**Multiplication Fact Strategies:**

**The 0’s** – anything times 0 is 0; ex. 6x0=0, 0x21=0, 0x1000=0

**The 1’s** – anything times 1 is itself; ex. 3x1=3, 900x1=900

**The 2’s** – think of the addition doubles; ex. For 2x, think 6+ 6 (2 groups of 6)

**The 5’s** – skip-count by 5’s (5, 10, 15, 20, 25...) ex. For 5x4, skip-count by 5’s 4 times (5, 10, 15, 20)

**The 10’s** – add a zero to the end of the number being multiplied by 10; ex. For 4x10, add a 0 to the 4 to make 40; Students can also skip-count by 10’s

**The 9’s** – First, look at the equation and find the factor that is not the 9 (for example, in the equation 9x4, look at the 4). Next, subtract 1 from that factor (in this case, 4-1=3). Place this number in the tens place of the answer (in this case, the 3 will be in the tens place). Ask yourself what you can add to the 3 to make 9 (the two numbers in the answer will always equal 9). In this case, 3+6=9, so the second number in the answer is a 6. In this equation, the answer is 36. This may seem confusing at first, but try it a couple times and see how it works.

(Students will also be taught the hand trick for 9s.)

**The 4’s** – think double-double; ex. For 4x6, first double the 6 to make 12, and then double the 12 to make 24.

**The 3’s** – the double plus one more group; ex. For 3x4, double the 4 to make 8, and then add one more group of 4 to make 12. For 6x3, double the 6 to make 12 and then add one more group of 6 to make 18.

**The 6’s, 7’s and 8’s** – build on known facts and use what you already know to solve. ex. To solve 6x6, use a fact that you already know, such as 6x5=30, then add one more group of 6. To solve 7x8, think of a fact that you already know, such as 7x9=63, and subtract a group of 7 to make 56.

Kids can also use the Distributive Property and break one of the numbers apart into two digits that are easier to multiply. 7 x 8 = (5 x 8) + (2 x 8) = 40 + 16 = 56. This is a great strategy for solving unknown facts using facts a student already knows to find the answer easier.