



Name _____

Date _____

Learning Target: I will multiply and divide by integers between -10 and 10

Session 1: Guided Practice (We Do)

Materials:

- Integer Tiles (20 positive and 20 negative tiles)
- Integer Equation Cards (1 set)

Note: If there is no addition or subtraction symbol between the first integer and the parentheses, then the integers should be multiplied.

$$2(-4) = 2 \times -4$$

$$-3(7) = -3 \times 7$$

$$-4(-5) = -4 \times -5$$

$$(-2)(6) = -2 \times 6$$

We Do Together: (Teacher Actions)

- Say what you are trying to find and use integer tiles to find the answer.

| | |
|---|--|
| 1. $3(-5) = \underline{\quad}$ | 2. $-12 \div 4 = \underline{\quad}$ |
| 3. $4 \times -3 = \underline{\quad}$ | 4. $-4(-3) = \underline{\quad}$ |



Name _____ Date _____

Learning Target: I will multiply and divide by integers between -10 and 10

Session 1: Guided Practice (We Do - Continued)

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

- Students take turns leading to multiply or divide using integer tiles.

| | |
|---|--|
| 5. $2(-5) = \underline{\quad}$ | 6. $-12 \div 3 = \underline{\quad}$ |
| 7. $5 \times -3 = \underline{\quad}$ | 8. $-2 \times 3 = \underline{\quad}$ |
| 9. $-10 \div 2 = \underline{\quad}$ | 10. $-16 \div -8 = \underline{\quad}$ |



Quick Check - Form A

Name _____ Date _____

Learning Target: I will multiply and divide by integers between -10 and 10.

Directions: Write the answer to each problem. (Work time: 2 minutes)

1.

$$-10 \times 4$$

2.

$$6 \times -8$$

3.

$$-9 \times -8$$

4.

$$-9 \div 3$$

5.

$$10 \div -2$$

6.

$$-10 \div -2$$

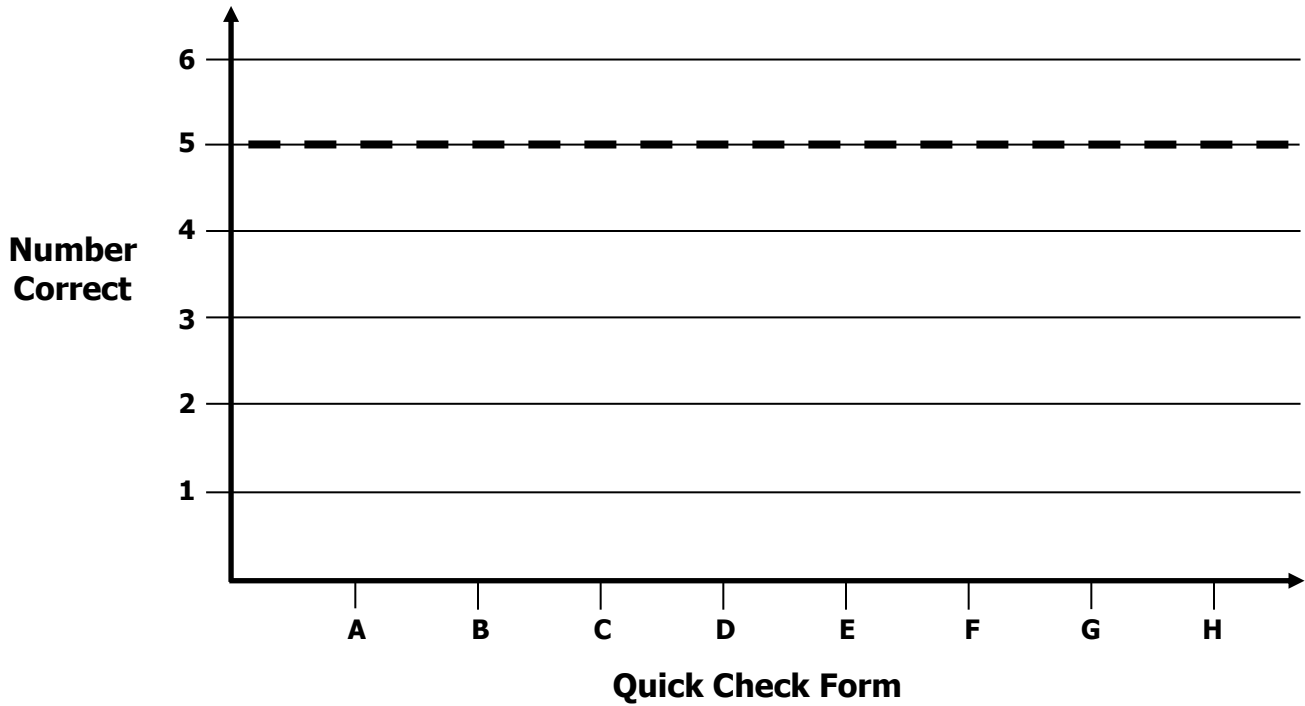


Growth Chart

Name _____ Date _____

Learning Target: I will multiply and divide by integers between -10 and 10.

Goal: 5 out of 6 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 and divide by integers between -10 and 10

Session 2: Guided Practice (We Do)

Materials:

- Integer Tiles (20 positive and 20 negative tiles)
- Integer Equation Cards (1 set – See Session 1)

Note: If there is no addition or subtraction symbol between the first integer and the parentheses, then the integers should be multiplied.

$$2(-4) = 2 \times -4$$

$$-3(7) = -3 \times 7$$

$$-4(-5) = -4 \times -5$$

$$(-2)(6) = -2 \times 6$$

We Do Together: (Teacher Actions)

- Say what you are trying to find and use integer tiles to find the answer.

| | |
|---|--|
| <p>1.</p> $4(-5) = \underline{\quad}$ | <p>2.</p> $-12 \div 3 = \underline{\quad}$ |
| <p>3.</p> $5 \times -3 = \underline{\quad}$ | <p>4.</p> $-2(-3) = \underline{\quad}$ |



Name _____ Date _____

Learning Target: I will multiply and divide by integers between -10 and 10

Session 2: Guided Practice (We Do - Continued)

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

- Students take turns leading to multiply or divide using integer tiles.

| | |
|---|--|
| 5. $2(-4) = \underline{\quad}$ | 6. $-15 \div 3 = \underline{\quad}$ |
| 7. $6 \times -3 = \underline{\quad}$ | 8. $-3 \times 4 = \underline{\quad}$ |
| 9. $-12 \div 2 = \underline{\quad}$ | 10. $-10 \div -2 = \underline{\quad}$ |



Quick Check - Form B

Name _____ Date _____

Learning Target: I will multiply and divide by integers between -10 and 10.

Directions: Write the answer to each problem. (Work time: 2 minutes)

| | |
|---------------------------------|--------------------------------|
| 1. -7×3 | 2. 6×-9 |
| 3. -5×-6 | 4. $-8 \div 4$ |
| 5. $10 \div -5$ | 6. $-12 \div -4$ |



Name _____ Date _____

Learning Target: I will multiply and divide by integers between -10 and 10

Session 3: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say what you are trying to find and use a math drawing to find the answer.

| | |
|---|--|
| 1. $3(-5) = \underline{\quad}$ | 2. $-12 \div 4 = \underline{\quad}$ |
| 3. $4 \times -3 = \underline{\quad}$ | 4. $-4(-3) = \underline{\quad}$ |
| 5. $-15 \div 3 = \underline{\quad}$ | 6. $-5(4) = \underline{\quad}$ |



Name _____ Date _____

Learning Target: I will multiply and divide by integers between -10 and 10

Session 3: Guided Practice (We Do - Continued)

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

- Students take turns leading to add and subtract integers using drawings to represent action.

| | |
|---|---------------------------------------|
| 7. $2(-4) = \underline{\quad}$ | 8. $-8 \div 2 = \underline{\quad}$ |
| 9. $6 \times -3 = \underline{\quad}$ | 10. $-3(5) = \underline{\quad}$ |
| 11. $-12 \div 6 = \underline{\quad}$ | 12. $-2(-7) = \underline{\quad}$ |



Name _____

Date _____

Learning Target: I will multiply and divide by integers between -10 and 10

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

We Do Together: (Teacher Actions)

- Say what you are trying to find and use a math drawing to find the answer.

| | |
|--|---|
| <p>1. <i>"3 times negative 5 is equal to 3 groups of 5 negatives"</i></p> $3(-5) = \underline{-15}$ <p>— — — — — — — — — — — — — — —</p> | <p>2. <i>"Negative 12 divided by 4 can be thought of as 4 groups of how many is negative 12?"</i></p> $-12 \div 4 = \underline{-3}$ <p>— — — — — — — — — — — — — — — — — — — —</p> |
| <p>3. <i>"4 times negative 3 is equal to 4 groups of 3 negatives"</i></p> $4 \times -3 = \underline{-12}$ <p>— — — — — — — — — — — — — — — — — — — —</p> | <p>4. <i>"Negative 4 times negative 3 is equal to the opposite of 4 groups of 3 negatives which is equal to 4 groups of 3 positives"</i></p> $\underline{-4}(-3) = \underline{12}$ <p>The opposite of $4(3) = \underline{\quad}$</p> <p>+ + + + + + + + + + + +</p> |
| <p>5. <i>"Negative 15 divided by 3 can be thought of as 3 groups of how many is negative 15?"</i></p> $-15 \div 3 = \underline{-5}$ <p>$3(\underline{\quad}) = -15?$</p> <p>— — — — — — — — — — — — — — —</p> | <p>6. <i>The opposite of</i></p> $\underline{-5}(4) = \underline{-20} \quad 5(-4) = \underline{\quad}$ <p>— — — — — — — — — — — — — — — — — — — —</p> <p><i>"Negative 5 times 4 is equal to the opposite of 5 groups of 4 positives, which is equal to 5 groups of 4 negatives"</i></p> |



Quick Check - Form C

Name _____ Date _____

Learning Target: I will multiply and divide by integers between -10 and 10.

Directions: Write the answer to each problem. (Work time: 2 minutes)

1.

$$-9 \times 2$$

2.

$$5 \times -9$$

3.

$$-4 \times -8$$

4.

$$-6 \div 3$$

5.

$$18 \div -2$$

6.

$$-24 \div -8$$



Name _____ Date _____

Learning Target: I will multiply and divide by integers between -10 and 10

Session 4: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say what you are trying to find and use a math drawing to find the answer.

| | |
|---|---------------------------------------|
| 1. $3(-4) = \underline{\quad}$ | 2. $-8 \div 4 = \underline{\quad}$ |
| 3. $4 \times -5 = \underline{\quad}$ | 4. $-2(-3) = \underline{\quad}$ |
| 5. $-18 \div 3 = \underline{\quad}$ | 6. $-5(2) = \underline{\quad}$ |



Name _____ Date _____

Learning Target: I will multiply and divide by integers between -10 and 10

Session 4: Guided Practice (We Do - Continued)

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

- Students take turns leading to add and subtract integers using drawings to represent action.

| | |
|---|--|
| 7. $2(-6) = \underline{\quad}$ | 8. $-10 \div 2 = \underline{\quad}$ |
| 9. $7 \times -3 = \underline{\quad}$ | 10. $-3(4) = \underline{\quad}$ |
| 11. $-18 \div 6 = \underline{\quad}$ | 12. $-2(-9) = \underline{\quad}$ |



Quick Check - Form D

Name _____ Date _____

Learning Target: I will multiply and divide by integers between -10 and 10.

Directions: Write the answer to each problem. (Work time: 2 minutes)

| | |
|---------------------------------|--------------------------------|
| 1. -5×10 | 2. 4×-7 |
| 3. -3×-7 | 4. $-8 \div 2$ |
| 5. $4 \div -2$ | 6. $-20 \div -5$ |



Name _____ Date _____

Learning Target: I will multiply and divide by integers between -10 and 10

Session 5: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say what you are trying to find and use a math drawing to find the answer.

| | |
|---|--|
| 1. $3(-6) = \underline{\quad}$ | 2. $-12 \div 2 = \underline{\quad}$ |
| 3. $4 \times -2 = \underline{\quad}$ | 4. $-4(-5) = \underline{\quad}$ |
| 5. $-15 \div 5 = \underline{\quad}$ | 6. $-5(3) = \underline{\quad}$ |



Name _____ Date _____

Learning Target: I will multiply and divide by integers between -10 and 10

Session 5: Guided Practice (We Do - Continued)

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

- Students take turns leading to add and subtract integers using drawings to represent action.

| | |
|---|--|
| 7. $2(-7) = \underline{\quad}$ | 8. $-12 \div 2 = \underline{\quad}$ |
| 9. $2 \times -3 = \underline{\quad}$ | 10. $-3(7) = \underline{\quad}$ |
| 11. $-12 \div 4 = \underline{\quad}$ | 12. $-2(-8) = \underline{\quad}$ |



Quick Check - Form E

Name _____ Date _____

Learning Target: I will multiply and divide by integers between -10 and 10.

Directions: Write the answer to each problem. (Work time: 2 minutes)

1.

$$-10 \times 4$$

2.

$$6 \times -8$$

3.

$$-9 \times -8$$

4.

$$-9 \div 3$$

5.

$$10 \div -2$$

6.

$$-10 \div -2$$



Name _____ Date _____

Learning Target: I will multiply and divide by integers between -10 and 10

Session 6: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say what you are trying to find and use your understanding of integers to find the answer. Then, write three additional equations using the three integers.

| | |
|---|--|
| 1. $8(-5) = \underline{\quad}$ | 2. $-32 \div 4 = \underline{\quad}$ |
| 3. $9 \times -3 = \underline{\quad}$ | 4. $-6(7) = \underline{\quad}$ |
| 5. $-35 \div 7 = \underline{\quad}$ | 6. $-7(-8) = \underline{\quad}$ |
| 7. $6 \times -8 = \underline{\quad}$ | 8. $-54 \div 9 = \underline{\quad}$ |
| 9. $-63 \div 7 = \underline{\quad}$ | 10. $-8(9) = \underline{\quad}$ |



Name _____ Date _____

Learning Target: I will multiply and divide by integers between -10 and 10

Session 6: Guided Practice (We Do - Continued)

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

- Students take turns leading to multiply and divide integers.

| | |
|--|---|
| 11. $8(-4) = \underline{\quad}$ | 12. $-42 \div 6 = \underline{\quad}$ |
| 13. $9 \times -7 = \underline{\quad}$ | 14. $-6(8) = \underline{\quad}$ |
| 15. $-56 \div 7 = \underline{\quad}$ | 16. $-3(-8) = \underline{\quad}$ |
| 17. $9 \times -6 = \underline{\quad}$ | 18. $-64 \div 8 = \underline{\quad}$ |
| 19. $-54 \div 6 = \underline{\quad}$ | 20. $-4(9) = \underline{\quad}$ |



Quick Check - Form F

Name _____ Date _____

Learning Target: I will multiply and divide by integers between -10 and 10.

Directions: Write the answer to each problem. (Work time: 2 minutes)

| | |
|---------------------------------|--------------------------------|
| 1. -7×3 | 2. 6×-9 |
| 3. -5×-6 | 4. $-8 \div 4$ |
| 5. $10 \div -5$ | 6. $-12 \div -4$ |



Name _____ Date _____

Learning Target: I will multiply and divide by integers between -10 and 10

Session 7: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say what you are trying to find and use your understanding of integers to find the answer. Then, write three additional equations using the three integers.

| | |
|---|--|
| 1. $8(-6) = \underline{\quad}$ | 2. $-36 \div 4 = \underline{\quad}$ |
| 3. $9 \times -5 = \underline{\quad}$ | 4. $-6(8) = \underline{\quad}$ |
| 5. $-42 \div 7 = \underline{\quad}$ | 6. $-7(-9) = \underline{\quad}$ |
| 7. $7 \times -8 = \underline{\quad}$ | 8. $-54 \div 6 = \underline{\quad}$ |
| 9. $-28 \div 7 = \underline{\quad}$ | 10. $-8(6) = \underline{\quad}$ |



Name _____ Date _____

Learning Target: I will multiply and divide by integers between -10 and 10

Session 7: Guided Practice (We Do - Continued)

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

- Students take turns leading to multiply and divide integers.

| | |
|--|---|
| 11. $9(-4) = \underline{\quad}$ | 12. $-48 \div 6 = \underline{\quad}$ |
| 13. $8 \times -7 = \underline{\quad}$ | 14. $-6(7) = \underline{\quad}$ |
| 15. $-54 \div 9 = \underline{\quad}$ | 16. $-6(-8) = \underline{\quad}$ |
| 17. $9 \times -7 = \underline{\quad}$ | 18. $-81 \div 9 = \underline{\quad}$ |
| 19. $-54 \div 9 = \underline{\quad}$ | 20. $-9(6) = \underline{\quad}$ |



Quick Check - Form G

Name _____ Date _____

Learning Target: I will multiply and divide by integers between -10 and 10.

Directions: Write the answer to each problem. (Work time: 2 minutes)

1.

$$-9 \times 2$$

2.

$$5 \times -9$$

3.

$$-4 \times -8$$

4.

$$-6 \div 3$$

5.

$$18 \div -2$$

6.

$$-24 \div -8$$



Name _____ Date _____

Learning Target: I will multiply and divide by integers between -10 and 10

Session 8: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say what you are trying to find and use your understanding of integers to find the answer. Then, write three additional equations using the three integers.

| | |
|---|--|
| 1. $7(-5) = \underline{\quad}$ | 2. $-28 \div 4 = \underline{\quad}$ |
| 3. $8 \times -3 = \underline{\quad}$ | 4. $-9(7) = \underline{\quad}$ |
| 5. $-35 \div 5 = \underline{\quad}$ | 6. $-6(-8) = \underline{\quad}$ |
| 7. $6 \times -9 = \underline{\quad}$ | 8. $-56 \div 8 = \underline{\quad}$ |
| 9. $-56 \div 7 = \underline{\quad}$ | 10. $-8(6) = \underline{\quad}$ |



Name _____ Date _____

Learning Target: I will multiply and divide by integers between -10 and 10

Session 8: Guided Practice (We Do - Continued)

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

- Students take turns leading to multiply and divide integers.

| | |
|--|---|
| 11. $8(-3) = \underline{\quad}$ | 12. $-42 \div 7 = \underline{\quad}$ |
| 13. $9 \times -6 = \underline{\quad}$ | 14. $-6(8) = \underline{\quad}$ |
| 15. $-56 \div 8 = \underline{\quad}$ | 16. $-4(-7) = \underline{\quad}$ |
| 17. $9 \times -3 = \underline{\quad}$ | 18. $-49 \div 7 = \underline{\quad}$ |
| 19. $-54 \div 6 = \underline{\quad}$ | 20. $-4(7) = \underline{\quad}$ |



Quick Check - Form H

Name _____ Date _____

Learning Target: I will multiply and divide by integers between -10 and 10.

Directions: Write the answer to each problem. (Work time: 2 minutes)

| | |
|---------------------------------|--------------------------------|
| 1. -5×10 | 2. 4×-7 |
| 3. -3×-7 | 4. $-8 \div 2$ |
| 5. $4 \div -2$ | 6. $-20 \div -5$ |