

Schriftliches Multiplizieren (2)

Beispiel:

2	5	6	•	3	7
		7	6	8	0
	+	1	7	9	2
		1	1		
		9	4	7	2

$3 \cdot 6 = 18$, schreibe 8, merke 1. $3 \cdot 5 = 15$, $15 + 1 = 16$,
 schreibe 6, merke 1. $3 \cdot 2 = 6$, $6 + 1 = 7$. Denke an die 0.
 $7 \cdot 6 = 42$, schreibe 2, merke 4. $7 \cdot 5 = 35$,
 $35 + 4 = 39$, schreibe 9, merke 3. $7 \cdot 2 = 14$, $14 + 3 = 17$.

a)	b)	c)	
<u>9 1 5 · 2 5</u>	<u>2 6 2 · 5 1</u>	<u>2 2 4 · 3 3</u>	

Three number lines are shown, each with 11 grid lines and 10 intervals. The numbers are placed above the grid lines.

- a)** The numbers are 1, 9, 1, 5, 1, ·, 2, 5. The decimal point is located between the 5th and 6th grid lines.
- b)** The numbers are 2, 6, 2, 3, 2, ·, 1, 6. The decimal point is located between the 5th and 6th grid lines.
- c)** The numbers are 2, 2, 2, 4, 5, ·, 3, 6. The decimal point is located between the 5th and 6th grid lines.



Beim schriftlichen Multiplizieren von Geldbeträgen mit Komma hast du zwei Möglichkeiten. Du kannst die Beträge in Cent umwandeln, multiplizieren und dann wieder in Euro umwandeln (Beispiel a). Oder du multiplizierst den Betrag so wie er ist. Dann musst du das Komma so setzen, dass nach der Rechnung genauso viele Stellen nach dem Komma stehen, wie es vorher der Fall war (Beispiel b).

$$1290 \text{ ct} \cdot 13 =$$
$$ct = 167,70 \text{ €}$$

1	2,	9	0	•	1	3	
		1	2	9	0	0	
+			3	8	7	0	
		1					
		1	6	7,	7	0	€

R:

A cartoon pencil character with a yellow body, a pink eraser at the top, and a sharp lead tip at the bottom. It has a smiling face with large eyes and a wide mouth. The pencil is standing on its tip, wearing white gloves and yellow sneakers with white laces. It is giving a thumbs-up gesture with its right hand. The background is white with a yellow speech bubble containing the word 'Ten!' in black text.

R: