

answer is sixty something and you now multiply the fingers on top to get the ones digit. That's 1×3 , the final answer is 63.

There are other strategies for learning the multiplication facts. There are two things I want to point out to you before we go any further. First, you don't have students memorize the multiplication facts until you have taught the concept. Make sure the kids feel comfortable in what they are learning. Second, notice we have not taught the facts sequentially. We taught them in an order to help students learn so students experience a sense of accomplishment.

Division

- 11. Fact families:** This strategy works when students understand the relationship between multiplication and division. When students see $24 \div 6$, they have to relate that to $6 \times ? = 24$.

Using the fact strategies presented, students learn the easier facts first that provides successful experiences that build confidence and motivate students to learn more. It's important that students not only understand each operation, but they get off their fingers as quickly as possible. Memorizing the basic arithmetic facts simplifies the process of recalling and allows that information to become automatic. Understanding and critical thought can then be built on this base of knowledge.

Division by zero undefined. The reason that division by zero is not allowed is because of how division is defined: $a/b = c$ if and only if $a = bc$. Let's look at an example of that definition, $8/2 = 4$ if and only if $8 = 2 \times 4$. That's true. Now let's try dividing by zero. $8/0 = \#$, where $\#$ represents any number. $8/0 = \#$ if and only if $8 = 0 \times \#$. Well zero times any number will never result in 8, therefore since this is not true, it does not fit the definition of division. Therefore, we are not allowed to divide by zero.