

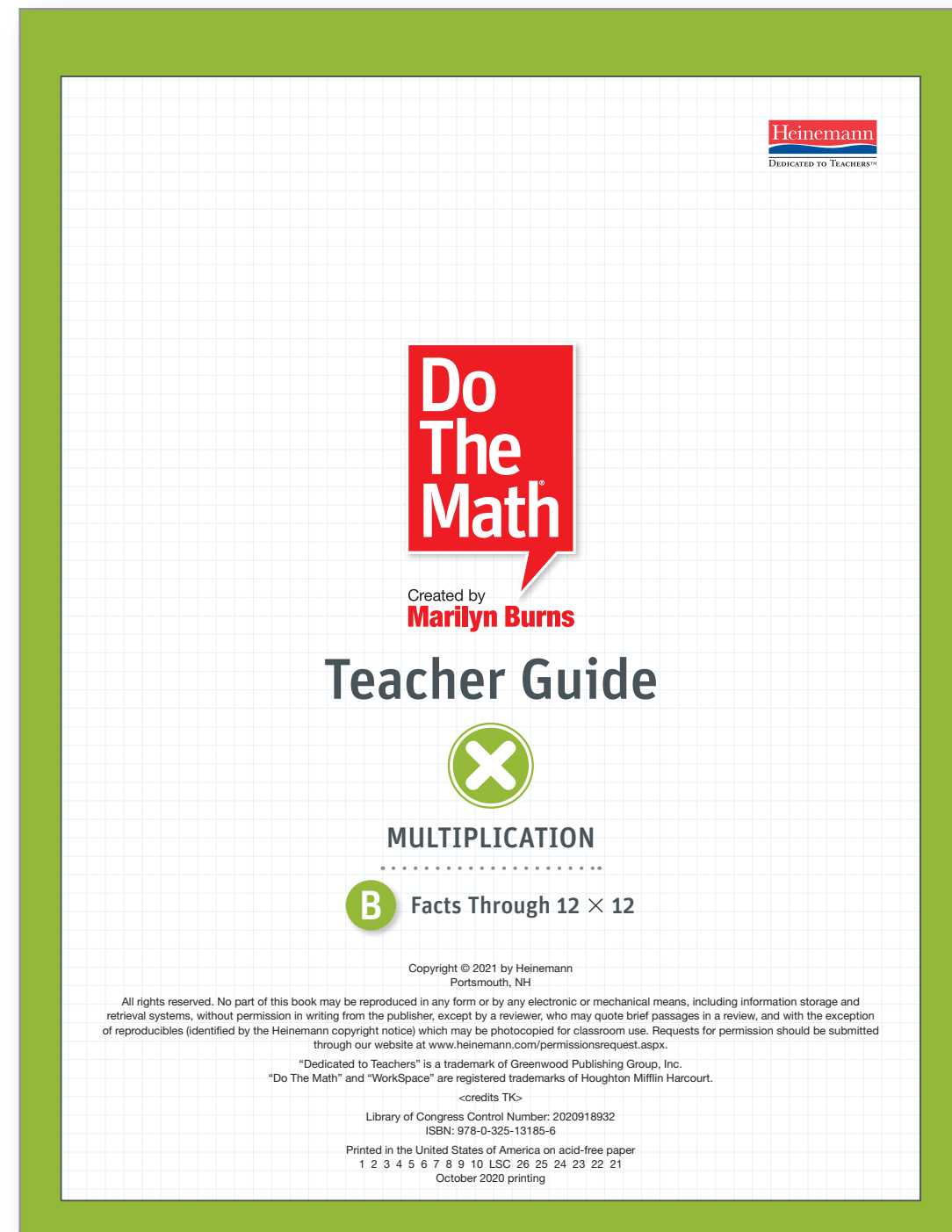
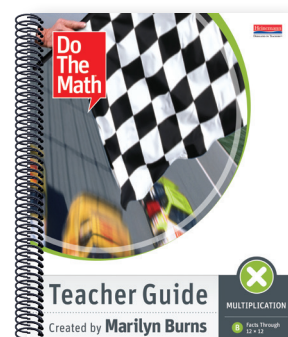


DO THE MATH TEACHER GUIDE SAMPLER

MULTIPLICATION

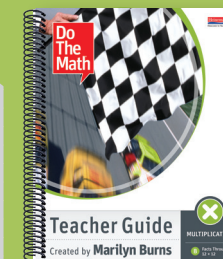
This Sampler includes select pages from the Multiplication Teacher Guide. You'll see a sample of the:

- ⊕ Section Overview
- ⊕ Instructional Principals
- ⊕ Letter from Marilyn Burns
- ⊕ Planner
- ⊕ Lessons
- ⊕ Annotated *WorkSpace*
- ⊕ Show What You Know, Objectives Tracker, Community News



To see additional *Do The Math* samplers, please visit <http://hein.pub/DoTheMathSamplers>

To access the eSampler, please visit Heinemann.com/DoTheMath.



Overview

► Introduction to *Do The Math*

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► The Lessons

LESSONS 1–5

PAGE
1

Understand the *Multiplication Chart*

Students strengthen their understanding of multiplication as they relate the number of squares in rectangles to products on the *Multiplication Chart*.



LESSONS 6–10

PAGE
25

Understand the *Multiplication Chart*

Students recreate the *Multiplication Chart* through hands-on experiences with rectangles and rectangle splitting.



LESSONS 11–15

PAGE
45

Identify Patterns on the *Multiplication Chart*

Students develop increased familiarity with products on the *Multiplication Chart* by exploring the visual patterns of multiples. The game *Pathways* provides practice for multiplying with factors 3 through 8.



LESSONS 16–20

PAGE
69

Learn About Square Numbers

Bats on Parade provides a context for learning about square numbers and exploring the pattern of square numbers on the *Multiplication Chart*. *Silent Multiplication* focuses students' attention on the pattern of products when one factor is 10.

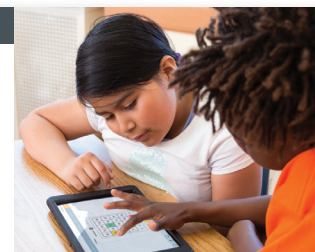


LESSONS 21–25

PAGE
93

Practice Multiplication Facts

Students focus on the basic multiplication facts, playing a game and re-experiencing *Silent Multiplication* as they determine the products they know and practice the products they need to learn.



LESSONS 26–30

PAGE
117

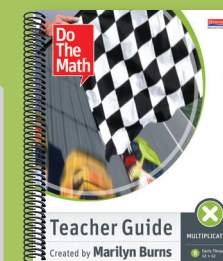
Practice Multiplication

Students review what they've experienced during the lessons and contribute to the creation of a concept web. They progress from the geometric strategy of rectangle splitting to a related strategy of number splitting to find products.



► Additional Resources

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Instructional Principles



Help At-Risk and Struggling Students Succeed in Math

Research shows that students with diverse needs succeed in learning mathematics through explicit, intentional teaching based on proven instructional strategies.

TEACHING FOR UNDERSTANDING

Students benefit from instruction based on teaching for understanding.

Step-by-step lessons help students develop understanding, learn mathematical skills, see relationships, and make connections.

- Learning experiences link concepts and skills to their mathematical representations and language.
- Students use concrete and pictorial models to build a strong foundation in key mathematical concepts, operations, and strategies.

SCAFFOLDED CONTENT

Scaffolding of the content makes the mathematics more accessible to students.

Do The Math focuses on key content in mathematics so that students are not overwhelmed with extraneous material.

- The content is organized into manageable chunks.
- The lessons are explicit about the relationships among these chunks.
- The instruction is carefully sequenced to help students build a solid foundation of understanding.

MULTIPLE STRATEGIES

Exploring different strategies for developing concepts and skills builds students' reasoning.

The lessons engage students with each concept and skill in several ways, deepening their mathematics knowledge.

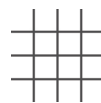
- Hands-on **manipulatives** give students concrete experiences with abstract ideas.
- The **digital mTools** give students the opportunity to translate concrete manipulatives to pictorial representations.
- **Classroom** and **digital partner games** offer engaging experiences that reinforce mathematical understandings and skills.
- **Children's literature** provides a springboard for instruction.
- Contexts make abstract mathematical ideas accessible.

MATHEMATICAL THINKING

These standards help develop mathematical expertise and habits of mind in all students.

- Students **persevere and solve problems** and look for entry points to solutions.
- Students **reason abstractly** to make sense of quantities and their relationships in problem situations.
- Students use stated assumptions, definitions, and previously established results to **construct viable arguments**.
- Students **model with mathematics** to solve real-world and mathematical problems.
- Students apply **mathematical and practical tools** strategically when solving problems.
- Students **attend to precision**, using mathematical language to communicate clearly and accurately.
- Students look closely to **discern patterns or structure** when solving problems.
- Students **use repeated reasoning** to identify general methods and shortcuts.

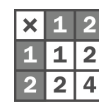
MULTIPLICATION MODELS



Grid Charts are used to apply the distributive property of multiplication by splitting rectangles.



Tiles represent multiplication with arrays.



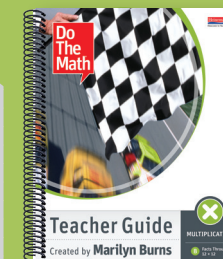
Multiplication Charts help students to find the product of two factors.



Number cubes are used to identify random digits in multiplication games.



Egg cartons demonstrate multiplying by 12.



Instructional Principles (continued)

Help Students Build Their Mathematical Reasoning

CLASSROOM ROUTINES

Routines such as “think, pair, share” promote engagement and deepen student understanding.

THINK

Students collect their thoughts individually.

PAIR

Students discuss with a partner.

SHARE

Students report ideas to the whole group. Expressing ideas and hearing other perspectives help students clarify their thinking.

- The listening and speaking that occur during “think, pair, share” are especially valuable for English language learners.
- Teachers can pair English language learners with other students who speak the same first language to allow them to discuss concepts.
- Teachers can also pair a student with early English skills and a student with strong English skills to encourage language development.

INDEPENDENT STUDENT WORK

Assignments provide students with opportunities to practice, strengthen, and extend their learning.

- **WorkSpace® assignments** are carefully constructed to motivate students and maximize their success through games, assignments for reinforcement, and problem-solving situations.
- The **digital experience** gives students the flexibility to explore mathematical tools and games within and outside the classroom.

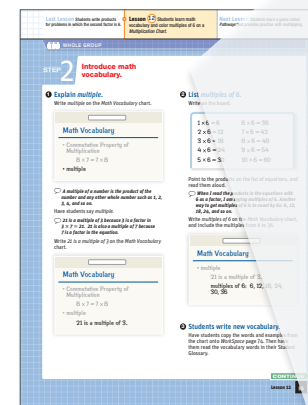


VOCABULARY AND LANGUAGE

Explicit vocabulary instruction helps students communicate effectively about the math they are learning.

Vocabulary is introduced after students experience concepts. Vocabulary lessons follow a consistent routine—the teacher writes the vocabulary on the *Math Vocabulary* chart and provides an example; students see, hear, say, and write it; the vocabulary is then incorporated throughout the lessons to support students’ learning.

- Key **mathematical** and **academic vocabulary** is highlighted at the start of each lesson, and **Spanish translations** are provided.
- A **glossary** in the *WorkSpace®* provides students with a reference for definitions.



ASSESSMENT AND DIFFERENTIATION

Ongoing assessment is built into the program to help teachers meet individual student needs.

During lessons, teachers observe students working in the whole group, with partners, and independently.

- Specific guidance for how to promote understanding and **address student misconceptions** is integrated into all lessons.
- Suggestions for **differentiating instruction** are included after every “Assessing Student Understanding” lesson, both for students who need additional help and those who are ready for a challenge.

STEP 2 Introduce math vocabulary.

1 Explain multiple.
Write *multiple* on the Math Vocabulary chart.

Math Vocabulary

- Commutative Property of Multiplication
 $8 \times 7 = 7 \times 8$
- multiple

A multiple of a number is the product of the number and any other whole number such as 1, 2, 3, 4, and so on.

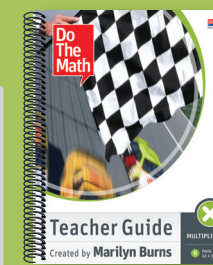
Have students say multiple.

21 is a multiple of 3 because 3 is a factor in $3 \times 7 = 21$. 21 is also a multiple of 7 because 7 is a factor in the equation.

Write 21 is a multiple of 3 on the Math Vocabulary chart.

Math Vocabulary

- Commutative Property of Multiplication
 $8 \times 7 = 7 \times 8$
- multiple
- 21 is a multiple of 3.



FROM MARILYN BURNS

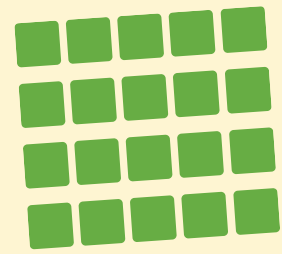
Dear Colleague,

The *Multiplication Chart* is a mathematical icon in the elementary grades, and learning the multiplication facts is both a rite of passage for students and a gatekeeper for their continued success. Students typically are introduced to the *Multiplication Chart* early in their study of multiplication. While they learn early on how to use the chart to find the products of factors through 12, most have not learned how the *Multiplication Chart* was created. Also, for many, their understanding of what multiplication means is fragile, thus making the *Multiplication Chart* all the more mysterious.

In these lessons, students first focus on the meaning of multiplication by connecting arrangements of tiles in equal rows to multiplication equations.

In Lessons 1–5, students...

- Calculate products with factors 0 through 12.
- Represent arrangements of equal rows and rectangles with multiplication equations.
- Use the *Commutative Property of Multiplication* to solve problems.
- Communicate ideas with key math vocabulary: *multiplication equation, factor, and product.*



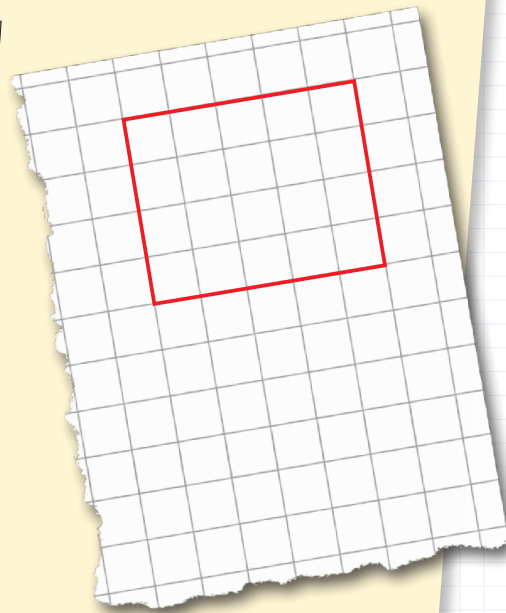
$$4 \times 5 = 20$$

Students practice finding the total number of tiles arranged in equal rows and writing multiplication equations to represent them with the game *Tiles Capture*.



Students review the vocabulary *factor* and *product* and how to use the *Multiplication Chart* to check their answers. Also, they learn to record the arrangements of equal rows of tiles on grid paper, which results in drawing rectangles.

X	1	2	3	4	5	6	7
1	1	2	3	4	5	6	7
2	2	4	6	8	10	12	14
3	3	6	9	12	15	18	21
4	4	8	12	16	20	24	28
5	5	10	15	20	25	30	35



These experiences prepare students for exploring patterns on the *Multiplication Chart* and learning to relate the number of squares in rectangles to products on the chart.

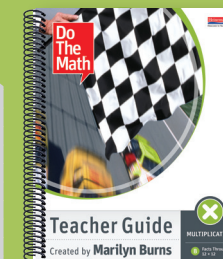
Marilyn Burns

“Learning the multiplication facts is both a rite of passage for students and a gatekeeper for their continued success.”

Lessons
1–5



Understand the
Multiplication Chart



PLANNER

Understand the *Multiplication Chart*

See pages 14-17 for the full lesson

See pages 18-24 for the full lesson

	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
	<p>Relating Equal Rows of Tiles to Multiplication</p> <p>Students figure the number of tiles in equal rows of tiles without counting one-by-one, and write multiplication equations for the tile arrangements.</p>	<p>Writing Equations in Tiles Capture</p> <p>Students practice multiplying with factors from 1 through 6 by playing the multiplication game <i>Tiles Capture</i>.</p>	<p>Exploring the <i>Multiplication Chart</i></p> <p>Students find products on a <i>Multiplication Chart</i> that shows 144 products, and relate rectangles to multiplication equations.</p>	<p>Relating Rectangles to Multiplication Equations</p> <p>Students build rectangles with tiles, write related multiplication equations, and relate the rectangles to products on a <i>Multiplication Chart</i>.</p>	<p>Assessing Student Understanding</p> <p>Students demonstrate understanding of the objectives of Lessons 1–4 by completing <i>WorkSpace</i> pages independently.</p>
OBJECTIVES	<ul style="list-style-type: none"> Represent arrangements of equal rows with multiplication equations. Calculate products with factors 0 through 12. 	<ul style="list-style-type: none"> Represent arrangements of equal rows with multiplication equations. Calculate products with factors 0 through 12. 	<ul style="list-style-type: none"> Calculate products with factors 0 through 12. Represent arrangements of equal rows and rectangles with multiplication equations. Use the <i>Commutative Property of Multiplication</i> to solve problems. 	<ul style="list-style-type: none"> Represent arrangements of equal rows and rectangles with multiplication equations. Calculate products with factors 0 through 12. Use the <i>Commutative Property of Multiplication</i> to solve problems. 	<ul style="list-style-type: none"> Represent rectangles with multiplication equations. Calculate products with factors 0 through 12.
PURPOSE	Using the concrete representation of tiles arranged in equal rows helps students connect the equal rows to abstract multiplication equations.	Having students use their own ideas to figure out the numbers of tiles in equal rows allows them to solve problems at their own comfort level.	Relating a visual representation —the rectangle—to the symbolic representation of an equation reinforces the meaning of multiplication as figuring the total for equal groups or rows.	Working cooperatively to think, pair, share not only encourages communication , but benefits each student by providing the support of a partner. Students confer as they work together to figure out all of the rectangles they can make with 12 tiles.	Assessing with familiar visual models and symbolic representations allows students to show their understanding without having to approach the material in an unfamiliar format.
KEY MATH VOCABULARY	<ul style="list-style-type: none"> equal factor NEW multiplication equation NEW product NEW times 	<ul style="list-style-type: none"> equal factor multiplication equation product times 	<ul style="list-style-type: none"> equal factor multiplication equation product times 	<ul style="list-style-type: none"> equal factor multiplication equation product times 	<ul style="list-style-type: none"> equal factor multiplication equation product times
MATERIALS	<ul style="list-style-type: none"> <i>WorkSpace</i> page 1 Green tiles Chart paper <i>Community News</i> <p>Physical manipulatives are also available as digital tools for teachers and students.</p> <p>mTools</p> <p>Digital Games</p>	<ul style="list-style-type: none"> <i>WorkSpace</i> pages 2–4 Green tiles <i>Tiles Capture</i> cards <i>Tiles Capture</i> 	<ul style="list-style-type: none"> <i>WorkSpace</i> pages 5–6 <i>Multiplication Chart</i> Green tiles <i>Grid Chart</i> 	<ul style="list-style-type: none"> <i>WorkSpace</i> pages 5 and 7 <i>Multiplication Chart</i> Green tiles <i>Cut-Out Rectangles</i> <i>Grid Chart</i> 	<ul style="list-style-type: none"> <i>WorkSpace</i> pages 9–11 Green tiles <i>Multiplication Chart</i> <i>Tiles Capture</i> cards <i>Tiles Capture</i>

mTools

In these lessons, you will use:

- Tiles
- Multiplication Chart*
- Grid Chart*

Professional Learning Online

To support teaching these lessons:

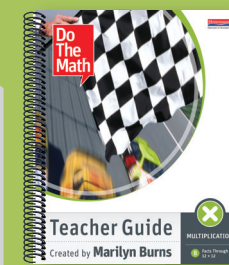
- View [“Using Manipulatives to Teach Math.”](#)
- Read [“How to Make Most of Manipulatives.”](#)

Do The Math

Created by Marilyn Burns

Professional Learning Guide

Read the Introduction to Multiplication.



LESSON 3 Exploring the *Multiplication Chart*

Summary

Students find products on a *Multiplication Chart* that shows 144 products, and relate rectangles to multiplication equations.

Objectives

- Calculate products with factors 0 through 12.
- Represent arrangements of equal rows and rectangles with multiplication equations.
- Use the *Commutative Property of Multiplication* to solve problems.

Materials

- *WorkSpace* pages 5–6
- *Multiplication Chart*
- Green tiles
- *Grid Chart*

Language Development

Key Math Vocabulary

ENGLISH	SPANISH
equal	<i>igual</i>
factor	<i>factor</i>
multiplication equation	<i>ecuación de multiplicación</i>
product	<i>producto</i>
times	<i>por</i>

Academic Vocabulary

ENGLISH	SPANISH
row	<i>fila</i>
group	<i>grupo</i>

Cognates are shown in italics; pointing out the similarity of these words to their English equivalents will help your Spanish-speaking students acquire math vocabulary.

WHOLE GROUP

STEP 1 Students explore the *Multiplication Chart*.

1 Introduce the lesson.

Display the *Multiplication Chart*.

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Today, we'll look at the *Multiplication Chart* and use it to find products. Then we'll see how rectangles can help with multiplication.

2 Demonstrate how to find the product of two factors.

Write $4 \times 3 =$ on the board.

$$4 \times 3 =$$

Show how to find the product by placing your left finger on the 4 in the far left column and your right finger on the 3 in the top row. Then move your left finger across from the 4 and your right finger down from the 3 until they meet at 12.

X	1	2	3	4	5	6	7
1	1	2	3	4	5	6	7
2	2	4	6	8	10	12	14
3	3	6	9	12	15	18	21
4	4	8	12	16	20	24	28
5	5	10	15	20	25	30	35

Tell students that 12 is the product of the factors 4 and 3. Complete the equation on the board: $4 \times 3 = 12$.

Last Lesson Students practice multiplying factors from 1 through 6 by playing a game.

Lesson 3 Students find products on a *Multiplication Chart* and relate rectangles to multiplication equations.

Next Lesson Students build rectangles, write related multiplication equations, and relate the rectangles to products on a *Multiplication Chart*.

WHOLE GROUP

STEP 2 Students use the *Multiplication Chart*.

1 Write problems on the board.

$$4 \times 5 = 20 \quad 5 \times 2 =$$

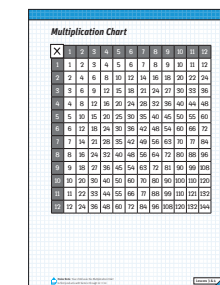
$$6 \times 3 = \quad 5 \times 5 =$$

$$3 \times 6 = \quad 6 \times 6 =$$

$$2 \times 5 = \quad 4 \times 6 =$$

2 Students locate products.

Have students locate the product for each problem on their *Multiplication Charts* on *WorkSpace* page 5.



Then choose one student at a time to go to the posted *Multiplication Chart* and locate the product for one problem. Record the products on the board.

$$4 \times 5 = 20 \quad 5 \times 2 = 10$$

$$6 \times 3 = 18 \quad 5 \times 5 = 25$$

$$3 \times 6 = 18 \quad 6 \times 6 = 36$$

$$2 \times 5 = 10 \quad 4 \times 6 = 24$$

3 Guide students to use the chart to find a product.

Write $4 \times 5 =$ on the board. Tell students that they will use the *Multiplication Chart* on *WorkSpace* page 5 to find the product.

$$4 \times 5 =$$

Start by putting your left finger on the 4 in the far left column and your right finger on the 5 in the top row.

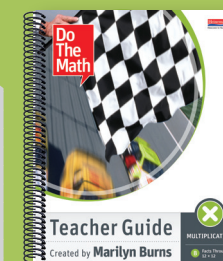
Model this on the class chart and then check that students have positioned their fingers correctly.

Now, move your left finger across from 4 and your right finger down from 5. The product is where your fingers meet. Let's say the product together. What is the product of 4 times 5? (20)

Complete the equation on the board: $4 \times 5 = 20$.

$$4 \times 5 = 20$$

X	1	2	3	4	5	6	7
1	1	2	3	4	5	6	7
2	2	4	6	8	10	12	14
3	3	6	9	12	15	18	21
4	4	8	12	16	20	24	28
5	5	10	15	20	25	30	35



LESSON 3 continued Exploring the *Multiplication Chart*

WHOLE GROUP

STEP 3 Build a rectangle for 2×6 .

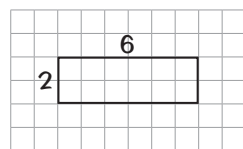
1 Demonstrate how to build a rectangle to show 2×6 .

Arrange 6 tiles in a row. Use 6 more tiles to form another row directly beneath the first row.



This is a lot like the tile arrangements we made before, but this time I have pushed the tiles together so the tiles form a rectangle.

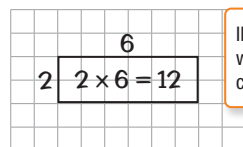
Outline the same rectangle on the *Grid Chart*.



2 Write a multiplication equation for the 2×6 rectangle.

There are 2 rows with 6 tiles in each row. We can write a multiplication equation for the rectangle.

Write $2 \times 6 = 12$ inside the rectangle on the *Grid Chart*.



Illustrations of the *Grid Chart* will only show enough of the chart for your demonstrations.

Point to the parts of the equation as you read it two different ways.

2 rows of 6 tiles equals 12 tiles.

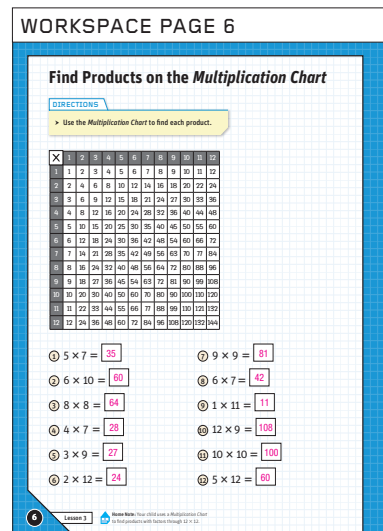
2 times 6 equals 12.

INDIVIDUALS

STEP 4 Students use a *Multiplication Chart* to find products.

1 Students complete *WorkSpace* page 6.

Explain the directions to the *WorkSpace* page and have students complete the page independently.



2 Partners compare answers.

Have partners check each other's answers and resolve any differences by rechecking the *Multiplication Chart*.

SUPPORTING INSTRUCTION

When you release students to work independently on *WorkSpace* assignments, it is beneficial for them to have the support of a partner. These assignments are part of their process of learning.

Students may talk about a problem first, or tackle it on their own and then compare and share. In either case, each student should record individually, even if working with a partner.

WHOLE GROUP

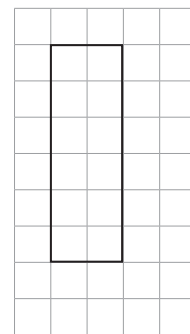
STEP 5 Build a rectangle for 6×2 .

1 Demonstrate how to build a rectangle to show 6×2 .

Repeat the procedure for a 6×2 rectangle. Arrange 2 tiles in a row. Continue making rows of 2 tiles each until you have built a rectangle with 6 rows.



Then outline the arrangement on the *Grid Chart*, pointing with a finger to show each row.



How many rows are in this rectangle? (6)

Write 6 to the left of the rectangle.

How many tiles are in each row? (2)

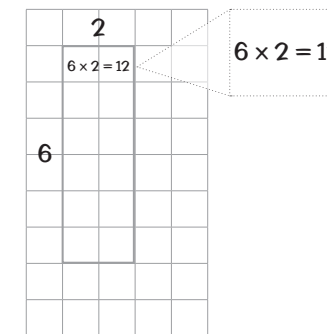
Write 2 above the rectangle.

How many tiles are there altogether? (12)

2 Write a multiplication equation for the rectangle.

There are 6 rows with 2 tiles in each row. There are 6 equal groups, with 2 in each group. We can write a multiplication equation for this rectangle.

Write $6 \times 2 = 12$ inside the rectangle on the board.

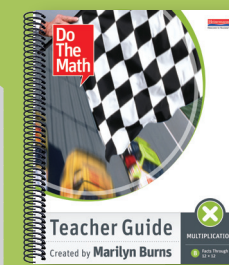


Point to the parts of the equation as you read it two different ways.

2 rows of 6 tiles equals 12 tiles.

2 times 6 equals 12.

STOP



LESSON 5 continued Assessing Student Understanding

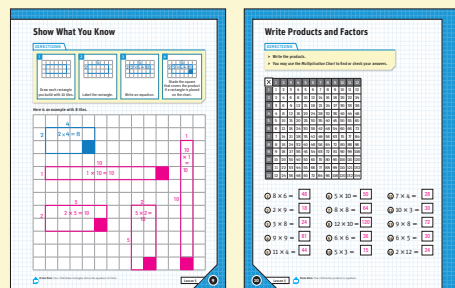
ASSESSMENT Progress Monitoring

Objectives

- Represent rectangles with multiplication equations.
- Calculate products with factors 0 through 12.
- Communicate ideas with key math vocabulary; *multiplication equation* and *product*.

Assess

Use the annotated pages to correct *WorkSpace* pages 9 and 10.



Note the progress of each student in the appropriate rows on the tracking chart found on page 142 of this guide.

Re-evaluating Student Placement

As you review each student's work from these four lessons and the assessment, you may suspect that a student does not have the foundations he or she needs to be successful in this module. You can use the End-of-Module Assessment from *Do The Math™: Multiplication A* to find out if the student has the necessary prerequisite skills. If the student does not score 80% on this assessment, or struggles to complete it, he or she will need additional guidance. Module A addresses these prerequisite concepts and skills.

Differentiating Instruction

Although the lessons are carefully scaffolded and paced at a rate more likely to give students a chance for optimal learning, there will be instances when students are still struggling and need extra support. Also, there will be instances when students would benefit from additional challenges or practice. Try the teaching ideas below.

For Students Who Need More Support

- Provide one-on-one additional practice for students to help remember the products.
 - State two factors from 1 through 12.
 - Have students locate the product on the *Multiplication Chart*.
 - Doing this when there is a minute or two of extra time provides students with more opportunity to hear and say factors and products.
- Play the game *Tiles Capture* with students to help use strategies for finding products, and to reinforce important multiplication language.
 - There are 4 rows with 3 tiles in each row.
 - There are 4 equal groups with 3 in each group.
 - 4 rows of 3 tiles is 4 times 3 tiles.
 - Game instructions are available in the Teacher Bookcase, as well as on the *Do The Math* digital resources.

For Students Ready for a Challenge

- Have students play the game *Tap It*.
 - Game directions are available from the Multiplication B game variation notes on the *Do The Math* digital resources.
- Provide students with different numbers of tiles to build more rectangles.
 - Choose composite numbers of tiles such as 8, 9, or 14.
 - Building the rectangles—and writing the related equations—reinforces the idea that the number of tiles used to form a rectangle is the product of the number of rows and the number of tiles in each row.
 - It also reinforces the connection between the number of tiles and the product on the *Multiplication Chart*.

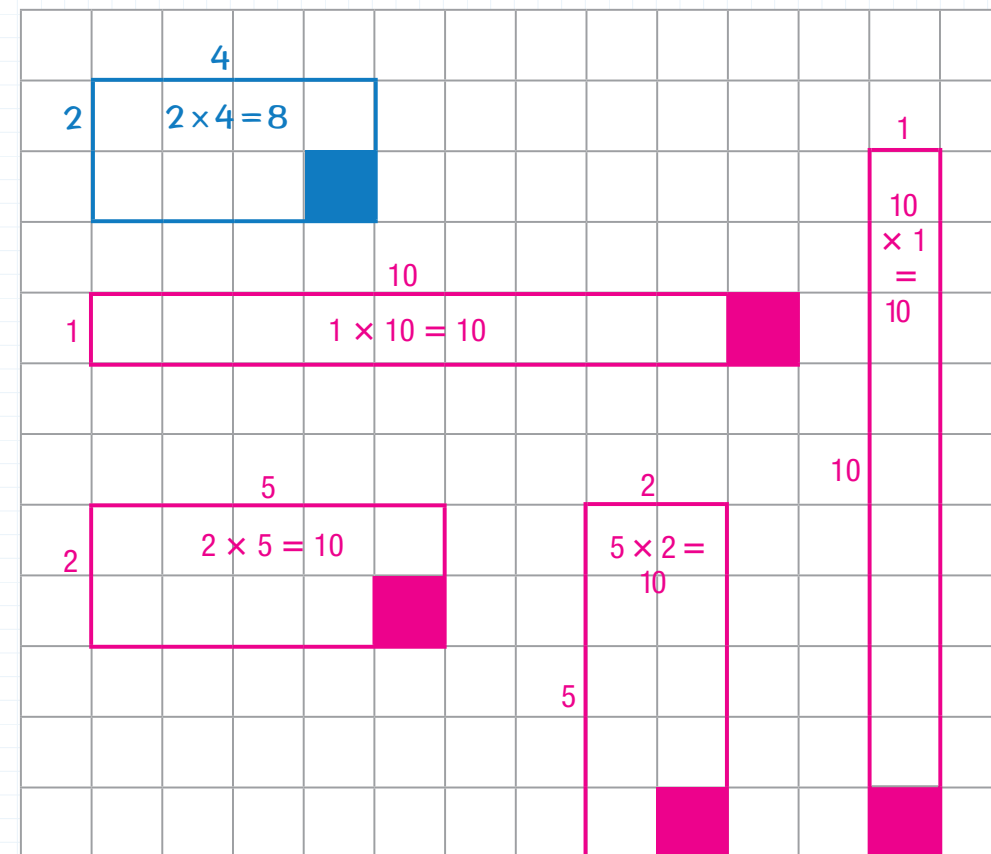
Students complete "Show What You Know" assignments every fifth lesson. These assignments help you monitor student progress and assess understanding of the concepts and skills from the previous four lessons.

Show What You Know

DIRECTIONS

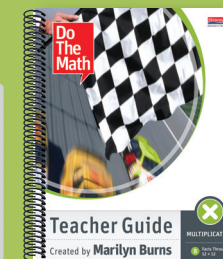
- 1 Draw each rectangle you build with 10 tiles.
- 2 Label the rectangle.
- 3 Write an equation.
- 4 Shade the square that covers the product if a rectangle is placed on the chart.

Here is an example with 8 tiles.



Home Note: Your child draws rectangles and writes equations for them.

To review the full-size Annotated Teacher Version of this *WorkSpace* see pages 9-10



Write Products and Factors

DIRECTIONS

- > Write the products.
- > You may use the *Multiplication Chart* to find or check your answers.

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

- | | | |
|---|---|---|
| ① $8 \times 6 =$ <input type="text" value="48"/> | ⑥ $5 \times 10 =$ <input type="text" value="50"/> | ⑪ $7 \times 4 =$ <input type="text" value="28"/> |
| ② $2 \times 9 =$ <input type="text" value="18"/> | ⑦ $8 \times 8 =$ <input type="text" value="64"/> | ⑫ $10 \times 3 =$ <input type="text" value="30"/> |
| ③ $3 \times 8 =$ <input type="text" value="24"/> | ⑧ $12 \times 10 =$ <input type="text" value="120"/> | ⑬ $9 \times 8 =$ <input type="text" value="72"/> |
| ④ $9 \times 9 =$ <input type="text" value="81"/> | ⑨ $6 \times 6 =$ <input type="text" value="36"/> | ⑭ $6 \times 5 =$ <input type="text" value="30"/> |
| ⑤ $11 \times 4 =$ <input type="text" value="44"/> | ⑩ $5 \times 3 =$ <input type="text" value="15"/> | ⑮ $2 \times 12 =$ <input type="text" value="24"/> |

