4th Grade
Tier 2 Intervention Lessons

Readiness Standard 3 - 3.OA.7a

Learning Target: I will multiply numbers from 1 to 10

Readiness for 4.NBT.5: Multiply a four-digit number by a one-digit number

Table of Contents

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.	**Low**
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.	**Strong**
4. Interventions should include instruction on solving word problems that is based on common underlying structures.	**Strong**
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.	**Moderate**
6. Interventions at all grade levels should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts.	**Moderate**
7. Monitor the progress of students receiving supplemental instruction and other students who are at risk.	**Low**
8. Include motivational strategies in tier 2 and tier 3 interventions.	**Low**

(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

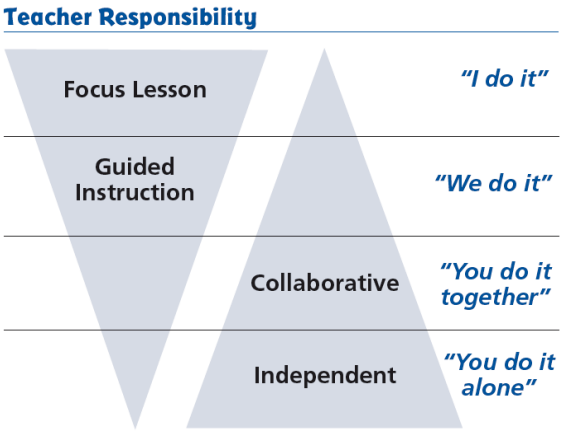


Figure 1

(Dr. Douglas Fisher, Effective Use of the Gradual Release of Responsibility Model)

Planning Guide: Session 1

4th Grade - Readiness Standard 3 - 3.OA.7a

Learning Target: I will multiply numbers from 1 to 10

Readiness for multiplying a four-digit number by a one-digit number

Recommended Actions	
Beginning *(15 min.)*	Review the readiness standard with the intervention group using the **Guided Review** ➢ Introduce the learning target and why it is important for future learning ➢ Read each question on the Guided Review and ask students to share what they remember from the previous school year.
Middle *(5 min.)*	➢ Ask students to reflect on their progress towards the learning target ➢ What did I remember about the learning target? ➢ What did I learn today about the learning target? ➢ How confident do I feel about doing the learning target on my own?
End *(10 min.)*	➢ Assess each student's progress using **Quick Check – Form A** ➢ Guide students to self-correct their **Quick Check – Form A** ➢ Guide students to chart their progress by recording the date and Quick Check score in their **Growth Chart** ➢ Collect each student's Quick Check and Growth Chart
After	➢ Create sub-groups to differentiate the middle of sessions 2 through 8 o Group 1 – Include students who did not meet the learning goal o Group 2 – Include students who met or exceeded the learning goal

4th Grade Fall Guided Review

Readiness Standard 3 - 3.OA.7a

Name_____ Date_____

Learning Target: I will multiply numbers from 0 to 10.

$4 \times 6 =$ ____	$5 \times 3 =$ ____
$7 \times 0 =$ ____	$1 \times 8 =$ ____
$8 \times 6 =$ ____	$9 \times 6 =$ ____
$2 \times 4 =$ ____	$7 \times 3 =$ ____
$9 \times 7 =$ ____	$5 \times 9 =$ ____
$5 \times 10 =$ ____	$6 \times 2 =$ ____
$8 \times 2 =$ ____	$8 \times 4 =$ ____
$3 \times 9 =$ ____	$7 \times 7 =$ ____

4th Grade Winter Guided Review

Readiness Standard 3 - 3.OA.7a

Name_____ Date_____

Learning Target: I will multiply numbers from 0 to 10.

4 x 6 = ____	5 x 3 = ____
7 x 0 = ____	1 x 8 = ____
8 x 6 = ____	9 x 6 = ____
2 x 4 = ____	7 x 3 = ____
9 x 7 = ____	5 x 9 = ____
5 x 10 = ____	6 x 2 = ____
8 x 2 = ____	8 x 4 = ____
3 x 9 = ____	7 x 7 = ____

4th Grade Spring Guided Review

Readiness Standard 3 - 3.OA.7a

Name_____ Date_____

Learning Target: I will multiply numbers from 0 to 10.

4 x 6 = ____	5 x 3 = ____
7 x 0 = ____	1 x 8 = ____
8 x 6 = ____	9 x 6 = ____
2 x 4 = ____	7 x 3 = ____
9 x 7 = ____	5 x 9 = ____
5 x 10 = ____	6 x 2 = ____
8 x 2 = ____	8 x 4 = ____
3 x 9 = ____	7 x 7 = ____

Session 1: Self-Reflection

4th Grade - Readiness Standard 3 - 3.OA.7a

Learning Target: I will multiply numbers from 1 to 10

Briefly discuss student responses:

- What did I remember today about multiplying numbers from 1 to 10?

- What did I learn today about multiplying numbers from 1 to 10?

- How confident do I feel about multiplying numbers from 1 to 10? *(Thumbs up, down, or sideways)*

Quick Check - Form A

4th Grade - Readiness Standard 3 - 3.OA.7a

Name_____ Date_____

Learning Target: I will multiply numbers from 0 to 10.

Directions: When you are told to begin, answer as many multiplication problems as you can.
(Work Time: 60 seconds)

6 x 2 = _____	1 x 8 = _____
5 x 10 = _____	9 x 6 = _____
2 x 4 = _____	7 x 3 = _____
9 x 7 = _____	5 x 9 = _____
8 x 6 = _____	7 x 0 = _____
2 x 8 = _____	8 x 4 = _____
4 x 6 = _____	5 x 3 = _____
3 x 9 = _____	7 x 7 = _____

Number Correct = _____

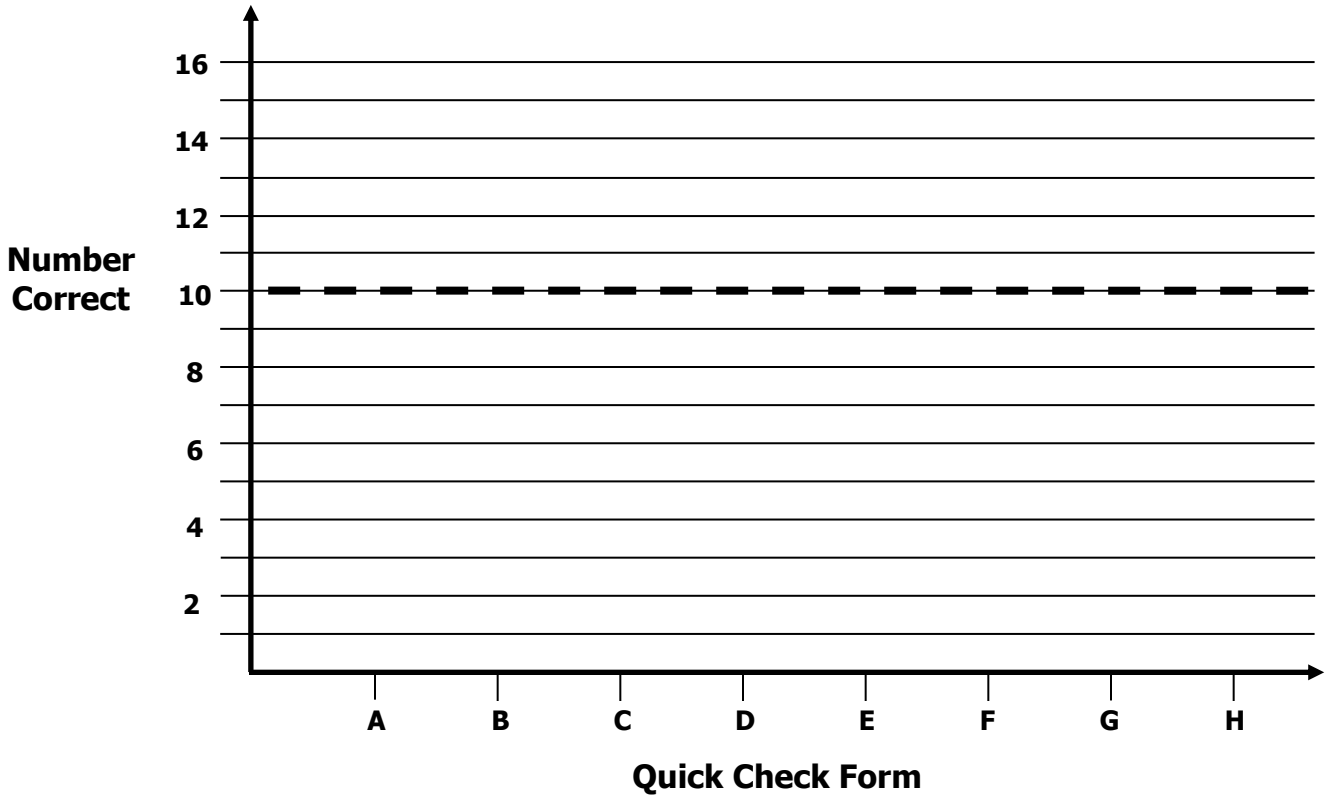
Growth Chart

4th Grade - Readiness Standard 3 - 3.OA.7a

Name_____ Date_____

Learning Target: I will multiply numbers from 0 to 10.

Goal: 10 out of 16 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

4th Grade - Readiness Standard 3 - 3.OA.7a

Learning Target: I will multiply numbers from 1 to 10

Readiness for multiplying a four-digit number by a one-digit number

<table>
<tr><th colspan="3">Recommended Actions</th></tr>
<tr><td>Beginning
(5 min.)</td><td colspan="2">➢ Review the learning target with the whole group and ask each student to set a goal for today's learning</td></tr>
<tr><td>Middle
(15 min.)</td><td>Group 1: (Students who <u>did not</u> meet the learning goal on the previous Quick Check)

➢ Model solving a word problem – "I do"
➢ Guided Practice – "We do together/ You do together"

Session 2: Multiply numbers to 5 using counters.
Session 3: Multiply numbers to 10 using area drawings and the "make a 5" strategy.
Session 4: Multiply numbers using known facts to 5.</td><td>Group 2: (Students who met the learning goal)

➢ Independent practice – "You do alone"

Activity: "The Last Rectangle"

(Look for additional activities in 3rd grade core instruction resources.)</td></tr>
<tr><td>End
(10 min.)</td><td colspan="2">➢ Bring the students back together.
➢ Ask students to reflect on their progress towards the learning target
o What did I learn today about multiplying numbers from 1 to 10?
o How confident do you feel about multiplying numbers from 1 to 10 on my own? (Thumbs up, down, or sideways)
➢ Assess each student's progress using the next Quick Check form
➢ Guide students to self-correct their Quick Check
➢ Guide students to chart their progress in their Growth Chart
o If not using Delta Math lessons, record the activity in the table
➢ Collect each student's Quick Check and Growth Chart</td></tr>
<tr><td>After</td><td colspan="2">➢ Regroup students to differentiate the middle of sessions 3 through 8
o Promote students who met the learning goal to group 2
o Exit students who met the learning goal for a third time
➢ Problem solve with a team to plan additional support for students who did not exit</td></tr>
</table>

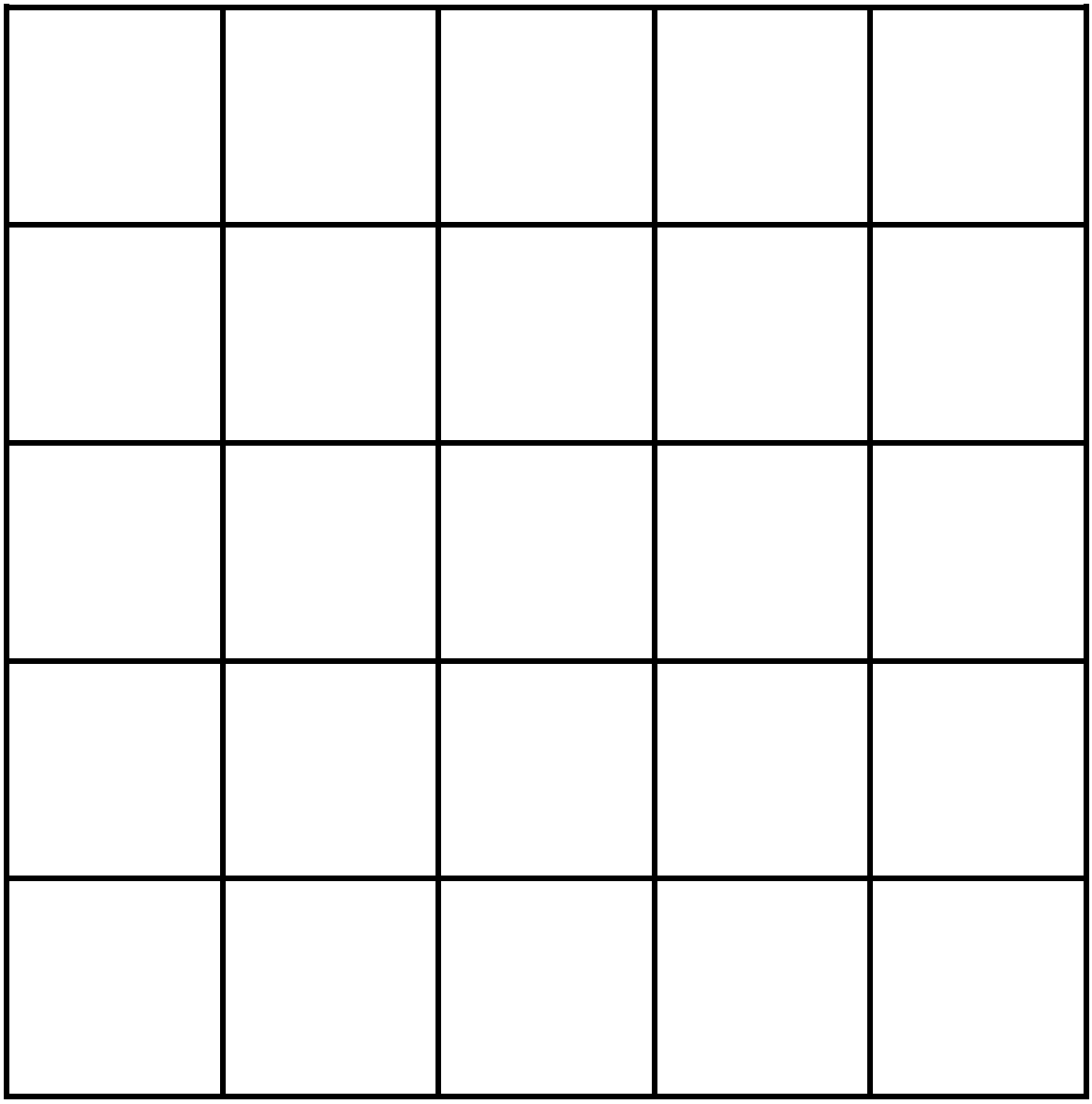
Session 2: Modeling (I Do)

4th Grade - Readiness Standard 3 - 3.OA.7a

Learning Target: I will multiply numbers from 1 to 10

Readiness for multiplying a four-digit number by a one-digit number

Elias has a vegetable garden with 3 rows of tomato plants. If each row had 4 tomato plants, how many total are there in his garden?



Session 2: Modeling (I Do - Teacher Notes)

4th Grade - Readiness Standard 3 - 3.OA.7a

Learning Target: I will multiply numbers from 1 to 10

Readiness for multiplying a four-digit number by a one-digit number

> Elias has a vegetable garden with 3 rows of tomato plants. If each row had 4 tomato plants, how many total tomato plants are there in his garden?

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.

This problem is about Elias' vegetable garden.

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

I need to find the total number of tomato plants in the garden.

Third, I need to determine what I know.

I know there are 3 rows of tomato plants and each row has 4 plants.

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

I am going to try modeling the situation using counters.
(Place the equation card above the multiplication grid.)

I will place 3 rows of 4 counters on the multiplication grid.
(Place the counters red-side up.)

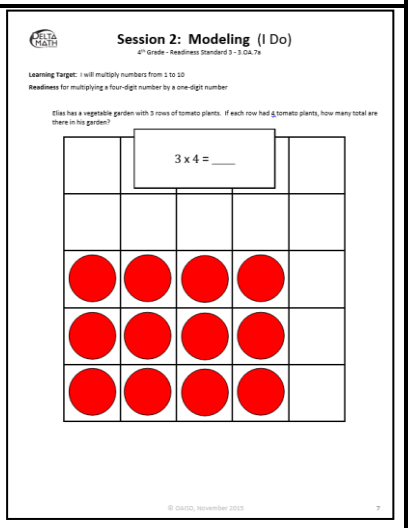
Next, I need to find the total number of counters.

There are a few different ways I can find the total.

I can count by 3's…3…6…9…12. (Point to each row as you count.)

Or, I can count by 4's…4…8…12. (Point to each column as you count.)

There are 12 tomato plants in the vegetable garden.

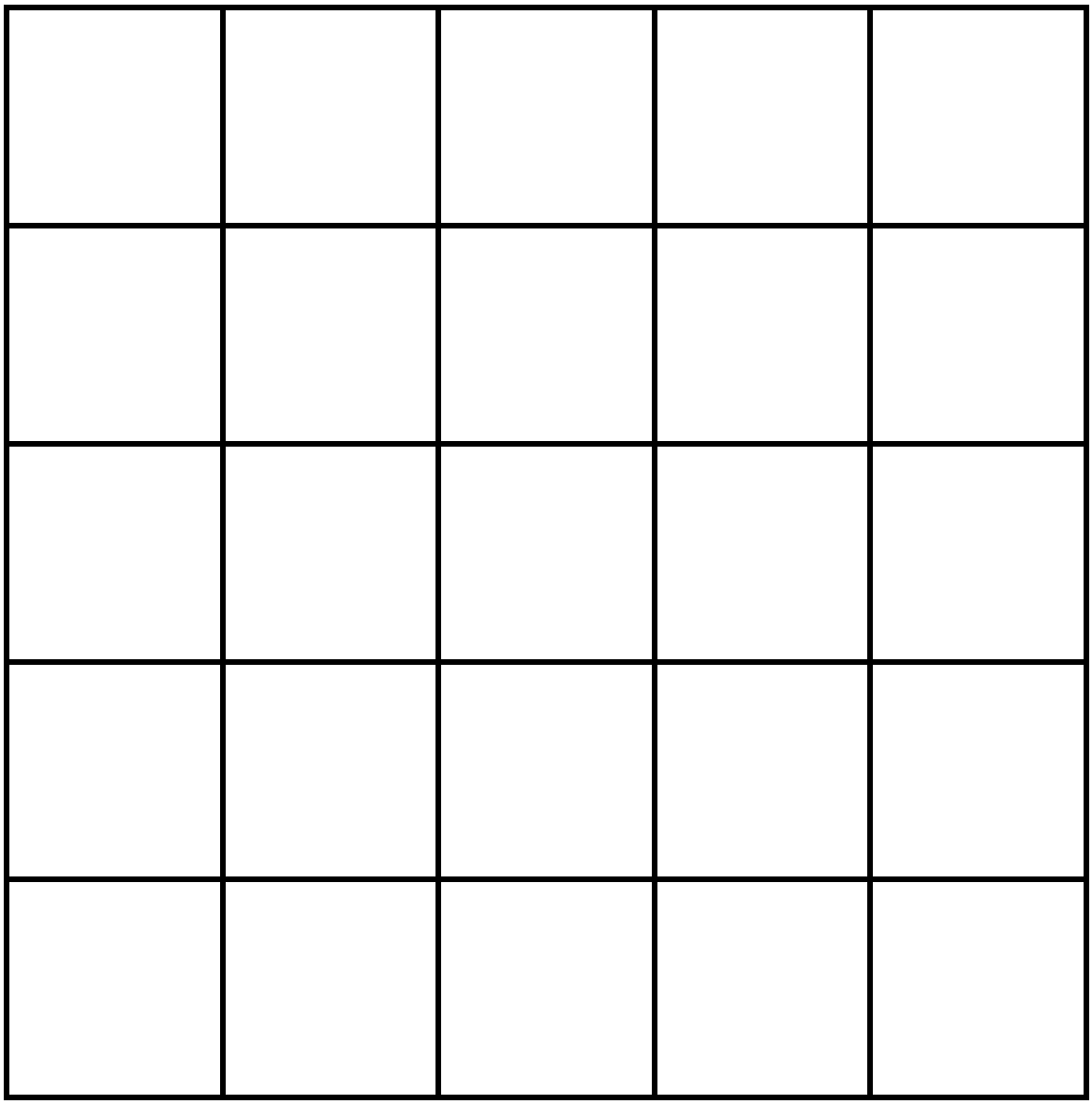


Last, I need to make sure that my answer makes sense.

I found there are 12 tomato plants in the vegetable garden. It makes sense because I knew there were 3 rows and each row had 4 plants in it. And, I modeled the problem by making 3 rows of 4 and that helped me skip count to find the total.

Multiplication Mat

4th Grade - Readiness Standard 3 - 3.OA.7a



Modeling & Guided Practice Cards

4th Grade - Readiness Standard 3 - 3.OA.7a

Use for Problem 1 2 x 5 = ____	Use for Problem 2 4 x 4 = ____
Use for Problem 3 3 x 5 = ____	Use for Problem 4 5 x 5 = ____
Use for Problem 5 3 x 3 = ____	Use for Problem 6 5 x 4 = ____
Use for Problem 7 2 x 5 = ____	Use for Problem 8 5 x 3 = ____
Use for Problem 9 4 x 5 = ____	Use for Problem 10 2 x 4 = ____
Use for Modelling 3 x 4 = ____	

Name _____ Date _____

Learning Target: I will multiply numbers from 1 to 10 4th Grade - Readiness Standard 3 - 3.OA.7a

Session 2: Guided Practice (We Do)

Materials:

- 2-colored counters (20 per student)
- Multiplication mat (1 per student)
- Guided Practice Cards (1 set per student)

We Do Together: (Teacher Actions)

- Say the multiplication problem and write the answer if you know it.
- Use counters, a multiplication mat and equation cards to find or check your answer.

1. 2 x 5 = ____	**2.** 4 x 4 = ____
3. 3 x 5 = ____	**4.** 5 x 5 = ____

Name _____ Date _____

Learning Target: I will multiply numbers from 1 to 10 4th Grade - Readiness Standard 3 - 3.OA.7a

Session 2: Guided Practice (We Do - Continued)

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

- Students take turns leading to multiply numbers using counters and a break-apart strategy.

5. 3 x 3 = ____	**6.** 5 x 4 = ____
7. 2 x 5 = ____	**8.** 5 x 3 = ____
9. 4 x 5 = ____	**10.** 3 x 4 = ____

Session 2: Self-Reflection

4th Grade - Readiness Standard 3 - 3.OA.7a

Learning Target: I will multiply numbers from 1 to 10

Briefly discuss student responses:

- What did I learn today about multiplying numbers from 1 to 10?

- How confident do I feel about multiplying numbers from 1 to 10? *(Thumbs up, down, or sideways)*

Quick Check - Form B

4th Grade - Readiness Standard 3 - 3.OA.7a

Name_____ Date_____

Learning Target: I will multiply numbers from 0 to 10.

Directions: When you are told to begin, answer as many multiplication problems as you can.
(Work Time: 60 seconds)

4 x 8 = _____	1 x 5 = _____
9 x 5 = _____	8 x 0 = _____
2 x 8 = _____	6 x 2 = _____
7 x 6 = _____	5 x 3 = _____
5 x 10 = _____	9 x 6 = _____
2 x 4 = _____	7 x 4 = _____
9 x 7 = _____	8 x 6 = _____
3 x 9 = _____	8 x 8 = _____

Number Correct = _____

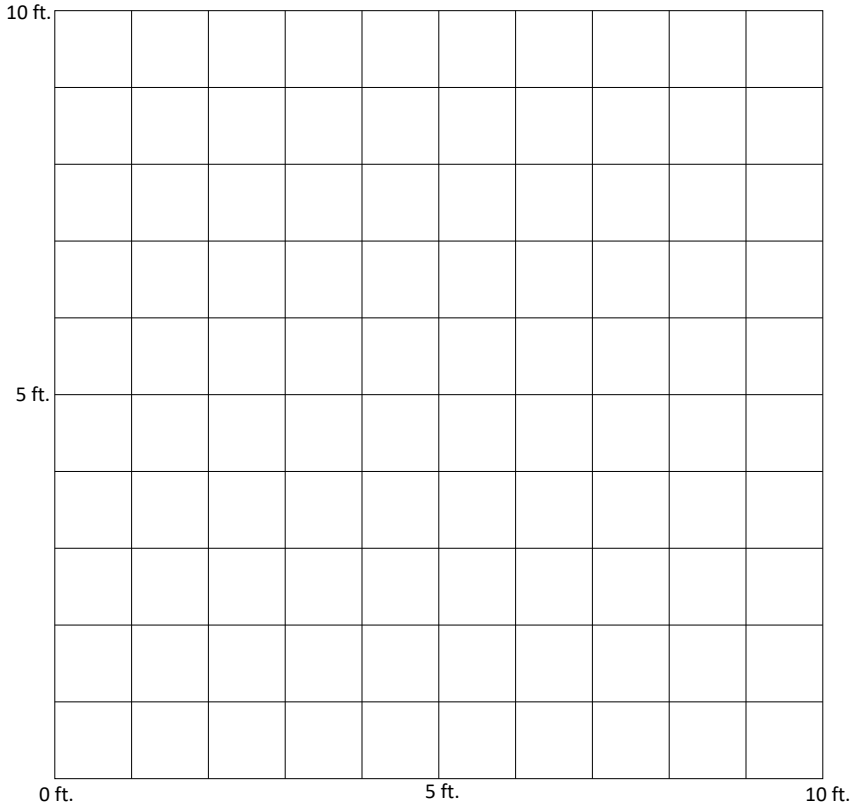
Session 3: Modeling (I Do)

4th Grade - Readiness Standard 3 - 3.OA.7a

Learning Target: I will multiply numbers from 1 to 10

Readiness for multiplying a four-digit number by a one-digit number

Mrs. K. created a rectangular reading area in her 4th grade classroom using 1 ft. by 1 ft. carpet squares. If the reading area is 5 ft. wide by 7 ft. long, how many carpet squares did she use?



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

4th Grade - Readiness Standard 3 - 3.OA.7a

Learning Target: I will multiply numbers from 1 to 10

Readiness for multiplying a four-digit number by a one-digit number

> Mrs. K. created a rectangular reading area in her 4th grade classroom using 1 ft. by 1 ft. carpet squares. If the reading area is 5 ft. wide by 7 ft. long, how many carpet squares did she use?

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.

This problem is about Mrs. K's rectangular reading area.

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

I need to find how many carpet squares Mrs. K used.

Third, I need to determine what I know.

I know that each carpet square is 1 ft. by 1 ft. and the reading area forms a 5 ft. by 7 ft. rectangle.

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

This time, I am going to try drawing the reading area on a grid.

The rectangle is 5 ft. wide…1, 2, 3, 4, 5…
(Count 5 squares up. Draw and label the width.)

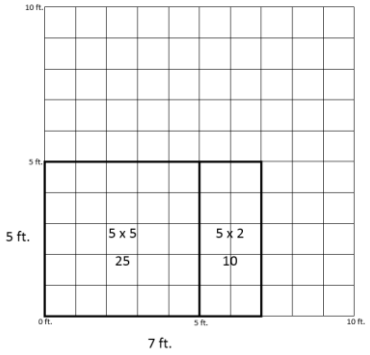
And 7 long…1, 2, 3, 4, 5, 6, 7…
(Count 7 squares over. Draw and label the length.)

Instead of skip counting to find the total number of carpet squares, I am going to look for two simpler problems that I know their answers to help me solve 5 x 7.

I know that 5 x 5 is 25. (Draw a vertical line and write "5 x 5" and "25".)

And, 5 x 2 is 10. (Write "5 x 2" and "10" in the partial-area.)

So, 5 x 7 equals 25 + 10 which equals 35. (Write 35 on the answer line.)



5 x 7 = 35

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

I found that Mrs. K used 35 carpet squares for her reading area. It makes sense because I drew a picture of the entire rectangle and cut it into smaller sections with areas that I knew and added the smaller areas together to find the answer.

Name _____ Date _____

Learning Target: I will multiply numbers from 1 to 10 4th Grade - Readiness Standard 3 - 3.OA.7a

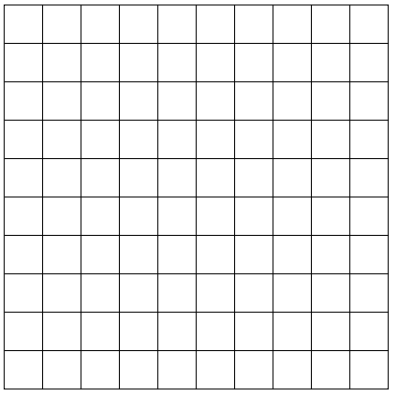
Session 3: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the multiplication problem and write the answer if you know it.
- Use a break-apart drawing to find or check your answer.

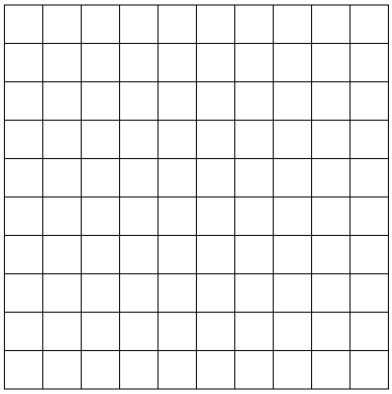
1.

3 x 9 = ____



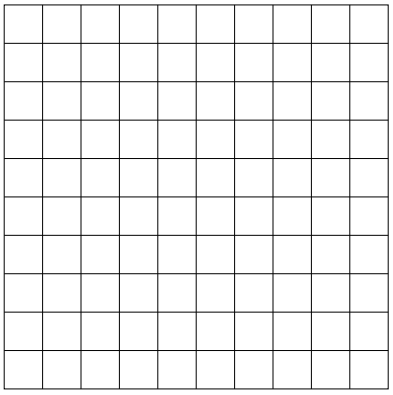
2.

4 x 7 = ____



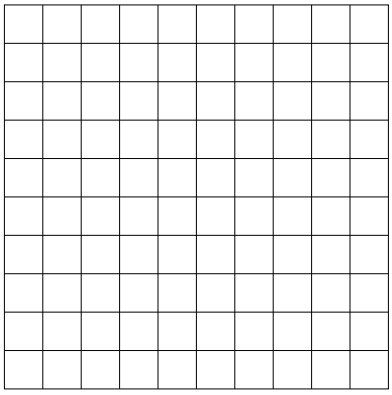
3.

6 x 6 = ____



4.

5 x 8 = ____



Name _____ Date _____

Learning Target: I will multiply numbers from 1 to 10 4th Grade - Readiness Standard 3 - 3.OA.7a

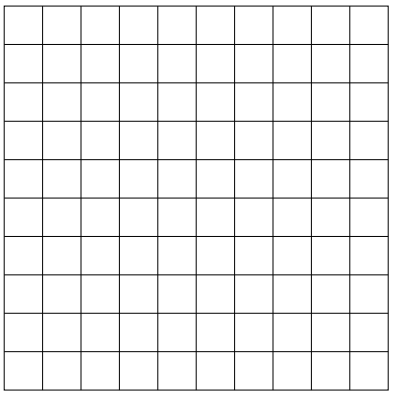
Session 3: Guided Practice (We Do - Continued)

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

- Students take turns leading to multiply numbers using a break-apart drawing.

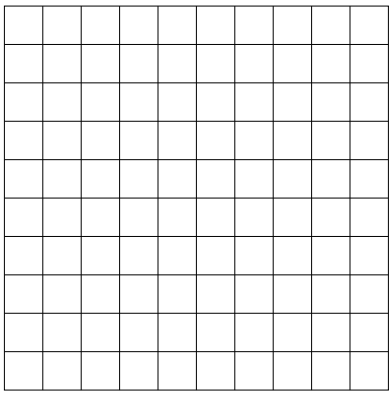
5.

5 x 9 = ____



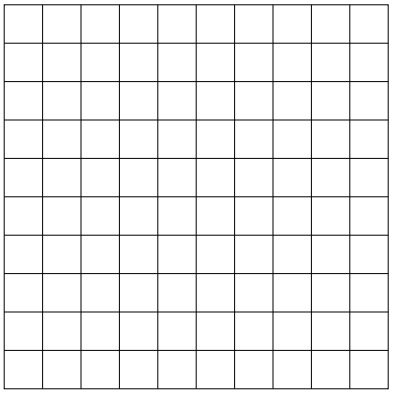
6.

3 x 7 = ____



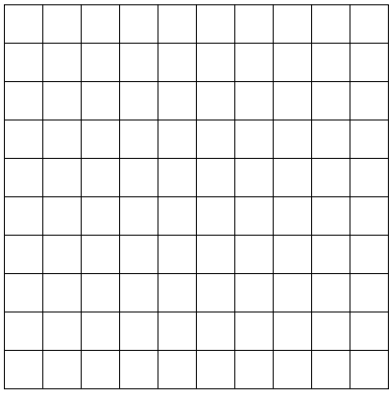
7.

4 x 6 = ____



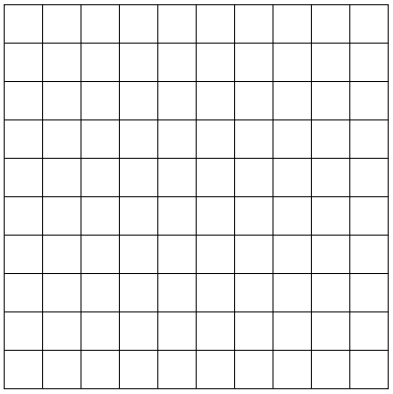
8.

3 x 5 = ____



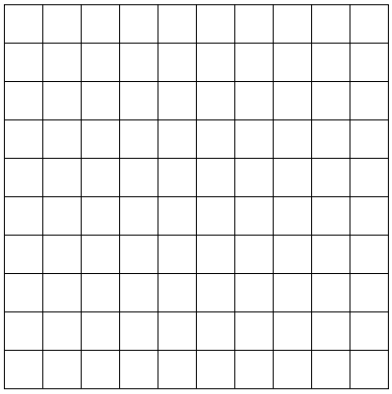
9.

5 x 10 = ____



10.

4 x 8 = ____



Name _____ Date _____

Learning Target: I will multiply numbers from 1 to 10 4th Grade - Readiness Standard 3 - 3.OA.7a

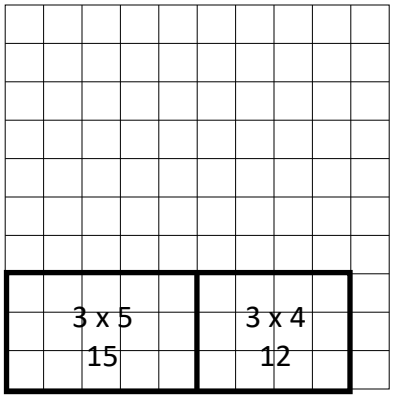
Session 3: Guided Practice *(We Do – Teacher Notes)*

We Do Together: (Teacher Actions)

- Say the multiplication problem and write the answer if you know it.
- Use a break-apart drawing to find or check your answer.

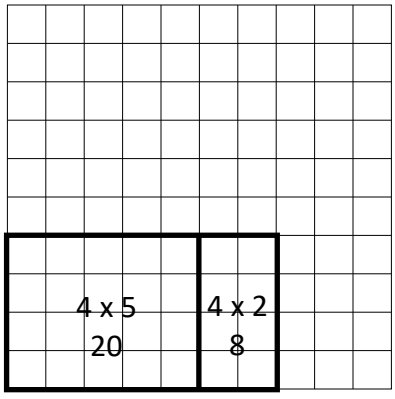
1.

3 x 9 = 27



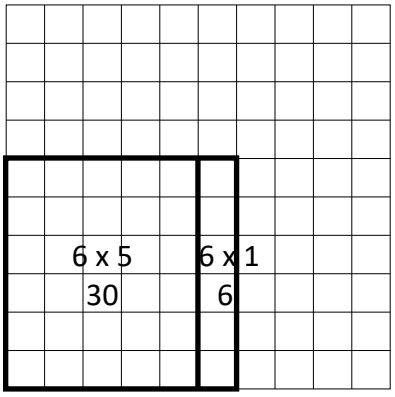
2.

4 x 7 = 28



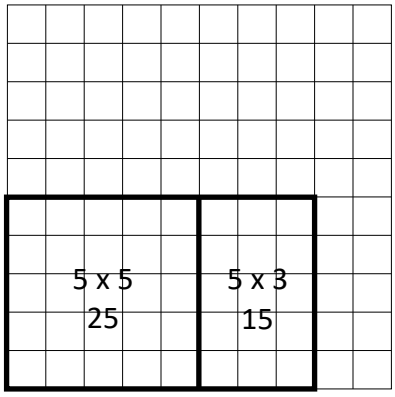
3.

6 x 6 = 36



4.

5 x 8 = 40



Session 3: Self-Reflection

4th Grade - Readiness Standard 3 - 3.OA.7a

Learning Target: I will multiply numbers from 1 to 10

Briefly discuss student responses:

- What did I learn today about multiplying numbers from 1 to 10?

- How confident do I feel about multiplying numbers from 1 to 10? *(Thumbs up, down, or sideways)*

Quick Check - Form C

4th Grade - Readiness Standard 3 - 3.OA.7a

Name_____ Date_____

Learning Target: I will multiply numbers from 0 to 10.

Directions: When you are told to begin, answer as many multiplication problems as you can.
(Work Time: 60 seconds)

6 x 2 = _____	1 x 7 = _____
5 x 10 = _____	9 x 6 = _____
2 x 8 = _____	8 x 4 = _____
4 x 6 = _____	5 x 3 = _____
9 x 7 = _____	5 x 9 = _____
8 x 6 = _____	6 x 0 = _____
3 x 9 = _____	9 x 9 = _____
2 x 4 = _____	7 x 3 = _____

Number Correct = _____

Session 4: Modeling (I Do)

4th Grade - Readiness Standard 3 - 3.OA.7a

Learning Target: I will multiply numbers from 1 to 10

Readiness for multiplying a four-digit number by a one-digit number

Gianna sells cupcakes in boxes and each box holds 6 cupcakes. If she usually sells 8 boxes of cupcakes each Saturday, how many cupcakes does she usually sell on Saturdays?

Session 4: Modeling (I Do - Teacher Notes)

4th Grade - Readiness Standard 3 - 3.OA.7a

Learning Target: I will multiply numbers from 1 to 10

Readiness for multiplying a four-digit number by a one-digit number

Gianna sells cupcakes in boxes and each box holds 6 cupcakes. If she usually sells 8 boxes of cupcakes each Saturday, how many cupcakes does she usually sell on Saturdays?

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.

This problem is about Gianna selling cupcakes.

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

I need to find the total number of cupcakes she usually sells on Saturdays.

Third, I need to determine what I know.

I know that each box holds 6 cupcakes and she usually sells 8 boxes of cupcakes on Saturdays.

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

This time, I am going to try modeling the actions using an equation with number bonds.

On a typical Saturday, Gianna usually sells 8 boxes and each box holds 6 cupcakes…
(Write "8 boxes hold 6 cupcakes each".)

When a situation has equal groups of objects, a multiplication equation can be used to model…8 groups of 6 can be modeled with the equation 8 x 6 = _____. (Write "8 x 6 = _____".)

I don't remember what 8 x 6 is equal to, but I do remember 8 x 5 is equal to 40. So, I will make this problem a little easier by breaking the 6 into parts that will help me multiply by 8…5 and 1.
(Write two number bonds with 5 and 1 under the 6.)

8 x 5 is equal to 40. (Write "40" on the answer line.)

And, 8 x 1 is equal to 8. (Write "8" on the answer line.)

So, 8 x 6 is equal to 40 + 8 which equals 48. (Write "= 48".)

8 boxes hold 6 cupcakes each

8 x 6 = 40 + 8 = 48

5 1

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

I found that Gianna usually sells 48 cupcakes on Saturdays. It makes sense because I modelled this "equal groups" situation with a multiplication problem. Then, I used multiplication facts that I already knew with number bonds to break the problem apart and make it easier for me.

Name _____ Date _____

Learning Target: I will multiply numbers from 1 to 10 4th Grade - Readiness Standard 3 - 3.OA.7a

Session 4: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the multiplication problem and write the answer if you know it.
- Use a break-apart strategy and number bonds to find or check your answer.

1. 3 x 9 = _____	**2.** 4 x 7 = _____
3. 6 x 6 = _____	**4.** 5 x 8 = _____

Name _____ Date _____

Learning Target: I will multiply numbers from 1 to 10 4th Grade - Readiness Standard 3 - 3.OA.7a

Session 4: Guided Practice (We Do - Continued)

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

- Students take turns leading to multiply the numbers from 1 to 10.

5. 5 x 9 = _____	**6.** 3 x 7 = _____
7. 4 x 6 = _____	**8.** 3 x 5 = _____
9. 5 x 10 = _____	**10.** 4 x 8 = _____
11. 7 x 8 = _____	**12.** 9 x 6 = _____
13. 8 x 4 = _____	**14.** 9 x 7 = _____

Name _____ Date _____

Learning Target: I will multiply numbers from 1 to 10 4th Grade - Readiness Standard 3 - 3.OA.7a

Session 4: Guided Practice (We Do - *Teacher Notes*)

We Do Together: (Teacher Actions)

- Say the multiplication problem and write the answer if you know it.
- Use a break-apart strategy and number bonds to find or check your answer.

1. ***"3 times 5 is 15 and 3 times 4 is 12"*** ***"15 plus 12 equals 27"*** 3 x 9 = 15 + 12 = 27 5 4	**2.** ***"4 times 5 is 20 and 4 times 2 is 8"*** ***"20 plus 8 equals 28"*** 4 x 7 = 20 + 8 = 28 5 2
3. ***"6 times 5 is 30 and 6 times 1 is 6"*** ***"30 plus 6 equals 36"*** 6 x 6 = 30 + 6 = 36 5 1	**4.** ***"5 times 5 is 25 and 5 times 3 is 15"*** ***"25 plus 15 equals 40"*** 5 x 8 = 25 + 15 = 40 5 3

Session 4: Self-Reflection

4th Grade - Readiness Standard 3 - 3.OA.7a

Learning Target: I will multiply numbers from 1 to 10

Briefly discuss student responses:

- What did I learn today about multiplying numbers from 1 to 10?

- How confident do I feel about multiplying numbers from 1 to 10? *(Thumbs up, down, or sideways)*

Quick Check - Form D

4th Grade - Readiness Standard 3 - 3.OA.7a

Name_____ Date_____

Learning Target: I will multiply numbers from 0 to 10.

Directions: When you are told to begin, answer as many multiplication problems as you can.
(Work Time: 60 seconds)

6 x 2 = _____	1 x 9 = _____
5 x 10 = _____	9 x 6 = _____
2 x 4 = _____	7 x 3 = _____
9 x 7 = _____	5 x 9 = _____
8 x 6 = _____	9 x 0 = _____
2 x 8 = _____	8 x 4 = _____
4 x 6 = _____	5 x 3 = _____
3 x 9 = _____	7 x 7 = _____

Number Correct = _____

Name _____ Date _____

Learning Target: I will multiply numbers from 1 to 10 4th Grade - Readiness Standard 3 - 3.OA.7a

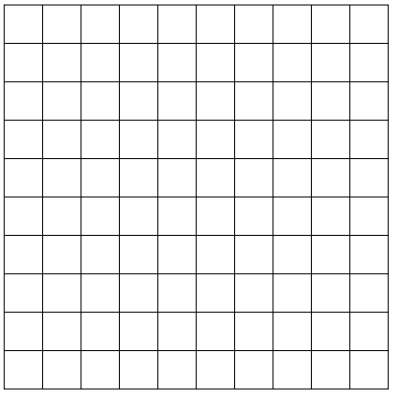
Session 5: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the multiplication problem and write the answer if you know it.
- Use a break-apart drawing to find or check your answer.

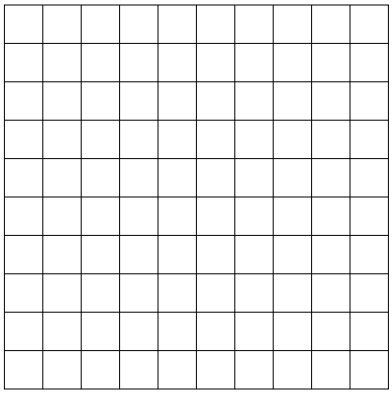
1.

4 x 6 = ____



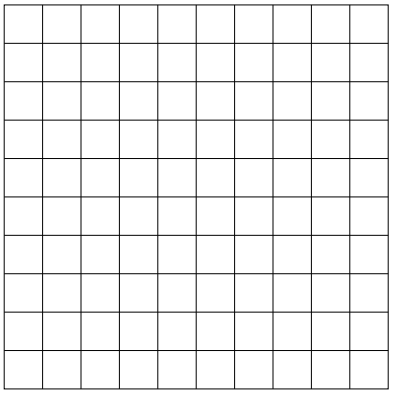
2.

3 x 8 = ____



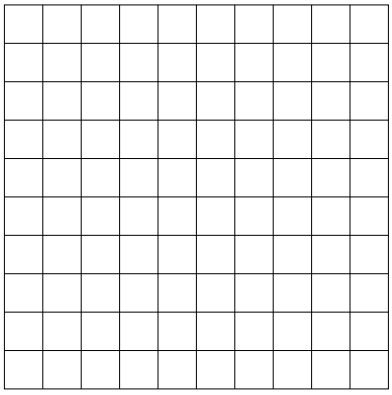
3.

7 x 7 = ____



4.

5 x 9 = ____



Name _____ Date _____

Learning Target: I will multiply numbers from 1 to 10 4th Grade - Readiness Standard 3 - 3.OA.7a

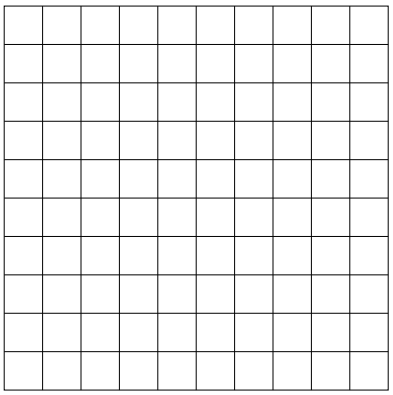
Session 5: Guided Practice (We Do - Continued)

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

- Students take turns leading to multiply numbers using a break-apart drawing.

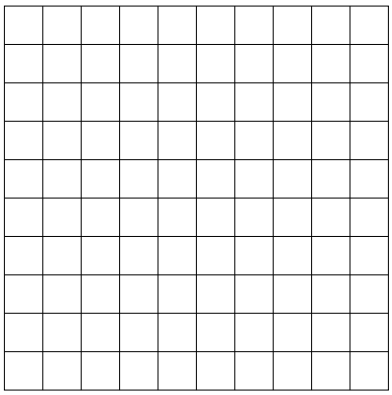
5.

4 x 9 = ____



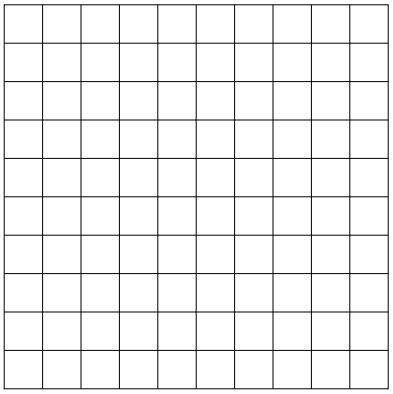
6.

5 x 8 = ____



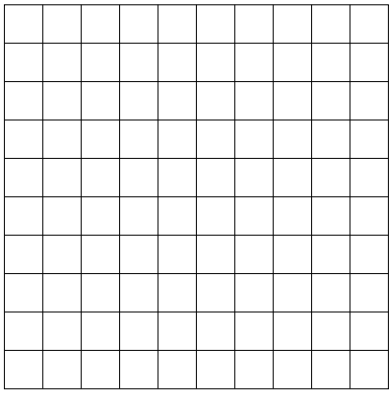
7.

3 x 7 = ____



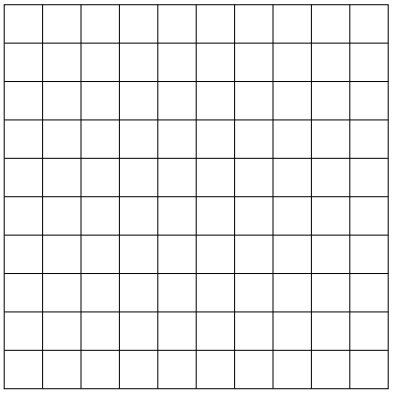
8.

2 x 9 = ____



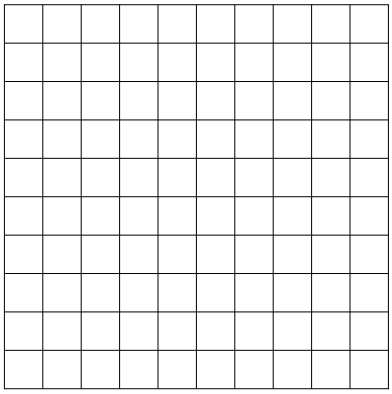
9.

6 x 6 = ____



10.

3 x 6 = ____



Session 5: Self-Reflection

4th Grade - Readiness Standard 3 - 3.OA.7a

Learning Target: I will multiply numbers from 1 to 10

Briefly discuss student responses:

- What did I learn today about multiplying numbers from 1 to 10?

- How confident do I feel about multiplying numbers from 1 to 10? *(Thumbs up, down, or sideways)*

Quick Check - Form E

4th Grade - Readiness Standard 3 - 3.OA.7a

Name_____ Date_____

Learning Target: I will multiply numbers from 0 to 10.

Directions: When you are told to begin, answer as many multiplication problems as you can.
(Work Time: 60 seconds)

6 x 2 = _____	1 x 8 = _____
5 x 10 = _____	9 x 6 = _____
2 x 4 = _____	7 x 3 = _____
9 x 7 = _____	5 x 9 = _____
8 x 6 = _____	7 x 0 = _____
2 x 8 = _____	8 x 4 = _____
4 x 6 = _____	5 x 3 = _____
3 x 9 = _____	7 x 7 = _____

Number Correct = _____

Name _____ Date _____

Learning Target: I will multiply numbers from 1 to 10 4th Grade - Readiness Standard 3 - 3.OA.7a

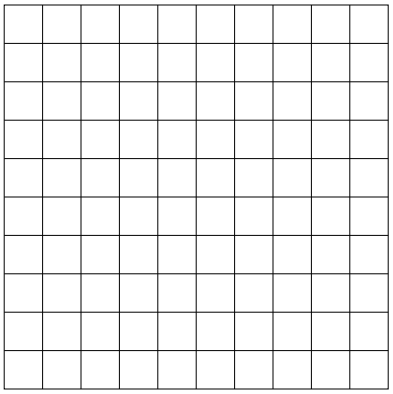
Session 6: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the multiplication problem and write the answer if you know it.
- Use a break-apart drawing to find or check your answer.

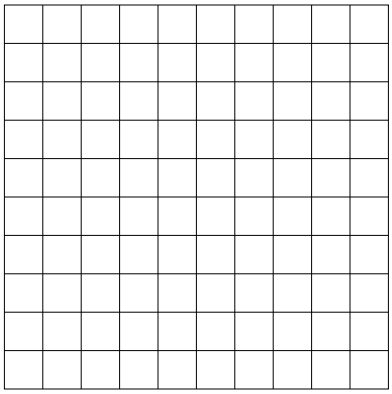
1.

3 x 7 = ____



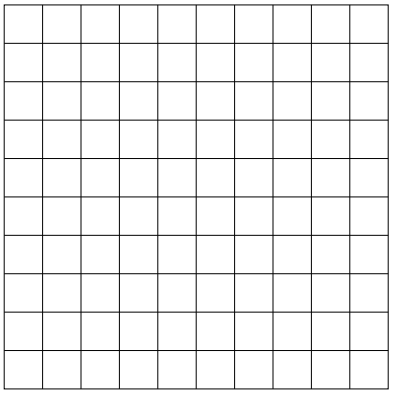
2.

4 x 6 = ____



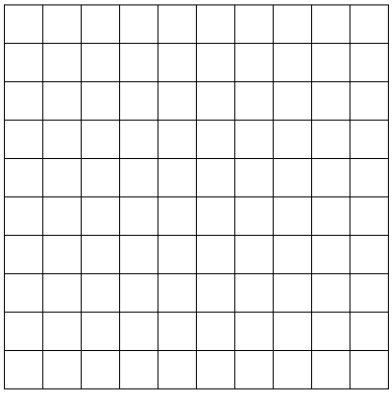
3.

8 x 8 = ____



4.

5 x 7 = ____



Name _____ Date _____

Learning Target: I will multiply numbers from 1 to 10 4th Grade - Readiness Standard 3 - 3.OA.7a

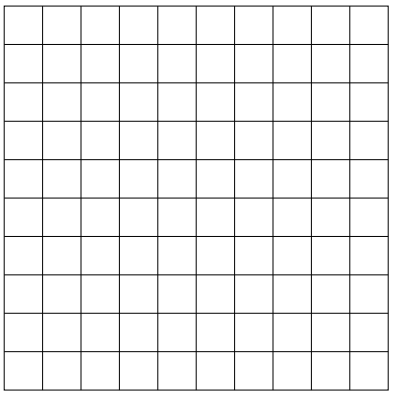
Session 6: Guided Practice (We Do - Continued)

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

- Students take turns leading to multiply numbers using a break-apart drawing.

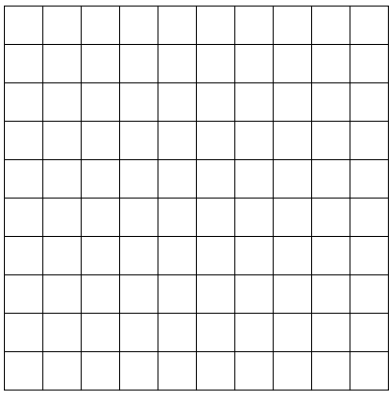
5.

5 x 8 = ____



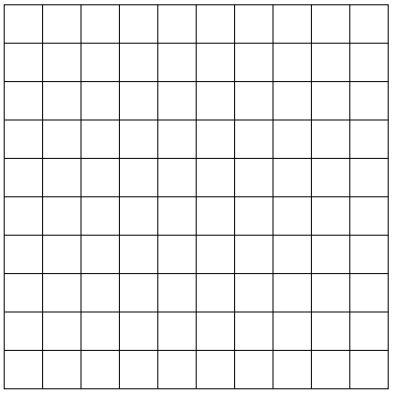
6.

3 x 9 = ____



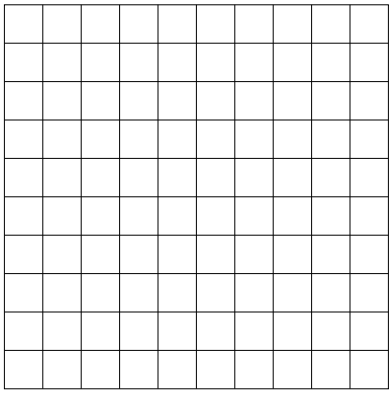
7.

4 x 7 = ____



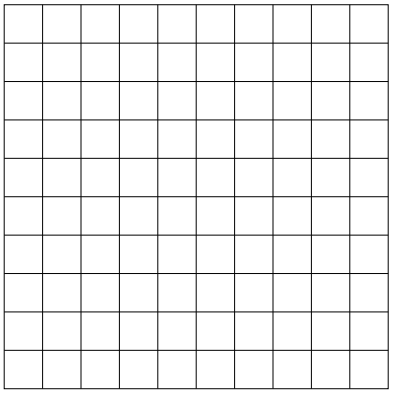
8.

3 x 6 = ____



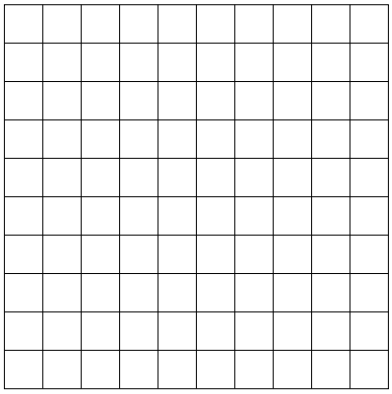
9.

6 x 6 = ____



10.

4 x 9 = ____



Session 6: Self-Reflection

4th Grade - Readiness Standard 3 - 3.OA.7a

Learning Target: I will multiply numbers from 1 to 10

Briefly discuss student responses:

- What did I learn today about multiplying numbers from 1 to 10?

- How confident do I feel about multiplying numbers from 1 to 10? *(Thumbs up, down, or sideways)*

Quick Check - Form F

4th Grade - Readiness Standard 3 - 3.OA.7a

Name_____ Date_____

Learning Target: I will multiply numbers from 0 to 10.

Directions: When you are told to begin, answer as many multiplication problems as you can.
(Work Time: 60 seconds)

4 x 8 = _____	1 x 5 = _____
9 x 5 = _____	8 x 0 = _____
2 x 8 = _____	6 x 2 = _____
7 x 6 = _____	5 x 3 = _____
5 x 10 = _____	9 x 6 = _____
2 x 4 = _____	7 x 4 = _____
9 x 7 = _____	8 x 6 = _____
3 x 9 = _____	8 x 8 = _____

Number Correct = _____

Name _____ Date _____

Learning Target: I will multiply numbers from 1 to 10 4th Grade - Readiness Standard 3 - 3.OA.7a

Session 7: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the multiplication problem and write the answer if you know it.
- Use a break-apart strategy and number bonds to find or check your answer.

1. 4 x 7 = _____	**2.** 3 x 6 = _____
3. 8 x 8 = _____	**4.** 6 x 7 = _____

Name _____ Date _____

Learning Target: I will multiply numbers from 1 to 10 4th Grade - Readiness Standard 3 - 3.OA.7a

Session 7: Guided Practice (We Do - Continued)

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

- Students take turns leading to multiply the numbers from 1 to 10.

5. 4 x 8 = _____	**6.** 3 x 9 = _____
7. 5 x 7 = _____	**8.** 6 x 6 = _____
9. 4 x 9 = _____	**10.** 3 x 8 = _____
11. 6 x 8 = _____	**12.** 7 x 9 = _____
13. 8 x 3 = _____	**14.** 7 x 8 = _____

Session 7: Self-Reflection

4th Grade - Readiness Standard 3 - 3.OA.7a

Learning Target: I will multiply numbers from 1 to 10

Briefly discuss student responses:

- What did I learn today about multiplying numbers from 1 to 10?

- How confident do I feel about multiplying numbers from 1 to 10? *(Thumbs up, down, or sideways)*

Quick Check - Form G

4th Grade - Readiness Standard 3 - 3.OA.7a

Name_____ Date_____

Learning Target: I will multiply numbers from 0 to 10.

Directions: When you are told to begin, answer as many multiplication problems as you can.
(Work Time: 60 seconds)

6 x 2 = _____	1 x 7 = _____
5 x 10 = _____	9 x 6 = _____
2 x 8 = _____	8 x 4 = _____
4 x 6 = _____	5 x 3 = _____
9 x 7 = _____	5 x 9 = _____
8 x 6 = _____	6 x 0 = _____
3 x 9 = _____	9 x 9 = _____
2 x 4 = _____	7 x 3 = _____

Number Correct = _____

Name _____ Date _____

Learning Target: I will multiply numbers from 1 to 10 4th Grade - Readiness Standard 3 - 3.OA.7a

Session 8: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the multiplication problem and write the answer if you know it.
- Use a break-apart strategy and number bonds to find or check your answer.

1. 3 x 7 = _____	**2.** 4 x 8 = _____
3. 9 x 9 = _____	**4.** 7 x 8 = _____

Name _____ Date _____

Learning Target: I will multiply numbers from 1 to 10 4th Grade - Readiness Standard 3 - 3.OA.7a

Session 8: Guided Practice (We Do - Continued)

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

- Students take turns leading to multiply the numbers from 1 to 10.

5. 5 x 9 = _____	**6.** 3 x 7 = _____
7. 4 x 7 = _____	**8.** 3 x 9 = _____
9. 4 x 9 = _____	**10.** 7 x 7 = _____
11. 7 x 8 = _____	**12.** 9 x 6 = _____
13. 6 x 8 = _____	**14.** 9 x 7 = _____

Session 8: Self-Reflection

4th Grade - Readiness Standard 3 - 3.OA.7a

Learning Target: I will multiply numbers from 1 to 10

Briefly discuss student responses:

- What did I learn today about multiplying numbers from 1 to 10?

- How confident do I feel about multiplying numbers from 1 to 10? *(Thumbs up, down, or sideways)*

Quick Check - Form H

4th Grade - Readiness Standard 3 - 3.OA.7a

Name_____ Date_____

Learning Target: I will multiply numbers from 0 to 10.

Directions: When you are told to begin, answer as many multiplication problems as you can.
(Work Time: 60 seconds)

6 x 2 = _____	1 x 9 = _____
5 x 10 = _____	9 x 6 = _____
2 x 4 = _____	7 x 3 = _____
9 x 7 = _____	5 x 9 = _____
8 x 6 = _____	9 x 0 = _____
2 x 8 = _____	8 x 4 = _____
4 x 6 = _____	5 x 3 = _____
3 x 9 = _____	7 x 7 = _____

Number Correct = _____

Independent Practice (You Do)

4th Grade - Readiness Standard 3 - 3.OA.7a

Learning Target: I will multiply numbers from 1 to 10 **Readiness** for multiplying a four-digit by a one-digit number

Title of Game: "The Last Rectangle"

Number of Players: 2

Objective: To be the player that fills in the last (possible) rectangle.

Materials:

- 2 Dice (Options: 6 sided traditional, 6 sided with numbers or 10 sided with numbers)

Directions:

- Players take turns tossing the two dice and outlining a rectangle whose dimensions are determined by the roll.
  - Each rectangle may be placed anywhere on the playing surface, within the frame of the game.
  - Say the multiplication problem.
  - Write the multiplication problem with its answer in the outlined rectangle.
- The player filling in the last (possible) rectangle is the winner.
- A roll of "1 x 1" should be considered a "miss your turn" roll, unless it can be used to fill in the last rectangle remaining on the game board.

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_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?*