



Name _____

Date _____

Learning Target: I will multiply numbers from 1 to 10

Session 1: 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. $2 \times 5 = \underline{\quad}$	2. $4 \times 4 = \underline{\quad}$
3. $3 \times 5 = \underline{\quad}$	4. $5 \times 5 = \underline{\quad}$



Name _____ Date _____

Learning Target: I will multiply numbers from 1 to 10

Session 1: 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. $3 \times 3 = \underline{\quad}$	6. $5 \times 4 = \underline{\quad}$
7. $2 \times 5 = \underline{\quad}$	8. $5 \times 3 = \underline{\quad}$
9. $4 \times 5 = \underline{\quad}$	10. $3 \times 4 = \underline{\quad}$



Quick Check - Form A

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)

$6 \times 2 = \underline{\quad}$

$1 \times 8 = \underline{\quad}$

$5 \times 10 = \underline{\quad}$

$9 \times 6 = \underline{\quad}$

$2 \times 4 = \underline{\quad}$

$7 \times 3 = \underline{\quad}$

$9 \times 7 = \underline{\quad}$

$5 \times 9 = \underline{\quad}$

$8 \times 6 = \underline{\quad}$

$7 \times 0 = \underline{\quad}$

$2 \times 8 = \underline{\quad}$

$8 \times 4 = \underline{\quad}$

$4 \times 6 = \underline{\quad}$

$5 \times 3 = \underline{\quad}$

$3 \times 9 = \underline{\quad}$

$7 \times 7 = \underline{\quad}$

Number Correct =

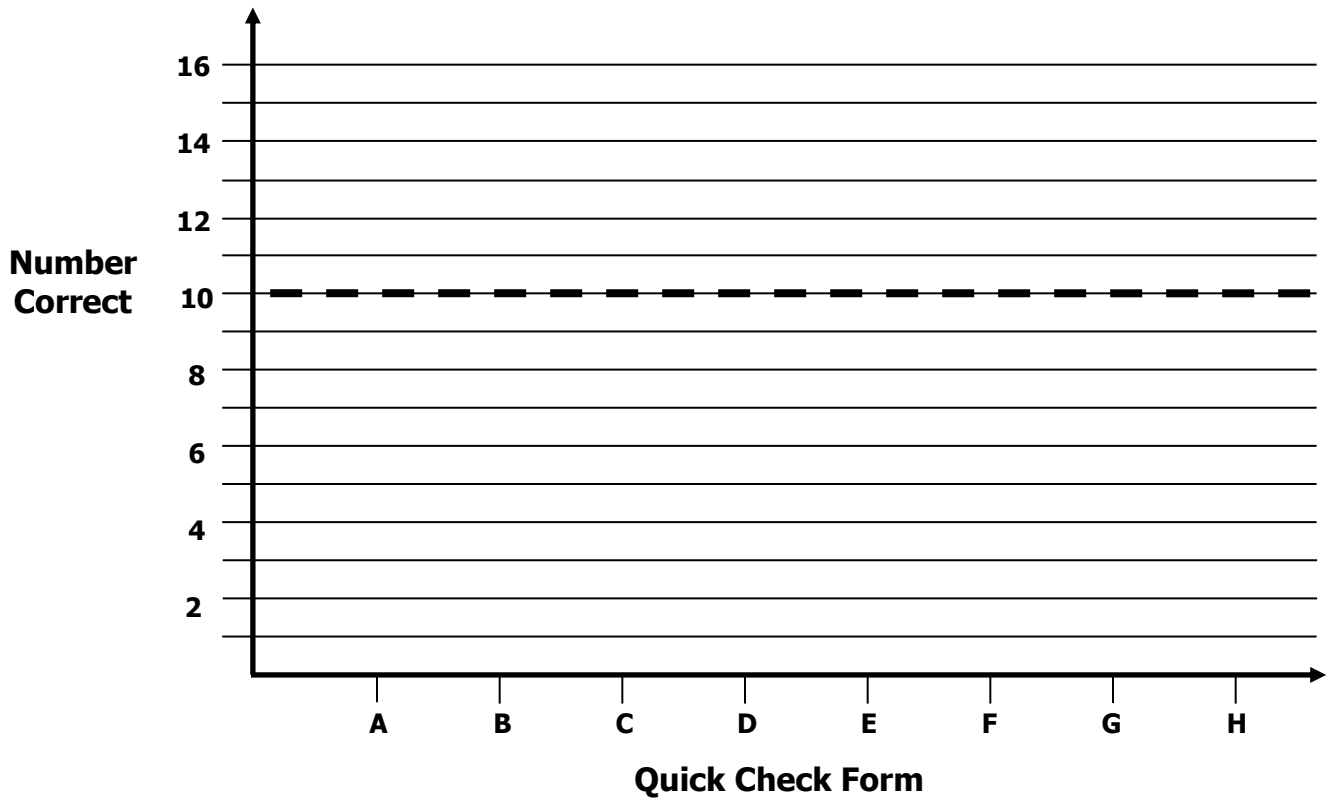


Growth Chart

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:		



Name _____

Date _____

Learning Target: I will multiply numbers from 1 to 10

Session 2: Guided Practice (We Do)

Materials:

- 2-colored counters (20 per student)
- Multiplication mat (1 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. $3 \times 3 = \underline{\quad}$	2. $5 \times 4 = \underline{\quad}$
3. $2 \times 5 = \underline{\quad}$	4. $5 \times 3 = \underline{\quad}$



Name _____ Date _____

Learning Target: I will multiply numbers from 1 to 10

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. $4 \times 5 = \underline{\quad}$	6. $3 \times 4 = \underline{\quad}$
7. $5 \times 2 = \underline{\quad}$	8. $4 \times 4 = \underline{\quad}$
9. $3 \times 5 = \underline{\quad}$	10. $5 \times 5 = \underline{\quad}$



Quick Check - Form B

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)

$4 \times 8 = \underline{\quad}$

$1 \times 5 = \underline{\quad}$

$9 \times 5 = \underline{\quad}$

$8 \times 0 = \underline{\quad}$

$2 \times 8 = \underline{\quad}$

$6 \times 2 = \underline{\quad}$

$7 \times 6 = \underline{\quad}$

$5 \times 3 = \underline{\quad}$

$5 \times 10 = \underline{\quad}$

$9 \times 6 = \underline{\quad}$

$2 \times 4 = \underline{\quad}$

$7 \times 4 = \underline{\quad}$

$9 \times 7 = \underline{\quad}$

$8 \times 6 = \underline{\quad}$

$3 \times 9 = \underline{\quad}$

$8 \times 8 = \underline{\quad}$

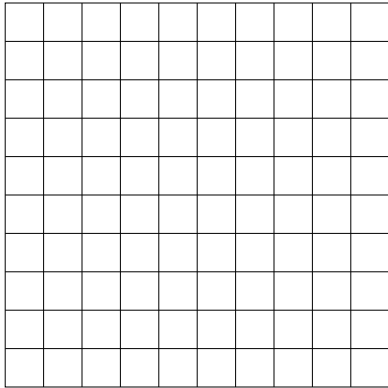
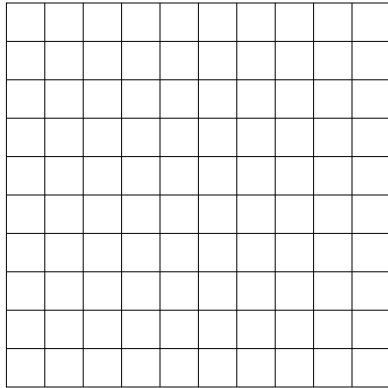
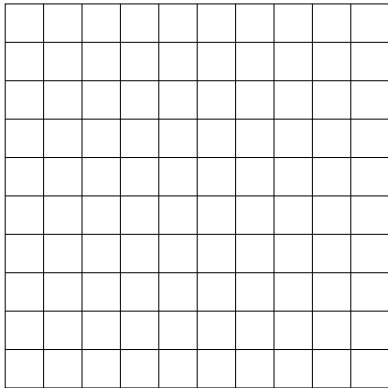
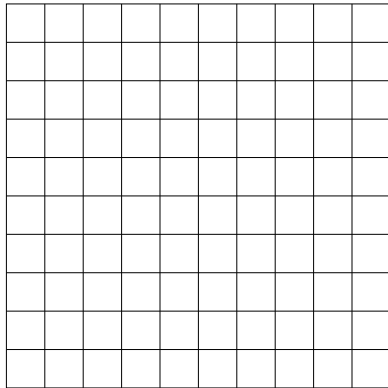
Number Correct =

Learning Target: I will multiply numbers from 1 to 10

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.

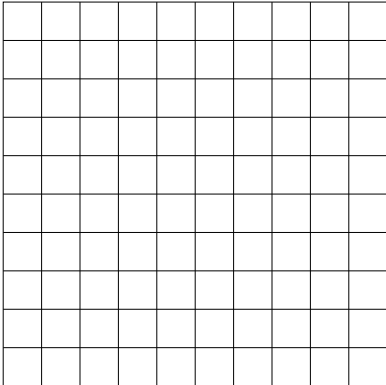
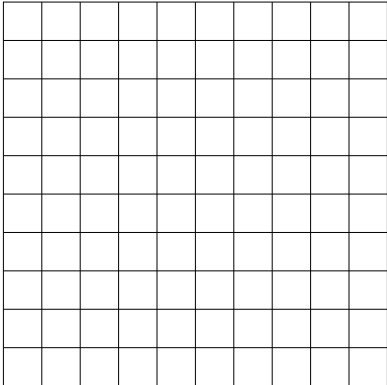
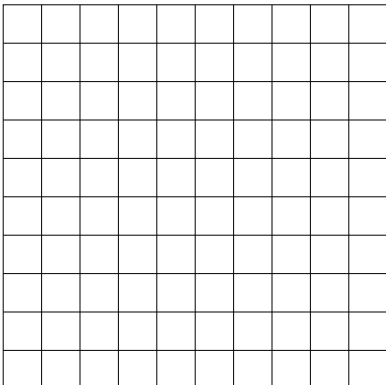
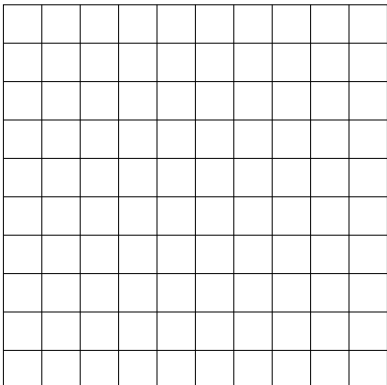
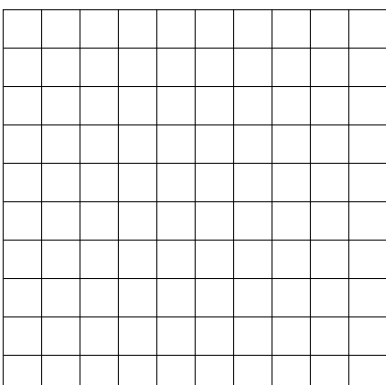
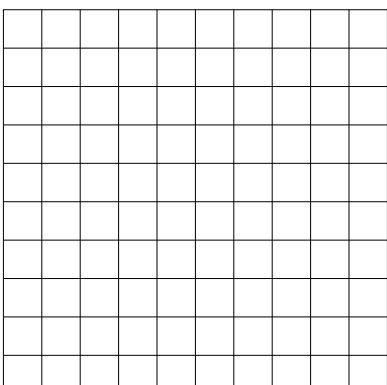
<p>1.</p> <p>$3 \times 9 = \underline{\quad}$</p> 	<p>2.</p> <p>$4 \times 7 = \underline{\quad}$</p> 
<p>3.</p> <p>$6 \times 6 = \underline{\quad}$</p> 	<p>4.</p> <p>$5 \times 8 = \underline{\quad}$</p> 

Learning Target: I will multiply numbers from 1 to 10

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.

<p>5.</p> <p>$5 \times 9 = \underline{\quad}$</p> 	<p>6.</p> <p>$3 \times 7 = \underline{\quad}$</p> 
<p>7.</p> <p>$4 \times 6 = \underline{\quad}$</p> 	<p>8.</p> <p>$3 \times 5 = \underline{\quad}$</p> 
<p>9.</p> <p>$5 \times 10 = \underline{\quad}$</p> 	<p>10.</p> <p>$4 \times 8 = \underline{\quad}$</p> 



Quick Check - Form C

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)

$6 \times 2 = \underline{\quad}$

$1 \times 7 = \underline{\quad}$

$5 \times 10 = \underline{\quad}$

$9 \times 6 = \underline{\quad}$

$2 \times 8 = \underline{\quad}$

$8 \times 4 = \underline{\quad}$

$4 \times 6 = \underline{\quad}$

$5 \times 3 = \underline{\quad}$

$9 \times 7 = \underline{\quad}$

$5 \times 9 = \underline{\quad}$

$8 \times 6 = \underline{\quad}$

$6 \times 0 = \underline{\quad}$

$3 \times 9 = \underline{\quad}$

$9 \times 9 = \underline{\quad}$

$2 \times 4 = \underline{\quad}$

$7 \times 3 = \underline{\quad}$

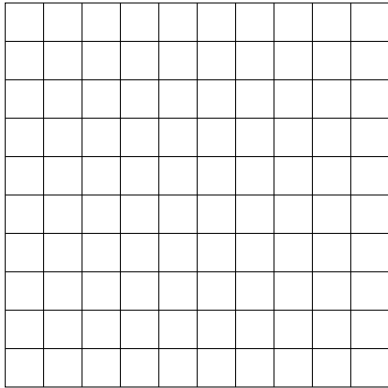
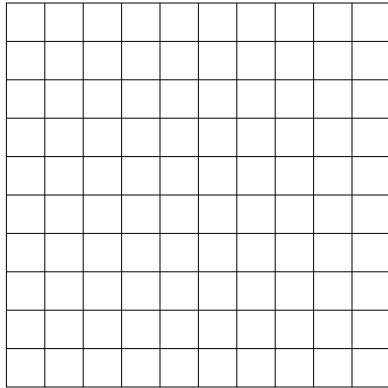
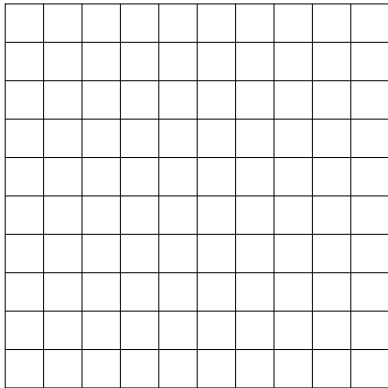
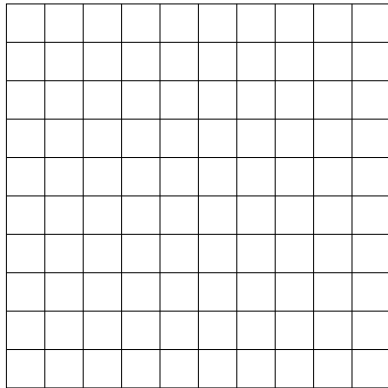
Number Correct =

Learning Target: I will multiply numbers from 1 to 10

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 drawing to find or check your answer.

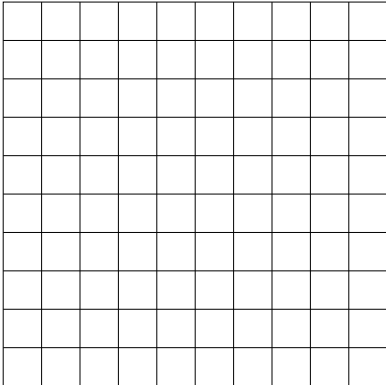
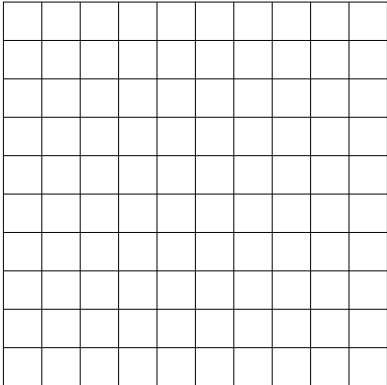
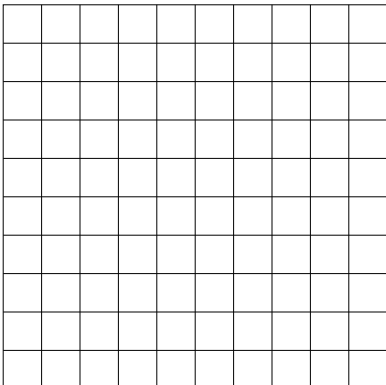
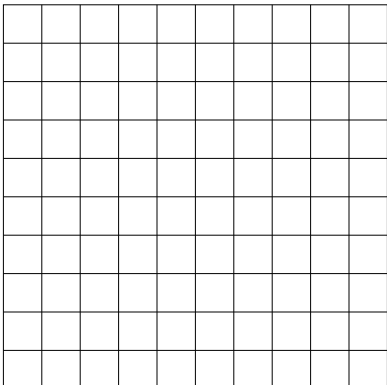
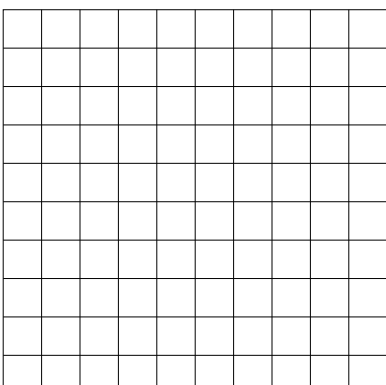
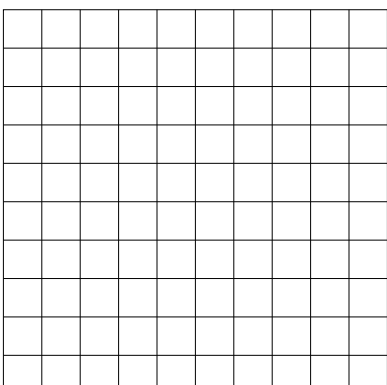
<p>1.</p> <p>$4 \times 6 = \underline{\quad}$</p> 	<p>2.</p> <p>$3 \times 8 = \underline{\quad}$</p> 
<p>3.</p> <p>$7 \times 7 = \underline{\quad}$</p> 	<p>4.</p> <p>$5 \times 9 = \underline{\quad}$</p> 

Learning Target: I will multiply numbers from 1 to 10

Session 4: 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.

<p>5.</p> <p>$4 \times 9 = \underline{\quad}$</p> 	<p>6.</p> <p>$5 \times 8 = \underline{\quad}$</p> 
<p>7.</p> <p>$3 \times 7 = \underline{\quad}$</p> 	<p>8.</p> <p>$2 \times 9 = \underline{\quad}$</p> 
<p>9.</p> <p>$6 \times 6 = \underline{\quad}$</p> 	<p>10.</p> <p>$3 \times 6 = \underline{\quad}$</p> 



Quick Check - Form D

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)

$6 \times 2 = \underline{\quad}$

$1 \times 9 = \underline{\quad}$

$5 \times 10 = \underline{\quad}$

$9 \times 6 = \underline{\quad}$

$2 \times 4 = \underline{\quad}$

$7 \times 3 = \underline{\quad}$

$9 \times 7 = \underline{\quad}$

$5 \times 9 = \underline{\quad}$

$8 \times 6 = \underline{\quad}$

$9 \times 0 = \underline{\quad}$

$2 \times 8 = \underline{\quad}$

$8 \times 4 = \underline{\quad}$

$4 \times 6 = \underline{\quad}$

$5 \times 3 = \underline{\quad}$

$3 \times 9 = \underline{\quad}$

$7 \times 7 = \underline{\quad}$

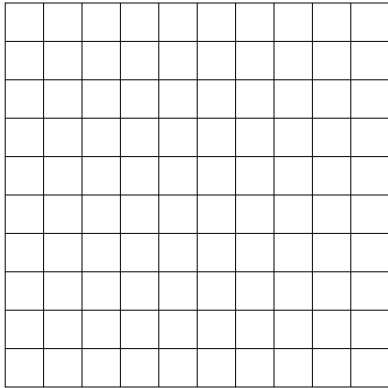
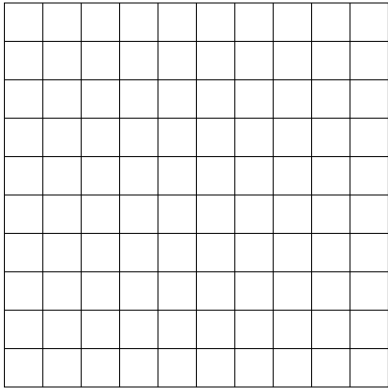
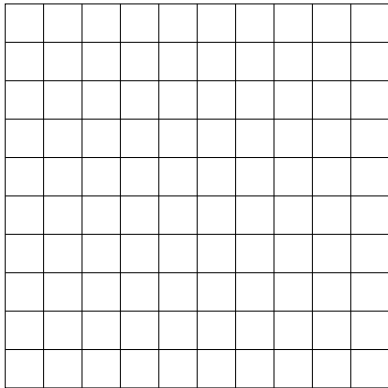
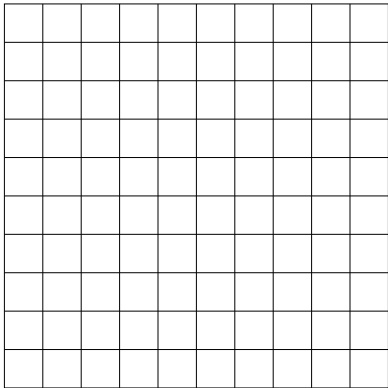
Number Correct =

Learning Target: I will multiply numbers from 1 to 10

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.

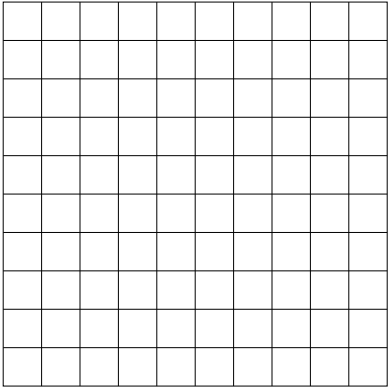
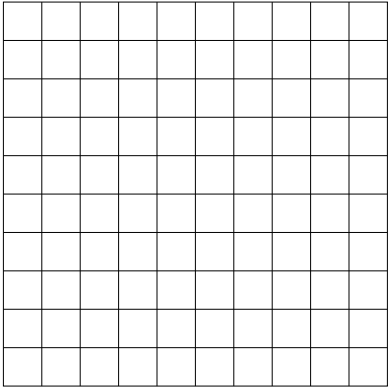
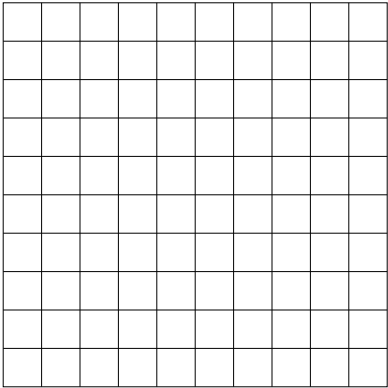
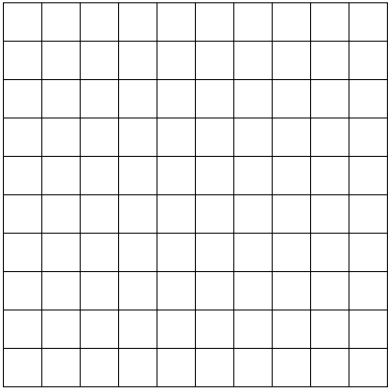
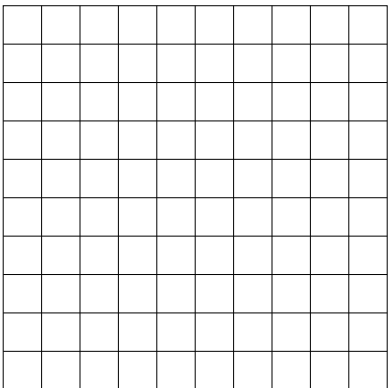
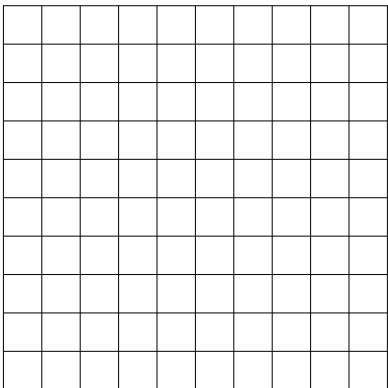
<p>1.</p> <p>$3 \times 7 = \underline{\quad}$</p> 	<p>2.</p> <p>$4 \times 6 = \underline{\quad}$</p> 
<p>3.</p> <p>$8 \times 8 = \underline{\quad}$</p> 	<p>4.</p> <p>$5 \times 7 = \underline{\quad}$</p> 

Learning Target: I will multiply numbers from 1 to 10

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.

<p>5.</p> <p>$5 \times 8 = \underline{\quad}$</p> 	<p>6.</p> <p>$3 \times 9 = \underline{\quad}$</p> 
<p>7.</p> <p>$4 \times 7 = \underline{\quad}$</p> 	<p>8.</p> <p>$3 \times 6 = \underline{\quad}$</p> 
<p>9.</p> <p>$6 \times 6 = \underline{\quad}$</p> 	<p>10.</p> <p>$4 \times 9 = \underline{\quad}$</p> 



Quick Check - Form E

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)

$6 \times 2 = \underline{\quad}$

$1 \times 8 = \underline{\quad}$

$5 \times 10 = \underline{\quad}$

$9 \times 6 = \underline{\quad}$

$2 \times 4 = \underline{\quad}$

$7 \times 3 = \underline{\quad}$

$9 \times 7 = \underline{\quad}$

$5 \times 9 = \underline{\quad}$

$8 \times 6 = \underline{\quad}$

$7 \times 0 = \underline{\quad}$

$2 \times 8 = \underline{\quad}$

$8 \times 4 = \underline{\quad}$

$4 \times 6 = \underline{\quad}$

$5 \times 3 = \underline{\quad}$

$3 \times 9 = \underline{\quad}$

$7 \times 7 = \underline{\quad}$

Number Correct =



Name _____ Date _____

Learning Target: I will multiply numbers from 1 to 10

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 strategy and number bonds to find or check your answer.

1. $3 \times 9 = \underline{\hspace{2cm}}$	2. $4 \times 7 = \underline{\hspace{2cm}}$
3. $6 \times 6 = \underline{\hspace{2cm}}$	4. $5 \times 8 = \underline{\hspace{2cm}}$



Name _____ Date _____

Learning Target: I will multiply numbers from 1 to 10

Session 6: 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. $5 \times 9 = \underline{\hspace{2cm}}$	6. $3 \times 7 = \underline{\hspace{2cm}}$
7. $4 \times 6 = \underline{\hspace{2cm}}$	8. $3 \times 5 = \underline{\hspace{2cm}}$
9. $5 \times 10 = \underline{\hspace{2cm}}$	10. $4 \times 8 = \underline{\hspace{2cm}}$
11. $7 \times 8 = \underline{\hspace{2cm}}$	12. $9 \times 6 = \underline{\hspace{2cm}}$
13. $8 \times 4 = \underline{\hspace{2cm}}$	14. $9 \times 7 = \underline{\hspace{2cm}}$



Quick Check - Form F

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)

$4 \times 8 = \underline{\quad}$

$1 \times 5 = \underline{\quad}$

$9 \times 5 = \underline{\quad}$

$8 \times 0 = \underline{\quad}$

$2 \times 8 = \underline{\quad}$

$6 \times 2 = \underline{\quad}$

$7 \times 6 = \underline{\quad}$

$5 \times 3 = \underline{\quad}$

$5 \times 10 = \underline{\quad}$

$9 \times 6 = \underline{\quad}$

$2 \times 4 = \underline{\quad}$

$7 \times 4 = \underline{\quad}$

$9 \times 7 = \underline{\quad}$

$8 \times 6 = \underline{\quad}$

$3 \times 9 = \underline{\quad}$

$8 \times 8 = \underline{\quad}$

Number Correct =



Name _____ Date _____

Learning Target: I will multiply numbers from 1 to 10

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. $4 \times 7 = \underline{\hspace{2cm}}$	2. $3 \times 6 = \underline{\hspace{2cm}}$
3. $8 \times 8 = \underline{\hspace{2cm}}$	4. $6 \times 7 = \underline{\hspace{2cm}}$



Name _____ Date _____

Learning Target: I will multiply numbers from 1 to 10

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. $4 \times 8 = \underline{\hspace{2cm}}$	6. $3 \times 9 = \underline{\hspace{2cm}}$
7. $5 \times 7 = \underline{\hspace{2cm}}$	8. $6 \times 6 = \underline{\hspace{2cm}}$
9. $4 \times 9 = \underline{\hspace{2cm}}$	10. $3 \times 8 = \underline{\hspace{2cm}}$
11. $6 \times 8 = \underline{\hspace{2cm}}$	12. $7 \times 9 = \underline{\hspace{2cm}}$
13. $8 \times 3 = \underline{\hspace{2cm}}$	14. $7 \times 8 = \underline{\hspace{2cm}}$



Quick Check - Form G

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)

$6 \times 2 = \underline{\quad}$

$1 \times 7 = \underline{\quad}$

$5 \times 10 = \underline{\quad}$

$9 \times 6 = \underline{\quad}$

$2 \times 8 = \underline{\quad}$

$8 \times 4 = \underline{\quad}$

$4 \times 6 = \underline{\quad}$

$5 \times 3 = \underline{\quad}$

$9 \times 7 = \underline{\quad}$

$5 \times 9 = \underline{\quad}$

$8 \times 6 = \underline{\quad}$

$6 \times 0 = \underline{\quad}$

$3 \times 9 = \underline{\quad}$

$9 \times 9 = \underline{\quad}$

$2 \times 4 = \underline{\quad}$

$7 \times 3 = \underline{\quad}$

Number Correct =



Name _____

Date _____

Learning Target: I will multiply numbers from 1 to 10

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. $3 \times 7 = \underline{\hspace{2cm}}$	2. $4 \times 8 = \underline{\hspace{2cm}}$
3. $9 \times 9 = \underline{\hspace{2cm}}$	4. $7 \times 8 = \underline{\hspace{2cm}}$



Name _____ Date _____

Learning Target: I will multiply numbers from 1 to 10

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. $5 \times 9 = \underline{\hspace{2cm}}$	6. $3 \times 7 = \underline{\hspace{2cm}}$
7. $4 \times 7 = \underline{\hspace{2cm}}$	8. $3 \times 9 = \underline{\hspace{2cm}}$
9. $4 \times 9 = \underline{\hspace{2cm}}$	10. $7 \times 7 = \underline{\hspace{2cm}}$
11. $7 \times 8 = \underline{\hspace{2cm}}$	12. $9 \times 6 = \underline{\hspace{2cm}}$
13. $6 \times 8 = \underline{\hspace{2cm}}$	14. $9 \times 7 = \underline{\hspace{2cm}}$



Quick Check - Form H

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)

$6 \times 2 = \underline{\quad}$

$1 \times 9 = \underline{\quad}$

$5 \times 10 = \underline{\quad}$

$9 \times 6 = \underline{\quad}$

$2 \times 4 = \underline{\quad}$

$7 \times 3 = \underline{\quad}$

$9 \times 7 = \underline{\quad}$

$5 \times 9 = \underline{\quad}$

$8 \times 6 = \underline{\quad}$

$9 \times 0 = \underline{\quad}$

$2 \times 8 = \underline{\quad}$

$8 \times 4 = \underline{\quad}$

$4 \times 6 = \underline{\quad}$

$5 \times 3 = \underline{\quad}$

$3 \times 9 = \underline{\quad}$

$7 \times 7 = \underline{\quad}$

Number Correct =