# Tier 3
# Intervention Lessons

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


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# Table of Contents

Planning Guide …… p. 3

Sessions 1 through 8: Lesson Resources …… p. 4-46

Independent Practice Activities: "The Last Rectangle"…….... p. 47

Classroom Poster: Questions for Solving Word Problems …… p. 48

Tier 1 Support Classroom Poster: Steps for Solving Word Problems …… p. 49


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# Tier 3 Intervention Planning Guide

**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** (5 min.) | ➢ Review the learning target with the whole group<br>➢ Ask each student to set a goal for the day based on their previous Quick Check Score<br>➢ Have each student use a highlighter to plot their goal for the day |
| **Middle** (15 min.) | ➢ Model solving a word problem – "I do" *(Sessions 1, 3 and 6 only)*<br>➢ Guided Practice – "We do"<br><br>**Sessions 1 and 2:** Multiply numbers to 5 using counters.<br>**Sessions 3, 4 and 5:** Multiply numbers to 10 using area and the "make a 5" strategy.<br>**Sessions 6, 7 and 8:** Multiply numbers using known facts to 5. |
| **End** (10 min.) | ➢ Bring the students back together.<br>➢ Ask students to reflect on their progress towards the learning target<br>o What did I learn today about multiplying numbers from 1 to 10?<br>o How confident do you feel about multiplying numbers from 1 to 10 on my own? (Thumbs up, down, or sideways)<br>➢ Assess each student's progress using the next **Quick Check** form<br>➢ Guide students to self-correct their **Quick Check**<br>➢ Guide students to chart their progress in their **Growth Chart**<br>o If not using Delta Math lessons, record the activity in the table<br>➢ Collect each student's **Quick Check** and **Growth Chart** |
| **After Session 6** | ➢ Differentiation Options:<br>o Allow students who met the learning goal to work independently while others do the guided practice during the next session<br>o Exit students who met the learning goal for a third time<br>➢ Problem solve with a team to plan additional support for students who do not meet the learning goal within 8 sessions |


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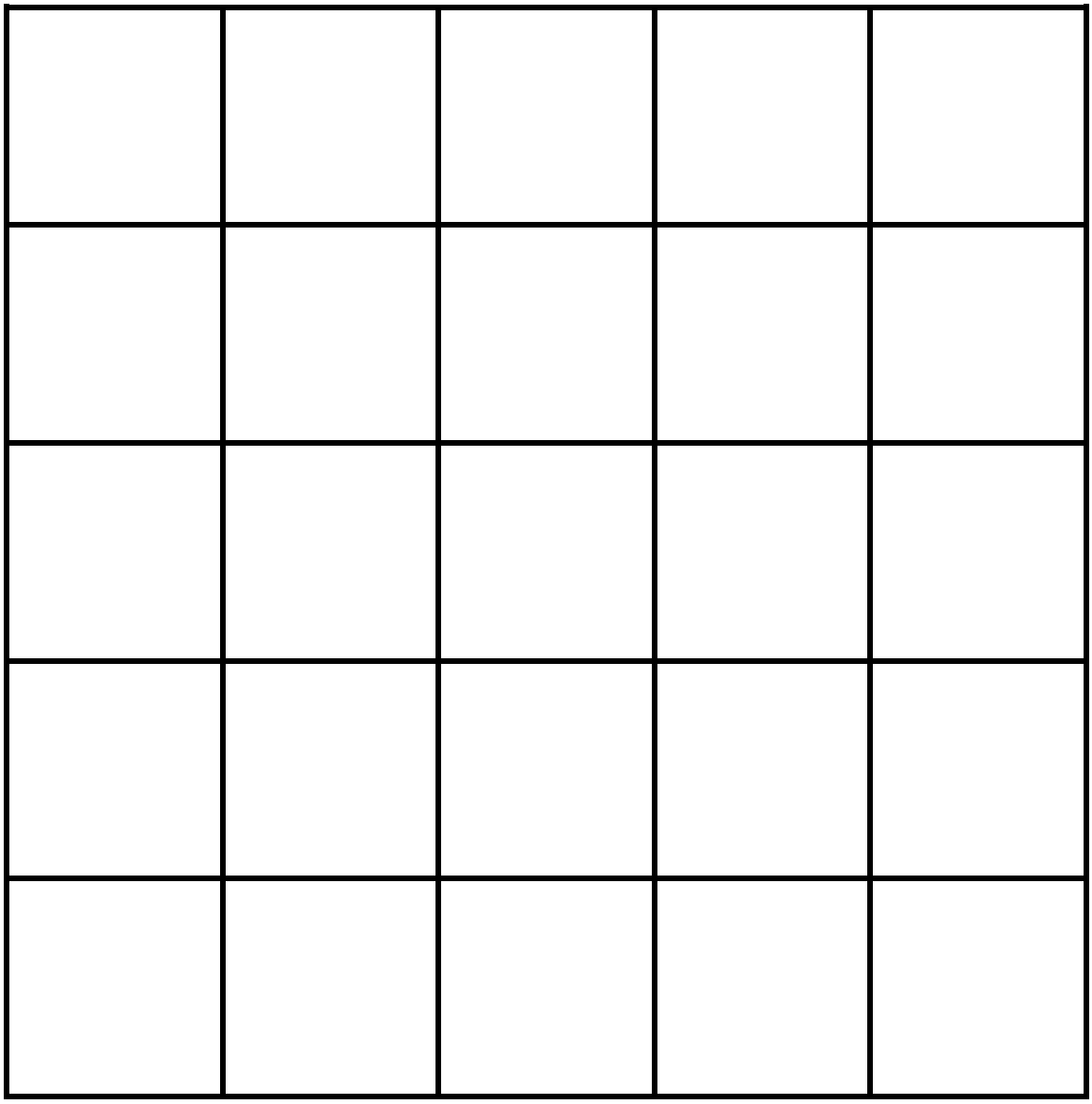
# Session 1: Modeling (I Do)

**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?

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# Session 1: **Modeling** (I Do - Teacher Notes)

**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.)

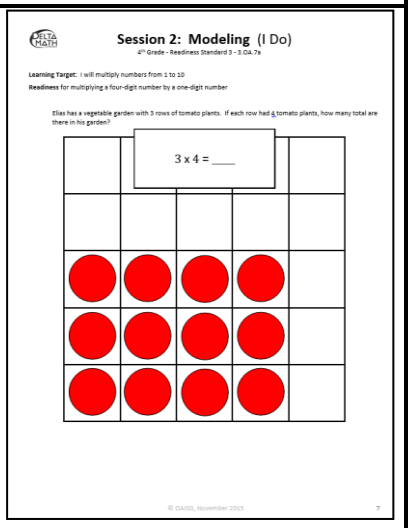
**Next, I need to find the total number of counters.**

**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.**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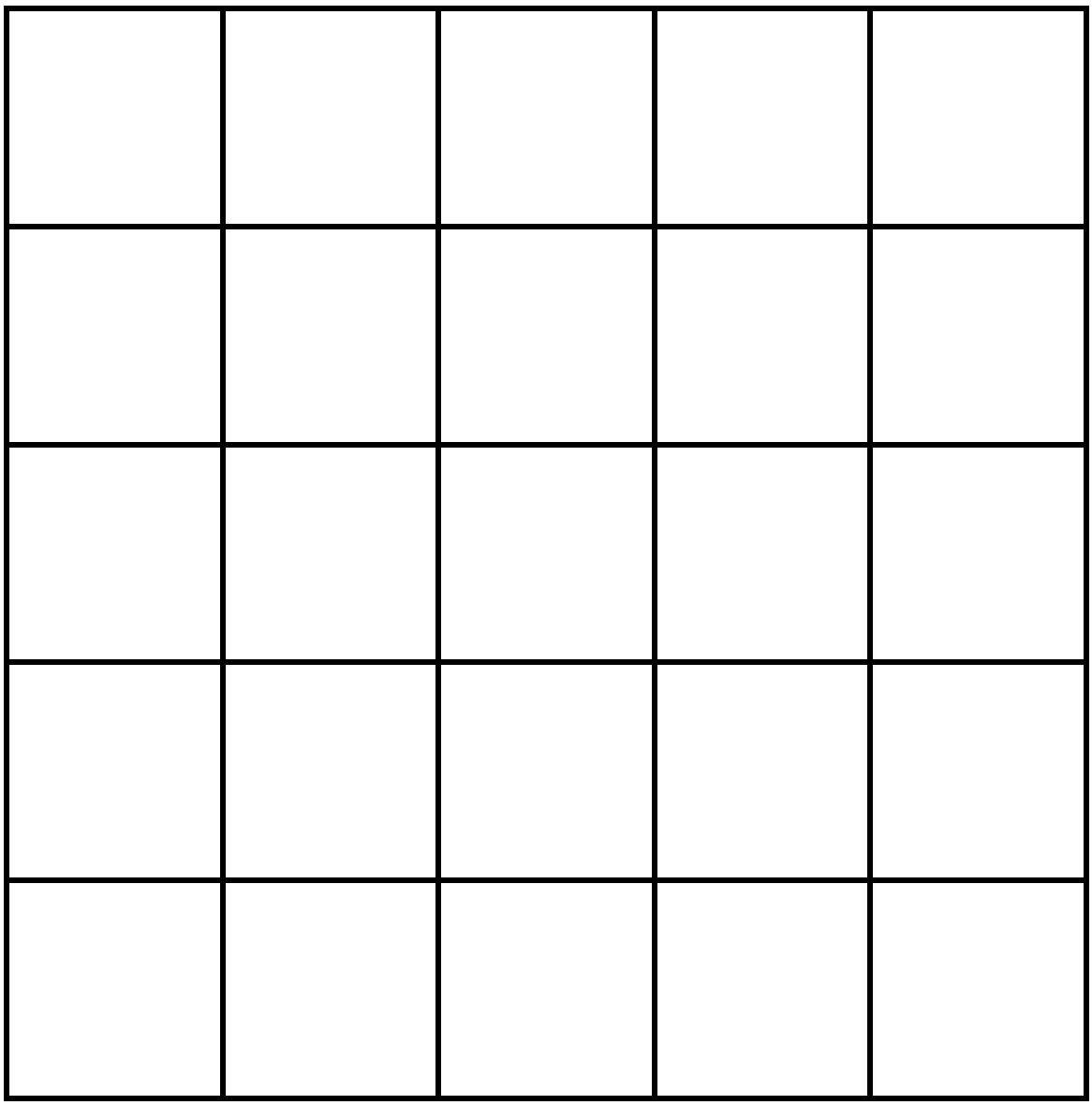
# Multiplication Mat

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# Modeling & Guided Practice Cards

| | |
|---|---|
| Use for Problem 1<br>2 x 5 = ____ | Use for Problem 2<br>4 x 4 = ____ |
| Use for Problem 3<br>3 x 5 = ____ | Use for Problem 4<br>5 x 5 = ____ |
| Use for Problem 5<br>3 x 3 = ____ | Use for Problem 6<br>5 x 4 = ____ |
| Use for Problem 7<br>2 x 5 = ____ | Use for Problem 8<br>5 x 3 = ____ |
| Use for Problem 9<br>4 x 5 = ____ | Use for Problem 10<br>2 x 4 = ____ |
| Use for Modelling<br>3 x 4 = ____ | |


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


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


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# Session 1: Self-Reflection

**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)*


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# 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 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 = _____


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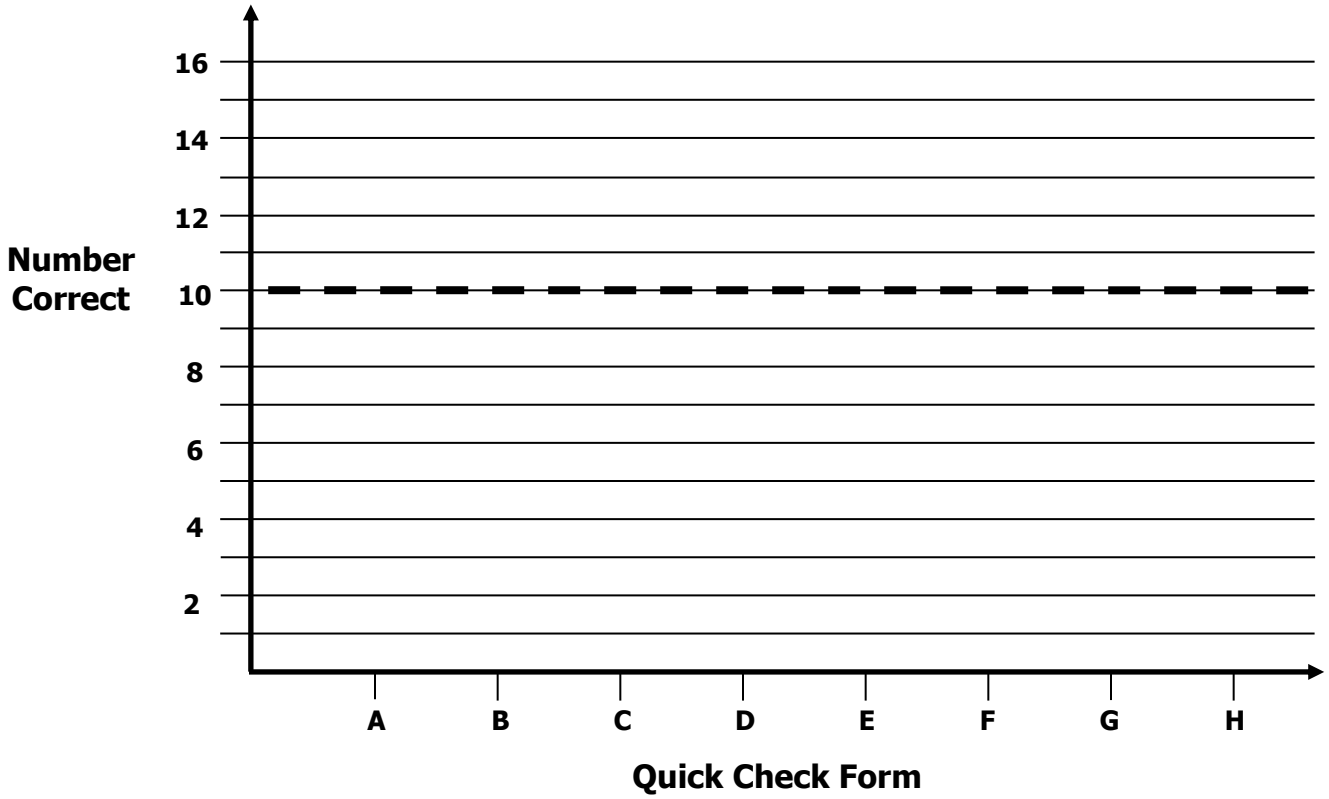
# Growth Chart

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: | | |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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 x 3 = ____ | **2.** 5 x 4 = ____ |
| **3.** 2 x 5 = ____ | **4.** 5 x 3 = ____ |


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


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# Session 2: Self-Reflection

**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)*


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# 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 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 = _____


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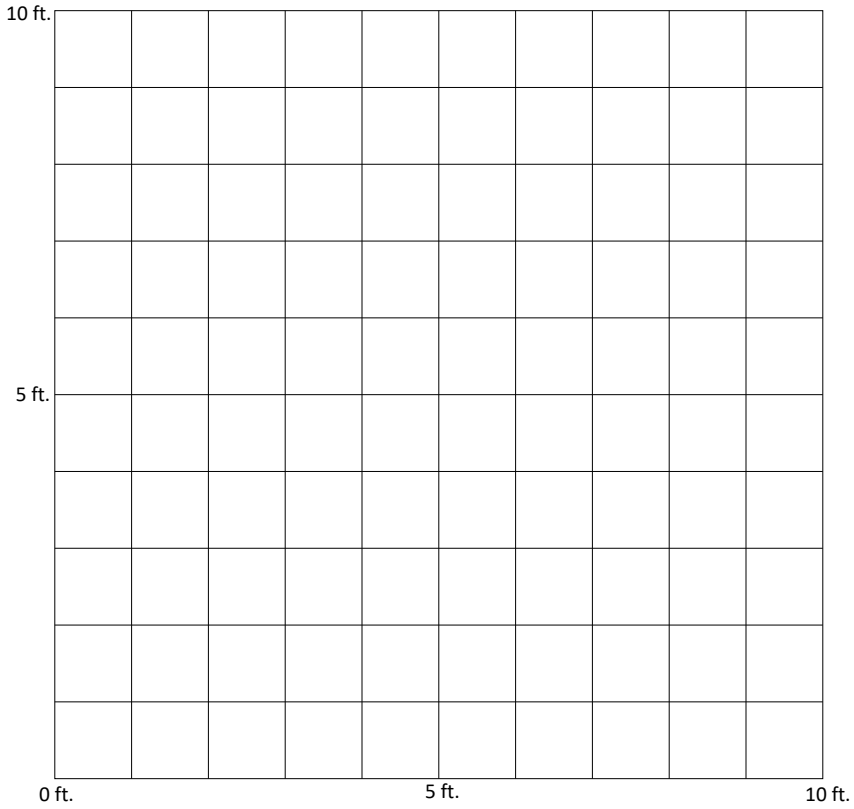
# Session 3: Modeling (I Do)

**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?





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

**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.)

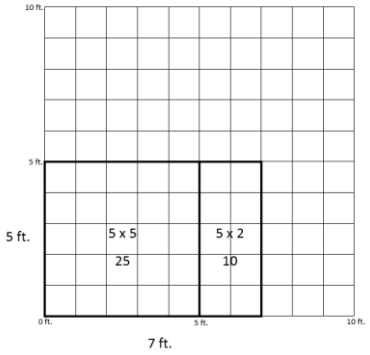
**And 7 long…1, 2, 3, 4, 5, 6, 7…**
(Count 7 squares over. Draw and label the length.)

**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.**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Name _____ Date _____

**Learning Target:** I will multiply numbers from 1 to 10

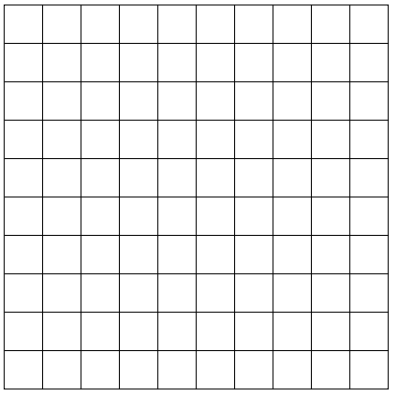
# Session 3: Guided Practice (We Do)

**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.

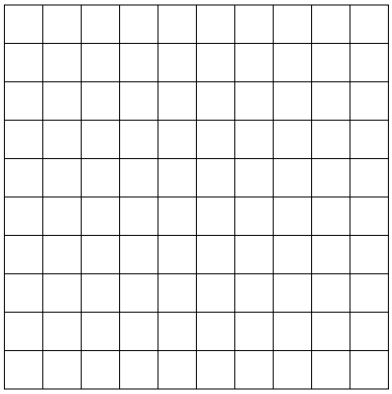
**1.**

3 x 9 = ____



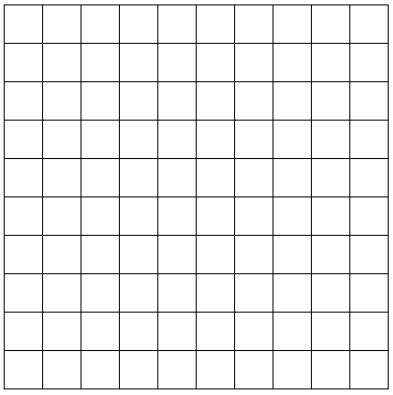
**2.**

4 x 7 = ____



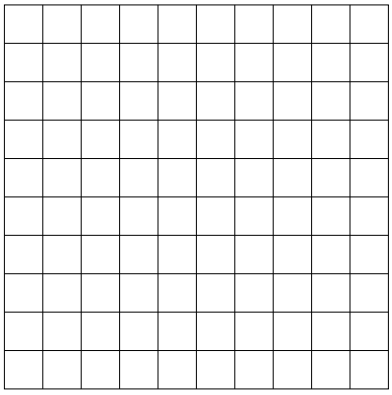
**3.**

6 x 6 = ____



**4.**

5 x 8 = ____

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Name _____ Date _____

**Learning Target:** I will multiply numbers from 1 to 10

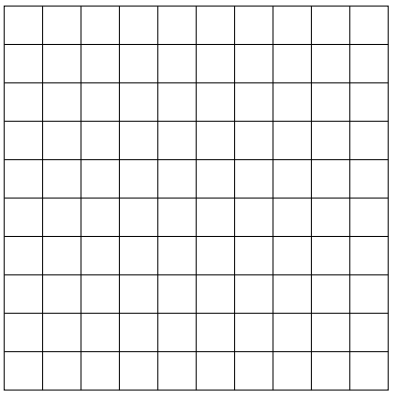
# **Session 3: Guided Practice** (We Do - Continued)

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

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

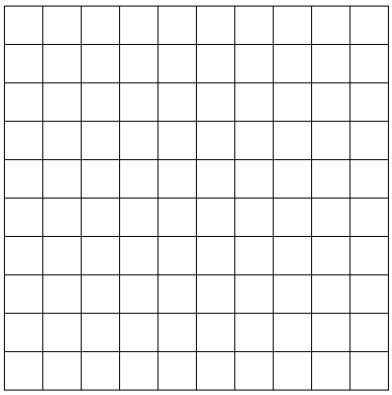
**5.**

5 x 9 = ____



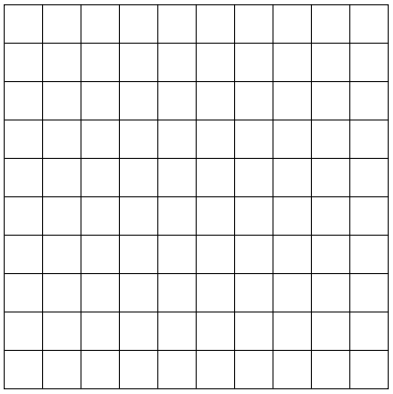
**6.**

3 x 7 = ____



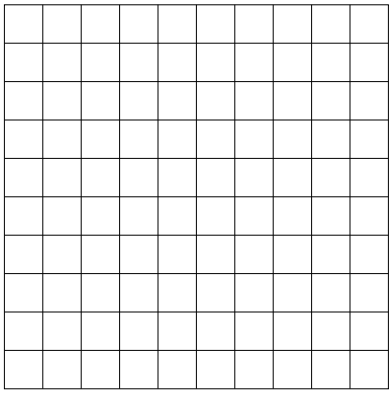
**7.**

4 x 6 = ____



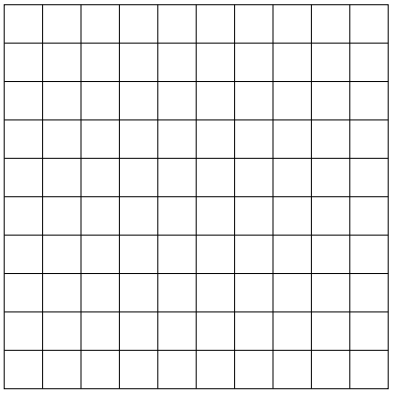
**8.**

3 x 5 = ____



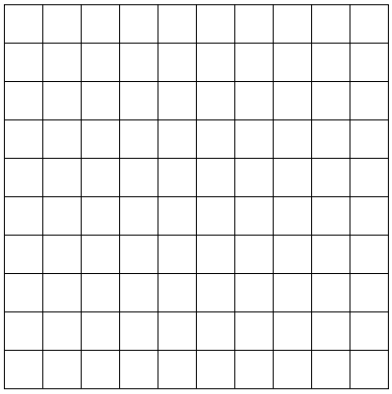
**9.**

5 x 10 = ____



**10.**

4 x 8 = ____

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Name _____ Date _____

**Learning Target:** I will multiply numbers from 1 to 10

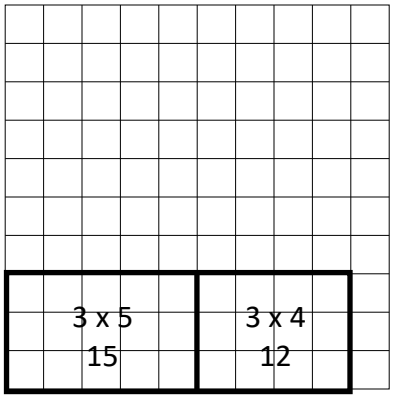
# Session 3: Guided Practice *(We Do – Teacher Notes)*

**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.

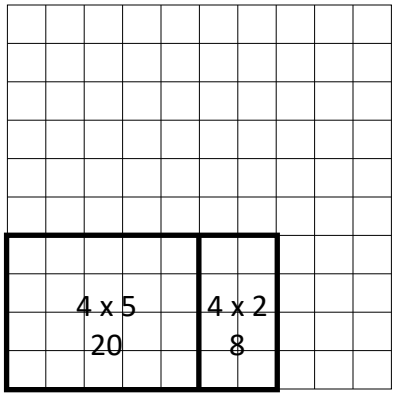
**1.**

3 x 9 = 27



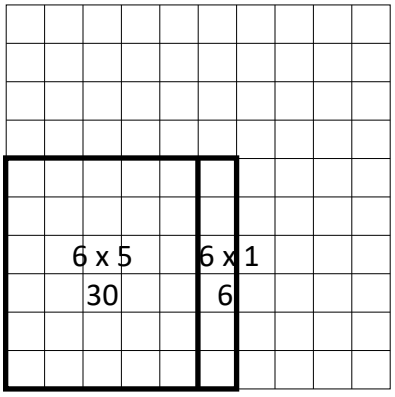

**2.**

4 x 7 = 28



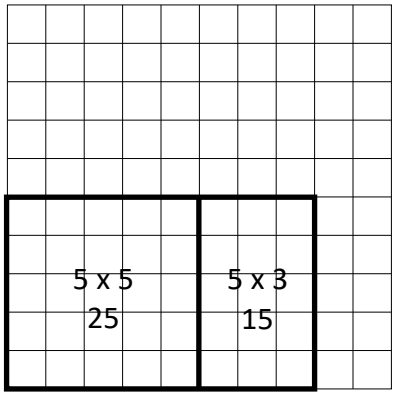

**3.**

6 x 6 = 36




**4.**

5 x 8 = 40





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# Session 3: Self-Reflection

**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)*


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# 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)

| | |
|---|---|
| $6 \times 2 =$ _____ | $1 \times 7 =$ _____ |
| $5 \times 10 =$ _____ | $9 \times 6 =$ _____ |
| $2 \times 8 =$ _____ | $8 \times 4 =$ _____ |
| $4 \times 6 =$ _____ | $5 \times 3 =$ _____ |
| $9 \times 7 =$ _____ | $5 \times 9 =$ _____ |
| $8 \times 6 =$ _____ | $6 \times 0 =$ _____ |
| $3 \times 9 =$ _____ | $9 \times 9 =$ _____ |
| $2 \times 4 =$ _____ | $7 \times 3 =$ _____ |

Number Correct = _____


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Name _____ Date _____

**Learning Target:** I will multiply numbers from 1 to 10

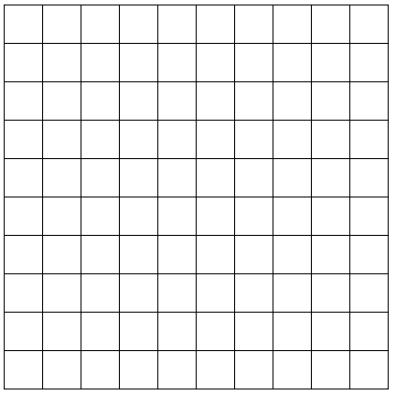
# Session 4: Guided Practice (We Do)

**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.

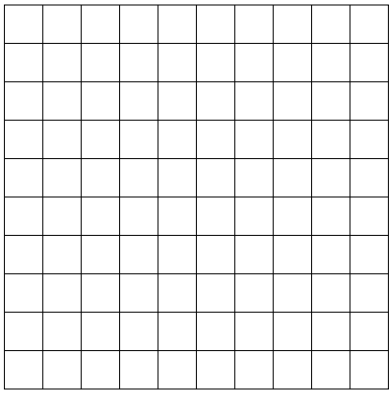
**1.**

4 x 6 = ____



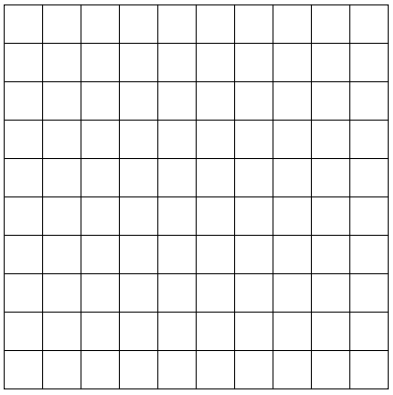
**2.**

3 x 8 = ____



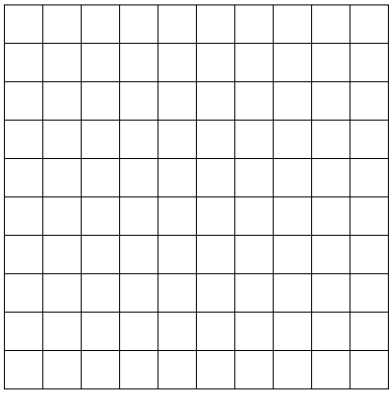
**3.**

7 x 7 = ____



**4.**

5 x 9 = ____

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Name _____ Date _____

**Learning Target:** I will multiply numbers from 1 to 10

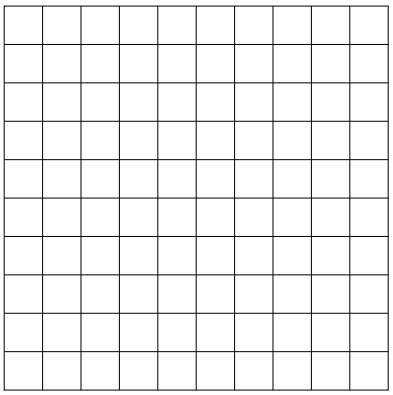
# **Session 4: Guided Practice** (We Do - Continued)

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

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

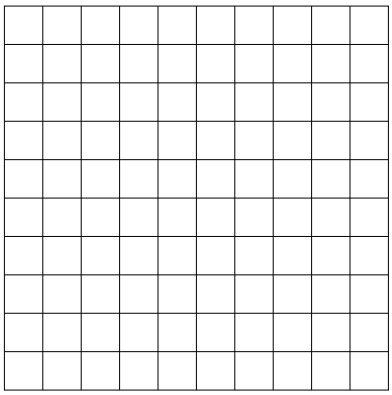
**5.**

4 x 9 = ____



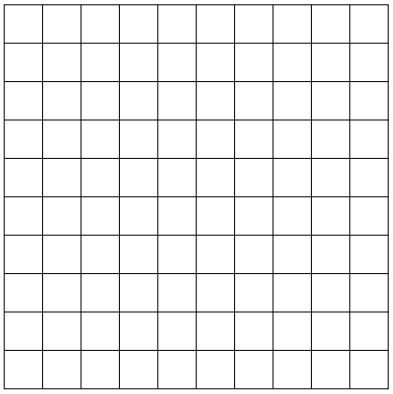
**6.**

5 x 8 = ____



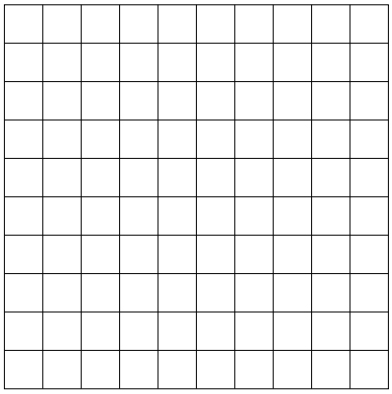
**7.**

3 x 7 = ____



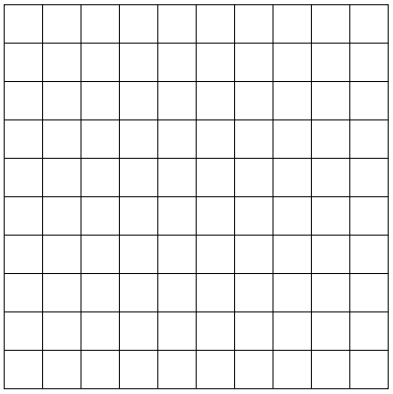
**8.**

2 x 9 = ____



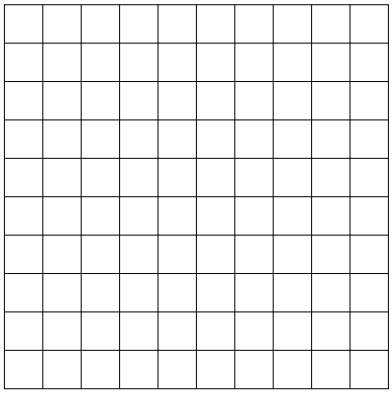
**9.**

6 x 6 = ____



**10.**

3 x 6 = ____

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# Session 4: Self-Reflection

**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)*


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# 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 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 = _____


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Name _____ Date _____

**Learning Target:** I will multiply numbers from 1 to 10

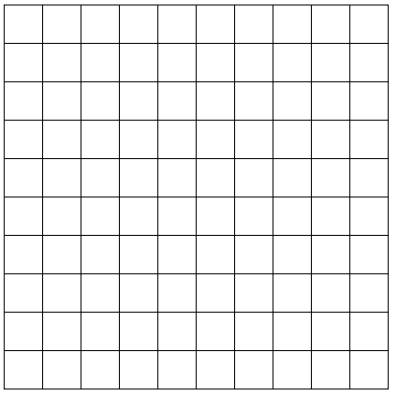
# Session 5: Guided Practice (We Do)

**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.

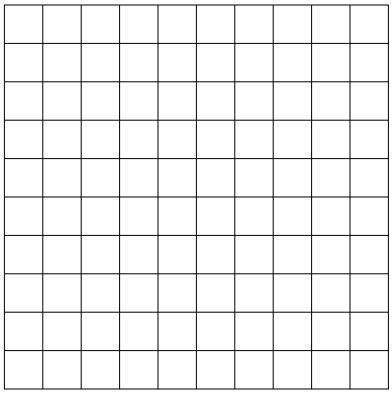
**1.**

3 x 7 = ____



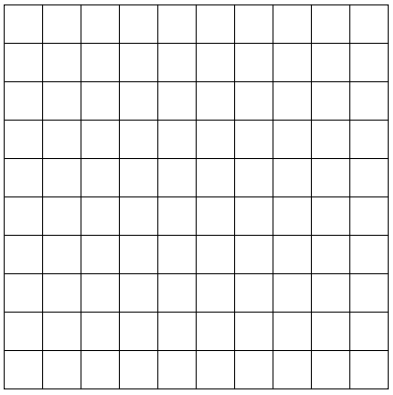
**2.**

4 x 6 = ____



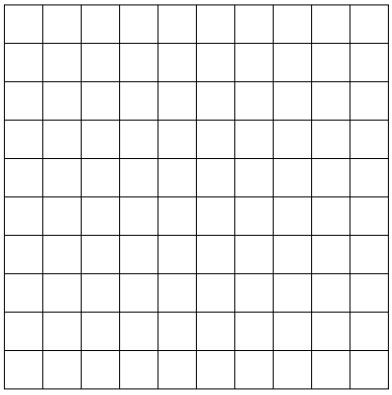
**3.**

8 x 8 = ____



**4.**

5 x 7 = ____

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Name _____ Date _____

**Learning Target:** I will multiply numbers from 1 to 10

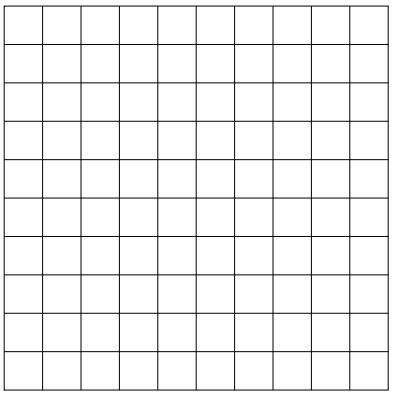
# **Session 5: Guided Practice** (We Do - Continued)

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

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

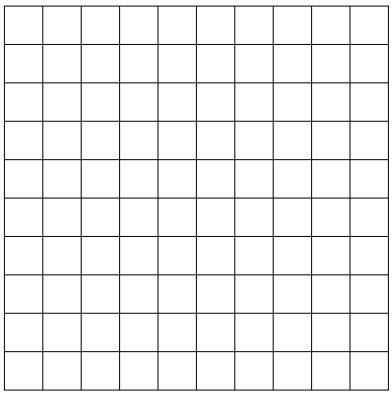
**5.**

5 x 8 = ____



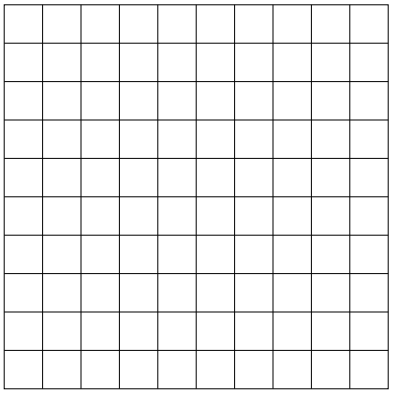
**6.**

3 x 9 = ____



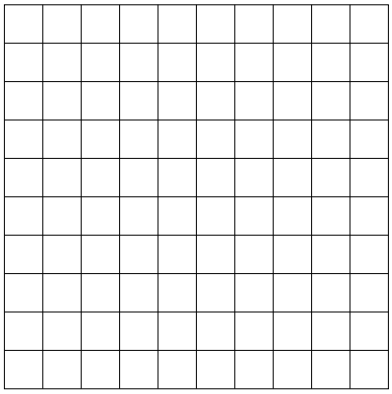
**7.**

4 x 7 = ____



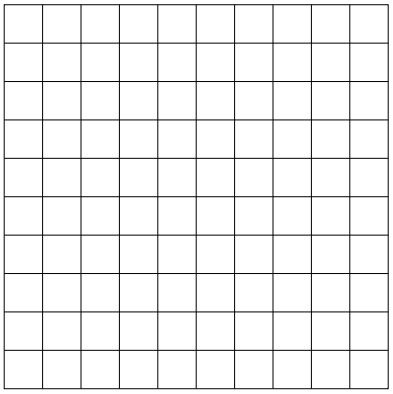
**8.**

3 x 6 = ____



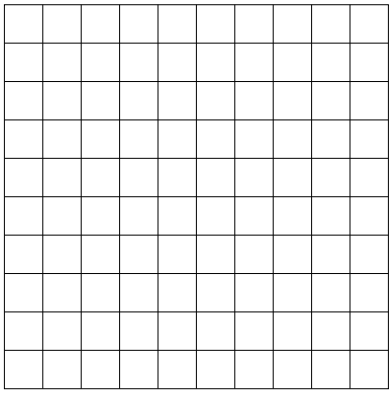
**9.**

6 x 6 = ____



**10.**

4 x 9 = ____

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# Session 5: Self-Reflection

**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)*


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# 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)

| | |
|---|---|
| $6 \times 2 =$ _____ | $1 \times 8 =$ _____ |
| $5 \times 10 =$ _____ | $9 \times 6 =$ _____ |
| $2 \times 4 =$ _____ | $7 \times 3 =$ _____ |
| $9 \times 7 =$ _____ | $5 \times 9 =$ _____ |
| $8 \times 6 =$ _____ | $7 \times 0 =$ _____ |
| $2 \times 8 =$ _____ | $8 \times 4 =$ _____ |
| $4 \times 6 =$ _____ | $5 \times 3 =$ _____ |
| $3 \times 9 =$ _____ | $7 \times 7 =$ _____ |

Number Correct = _____


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# Session 6: Modeling (I Do)

**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?


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# Session 6: **Modeling** (I Do - Teacher Notes)

**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.**


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


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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 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 = _____ |


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Name _____ Date _____

**Learning Target:** I will multiply numbers from 1 to 10

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


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# Session 6: Self-Reflection

**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)*


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# 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)

| | |
|---|---|
| $4 \times 8 =$ _____ | $1 \times 5 =$ _____ |
| $9 \times 5 =$ _____ | $8 \times 0 =$ _____ |
| $2 \times 8 =$ _____ | $6 \times 2 =$ _____ |
| $7 \times 6 =$ _____ | $5 \times 3 =$ _____ |
| $5 \times 10 =$ _____ | $9 \times 6 =$ _____ |
| $2 \times 4 =$ _____ | $7 \times 4 =$ _____ |
| $9 \times 7 =$ _____ | $8 \times 6 =$ _____ |
| $3 \times 9 =$ _____ | $8 \times 8 =$ _____ |

Number Correct = _____


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


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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 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 = _____ |


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# Session 7: Self-Reflection

**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)*


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# 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 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 = _____


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


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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 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 = _____ |


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# Session 8: Self-Reflection

**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)*


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# 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 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 = _____


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# Independent Practice (You Do)

**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.


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# Questions for Solving Word Problems

| |
|---|
| $Q_1$<br>***What is the problem about?*** |
| $Q_2$<br>***What do I need to find?*** |
| $Q_3$<br>***What do I know?*** |
| $Q_4$<br>***What can I try?*** |
| $Q_5$<br>***Does my answer make sense?*** |


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# 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?* |


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