











**Dimensions Math**  
**Grade 2 Letter Home**  
**Chapter 7 Multiplication and Division of 2, 5, and 10**

**Home Connection**

In this chapter, your child will formalize their knowledge of multiplication and division for facts of 2, 5, and 10.

**Multiplication:**

$1 \times 5 = 5$		
$2 \times 5 = 10$		
$3 \times 5 = 15$		$3 \times 5$ is <b>5</b> more than $2 \times 5$ .
$4 \times 5 = 20$		$4 \times 5$ is <b>5</b> less than $5 \times 5$ .
$5 \times 5 = 25$		
$6 \times 5 = 30$		
$7 \times 5 = 35$		$7 \times 5$ is 5 more than <b>6</b> $\times 5$ .
$8 \times 5 = 40$		
$9 \times 5 = 45$		$9 \times 5$ is 5 less than <b>10</b> $\times 5$ .
$10 \times 5 = 50$		

What do you notice about the ones digit in the products?



5, 0, 5, 0 ...

50 is the product of 10 and 5.

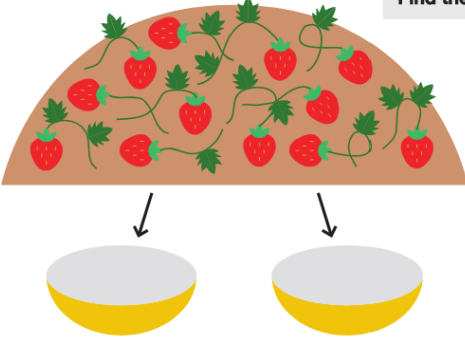
Students will use ~~be introduced to~~ multiplication tables to assist them in learning these facts. ~~of 2, 5, and 10.~~ The structure of the multiplication table and related equations help your child understand they can figure out unknown facts from facts they already know.

## Division:


Your child will also learn to solve division facts by thinking of a related multiplication fact. Understanding division as the inverse of multiplication is a critical foundational skill.

At the end of the chapter, your child will make use of multiplicative part-whole bar models to solve word problems. Bar models are included as a representational tool to help students understand the quantities in a word problem and their relationships, as well as understand what operations and processes to use to solve them.

Mei and Alex want to share 12 strawberries equally. How many will each get?




Find the number in each group.



To divide by 2, we can use the multiplication facts of 2.  $2 \times 6 = 12$ , so  $12 \div 2 = 6$ .

$$\begin{array}{ccccccc} 2 & \times & 6 & = & 12 & & \\ \uparrow & & \uparrow & & \uparrow & & \\ \text{number} & & \text{number} & & \text{total} & & \\ \text{of groups} & & \text{in each} & & & & \\ & & \text{group} & & & & \end{array}$$

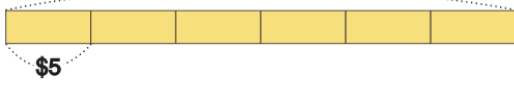
$$\begin{array}{ccccccc} 12 & \div & 2 & = & 6 & & \\ \uparrow & & \uparrow & & \uparrow & & \\ \text{total} & & \text{number} & & \text{number} & & \\ & & \text{of groups} & & \text{in each} & & \\ & & & & \text{group} & & \end{array}$$




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Alex gets a \$5 allowance each week. How much money will he have in 6 weeks?

We have equal groups.

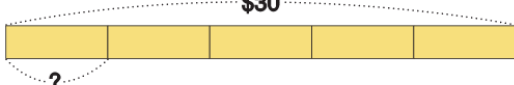
(a) 

$6 \times 5 = 30$

Alex will have \$ 30 in 6 weeks.

After 5 weeks, Dion has \$30 from his allowance. He gets the same amount of money each week. How much money does he get each week?

We know the total. We need to find the number in equal groups.

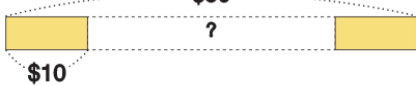
(b) 

$30 \div 5 = 6$

Dion gets \$ 6 a week.




Emma saves \$10 each week. How long will it take for her to save \$50?

We know the total. We need to find the number of equal groups.  $? \times 10 = 50$

(c) 

$50 \div 10 = 5$

It will take Emma 5 weeks to save \$50.

## What can we do at home?

The goal of this chapter is for your child to use strategies to solve multiplication and division problems for 2, 5, and 10 and then move to fluency with these math facts. Here are some ways to build math fact fluency:

- Practice counting by 2, 5, and 10 forward and **backwards**. It is important to count backwards each time you count forward.
- Practice flash cards for multiplication and division facts of 2, 5, and 10. Sort the cards in 3 piles; ~~ones~~ facts your child knows instantly, ~~ones~~ facts your child knows but ~~has to figure out~~ automatically, and ~~ones~~ facts your child does not know. Celebrate as the pile of ~~the ones~~ facts your child knows grows.
- Play multiplication squares 2-5-10. The directions, game board, and a video are available on our TCA Website.  
[http://www.tcatitans.org/parents\\_students/elementary\\_parent\\_resources](http://www.tcatitans.org/parents_students/elementary_parent_resources) It is located in the math resources multiplication and division folder.