



# 5<sup>th</sup> Grade

## Tier 2 Intervention Lessons

Readiness Standard 1 - 4.NBT.5

**Learning Target:** I will multiply multi-digit numbers

**Readiness for 5.NBT.5:** Multiply multi-digit whole numbers using the standard algorithm

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### IES Recommendations for Tier 2 and 3 intervention lessons:

2. Instructional materials for students receiving interventions should focus intensely on in-depth treatment of whole numbers in kindergarten through grade 5 and on rational numbers in grades 4 through 8. These materials should be selected by committee.	<b>Low</b>
3. Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.	<b>Strong</b>
4. Interventions should include instruction on solving word problems that is based on common underlying structures.	<b>Strong</b>
5. Intervention materials should include opportunities for students to work with visual representations of mathematical ideas and interventionists should be proficient in the use of visual representations of mathematical ideas.	<b>Moderate</b>
6. Interventions at all grade levels should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts.	<b>Moderate</b>
7. Monitor the progress of students receiving supplemental instruction and other students who are at risk.	<b>Low</b>
8. Include motivational strategies in tier 2 and tier 3 interventions.	<b>Low</b>

(Institute of Educational Sciences, Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools, 2009, p. 6)

## Gradual release of responsibility model

### Teacher Responsibility

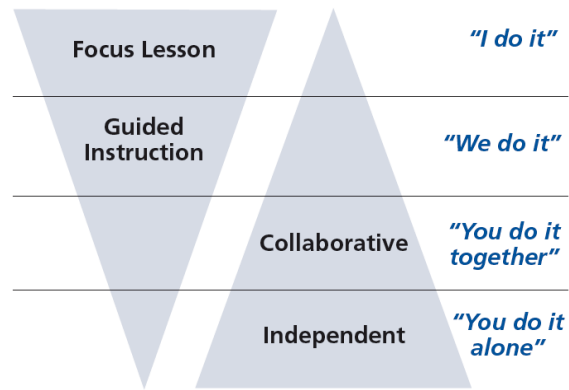


Figure 1

[\(Dr. Douglas Fisher, Effective Use of the Gradual Release of Responsibility Model\)](#)



# Planning Guide: Session 1

5<sup>th</sup> Grade - Readiness Standard 1 - 4.NBT.5

**Learning Target:** I will multiply multi-digit numbers

**Readiness** for multiplying multi-digit numbers using the standard algorithm

<b>Recommended Actions</b>	
<b>Beginning</b> (15 min.)	<p><u>Review</u> the readiness standard with the intervention group using the <b>Guided Review</b></p> <ul style="list-style-type: none"><li>○ Introduce the learning target and why it is important for future learning</li><li>○ Read each question on the Guided Review and ask students to share what they remember from the previous school year.</li></ul>
<b>Middle</b> (5 min.)	<ul style="list-style-type: none"><li>➤ Ask students to <u>reflect</u> on their progress towards the learning target<ul style="list-style-type: none"><li>○ What did I remember about the learning target?</li><li>○ What did I learn today about the learning target?</li><li>○ How confident do I feel about doing the learning target on my own?</li></ul></li></ul>
<b>End</b> (10 min.)	<ul style="list-style-type: none"><li>➤ <u>Assess</u> each student's progress using <b>Quick Check – Form A</b></li><li>➤ Guide students to self-correct their <b>Quick Check – Form A</b></li><li>➤ Guide students to <u>chart their progress</u> by recording the date and Quick Check score in their <b>Growth Chart</b></li><li>➤ Collect each student's Quick Check and Growth Chart</li></ul>
<b>After</b>	<ul style="list-style-type: none"><li>➤ Create sub-groups to differentiate the middle of sessions 2 through 8<ul style="list-style-type: none"><li>○ Group 1 – Include students who <u>did not</u> meet the learning goal</li><li>○ Group 2 – Include students who met or exceeded the learning goal</li></ul></li></ul>



# 5<sup>th</sup> Grade Fall Guided Review

Readiness Standard 1 - 4.NBT.5

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will multiply multi-digit numbers.

1.

Multiply:

$$\begin{array}{r} 396 \\ \times 4 \\ \hline \end{array}$$

2.

Multiply:

$$\begin{array}{r} 3,572 \\ \times 6 \\ \hline \end{array}$$



# 5<sup>th</sup> Grade Fall Guided Review

Readiness Standard 1 - 4.NBT.5 (continued)

3.

Multiply:

$$\begin{array}{r} 64 \\ \times 13 \\ \hline \end{array}$$



# 5<sup>th</sup> Grade Winter Guided Review

Readiness Standard 1 - 4.NBT.5

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will multiply multi-digit numbers.

**1.**

Multiply:

$$\begin{array}{r} 487 \\ \times 3 \\ \hline \end{array}$$

**2.**

Multiply:

$$\begin{array}{r} 6,287 \\ \times 4 \\ \hline \end{array}$$



# 5<sup>th</sup> Grade Winter Guided Review

Readiness Standard 1 - 4.NBT.5 (continued)

3.

Multiply:

$$\begin{array}{r} 63 \\ \times 15 \\ \hline \end{array}$$





# 5<sup>th</sup> Grade Spring Guided Review

Readiness Standard 1 - 4.NBT.5

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will multiply multi-digit numbers.

**1.**

Multiply:

$$\begin{array}{r} 327 \\ \times 6 \\ \hline \end{array}$$

**2.**

Multiply:

$$\begin{array}{r} 5,274 \\ \times 3 \\ \hline \end{array}$$



# 5<sup>th</sup> Grade Spring Guided Review

Readiness Standard 1 - 4.NBT.5 (continued)

3.

Multiply:

$$\begin{array}{r} 75 \\ \times 13 \\ \hline \end{array}$$



# Session 1: Self-Reflection

5<sup>th</sup> Grade - Readiness Standard 1 - 4.NBT.5

**Learning Target:** I will multiply multi-digit numbers

Briefly discuss student responses

- What did I remember about multiplying multi-digit numbers?
  
- What did I learn today about multiplying multi-digit numbers?
  
- How confident do I feel about multiplying multi-digit numbers on my own? (*Thumbs up, down, or sideways*)



# Quick Check - Form A

5<sup>th</sup> Grade - Readiness Standard 1 - 4.NBT.5

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will multiply multi-digit numbers.

**Directions:** Write the answer to each problem. (Work time: 4 minutes)

**1.**

$$\begin{array}{r} 396 \\ \times 4 \\ \hline \end{array}$$

**2.**

$$\begin{array}{r} 2581 \\ \times 6 \\ \hline \end{array}$$

**3.**

$$\begin{array}{r} 46 \\ \times 13 \\ \hline \end{array}$$

**4.**

$$\begin{array}{r} 28 \\ \times 35 \\ \hline \end{array}$$



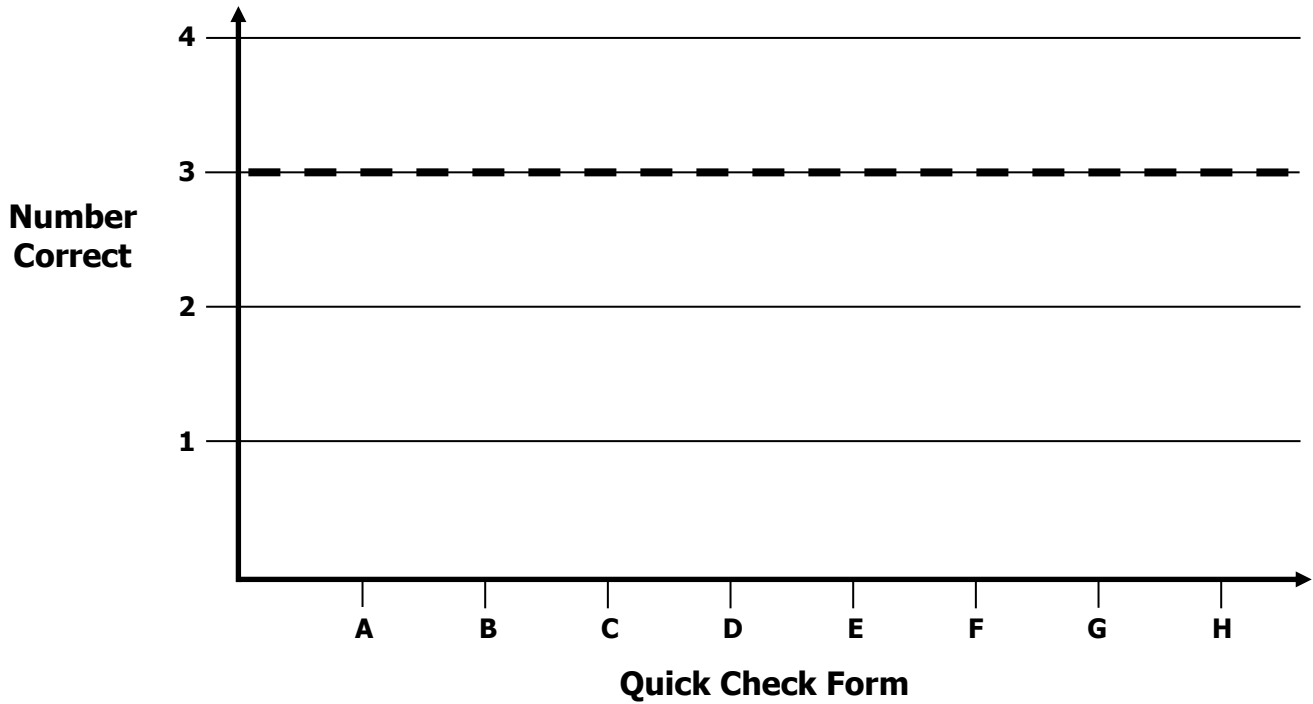
# Growth Chart

5<sup>th</sup> Grade - Readiness Standard 1 - 4.NBT.5

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will multiply multi-digit numbers.

**Goal:** 3 out of 4 correct



Intervention	Date	Score
Session 1:		
Session 2:		
Session 3:		
Session 4:		
Session 5:		
Session 6:		
Session 7:		
Session 8:		



# Planning Guide: Sessions 2 Through 8

5<sup>th</sup> Grade - Readiness Standard 1 - 4.NBT.5

**Learning Target:** I will multiply multi-digit numbers

**Readiness** for multiplying multi-digit numbers using the standard algorithm

<b>Recommended Actions</b>			
<b>Beginning</b> (5 min.)	<ul style="list-style-type: none"> <li>➤ Review the learning target with the whole group and ask each student to set a goal.</li> </ul>		
<b>Middle</b> (15 min.)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Group 1:</b> Students who scored below the learning goal on the previous Quick Check.</p> <ul style="list-style-type: none"> <li>➤ Model solving a word problem – “I do”</li> <li>➤ Guided Practice – “We do”</li> </ul> <p><b>Session 2:</b> Multiply multi-digit numbers using base-ten blocks and place-value cards.</p> <p><b>Session 3:</b> Multiply multi-digit numbers using area model drawings to find sub-totals.</p> <p><b>Session 4:</b> Multiply multi-digit numbers using place-value understanding.</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Group 2:</b> <i>(Students who met the learning goal)</i></p> <ul style="list-style-type: none"> <li>➤ Independent practice – “You do alone”</li> </ul> <p><b>Activity 1:</b> <i>“Build the Greater Product”</i></p> <p style="text-align: center;"><i>(Look for additional activities in 4<sup>th</sup> grade core instruction resources.)</i></p> </td> </tr> </table>	<p><b>Group 1:</b> Students who scored below the learning goal on the previous Quick Check.</p> <ul style="list-style-type: none"> <li>➤ Model solving a word problem – “I do”</li> <li>➤ Guided Practice – “We do”</li> </ul> <p><b>Session 2:</b> Multiply multi-digit numbers using base-ten blocks and place-value cards.</p> <p><b>Session 3:</b> Multiply multi-digit numbers using area model drawings to find sub-totals.</p> <p><b>Session 4:</b> Multiply multi-digit numbers using place-value understanding.</p>	<p><b>Group 2:</b> <i>(Students who met the learning goal)</i></p> <ul style="list-style-type: none"> <li>➤ Independent practice – “You do alone”</li> </ul> <p><b>Activity 1:</b> <i>“Build the Greater Product”</i></p> <p style="text-align: center;"><i>(Look for additional activities in 4<sup>th</sup> grade core instruction resources.)</i></p>
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<b>End</b> (10 min.)	<ul style="list-style-type: none"> <li>➤ Bring the students back together.</li> <li>➤ Ask students to reflect on their progress towards the learning target               <ul style="list-style-type: none"> <li>○ What did I learn today about multiplying multi-digit numbers?</li> <li>○ How confident do you feel about multiplying multi-digit numbers on my own? (Thumbs up, down, or sideways)</li> </ul> </li> <li>➤ Assess each student’s progress using the next <b>Quick Check</b> form</li> <li>➤ Guide students to self-correct their <b>Quick Check</b></li> <li>➤ Guide students to chart their progress in their <b>Growth Chart</b> <ul style="list-style-type: none"> <li>○ If not using Delta Math lessons, record the activity in the table</li> </ul> </li> <li>➤ Collect each student’s <b>Quick Check</b> and <b>Growth Chart</b></li> </ul>		
<b>After</b>	<ul style="list-style-type: none"> <li>➤ Regroup students to differentiate the middle of sessions 3 through 8               <ul style="list-style-type: none"> <li>○ Promote students who met the learning goal to group 2</li> <li>○ Exit students who met the learning goal for a third time</li> </ul> </li> <li>➤ Problem solve with a team to plan additional support for students who did not exit</li> </ul>		



## Session 2: Modeling (I Do)

5<sup>th</sup> Grade - Readiness Standard 1 - 4.NBT.5

**Learning Target:** I will multiply multi-digit numbers

**Readiness** for multiplying multi-digit numbers using the standard algorithm

The principal of Delta Elementary brought 3 dozen donuts to the staff room for teacher appreciation day. There are 12 donuts in one dozen. How many donuts did the principal bring to the staff room?



# Session 2: Modeling (*I Do – Visual Support*)

5<sup>th</sup> Grade - Readiness Standard 1 - 4.NBT.5

**Learning Target:** I will multiply multi-digit numbers

**Readiness** for multiplying multi-digit numbers using the standard algorithm

The principal of Delta Elementary brought 3 dozen donuts to the staff room for teacher appreciation day. There are 12 donuts in one dozen. How many donuts did the principal bring to the staff room?

### Step 1 – Set up the problem

**Multiplication Mat**  
5<sup>th</sup> Grade - Readiness 5 4.NBT.5  
Number in E<sub>1</sub> p

10

2

3

Number of Groups

### Step 2 – Build groups of ten

**Multiplication Mat**  
5<sup>th</sup> Grade - Readiness 5 4.NBT.5  
Number in E<sub>1</sub> p

10

2

3

Number of Groups

30

### Step 3 – Build groups of ones

**Multiplication Mat**  
5<sup>th</sup> Grade - Readiness 5 4.NBT.5  
Number in E<sub>1</sub> p

10

2

3

Number of Groups

30

6

### Step 4 – Find the total

**Multiplication Mat**  
5<sup>th</sup> Grade - Readiness 5 4.NBT.5  
Number in E<sub>1</sub> p

10

2

3

Number of Groups

36





# Session 2: Modeling (I Do - Teacher Notes)

5<sup>th</sup> Grade - Readiness Standard 1 - 4.NBT.5

**Learning Target:** I will multiply multi-digit numbers

**Readiness** for multiplying multi-digit numbers using the standard algorithm

The principal of Delta Elementary brought 3 dozen donuts to the staff room for teacher appreciation day. There are 12 donuts in one dozen. How many donuts did the principal bring to the staff room?

I am going to think aloud to model solving this problem.

Your job is to watch, listen, think and ask questions.

First, it is important to know what the problem is about.

The problem is about donuts the principal brought for teacher appreciation day.

Second, I need to determine what I need to find.

I need to find the total number of donuts that the principal brought.

Third, I need to determine what I know.

I know that the principal brought 3 dozen donuts and there are 12 donuts in each dozen.

Fourth, I need to figure out what I can try.

I am going to try using base-ten blocks and place-value cards to find out how many donuts the principal brought.

I will begin setting up the multiplication problem by representing the 3 groups vertically on the left side of the mat and the 12 in each group horizontally above the mat.

*(Build each number on the multiplication mat using blocks and cards.)*

Now, I'm going to find the total in 3 groups of 12 by placing 3 groups of 10 on the mat.

*(Build the 3 groups of 10 on the multiplication mat using blocks and cards.)*

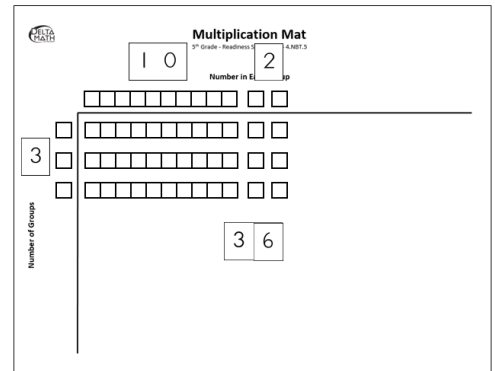
3 groups of ten is equal to 30. *(Slide the 30 place-value card below the tens.)*

Next, I'm going to place 3 groups of 2 on the mat.

*(Build the 3 groups of 2 inside the multiplication mat using blocks and cards.)*

3 groups of 2 is equal to 6. *(Slide the 6 place-value card below the ones.)*

The total of 30 and 6 is equal to 36. *(Slide the 6 on top of the 30 place-value card to create the standard form, 36.)*



Last, I need to make sure that my answer makes sense.

I found that the principal brought 36 donuts to the staff room. It makes sense because there are 12 donuts in each dozen and I built 3 groups of 12 using base-ten blocks. Then, I added the total value of tens and total value of ones to find the total.

# Place-Value Cards (1 → 100)

1	6	2	0	6	0	
2	7	3	0	7	0	
3	8	4	0	8	0	
4	9	5	0	9	0	
5	1	0	1	0	0	
<	>	=	+	-	x	÷
Less Than	Greater Than	Equal to				



Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will multiply multi-digit numbers

5th Grade - Readiness Standard 1 - 4.NBT.5

## Session 2: Guided Practice (We Do)

### Materials:

- Base-Ten Blocks (1 hundred, 20 tens and 20 ones)
- Place-value Cards (2 sets)
- Multiplication Mat

### We Do Together: (Teacher Actions)

- Say the multiplication problem.
- Use base-ten blocks and place-value cards to help you multiply the numbers and write the answer.

1. $2 \times 16$	2. $6 \times 12$
3. $12 \times 16$	4. $11 \times 17$

### You Do Together: (As a class, or in small groups)

- Students take turns leading and repeat the steps to multiply the numbers.

5. $7 \times 13$	6. $3 \times 17$
7. $13 \times 17$	8. $12 \times 15$



## Session 2: Self-Reflection

5<sup>th</sup> Grade - Readiness Standard 1 - 4.NBT.5

**Learning Target:** I will multiply multi-digit numbers

Briefly discuss student responses

- What did I learn today about multiplying multi-digit numbers?
  
- How confident do I feel about multiplying multi-digit numbers on my own? (*Thumbs up, down, or sideways*)



# Quick Check - Form B

5<sup>th</sup> Grade - Readiness Standard 1 - 4.NBT.5

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will multiply multi-digit numbers.

**Directions:** Write the answer to each problem. (Work time: 4 minutes)

**1.**

$$\begin{array}{r} 427 \\ \times 3 \\ \hline \end{array}$$

**2.**

$$\begin{array}{r} 3126 \\ \times 7 \\ \hline \end{array}$$

**3.**

$$\begin{array}{r} 57 \\ \times 14 \\ \hline \end{array}$$

**4.**

$$\begin{array}{r} 39 \\ \times 24 \\ \hline \end{array}$$



# Session 3: Modeling (I Do)

5<sup>th</sup> Grade - Readiness Standard 1 - 4.NBT.5

**Learning Target:** I will multiply multi-digit numbers

**Readiness** for multiplying multi-digit numbers using the standard algorithm

A candy store ordered 9 cases of dark chocolate. Each case holds 125 individually wrapped squares of chocolate. How many squares of dark chocolate did the candy store order?



# Session 3: Modeling (*I Do – Visual Support*)

5<sup>th</sup> Grade - Readiness Standard 1 - 4.NBT.5

**Learning Target:** I will multiply multi-digit numbers

**Readiness** for multiplying multi-digit numbers using the standard algorithm

A candy store ordered 9 cases of dark chocolate. Each case holds 125 individually wrapped squares of chocolate. How many squares of dark chocolate did the candy store order?

<b>Set up the problem</b>	<p style="text-align: center;"><b>125 per case</b></p> <p style="text-align: center;">100       +    20    +    5</p> <p><b>9 Cases</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 100px; height: 60px;"></td> <td style="width: 100px; height: 60px;"></td> <td style="width: 100px; height: 60px;"></td> </tr> </table>								
<b>Find the sub-totals</b>	<p style="text-align: center;"><b>125 per case</b></p> <p style="text-align: center;">100       +    20    +    5</p> <p><b>9 Cases</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 100px; height: 60px; text-align: center;">9 x 100</td> <td style="width: 100px; height: 60px; text-align: center;">9 x 20</td> <td style="width: 100px; height: 60px; text-align: center;">9 x 5</td> </tr> <tr> <td style="text-align: center;">900</td> <td style="text-align: center;">180</td> <td style="text-align: center;">45</td> </tr> </table>	9 x 100	9 x 20	9 x 5	900	180	45		
9 x 100	9 x 20	9 x 5							
900	180	45							
<b>Record the sub-totals</b>	<p style="text-align: center;"><b>125 per case</b></p> <p style="text-align: center;">100       +    20    +    5</p> <p><b>9 Cases</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 100px; height: 60px; text-align: center;">9 x 100</td> <td style="width: 100px; height: 60px; text-align: center;">9 x 20</td> <td style="width: 100px; height: 60px; text-align: center;">9 x 5</td> <td style="width: 100px;"></td> </tr> <tr> <td style="text-align: center;">900</td> <td style="text-align: center;">180</td> <td style="text-align: center;">45</td> <td style="text-align: right; vertical-align: top;">900 180 45</td> </tr> </table>	9 x 100	9 x 20	9 x 5		900	180	45	900 180 45
9 x 100	9 x 20	9 x 5							
900	180	45	900 180 45						
<b>Find the total</b>	<p style="text-align: center;"><b>125 per case</b></p> <p style="text-align: center;">100       +    20    +    5</p> <p><b>9 Cases</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 100px; height: 60px; text-align: center;">9 x 100</td> <td style="width: 100px; height: 60px; text-align: center;">9 x 20</td> <td style="width: 100px; height: 60px; text-align: center;">9 x 5</td> <td style="width: 100px;"></td> </tr> <tr> <td style="text-align: center;">900</td> <td style="text-align: center;">180</td> <td style="text-align: center;">45</td> <td style="text-align: right; vertical-align: top;">900 180 <u>+ 45</u> 1,125</td> </tr> </table>	9 x 100	9 x 20	9 x 5		900	180	45	900 180 <u>+ 45</u> 1,125
9 x 100	9 x 20	9 x 5							
900	180	45	900 180 <u>+ 45</u> 1,125						



# Session 3: Modeling (I Do - Teacher Notes)

5<sup>th</sup> Grade - Readiness Standard 1 - 4.NBT.5

**Learning Target:** I will multiply multi-digit numbers

**Readiness** for multiplying multi-digit numbers using the standard algorithm

A candy store ordered 9 cases of dark chocolate. Each case holds 125 individually wrapped squares of chocolate. How many squares of dark chocolate did the candy store order?

**I am going to think aloud to model solving this problem.**

**Your job is to watch, listen, think and ask questions.**

**First, it is important to know what the problem is about.**

**The problem is about a candy store ordering individually wrapped squares of dark chocolate.**

**Second, I need to determine what I need to find.**

**I need to find how many squares of dark chocolate the candy store ordered.**

**Third, I need to determine what I know.**

**I know that a candy store ordered 9 cases and each case holds 125 squares.**

**Fourth, I need to figure out what I can try.**

**Since this problem includes hundreds, tens and ones, I think using blocks would be more difficult, so I will draw an area model to help me find the total number of squares of dark chocolate.**

		<b>125 per case</b>					
		100	+	20	+	5	
<b>9 Cases</b>	9 x 100	9 x 20	9 x 5				
	900	180	45				
				900			
				180			
				+ 45			
				1,125			

**I will begin drawing a rectangle, similar to the shape created when we multiplied using base ten blocks.**

*(Draw a rectangle and label the sides with "9 Cases" and "125 per case".)*

**Next, I will separate the area into 3 sections to represent each place-value of 125...hundreds, tens and ones.**

*(Draw vertical lines inside the rectangle.)*

**Now, I will separate 125 into each place-value across the top of the rectangle and find each area separately.**

*(Write "100 + 20 + 5".)*

**To find the total number of hundreds, I need to multiply 9 times 1 hundred. *(Write "9 x 100")***

**9 times 1 hundred is 9 hundreds...which is equal to 900. *(Write "900")***

**To find the total number of tens, I need to multiply 9 times 2 tens. *(Write "9 x 20")***

**9 times 2 tens is 18 tens...which is equal to 180. *(Write "180")***





# Session 3: Modeling (I Do - Teacher Notes)

5<sup>th</sup> Grade - Readiness Standard 1 - 4.NBT.5

**Learning Target:** I will multiply multi-digit numbers

**Readiness** for multiplying multi-digit numbers using the standard algorithm

		<b>125 per case</b>				
		100	+	20	+	5
<b>9 Cases</b>	9 x 100	9 x 20	9 x 5			
	900	180	45			
				900		
				180		
				+ 45		
				1,125		

**To find the total number of ones, I need to multiply 9 times 5 ones. (Write "9 x 5")**

**9 times 5 ones is 45 ones. (Write "45")**

**It is easier to combine the sub-totals by rewriting them next to the drawing as an addition problem. (Write the sub-totals as an addition problem next to the drawing.)**

**0 ones plus 0 ones plus 5 ones is 5 ones.**

*(Point to the digits in the ones column. Then, write 5 in the ones-digit of the answer.)*

**0 tens plus 8 tens plus 4 tens is 12 tens.**

*(Point to the digits in the tens column.)*

**12 tens is equal to 1 hundred and 2 tens. I will write this new hundred below and the 2 tens in the answer.**

*(Write a small 1 on the answer line in the hundreds column. Then, write a 2 in the tens-digit of the answer.)*

**9 hundreds plus 1 hundred plus this new hundred is 11 hundreds.**

*(Point to the digits in the hundreds column.)*

**11 hundreds is equal to 1 thousand 1 hundred. I will write the new thousand below and 1 hundred in the answer.**

*(Write the new thousand on the answer line. Then, write a 1 in the hundreds-digit of the answer.)*

**Lastly, this new thousand needs to be included in the answer.**

*(Write the 1 in the thousands-digit of the answer.)*

**Last, I need to make sure that my answer makes sense.**

**I found that 1,125 squares of chocolate were ordered. It makes sense because I represented 9 groups of 125 using an area model drawing. Then, I multiplied 9 times each place-value to help me find the total.**



Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will multiply multi-digit numbers

5th Grade - Readiness Standard 1 - 4.NBT.5

## Session 3: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Say the multiplication problem.
- Use an area model drawing to help you multiply the numbers.

1.

$$\begin{array}{r} 284 \\ \times 7 \\ \hline \end{array}$$

--	--	--

2.

$$\begin{array}{r} 1527 \\ \times 4 \\ \hline \end{array}$$

--	--	--	--

3.

$$\begin{array}{r} 84 \\ \times 23 \\ \hline \end{array}$$




Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will multiply multi-digit numbers

5th Grade - Readiness Standard 1 - 4.NBT.5

## Session 3: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to multiply multi-digit numbers.

4.

$$\begin{array}{r} 375 \\ \times 6 \\ \hline \end{array}$$

--	--	--

5.

$$\begin{array}{r} 1639 \\ \times 5 \\ \hline \end{array}$$

--	--	--	--

6.

$$\begin{array}{r} 68 \\ \times 37 \\ \hline \end{array}$$




# Session 3: Guided Practice *(We Do – Teacher Notes)*

**We Do Together:** (Teacher Actions)

- Say the multiplication problem.
- Use an area model drawing to help you multiply the numbers.

<p>1.</p> $\begin{array}{r} 284 \\ \times 7 \\ \hline 1400 \\ 560 \\ + 28 \\ \hline 1988 \end{array}$	<table style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;">200</td> <td style="text-align: center;">+</td> <td style="text-align: center;">80</td> <td style="text-align: center;">+</td> <td style="text-align: center;">4</td> <td></td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">7</td> <td style="border: 1px solid black; padding: 10px; text-align: center;">7 x 200 1400</td> <td style="border: 1px solid black; padding: 10px; text-align: center;">7 x 80 560</td> <td style="border: 1px solid black; padding: 10px; text-align: center;">7 x 4 28</td> <td colspan="3"></td> </tr> </table>		200	+	80	+	4		7	7 x 200 1400	7 x 80 560	7 x 4 28									
	200	+	80	+	4																
7	7 x 200 1400	7 x 80 560	7 x 4 28																		
<p>2.</p> $\begin{array}{r} 1527 \\ \times 4 \\ \hline 4000 \\ 2000 \\ 80 \\ + 128 \\ \hline 6,108 \end{array}$	<table style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;">1000</td> <td style="text-align: center;">+</td> <td style="text-align: center;">500</td> <td style="text-align: center;">+</td> <td style="text-align: center;">20</td> <td style="text-align: center;">+</td> <td style="text-align: center;">7</td> <td></td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">4</td> <td style="border: 1px solid black; padding: 10px; text-align: center;">4 x 1000 4000</td> <td style="border: 1px solid black; padding: 10px; text-align: center;">4 x 500 2000</td> <td style="border: 1px solid black; padding: 10px; text-align: center;">4 x 20 80</td> <td style="border: 1px solid black; padding: 10px; text-align: center;">4 x 7 28</td> <td colspan="4"></td> </tr> </table>		1000	+	500	+	20	+	7		4	4 x 1000 4000	4 x 500 2000	4 x 20 80	4 x 7 28						
	1000	+	500	+	20	+	7														
4	4 x 1000 4000	4 x 500 2000	4 x 20 80	4 x 7 28																	
<p>3.</p> $\begin{array}{r} 84 \\ \times 23 \\ \hline 1600 \\ 240 \\ 80 \\ + 112 \\ \hline 1,932 \end{array}$	<table style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;">80</td> <td style="text-align: center;">+</td> <td style="text-align: center;">4</td> <td></td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">20</td> <td style="border: 1px solid black; padding: 10px; text-align: center;">20 x 80 1600</td> <td style="border: 1px solid black; padding: 10px; text-align: center;">20 x 4 80</td> <td colspan="2"></td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">+</td> <td colspan="2"></td> <td colspan="2"></td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">3</td> <td style="border: 1px solid black; padding: 10px; text-align: center;">3 x 80 240</td> <td style="border: 1px solid black; padding: 10px; text-align: center;">3 x 4 12</td> <td colspan="2"></td> </tr> </table>		80	+	4		20	20 x 80 1600	20 x 4 80			+					3	3 x 80 240	3 x 4 12		
	80	+	4																		
20	20 x 80 1600	20 x 4 80																			
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3	3 x 80 240	3 x 4 12																			



## Session 3: Self-Reflection

5<sup>th</sup> Grade - Readiness Standard 1 - 4.NBT.5

**Learning Target:** I will multiply multi-digit numbers

Briefly discuss student responses

- What did I learn today about multiplying multi-digit numbers?
  
- How confident do I feel about multiplying multi-digit numbers on my own? (*Thumbs up, down, or sideways*)



# Quick Check - Form C

5<sup>th</sup> Grade - Readiness Standard 1 - 4.NBT.5

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will multiply multi-digit numbers.

**Directions:** Write the answer to each problem. (Work time: 4 minutes)

**1.**

$$\begin{array}{r} 582 \\ \times 7 \\ \hline \end{array}$$

**2.**

$$\begin{array}{r} 2875 \\ \times 6 \\ \hline \end{array}$$

**3.**

$$\begin{array}{r} 85 \\ \times 13 \\ \hline \end{array}$$

**4.**

$$\begin{array}{r} 46 \\ \times 32 \\ \hline \end{array}$$



# Session 4: Modeling (I Do)

5<sup>th</sup> Grade - Readiness Standard 1 - 4.NBT.5

**Learning Target:** I will multiply multi-digit numbers

**Readiness** for multiplying multi-digit numbers using the standard algorithm

A softball league director is ordering softballs. She plans to order one case for each team in the league. How many softballs will be ordered 9 teams if each case holds 25 softballs?



# Session 4: Modeling (I Do - Teacher Notes)

5<sup>th</sup> Grade - Readiness Standard 1 - 4.NBT.5

**Learning Target:** I will multiply multi-digit numbers

**Readiness** for multiplying multi-digit numbers using the standard algorithm

A softball league director is ordering softballs. She plans to order one case for each team in the league. How many softballs will be ordered 9 teams if each case holds 25 softballs?

**First, it is important to know what the problem is about.**

**This problem is about a softball league director ordering softballs.**

**Second, I need to determine what I need to find.**

**I need to find how many softballs will be ordered.**

**Third, I need to determine what I know.**

**I know that there are 9 teams in the league and each team will receive a case with 25 softballs.**

**Fourth, I need to figure out what I can try.**

**This time, I am going to use my understanding of place value to help me find the total number of softballs.**

**I will begin by writing what I know...25 softballs per team...and there are 9 teams...which can be calculated using multiplication. (Write the multiplication problem and labels.)**

**When I reflect back to the multiplication drawings, I remember breaking 2-digit numbers into tens and ones.**

**9 times 2 tens is 18 tens...which is equal to 1 hundred, 8 tens and 0 ones.**

*(Point to the 9 and tens digit, 2. Then, write 180 as the first sub-total.)*

**Also, 9 times 5 ones is 45 ones...which is equal to 4 tens and 5 ones.**

*(Write 45 as the second sub-total.)*

**To find the total, I must add the sub-totals.**

*(Write the "+" sign and answer line.)*

$$\begin{array}{r}
 25 \text{ Softballs per team} \\
 \times 9 \text{ Teams} \\
 \hline
 180 \\
 + 45 \\
 \hline
 225 \text{ Softballs}
 \end{array}$$

**0 ones plus 5 ones is 5 ones.**

*(Point to the 0 and 5 in the ones column. Then, write 5 in the ones-digit of the answer.)*

**8 tens plus 4 tens is 12 tens...which has the same value as 1 hundred and 2 tens.**

*(Point to the 8 and 4 in the tens column. Then, write the new hundred on the answer line and the 2 tens in answer.)*

**1 hundred plus this new hundred below is 2 hundreds.**

*(Point to the digits in the hundreds column. Then, write 2 in the hundreds-digit of the answer.)*

**Last, I need to make sure that my answer makes sense.**

**I found that 225 softballs would be ordered. It makes sense because I modeled this situation of equal groups as a multiplication problem. Then, I multiplied 9 times each place-value to help me find the total.**





Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will multiply multi-digit numbers

5th Grade - Readiness Standard 1 - 4.NBT.5

## Session 4: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Say the problem and use place-value understanding to multiply the multi-digit numbers.

1.

$$\begin{array}{r} 257 \\ \times 9 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 3617 \\ \times 5 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 82 \\ \times 37 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 529 \\ \times 4 \\ \hline \end{array}$$



Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will multiply multi-digit numbers

5th Grade - Readiness Standard 1 - 4.NBT.5

## Session 4: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading to multiply the multi-digit numbers.

5.

$$\begin{array}{r} 745 \\ \times \quad 8 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 4265 \\ \times \quad 3 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 28 \\ \times 64 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 295 \\ \times \quad 6 \\ \hline \end{array}$$



Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will multiply multi-digit numbers

5th Grade - Readiness Standard 1 - 4.NBT.5

## Session 4: Guided Practice (We Do – Visual Support)

**We Do Together:** (Teacher Actions)

- Say the problem and use place-value understanding to multiply the multi-digit numbers.

<p>1.</p> $\begin{array}{r} 257 \\ \times 9 \\ \hline 1800 \\ 450 \\ + \underline{63} \\ 2313 \end{array}$ <p><i>Think:</i> (9 x 2 hundreds) (9 x 5 tens) (9 x 7 ones)</p>	<p>2.</p> $\begin{array}{r} 3617 \\ \times 5 \\ \hline 15000 \\ 3000 \\ 50 \\ + \underline{35} \\ 18085 \end{array}$ <p><i>Think:</i> (5 x 3 thousands) (5 x 6 hundreds) (5 x 1 ten) (5 x 7 ones)</p>
<p>3.</p> $\begin{array}{r} 82 \\ \times 37 \\ \hline 2400 \\ 60 \\ 560 \\ + \underline{14} \\ 3034 \end{array}$ <p><i>Think:</i> (3 tens x 8 tens) (3 tens x 2) (7 x 8 tens) (7 x 2 ones)</p>	<p>4.</p> $\begin{array}{r} 529 \\ \times 4 \\ \hline 2000 \\ 80 \\ + \underline{36} \\ 2116 \end{array}$ <p><i>Think:</i> (4 x 5 hundreds) (4 x 2 tens) (4 x 9 ones)</p>



## Session 4: Self-Reflection

5<sup>th</sup> Grade - Readiness Standard 1 - 4.NBT.5

**Learning Target:** I will multiply multi-digit numbers

Briefly discuss student responses

- What did I learn today about multiplying multi-digit numbers?
  
- How confident do I feel about multiplying multi-digit numbers on my own? (*Thumbs up, down, or sideways*)



# Quick Check - Form D

5<sup>th</sup> Grade - Readiness Standard 1 - 4.NBT.5

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will multiply multi-digit numbers.

**Directions:** Write the answer to each problem. (Work time: 4 minutes)

**1.**

$$\begin{array}{r} 675 \\ \times 4 \\ \hline \end{array}$$

**2.**

$$\begin{array}{r} 3748 \\ \times 6 \\ \hline \end{array}$$

**3.**

$$\begin{array}{r} 63 \\ \times 17 \\ \hline \end{array}$$

**4.**

$$\begin{array}{r} 83 \\ \times 25 \\ \hline \end{array}$$



Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will multiply multi-digit numbers

5th Grade - Readiness Standard 1 - 4.NBT.5

## Session 5: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Say the multiplication problem.
- Use an area model drawing to help you multiply the numbers.

1.

$$\begin{array}{r} 296 \\ \times 7 \\ \hline \end{array}$$

--	--	--

2.

$$\begin{array}{r} 1638 \\ \times 3 \\ \hline \end{array}$$

--	--	--	--

3.

$$\begin{array}{r} 79 \\ \times 46 \\ \hline \end{array}$$




Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will multiply multi-digit numbers

5th Grade - Readiness Standard 1 - 4.NBT.5

## Session 5: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to multiply multi-digit numbers.

4.

$$\begin{array}{r} 387 \\ \times 6 \\ \hline \end{array}$$

--	--	--

5.

$$\begin{array}{r} 1728 \\ \times 5 \\ \hline \end{array}$$

--	--	--	--

6.

$$\begin{array}{r} 86 \\ \times 39 \\ \hline \end{array}$$




# Session 5: Self-Reflection

5<sup>th</sup> Grade - Readiness Standard 1 - 4.NBT.5

**Learning Target:** I will multiply multi-digit numbers

Briefly discuss student responses

- What did I learn today about multiplying multi-digit numbers?
  
- How confident do I feel about multiplying multi-digit numbers on my own? (*Thumbs up, down, or sideways*)





# Quick Check - Form E

5<sup>th</sup> Grade - Readiness Standard 1 - 4.NBT.5

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will multiply multi-digit numbers.

**Directions:** Write the answer to each problem. (Work time: 4 minutes)

**1.**

$$\begin{array}{r} 396 \\ \times 4 \\ \hline \end{array}$$

**2.**

$$\begin{array}{r} 2581 \\ \times 6 \\ \hline \end{array}$$

**3.**

$$\begin{array}{r} 46 \\ \times 13 \\ \hline \end{array}$$

**4.**

$$\begin{array}{r} 28 \\ \times 35 \\ \hline \end{array}$$



Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will multiply multi-digit numbers

5th Grade - Readiness Standard 1 - 4.NBT.5

## Session 6: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Say the multiplication problem.
- Use an area model drawing to help you multiply the numbers.

1.

$$\begin{array}{r} 379 \\ \times 6 \\ \hline \end{array}$$

--	--	--

2.

$$\begin{array}{r} 2896 \\ \times 3 \\ \hline \end{array}$$

--	--	--	--

3.

$$\begin{array}{r} 68 \\ \times 37 \\ \hline \end{array}$$




Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will multiply multi-digit numbers

5th Grade - Readiness Standard 1 - 4.NBT.5

## Session 6: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to multiply multi-digit numbers.

4.

$$\begin{array}{r} 376 \\ \times 8 \\ \hline \end{array}$$

--	--	--

5.

$$\begin{array}{r} 1937 \\ \times 9 \\ \hline \end{array}$$

--	--	--	--

6.

$$\begin{array}{r} 96 \\ \times 47 \\ \hline \end{array}$$




# Session 6: Self-Reflection

5<sup>th</sup> Grade - Readiness Standard 1 - 4.NBT.5

**Learning Target:** I will multiply multi-digit numbers

Briefly discuss student responses

- What did I learn today about multiplying multi-digit numbers?
  
- How confident do I feel about multiplying multi-digit numbers on my own? (*Thumbs up, down, or sideways*)



# Quick Check - Form F

5<sup>th</sup> Grade - Readiness Standard 1 - 4.NBT.5

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will multiply multi-digit numbers.

**Directions:** Write the answer to each problem. (Work time: 4 minutes)

**1.**

$$\begin{array}{r} 427 \\ \times 3 \\ \hline \end{array}$$

**2.**

$$\begin{array}{r} 3126 \\ \times 7 \\ \hline \end{array}$$

**3.**

$$\begin{array}{r} 57 \\ \times 14 \\ \hline \end{array}$$

**4.**

$$\begin{array}{r} 39 \\ \times 24 \\ \hline \end{array}$$



Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will multiply multi-digit numbers

5th Grade - Readiness Standard 1 - 4.NBT.5

## Session 7: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the problem and use place-value understanding to multiply the multi-digit numbers.

1.

$$\begin{array}{r} 257 \\ \times \quad 6 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 3617 \\ \times \quad 9 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 86 \\ \times 47 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 789 \\ \times \quad 3 \\ \hline \end{array}$$



Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will multiply multi-digit numbers

5th Grade - Readiness Standard 1 - 4.NBT.5

## Session 7: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading to multiply the multi-digit numbers.

5.

$$\begin{array}{r} 846 \\ \times \quad 7 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 3967 \\ \times \quad 4 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 68 \\ \times 79 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 379 \\ \times \quad 6 \\ \hline \end{array}$$



# Session 7: Self-Reflection

5<sup>th</sup> Grade - Readiness Standard 1 - 4.NBT.5

**Learning Target:** I will multiply multi-digit numbers

Briefly discuss student responses

- What did I learn today about multiplying multi-digit numbers?
  
- How confident do I feel about multiplying multi-digit numbers on my own? (*Thumbs up, down, or sideways*)





# Quick Check - Form G

5<sup>th</sup> Grade - Readiness Standard 1 - 4.NBT.5

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will multiply multi-digit numbers.

**Directions:** Write the answer to each problem. (Work time: 4 minutes)

**1.**

$$\begin{array}{r} 582 \\ \times 7 \\ \hline \end{array}$$

**2.**

$$\begin{array}{r} 2875 \\ \times 6 \\ \hline \end{array}$$

**3.**

$$\begin{array}{r} 85 \\ \times 13 \\ \hline \end{array}$$

**4.**

$$\begin{array}{r} 46 \\ \times 32 \\ \hline \end{array}$$



Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will multiply multi-digit numbers

5th Grade - Readiness Standard 1 - 4.NBT.5

## Session 8: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the problem and use place-value understanding to multiply the multi-digit numbers.

1.

$$\begin{array}{r} 364 \\ \times 8 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 6719 \\ \times 6 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 97 \\ \times 38 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 648 \\ \times 7 \\ \hline \end{array}$$



Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will multiply multi-digit numbers

5th Grade - Readiness Standard 1 - 4.NBT.5

## Session 8: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading to multiply the multi-digit numbers.

5.

$$\begin{array}{r} 576 \\ \times 9 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 4892 \\ \times 7 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 37 \\ \times 86 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 796 \\ \times 8 \\ \hline \end{array}$$



# Session 8: Self-Reflection

5<sup>th</sup> Grade - Readiness Standard 1 - 4.NBT.5

**Learning Target:** I will multiply multi-digit numbers

Briefly discuss student responses

- What did I learn today about multiplying multi-digit numbers?
  
- How confident do I feel about multiplying multi-digit numbers on my own? (*Thumbs up, down, or sideways*)



# Quick Check - Form H

5<sup>th</sup> Grade - Readiness Standard 1 - 4.NBT.5

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will multiply multi-digit numbers.

**Directions:** Write the answer to each problem. (Work time: 4 minutes)

**1.**

$$\begin{array}{r} 675 \\ \times 4 \\ \hline \end{array}$$

**2.**

$$\begin{array}{r} 3748 \\ \times 6 \\ \hline \end{array}$$

**3.**

$$\begin{array}{r} 63 \\ \times 17 \\ \hline \end{array}$$

**4.**

$$\begin{array}{r} 83 \\ \times 25 \\ \hline \end{array}$$



# Independent Practice

5<sup>th</sup> Grade - Readiness Standard 1 - 4.NBT.5

**Learning Target:** I will multiply multi-digit numbers

**Title of Game:** Build the Greater Product

**Number of Players:** 2

**Objective:** To build the greatest product.

**Materials:** 1 set of 1-digit number cards and 1 recording sheet per player.

## Directions:

- Each player...
  - Shuffle a set of Digit-cards and set in a pile face down out on the table.
  - Choose the top 4 cards.
  - Create and find the product of a multiplication problem on their recording sheet.
  - Verify each answer by checking it with a calculator.
    - For each incorrect answer, use a drawing to find the error and correct the recording sheet.
  - Assign points for the round. (0, 1, or 2 points are possible.)
    - Each player can earn 1 point for having a correct product.
    - The player with the greatest product receives 1 point.
  - Shuffle all of the cards together and repeat for the next round.



Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will multiply multi-digit numbers

## Independent Practice: Build the Greater Product (Recording Sheet)

Game 1 (1-digit x 3-digit)	Game 2 (2-digit x 2-digit)
<p>Round 1</p> <p style="text-align: center;"><math>\begin{array}{r} \times \\ \hline \end{array}</math></p>	<p>Round 1</p> <p style="text-align: center;"><math>\begin{array}{r} \times \\ \hline \end{array}</math></p>
<p>Round 2</p> <p style="text-align: center;"><math>\begin{array}{r} \times \\ \hline \end{array}</math></p>	<p>Round 2</p> <p style="text-align: center;"><math>\begin{array}{r} \times \\ \hline \end{array}</math></p>
<p>Round 3</p> <p style="text-align: center;"><math>\begin{array}{r} \times \\ \hline \end{array}</math></p>	<p>Round 3</p> <p style="text-align: center;"><math>\begin{array}{r} \times \\ \hline \end{array}</math></p>

# Digit-Cards (3 sets)

5<sup>th</sup> Grade - Readiness Standard 1 - 4.NBT.5

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





# Questions for Solving Word Problems

$Q_1$

*What is the problem about?*

$Q_2$

*What do I need to find?*

$Q_3$

*What do I know?*

$Q_4$

*What can I try?*

$Q_5$

*Does my answer make sense?*



# Steps for Solving Word Problems

Q<sub>1</sub>. *What is the problem about?*

Q<sub>2</sub>. *What do I need to find?*

Q<sub>3</sub>. *What do I know?*

Q<sub>4</sub>. *What can I try?*

Q<sub>5</sub>. *Does my answer make sense?*