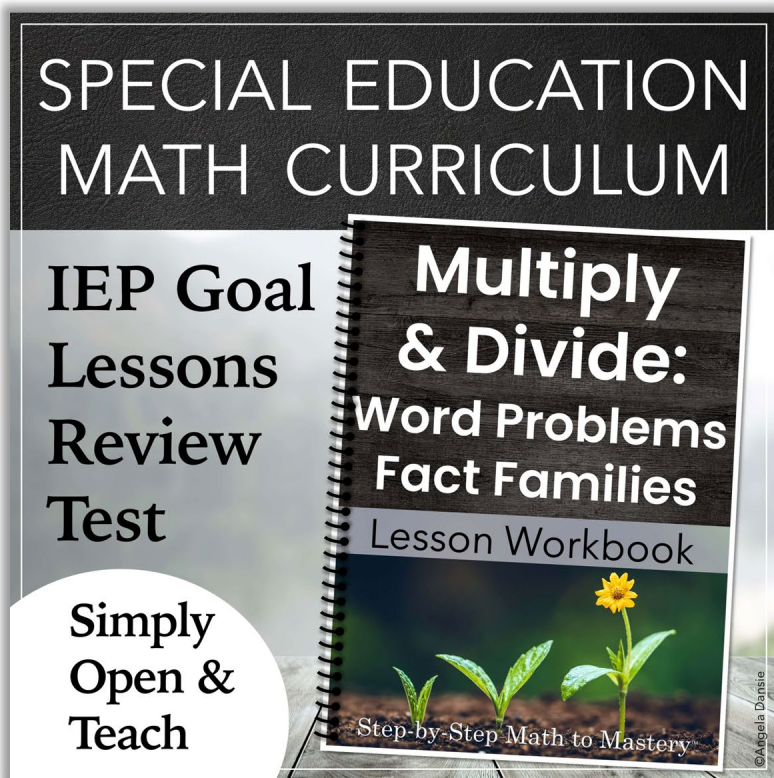


— Step-by-Step —  
**Math to Mastery**  
FOR SPECIAL EDUCATION & INTERVENTION

*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-5<sup>th</sup> 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 3<sup>rd</sup> 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](http://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](http://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.

# Terms of Use

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### Contact Information

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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](mailto: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%.

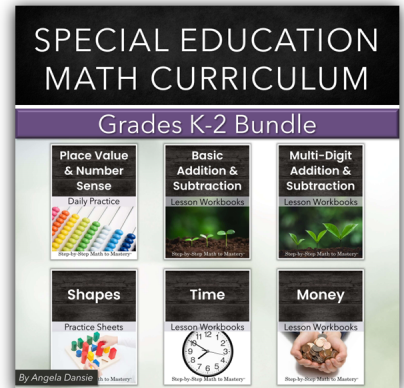
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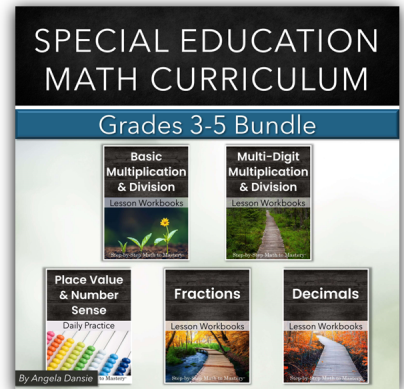
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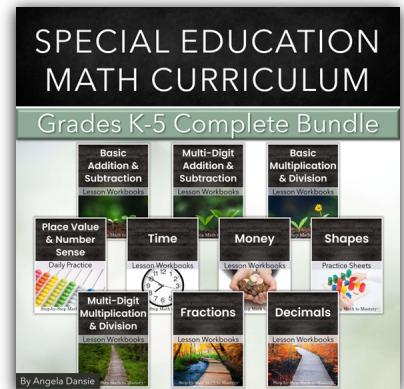
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For school district orders or large numbers of licenses, please see the product catalog or email me for a more personalized quote. [angela@mathtomastery.com](mailto:angela@mathtomastery.com)

# Sample Lesson

In this sample you will see:

- Table of Contents
- Example IEP Goal & Objectives
- Overview & Suggestions for Use
- Word Problems
- 2 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 & Division: Word Problems, Missing Factors, Fact Families

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SAMPLE

# Step-by-Step Math to Mastery™

## Multiplication & Division: Word Problems, Missing Factors, Fact Families

SAMPLE

*Table of Contents:*

<b>Part 3 Fact Families</b>	<b>108</b>
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# Multiplication & Division Word Problems Standards & IEP Goal

## CCSS.MATH.CONTENT.3.OA.A.3

Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem.

### IEP Goal Example:

By (month/year), when given multiplication and division word problems (numbers within 100, no remainders), student will decide whether to multiply or divide, write an equation and solve for the answer with at least 85% accuracy across 3 consecutive trials. Progress will be measured using classroom-based assessments.

### Objectives:

- Recognize when to add vs. when to multiply
- Identify what information is known and what is unknown
- Decide whether to multiply or divide to find the unknown
- Write an equation to solve word problems

# Multiplication: Missing Factors, Fact Families

## Standards & IEP Goal

Third Grade CCSS.MATH.CONTENT.3.OA.A.4

Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations  $8 \times ? = 48$ ,  $5 = \_ \div 3$ ,  $6 \times 6 = ?$

### IEP Goal Example: **Missing Factors**

By (month/year), when given multiplication problems with a missing factor (factors to 10), (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.

### IEP Goal Example: **Fact Families**

By (month/year), when given two numbers in a multiplication/division fact family, student will solve for the unknown number with at least 85% accuracy over 3 consecutive trials. Progress will be measured using classroom-based assessments.

### Objectives:

- Identify related facts
- Given a multiplication equation, write a related division fact
- Given a division equation, write a related multiplication fact
- Identify the 3 numbers in a fact family.
- Given 3 numbers, write 4 equations in a fact family
- Given an equation, write the other 3 facts in the family
- Find the unknown number in a fact family

# Step-by-Step Math to Mastery™

## Multiplication & Division: Word Problems, Missing Factors, Fact Families *Overview and Suggestions for Use:*

### Word Problems

This section is a collection of paired word problems. It is *not* formatted with model/guided/independent problems. Each word problem has a structured space for solving. Prompts guide students through each step. These pages can be used as daily practice, completing a page or two at the beginning or end of a lesson. Since the focus is on making sense of problems and not on the “how” of multiplying and dividing, I suggest beginning these word problems only after students are comfortable multiplying and dividing basic facts.

### Addition vs. Multiplication

Students are prompted to identify whether groups are the same size or not. They are reminded that groups must be the same size in order to multiply.

### Multiplication vs. Division

Students are prompted to 1. Identify what is known and unknown 2. Decide to multiply or divide 3. Write an equation to solve. A variety of word problems show students that groups aren't always made up of tangible objects. Sometimes the groups are dollars, minutes, laps, centimeters, points, etc.

### Missing Factors

In this section, skip counting is the strategy used to solve for missing factors. These lessons should be taught after students are comfortable skip counting by numbers 2 through 10 and can multiply factors to 10.

The fact review pages at the end of this section can be used as a warm-up or for early finishers, etc.

# Step-by-Step Math to Mastery™

## Multiplication & Division: Word Problems, Missing Factors, Fact Families *Overview and Suggestions for Use:*

### Fact Families

In this section, students see the relationship between multiplication and division. In the simplest terms, they learn that you multiply to find the big total and divide to get the smaller numbers in a fact family.

First, the related facts lessons ask students to change a multiplication equation into a related division equation and vice versa. Next, the fact family lessons ask students to write all 4 equations in a family. They also learn to solve for unknowns by either multiplying or dividing.

Using a box to indicate where the “big” number should go is faded after lesson 3. If your students still need that visual cue, draw boxes for as long as they are needed.

SAMPLE

Step-by-Step

Math to Mastery

Lesson Workbook

SAMPLE

# Multiply & Divide

SAMPLE

- Word Problems
  - Missing Factors
  - Fact Families
- SAMPLE

Name \_\_\_\_\_

SAMPLE

# Multiply or Add?

You can multiply when you know the number of groups and all of the groups are the same size.

I see a spider with 8 legs and a ladybug with 6 legs.  
How many legs are there in all?

Sketch a picture →

How many groups are there? \_\_\_\_\_ Are they the same size?  yes  
 no

Write the equation: \_\_\_\_\_ = \_\_\_\_\_

I see 6 octopuses in the aquarium. They each have 8 arms. How many arms are there in all?

Sketch a picture →

How many groups are there? \_\_\_\_\_ Are they the same size?  yes  
 no

Write the equation: \_\_\_\_\_ = \_\_\_\_\_

# Multiply or Divide?

Mel needs to buy 12 hamburger buns for a picnic. If there are 4 buns in each package, how many packages should Mel buy?

What do I know?

\_\_\_\_\_ packages

What is the total?

12

How big are the groups?

4

How many groups?

I am looking for the:

Total, so I multiply  $\times$

Size of each group, so I divide  $\div$

Number of groups, so I divide  $\div$

$$12 \div 4 = \underline{\quad}$$

Jack brought 3 packages of hot dogs to the picnic. Each package has enough for 8 people. How many people can eat hot dogs at the picnic?

What do I know?

\_\_\_\_\_ people

What is the total?

\_\_\_\_\_

How big are the groups?

8

How many groups?

3

I am looking for the:

Total, so I multiply  $\times$

Size of each group, so I divide  $\div$

Number of groups, so I divide  $\div$

$$8 \times 3 = \underline{\quad}$$

Name \_\_\_\_\_

## I Can Find a Missing Factor (when the other factor is 4)

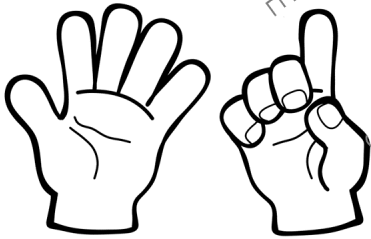
Model:

Count by  
 ↓  
 4 ×  = 24

How many times?  
 ↓

To end with  
 ↓

4, 8, 12, 16, 20, 24



$$4 \times \boxed{6} = 24$$

1. Look at the sign. We are multiplying. Think: "The times symbol means count by"
2. Look at the factors. One is missing! This is a missing factor problem.
3. We read it like this: "Count by 4, how many times, to end with 24?"
4. Hold up a fist, but no fingers yet because we need to figure out how many times to count.
5. Look at the factor and think, "I'm going to count by 4's".
6. Look at the product. How many are we going to end with? (24)
7. Hold up a finger each time you count. Stop on the product. (4, 8, 12, 16, 20, 24)
8. How many fingers are up now? (6) So how many 4's are in 24? (6)
9. Write that number in the box. It is the missing factor.

Guided Practice:

Count by  
 ↓  
 4 ×  = 16

How many times?  
 ↓

To end with  
 ↓

Count by  
 ↓  
 4 ×  = 8

How many times?  
 ↓

To end with  
 ↓

$$4 \times \boxed{\phantom{00}} = 32$$

$$4 \times \boxed{\phantom{00}} = 40$$



Name \_\_\_\_\_

## I Can Find a Missing Factor (when the other factor is 4)

## Independent Practice:

- Look at the sign. We are multiplying.
- Look at the factors. One is missing.
- Read the problem like this: "Count by \_\_, how many times, to end with \_\_?"
- Hold up a fist, but no fingers yet.
- Look at the factor. Think: "I will count by \_\_"
- Look at the product. How many will you end with?
- Skip count. Hold up a finger each time you count. Stop on the product.
- How many fingers are up now? Write that number in the box. It is the missing factor.

a.

Count by  
 ↓  
 4 ×  = 12

How many times?  
 ↓

To end with  
 ↓

b.

$$4 \times \boxed{\phantom{00}} = 4$$

c.

$$4 \times \boxed{\phantom{00}} = 36$$

d.

$$4 \times \boxed{\phantom{00}} = 20$$

e.

$$4 \times \boxed{\phantom{00}} = 28$$

f.

$$4 \times \boxed{\phantom{00}} = 24$$

g.

$$4 \times \boxed{\phantom{00}} = 16$$

# I Can Write Related Multiplication and Division Facts

Model:

7 × 8 = 56

8 × 7 = 56

56 ÷ 7 = 8

56 ÷ 8 = 7

Steps:

1. Look at the numbers in the family. What is the largest number?
  2. Think, "When I divide the biggest number comes first."
  3. Write the largest number in the boxes of each equation.
  4. Look at the smaller numbers. What are they?
  5. Write them as factors in the top multiplication fact.
  6. Switch their order. Write them in the other multiplication fact.
- Now the division equations!
7. Write the small numbers as the divisor and quotient in the first division fact.
  8. Switch their order. Write them in the other division fact.

\_\_\_ × \_\_\_ =

\_\_\_ × \_\_\_ =

÷ \_\_\_ = \_\_\_

÷ \_\_\_ = \_\_\_

\_\_\_ × \_\_\_ =

\_\_\_ × \_\_\_ =

÷ \_\_\_ = \_\_\_

÷ \_\_\_ = \_\_\_

# I Can Write Related Multiplication and Division Facts

## Guided Practice:

42

7 6

$\underline{\quad} \times \underline{\quad} = \square$   
 $\underline{\quad} \times \underline{\quad} = \square$   
 $\square \div \underline{\quad} = \underline{\quad}$   
 $\square \div \underline{\quad} = \underline{\quad}$

### Steps:

1. Look at the numbers in the family. What is the largest number?
  2. Think, "When I divide the biggest number comes first."
  3. Write the largest number in the boxes of each equation.
  4. Look at the smaller numbers. What are they?
  5. Write them as factors in the top multiplication fact.
  6. Switch their order. Write them in the other multiplication fact.
- Now the division equations!
7. Write the small numbers as the divisor and quotient in the first division fact.
  8. Switch their order. Write them in the other division fact.

45

5 9

$\underline{\quad} \times \underline{\quad} = \square$   
 $\underline{\quad} \times \underline{\quad} = \square$   
 $\square \div \underline{\quad} = \underline{\quad}$   
 $\square \div \underline{\quad} = \underline{\quad}$

27

3 9

$\underline{\quad} \times \underline{\quad} = \square$   
 $\underline{\quad} \times \underline{\quad} = \square$   
 $\square \div \underline{\quad} = \underline{\quad}$   
 $\square \div \underline{\quad} = \underline{\quad}$

SAMPLE

Name \_\_\_\_\_

# I Can Write Related Multiplication and Division Facts

Independent Practice:

A house-shaped diagram with a chimney on the left. The roof contains a square with the number 48 and two circles with the numbers 6 and 8. The main body of the house contains four math problems: two multiplication and two division, each with blank lines for numbers and a box for the answer.

$\square \times \square = \square$   
 $\square \times \square = \square$   
 $\square \div \square = \square$   
 $\square \div \square = \square$

A house-shaped diagram with a chimney on the left. The roof contains a square with the number 14 and two circles with the numbers 2 and 7. The main body of the house contains four math problems: two multiplication and two division, each with blank lines for numbers and a box for the answer.

$\square \times \square = \square$   
 $\square \times \square = \square$   
 $\square \div \square = \square$   
 $\square \div \square = \square$

A house-shaped diagram with a chimney on the left. The roof contains a square with the number 30 and two circles with the numbers 5 and 6. The main body of the house contains four math problems: two multiplication and two division, each with blank lines for numbers and a box for the answer.

$\square \times \square = \square$   
 $\square \times \square = \square$   
 $\square \div \square = \square$   
 $\square \div \square = \square$

A house-shaped diagram with a chimney on the left. The roof contains a square with the number 72 and two circles with the numbers 8 and 9. The main body of the house contains four math problems: two multiplication and two division, each with blank lines for numbers and a box for the answer.

$\square \times \square = \square$   
 $\square \times \square = \square$   
 $\square \div \square = \square$   
 $\square \div \square = \square$