**Maria’s Multiplication Method (Blue Book Page 206)**

**Objective**

Students will be able to multiply a single digit number and a double digit number using strategies.

**Anticipatory Set**

* **Who can give me a multiplication problem with one double digit and one single digit number? What are some ways I can solve this problem?**

**Procedures**

* **Large Group**
  + Solve 2 or 3 problems as a group. Start with a problem using 20-40 and 2-5. End with a problem using 40-70 and 5-9.
* **Lions and Cougars (lower math groups)**
  + Seat Work: make multiplication table (will help during class; can work with a partner on this), DPP assignment, drawer activity- subtraction practice (if they have time)
  + Class:
    - Work through panther and tiger seat work problems on white boards
    - Assign a double by single multiplication problem to complete on own as review. Reteach as needed.
* **Panthers and Tigers (upper math groups)**
  + Seat work: solve 26 x 5, 43 x 9, 54 x 7, and challenge 15 x 25 (challenge with partner- concept to be taught in whole group tomorrow), DPP assignment, drawer activity- multiplication (if they have time)
  + Class:
    - Talk through the seat work problems.
    - Introduce double digit by double digit multiplication

**Closure**

* Each class ends with the students being given a multiplication problem to try on their own. We will either go over these at the end of the day or at the start of class Tuesday.

**Assessment**

* Responses during large group and small group instruction
* Look at work done and brought to class.

***Classroom Background***

* *Introduced this approach to multiplication on Friday, and students seemed to struggle with it a bit. They don’t have mastery of their multiplication facts so that is a challenge for them, but some have caught on to the formula for multiplying a single digit and a double digit number. We just finished learning the break apart method for multiplication last week, which they grasped pretty easily.*
* *Start with whole group and then directions for seat work that day.* 
  + *Seat work is differentiated:* 
    - *2 lower groups begin by working on skill practice (today they are making a multiplication time table and working on multiplication facts)*
      * *Then when I pull them for class I will guide exploration of the topic*
    - *2 upper groups begin by exploring the concept of the day. Today I am starting with my top group since I didn’t get to check in with them on Friday.* 
      * *If they finish the exploration, they can work on the same DPP pages as the other two groups.*