



Understanding the Question

One of the unfortunate things about assessment is that it is possible that a student knows how to do the math, but doesn't understand the directions. To help students with this, we created a new type of exercise named **Different Words, Same Question**. We include at least one of these helpful discussion questions in every chapter.



Vocabulary and Concept Check

1. **NUMBER SENSE** How many decimal places are in the product of 0.0087 and 23? Explain.
2. **NUMBER SENSE** Is the product 1.23×8 greater than or less than 8? Explain.
3. **DIFFERENT WORDS, SAME QUESTION** Which is different? Find "both" answers.

What is the product of 7.6 and 3?

How much is 7.6 times 3?

7.6 is how much more than 3?

Multiply 7.6 and 3.

Grade 6, Section 3.2

Look at the example above and try to put yourself in the position of a 12-year-old.

It's one thing to learn how to multiply a whole number by a decimal. It's another thing to learn all of the many different ways that we can be asked to do this. A student might easily think the following:

- "What is the product of 7.6 and 3?" Let's see, a car is a product. Toothpaste is a product. But, what does it mean for two numbers to have a product? Are the numbers making toothpaste?
- "How much is 7.6 times 3?" Hmmm... I don't understand the question. Why is the question asking about time? Is the time measured in minutes or hours?
- "7.6 is how much more than 3?" Let's see, "how many times more" means to divide. Perhaps "how much more" also means to divide.
- "Multiply 7.6 and 3." At last... a question that I understand. My teacher taught me how to multiply a whole number by a decimal. At least I got 1 out of 4!