables
- Using patterns and relationships between multiplication facts
- Developing fluency with multiplication facts

Closed Questions

(Students mark and find the answers on their laminated multiplication grids)

How quickly can you find 3 multiplied by 4 on the grid? (demonstrate the process)

What is five sixes?

Three lots of 6 makes what?

I multiplied my number by 5. The product (answer) was 30. What was my starting number?

The product was 24. I multiplied by 3. What is the multiplicand (the number I multiplied)?

The product I marked was between 10 and 20 and is in the 5s counting pattern, what is it?

If I was speed counting in 3s I would land on 24. How many times would I have counted in 3s to get there?

What number multiplied by itself equals 36?

What pattern do you notice when you mark all the numbers in the 5s counting pattern on the grid?

Open Questions

I am thinking of a multiplication fact that is in the 5s and the 10s multiplication table, what might it be?

I multiplied a number by 3 to make a product greater than 12. What number might I have multiplied (what might my multiplicand have been)?

My product was 24. Which numbers might I have multiplied?

I multiplied by 6. What might my product have been?

My multiplication fact has an odd/even product which two numbers might I have multiplied together?

Flip Questions

NOTE: This game is tough so we suggest that you blank off all facts beyond the 5s table. This will give a smaller more manageable game.

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

Explain to the students that you are thinking of a multiplication fact and that they can ask you yes no questions to find out what it is. Questions could include:

Is it a 2s fact?

Is the product less than 20?

Did you multiply by an odd/even number?

Are both numbers that you multiplied together odd/the same?

Remember that the emphasis is on using the language and the grid at this stage but try not to allow too many repeat questions or the game will become a guessing game not a strategy game.