



# Tier 3

## Intervention Lessons

5.NBT.5

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

**Readiness for 6.NS.3:** Multiply multi-digit decimals

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# Tier 3 Intervention Planning Guide

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

**Readiness** for multiplying multi-digit decimals

Recommended Actions	
<b>Beginning</b> (5 min.)	<ul style="list-style-type: none"> <li>➤ Review the learning target with the whole group</li> <li>➤ Ask each student to set a goal for the day based on their previous Quick Check Score</li> <li>➤ Have each student use a highlighter to plot their goal for the day</li> </ul>
<b>Middle</b> (15 min.)	<ul style="list-style-type: none"> <li>➤ Model solving a word problem – “I do” (<i>Sessions 1, 3 and 6 only</i>)</li> <li>➤ Guided Practice – “We do”</li> </ul> <p><b>Sessions 1 and 2:</b> Multiply multi-digit numbers using base-ten blocks and place-value cards</p> <p><b>Sessions 3, 4 and 5:</b> Multiply multi-digit numbers using area model drawings to find sub-totals</p> <p><b>Sessions 6, 7 and 8:</b> Multiply multi-digit numbers using place-value understanding</p>
<b>End</b> (10 min.)	<ul style="list-style-type: none"> <li>➤ Bring the students back together.</li> <li>➤ Ask students to reflect on their progress towards the learning target             <ul style="list-style-type: none"> <li>○ What did I learn today about multiplying multi-digit whole numbers?</li> <li>○ How confident do you feel about multiplying multi-digit whole numbers on my own? (Thumbs up, down, or sideways)</li> </ul> </li> <li>➤ Assess each student’s progress using the next <b>Quick Check</b> form</li> <li>➤ Guide students to self-correct their <b>Quick Check</b></li> <li>➤ Guide students to chart their progress in their <b>Growth Chart</b> <ul style="list-style-type: none"> <li>○ If not using Delta Math lessons, record the activity in the table</li> </ul> </li> <li>➤ Collect each student’s <b>Quick Check</b> and <b>Growth Chart</b></li> </ul>
<b>After Session 6</b>	<ul style="list-style-type: none"> <li>➤ Differentiation Options:             <ul style="list-style-type: none"> <li>○ Allow students who met the learning goal to work independently while others do the guided practice during the next session</li> <li>○ Exit students who met the learning goal for a third time</li> </ul> </li> <li>➤ Problem solve with a team to plan additional support for students who do not meet the learning goal within 8 sessions</li> </ul>



# Session 1: Modeling (I Do)

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

**Readiness** for multiplying multi-digit decimals

Julian baked 4 dozen cookies to sell at the school bake sale. There are 12 cookies in one dozen.  
How many cookies did Julian bake for the bake sale?

# Session 1: Modeling (*I Do – Visual Support*)

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

**Readiness** for multiplying multi-digit decimals

Julian baked 4 dozen cookies to sell at the school bake sale. There are 12 cookies in one dozen.  
How many cookies did Julian bake for the bake sale?

## Step 1 – Prepare to multiply

$4 \times 12$

**Multiplication Mat**  
5<sup>th</sup> Grade - Readiness Standard 4.NBT.5

10

2

Number in T p

4

Number of Groups

## Step 2 – Build groups of ten

$4 \times 12$

**Multiplication Mat**  
5<sup>th</sup> Grade - Readiness Standard 4.NBT.5

10

2

Number in T p

4

Number of Groups

40

## Step 3 – Build groups of ones

$4 \times 12$

**Multiplication Mat**  
5<sup>th</sup> Grade - Readiness Standard 4.NBT.5

10

2

Number in T p

4

Number of Groups

40

8

## Step 4 – Find the total

$4 \times 12$

**Multiplication Mat**  
5<sup>th</sup> Grade - Readiness Standard 4.NBT.5

10

2

Number in T p

4

Number of Groups

48



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

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

**Readiness** for multiplying multi-digit decimals

Julian baked 4 dozen cookies to sell at the school bake sale. There are 12 cookies in one dozen.  
How many cookies did Julian bake for the bake sale?

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

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

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

**The problem is about cookies that Julian baked for a bake sale.**

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

**I need to find the total number of cookies that Julian baked.**

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

**I know that the Julian baked 4 dozen cookies and there are 12 cookies in each dozen.**

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

**I am going to try using base-ten blocks and place-value cards to find out how many cookies Julian baked.**

**I will begin setting up the multiplication problem by representing the 4 groups vertically on the left side of the mat and the 12 in each group horizontally above the mat.**

*(Place the Multiplication Card at the top of the Multiplication Mat and build each number on the multiplication mat using blocks and cards.)*

**Now, I'm going to find the total in 4 groups of 12 by placing 4 groups of 10 on the mat.**

*(Build the 4 groups of 10 on the multiplication mat using blocks and cards.)*

**4 groups of ten is equal to 40. *(Slide the 30 place-value card below the tens.)***

**Next, I'm going to place 4 groups of 2 on the mat.**

*(Build the 4 groups of 2 inside the multiplication mat using blocks and cards.)*

**4 groups of 2 is equal to 8. *(Slide the 8 place-value card below the ones.)***

**The total of 40 and 8 is equal to 48. *(Slide the 8 on top of the 40 place-value card to create the standard form, 48.)***

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

**I found that Julian baked 48 cookies for the bake sale. It makes sense because there are 12 cookies in each dozen and I built 4 groups of 12 using base-ten blocks. Then, I added the total value of tens and total value of ones to find the total.**

The diagram shows a 'Multiplication Mat' with a grid. At the top, a card displays '4 x 12'. On the left side, a vertical column of four '10' cards is shown. Above the grid, a horizontal row of two '2' cards is shown. In the bottom right corner of the grid, a card displays '48'. The mat is labeled 'Multiplication Mat' and '3rd Grade - Readiness Standard 4.NBT.3'.

# Place-Value Cards (1 → 100)

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

## Place-Value Cards (200 → 900)

2 0 0

3 0 0

4 0 0

5 0 0

6 0 0

7 0 0

8 0 0

9 0 0





# Modeling & Guided Practice Cards

$4 \times 12$ <small>Use for Modeling Problem</small>	
$3 \times 16$ <small>Use for Problem 1</small>	$6 \times 13$ <small>Use for Problem 2</small>
$13 \times 16$ <small>Use for Problem 3</small>	$12 \times 15$ <small>Use for Problem 4</small>
$3 \times 14$ <small>Use for Problem 5</small>	$4 \times 13$ <small>Use for Problem 6</small>
$13 \times 14$ <small>Use for Problem 7</small>	$11 \times 17$ <small>Use for Problem 8</small>



Name \_\_\_\_\_

Date \_\_\_\_\_

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

## Session 1: Guided Practice (We Do)

**Materials:**

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

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

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

1.  $3 \times 16$	2.  $6 \times 13$
3.  $13 \times 16$	4.  $12 \times 15$

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

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

5.  $3 \times 14$	6.  $4 \times 13$
7.  $13 \times 14$	8.  $11 \times 17$

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

## Session 1: Guided Practice (We Do – Visual Support)

### Materials:

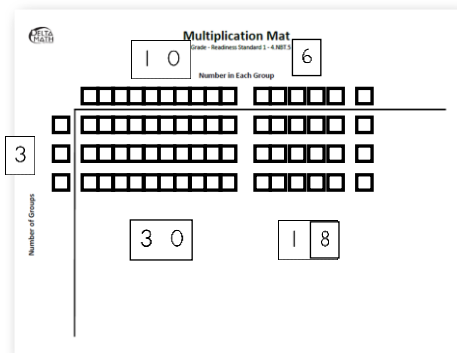
- Multiplication Cards
- Base-Ten Blocks (1 hundred, 20 tens and 20 ones)
- Place-value Cards (2 sets)
- Multiplication Mat

### We Do Together: (Teacher Actions)

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

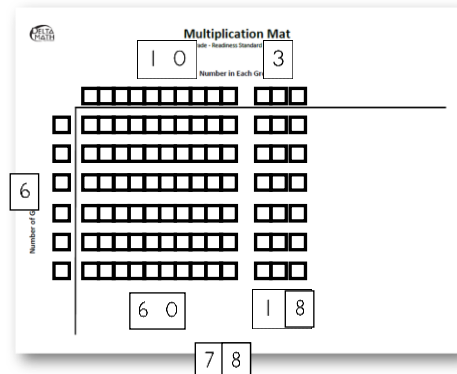
1.

$$3 \times 16$$



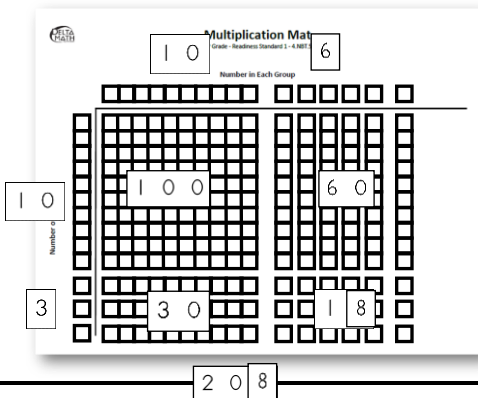
2.

$$6 \times 13$$



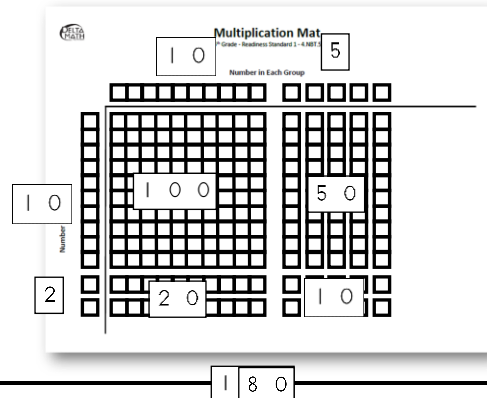
3.

$$13 \times 16$$



4.

$$12 \times 15$$





# Session 1: Self-Reflection

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

Briefly discuss student responses

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



# Quick Check - Form A

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

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

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

**1.**

$$\begin{array}{r} 3122 \\ \times \quad 3 \\ \hline \end{array}$$

**2.**

$$\begin{array}{r} 45 \\ \times 13 \\ \hline \end{array}$$

**3.**

$$\begin{array}{r} 867 \\ \times 15 \\ \hline \end{array}$$

**4.**

$$\begin{array}{r} 297 \\ \times 48 \\ \hline \end{array}$$

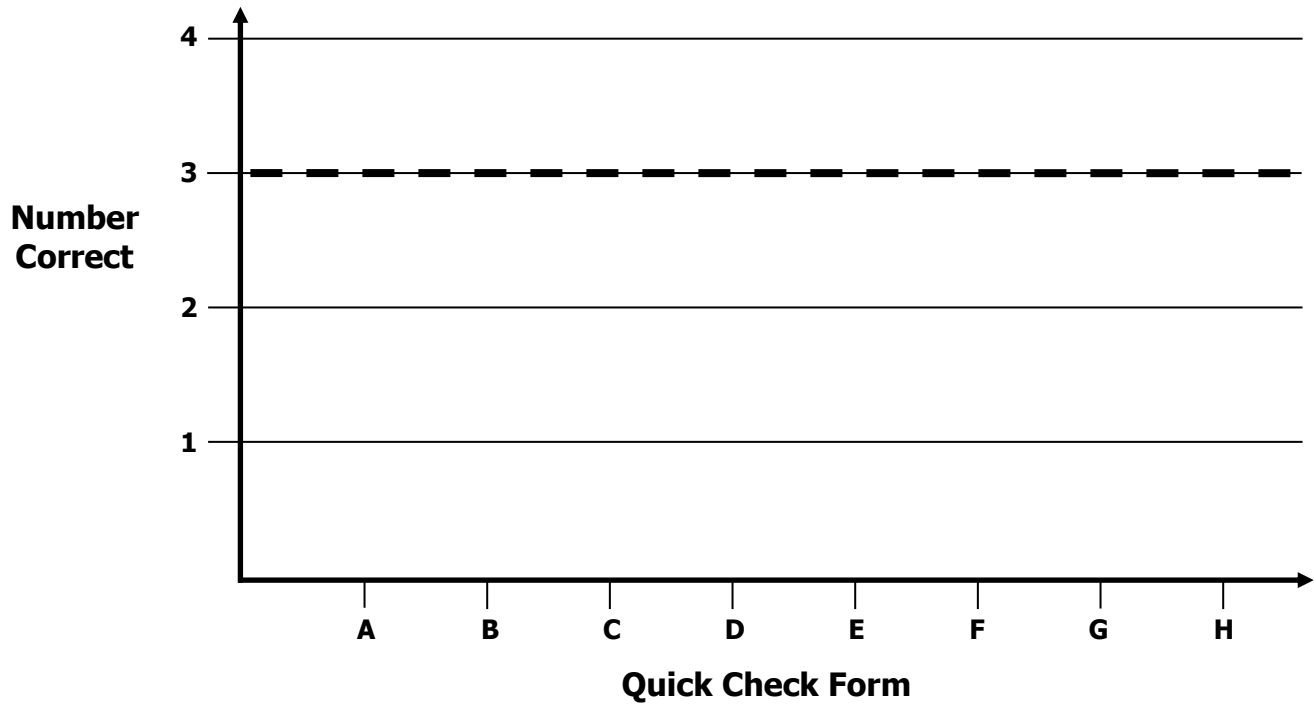


# Growth Chart

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

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

**Goal:** 3 out of 4 correct



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

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

## Session 2: Guided Practice (We Do)

### Materials:

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

### We Do Together: (Teacher Actions)

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

1.  $3 \times 15$	2.  $6 \times 15$
3.  $13 \times 15$	4.  $12 \times 16$

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

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

5.  $3 \times 12$	6.  $4 \times 12$
7.  $13 \times 12$	8.  $11 \times 14$



## Session 2: Self-Reflection

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

Briefly discuss student responses

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





# Quick Check - Form B

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

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

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

**1.**

$$\begin{array}{r} 5133 \\ \times \quad 4 \\ \hline \end{array}$$

**2.**

$$\begin{array}{r} 52 \\ \times 28 \\ \hline \end{array}$$

**3.**

$$\begin{array}{r} 324 \\ \times 16 \\ \hline \end{array}$$

**4.**

$$\begin{array}{r} 635 \\ \times 47 \\ \hline \end{array}$$



## Session 3: Modeling (I Do)

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

**Readiness** for multiplying multi-digit decimals

A store ordered 13 boxes of baseball cards. Each box holds 125 cards. How many baseball cards did the store order?

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

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

**Readiness** for multiplying multi-digit decimals

A store ordered 13 boxes of baseball cards. Each box holds 125 cards. How many baseball cards did the store order?

Prepare to multiply	<div><div>125 Per Box</div><div>100 + 20 + 5</div><div><div>13 Boxes</div><div>10 + 3</div><table><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table></div></div>						
Find 10 groups of 125	<div><div>125 Per Box</div><div>100 + 20 + 5</div><div><div>13 Boxes</div><div>10 + 3</div><table><tr><td>10 x 100 1000</td><td>10 x 20 200</td><td>10 x 5 50</td></tr><tr><td></td><td></td><td></td></tr></table><div>1000 200 50</div></div></div>	10 x 100 1000	10 x 20 200	10 x 5 50			
10 x 100 1000	10 x 20 200	10 x 5 50					
Find 3 groups of 125	<div><div>125 Per Box</div><div>100 + 20 + 5</div><div><div>13 Boxes</div><div>10 + 3</div><table><tr><td>10 x 100 1000</td><td>10 x 20 200</td><td>10 x 5 50</td></tr><tr><td>3 x 100 300</td><td>3 x 20 60</td><td>3 x 5 15</td></tr></table><div>1000 200 50 300 60 15</div></div></div>	10 x 100 1000	10 x 20 200	10 x 5 50	3 x 100 300	3 x 20 60	3 x 5 15
10 x 100 1000	10 x 20 200	10 x 5 50					
3 x 100 300	3 x 20 60	3 x 5 15					
Find the total	<div><div>125 Per Box</div><div>100 + 20 + 5</div><div><div>13 Boxes</div><div>10 + 3</div><table><tr><td>10 x 100 1000</td><td>10 x 20 200</td><td>10 x 5 50</td></tr><tr><td>3 x 100 300</td><td>3 x 20 60</td><td>3 x 5 15</td></tr></table><div>1000 200 50 300 60 15 <div><div>+ 15</div><div>1,625</div></div></div></div></div>	10 x 100 1000	10 x 20 200	10 x 5 50	3 x 100 300	3 x 20 60	3 x 5 15
10 x 100 1000	10 x 20 200	10 x 5 50					
3 x 100 300	3 x 20 60	3 x 5 15					

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

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

**Readiness** for multiplying multi-digit decimals

A store ordered 13 boxes of baseball cards. Each box holds 125 cards. How many baseball cards did the store order?

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

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

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

**The problem is about a store ordering baseball cards.**

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

**I need to find how many baseball cards the store ordered.**

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

**I know that a store ordered 13 boxes and each box holds 125 cards.**

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

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

			125 Per Box					
			100	+	20	+	5	
13 Boxes	10		10 x 100 1000		10 x 20 200		10 x 5 50	1000 200 50 300 60
	+							
	3		3 x 100 300		3 x 20 60		3 x 5 15	+ 15 1,625

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

*(Draw a rectangle and label the sides with "13 Boxes" and "125 Per Box".)*

**Next, I will separate the area into sections to represent each sub-total of place-values...across the top of the rectangle I will break apart 125 into 1 hundred...2 tens...and 5 ones. *(Write "100 + 20 + 5" above the rectangle and draw 2 vertical lines inside the rectangle.)***

**And, across the left side of the rectangle I will break 13 into 1 ten...and 3 ones. *(Write "10 + 3" along the left side of the rectangle and draw 1 horizontal line inside the rectangle.)***

**To find 10 groups of 125, I need to multiply 10 times 1 hundred, 10 times 2 tens and 10 times 5.**

*(Write "10 x 100", "10 x 20", and "10 x 5" inside the rectangle.)*

**10 times 1 hundred is 10 hundreds...which is equal to 1000. *(Write "1000" inside and to the right of the rectangle.)***

**10 times 2 tens is 20 tens...which is equal to 200. *(Write "200" inside and to the right of the rectangle.)***

**10 times 5 ones is 50. *(Write "50" inside and to the right of the rectangle.)***



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

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

**Readiness** for multiplying multi-digit decimals

125 Per Box								
		100	+	20	+	5		
13 Boxes	10	10 x 100 1000		10 x 20 200		10 x 5 50		1000 200 50 300 60
	3	3 x 100 300		3 x 20 60		3 x 5 15		<div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><di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1 0 0 0  
2 0 0  
5 0  
3 0 0  
6 0  
+ 1 5  
1, 6 2 5

**To find 3 groups of 125, I need to multiply 3 times 1 hundred, 3 times 2 tens and 3 times 5.**

*(Write “3 x 100”, “3 x 20”, and “3 x 5” inside the rectangle.)*

**3 times 1 hundred is 3 hundreds.** *(Write “300” inside and to the right of the rectangle.)*

**3 times 2 tens is 6 tens...which is equal to 60.** *(Write “60” inside and to the right of the rectangle.)*

**3 times 5 ones is 15.** *(Write “15” inside and to the right of the rectangle.)*

**To combine the sub-totals I will turn the list next to the drawing into an addition problem.**

*(Draw a line under the sub-totals and include a “+”.)*

**I only have 5 ones in the ones column.**

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

**5 tens plus 6 tens plus 1 ten is 12 tens.**

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

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

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

**2 hundreds plus 3 hundreds plus this new hundred is 6 hundreds.**

*(Point to the digits in the hundreds column. Then, write 6 in the hundreds-digit of the answer.)*

**Lastly, there is only 1 thousand to be included in the answer.**

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

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

**I found that 1,625 squares baseball cards were ordered. It makes sense because I represented 13 groups of 125 using an area model drawing. Then, I multiplied both 10 and 3 times each place-value of 125 to help me find the total.**

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

## Session 3: Guided Practice (We Do)

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

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

1.

$$\begin{array}{r} 284 \\ \times 17 \\ \hline \end{array}$$


2.

$$\begin{array}{r} 527 \\ \times 39 \\ \hline \end{array}$$




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

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

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

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

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

3.

$$\begin{array}{r} 826 \\ \times 14 \\ \hline \end{array}$$


4.

$$\begin{array}{r} 695 \\ \times 32 \\ \hline \end{array}$$


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

## Session 3: Guided Practice (We Do – Visual Support)

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

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

1.

$$\begin{array}{r}
 284 \\
 \times 17 \\
 \hline
 2000 \\
 800 \\
 40 \\
 1400 \\
 560 \\
 + 1128 \\
 \hline
 4828
 \end{array}$$

	200	+	80	+	4
10	10 x 200 2000		10 x 80 800		10 x 4 40
+					
7	7 x 200 1400		7 x 80 560		7 x 4 28

2.

$$\begin{array}{r}
 527 \\
 \times 39 \\
 \hline
 15000 \\
 600 \\
 210 \\
 4500 \\
 180 \\
 + 11163 \\
 \hline
 20553
 \end{array}$$

	500	+	20	+	7
30	30 x 500 15000		30 x 20 600		30 x 7 210
+					
9	9 x 500 4500		9 x 20 180		9 x 7 63





## Session 3: Self-Reflection

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

Briefly discuss student responses

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



# Quick Check - Form C

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

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

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

**1.**

$$\begin{array}{r} 1723 \\ \times \quad 4 \\ \hline \end{array}$$

**2.**

$$\begin{array}{r} 64 \\ \times 29 \\ \hline \end{array}$$

**3.**

$$\begin{array}{r} 752 \\ \times 18 \\ \hline \end{array}$$

**4.**

$$\begin{array}{r} 354 \\ \times 37 \\ \hline \end{array}$$

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

## Session 4: Guided Practice (We Do)

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

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

1.

$$\begin{array}{r} 397 \\ \times 16 \\ \hline \end{array}$$


2.

$$\begin{array}{r} 476 \\ \times 28 \\ \hline \end{array}$$




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

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

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

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

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

3.

$$\begin{array}{r} 695 \\ \times 17 \\ \hline \end{array}$$


4.

$$\begin{array}{r} 487 \\ \times 39 \\ \hline \end{array}$$




## Session 4: Self-Reflection

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

Briefly discuss student responses

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



# Quick Check - Form D

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

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

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

**1.**

$$\begin{array}{r} 4213 \\ \times \quad 6 \\ \hline \end{array}$$

**2.**

$$\begin{array}{r} 93 \\ \times 27 \\ \hline \end{array}$$

**3.**

$$\begin{array}{r} 721 \\ \times 18 \\ \hline \end{array}$$

**4.**

$$\begin{array}{r} 526 \\ \times 27 \\ \hline \end{array}$$

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

## Session 5: Guided Practice (We Do)

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

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

1.

$$\begin{array}{r} 286 \\ \times 27 \\ \hline \end{array}$$


2.

$$\begin{array}{r} 697 \\ \times 38 \\ \hline \end{array}$$




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

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

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

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

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

3.

$$\begin{array}{r} 968 \\ \times 13 \\ \hline \end{array}$$


4.

$$\begin{array}{r} 739 \\ \times 46 \\ \hline \end{array}$$






## Session 5: Self-Reflection

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

Briefly discuss student responses

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



# Quick Check - Form E

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

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

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

**1.**

$$\begin{array}{r} 3122 \\ \times \quad 3 \\ \hline \end{array}$$

**2.**

$$\begin{array}{r} 45 \\ \times 13 \\ \hline \end{array}$$

**3.**

$$\begin{array}{r} 867 \\ \times 15 \\ \hline \end{array}$$

**4.**

$$\begin{array}{r} 297 \\ \times 48 \\ \hline \end{array}$$



## Session 6: Modeling (I Do)

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

**Readiness** for multiplying multi-digit decimals

A school store ordered cases of sport drinks to sell throughout the school year. Each case holds 18 bottles. If the school store ordered 135 cases, how many bottles were ordered?

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

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

**Readiness** for multiplying multi-digit decimals

A school store ordered cases of sport drinks to sell throughout the school year. Each case holds 18 bottles. If the school store ordered 135 cases, how many bottles were ordered?

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

**This problem is about a school store ordering sport drinks.**

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

**I need to find how many bottles were ordered.**

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

**I know that there are 18 bottles in each case and 135 cases were ordered.**

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

**This time, I am going to use my understanding of place value to help me find the total number of bottles and save time by thinking about the area model, but not actually drawing it.**

**I will begin by writing what I know...135 cases were ordered...and there are 18 bottles per case...which can be calculated using multiplication.**

*(Write the multiplication problem and labels.)*

**When I reflect back to the multiplication drawings, I remember breaking the 2-digit multiplier apart to find 10 groups of 135...(Point to the tens digit, 1.)**

**...and 8 groups of 135...(Point to the ones digit, 8.)**

**...before adding the sub-totals together.**

$$\begin{array}{r}
 135 \text{ Cases} \\
 \times 18 \text{ Bottles per case} \\
 \hline
 1000 \\
 300 \\
 50 \\
 800 \\
 240 \\
 + 40 \\
 \hline
 2430 \text{ Bottles}
 \end{array}$$

**10 times 1 hundred is 10 hundreds...which is equal to 1 thousand.**

*(Point to the tens-digit, 1, and hundreds-digit, 1. Then, write 1000 as the first sub-total.)*

**10 times 3 tens is 30 tens...which is equal to 3 hundreds.**

*(Point to the tens-digit, 1, and tens-digit, 3. Then, write 300 as the second sub-total.)*

**10 times 5 ones is 50 ones.**

*(Point to the tens-digit, 1, and ones-digit, 5. Then, write 50 as the third sub-total.)*

**8 times 1 hundred is 8 hundreds.**

*(Point to the ones-digit, 8, and hundreds-digit, 1. Then, write 800 as the fourth sub-total.)*

**8 times 3 tens is 24 tens...which is equal to 240.**

*(Point to the ones-digit, 8, and tens-digit, 3. Then, write 300 as the fifth sub-total.)*

**8 times 5 ones is 40 ones.**

*(Point to the ones-digit, 8, and ones-digit, 5. Then, write 40 as the sixth sub-total.)*

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

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

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

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

**Readiness** for multiplying multi-digit decimals

A school store ordered cases of sport drinks to sell throughout the school year. Each case holds 18 bottles. If the school store ordered 135 cases, how many bottles were ordered?

$$\begin{array}{r}
 135 \text{ Cases} \\
 \times 18 \text{ Bottles per case} \\
 \hline
 1000 \\
 300 \\
 50 \\
 800 \\
 240 \\
 + 40 \\
 \hline
 2430 \text{ Bottles}
 \end{array}$$

**There are no ones in the sub-totals, so I will write a zero in the ones place of the answer.**

*(Point to the ones column. Then, write "0" as the ones-digit of the answer.)*

**5 tens plus 4 tens plus 4 more tens is 13 tens...which has the same value as 1 hundred and 3 tens.**

*(Point to the tens column. Then, write the new hundred on the answer line and "3" as the tens-digit of the answer.)*

**3 hundreds plus 8 hundreds plus 2 hundreds plus this new hundred below is 14 hundreds...which has the same value as 1 thousand and 4 hundreds.**

*(Point to the digits in the hundreds column. Then, write the new thousand on the answer line and "4" as the hundreds-digit of the answer.)*

**1 thousand plus this new thousand below is 2 thousands.**

*(Point to the hundreds column. Then, write the "2" as the thousands-digit of the answer.)*

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

**I found that 2430 bottles were ordered. It makes sense because I modeled this situation of equal groups as a multiplication problem. Then, I multiplied 10 times 135 to help me find the first sub-totals...then 8 times 135 to find the other sub-totals before adding each sub-total together.**



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

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

## Session 6: Guided Practice (We Do)

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

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

1.

$$\begin{array}{r} 257 \\ \times 19 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 904 \\ \times 38 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 2583 \\ \times \quad 7 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 618 \\ \times 25 \\ \hline \end{array}$$



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

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

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

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

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

5.

$$\begin{array}{r} 539 \\ \times 14 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 409 \\ \times 26 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 2714 \\ \times 8 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 897 \\ \times 43 \\ \hline \end{array}$$

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

## Session 6: Guided Practice (We Do – Visual Support)

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

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

<p>1.</p> $\begin{array}{r} 257 \\ \times 19 \\ \hline 2000 \\ 500 \\ 70 \\ 1800 \\ 450 \\ + \quad 63 \\ \hline 4883 \end{array}$ <p><i>Think:</i></p> <p>(10 times 2 hundreds)</p> <p>(10 times 5 tens)</p> <p>(10 times 7 ones)</p> <p>(9 times 2 hundreds)</p> <p>(9 times 2 tens)</p> <p>(9 times 7 ones)</p>	<p>2.</p> $\begin{array}{r} 904 \\ \times 38 \\ \hline 27000 \\ 0 \\ 120 \\ 72000 \\ 0 \\ + \quad 32 \\ \hline 34352 \end{array}$ <p><i>Think:</i></p> <p>(30 times 9 hundreds)</p> <p>(30 times 0 tens)</p> <p>(30 times 4 ones)</p> <p>(8 times 9 hundreds)</p> <p>(8 times 0 tens)</p> <p>(8 times 4 ones)</p>
<p>3.</p> $\begin{array}{r} 2583 \\ \times 7 \\ \hline 14000 \\ 3500 \\ 560 \\ + \quad 21 \\ \hline 18081 \end{array}$ <p><i>Think:</i></p> <p>(7 times 2 thousands)</p> <p>(7 times 5 hundreds)</p> <p>(7 times 8 tens)</p> <p>(7 times 3 ones)</p>	<p>2.</p> $\begin{array}{r} 618 \\ \times 25 \\ \hline 1200 \\ 200 \\ 160 \\ 3000 \\ 50 \\ + \quad 40 \\ \hline 15450 \end{array}$ <p><i>Think:</i></p> <p>(20 times 6 hundreds)</p> <p>(20 times 1 ten)</p> <p>(20 times 8 ones)</p> <p>(5 times 6 hundreds)</p> <p>(5 times 1 ten)</p> <p>(5 times 8 ones)</p>





## Session 6: Self-Reflection

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

Briefly discuss student responses

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



# Quick Check - Form F

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

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

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

**1.**

$$\begin{array}{r} 5133 \\ \times \quad 4 \\ \hline \end{array}$$

**2.**

$$\begin{array}{r} 52 \\ \times 28 \\ \hline \end{array}$$

**3.**

$$\begin{array}{r} 324 \\ \times 16 \\ \hline \end{array}$$

**4.**

$$\begin{array}{r} 635 \\ \times 47 \\ \hline \end{array}$$



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

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

## Session 7: Guided Practice (We Do)

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

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

1.

$$\begin{array}{r} 267 \\ \times 19 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 906 \\ \times 38 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 4639 \\ \times 7 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 736 \\ \times 25 \\ \hline \end{array}$$



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

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

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

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

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

5.

$$\begin{array}{r} 728 \\ \times 14 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 307 \\ \times 26 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 3927 \\ \times 8 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 965 \\ \times 43 \\ \hline \end{array}$$



## Session 7: Self-Reflection

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

Briefly discuss student responses

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



# Quick Check - Form G

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

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

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

**1.**

$$\begin{array}{r} 1723 \\ \times \quad 4 \\ \hline \end{array}$$

**2.**

$$\begin{array}{r} 64 \\ \times 29 \\ \hline \end{array}$$

**3.**

$$\begin{array}{r} 752 \\ \times 18 \\ \hline \end{array}$$

**4.**

$$\begin{array}{r} 354 \\ \times 37 \\ \hline \end{array}$$



Name \_\_\_\_\_

Date \_\_\_\_\_

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

## Session 8: Guided Practice (We Do)

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

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

1.

$$\begin{array}{r} 297 \\ \times 16 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 906 \\ \times 28 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 2478 \\ \times 9 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 689 \\ \times 37 \\ \hline \end{array}$$



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

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

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

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

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

5.

$$\begin{array}{r} 539 \\ \times 13 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 409 \\ \times 27 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 2764 \\ \times 8 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 897 \\ \times 46 \\ \hline \end{array}$$





## Session 8: Self-Reflection

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

Briefly discuss student responses

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



# Quick Check - Form H

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

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

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

**1.**

$$\begin{array}{r} 4213 \\ \times \quad 6 \\ \hline \end{array}$$

**2.**

$$\begin{array}{r} 93 \\ \times 27 \\ \hline \end{array}$$

**3.**

$$\begin{array}{r} 721 \\ \times 18 \\ \hline \end{array}$$

**4.**

$$\begin{array}{r} 526 \\ \times 27 \\ \hline \end{array}$$

# Independent Practice

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

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

**Number of Players:** 2

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

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

**Directions:**

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

**Player 1**


X

**Player 2**


X



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

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

## Independent Practice: Build the Greater Product

*(Recording Sheet)*

Round 1

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

Round 2

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

Round 3

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

Round 4

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

# Digit-Cards (3 sets)

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



# Questions for Solving Word Problems

$Q_1$

*What is the problem about?*

$Q_2$

*What do I need to find?*

$Q_3$

*What do I know?*

$Q_4$

*What can I try?*

$Q_5$

*Does my answer make sense?*



# Steps for Solving Word Problems

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

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

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

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

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