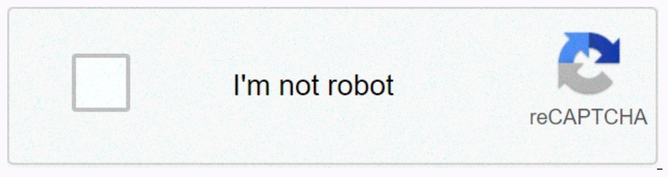

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Answer to multiplication problem

Happy Birthday. You have a handle on compounding and subtraction. It's time to take arithmetic to the next level. The ree lots seem easy to you. Multiplication is basically an addition that is repeated over and over again. In addition: 3 + 3 + 3 + 3 + 15 multiplication: 5 x 3 = 15 Instead of writing out a bunch of addends with a long annex problem, we can group them together and multiply. That's all there is. You can quickly add multiple groups. You can use multiplication to figure out how many pages there are book ten (10) chapters. You can also use multiplication to know the thickness of the book if you know the thickness of one page. Set up the multiplication problem By multiplying the factors you multiply. The multiplication problem response is called a product. You can find a product by multiplying two or more factors. There are many symbols that are used for multiplication. Your main job uses x (x). This is called the times symbol. If you read the multiplication problem aloud in front of your class, you'd say, Twice the equivalent of four. When you type the numbers, you will get 2 x 2 = 4. Example: Twenty-five times sixty-eight equals a thousand seven hundred. 25 x 68 = 1700 Factors: 25 and 68 Product: 1700 We like to start small, so let's look at the numbers from one (1) to ten (10). Here are some examples using number two (2). 2 x 1 = 2 (one of the two sets equals two: 2 = 2) 2 x 2 = 4 (two sets of two equals four: 2 + 2 = 4) 2 x 3 = 6 (three sets of two equals six: 2 + 2 + 2 = 6) 2 x 4 = 8 (two sets equals eight: 8 2 + 2 + 2 + 2 = 8) 2 x 5 = 10 (five sets of two equals ten : 2 + 2 + 2 + 2 + 2 = 10) 2 x 6 = 12 (2 + 2 + 2 + 2 + 2 + 2 = 12) 2 x 7 = 14 (2 + 2 + 2 + 2 + 2 + 2 + 2 = 14) 2 x 8 = 16 (2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = 16) 2 x 9 = 18 (18 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = 18) 2 x 10 = 20 (2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = 20) Do you see patterns? Do you see how multiplication makes it easier to write numbers in a math problem? When it comes down to it, doing all that in addition (over and over again) is a waste of time. You have to remember a table that is the core of multiplication. Sorry, but you need to remember some of the values here. In the same way that you learned the basics of adding and adding numbers from 1 to 10, you need to do the same by multiplying. There's nothing we can do, but we're going to show you the table. The numbers at the top and left of the grid are two numbers that you need to multiply. Your answer (product) is in the grid where these two lines are crossed. We'll talk more about it on other pages, but here's the main table. In the chart, we highlight nine times (4 x 9). If you look along the chart you will see that 4 x 9 = 36. ► Next page of arithmetic back to the top of the page ► Or search for sites ... to continue to enjoy our website, we ask you to confirm your identity as a person. Thank you for your cooperation. The layout of objects, pictures, or numbers in columns and rows is called an array. Your students used the arrays to be used to re-use. See Use arrays to display multiplication concepts. In this chapter, students learn how to use arrays to show the relationship between multiplication and division. Students learn that division can be thought of in two ways, separation and measurement. Although students may not use these names at this level, you can convey the meaning of both divisions so that they can better understand the division process. When you share a number of objects for each group, the sharing is called a fair sharing or allocation. For example: the farmer fills the baskets of apples. The farmer has 24 apples and 4 baskets. If he divides them equally, how many apples does he put in each basket? When you divide to find the number of groups, the distribution is called measurement or repeated subtraction. It's easy to see that you can keep subtracting 4 to 24 until you reach zero. Each 4 subtract is a group or basket. The farmer has 24 apples. He wants to sell them for $1.00 with four apples. How many baskets can he fill? Manipulators and visual aids are important in teaching multiplication and division. Students have used arrays to illustrate the multiplication process. Arrays can also illustrate sharing. Because division is reversed or reversed by multiplication, you can use arrays to help students understand how multiplication and sharing are related. If we find two factors in the product when multiplying, then in the division we find the missing factor when the second factor and product are known. In the multiplication model below, you multiply everything to find the number of counters. In the division model, you divide each group to find the number of counters. The same three digits are used. The model shows that the division undoes the multiplication and multiplication of undoes division. By multiplying or dividing them, students can use the fact of inverse surgery. For example, because you know that 4 x 5 = 20, you also know the related sharing fact 20 ÷ 4 = 5 or 20 ÷ 5 = 4. Students can also control their work by means of a reverse operation. Note that numbers for multiplication and sharing sentences are special names. Multiplying is called the factors of the number you multiply; response is called a product. The number to be shared is the dividend, its distribution number is the divider and the answer is the divider. Discuss the relationship between these numbers when you explain how the numbering and sharing is related. There are other models that your students can use to explore the relationship between multiplication and sharing. students to different models and let each student choose which model is most useful to them. Here's an example of using counters to multiply and divide. factor 4groups x factor3counters in each group = product12 counters total number of dividends12 total number of counters ÷ number of subgroups = quotient3counters in each group Here is an example using the number line. factor4 x factor5 = product20 dividend20 ÷ sharer5 = quotient4 Another strategy your students may find useful uses related to multiplication fact share. Lesson Related Multiplication and Division focuses on this strategy. Here's an example. 18 ÷ 6 = ? Think: 6 x? =18 Six times, what's the number 18? 6 x 3 = 18, so 18 ÷ 6 = 3. Once students understand the concept of division, they can continue to study the rules for sharing 0 and 1. Lead students to discover the rules themselves by letting them use counters in the model division. Here are some examples: Divided 4 counters into four groups. 4 ÷ 4 = 1 Add 2 counters to 2 groups. 2 ÷ 2 = 1 If any number except 0 is divided by itself, the quotient is 1. Put three counters in group 1. Put 5 counters in group 1. 3 ÷ 1 = 3 5 ÷ 1 = 5 If any number is divided by 1, the quotient is this number. Group 0 counters. 0 ÷ 2 = 0 Add 0 counters to 4 groups. 0 ÷ 4 = 0 If 0 is divided by any number except 0, the quotient is 0. Group 6, set 6 counters. Add 1 counter to 0 group. The number cannot be divided by 0. Encourage students to think about the relationship between reproduction and division in solving problems. For example, they can use a related multiplication fact to find the unit cost of an item - for example, the cost of one baseball cap for $3 to $18). $18 ÷ 3 = $6 Think: 3 x? = $18 3 x $6 = $18 So $18 ÷ 3 = ? The price is $6 for a baseball cap. If you see this message, it means that we are having trouble loading external resources on our website. If you're behind a web filter, make sure that the *.kastatic.org and *.kasandbox.org domains are blocked. What needs to be done to solve reproductive problems? Isn't that enough to multiply the numbers we've been given? Not! Because... It is even more important to understand the problems of multiplication. This is why we bring you some multiplication problems today where you don't have to use multiplication, but rather think critically. Ready? Read and respond carefully to this multiplication problem: Have sufficient information been provided to resolve the problem? What's your answer? Think about it carefully! We don't have enough information to know how many necklaces Mario made! We're going to try another type of problem: Have you read through all the options carefully? The right answer is... Want to try something a little more complicated? Give the last chance: Careful, you have to read all options carefully! If you want to practice more multiplication problems, click on the following link: Practice Solving The Multiplication Problem Sign Up for Your Family Smartick Today! More information: Learn more about how to solve 1-ranked ion problems How to solve reproductive problems and how to solve word problems with multiplying fractions with decimal places and some examples Do you want to know how to solve the multiplication problem? Have you learned how to multiply yet? Did you know that solving problems is the best way to learn how to multiply? We are therefore looking at the various steps we need to take to solve the reproductive problem. Let's get it and look at the throwing problem: the witch Malitch made 10 bottles of drink to take to the annual Witches of the World convention. At this convention, all witches present new magic potions and the best will win the Flying Broom award. For each drink, he used 3 boxes of magic herbs that were 5 pounds each. How many pounds of magic herbs did he use? 1) The first thing we need to do is read the problem carefully. In order for us to understand this, we can ask ourselves questions about the problem, for example: what did the witch Malitch do? He made 10 bottles of drink. Why did he make them? He put them in a potion contest. 2) When we understand what the problem said, we will continue to read the question and analyze it, asking ourselves more questions: What is the question from me? The question is from me how many pounds of magic herbs Malitch are used in total, all potions. Do I need to perform a math action to solve the problem? yes, because All I know is how many kilos of magic plants were on every box. Ok, what information do I need to use? (This last question is extremely important. You don't always use all the information that's been given to you). I need to use the number of kilos that each box had (5), the number of boxes that he used for each potion (3) and finally, the number of bottles of potions that he did (10). 3) Now we can keep thinking about the operation that we need to do: We want to know how much pounds he used in total. We know that he used 3 boxes of each potion and that each box weighed 5 pounds, so: for each pot he used 5+ 5+ 5 pounds. Butter, expressed differently: 3 x 5 = 15 pounds. Now we know that he used 15 pounds of magic herbs for each potion and we know that he made 10 bottles of potion, so to put together all the potions, he used 15 x 10 = 150 pounds of magic herbs. 4) This last step is very important. We have received an answer, but now we need to think critically about the number that we have: Finally, does it make sense that the answer (150) is greater than numbers given problem (10, 3, 5)? Yes, that makes sense, because these numbers referred to every potion or every box. The answer refers to the total amount of drinks and the total amount of boxes. We solve the problem mentally using approximate amounts: does it make sense that the number we have is 150? Yes. For example, it would not make sense if we received a reply of 30 because it is too small a number to have a response of 10 x 3 x 5. It wouldn't make sense if we had 150,000, because it's too big a number. So we have one last answer: the witch Malitch used a total of 150 pounds of magic herbs. See? In order to solve the multiplication problem correctly, it is not enough to just multiply all the numbers, rather we need to understand, analyze and think about what the problem is saying before we go into surgery. We also need to check the answer. Keep this in mind that next time that you will have to solve a multiplication problem or other problem in this matter! In the meantime, you can learn more about the multiplication by clicking on the following links: Do you like this post? If it helped you understand how to solve the multiplication problem, share it with your friends. More information: How to apply an associative attribute to what multiplication is and learn how to solve single-digit division problems by using LCM (minimum common multiple) to solve problems 3: when to use it and some problems

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