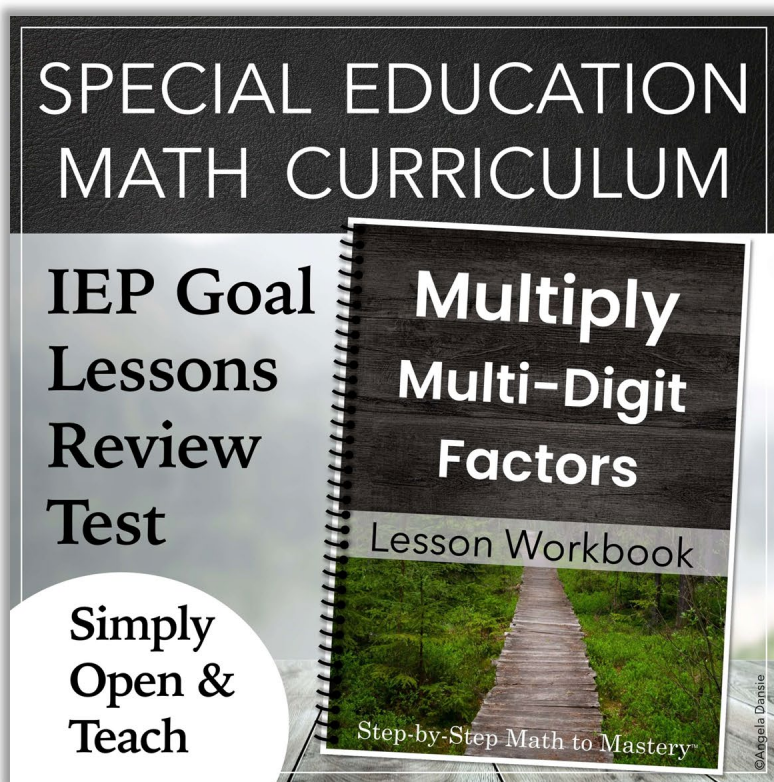


— Step-by-Step —
Math to Mastery
FOR SPECIAL EDUCATION & INTERVENTION

*Preview &
Sample Lesson*



Hello!

I'm excited to show you my updated Step-by-Step Math to Mastery™ resources!

This preview will answer several frequently asked questions and give you a chance to see a sample lesson straight from the workbook.

If you have more questions or would like to request a product catalog don't hesitate to email me.

Angela Dansie

angela@mathtomastery.com

[Skip to Sample Lesson](#)

Have a question? Click to the Answer

Are these resources standards-based? Evidence-based? [ANSWER](#)

Will they be a good fit for my students? [ANSWER](#)

Do students respond well to these lessons? [ANSWER](#)

How do you teach a lesson? [ANSWER](#)

How do you prep and organize materials? [ANSWER](#)

What is the recommended sequence of workbooks? [ANSWER](#)

Can I share this with another teacher? [ANSWER](#)

How can I get a discount? [ANSWER](#)

Standards-Based

K-5th grade standards addressing numbers, addition, subtraction, multiplication, division, fractions, and decimals are covered.

The lesson workbooks are linked to Common Core State Standards so the standards can be referenced when writing IEP goals. Not every math standard is taught. These resources are focused on mastering essential foundational skills in a straightforward way.

An example IEP goal and objectives are included in each lesson workbook, along with the corresponding standard(s).

Evidence-Based

High-Leverage Practices in Special Education found in Step-by-Step Math to Mastery materials include:

- #12 Systematically Design Instruction Towards Learning Goals
- #14 Use Cognitive and Metacognitive Strategies (Schema Instruction)
- #15 Provide Scaffolded Supports
- #16 Use Explicit Instruction

Teacher-directed instruction is explicit and systematic. Skills are broken down into small steps, reducing cognitive load. Lessons progress incrementally from basic to more complex procedures. Clear, precise language is used so teachers and paraeducators can explain model problems simply and consistently.

Word problems are taught using schema-based instruction.

Special Learners

Step-by-Step Math to Mastery™ resources were created for students who need extra support, preferably in a small group or 1-on-1 setting. These lessons have been used in special education classrooms, intervention groups, Title 1 and English language learner programs, after school tutoring, and in homeschools.

Many math books simultaneously introduce two or more problem-solving strategies. This often confuses struggling students. In these lessons, only one strategy is taught at a time for students to master before moving to the next step.

These lessons could benefit all students, especially students who have:

- **Attention difficulties**—minimal visual clutter, short lessons, simple instructions, clear stopping point
- **Learning disabilities**—objectives are carefully sequenced in small chunks with explicit step-by-step instruction and many practice repetitions
- **Slower processing speed**—accuracy is emphasized rather than speed; mastering a skill will increase automaticity
- **Language difficulties**—
Receptive Language: Teacher directions and vocabulary are simple, consistent, and concise.
Expressive Language: Rather than asking students with limited verbal skills to ‘explain their thinking’, teach them how to state the steps they are following.
- **Executive functioning difficulties**—clear expectations and predictable routine, organized layout with white space and fewer problems per page
- **Fine motor issues**—larger font and space for writing answers; students are not asked to write many words or sentences

Student Success

I get feedback from teachers and parents of students in elementary, middle school, and high school. What I love most is hearing about a student's success.

I am using several of these units with a couple of students who experienced prenatal alcohol and drug exposure . . . I **have seen them go from being completely overwhelmed and shut down in math to being excited to show me their progress each day.** I cannot recommend these highly enough!
–Melissa H.

This is hands down the best math resource I have found. My daughter wasn't retaining info from our previous curriculum so we were in need of a new approach. She has actually **retained what she is learning** with this. –Shelly G.

I've been looking for a good math intervention program for my students and this one is awesome! **My students are making so many gains! One of my students felt so successful that he asked for homework!** I liked this so much I got the entire program!
–Jacqueline R.

This resource is amazing!! I have used it with my 3rd grade math intervention groups and my students are actually adding and subtracting with borrowing and regrouping. **I have seen such a huge growth** since using these pages!
–Kelsie L.

I love the **confidence** this gives my students! –Kate S.

Amazing! Used in a resource room and students and their parents kept commenting how they wished the classroom teacher used this program. Highly recommend! –Jennifer M.

My students really enjoy this math. It is easier for them to understand than the curriculum the school is using. They need something very clear and straightforward and this is IT! –Tracey M.

I love the approach and routine to your math units and the multiplication was no exception! **Students with Intellectual Disability were multiplying with pride and parents were very tickled!** Great evidenced-based structure.
–Melissa G.

Simple steps and explanations **helped my ELL students tremendously.** –L. G.

My intervention students have blossomed with using this resource. It is extremely thorough and guides the students through scaffolded steps to achieve competency. Couldn't ask for a better resource! –Lindsey D.

My 4th and 5th grader students with learning disabilities are **finally feeling successful in math!** –Kimberly D.

I used this resource to teach a child from Somalia how to regroup with subtraction. The explicit instruction was instrumental in helping the child conceptualize regrouping. I also appreciate the numerous sheets available for additional practice. Thank you! –Baudelina A.

This was exactly what I was going for. I've been using it all school-year and **I've never seen my kids make progress like they have.** –Danielle D.

Lesson Presentation

There is not just one right way to use the workbooks. They can be adapted to your student needs, your setting, and time constraints.

General guidelines for how to present model problems and prompt student responses are found on the next page.

Here is how I use the lesson workbooks:

My setting is a small group pull-out at the elementary level (mild/moderate). Students sit at a kidney table facing me and a white board behind me.

Warm-up:

- We begin with a number sense & place value warm-up.
- This may include skip counting, missing number flashcards, and a page from a daily practice workbook.

Model: 5 minutes

- I state the lesson objective and write one model problem on the white board at a time and think out loud while I demonstrate each step.
- I ask students to repeat and recite the steps, rules, and vocabulary with me.

Guided Practice: 10 minutes

- During guided practice I continue working problems on the board. I ask students for the next step as if they are coaching me through the problems.
- When they are answering confidently, I often have a student come to the board to work a problem. I've found students enjoy the chance to "be the teacher" and it gives the others a chance to practice being a respectful audience.

Independent Practice: 15 minutes (more or less)

- Students spread out and go to their individual tables/desks where they can focus quietly during this time.
- They work at their own pace, quietly, and raise their hands when finished so I can quickly check their work and give immediate feedback.
- Quick finishers might be given a set of fact flashcards or a fluency timing to practice while the others finish.

When I have a group that is answering accurately and flying at a faster pace, I reduce the number of practice problems and may do two lessons a day.

If we have time, we do a few word problems together or practice telling time or counting money—whatever I'd like to spend a few minutes reviewing.

Keep Students Engaged

"A responding student is a learning student."

Model each skill step-by-step and think out loud while you demonstrate. Give many opportunities for each student to respond during *guided practice*. Don't move to *independent practice* until students are confident with the skill.

Model: Teacher solves problems on the white board or on the paper so everyone can see. Talk through the problem out loud, step by step.

I look at ...

I think ...

I see that ...

I write ...

I remember ...

I say ...

Have students recite the steps and any new rules or vocabulary as you work.

"I add the ones column. What do I do?"

"The rule is ... Say it with me ..."

"(Vocab word) means ... Say that with me ..."

Guided Practice: Teacher and students work problems together. Solve together on the white board, projector or teacher's paper.

1. Start → Teacher models correct response before asking a question
"First we look at the sign. What do we do first, everyone?"
2. Fade to → Whole group choral responses
"What is the next step, everyone?"
3. Fade to → Individual responses
"What numbers are in the tens column, ... Andrew?"
4. Fade to → Solve on individual papers at the same time
Individual responses as you go through the steps together and students write on their papers
"Count back, ... Hailey." "What is the difference, ... Max?" "Everyone write it."

More Options →

- Invite students to come to the board and demonstrate solving problems and talking through the steps. Give each student a chance to be the "teacher" while others practice being a respectful audience.
- Pair students up with a partner. Both solve the same problem, then they quickly compare answers. Or they may take turns demonstrating how to solve a problem while the other watches and checks the answer.

Independent Practice: Students work quietly at their own pace. They may ask for help if needed, but encourage and praise independent work.

Easy to Teach

I know how many things special education teachers have on their plates. It is important to me to make these resources as simple to use as possible.

"I was so scared to buy this [K-5 Math Bundle] because of the price but after 2 months it has **easily saved me that much time** spent after my contracted hours putting things together. I can just **hand it to my paras and they can teach the students without me micromanaging.**" –Whitney H.

The practicality of these units is off the charts!!! They make math time **so much easier for me to plan!!**
–Janelle M.

As a special ed teacher who provides push-in support to students at a variety of levels, your math interventions have been a **lifesaver** this year! I'm able to pinpoint where to start my kids, can **easily align it to the standards**, and I don't end up spending hours sifting through websites online trying to find math work that will fit my kids' needs. Thank you! –Kimberly D.

This is a **godsend for teachers who have to program for a wide range of abilities, simultaneously.** –Juliana R.

I love all of your bundles. They **make doing math a breeze** with my kiddos. It used to take me hours to prep and think of what to do – because I have **four different levels in my classroom**. Now I just follow your curriculum for each different level. Thanks for your great stuff. –Marci G.

This resource is **easy to use for my students and paras.** Thanks! –Rachel W.

I was looking for a resource for my 1st and 2nd grade resource room. General education materials made teaching math cumbersome. I felt like I spent more time teaching the various components of the program and teaching math was secondary. This is just what I needed to **make math manageable** for my special learners. I love that examples are concrete and instruction is direct. Thank you so much!
–Sherri H.

This is a great resource for math rotations. I teach 4-8 AU/ED/ID in a self-contained classroom in a public separate school. My **capable para is able to implement this easily and it is effective** in teaching the students.
–Emily S.

This is an excellent resource for those self-contained special education teachers that have to reinvent the wheel to put together a curriculum to meet the needs of their students that are not low enough to take the alternate assessment.. –Success Beyond the Box Teaching Materials

I can't say enough about this resource. Best I've ever bought from TPT. I have four grades in my classroom, at the same time. **This makes math time stress free, while everyone works on what they need to target.** Thank you!
–Everyday I'm Teaching It

It works perfect for having a para work with the student. –Jennifer B.

Prep & Organize

Once you have decided which lessons to teach, you may want to print and bind individual student workbooks.

1. Print the student booklet cover onto colored cardstock for a bit of durability
2. Print the lesson pages double-sided. Black & white, no color ink needed.
3. Bind the workbook together using what you have (staple, spiral binding, three-hole punched in a binder, or with binder rings)

In my classroom . . .

- I would plan what I would teach the coming month and spend an hour of my prep time printing and assembling student workbooks.
- The method I used was a double-hole-punch at the top, fastening booklets together with two 1" binder rings. I fastened workbooks at the top to avoid anything on the sides interfering with handwriting.
- Each math group had a separate Sterilite™ bin to store the workbooks in as well as any flashcards or base ten blocks or other manipulatives.
- After students finished a workbook I would take the binder rings out and staple the book to send home. Then I re-used the binder rings in the next workbook.

I know these lessons are a lot of pages, and it can be a concern when you are limited in the number of pages you may print and copy. If you live in an area with a print shop it may be worth looking into having them printed there if your school will reimburse you.

Printed coil-bound workbooks are available at mathtomastery.com so you can save your prep time for other things and have professionally printed workbooks delivered to your door. Just another option to consider!

Suggested Sequence

Placement Test

Visit mathtomastery.com to download a free placement test.

Step-by-Step Math to Mastery™ Lesson Workbook Sequence

Basic Addition and Subtraction

- 1. Addition and Subtraction: Numbers to 10
- 2. Addition and Subtraction: Word Problems
- 3. Addition and Subtraction: Three Addends and Teen Numbers
- 4. Addition and Subtraction: Fact Families, Missing Addends, Making Ten

Multi-Digit Addition and Subtraction

- 5. Addition: Two- Three- and Four-Digit Numbers
- 6. Subtraction: Two- Three- and Four-Digit Numbers

Basic Multiplication and Division

- 7. Multiplication: Concepts and Factors to 10
- 8. Division: Concepts and Divisors to 10
- 9. Multiply & Divide: Word Problems, Missing Factors, Fact Families

Multi-Digit Multiplication and Division

- 10. Multiplication: One-Digit by Multi-Digit Factors
- 11. Multiplication: Multi-Digit Factors and Distributive Property
- 12. Division: Long Division with One-Digit Divisors
- 13. Division: Long Division with Two-Digit Divisors

Fractions

- 14. Fractions: Basic Concepts
- 15. Fractions: Representing Fractions on a Number Line
- 16. Fractions: Add and Subtract Like Denominators
- 17. Fractions: Multiply Fractions and Convert to Mixed Numbers
- 18. Fractions: Add and Subtract Unlike Denominators
- 19. Fractions: Divide and Simplify Fractions

Decimals

- 20. Decimals: Read, Write, Compare and Round
- 21. Decimals: Add and Subtract, Multiply and Divide
- 22. Decimals: Convert Between Percent, Decimals, and Fractions

Suggested Sequence

Supporting Resources

Number Sense & Place Value

- Numbers 0 to 20 Count, Read, & Write Numbers
- Numbers 1 to 120 Place Value & Number Sense Daily Practice
- Numbers 120 to 999 Place Value & Number Sense Daily Practice
- Hundreds: Expanded Form, Comparing, & Rounding Off
- Thousands: Expanded Form, Comparing, & Rounding Off

Fact Fluency

- Addition & Subtraction Timings, Flashcards & Games
- Multiplication & Division Timings, Flashcards & Games

Other

- Telling Time to the Nearest 5 Minutes
- Counting Money: Coins and Dollar Bills
- Shapes: Flat and Solid Practice Sheets

These resources may be used alone or with the computation lesson workbooks on the previous page.

Number sense and place value practice sheets are a great daily warm-up routine or entrance activity.

Fact fluency timings: Addition timings may be started after students can add sums to 10. Multiplication timings can begin after students have learned to multiply by 5's, 2's, and 3's.

Telling time and counting money may be taught any time after students are confident skip counting by 5's.

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— Step-by-Step — **Math to Mastery**

FOR SPECIAL EDUCATION & INTERVENTION

Contact Information

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Feedback

I appreciate your feedback. I love to hear about your students' experiences and progress. You can contact me with comments or questions by emailing angela@mathtomastery.com. I do my best to provide error-free materials, but if you find a typo feel free to email and tell me so I can quickly correct it. Thank you for your support!

How to Save

Bundle resources and save at least 20%.

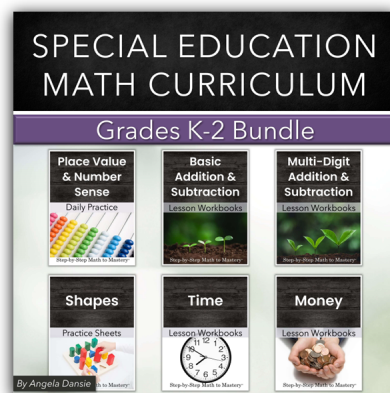
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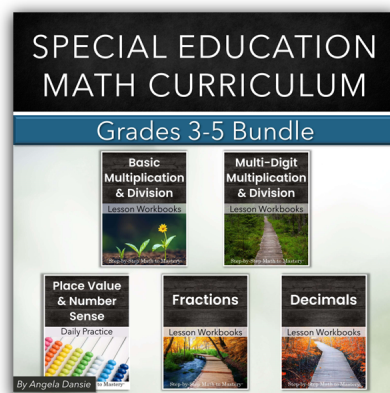
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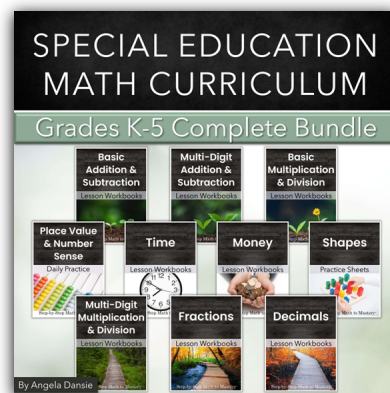
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6 years of math instruction!

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For school district orders or large numbers of licenses, please see the product catalog or email me for a more personalized quote. angela@mathtomastery.com

Sample Lesson

In this sample you will see:

- Table of Contents
- Example IEP Goal & Objectives
- Overview & Suggestions for Use
- 4 Lessons

A few things to notice as you look at the lesson . . .

Consistent & Predictable Format:

- “I Can” statements at the top of each page state lesson objective
- Model (I do), Guided Practice (We do), Independent Practice (You do)
- Uncluttered. White space and fewer problems on each page

Open and Teach. Paraeducator-Friendly.

- There is no separate lesson plan or teacher manual. The lesson workbook contains all that is needed for both the student and teacher.
- Steps to follow are printed next to each model. These written steps can be used to help the teacher “think out loud” while demonstrating.
- This makes it easy to give to a paraeducator to use. S/he doesn’t need a detailed script because the lessons are formatted to be predictable and simple. Once familiar with the format, adjustments can easily be made to the number of practice repetitions each student needs.

On some pages there may be quite a bit of text. Please realize that the written step-by-step instructions on each page are to help the teacher be clear and consistent during modeling and guided practice, not for the students to read and make sense of independently.

Step-by-Step Math to Mastery™

Multiplication: Multi-Digit Factors

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Multi-Digit Multiplication Standards & IEP Goal

Fourth Grade CCSS.MATH.CONTENT.4.NBT.B.5

Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Fifth Grade CCSS.MATH.CONTENT.5.NBT.B.5

Fluently multiply multi-digit whole numbers using the standard algorithm.

IEP Goal Example:

By (month/year), when given multiplication problems with two- and three-digit factors, (student name) will write the answers with at least 85% accuracy across 3 consecutive trials. Progress will be monitored using classroom-based assessments every two weeks.

Objectives:

- Two-digit by two-digits, no regrouping
- Two-digit by two-digits, with regrouping
- Two-digit by two-digits, rewrite problems vertically to solve
- Two-digit by two-digits, word problems

- Two-digit by three-digits, no regrouping
- Two-digit by three-digits, with regrouping
- Two-digit by three-digits, rewrite problems vertically to solve
- Two-digit by three-digits, word problems

- Three-digit by three digits, no regrouping
- Three-digit by three digits, with regrouping
- Three-digit by three digits, with a zero in the tens column
- Three-digit by three digits, rewrite problems vertically to solve
- Three-digit by three digits, word problems

Distributive Property of Multiplication Standards & IEP Goal

Third Grade CCSS.MATH.CONTENT.3.OA.B.5

Apply properties of operations as strategies to multiply and divide. (Distributive property)

Fourth Grade CCSS.MATH.CONTENT.4.NB.B.5

Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

IEP Goal Example:

By (month/year), when given multiplication problems with multi-digit factors, (student name) will write the answers with at least 85% accuracy across 3 consecutive trials. Progress will be monitored using classroom-based assessments every two weeks.

Objectives:

- Multiply numbers ending in zeros
- Solve 1x2 digit problems using the distributive property
- Solve 1x3 digit problems using the distributive property
- Solve 1x4 digit problems using the distributive property
- Solve 1x2 digit problems using the box method
- Solve 1x3 digit problems using the box method
- Solve 1x4 digit problems using the box method
- Solve 2x2 digit problems using the box method
- Solve 2x3 digit problems using the box method
- Solve 3x3 digit problems using the box method

Step-by-Step Math to Mastery™

Multiplication: Multi-Digit

Overview and Suggestions for Use:

Multi-Digit Multiplication

The standard algorithm is the strategy taught in this section. Most general education classrooms use this as their primary strategy to solve multi-digit multiplication problems because it is efficient and takes up less space than other methods. It can be difficult, though, for students to switch between addition and multiplication and keep track of which digits they are focusing on.

This section is organized according to the number of digits in a problem. Two-digit by two-digit pages are together, three-digit by three-digit pages are together, etc. You may prefer to teach all the lessons with no regrouping before the lessons with regrouping.

Use the practice pages you need and skip the ones you don't. Only you can gauge how many practice repetitions your students need to master a step before moving on. You can always use the extra pages for review.

Distributive Property and Box Method

The distributive property can be a helpful tool for students who have difficulty with the standard algorithm. Instead of switching back and forth repeatedly between multiplying, carrying, multiplying, adding, carrying, etc., students do all of the multiplication at one time, then all of the addition at one time with minimal carrying. It takes more room and is less efficient, but it can be a more reliable strategy. Even if students master the standard algorithm, the box strategy can be helpful in demonstrating the “why” behind it.

Mentally multiplying numbers ending with zeros is a prerequisite skill for using the box method. Seven lessons explicitly teach students how to do this. Writing numbers in expanded form is another prerequisite skill. Students learn they can break apart a number using expanded form and then multiply each part separately (the distributive property of multiplication). Once all the multiplication is done, they add the products.

The box method (also known as the grid method) is introduced as a way to organize the multiplication of each part. There are several blank templates included so students can plug in the numbers and have an organized workspace for solving any multiplication problems you give them. This saves you from needing to draw boxes on every assignment or test.

SAMPLE

Step-by-Step

Math to Mastery

Lesson Workbook

SAMPLE

Multiply

SAMPLE

SAMPLE

Multi-Digit by Multi-Digit Numbers

SAMPLE

Name _____

SAMPLE

Name _____

I Can Multiply a Two-Digit by a Two-Digit Number

Model

			1	3
		×	1	2
			2	6
	+	1	3	0
		1	5	6

Steps:

1. Multiply each of the numbers on the top by the multiplier in the ones place (2).

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

2. Cross out that multiplier because you are done with it.

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

3. Write a zero below the ones column to show you are going to multiply by tens now.

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

4. Multiply each of the numbers on the top by the multiplier in the tens place (1).

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

5. You are done with all of the multipliers. Time to add. Start with the ones column. Carry if needed.

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

6. Write the answer.

			4	3
		×	2	1
	+			

SAMPLE

Name _____

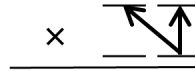
I Can Multiply a Two-Digit by a Two-Digit Number

Guided Practice

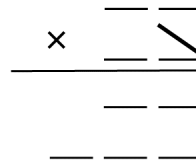
			2	1
		×	3	3
<hr/>				
	+			
<hr/>				

Steps:

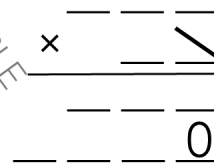
1. Multiply each of the numbers on the top by the multiplier in the ones place.



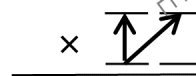
2. Cross out that multiplier because you are done with it.



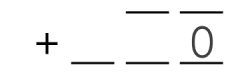
3. Write a zero below the ones column to show you are going to multiply by tens now.



4. Multiply each of the numbers on the top by the multiplier in the tens place.



5. You are done with all of the multipliers. Time to add. Start with the ones column. Carry if needed.



6. Write the answer.

			4	2
		×	2	0
<hr/>				
<hr/>				

SAMPLE

SAMPLE

Name _____

2x2 Digit Lesson 1

I Can Multiply a Two-Digit by a Two-Digit Number

Independent Practice:

a.

			3	2
		×	1	1
<hr/>				
<hr/>				

b.

			2	1
		×	1	3
<hr/>				
<hr/>				

c.

			4	2
		×	2	1
<hr/>				
<hr/>				

d.

			3	0
		×	2	3
<hr/>				
<hr/>				

SAMPLE

Name _____

2x2 Digit

Practice A

I Can Multiply a Two-Digit by a Two-Digit Number

a.

			2	1
		x	3	2
<hr/>				
<hr/>				

b.

			3	0
		x	3	2
<hr/>				
<hr/>				

c.

			2	4
		x	2	2
<hr/>				
<hr/>				

d.

			2	1
		x	1	3
<hr/>				
<hr/>				

SAMPLE

Name _____

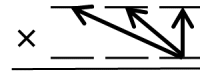
I Can Carry When I Multiply a Three-Digit by a Three-Digit Number

Model

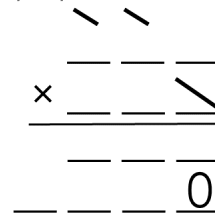
			+ 2	+ 2	
			+ 2	+ 2	
			+ 2	+ 2	
			2	9	7
		x	3	4	5
			1	4	8
	1	1	8	8	0
+	8	9	1	0	0
	1	0	2,4	6	5

Steps:

- Multiply each of the numbers on the top by the multiplier in the ones place (5). Carry if needed.



- Cross out that multiplier and the carried numbers because you are done with them.
- Write a zero below the ones column to show you are going to multiply by tens now.



- Multiply each of the numbers on the top by the multiplier in the tens place (4). Carry if needed.



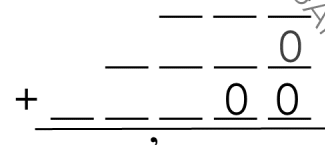
- Cross out that multiplier and the carried numbers because you are done with them.
- Write two zeros below the ones and tens column to show you are going to multiply by hundreds now.



- Multiply each of the numbers on the top by the multiplier in the hundreds place (3). Carry if needed.



- You are done with all of the multipliers. Time to add. Start with the ones column. Carry if needed.



- Write a comma in the answer.

			7	6	4
		x	2	8	3

Name _____

I Can Carry When I Multiply a Three-Digit by a Three-Digit Number

Guided Practice

			4	3	7
		×	2	6	5
<hr/>					
<hr/>					
		,			

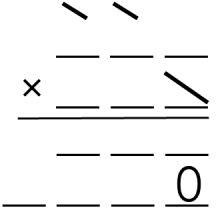
			3	8	2
		×	5	4	6
<hr/>					
<hr/>					

Steps:

1. Multiply each of the numbers on the top by the multiplier in the ones place. Carry if needed.



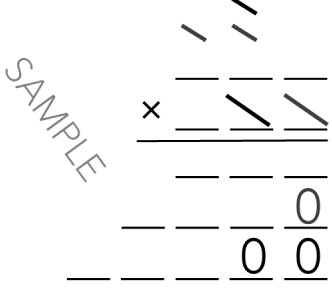
2. Cross out that multiplier and the carried numbers because you are done with them.
3. Write a zero below the ones column to show you are going to multiply by tens now.



4. Multiply each of the numbers on the top by the multiplier in the tens place. Carry if needed.



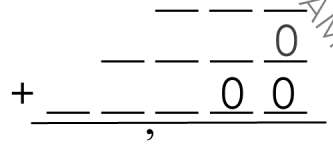
5. Cross out that multiplier and the carried numbers because you are done with them.
6. Write two zeros below the ones and tens column to show you are going to multiply by hundreds now.



7. Multiply each of the numbers on the top by the multiplier in the hundreds place. Carry if needed.



8. You are done with all of the multipliers. Time to add. Start with the ones column. Carry if needed.



9. Write a comma in the answer.

SAMPLE

Name _____

I Can Carry When I Multiply a Three-Digit by a Three-Digit Number

Independent Practice:

a.

			7	3	4
		x	8	2	
<hr/>					
<hr/>					

b.

			2	5	4
		x	3	1	6
<hr/>					
<hr/>					

c.

			8	2	6
		x	1	3	7
<hr/>					
<hr/>					

d.

			1	3	0
		x	2	4	5
<hr/>					
<hr/>					

SAMPLE

Name _____

3x3 Digit Regrouping Practice A

I Can Carry When I Multiply a Three-Digit by a Three-Digit Number

a.

			5	4	0
		x	9	6	1
<hr/>					
<hr/>					

b.

			7	8	4
		x	2	8	3
<hr/>					
<hr/>					

c.

			9	4	7
		x	3	5	8
<hr/>					
<hr/>					

d.

			3	5	9
		x	1	6	4
<hr/>					
<hr/>					

Name _____

I Can Multiply to Solve Word Problems

Vocabulary:

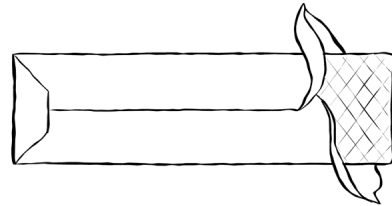
Watch for these words. They often mean you need to multiply:
each, every, per, in a, double, triple, twice, times

Model:

			5	7	9
		x	2	1	4
<hr/>					

The factory makes 579 sticks of gum per day. How many sticks of gum are made in 214 days?

_____ sticks of gum



Guided Practice:

Rodrigo drives 135 miles every day. How many miles does he drive in 162 days?

_____ miles

		x			
<hr/>					

The school bought 390 reams of paper. There are 500 sheets of paper in each ream. How many sheets of paper are there total?

_____ sheets

		x			
<hr/>					

Name _____

I Can Multiply to Solve Word Problems

Independent Practice:

- a. We have 138 boxes of toothpicks. There are 250 toothpicks in each box. How many toothpicks total? _____

		×			

- b. Clark wrote 326 words on each page. He wrote 117 pages. How many words did he write in all? _____

		×			

- c. Jen has 103 books full of collected stamps. Each book holds 245 stamps. How many stamps altogether? _____

		×			

- d. Each crate weighs 451 pounds. How many pounds would 300 crates weigh? _____

		×			

I Can Use the Distributive Property to Multiply

Model

$$83 \times 7 = \underline{\hspace{2cm}}$$

Step 1: Split the larger factor into parts. Write it in expanded form.

$$83 \text{ is the same as } \underline{80} + \underline{3}$$

Step 2: Multiply each part separately.

- There are two parts so there will be two multiplication equations.
- Write the "parts" on top and the multiplier below each of them.
- Work each problem.

	8	0
×		7
<hr/>		
5	6	0

	3
×	7
<hr/>	
2	1

Step 3: Add the parts back together.

- Write all of the products in an addition problem.
- Make sure the columns are lined up.
- Add, starting in the ones column.

	5	6	0
+		2	1
<hr/>			
	5	8	1

Here is our answer! →
(Write it in the blank above)

Name _____

I Can Use the Distributive Property to Multiply

Guided Practice

$$18 \times 3 = \underline{\hspace{2cm}}$$

Step 1 Break Apart

$$18 = \underline{10} + \underline{8}$$

Step 2 Multiply Separately

	1	
×		3
<hr/>		

	8
×	3
<hr/>	

Step 3 Add Back Together

+			
<hr/>			

$$24 \times 7 = \underline{\hspace{2cm}}$$

$$24 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

×		
<hr/>		

×	
<hr/>	

+			
<hr/>			

$$36 \times 9 = \underline{\hspace{2cm}}$$

$$36 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

×		
<hr/>		

×	
<hr/>	

+			
<hr/>			

SAMPLE

Name _____

I Can Use the Distributive Property to Multiply

Independent Practice

$42 \times 5 = \underline{\hspace{2cm}}$

Step 1 Break Apart

$42 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

Step 2 Multiply Separately

x		
<hr/>		

x	
<hr/>	

Step 3 Add Back Together

+			
<hr/>			

$58 \times 3 = \underline{\hspace{2cm}}$

$58 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

x		
<hr/>		

x	
<hr/>	

+			
<hr/>			

$61 \times 7 = \underline{\hspace{2cm}}$

$61 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

x		
<hr/>		

x	
<hr/>	

+			
<hr/>			

Name _____

I Can Use the Distributive Property to Multiply

Independent Practice

$$73 \times 4 = \underline{\hspace{2cm}}$$

Step 1 Break Apart

$$73 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$$

Step 2 Multiply Separately

×		

×	

Step 3 Add Back Together

+			

$$82 \times 6 = \underline{\hspace{2cm}}$$

$$82 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$$

×		

×	

+			

$$95 \times 3 = \underline{\hspace{2cm}}$$

$$95 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$$

×		

×	

+			