9&10

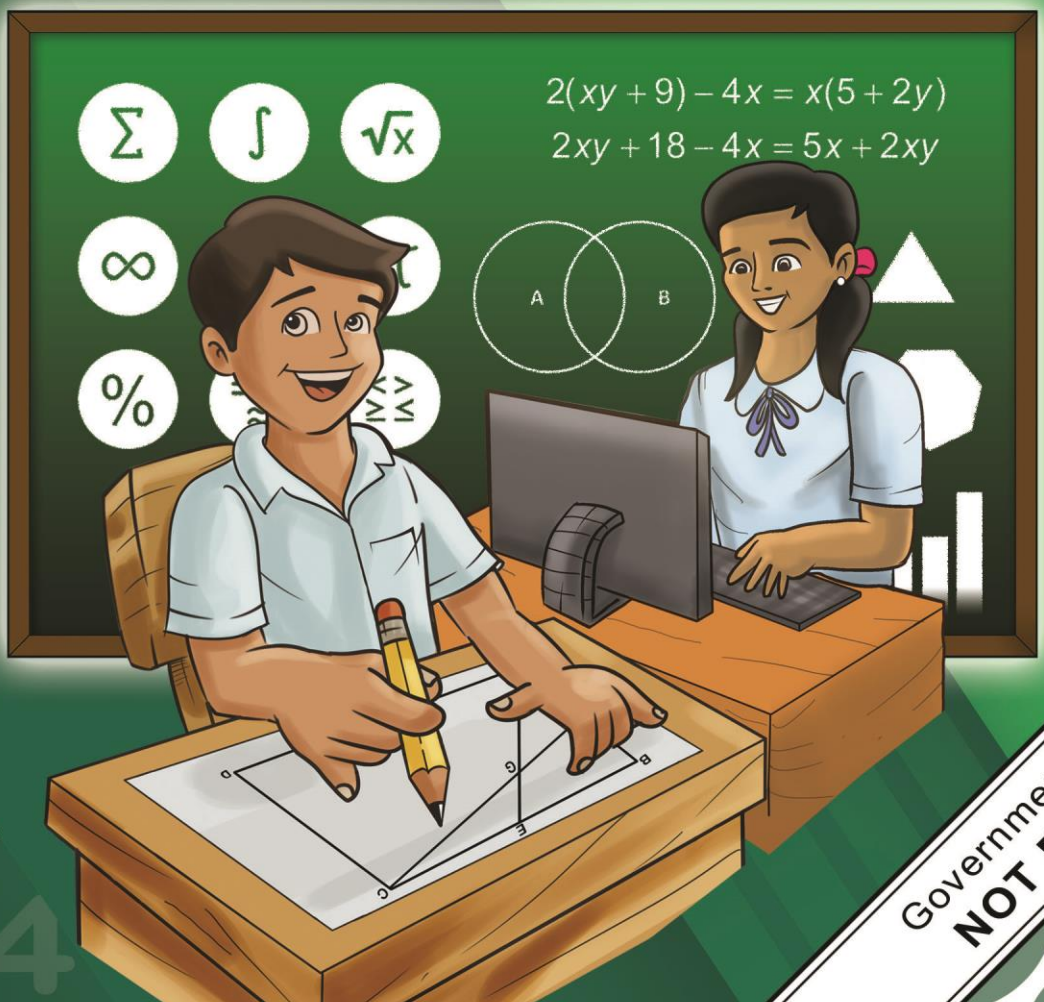
NATIONAL LEARNING CAMP

DepED DEPARTMENT OF EDUCATION

Mathematics

Intervention Learning Camp

Lesson Plans and Teacher Notes



Intervention Learning Camp

Intervention Mathematics

Lesson Plans and Teacher Notes

Grade 9 and 10

Contents

Dear Reader

Every care has been taken to ensure the accuracy of the information provided in this Booklet. Nevertheless, if you identify a mistake, error or issue, or wish to provide a comment we would appreciate you informing the **Office of the Director of the Bureau of Learning Delivery** via telephone numbers (02) 8637-4346 and 8637-4347 or by email at bld.od@deped.gov.ph

Thank you for your support.

Lesson Overview Intervention Camp

Overview

Each lesson in the Intervention Camp Literacy and Intervention Camp Numeracy contains a set of components that are repeated each day of the Camps.

The Intervention Camps lessons are directed by the teacher and designed to be highly interactive among:

(i) students with their teacher; and
(ii) students with their peers.

The Camp lessons are grounded in the 'Science of Learning' framework, focusing on cognitive research and deliberate practice of fundamental skills to enhance learning outcomes. Lessons are structured to reinforce and most often help automate with understanding foundational knowledge and skills.

Design Basis

Under the framework of 'Science of Learning', research-evidence is used to ground teaching and learning decisions around cognition research and features of a learning brain such as working memory demands, cognitive load and valuing errors. This framework highlights a *learning-focused approach* where teachers go beyond what might be considered current practice in the Philippines and incorporate brain-based ideas and approaches to make teaching more effective in enhancing learning for all.

Lesson Features

Timing

The estimated time to deliver each component is provided to assist the teacher pace the lessons.

Time management involves moving through components at a pace that is appropriate for the students while still ensuring that the components are completed in a timely, efficient, and constructive manner. However, in the end, the pace of the lesson will be determined by the students' needs and strengths.

Nevertheless, there needs to be practical limits on the duration of the parts of the lesson to prevent major disruption of lessons. When times are allocated appropriately, and students become familiar with the approach and teacher expectations, concept development and student skill levels are improved.

Research on student learning quality and 'time' are related through student 'time-on-task'. Time-on-task refers to the time students are actively involved (engaged) in some aspect of the learning process in class. The suggested times for each part are intended to maximize the time available for student involvement. This will encourage the student to work efficiently, timewise, through the lesson.

Establishing on-task time is more problematic when the teacher talks and students passively listen, such as in didactic teaching. With such an approach it is difficult to determine whether students are listening or paying attention.

Care needs to be exercised in determining what engagement means. Engagement is clearer when students are *doing the learning* through answering questions, writing, discussing, and reading.

Critical aspects of the National Learning Camp for the teacher include questions related to learning areas, based around a key aspect of Basic English or Mathematics. Students are provided with opportunities to deliberately practice these aspects to help improve their conceptual understanding by attempting to become automatic, i.e., reach automaticity.

Teacher reflection on the lessons presented can offer important insights to stimulate teachers to enhance their own practice and the learning of their students.

Mathematics Intervention Lesson Plan

The sequence of lessons consists of 45-minute lessons, three times per day and three days per week for three weeks, with a total of 27 lessons.

Lessons cannot be individualized, as they will progressively work through the number facts for the entire class. Multiplication and division are completed for the facts 0 to 10. The final two lessons are on problem solving using the number facts learnt. The progression is as follows:

Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**	**Day 6**
x 0 & × 1	x 3	x 5	x 8	÷ 2	÷ 10
x 2	x 10	x 6	All from Multiplication	÷ 4	÷ 5
x 4	x 9	x 7	÷ 1	÷ 3	÷ 9

Day 7	**Day 8**	**Day 9**
÷ 6	All from Division	All Multiplication and Division 3
÷ 7	All Multiplication and Division 1	Problem Solving 1
÷ 8	All Multiplication and Division 2	Problem Solving 2

The lessons have a consistent structure, as follows, with examples from the first day's lesson given. A game is played in the first two lessons per day that is replaced by a final reflection in the third lesson within a day.

Component	**Description**	**Example**	**Resources**
1 (5 mins) (10 mins in first lesson)	**Review:** Students review 1-2 number fact sets for the lesson. Students review facts from each number fact set as an exercise, to determine level of knowledge. Then an interactive discussion is conducted with the class to enhance understanding. Students fill in the blanks in the number facts in their workbooks.	Lesson 1: ×0 and ×1; Lesson 2: ×2; Lesson 3: ×4. Teacher uses questioning to draw out understanding and facilitate discussion of the specified number fact for the lesson.	Student and Teacher Workbooks
2 (5 mins)	**Lesson Intention:** Teacher explains the goal of the lesson, activities and success criteria. Students may already know the facts**,** but do they know them quickly? **Language:** Review words and phrases relevant to the lesson.	Goal: to be quick and accurate answering questions within the number facts set(s), e.g., Lesson 1: to be able to multiply a number by 1 or 0; Lesson 2: to be able to multiply a number by 2; Lesson 3: to be able to multiply a number by 4.	Student and Teacher Workbooks

3 (10 mins)	**Speed Challenge:** Students, in groups of 2-3, attempt to answer as many flash cards as they can in 1 minute (with the goal of 30 or more) for the number facts set(s), with up to 2 attempts per student. Students graph the number of cards they had incorrect and correct in their workbooks. Teacher assists students needing additional support.	Lesson 1: flash card set ×0 & ×1 mixed pack; Lesson 2: flash card set ×2; Lesson 3: flash card set ×4.	Flash card set in Teacher resources, timers and Student and Teacher Workbooks
4 (5 mins)	**Speed Questions:** Students answer as many questions on the number facts set(s) as they can in 2 minutes from ½ a page of questions on the operation and a few on the inverse operation. Questions are marked by students after the 2 minutes.	Lesson 1: × & ÷ for 0 & 1; Lesson 2: × & ÷ - 2; Lesson 3: × & ÷ 4 (Note: light on the division).	Student and Teacher Workbooks
5 (10 mins) (5 mins in first lesson)	**Worksheets:** Students complete a puzzle and activity sheet for the number facts sets covered to date for the operation and inverse operation. Teacher assists students needing additional support.	Lesson 1: × & ÷ - for 0 & 1 and other number fact sets as needed; Lesson 2: × & ÷ for 0, 1 & 2; Lesson 3: × & ÷ for 0 & 1 & 4.	Student and Teacher Workbooks
6 (5 mins)	**Frenzies:** To consolidate learning, the frenzies use the number facts sets covered to date for the operation. Students fill in as many facts as they can in 4 minutes, then marked.	Lessons 1-3: for × 0, 1, 2 and 4 (the number fact sets covered in day 1).	Student and Teacher Workbooks
7 (5 mins) (if 1st or 2nd lesson in the day)	**Game:** A Bingo game related to the number fact set is played together as a class. Students create their unique grid by selecting and placing 9 numbers from the list, and cross off the numbers if they answer a question posed by the teacher, until there is a winner.	Lesson 1: for × 0 & 1; Lesson 2: for × 2.	Student and Teacher Workbooks
7 (5 mins) (if 3rd lesson in the day only)	**Conclusion:** Reflection and Wrap Up. Teachers encourage students to reflect and report on the day's lessons and meeting goals regarding the number fact sets.	Lesson 3: Teacher questions class for the key take-away idea(s) for the day's lessons (e.g., if ×0, the answer will always be 0). Question(s) posed to enable student reflection on their understanding and confidence on the lesson number fact set(s).	Student and Teacher Workbooks

If the lesson is a consolidation lesson for the entire operation or combination of operations, then the above plans apply, however the lesson covers the entire operation rather than 1-2 number facts, e.g., all multiplication of 0 to 10.

The final problem-solving lessons have the structure as shown below in the table, with the first lesson having a game, and the final lesson a reflection on the sequence of Intervention Mathematics lessons.

Component	Description	Example	Resources
1 (5 mins)	**Review:** The teacher facilitates a review on the number facts already covered. Students answer short questions that will relate to the numbers used in the questions within the lesson.	Lesson 26 or 27: Students answer the short questions in their workbooks. Teacher uses questioning to facilitate discussion and extend understanding, e.g., "You know 10 × 3, what's 10 × 30" etc.	Student and Teacher Workbooks
2 (5 mins)	**Lesson Intention:** Application of learning. **Language:** Review words and phrases relevant to the lesson.		Student and Teacher Workbooks
3 (25 mins) consisting of Parts A (5 mins); B (10 mins); and C (10 mins)	**Context:** A real life scenario with a series of related questions to answer.	Lesson 26 or 26: a scenario relatable to students with which to apply the number facts learnt.	Student and Teacher Workbooks
	Part A - Context: Introduction and discussion of the contextual scenario (STEM), so students understand the situation before using the number facts or solving.	Lesson 26 or 27: a shopping or cooking scenario is introduced.	
	Part B - Questions: 3-4 questions on the scenario are provided in the student workbook, which are attempted and then marked by the students.	Lesson 26 or 27: Questions in the student workbooks related to the situation, such as 'how much per individual item?' or 'how much change would you receive?'	
	Part C - Questions: 3-4 questions on the scenario are provided in the student workbook, which are attempted and then marked by the students.		
4 (10 mins) (1st Problem Solving Lesson only)	**Game:** Double O games are played in groups of 2-3 students. Students place cards with matching numbers, adding the two numbers together and then doubling the result to increase their score. The student with the highest score in each group is the winner.	Lesson 26: Double O game.	Double O card set in Teacher resources, Student and Teacher Workbooks
4 (10 mins) (Final Lesson only)	**Conclusion:** Reflection and Wrap Up of Lessons. Teachers encourage students to reflect and report on the series of lessons and meeting goals regarding the number fact sets.	Lesson 27: Question(s) posed to enable student reflection on their understanding and confidence on the topics covered in all the lessons.	Student and Teacher Workbooks, Survey

Overview of Problem-Solving Lessons

Lesson Component 1 (Lesson Short Review)

Component 1 offers teachers the chance to:

- settle the class quickly
- review or preview previously encountered information
- address previous content in the form of a few targeted questions that are **relevant to the current lesson**
- note what students already know
- elicit answers from the class to reinforce the important content needed for the lesson, and
- address briefly issues that may arise.

The questions set for the Short Review section of a lesson are designed to remind students of knowledge, skills and understanding developed when first studying the topic area addressed, and that is relevant to the activities to be undertaken in the lesson.

Lesson Component 2 (Lesson Purpose/Intention)

This component offers teachers a chance to acquaint students with the purpose and/or intention of the lesson. It is valuable if students see a link here with their prior knowledge or experience, especially if the teacher can connect it to the responses and levels of understanding evident from students in Component 1.

In addition, this component is an appropriate time to address what students might expect/aim to achieve, i.e., their lesson goal(s). Teachers should clarify, in straightforward language, the learning intention for the students as well as what success will look like. (Note**:** The degree of success or partial success of student learning intention should occur as part of Component 4.)

Lesson Component 3 (Lesson Activity)

Addressing the 'key idea' for the lesson is the focus of Component 3. In the case of the Learning Camp Activity, Component 3 is about students applying known content to solve non-routine problems. This requires students to interpret/understand the meaning of the stem of the problem correctly and then answer a few questions of differing degrees of complexity related to the stem.

Overall, Component 3 has three aspects, 3A, 3B, and 3C. Here in 3A the students are first presented with the stem (stimulus or passage/text or diagram or …) and are given the time/chance to understand the stem of the problem. Then in 3B and 3C two separate set of questions related to the same stem are asked.

Component 3A Reading and Understanding the Stem

3A involves understanding the language of the stem. The purpose here is for:

- the teacher to model fluent reading of the stem (first)
- students to read the passage or describe the figure, etc.
- any unfamiliar language (possibly addressed in Component 3) to be identified, and
- students to hear and experience fluency in reading the stem.

Component 3B Solving the First Set of Questions

Students are asked to address the questions associated with the stem (3A). The students will recognize that they have a stem (previously met in **3A**) and that this is followed by a small set of questions. Teachers have students read the stem and then find their own way to a response for each question in the set. The students write down responses or attempts at each question. It is important that every student in the class is expected to have a response. An implication here for teachers is the importance of all students starting on time at the same time.

When the students are finished, or sufficient time has been allocated, students provide answers to the questions and the teacher marks the questions.

Component 3C Solving the Second Set of Questions

3C offers a new start for students regardless of how they performed in **3B**. It allows a refresh for student brain processing as a new starting point. It also allows the class to become centered around a new activity.

For teachers this approach serves two purposes. **First,** it is a practical way to bring all students back together to proceed as a group. This way the issues discussed can be considered by every student at the same time. **Second,** the teacher will understand and practice activities where different sets of questions can usually be used with a single Stem. This approach is efficient as students obtain more problem-solving practice on the specific content.

Lesson Component 4

Component 4 is designed to offer a student-focused wrap-up to the main objectives of the lesson. The focus for Component 4 is on the whole lesson. In particular, the focus is about helping students reflect on their progress, achievement, or partial achievement of goals (lesson intention) and their performance and understanding during the lesson. It picks up comments from Component 2 about teacher expectations. There is the chance here to confirm student progress during the lesson.

Component 4 has a high metacognitive aspect for students – thinking about their own thinking – which can be further enhanced by teacher modelling. A teacher may use a diagram or picture to facilitate a discussion about Component 3 as a catalyst to stimulate student discussion and reflection.

Lesson 1: Multiplying Numbers by Zero and One

Component 1: A. Multiplying Numbers by Zero

Instruction: Fill in the blanks below.

Multiplication and Division Facts	
0 × 0 = 0	0 × 0 = 0
1 × 0 = 0	0 × 1 = 0
2 × 0 = 0	0 × 2 = 0
	0 × 3 = 0
4 × 0 = 0	
5 × 0 = 0	0 × 5 = 0
6 × 0 = 0	0 × 6 = 0
7 × 0 = 0	
8 × 0 = 0	0 × 8 = 0
9 × 0 = 0	
	0 × 10 = 0

B. Multiplying Numbers by One

Instruction: Fill in the blanks below.

0 × 1 = 0	1 × 0 = 0
1 × 1 = 1	1 × 1 = 1
2 × 1 = 2	1 × 2 = 2
3 × 1 = 3	
4 × 1 = 4	1 × 4 = 4
	1 × 5 = 5
6 × 1 = 6	1 × 6 = 6
7 × 1 = 7	
	1 × 8 = 8
9 × 1 = 9	1 × 9 = 9
	1 × 10 = 10

Component 2: Lesson Intention

In these Mathematics Intervention Lessons, we are looking at the number facts up to 10. Today, our focus is on multiplying by 0, 1, 2 and 4. In this lesson, our focus is multiplying by 0 and 1. While you may know these number facts, can you give answers that are fast, and correct?

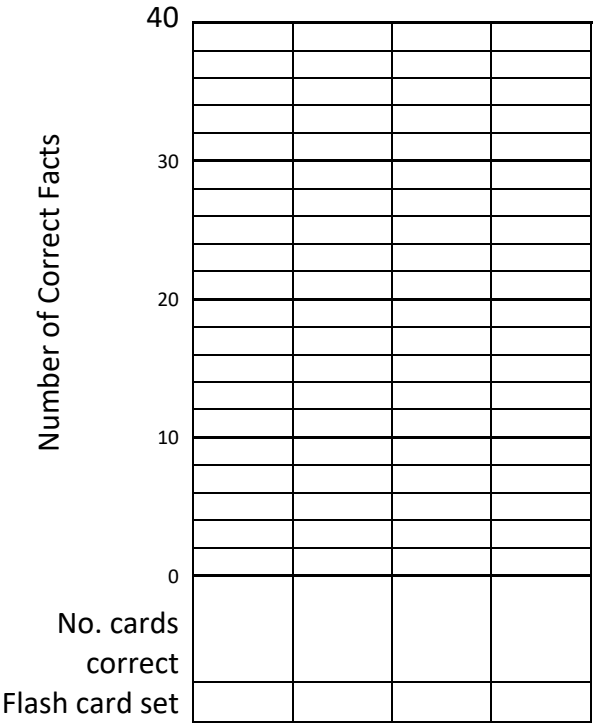
Component 3: Lesson Language

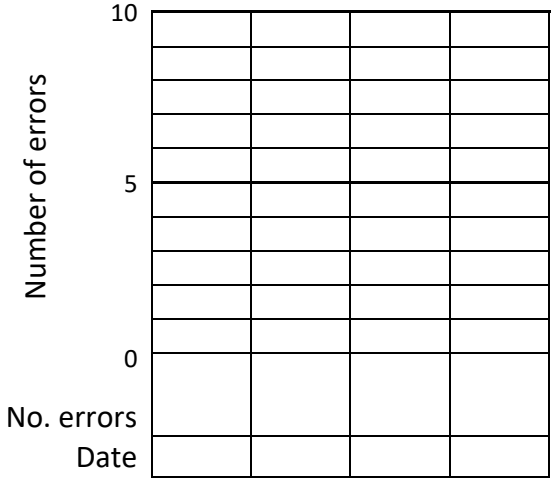
Times, none, zero

Component 4: Lesson Activity

Activity 1: Flashcards Graph

How many flash cards did you answer in a minute? Graph the number of flash cards you answered correctly and incorrectly below.





Activity 2: Speed Questions

Multiplying Numbers by Zero and One

Answer as many as you can in 2 minutes.

0 × 7 = ___	6 × 1 = ___	0 × 4 = ___	0 × 6 = ___
0 × 3 = ___	12 × 1 = ___	1 × 0 = ___	6 × 1 = ___
1 × 8 = ___	1 × 7 = ___	1 × 11 = ___	4 × ___ = 0
0 ÷ 1 = ___	1 × ___ = 9	___ × 9 = 9	___ × 8 = 8
1 × ___ = 4	1 ÷ 1 = ___	7 × ___ = 0	0 × 0 = ___
1 × ___ = 1	3 × 0 = ___	7 × 0 = ___	1 × 0 = ___
___ × 5 = 0			
10 × 0 = ___	___ × 1 = 0	___ × 1 = 5	3 × ___ = 3
0 ÷ 6 = ___	10 × ___= 10	1 × ___ = 5	___ × 12 = 12
___ × 9 = 0	___ × 11 = 0		

How did you do? Number of Correct Answers: _____ Number of Errors: _____

Activity 3: Give My Product

Instruction: Fill in the shaded squares by multiplying the numbers in each row and column The first one is done for you.

6	1	**6**
0	5	

9	0	
1	4	

1	8	
4	1	

1	0	
1	7	

1	0	
3	1	

1	8	
2	0	

Number of Correct Answers: _____

Activity 4: Four-Minute Multiplication Frenzy

Instruction: Write the product of the column and row numbers in each space.

How many can you correctly complete in 4 minutes?

×	0	1	2	1	2	0	2	1
0								
10								
3								
8								
5								
2								
6								
4								

Number of Correct Answers: _____

×	9	1	7	6	5	4	10	7
2								
0								
1								
0								
1								
2								
1								
2								

Number of Correct Answers: _____

Activity 5: Bingo

Instruction:

Choose 9 of the numbers below and write each in a square anywhere in your grid. Your grid should have all squares filled with 9 different numbers from the list below.

1 14 3 22 20 7 0 12 9 25 19 6 18 15 10

Cross off the numbers in the grid if they answer a given question. Call out “Bingo” if you have 3 answers crossed out in a row (down, across or diagonally in the grid).

Lesson 2: Multiplying Numbers by Two

Component 1: Lesson Review

Number Facts: Multiplying Numbers by Two

Instruction: Fill in the blanks below.	
0 × 2 = 0	2 × 0 = 0
1 × 2 = 2	2 × 1 = 2
2 × 2 = 4	2 × 2 = 4
3 × 2 = 6	
	2 × 4 = 8
5 × 2 = 10	2 × 5 = 10
6 × 2 = 12	2 × 6 = 12
7 × 2 = 14	
	2 × 8 = 16
9 × 2 = 18	
	2 × 10 = 20

Intention & Language

Component 2: Lesson Intention

In these Mathematics Intervention lessons, we are looking at the number facts up to 10. Today, our focus is on multiplying by 0, 1, 2, and 4. In our earlier lessons, we looked at multiplying by 0 and 1. In this lesson, our focus is multiplying by 2.

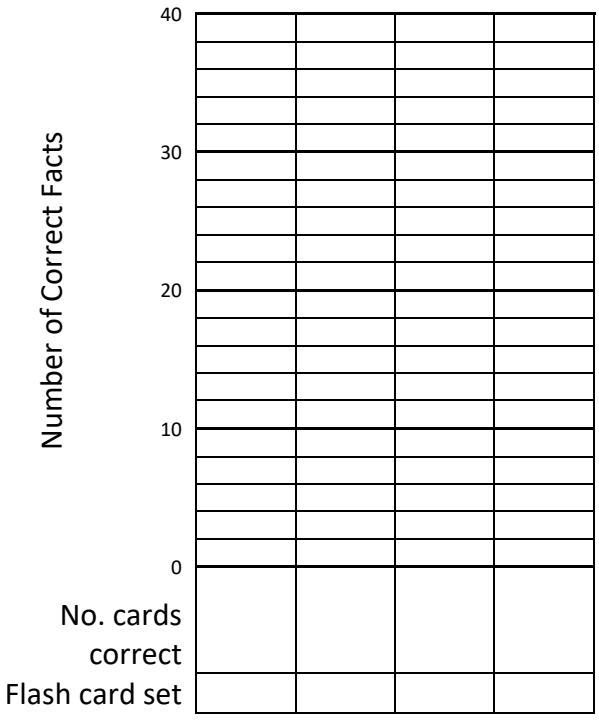
Component 3: Lesson Language

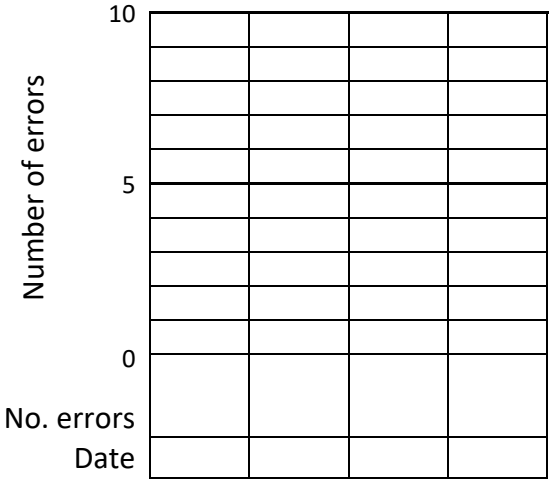
Multiply, product, multiplication, multiplicand, multiplier

Component 4: Lesson Activity

Activity 1: Flashcards Graph

How many flash cards did you answer in a minute? Graph the number of flash cards you answered correctly and incorrect below.





Activity 2: Speed Questions

Answer as many as you can in 2 minutes.

1 × 2 = ___	2 × 1 = ___	12 × 2 = ___	0 × 2 = ___
2 × 4 = ___	2 × 9 = ___	2 × 7 = ___	4 × 2 = ___
10 × 2 = ___	2 × ___ = 12	2 × 3 = ___	11 × 2 = ___
___ × 2 = 24	___ × 1 = 2	___ × 2 = 22	___ × 10 = 20
3 × ___= 6	2 × 8 = ___	2 × ___ = 14	
	10 × 2 = ___		
	___ × 2 = 4		9 × ___ = 18
2 × 5 = ___		___ × 2 = 14	2 × ___ = 8
___ × 2 = 2	5 × ___ = 10	2 × 0 = ___	___ × 12 = 24
2 × ___ = 4	22 ÷ 11 = ___	2 × ___= 2	2 × 10 = ___

How did you do? Number of Correct Answers: _____ Number of Errors: _____

Activity 3: Find Me

Instruction: Choose numbers from the box to complete the multiplication number sentences.

0	1	2	8	20	36

10 **x** 2 ☐ 8 **x** 1 = ☐ ☐ **x** 4 = 0

8 **x** ☐ = 16 ☐ **x** 4 = 4 ☐ **x** 0 = 0

Number of Correct Answers: _____

Instruction: Fill in the shaded squares by multiplying the numbers in each row and column.

7	1	
2	5	

8	2	
0	4	

0	10	
4	1	

1	5	
9	2	

6	1	
2	3	

5	2	
2	4	

1	8	
10	2	

2	7	
4	1	

Number of Correct Answers: _____

Activity 4: Four-Minute Multiplication Frenzy

Write the product of the column and row numbers in each space.
How many can you correctly complete in 4 minutes?

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

Number of Correct Answers: _____

×	10	8	5	2	1	9	7	6
2								
1								
0								
1								
2								
0								
2								
1								

Number of Correct Answers: _____

Activity 5: Bingo

Instructions:
Choose 9 of the numbers below and write each in a square anywhere in your grid. Your grid should have all squares filled with 9 different numbers from the list below.

100 2 14 20 44 4 18 12 8 50 16 6 24 10 0

Cross off the numbers in the grid if they answer a given question. Call out "Bingo" if you have 3 answers crossed out in a row (down, across or diagonally in the grid).

Lesson 3: Multiplying Numbers by Four

Component 1: Short Review

Number Fact: Multiplying Numbers by Four

Instruction: Fill in the blanks below.	
0 × 4 = 0	4 × 0 = 0
1 × 4 = 4	4 × 1 = 4
2 × 4 = 8	4 × 2 = 8
	4 × 3 = 12
4 × 4 = 16	4 × 4 = 16
	4 × 5 = 20
6 × 4 = 24	
7 × 4 = 28	4 × 7 = 28
8 × 4 = 32	
	4 × 9 = 36
10 × 4 = 40	

Intention & Language

Component 2: Lesson Intention

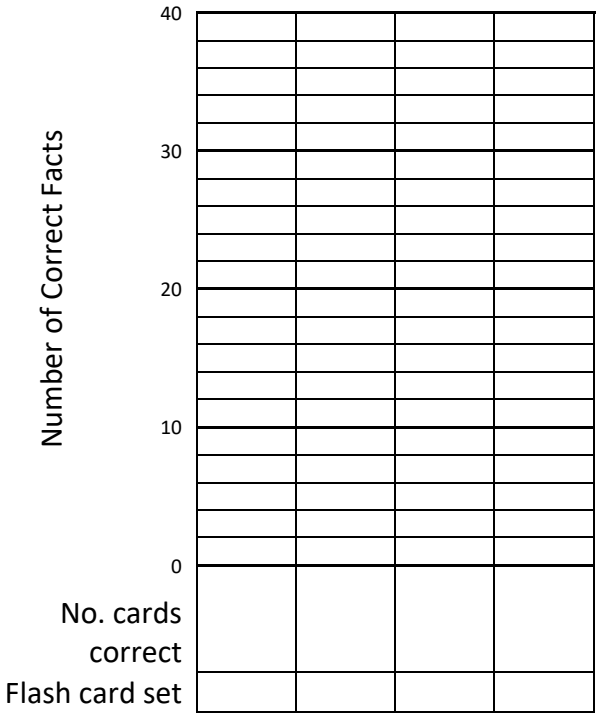
In these Mathematics Intervention Lessons, we are looking at the number facts up to 10. Today, our focus is on multiplying by 0, 1, 2 and 4. In our earlier lessons, we looked at multiplying by 0, 1 and 2. In this lesson, our focus is multiplying by 4. While you may know this number fact, can you give answers that are fast, and correct?

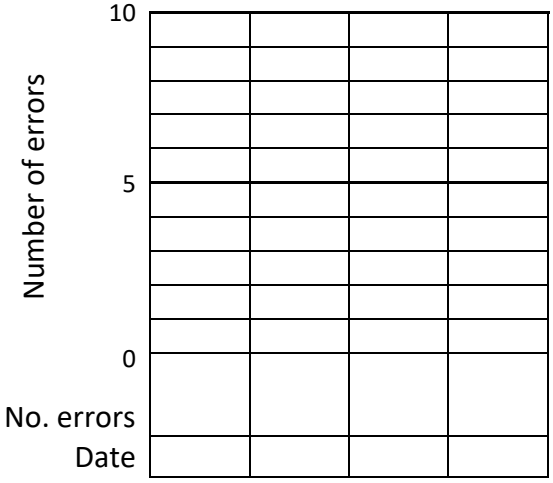
Component 3: Lesson Language

Multiple, double, twice, four times

Activity 1: Flashcards Graph

How many flash cards did you answer in a minute? Graph the number of flashcards you had correct and incorrect below.





Activity 2: Speed Questions

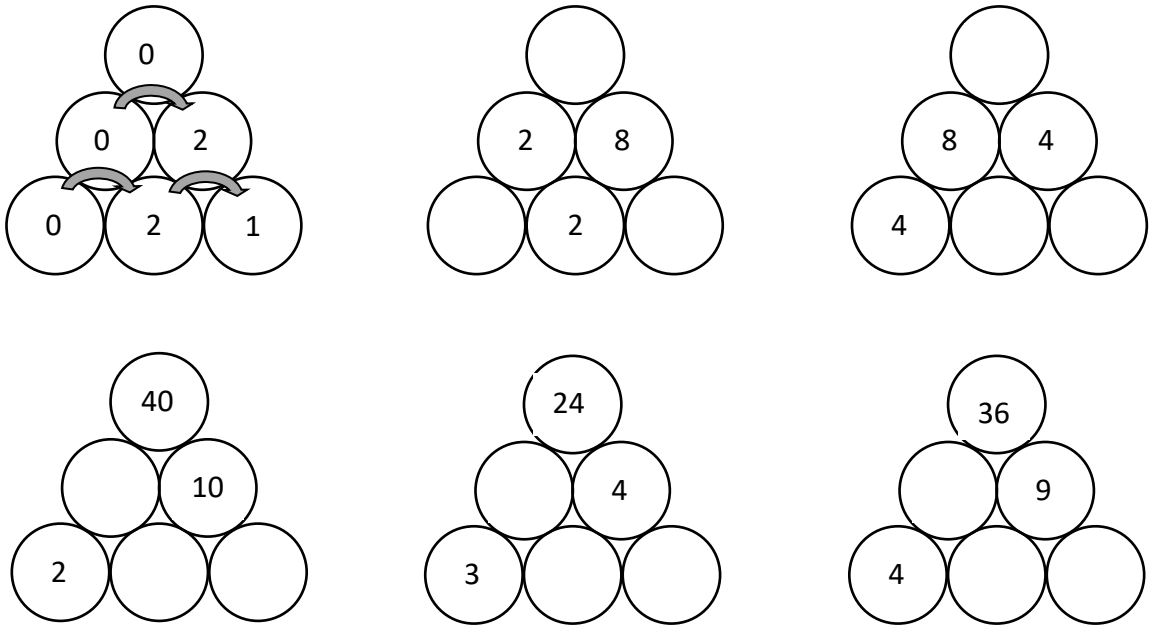
Instruction: Answer as many as you can in 2 minutes.

4 × 1 = ___	8 × 4 = ___	4 × 9 = ___	4 × 4 = ___
2 × 4 = ___	6 × 4 = ___	12 × 4 = ___	1 × 4 = ___
4 × 7 = ___	4 × 5 = ___	4 × ___ = 44	6 × ___ = 24
4 × ___ = 24	___ × 10 = 40	3 × 4 = ___	9 × ___ = 36
	___× 4 = 16	0 × 4 = ___	
___ × 4 = 20	4 × ___ = 36	___ × 3 = 12	___ × 3 = 12
4 × 0 = ___	4 × ___ = 16		___ × 4 = 32
___ × 4 = 8	4 × 3 = ___		
		4 × ___ = 8	4 × 12 = ___
7 × ___ = 28		___ × 4 = 4	4 × 7 = ___

How did you do? Number of Correct Answers: _____ Number of Errors: _____

Activity 3: Fill Me

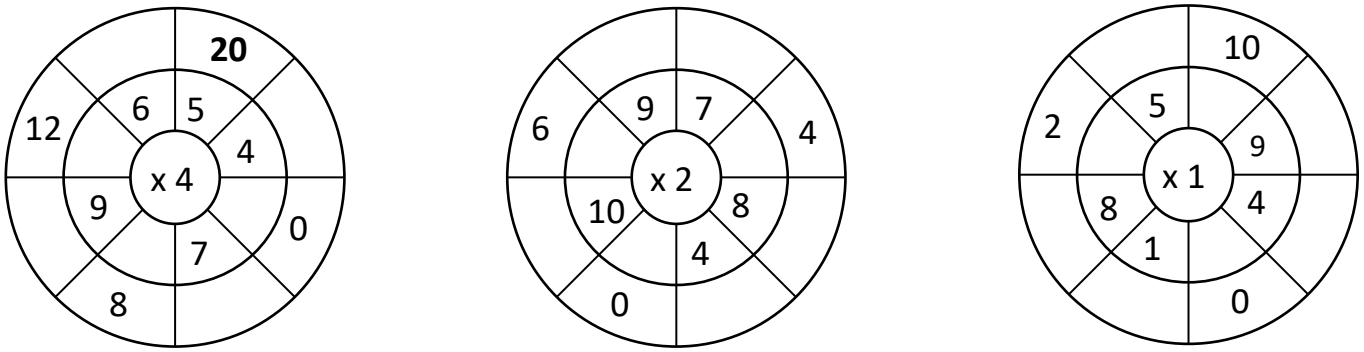
Instruction: Fill in the empty circles. The product of the 2 numbers next to each other in a row is in the circle above the 2 numbers. The first one has been done for you.



Number of Correct Answers: _____

Activity 4: Find My Product

Instruction: Multiply the number in the middle circle by the number in the center and write your answer in the space. The first one has been done for you.



Number of Correct Answers: _____

Activity 5: Four-Minute Multiplication Frenzy

Instruction: Write the product of the column and row numbers in each space.
How many can you correctly complete in 4 minutes?

×	4	1	2	0	4	2	1	4
0								
7								
4								
9								
10								
6								
2								
5								

Number of Correct Answers: _____

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

Number of Correct Answers: _____

Reflection & Metacognition

Answer the questions below.

What did you learn today?

_____

_____

_____

What were your improvements today?

_____

_____

How confident do you feel about today's focus topics of multiplying by 0, 1, 2, and 4 after today's lessons? Circle one below:

?	?	?	?
I am not sure/confused about this topic	I have some idea but questions about this topic	I think I can do this topic	I am sure I can do this topic

Lesson 4: Multiplying Numbers by Three

Number Facts: Multiplying Numbers by Three

Instruction: Fill in the blanks below.	
0 × 3 = 0	3 × 0 = 0
1 × 3 = 3	3 × 1 = 3
2 × 3 = 6	3 × 2 = 6
3 × 3 = 9	
	3 × 4 = 12
	3 × 5 = 15
6 × 3 = 18	
7 × 3 = 21	3 × 7 = 21
	3 × 8 = 24
9 × 3 = 27	
10 × 3 = 30	3 × 10 = 30

Intention & Language

Component 1: Lesson Intention

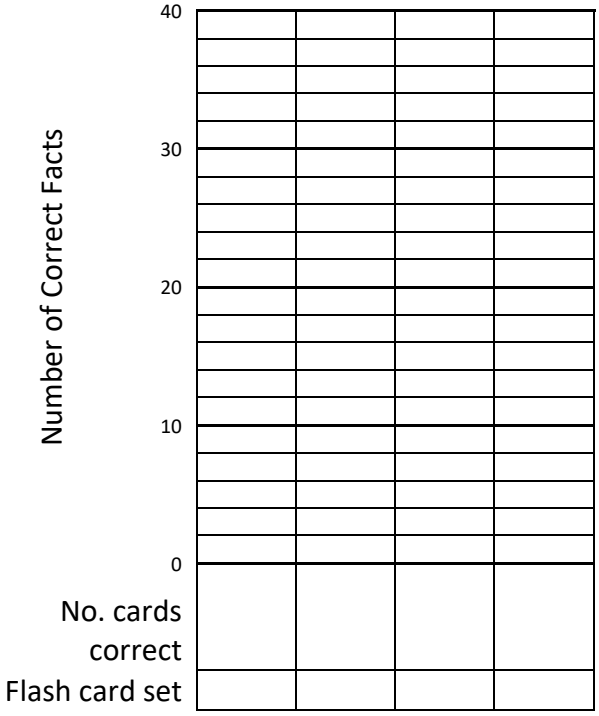
In these Mathematics Intervention Lessons, we are looking at the number facts up to 10. Today, our focus is on multiplying by 3, 9 and 10. In this lesson, our focus is multiplying numbers by 3. While you may know this number fact, can you give answers that are fast, and correct?

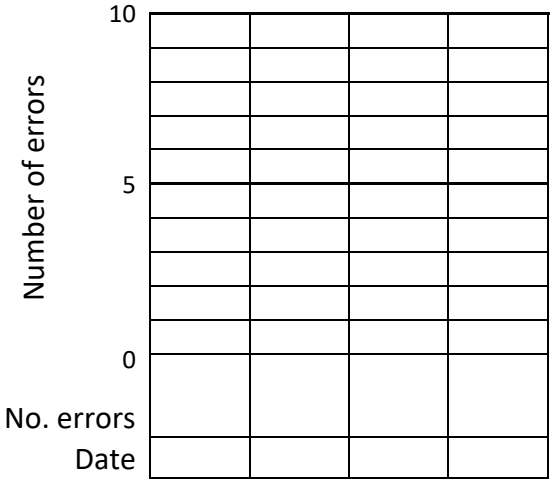
Component 2: Lesson Language

Lots of, triple, treble

Activity 1: Flashcards Graph

Instruction: How many flashcards did you answer in a minute? Graph the number of flash cards you answered correctly and incorrect below.





Activity 2: Speed Questions

Instruction: Answer as many as you can in 2 minutes.

3 × 0 = ___	3 × 3 = ___	8 × 3 = ___	3 × 7 = ___
3 × 5 = ___	12 × 3 = ___	2 × 3 = ___	9 × 3 = ___
1 × 3 = ___	3 × 6 = ___	10 × ___ = 30	___ × 10 = 30
___ × 3 = 6		7 × 3 = ___	3 × 1 = ___
	3 × ___ = 9		
3 × 11 = ___	8 × ___ = 24	3 × 4 = ___	3 × ___ = 27
3 × ___ = 3	___ × 5 = 15	___ × 3 = 24	11 × ___ = 33
___ × 3 = 9	___ × 3 = 33	___ × 3 = 12	
4 × ___ = 12	3 × ___ = 27		___ × 3 = 36
		3 × ___ = 15	0 × 3 = ___

How did you do? Number of Correct Answers: _____ Number of Errors: _____

Activity 3: Give My Product

Instruction: Fill in the shaded squares by multiplying the numbers in each row and column.

6		**0**
	8	**24**

	4	**20**
1		**7**

2		**20**
	1	
10		

9	2	
36	**14**	

1		**6**
	0	
8		

	10	**30**
2		
	0	

3	8	
	4	
21		

		10
5	4	
5		

Number of Correct Answers: _____

2. Apply the rule to the input number to get the output number.

Input	Rule	Output
10	**x3**	
6	**x3**	
	x3	12
7	**x3**	
	x3	9

Input	Rule	Output
4	**x4**	
	x4	8
9	**x4**	
	x2	10
	x2	14

Number of Correct Answers: _____

Activity 4: Four-Minute Multiplication Frenzy

Instruction: Write the product of the column and row numbers in each space.
How many can you correctly complete in 4 minutes?

×	3	2	4	0	1	3	4	2
3								
7								
2								
4								
8								
6								
9								
10								

Number of Correct Answers: _____

×	2	5	0	3	10	9	1	7
3								
0								
2								
4								
1								
3								
4								
2								

Number of Correct Answers: _____

Activity 5: Bingo

Instructions: Choose 9 of the numbers below and write each in a square anywhere in your grid. Your grid should have all squares filled with 9 different numbers from the list below.

21 60 27 0 36 33 24 30 18 3 12 9 6 15 45

Cross off the numbers in the grid if they answer a given question. Call out "Bingo" if you have 3 answers crossed out in a row (down, across or diagonally in the grid).

Lesson 5: Multiplying Numbers by Ten

Instruction: Fill in the blanks below.	
0 × 10 = 0	10 × 0 = 0
1 × 10 = 10	10 × 1 = 10
2 × 10 = 20	10 × 2 = 20
	10 × 3 = 30
4 × 10 = 40	
5 × 10 = 50	
	10 × 6 = 60
7 × 10 = 70	10 × 7 = 70
8 × 10 = 80	10 × 8 = 80
9 × 10 = 90	
	10 × 10 = 100

Lesson 5 Intention & Language

Component 1: Lesson Intention

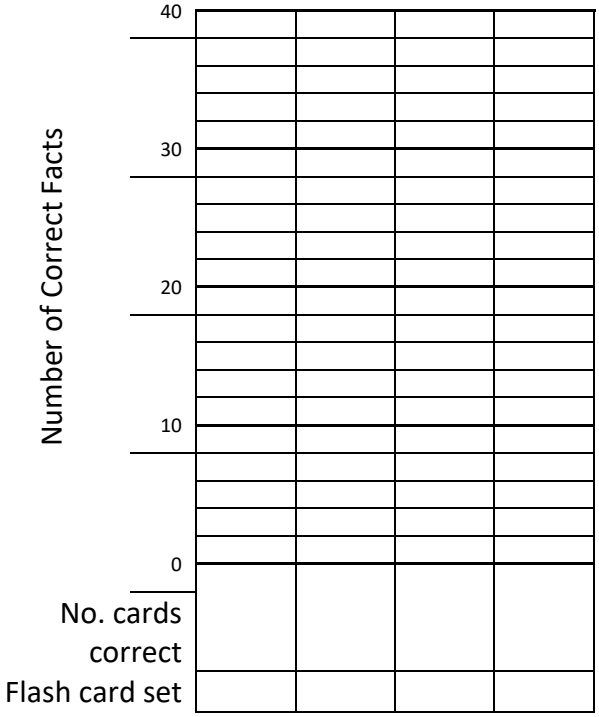
In these Intervention Mathematics Lessons, we are looking at the number facts up to 10. Today, our focus is on multiplying by 3, 9 and 10. In our earlier lesson, we looked at multiplying by 3. In this lesson, our focus is multiplying numbers by 10. While you may know this number fact, can you give answers that are fast, and correct?

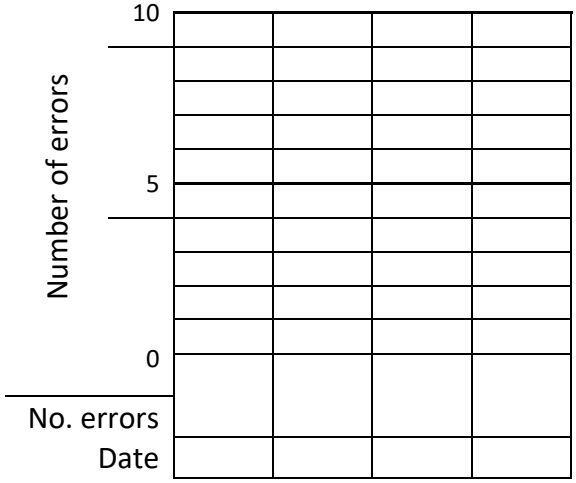
Component 2: Lesson Language

For each, for every, per

Activity 1: Flashcards Graph

Instruction: How many flash cards did you answer in a minute? Graph the number of flash cards you answered correctly and incorrect below.





Activity 2: Speed Questions

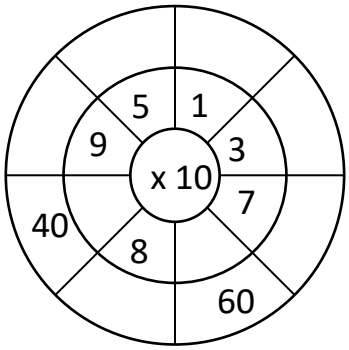
Instruction: Answer as many as you can in 2 minutes.

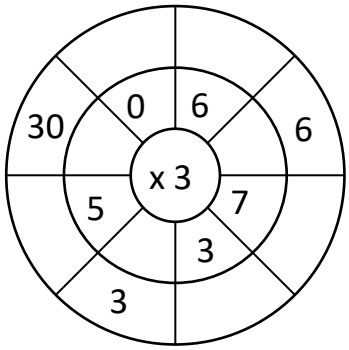
1 × 10 = ___	10 × 3 = ___	10 × 9 = ___	10 × 10 = ___
10 × 0 = ___	12 × 10 = ___	11 × 10 = ___	8 × 10 = ___
5 × 10 = ___	2 × 10 = ___	10 × ___ = 30	12 × ___ = 120
	10 × ___ = 80	0 × 10 = ___	10 × 6 = ___
10 × 4 = ___	10 × ___ = 30		___ × 1 = 10
		___ × 10 = 70	10 × ___ = 20
___ × 10 = 70	___ × 10 = 90		
4 × ___ = 40	___ × 10 = 70	4 × 10 ___	
10 × ___ = 0	8 × 10 = ___	12 × ___ = 120	___ × 4 = 40
___ × 8 = 80		___ × 10 = 50	10 × 11 = ___

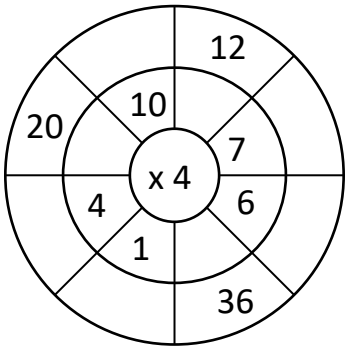
How did you do? Number of Correct Answers _____ Number of Errors _____

Activity 3: Find My Product

Instruction: Multiply the number in the inside circle by the number in the middle circle and write your answer in the space.







Number of Correct Answers: _____

Instruction: Choose numbers from the box to complete the multiplication number sentences.

3	4	6	7	9	24	36	40	100

10 **x** 10 = ☐ 6 **x** 4 = ☐ ☐ **x** 10 = 70

7 **x** ☐ = 28 ☐ **x** 3 = 27 5 **x** ☐ = 15

☐ **x** 4 = 24 4 **x** 9 = ☐ 8 **x** 5 = ☐

Number of Correct Answers: _____

Activity 4: Four-Minute Multiplication Frenzy

Instruction: Write the product of the column and row numbers in each space.
How many can you correctly complete in 4 minutes?

×	10	2	4	0	3	1	10	3
10								
4								
7								
5								
6								
3								
1								
8								

Number of Correct Answers: _____

×	2	9	4	0	3	10	8	7
1								
10								
4								
3								
0								
10								
4								
2								

Number of Correct Answers: _____

Activity 5: Bingo

Instructions: Choose 9 of the numbers below and write each in a square anywhere in your grid. Your grid should have all squares filled with 9 different numbers from the list below.

500 0 200 70 30 120 100 60 10 110 50 20 80 40 90

Cross off the numbers in the grid if they answer a given question. Call out "Bingo" if you have 3 answers crossed out in a row (down, across or diagonally in the grid).

Lesson 6: Multiplying Numbers by Nine

Component 1: Lesson Short Review

Multiplying Numbers by Nine

Instruction: Fill in the blanks below.	
0 × 9 = 0	9 × 0 = 0
1 × 9 = 9	9 × 1 = 9
2 × 9 = 18	9 × 2 = 18
3 × 9 = 27	9 × 3 = 27
	9 × 4 = 36
	9 × 5 = 45
6 × 9 = 54	
	9 × 7 = 63
8 × 9 = 72	
9 × 9 = 81	9 × 9 = 81
10 × 9 = 90	

Intention & Language

Component 2: Lesson Intention

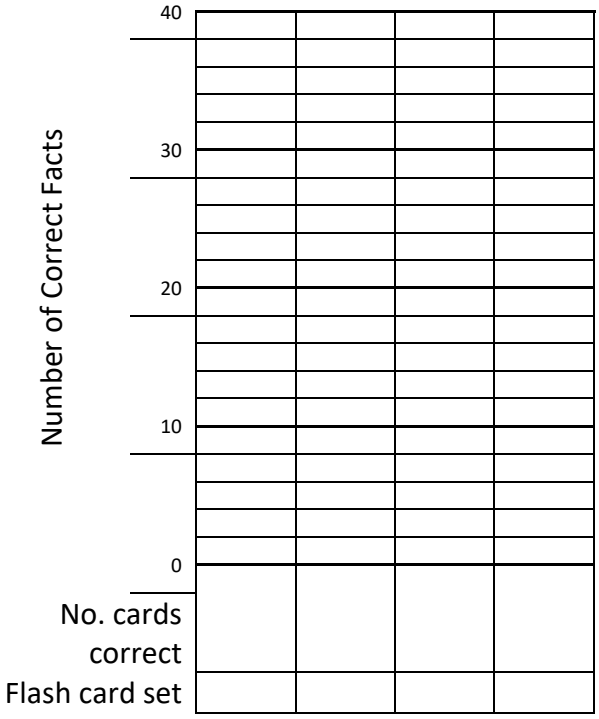
In these Mathematics Intervention Lessons, we are looking at the number facts up to 10. In our earlier lessons, we looked at multiplying by 3 and 10. In this lesson, our focus is multiplying numbers by 9. While you may know this number fact, can you give answers that are fast, and correct?

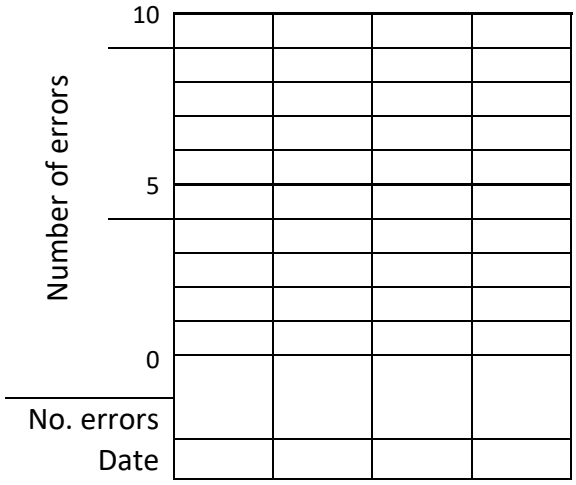
Component 3: Lesson Language

Result, how many, how much

Activity 1: Flashcards Graph

Instruction: How many flash cards did you answer in a minute? Graph the number of flash cards you answered correctly and incorrectly below.





Activity 2: Speed Questions

Instruction: Answer as many as you can in 2 minutes.

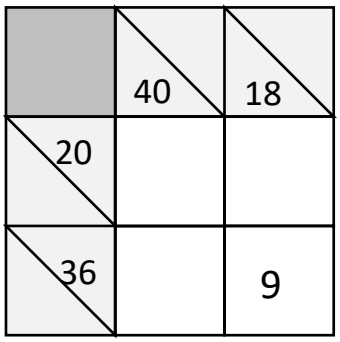
9 × 1 = ___	9 × 0 = ___	9 × 9 = ___	4 × 9 = ___
8 × 9 = ___	3 × 9 = ___	9 × 1 = ___	7 × 9 = ___
9 × 10 = ___	6 × 9 = ___	___ × 8 = 72	9 × 5 = ___
9 × 11 = ___		9 × ___ = 108	
2 × ___ = 18	___ × 9 = 81	6 × ___ = 54	___ × 1 = 9
	___ × 9 = 63	0 × 9 = ___	11 × ___ = 99
___ × 9 = 18	2 × 9 = ___		9 × ___ = 27
___ × 9 = 99		___ × 9 = 81	___ × 9 = 108
9 × ___ = 36	9 × ___ = 9	12 × 9 = ___	
	4 × ___ = 36		9 × 2 = ___

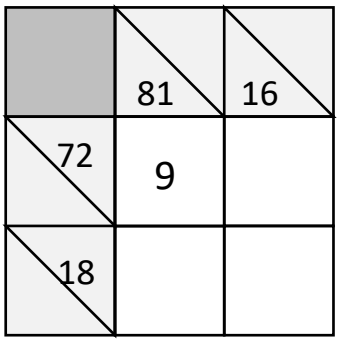
How did you do? Number of Correct Answers: _____ Number of Errors: _____

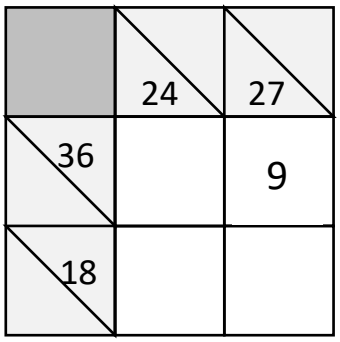
Activity 3: Find My Multiple and Product

Instructions:

1. Use numbers 1 to 10 to fill the empty cells so that the **multiple** of each horizontal block of cells equals the clue number on its left, and the **multiple** of each vertical block is the number on top. Each number can only be used once per block.







Number of Correct Answers: _____

2. Choose numbers from the box to complete the multiplication number sentences.

4	5	6	7	8	9	27	36	45

9	x	3	=		2	x	4	=			x	9	=	81
9	x		=	63		x	3	=	12	5	x	9	=	
	x	4	=	20	4	x	9	=			x	9	=	54

Number of Correct Answers: _____

Activity 4: Four-Minute Multiplication Frenzy

Instruction: Write the product of the column and row numbers in each space.
How many can you correctly complete in 4 minutes?

×	10	8	7	1	3	5	9	6
9								
0								
3								
4								
10								
1								
2								
9								

Number of Correct Answers: _____

×	10	2	4	0	9	3	1	10
2								
10								
8								
0								
9								
4								
3								
6								

Number of Correct Answers: _____

Reflection & Metacognition

Answer the questions below.

What did you learn today?

_____

_____

_____

What were your improvements today?

_____

_____

How confident do you feel about today's focus topic of multiplying by 3, 9 and 10 after today's lessons? Circle one below:

?	?	?	?
I am not sure/confused about this topic	I have some idea but questions about this topic	I think I can do this topic	I am sure I can do this topic

Lesson 7: Multiplying Numbers by Five

Component 1: Lesson Short Review

Multiplying Numbers by Five

Instruction: Fill in the blanks below.	
0 × 5 = 0	5 × 0 = 0
1 × 5 = 5	5 × 1 = 5
2 × 5 = 10	5 × 2 = 10
3 × 5 = 15	
4 × 5 = 20	
	5 × 5 = 25
6 × 5 = 30	
	5 × 7 = 35
8 × 5 = 40	5 × 8 = 40
9 × 5 = 45	5 × 9 = 45
	5 × 10 = 50

Intention & Language

Component 2: Lesson Intention

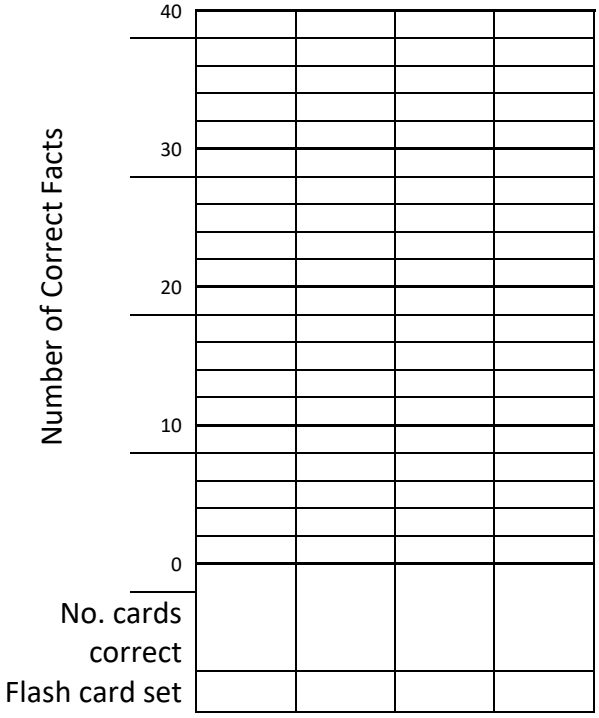
In these Intervention Mathematics lessons, we are looking at the number facts up to 10. Today, our focus is on multiplying by 5, 6 and 7. In this lesson, our focus is multiplying numbers by 5. While you may know this number fact, can you give answers that are fast, and correct?

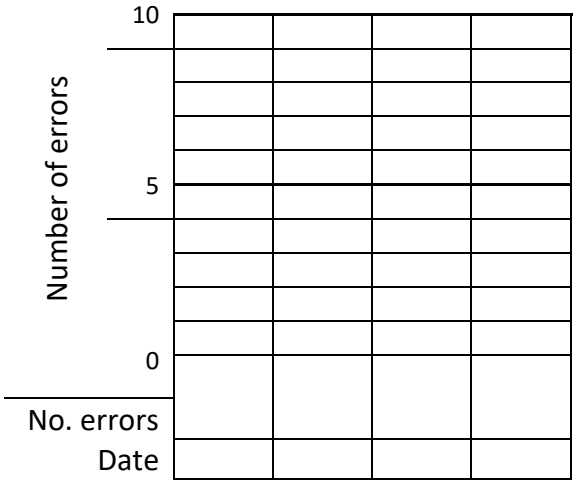
Component 3: Lesson Language

Amount, quantity, total

Activity 1: Flashcards Graph

Instruction: How many flash cards did you answer in a minute? Graph the number of flash cards you answered correctly and incorrectly below.





Activity 2: Speed Questions

Instruction: Answer as many as you can in 2 minutes.

10 × 5 = ___	5 × 9 = ___	5 × 6 = ___	0 × 5 = ___
7 × 5 = ___	5 × 5 = ___	7 × 5 = ___	5 × 11 = ___
5 × 3 = ___	5 × 1 = ___	___ × 5 = 0	5 × 2 = ___
	___ × 5 = 10	5 × 12 = ___	___ × 6 = 30
5 × ___ = 50		5 × ___ = 25	5 × ___ = 45
___ × 5 = 10	5 × ___ = 45		8 × 5 = ___
10 × ___ = 50	5 × ___ = 15		
___ × 5 = 25	5 × 4 = ___	___ × 5 = 45	
1 × 5 = ___		4 × 5 = ___	___ × 5 = 35
	___ × 5 = 5	12 × ___ = 60	11 × ___ = 55

How did you do? Number of Correct Answers: _____ Number of Errors: _____

Activity 3: Give My Product

Instruction:

1. Fill in the shaded squares by multiplying the numbers in each row and column.

9		**45**
	2	
27		

4		**36**
	2	**16**

6		**36**
9		
	24	

5	10	
2		
	80	

1		**3**
4		
	18	

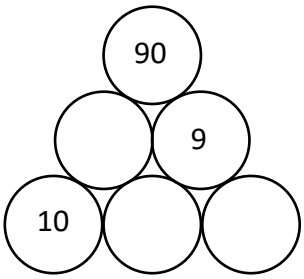
	3	
2		**14**
20		

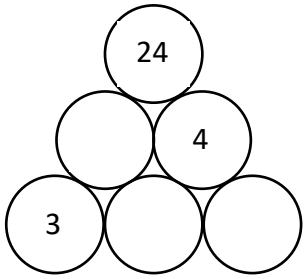
	5	**45**
8		
	5	

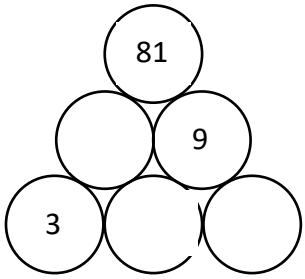
		8
6	7	
24		

Number of Correct Answers: _____

2. Fill in the empty circles. The product of the 2 numbers next to each other in a row is in the circle above the 2 numbers.







Number of Correct Answers: _____

Activity 4: Four-Minute Multiplication Frenzy

Instruction: Write the product of the column and row numbers in each space.
How many can you correctly complete in 4 minutes?

×	9	1	4	0	10	2	5	3
1								
6								
8								
5								
3								
9								
4								
10								

Number of Correct Answers: _____

×	0	5	9	7	10	3	4	2
1								
5								
2								
0								
9								
4								
10								
3								

Number of Correct Answers: _____

Activity 5: Bingo

Instructions: Choose 9 of the numbers below and write each in a square anywhere in your grid. Your grid should have all squares filled with 9 different numbers from the list below.

100 10 40 25 80 35 20 60 15 50 0 55 30 5 45

Cross off the numbers in the grid if they answer a given question. Call out "Bingo" if you have 3 answers crossed out in a row (down, across or diagonally in the grid).

Lesson 8: Multiplying Numbers by Six

Component 1: Lesson Short Review

Multiplying Numbers by Six

Instruction: Fill in the blanks below.	
0 × 6 = 0	6 × 0 = 0
1 × 6 = 6	6 × 1 = 6
2 × 6 = 12	6 × 2 = 12
	6 × 3 = 18
4 × 6 = 24	
5 × 6 = 30	6 × 5 = 30
6 × 6 = 36	6 × 6 = 36
	6 × 7 = 42
8 × 6 = 48	
9 × 6 = 54	
	6 × 10 = 60

Intention & Language

Component 2: Lesson Intention

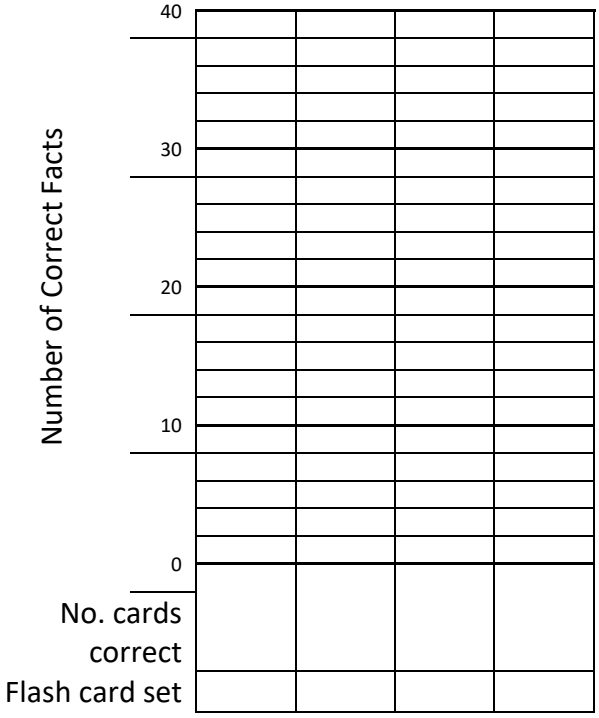
In these Intervention Mathematics lessons, we are looking at the number facts up to 10. Today, our focus is on multiplying by 5, 6 and 7. In our earlier lesson, we looked at multiplying by 5. In this lesson, our focus is multiplying numbers by 6. While you may know this number fact, can you give answers that are fast, and correct?

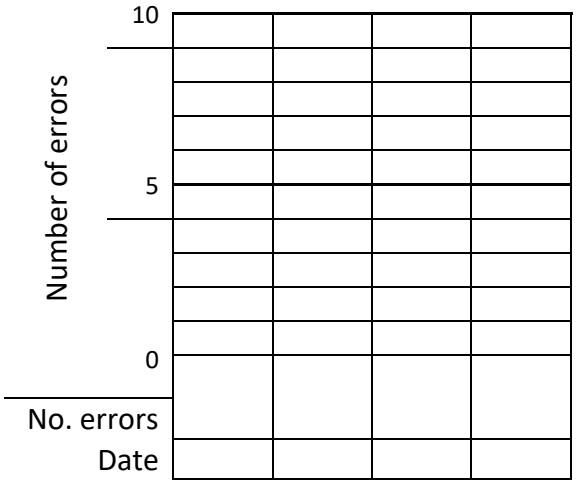
Component 3: Lesson Language

More, increase, increased by

Activity 1: Flash Cards Graph

Instruction: How many flash cards did you answer in a minute? Graph the number of flash cards you answered correctly and incorrectly below.





Activity 2: Speed Questions

Instruction: Answer as many as you can in 2 minutes.

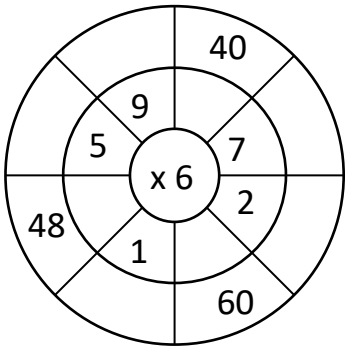
1 × 6 = ___	6 × 6 = ___	6 × 8 = ___	6 × 7 = ___
6 × 7 = ___	6 × 1 = ___	9 × 6 = ___	6 × ___ = 36
6 × 5 = ___	7 × ___ = 42	___ × 1 = 6	5 × 6 = ___
6 × ___ = 48	2 × 6 = ___	6 × 0 = ___	6 × ___ = 66
3 × 6 = ___		___ × 7 = 42	4 × 6 = ___
6 × ___ = 54	11 × 6 = ___	6 × ___ = 18	
	___ × 6 = 24	6 × ___ = 42	6 × 12 = ___
___ × 6 = 12	___ × 6 = 30		
___ × 5 = 30		10 × 6 = ___	___ × 6 = 72
			___ × 6 = 0

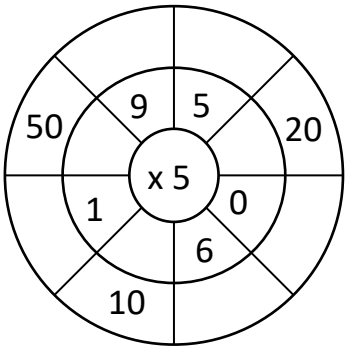
How did you do? Number of Correct Answers: _____ Number of Errors: _____

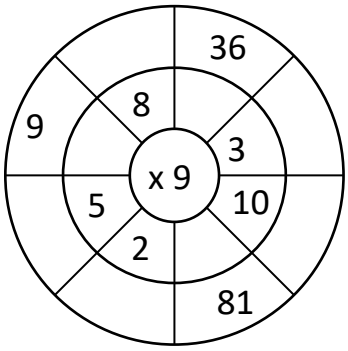
Activity 3: Give My Product

Instruction:

1. Multiply the number in the inside circle by the number in the middle circle and write your answer in the space.







Number of Correct Answers: _____

2. Use the digits 0 to 9 to fill the cells in the grid. The numbers in the column when multiplied give the product at the bottom. You must use all the digits 0 to 9 in each row, but digits may be repeated in columns.

	6	8	1		7	4	3		
	9	4	0		8	6	2		5
35	**54**	**32**	**0**	**9**	**56**	**24**	**6**	**0**	**10**

Number of Correct Answers: _____

Activity 4: Four-Minute Multiplication Frenzy

Instruction: Write the product of the column and row numbers in each space.
How many can you correctly complete in 4 minutes?

×	6	1	10	2	4	9	5	3
10								
0								
7								
6								
5								
9								
3								
2								

Number of Correct Answers: _____

×	6	3	5	10	1	9	4	8
1								
5								
6								
10								
9								
2								
4								
3								

Number of Correct Answers: _____

Activity 5: Bingo

Instructions: Choose 9 of the numbers below and write each in a square anywhere in your grid. Your grid should have all squares filled with 9 different numbers from the list below.

120 36 90 48 60 72 12 42 6 66 30 24 18 0 54

Cross off the numbers in the grid if they answer a given question. Call out "Bingo" if you have 3 answers crossed out in a row (down, across or diagonally in the grid).

Lesson 9: Multiplying Numbers by Seven

Component 1: Lesson Short Review

Multiplying Numbers by Seven

Instruction: Fill in the blanks below.	
0 × 7 = 0	7 × 0 = 0
1 × 7 = 7	7 × 1 = 7
2 × 7 = 14	7 × 2 = 14
	7 × 3 = 21
4 × 7 = 28	
	7 × 5 = 35
6 × 7 = 42	7 × 6 = 42
7 × 7 = 49	
	7 × 8 = 56
9 × 7 = 63	
10 × 7 = 70	7 × 10 = 70

Intention & Language

Component 2: Lesson Intention

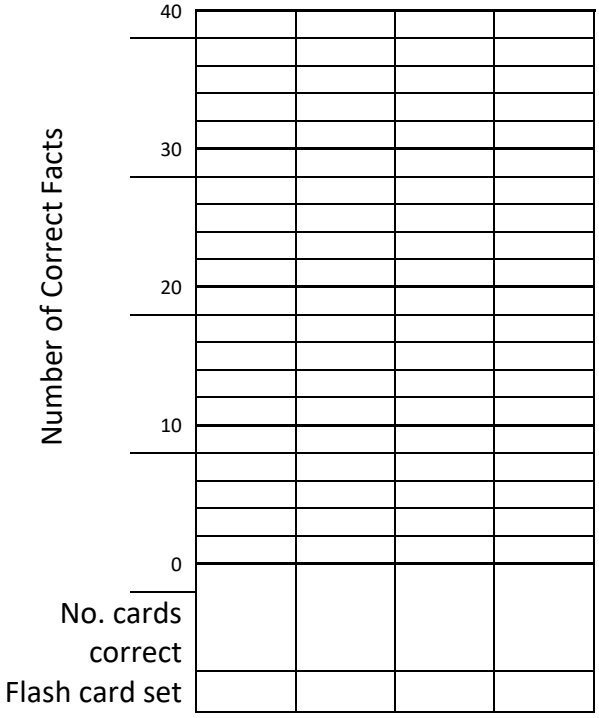
In these Mathematics Intervention Lessons, we are looking at the number facts up to 10. Today, our focus is on multiplying by 5, 6 and 7. In our earlier lessons, we looked at multiplying by 5 and 6. In this lesson, our focus is multiplying numbers by 7. While you may know this number fact, can you give answers that are fast, and correct?

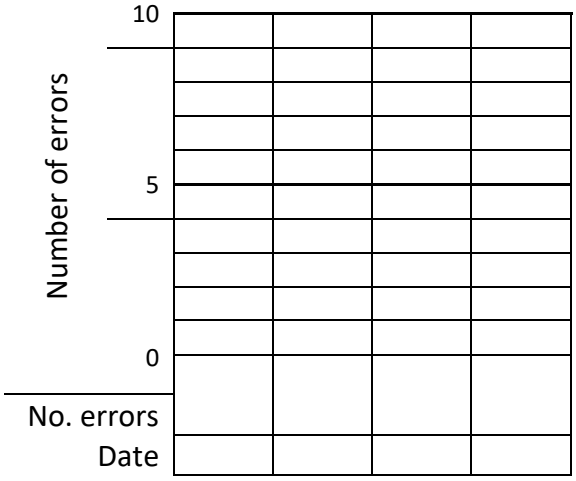
Component 3: Lesson Language

Grow, expand, rise

Lesson 9 Flash Cards Graph

Instruction: How many flash cards did you answer in a minute? Graph the number of flash cards you answered correctly and incorrectly below.





Activity 2: Speed Questions

Instruction: Answer as many as you can in 2 minutes.

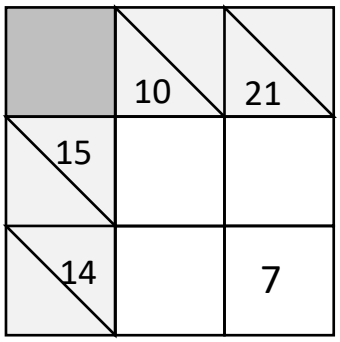
7 × 7 = ___	10 × 7 = ___	5 × 7 = ___	7 × 8 = ___
7 × 1 = ___	3 × 7 = ___	7 × 0 = ___	4 × 7 = ___
6 × 7 = ___	___ × 9 = 63		___ × 2 = 14
___ × 5 = 35	12 × 7 = ___	7 × 4 = ___	11 × 7 = ___
2 × 7 = ___		7 × ___ = 56	___ × 9 = 63
	7 × ___ = 77	___ × 7 = 7	7 × ___ = 35
	7 × ___ = 84	___ × 7 = 35	
6 × ___ = 42		7 × 2 = ___	7 × ___ = 70
7 × ___ = 21	___ × 7 = 63		
___ × 7 = 77	1 × 7 = ___	9 × ___ = 63	7 × 12 = ___

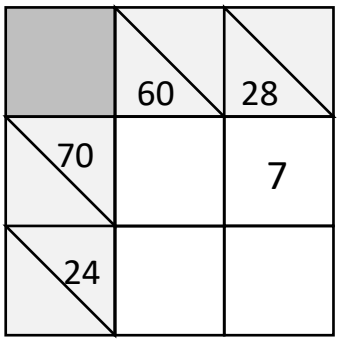
How did you do? Number of Correct Answers: _____ Number of Errors: _____

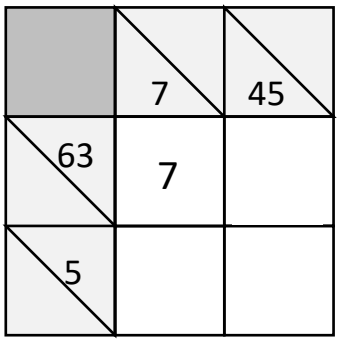
Activity 3

Instructions:

1. Use numbers 1 to 10 to fill the empty cells so that the **multiple** of each horizontal block of cells equals the clue number on its left, and the **multiple** of each vertical block is the number on top. Each number can only be used once per block.







Number of Correct Answers: _____

2. Choose numbers from the box to complete the multiplication number sentences.

4	5	6	7	8	21	35	40	63

7	x	5	=		3	x	7	=			x	7	=	28
9	x		=	54		x	7	=	56	5	x	8	=	
	x	6	=	42	7	x	9	=			x	9	=	45

Number of Correct Answers: _____

Activity 4: Four-Minute Multiplication Frenzy

Instruction: Write the product of the column and row numbers in each space.
How many can you correctly complete in 4 minutes?

×	7	10	2	5	9	6	3	1
10								
3								
6								
7								
4								
5								
1								
9								

Number of Correct Answers: _____

×	0	5	10	2	9	7	6	8
0								
4								
7								
10								
6								
9								
5								
3								

Number of Correct Answers: _____

Reflection & Metacognition

Answer the questions below.

What did you learn today?

What were your improvements today?

How confident do you feel about today's focus topic of multiplying by 5, 6 and 7 after today's lessons? Circle one below:

?	?	?	?
I am not sure/confused about this topic	I have some idea but questions about this topic	I think I can do this topic	I am sure I can do this topic

Lesson 10: Multiplying Numbers by Eight

Component 1: lesson Short Review

Multiplying Numbers by Eight

Instruction: Fill in the blanks below.	
0 × 8 = 0	8 × 0 = 0
1 × 8 = 8	8 × 1 = 8
2 × 8 = 16	8 × 2 = 16
3 × 8 = 24	
4 × 8 = 32	8 × 4 = 32
5 × 8 = 40	
	8 × 6 = 48
7 × 8 = 56	
	8 × 8 = 64
	8 × 9 = 72
10 × 8 = 80	8 × 10 = 80

Intention & Language

Component 2: Lesson Intention

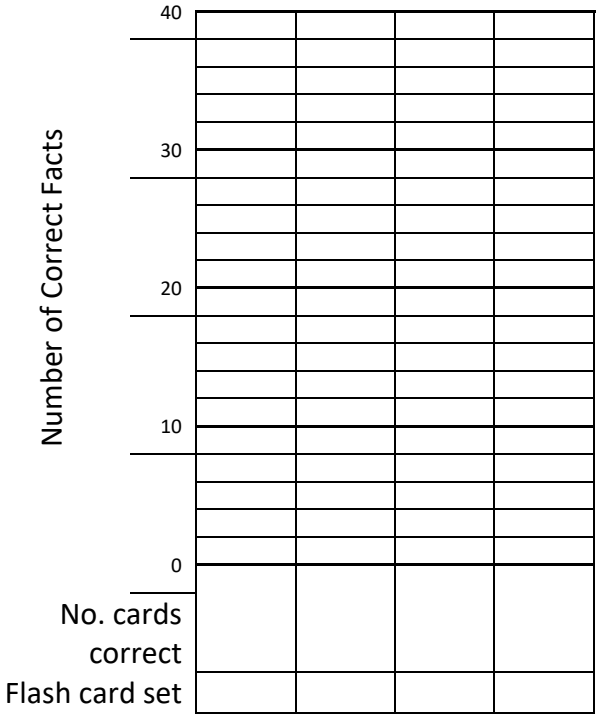
In these Mathematics Intervention Lessons, we are looking at the number facts up to 10. In this lesson, our focus is multiplying numbers by 8. While you may know this number fact, can you give answers that are fast, and correct?

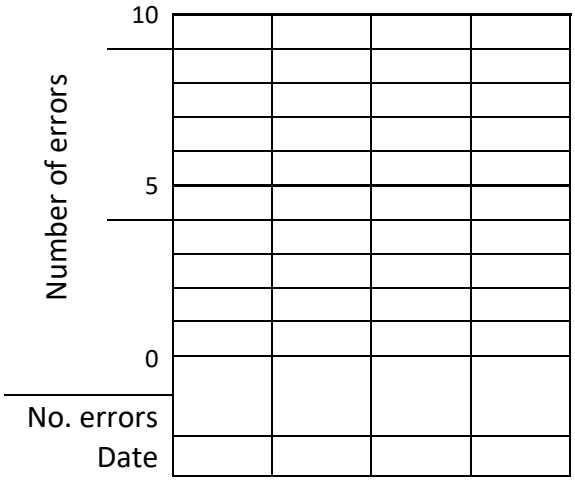
Component 3: Lesson Language

Gain, extend, accumulate

Activity 1: Flashcards Graph

Instruction: How many flash cards did you answer in a minute? Graph the number of flash cards you answered correctly and incorrectly below.





Activity 2: Speed Questions

Instruction: Answer as many as you can in 2 minutes.

8 × 7 = ___	8 × 2 = ___	8 × 4 = ___	8 × 6 = ___
1 × 8 = ___	8 × 8 = ___	3 × 8 = ___	10 × 8 = ___
8 × 6 = ___	8 × ___ = 56	8 × 9 = ___	___ × 8 = 48
8 × ___ = 72	8 × 12 = ___		0 × 8 = ___
___ × 8 = 40	___ × 10 = 80	8 × 5 = ___	
8 × ___ = 64	___ × 8 = 0	___ × 8 = 24	8 × 11 = ___
___ × 8 = 8	4 × ___ = 32	7 × ___ = 56	___ × 8 = 64
			1 × ___ = 8
	7 × 8 = ___	8 × ___ = 8	8 × ___ = 8
8 × 0 = ___		___ × 11 = 88	

How did you do? Number of Correct Answers: _____ Number of Errors: _____

Activity 3: Give My Product

Instructions:

1. Fill in the shaded squares by multiplying the numbers in each row and column.

8		**40**
	8	
80		

1		**9**
	8	**0**

8		**16**
6		
	8	

3	7	
8		
	28	

3		**18**
1		
	60	

	2	
8		**40**
0		

	9	**63**
6		
	45	

10		**70**
2	9	

Number of Correct Answers: _____

2. Use the digits 0 to 9 to fill the cells in the grid. The numbers in the column when multiplied give the product at the bottom. You must use all the digits 0 to 9 in each row, but digits may be repeated in columns.

		8	0				4	3	9
		5	3	8			9	6	7
0	**28**	**40**	**0**	**8**	**2**	**10**	**36**	**18**	**63**

Number of Correct Answers: _____

Activity 4: Four-Minute Multiplication Frenzy

Instruction: Write the product of the column and row numbers in each space.
How many can you correctly complete in 4 minutes?

×	8	6	4	7	3	10	9	5
1								
8								
4								
7								
6								
9								
5								
0								

Number of Correct Answers: _____

×	5	8	7	2	3	9	6	10
7								
9								
4								
6								
3								
10								
8								
5								

Number of Correct Answers: _____

Activity 5: Bingo

Instructions: Choose 9 of the numbers below and write each in a square anywhere in your grid. Your grid should have all squares filled with 9 different numbers from the list below.

160 200 72 96 64 32 48 88 24 8 0 16 40 56 80

Cross off the numbers in the grid if they answer a given question. Call out “Bingo” if you have 3 answers crossed out in a row (down, across or diagonally in the grid).

Lesson 11: Multiplying Numbers from Zero to Ten

Component 1: Lesson Short Review

Multiplying Numbers from Zero to Ten

Instruction: Fill in the blanks below.	
0 × 0 = 0	2 × 1 = 2
1 × 2 = 2	
2 × 9 = 18	8 × 3 = 24
3 × 8 = 24	4 × 4 = 16
4 × 4 = 16	6 × 5 = 30
	1 × 6 = 6
6 × 1 = 6	7 × 7 = 49
7 × 7 = 49	
8 × 10 = 80	3 × 9 = 27
	5 × 10 = 50
10 × 5 = 50	

Intention & Language

Component 2: Lesson Intention

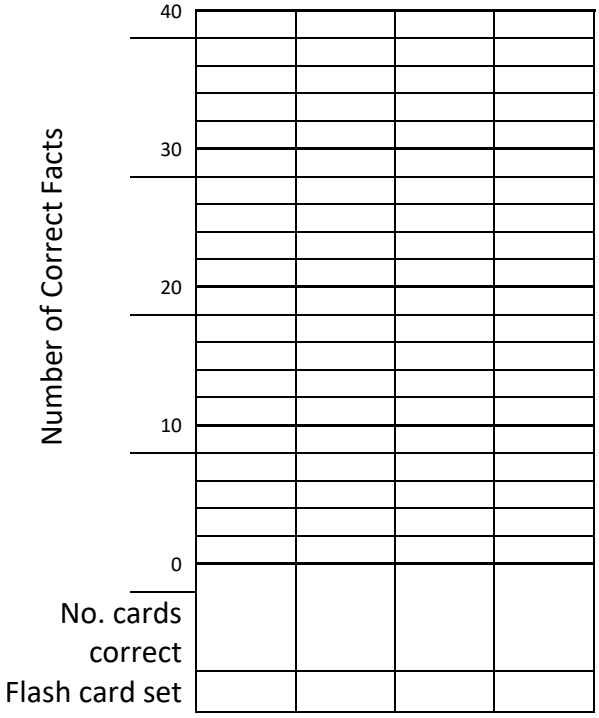
In these Mathematics Intervention Lessons, we are looking at the number facts up to 10. In our earlier lesson, we looked at multiplying by 8. In this lesson, our focus is multiplying by all numbers from 0 to 10. While you may know these number facts, can you give answers that are fast, and correct?

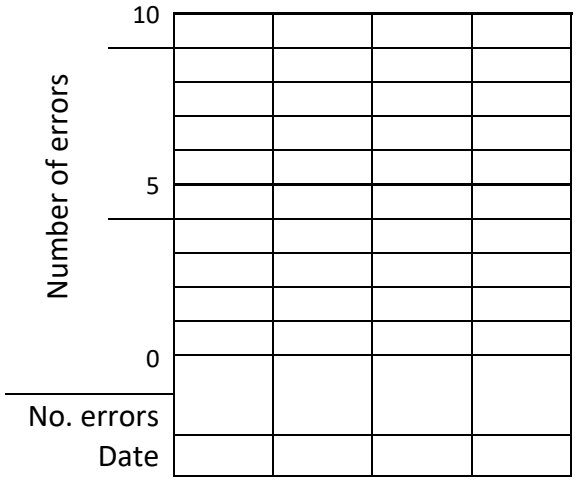
Component 3: Lesson Language

Times, multiply, product, multiplication, lots of

Activity 1: Flash Cards Graph

Instruction: How many flash cards did you answer in a minute? Graph the number of flash cards you answered correctly and incorrectly below.





Activity 2: Speed Questions

Instruction: Answer as many as you can in 2 minutes.

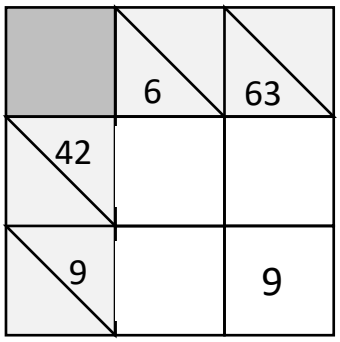
5 × 6 = ___	7 × 2 = ___	5 × 10 = ___	4 × 4 = ___
1 × 2 = ___	5 × 4 = ___	12 × 1 = ___	7 × 6 = ___
3 × 10 = ___	1 × 6 = ___	8 × 7 = ___	10 × 2 = ___
___ × 11 = 0			
2 × ___= 10	7 × 4 = ___	7 × ___ = 14	___ × 9 = 81
10 × ___ = 30	6 × ___ = 36	10 × ___ = 100	___ × 5 = 0
	___ × 5 = 0	___ × 1 = 3	8 × ___ = 40
5 × 5 = ___		___ × 3 = 9	
	___ × 5 = 30		5 × ___= 20
___ × 10 = 10	6 × ___ = 24	9 × 6 = ___	8 × 8 = ___

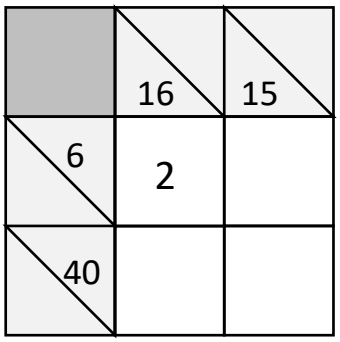
How did you do? Number of Correct Answers: _____ Number of Errors: _____

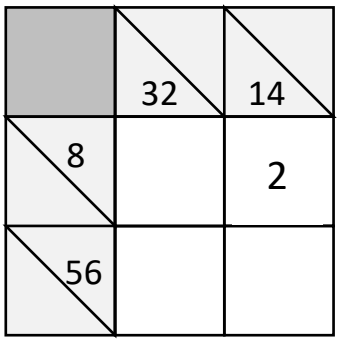
Activity 3: Give Me My Multiple and Product

Instructions:

1. Use numbers 1 to 10 to fill the empty cells so that the **multiple** of each horizontal block of cells equals the clue number on its left, and the **multiple** of each vertical block is the number on top. Each number can only be used once per block.







Number of Correct Answers: _____

2. Use the digits 0 to 9 to fill the cells in the grid. The numbers in the column when multiplied give the product **multiply** at the bottom. You must use all the digits 0 to 9 in each row, but digits may be repeated in columns.

		1	4				9	6	3
		7	1	3			8	0	9
12	**0**	**7**	**4**	**21**	**25**	**16**	**72**	**0**	**27**

	4		0	3	8	9	1		
		0			9	2			5
2	**32**	**0**	**0**	**12**	**72**	**18**	**3**	**30**	**30**

Number of Correct Answers: _____

Activity 4: Four-Minute Multiplication Frenzy

Instruction: Write the product of the column and row numbers in each space.
How many can you correctly complete in 4 minutes?

×	10	4	2	3	5	7	0	8	1	9	6
1											
8											
3											
9											
6											
0											
10											
5											
4											
2											
7											

Number of Correct Answers: _____

Activity 5: Bingo

Instructions: Choose 9 of the numbers below and write each in a square anywhere in your grid. Your grid should have all squares filled with 9 different numbers from the list below.

42 64 27 9 56 8 18 0 24 60 21 40 12 77 16

Cross off the numbers in the grid if they answer a given question. Call out "Bingo" if you have 3 answers crossed out in a row (down, across or diagonally in the grid).

Lesson 12: Dividing Numbers by One

Component 1: Lesson Short Review

Multiplying and Dividing Numbers by One

Instruction: Fill in the blanks below.			
0 × 1 = 0	1 × 0 = 0	0 ÷ 1 = 0	
1 × 1 = 1	1 × 1 = 1	1 ÷ 1 = 1	1 ÷ 1 = 1
2 × 1 = 2	1 × 2 = 2	2 ÷ 1 = 2	2 ÷ 2 = 1
3 × 1 = 3	1 × 3 = 3	3 ÷ 1 = 3	
	1 × 4 = 4	4 ÷ 1 = 4	4 ÷ 4 = 1
5 × 1 = 5	1 × 5 = 5		5 ÷ 5 = 1
6 × 1 = 6	1 × 6 = 6	6 ÷ 1 = 6	
7 × 1 = 7		7 ÷ 1 = 7	7 ÷ 7 = 1
8 × 1 = 8	1 × 8 = 8		8 ÷ 8 = 1
9 × 1 = 9	1 × 9 = 9	9 ÷ 1 = 9	
10 × 1 = 10	1 × 10 = 10		10 ÷ 10 = 1

Intention & Language

Component 2: Lesson Intention

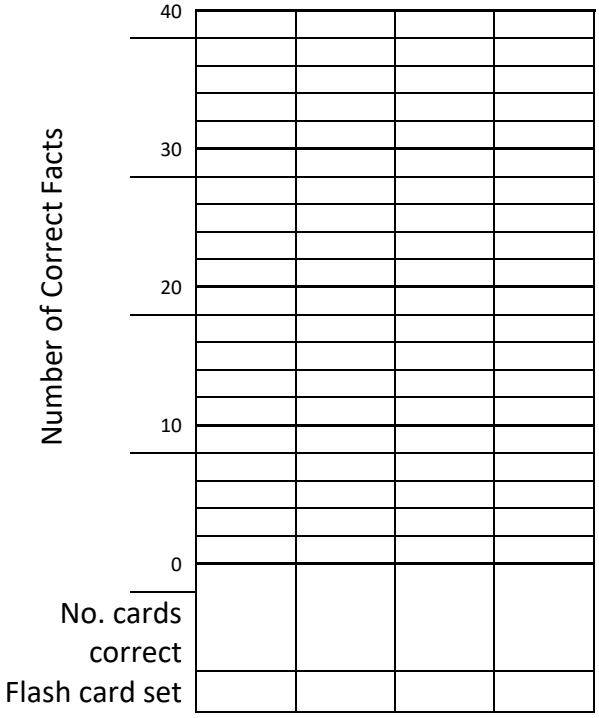
In these Mathematics Intervention Lessons, we are looking at the number facts up to 10. Today, our focus is on multiplying by numbers from 0 to 10, especially 8, and dividing by 1. In our earlier lessons, we looked at multiplying by all numbers from 0 to 10, especially 8. In this lesson, our focus is dividing numbers by 1. While you may know these number facts, can you give answers that are fast, and correct?

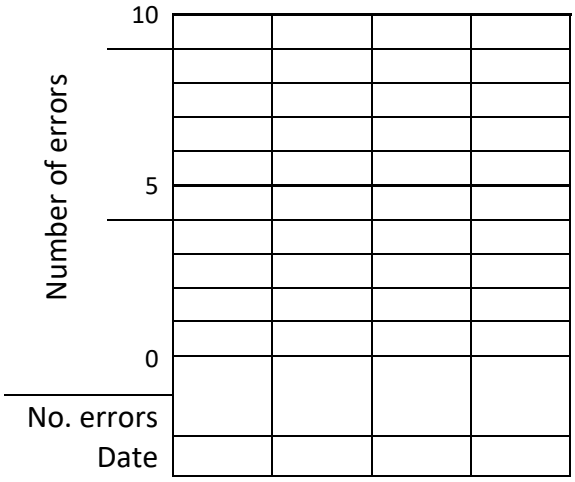
Component 2: Lesson Language

divide, share, share evenly

Activity 1: Flashcards Graph

Instruction: How many flash cards did you answer in a minute? Graph the number of flash cards you answered correctly and incorrectly below.





Activity 2: Speed Questions

Answer as many as you can in 2 minutes.

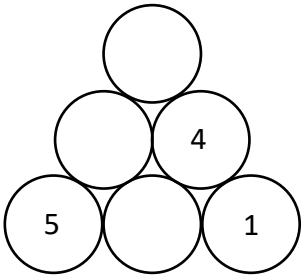
1 × 2 = ___	0 ÷ 1 = ___	16 ÷ 1 = ___	20 ÷ 20 = ___
12 ÷ 1 = ___	15 ÷ 1 = ___	10 ÷ 1 = ___	6 ÷ 1 = ___
2 ÷ 2 = ___	4 ÷ 1 = ___	1 ÷ 1 = ___	11 × 1 = ___
0 ÷ 1 = ___	___ ÷ 1 = 20	0 × 1 = ___	2 ÷ 1 = ___
9 ÷ ___ = 9	8 × 1 = ___	8 ÷ 1 = ___	___ ÷ 9 = 1
7 ÷ ___ = 1	1 × 1 = ___	4 ÷ ___ = 4	3 ÷ ___ = 1
___ ÷ 1 = 1	___ ÷ 1 = 0	1 × 7 = ___	2 × 1 = ___
1 × 9 =	15 ÷ ___ = 15	___ ÷ 5 = 1	22 ÷ 1 = ___
10 ÷ 1 = ___	9 ÷ 1 = ___	10 ÷ ___ = 1	___ ÷ 1 = 24
___ ÷ 1 = 2	11 ÷ ___ = 11	___ ÷ 6 = 1	5 ÷ ___ = 5

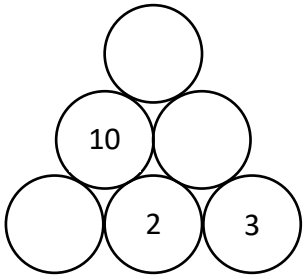
How did you do? Number of Correct Answers: _____ Number of Errors: _____

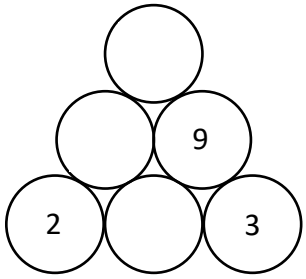
Activity 3

Instructions:

1. Fill in the empty circles. The product of the 2 numbers next to each other in a row is in the circle above the 2 numbers.







Number of Correct Answers: _____

2. Use the digits 0 to 9 to fill the cells in the grid by dividing the number in the shaded cell to the number in its column. What is the quotient?

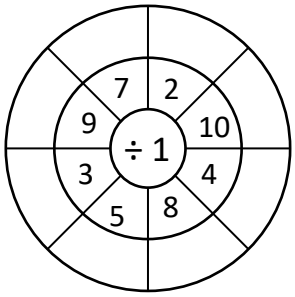
	3	6				2	4		1
8			3	6			1	2	
72	15	54	24	42	0	14	4	10	0

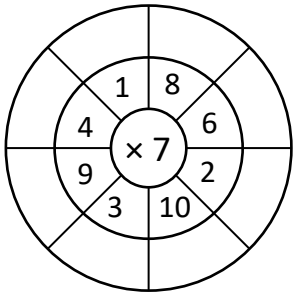
	8	1			6	3			0
1				8	0		6		2
5	40	9	49	32	0	9	12	36	0

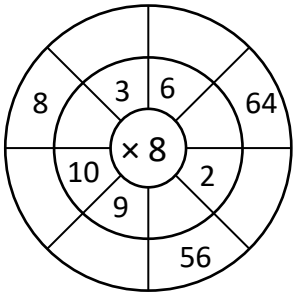
Number of Correct Answers: _____

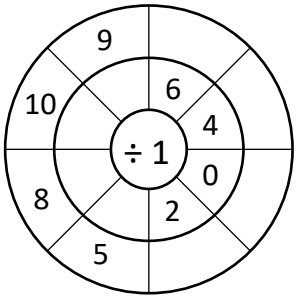
Activity 4: Four-Minute Division Frenzy

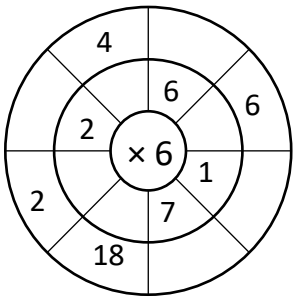
Instruction: Divide or multiply as indicated the number in the middle circle by the number in the inside circle and write your answer in the space. How many can you correctly complete in 4 minutes?

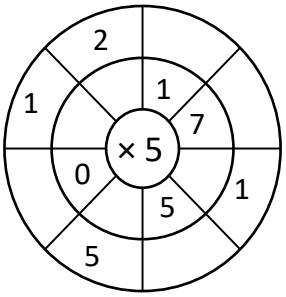


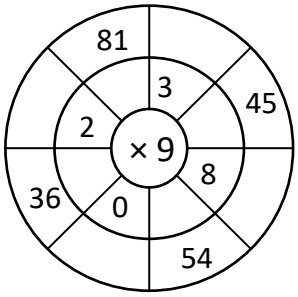


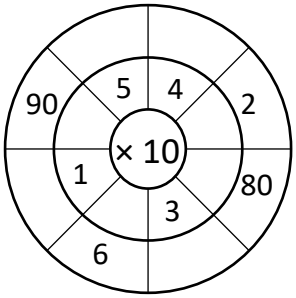












Number of Correct Answers: _____

Reflection & Metacognition

Answer the questions below.

What did you learn today?

What were your improvements today?

How confident do you feel about today's focus topic of multiplying by numbers from 0 to 10, especially 8, and dividing by 1, after today's lessons? Circle one below:

?	?	?	?
I am not sure/confused about this topic	I have some idea but questions about this topic	I think I can do this topic	I am sure I can do this topic

Lesson 13: Dividing Numbers by Two

Component 1: Lesson Short Review

Multiplying and Dividing Numbers by Two

Instruction: Fill in the blanks below.			
0 × 2 = 0	2 × 0 = 0	0 ÷ 2 = 0	
1 × 2 = 2	2 × 1 = 2	2 ÷ 2 = 1	2 ÷ 1 = 2
2 × 2 = 4	2 × 2 = 4	4 ÷ 2 = 2	4 ÷ 2 = 2
3 × 2 = 6	2 × 3 = 6		6 ÷ 3 = 2
4 × 2 = 8	2 × 4 = 8	8 ÷ 2 = 4	
	2 × 5 = 10	10 ÷ 2 = 5	10 ÷ 5 = 2
6 × 2 = 12	2 × 6 = 12	12 ÷ 2 = 6	
7 × 2 = 14		14 ÷ 2 = 7	14 ÷ 7 = 2
8 × 2 = 16	2 × 8 = 16		16 ÷ 8 = 2
9 × 2 = 18	2 × 9 = 18		18 ÷ 9 = 2
10 × 2 = 20	2 × 10 = 20	20 ÷ 2 = 10	

Intention & Language

Component 2: Lesson Intention

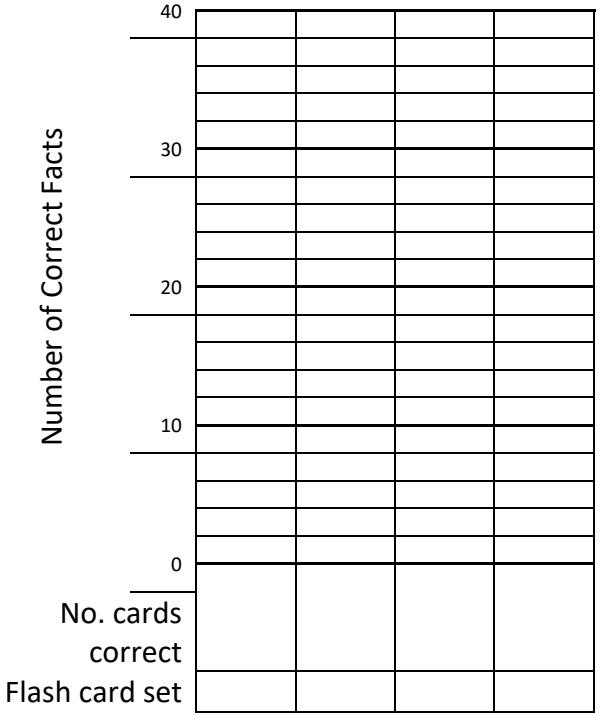
In these Mathematics Intervention Lessons, we are looking at the number facts up to 10. Today, our focus is on dividing by 2, 3 and 4. In this lesson, our focus is dividing by 2. While you may know this number fact, can you give answers that are fast, and correct?

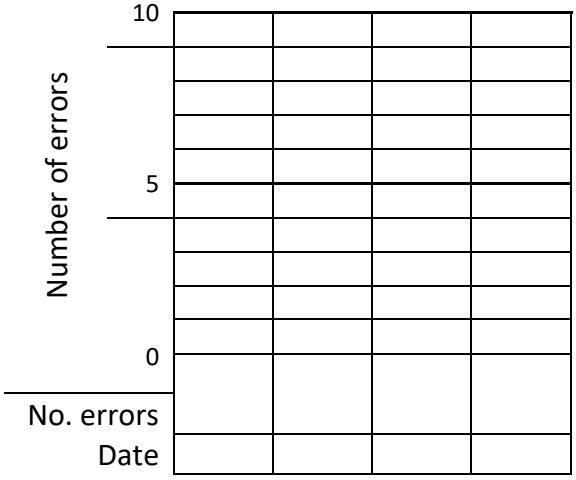
Component 3: Lesson Language

Decrease, decrease by half, halve

Activity 1: Flashcards Graph

Instruction: How many flash cards did you answer in a minute? Graph the number of flash cards you answered correctly and incorrectly below.





Activity 2: Speed Questions

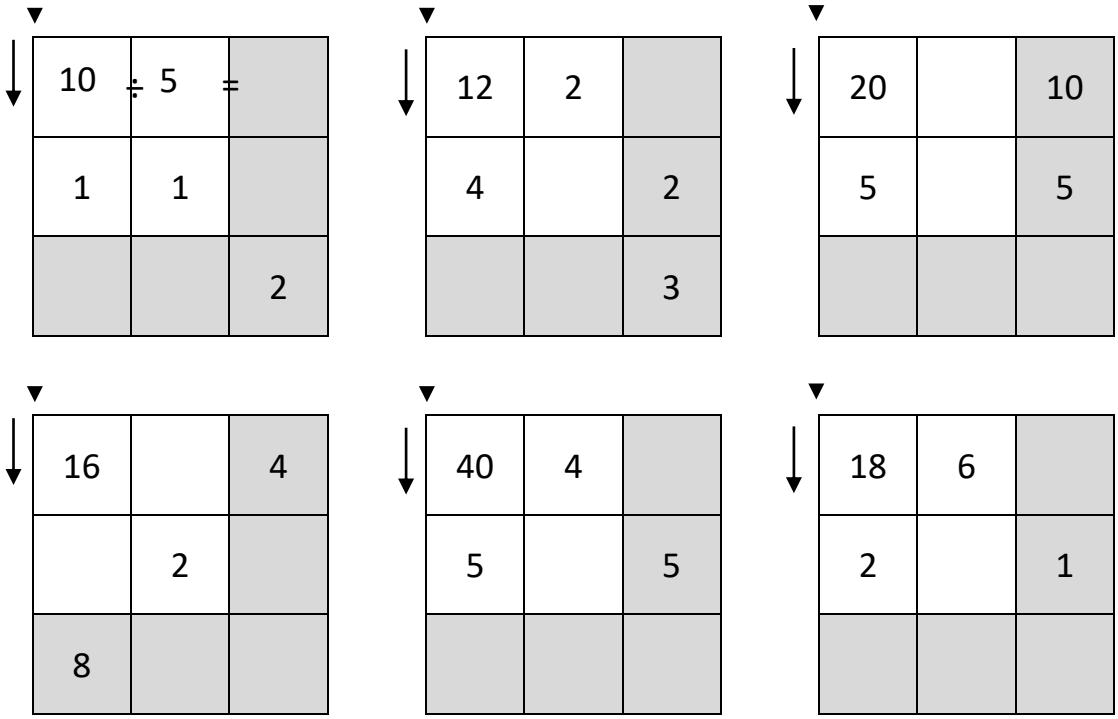
Instruction: Answer as many as you can in 2 minutes.

0 ÷ 2 = ___	20 ÷ 2 = ___	16 ÷ 2 = ___	20 ÷ 2 = ___
12 ÷ 6 = ___	14 ÷ 7 = ___	10 ÷ 5 = ___	6 ÷ 2 = ___
2 ÷ 2 = ___	4 ÷ 2 = ___	18 ÷ 2 = ___	11 × 2 = ___
2 × 2 = ___	___ ÷ 6 = 2	2 × 4 = ___	2 ÷ 1 = ___
18 ÷ ___ = 9	8 × 2 = ___	44 ÷ 2 = ___	___ ÷ 2 = 2
10 ÷ ___ = 2	2 × 1 = ___	4 ÷ ___ = 2	2 ÷ ___ = 1
___ ÷ 2 = 7	___ ÷ 2 = 8	2 × 7 = ___	2 × 1 = ___
2 × 9 = ___	24 ÷ ___ = 12	___ ÷ 2 = 3	22 ÷ 2 = ___
12 ÷ 2 = ___	30 ÷ 2 = ___	10 ÷ ___ = 5	___ ÷ 2 = 12
___ ÷ 1 = 2	22 ÷ ___ = 11	___ ÷ 2 = 8	12 ÷ ___ = 6

How did you do? Number of Correct Answers: _____ Number of Errors: _____

Activity 3: Find My Quotient

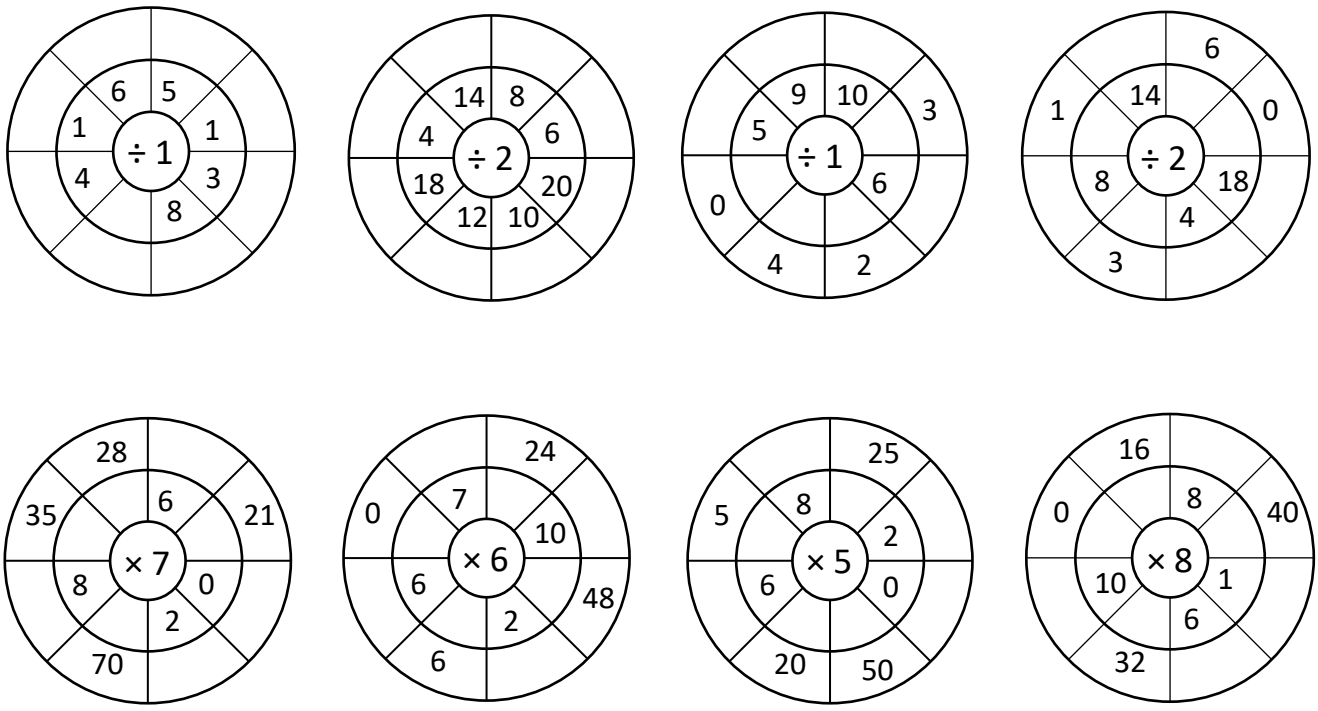
Instruction: Each row and column are a division problem. Divide across and down. Write the answers in the empty spaces.



Number of Correct Answers: _____

Activity 4: Four-Minute Division Frenzy

Divide (or multiply as indicated) the number in the middle circle by the number in the inside circle and write your answer in the space. How many can you correctly complete in 4 minutes?



Number of Correct Answers: _____

Activity 5: Bingo

Instructions: Choose 9 of the numbers below and write each in a square anywhere in your grid. Your grid should have all squares filled with 9 different numbers from the list below.

5 9 2 11 20 1 50 0 4 25 6 10 8 7 3

Cross off the numbers in the grid if they answer a given question. Call out "Bingo" if you have 3 answers crossed out in a row (down, across or diagonally in the grid).

Lesson 14: Dividing Numbers by Four

Component 1: Lesson Short Review

Multiplying and Dividing Numbers by Four

Instruction: Fill in the blanks below.			
0 × 4 = 0	4 × 0 = 0	0 ÷ 4 = 0	
1 × 4 = 4	4 × 1 = 4	4 ÷ 4 = 1	4 ÷ 1 = 4
2 × 4 = 8	4 × 2 = 8	8 ÷ 4 = 2	8 ÷ 2 = 4
	4 × 3 = 12	12 ÷ 4 = 3	12 ÷ 3 = 4
4 × 4 = 16	4 × 4 = 16		16 ÷ 4 = 4
5 × 4 = 20	4 × 5 = 20	20 ÷ 4 = 5	
6 × 4 = 24	4 × 6 = 24		24 ÷ 6 = 4
7 × 4 = 28	4 × 7 = 28		28 ÷ 7 = 4
8 × 4 = 32		32 ÷ 4 = 8	32 ÷ 8 = 4
9 × 4 = 36	4 × 9 = 36	36 ÷ 4 = 9	
10 × 4 = 40	4 × 10 = 40	40 ÷ 4 = 10	

Intention & Language

Component 2: Lesson Intention

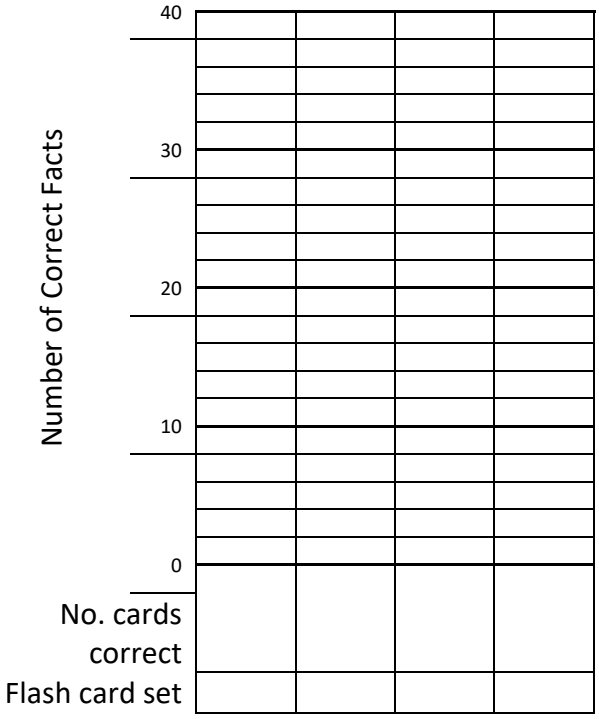
In these Mathematics Intervention Lessons, we are looking at the number facts up to 10. Today, our focus is on dividing by 2, 3 and 4. In our earlier lesson, we looked at dividing by 2. In this lesson, our focus is dividing numbers by 4. While you may know this number fact, can you give answers that are fast, and correct?

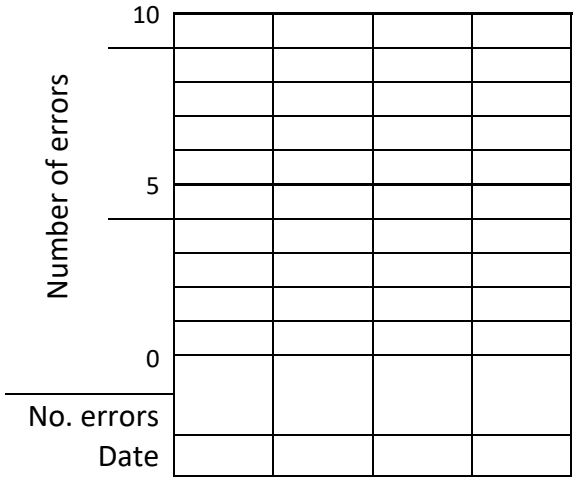
Component 3: Lesson Language

Quarter, halfway, groups of

Activity 1: Flashcards Graph

Instruction: How many flash cards did you answer in a minute? Graph the number of flash cards you answered correctly and incorrectly below.





Activity 2: Speed Questions

Instruction: Answer as many as you can in 2 minutes.

36 ÷ 4 = ___	48 ÷ 12 = ___	20 ÷ 4 = ___	36 ÷ 4 = ___
12 ÷ 4 = ___	24 ÷ 4 = ___	4 ÷ 4 = ___	40 ÷ 4 = ___
8 ÷ 4 = ___	___ ÷ 4 = 5	32 ÷ 4 = ___	4 × 5 = ___
4 × 4 = ___	44 ÷ 4 = ___	4 × 10 = ___	16 ÷ 4 = ___
4 × 1 = ___	___ ÷ 2 = 4	÷ 8 = 4 ___	___ ÷ 4 = 2
___ ÷ 4 = 0	16 ÷ ___ = 4	28 ÷ 7 = ___	___ ÷ 1 = 4
44 ÷ ___ = 11	36 ÷ ___ = 4	36 ÷ ___ = 4	16 ÷ ___ = 4
36 ÷ ___ = 4	7 × 4 = ___	___ ÷ 4 = 4	24 ÷ ___ = 4
___ ÷ 2 = 4	44 ÷ 11 = ___	32 ÷ ___ = 8	4 × 4 = ___
24 ÷ 6 = ___	6 × 4 = ___	11 × 4 = ___	48 ÷ 4 = ___

How did you do? Number of Correct Answers: _____ Number of Errors: _____

Activity 3: Find My Quotient

Instruction: Apply the rule to the input number to get the output number.

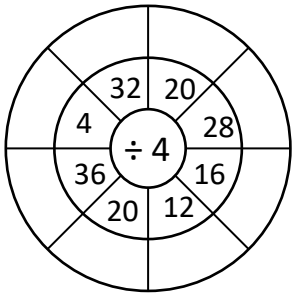
Input	Rule	Output
12	÷ **4**	
8	÷ **4**	
	÷ **4**	1
32	÷ **4**	
	÷ **4**	4

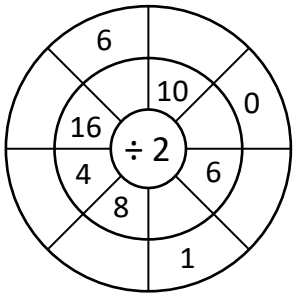
Input	Rule	Output
12	÷ **2**	
	÷ **2**	5
6	÷ **2**	
	÷ **1**	9
	÷ **1**	7

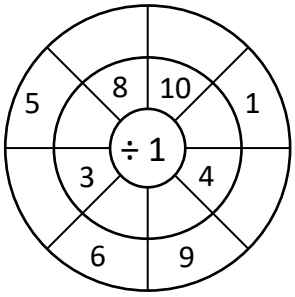
Number of Correct Answers: _____

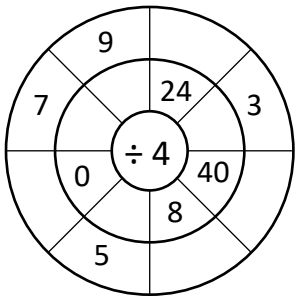
Activity 4: Four-Minute Division Frenzy

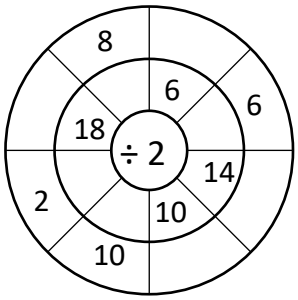
Instruction: Divide the number in the middle circle by the number in the inside circle and write your answer in the space. How many can you correctly complete in 4 minutes?

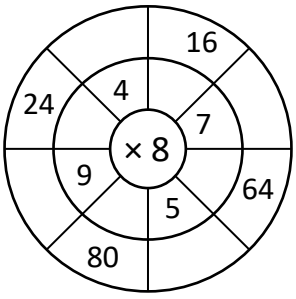


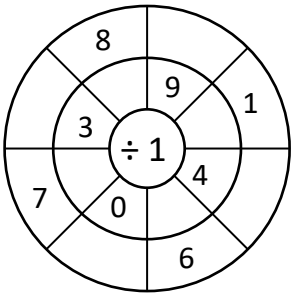


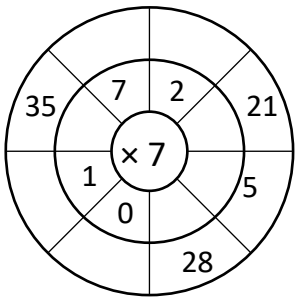












Number of Correct Answers: _____

Activity 5: Bingo

Instructions: Choose 9 of the numbers below and write each in a square anywhere in your grid. Your grid should have all squares filled with 9 different numbers from the list below.

50 3 1 12 9 5 10 4 7 0 6 8 2 20 11

Cross off the numbers in the grid if they answer a given question. Call out "Bingo" if you have 3 answers crossed out in a row (down, across or diagonally in the grid).

Lesson 15: Dividing Numbers by Three

Component 1: Lesson Short Review

Multiplying and Dividing Numbers by Three

Instruction: Fill in the blanks below.			
0 × 3 = 0	3 × 0 = 0	0 ÷ 3 = 0	
1 × 3 = 3	3 × 1 = 3	3 ÷ 3 = 1	3 ÷ 1 = 3
2 × 3 = 6	3 × 2 = 6	6 ÷ 3 = 2	6 ÷ 2 = 3
3 × 3 = 9	3 × 3 = 9		9 ÷ 3 = 3
4 × 3 = 12	3 × 4 = 12	12 ÷ 3 = 4	
5 × 3 = 15	3 × 5 = 15		15 ÷ 5 = 3
6 × 3 = 18	3 × 6 = 18	18 ÷ 3 = 6	
	3 × 7 = 21	21 ÷ 3 = 7	21 ÷ 7 = 3
8 × 3 = 24	3 × 8 = 24		24 ÷ 8 = 3
9 × 3 = 27	3 × 9 = 27	27 ÷ 3 = 9	
10 × 3 = 30		30 ÷ 3 = 10	30 ÷ 10 = 3

Intention & Language

Component 2: Lesson Intention

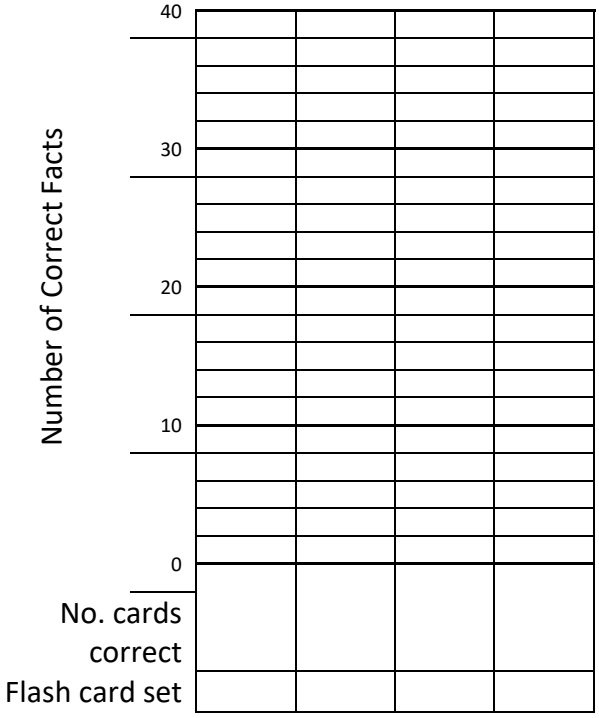
In these Mathematics Intervention Lessons, we are looking at the number facts up to 10. Today, our focus is on dividing by 2, 3 and 4. In our earlier lessons, we looked at dividing by 2 and 4. In this lesson, our focus is dividing numbers by 3. While you may know this number fact, can you give answers that are fast, and correct?

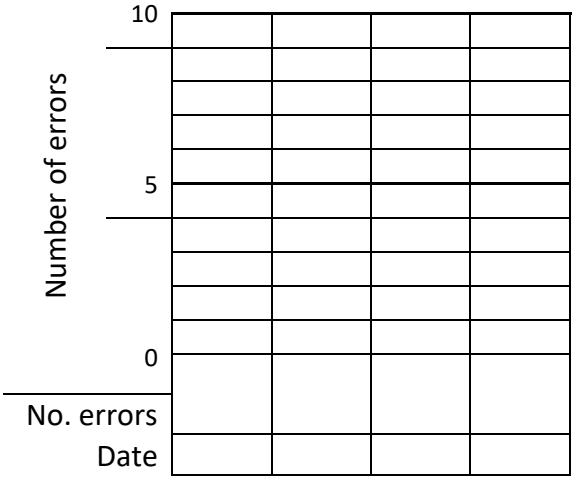
Component 3: Lesson Language

Distribute, distribute evenly, distributed between

Activity 1: Flashcards Graph

Instruction: How many flash cards did you answer in a minute? Graph the number of flash cards you answered correctly and incorrectly below.





Activity 2: Speed Questions

Answer as many as you can in 2 minutes.

0 ÷ 3 = ___	21 ÷ 7 = ___	3 ÷ 3 = ___	15 ÷ 3 = ___
27 ÷ 9 = ___	9 ÷ 3 = ___	18 ÷ 3 = ___	24 ÷ 3 = ___
12 ÷ 3 = ___	6 ÷ ___ = 2	30 ÷ 10 = ___	36 ÷ 3 = ___
18 ÷ ___ = 3	3 × 3 = ___	3 × 7 = ___	33 ÷ ___ = 3
___ ÷ 3 = 12	___ ÷ 12 = 3	___ ÷ 3 = 3	___ ÷ 12 = 3
___ ÷ 9 = 3	21 ÷ 7 = ___	27 ÷ ___ = 9	12 ÷ ___ = 4
33 ÷ ___ = 3	27 ÷ 9 = ___	3 ÷ ___ = 3	10 × 3 = ___
12 × 3 = ___	18 ÷ ___ = 6	6 ÷ 2 = ___	3 × 8 = ___
9 ÷ 3 = ___	11 × 3 = ___	___ ÷ 3 = 8	27 ÷ 3 = ___
___ ÷ 9 = 3	___ ÷ 3 = 3	3 × 4 = ___	___ ÷ 3 = 2

How did you do? Number of Correct Answers: _____ Number of Errors: _____

Activity 3: Find My Quotient

Instruction:
1. Choose numbers from the box to complete the division number sentences.

1	3	4	6	15	27

9 ÷ 3 = ☐ 24 ÷ 6 = ☐ ☐ ÷ 3 = 5

24 ÷ 4 = ☐ ☐ ÷ 3 = 9 1 ÷ ☐ = 1

Number of Correct Answers: _____

2. Apply the rule to the input number to get the output number.

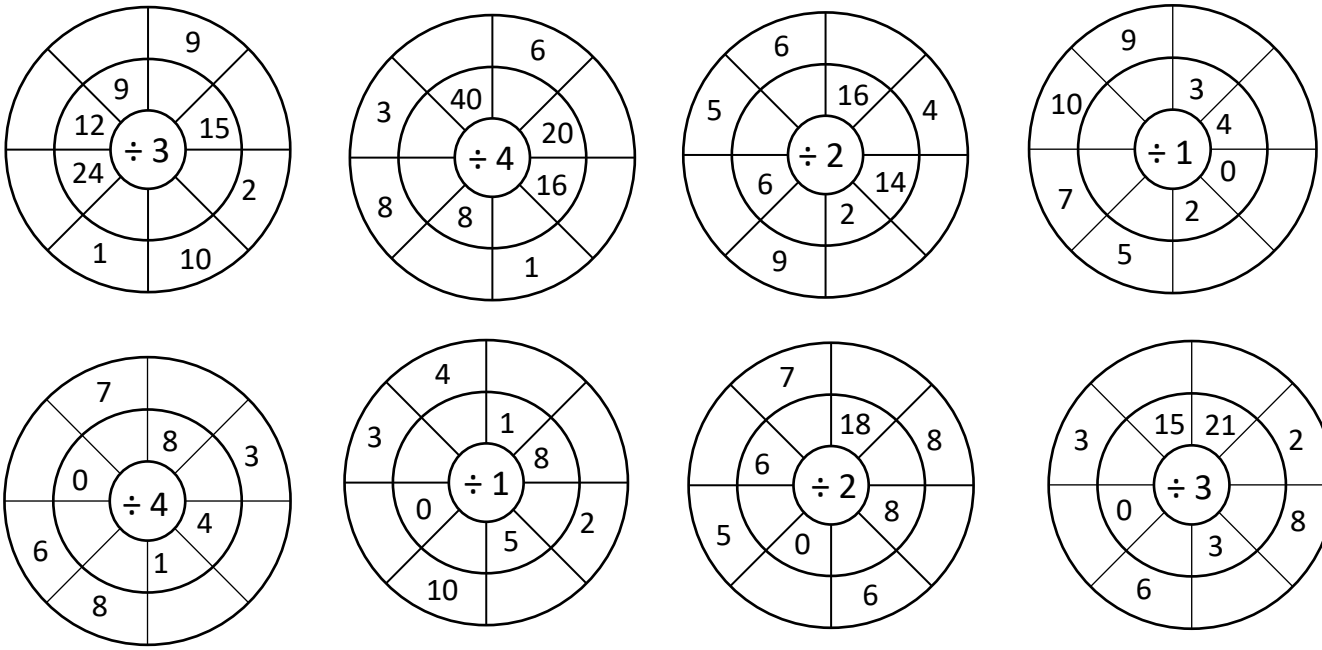
Input	Rule	Output
12	÷ **3**	
18	÷ **3**	
	÷ **3**	2
9	÷ **3**	
	÷ **3**	5

Input	Rule	Output
16	÷ **4**	
	÷ **4**	5
	÷ **4**	10
4	÷ **1**	
	÷ **1**	8

Number of Correct Answers: _____

Activity 4: Four-Minute Division Frenzy

Instruction: Divide the number in the middle circle by the number in the inside circle and write your answer in the space. How many can you correctly complete in 4 minutes?



Number of Correct Answers: _____

Reflection & Metacognition

Answer the questions below.

What did you learn today?

_____

_____

_____

What were your improvements today?

_____

_____

_____

How confident do you feel about today's focus topic of dividing by 2, 3 and 4 after today's lessons? Circle one below:

?	?	?	?
I am not sure/confused about this topic	I have some idea but questions about this topic	I think I can do this topic	I am sure I can do this topic

Lesson 16: Dividing Numbers by Ten

Component 1: Lesson Short Review

Multiplying and Dividing Numbers by Ten

Instruction: Fill in the blanks below.			
0 × 10 = 0	10 × 0 = 0	0 ÷ 10 = 0	
1 × 10 = 10	10 × 1 = 10	10 ÷ 10 = 1	10 ÷ 1 = 10
2 × 10 = 20	10 × 2 = 20	20 ÷ 10 = 2	20 ÷ 2 = 10
3 × 10 = 30	10 × 3 = 30	30 ÷ 10 = 3	
4 × 10 = 40		40 ÷ 10 = 4	40 ÷ 4 = 10
	10 × 5 = 50	50 ÷ 10 = 5	50 ÷ 5 = 10
6 × 10 = 60	10 × 6 = 60		60 ÷ 6 = 10
7 × 10 = 70	10 × 7 = 70		70 ÷ 7 = 10
8 × 10 = 80	10 × 8 = 80	80 ÷ 10 = 8	
9 × 10 = 90	10 × 9 = 90		90 ÷ 9 = 10
10 × 10 = 100	10 × 10 = 100	100 ÷ 10 = 10	

Intention & Language

Component 2: Lesson Intention

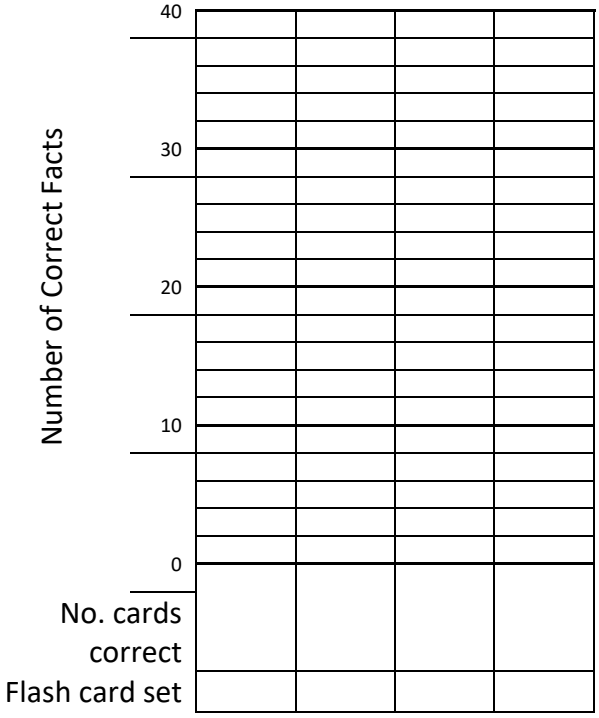
In these Mathematics Intervention Lessons, we are looking at the number facts up to 10. Today, our focus is on dividing by 5, 9 and 10. In this lesson, our focus is dividing numbers by 10. While you may know this number fact, can you give answers that are fast, and correct?

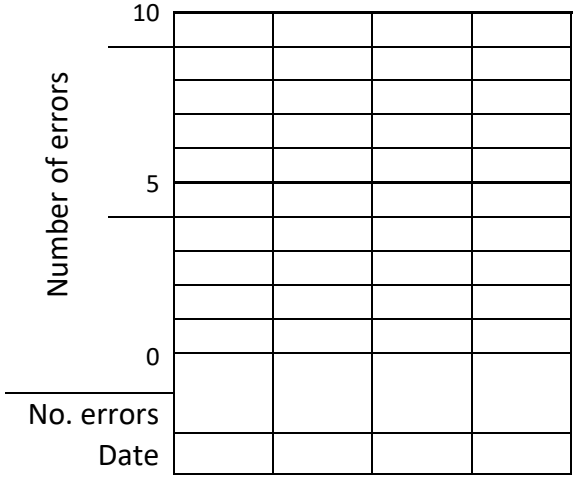
Component 3: Lesson Language

Divisible, tenth, group into

Activity 1: Flashcards Graph

Instruction: How many flash cards did you answer in a minute? Graph the number of flash cards you answered correctly and incorrectly below.





Activity 2: Speed Questions

Instruction: Answer as many as you can in 2 minutes.

60 ÷ 6 = ___	0 ÷ 10 = ___	60 ÷ 10 = ___	70 ÷ 7 = ___
40 ÷ 10 = ___	110 ÷ 10 = ___	50 ÷ 10 = ___	120 ÷ 10 = ___
60 ÷ 10 = ___	___ ÷ 10 = 10	100 ÷ 10 = ___	___ ÷ 10 = 1
10 × 3 = ___	___ ÷ 4 = 10	50 ÷ ___ = 5	___ ÷ 10 = 8
20 ÷ 10 = ___	30 ÷ 3 = ___	40 ÷ 4 = ___	10 × 2 = ___
___ ÷ 10 = 6	80 ÷ 10 = ___	___ ÷ 10 = 10	80 ÷ 8 = ___
80 ÷ ___ = 8	10 × 4 = ___	10 × 0 = ___	20 ÷ ___ = 2
90 ÷ ___ = 9	10 × 2 = ___	___ ÷ 7 = 10	40 ÷ ___ = 10
___ ÷ 4 = 10	40 ÷ ___ = 4	5 × 10 = ___	30 ÷ 10 = ___
8 × 10 = ___	30 ÷ ___ = 10	80 ÷ ___ = 8	10 × 9 = ___

How did you do? Number of Correct Answers: _____ Number of Errors: _____

Activity 3: Find My Quotient

Instruction:

1. Choose numbers from the box to complete the division number sentences.

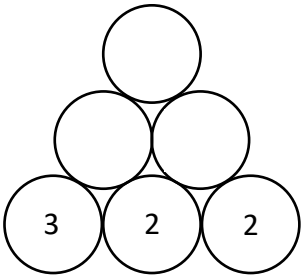
3	4	7	9	16	36

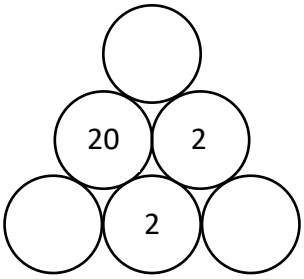
90 ÷ 10 = ☐ 21 ÷ 3 = ☐ ☐ ÷ 4 = 4

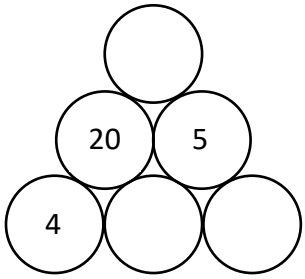
24 ÷ ☐ = 6 ☐ ÷ 4 = 9 36 ÷ ☐ = 12

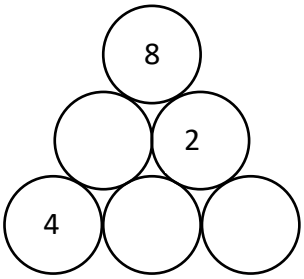
Number of Correct Answers: _____

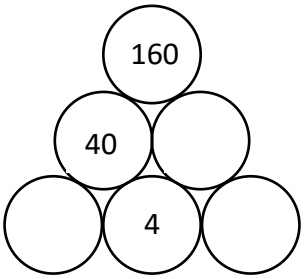
2. Fill in the empty circles. The product of the 2 numbers next to each other in a row is in the circle above the 2 numbers.

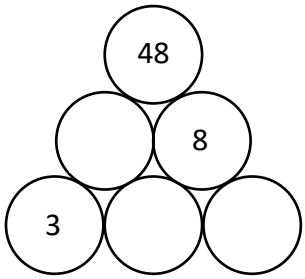








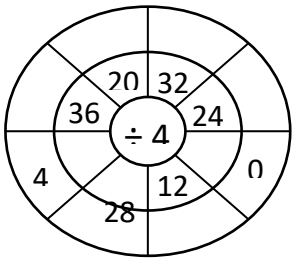


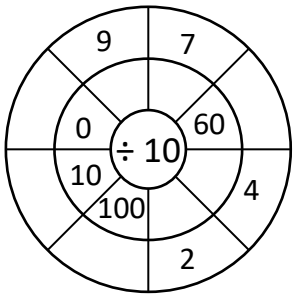


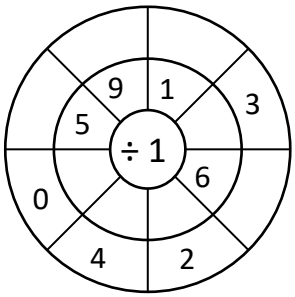
Number of Correct Answers: _____

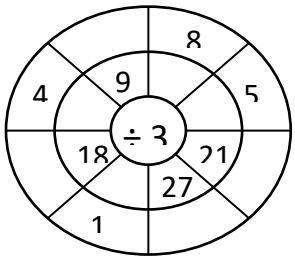
Activity 4: Four-Minute Division Frenzy

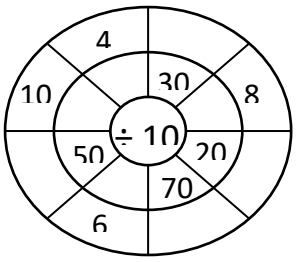
Divide the number in the middle circle by the number in the inside circle and write your answer in the space. How many can you correctly complete in 4 minutes?

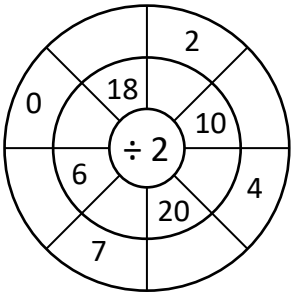


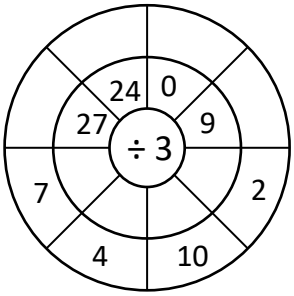


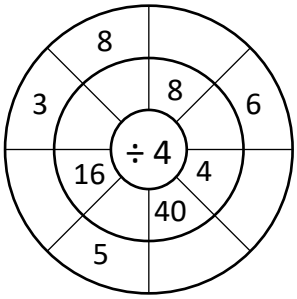












Number of Correct Answers: _____

Activity 5: Bingo

Instructions: Choose 9 of the numbers below and write each in a square anywhere in your grid. Your grid should have all squares filled with 9 different numbers from the list below.

11 25 17 5 4 7 9 6 1 12 3 0 8 2 10

Cross off the numbers in the grid if they answer a given question. Call out "Bingo" if you have 3 answers crossed out in a row (down, across or diagonally in the grid).

Lesson 17: Dividing Numbers by Five

Component 1: Lesson Short Review

Multiplying and Dividing Numbers by Five

Instruction: Fill in the blanks below.			
0 × 5 = 0	5 × 0 = 0	0 ÷ 5 = 0	
1 × 5 = 5	5 × 1 = 5	5 ÷ 5 = 1	5 ÷ 1 = 5
2 × 5 = 10	5 × 2 = 10	10 ÷ 5 = 2	10 ÷ 2 = 5
3 × 5 = 15		15 ÷ 5 = 3	15 ÷ 3 = 5
4 × 5 = 20	5 × 4 = 20		20 ÷ 4 = 5
5 × 5 = 25	5 × 5 = 25		25 ÷ 5 = 5
	5 × 6 = 30	30 ÷ 5 = 6	
7 × 5 = 35	5 × 7 = 35		35 ÷ 7 = 5
8 × 5 = 40	5 × 8 = 40	40 ÷ 5 = 8	
9 × 5 = 45	5 × 9 = 45	45 ÷ 5 = 9	45 ÷ 9 = 5
10 × 5 = 50	5 × 10 = 50	50 ÷ 5 = 10	

Intention & Language

Component 2: Lesson Intention

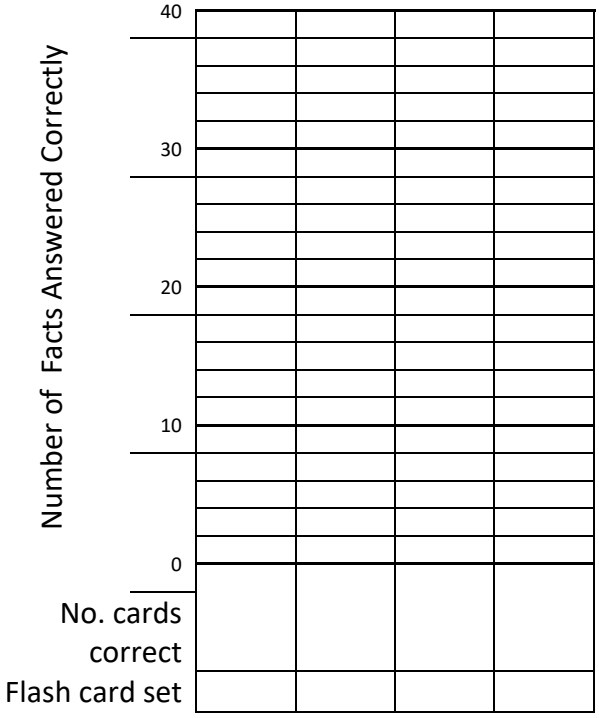
In these Intervention Mathematics lessons, we are looking at the number facts up to 10. Today, our focus is on dividing by 5, 9 and 10. In our earlier lesson, we looked at dividing by 10. In this lesson, our focus is dividing numbers by 5. While you may know this number fact, can you give answers that are fast, and correct?

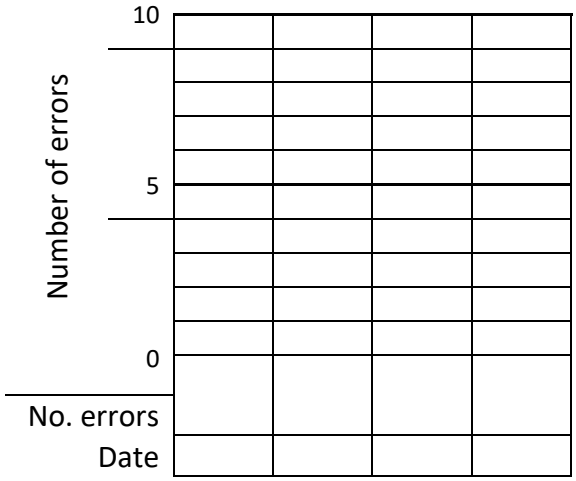
Component 3: Lesson Language

Quotient, division, go into

Activity 1: Flashcards Graph

Instruction: How many flash cards did you answer in a minute? Graph the number of flash cards you answered correctly and incorrectly below.





Activity 2: Speed Questions

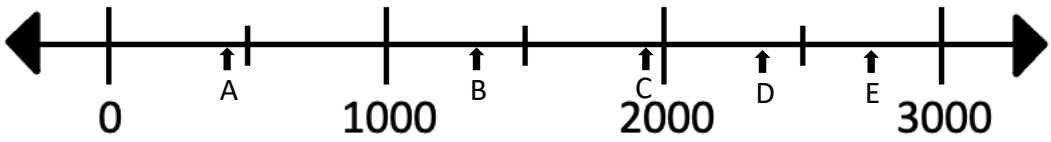
Instruction: Answer as many as you can in 2 minutes.

30 ÷ 5 = ___	20 ÷ 5 = ___	30 ÷ 6 = ___	35 ÷ 5 = ___
45 ÷ 5 = ___	5 ÷ 1 = ___	9 × 5 = ___	25 ÷ 5 = ___
10 ÷ 2 = ___	40 ÷ 5 = ___	5 ÷ 1 = ___	10 × 5 = ___
0 ÷ 5 = ___	___ ÷ 5 = 6	15 ÷ 5 = ___	55 ÷ 5 = ___
7 × 5 = ___	5 × 4 = ___	5 × ___ = 45	___ ÷ 2 = 5
40 ÷ ___ = 8	60 ÷ 5 = ___	11 × 5 = ___	20 ÷ ___ = 4
12 × 5 = ___	5 × 0 = ___	___ ÷ 5 = 1	25 ÷ ___ = 5
___ ÷ 5 = 3	___ ÷ 11 = 5	___ ÷ 5 = 5	___ ÷ 5 = 9
25 ÷ 5 = ___	40 ÷ ___ = 5	20 ÷ 5 = ___	5 ÷ 5 = ___
___ ÷ 3 = 5	25 ÷ ___ = 5	5 × ___ = 30	5 × 12 = ___

How did you do? Number of Correct Answers: _____ Number of Errors: _____

Activity 3: Find My Quotient

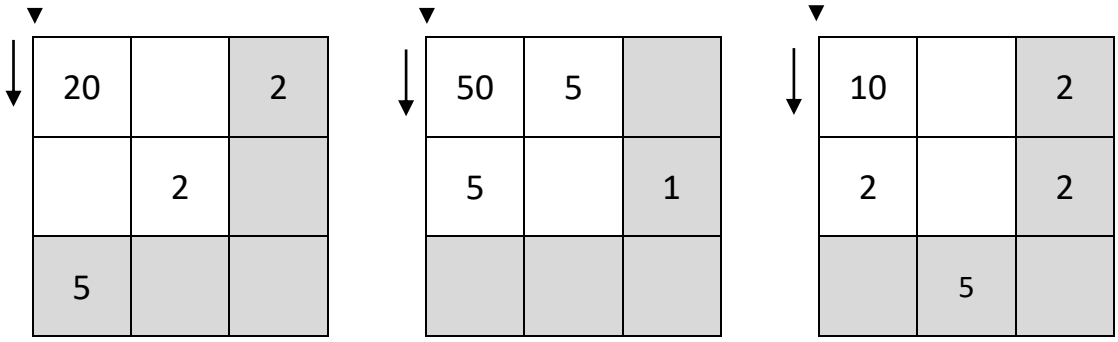
1. Write an approximate value for each letter on the following number line.



A= B= C= D= E=

Number of Correct Answers: _____

2. Each row and column is a division problem. Divide across and down. Write the answers in the empty spaces.



Number of Correct Answers: _____

3. Choose numbers from the box to complete the division number sentences.

2	5	6	9	24	30

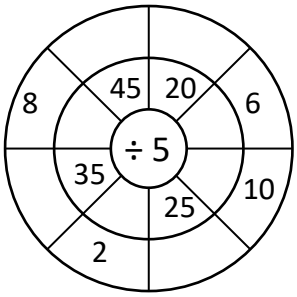
45 ÷ 5 = ☐ 18 ÷ 3 = ☐ ☐ ÷ 5 = 6

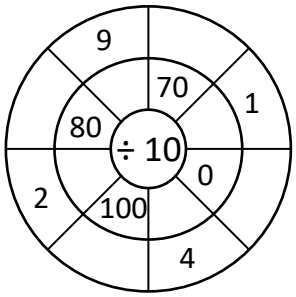
10 ÷ ☐ = 2 ☐ ÷ 3 = 8 18 ÷ ☐ = 9

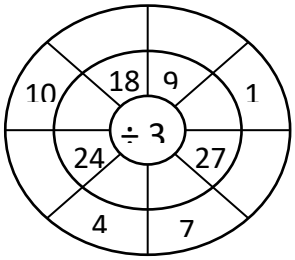
Number of Correct Answers: _____

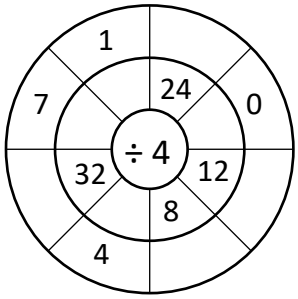
Activity 4: Four-Minute Division Frenzy

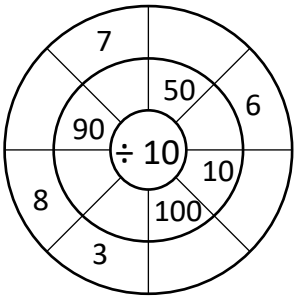
Instruction: Divide the number in the middle circle by the number in the inside circle and write your answer in the space. How many can you correctly complete in 4 minutes?

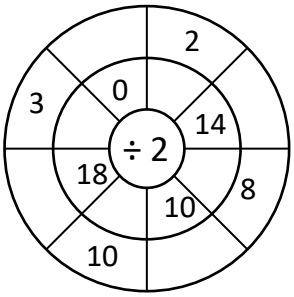


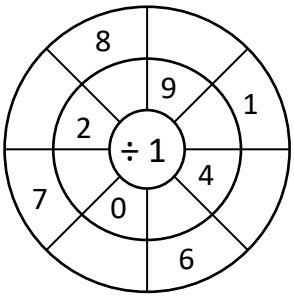


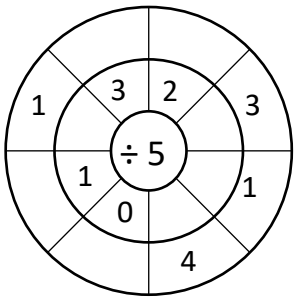












Number of Correct Answers: _____

Activity 5: Bingo

Instructions: Choose 9 of the numbers below and write each in a square anywhere in your grid. Your grid should have all squares filled with 9 different numbers from the list below.

0 12 4 5 2 20 6 10 1 8 100 7 3 11 9

Cross off the numbers in the grid if they answer a given question. Call out "Bingo" if you have 3 answers crossed out in a row (down, across or diagonally in the grid).

Lesson 18: Dividing Numbers by Nine

Component 1: Lesson Short Review

Multiplying and Dividing Numbers by Nine

Instruction: Fill in the blanks below.			
0 × 9 = 0	9 × 0 = 0	0 ÷ 9 = 0	
1 × 9 = 9	9 × 1 = 9	9 ÷ 9 = 1	9 ÷ 1 = 9
2 × 9 = 18	9 × 2 = 18	18 ÷ 9 = 2	18 ÷ 2 = 9
3 × 9 = 27	9 × 3 = 27	27 ÷ 9 = 3	
4 × 9 = 36		36 ÷ 9 = 4	36 ÷ 4 = 9
5 × 9 = 45	9 × 5 = 45		45 ÷ 5 = 9
6 × 9 = 54	9 × 6 = 54		54 ÷ 6 = 9
	9 × 7 = 63	63 ÷ 9 = 7	63 ÷ 7 = 9
8 × 9 = 72	9 × 8 = 72		72 ÷ 8 = 9
9 × 9 = 81	9 × 9 = 81	81 ÷ 9 = 9	
10 × 9 = 90	9 × 10 = 90	90 ÷ 9 = 10	

Intention & Language

Component 2: Lesson Intention

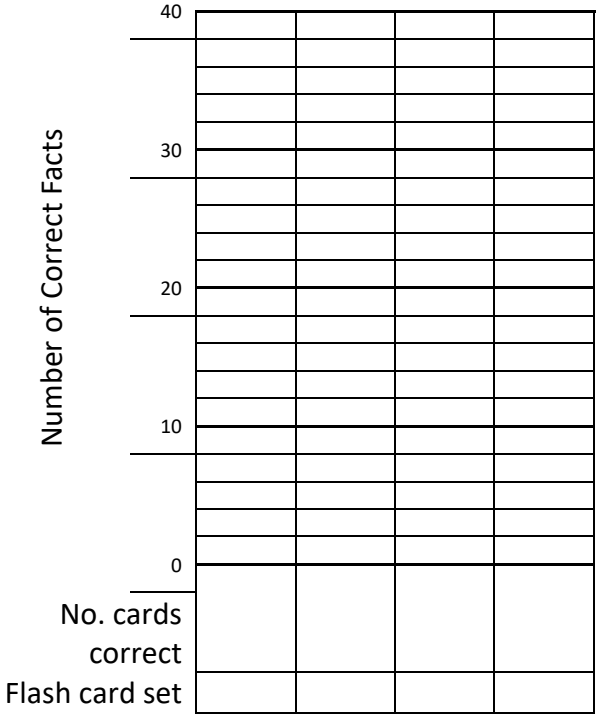
In these Mathematics Intervention Lessons, we are looking at the number facts up to 10. Today, our focus is on dividing by 5, 9 and 10. In our earlier lessons, we looked at dividing by 5 and 10. In this lesson, our focus is dividing numbers by 9. While you may know this number fact, can you give answers that are fast, and correct?

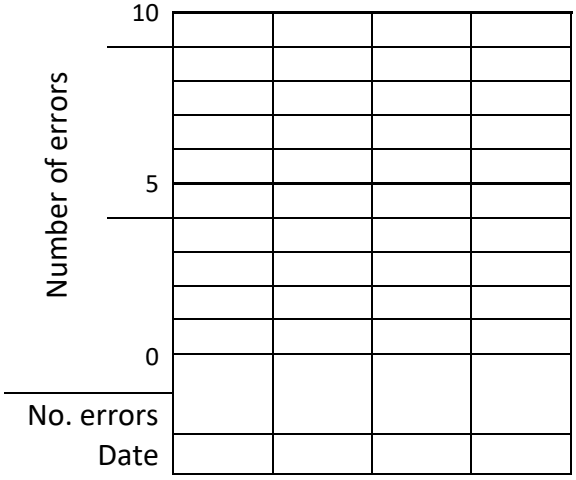
Component 3: Lesson Language

Split, split between, split evenly

Activity 1: Flashcards Graph

Instruction: How many flash cards did you answer in a minute? Graph the number of flash cards you answered correctly and incorrectly below.





Activity 2: Speed Questions

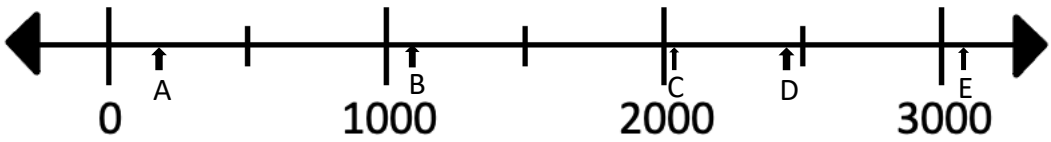
Instruction: Answer as many as you can in 2 minutes.

81 ÷ 9 = ___	36 ÷ 9 = ___	27 ÷ 9 = ___	9 ÷ 9 = ___
0 ÷ 9 = ___	___ ÷ 9 = 2	54 ÷ 9 = ___	45 ÷ 5 = ___
9 ÷ 1 = ___	72 ÷ 9 = ___	___ ÷ 10 = 9	___ ÷ 9 = 0
18 ÷ 9 = ___	4 × 9 = ___	99 ÷ 9 = ___	63 ÷ 9 = ___
___ ÷ 9 = 10	45 ÷ 9 = ___	108 ÷ 12 = ___	4 × 9 = ___
81 ÷ ___ = 9	99 ÷ 11 = ___	54 ÷ ___ = 9	9 × 10 = ___
___ ÷ 4 = 9	9 × 9 = ___	___ ÷ 9 = 0	27 ÷ ___ = 3
9 × 0 = ___	9 ÷ ___ = 1	90 ÷ ___ = 9	___ ÷ 9 = 1
90 ÷ ___ = 9	54 ÷ ___ = 9	9 × 1 = ___	36 ÷ ___ = 9
9 × 8 = ___	___ ÷ 9 = 9	9 × 4 = ___	63 ÷ 7 = ___

How did you do? Number of Correct Answers: _____ Number of Errors: _____

Activity 3

1. Write an approximate value for each letter on the following number line.



A= B= C= D= E=

Number of Correct Answers: _____

2. Apply the rule to the input number to make the output number.

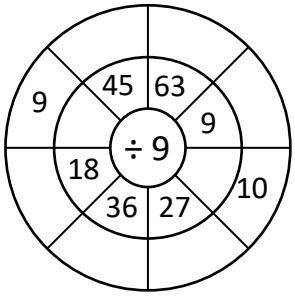
Input	Rule	Output
81	÷ 9	
18	÷ 9	
	÷ 9	3
9	÷ 9	
	÷ 9	5

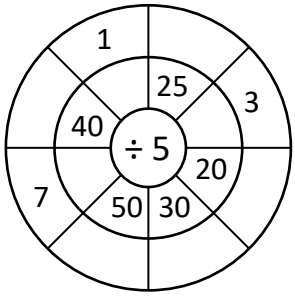
Input	Rule	Output
25	÷ 5	
	÷ 5	7
30	÷ 3	
	÷ 3	6
	÷ 4	8

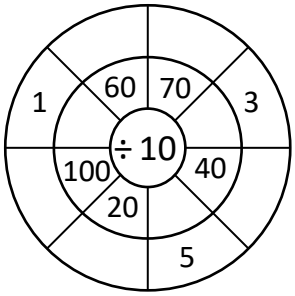
Number of Correct Answers: _____

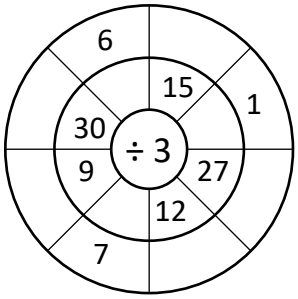
Activity 4: Four-Minute Division Frenzy

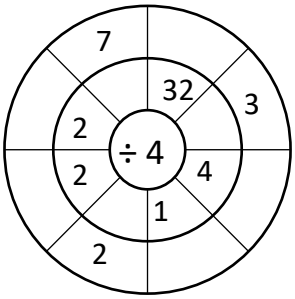
Instruction: Divide the number in the middle circle by the number in the inside circle and write your answer in the space. How many can you correctly complete in 4 minutes?

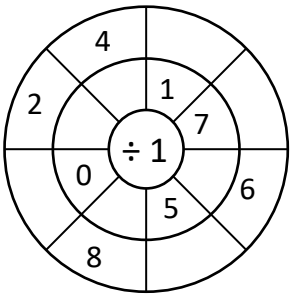


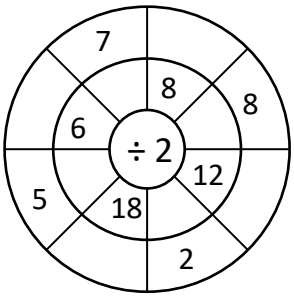


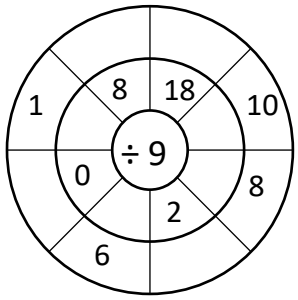












Number of Correct Answers: _____

Reflection & Metacognition

Answer the questions below.

What did you learn today?

_____

_____

_____

What were your improvements today?

_____

_____

How confident do you feel about today's focus topic of dividing by 5, 9 and 10 after today's lessons? Circle one below:

?	?	?	?
I am not sure/confused about this topic	I have some idea but questions about this topic	I think I can do this topic	I am sure I can do this topic

Lesson 19: Dividing Numbers by Six

Component 1: Lesson Short Review

Multiplying and Dividing Numbers by Six

Instruction: Fill in the blanks below.			
0 × 6 = 0	6 × 0 = 0	0 ÷ 6 = 0	
1 × 6 = 6	6 × 1 = 6	6 ÷ 6 = 1	6 ÷ 1 = 6
2 × 6 = 12	6 × 2 = 12	12 ÷ 6 = 2	12 ÷ 2 = 6
3 × 6 = 18	6 × 3 = 18	18 ÷ 6 = 3	
4 × 6 = 24	6 × 4 = 24		24 ÷ 4 = 6
5 × 6 = 30	6 × 5 = 30	30 ÷ 6 = 5	
6 × 6 = 36		36 ÷ 6 = 6	36 ÷ 6 = 6
	6 × 7 = 42	42 ÷ 6 = 7	42 ÷ 7 = 6
8 × 6 = 48	6 × 8 = 48	48 ÷ 6 = 8	
9 × 6 = 54	6 × 9 = 54		54 ÷ 9 = 6
10 × 6 = 60	6 × 10 = 60		60 ÷ 10 = 6

Intention & Language

Component 2: Lesson Intention

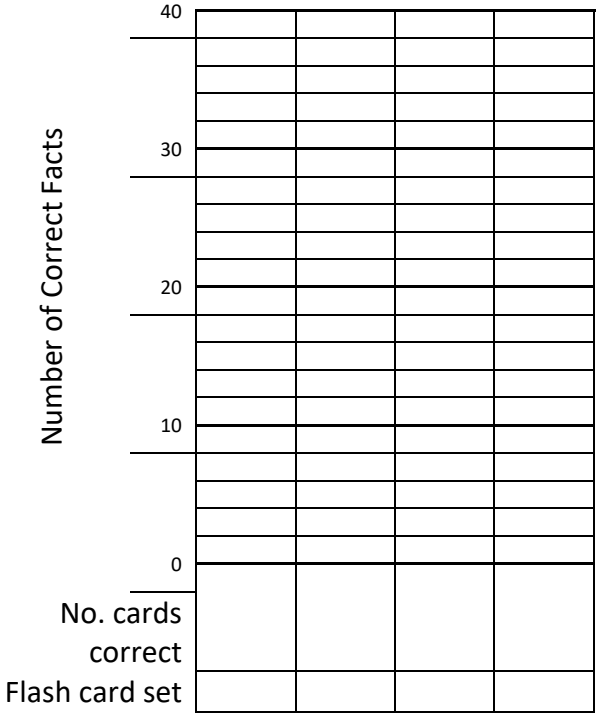
In these Mathematics Intervention Lessons, we are looking at the number facts up to 10. Today, our focus is on dividing by 6, 7 and 8. In this lesson, our focus is dividing numbers by 6. While you may know this number fact, can you give answers that are fast, and correct?

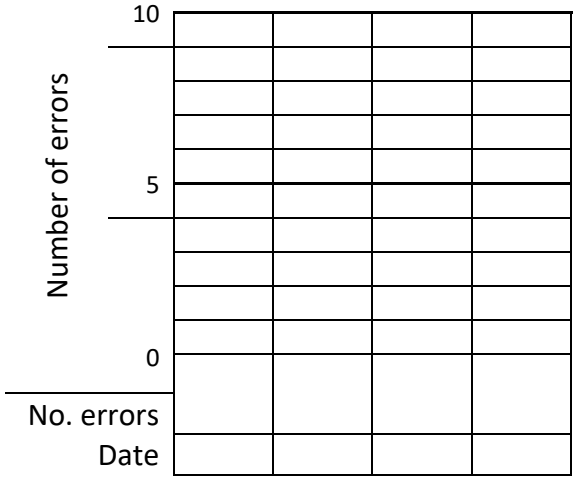
Component 3: Lesson Language

Equal, equal parts, equal groups

Activity 1: Flashcards Graph

Instruction: How many flash cards did you answer in a minute? Graph the number of flash cards you had correct and incorrect below.





Activity 2: Speed Questions

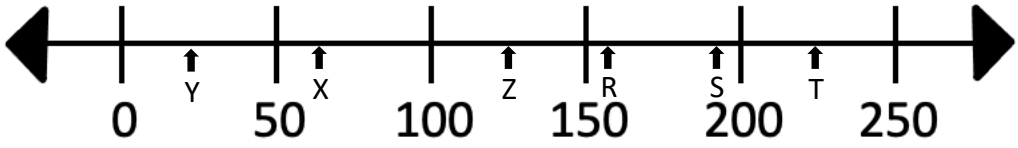
Instruction: Answer as many as you can in 2 minutes.

0 ÷ 6 = ___	24 ÷ 6 = ___	36 ÷ 6 = ___	24 ÷ 6 = ___
30 ÷ 5 = ___	42 ÷ 7 = ___	6 ÷ 6 = ___	72 ÷ 6 = ___
18 ÷ 6 = ___	48 ÷ 6 = ___	___ ÷ 6 = 8	6 × 7 = ___
1 × 6 = ___	9 × 6 = ___	72 ÷ ___ = 12	12 ÷ 6 = ___
54 ÷ ___ = 6	___ ÷ 6 = 10	60 ÷ 6 = ___	30 ÷ ___ = 6
24 ÷ ___ = 4	66 ÷ 6 = ___	___ ÷ 6 = 7	0 × 6 = ___
6 × 8 = ___	___ ÷ 6 = 3	24 ÷ 4 = ___	72 ÷ ___ = 6
___ ÷ 11 = 6	36 ÷ ___ = 6	8 × 6 = ___	___ ÷ 6 = 7
42 ÷ 6 = ___	60 ÷ ___ = 6	6 ÷ ___ = 1	___ ÷ 1 = 6
___ ÷ 6 = 6	2 × 6 = ___	6 × 3 = ___	48 ÷ 8 = ___

How did you do? Number of Correct Answers: _____ Number of Errors: _____

Activity 3:

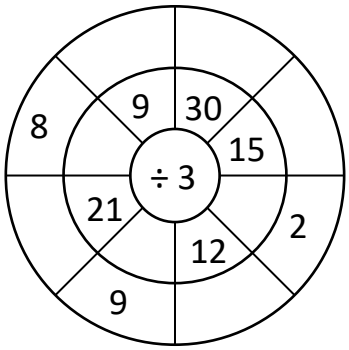
1. Write an approximate value for each letter on the following number line.

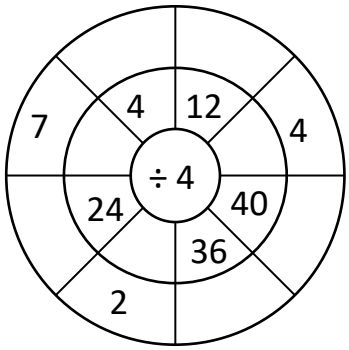


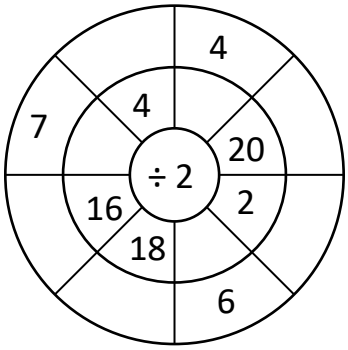
Z= Y= X= R= S= T=

Number of Correct Answers: _____

2. Divide the number in the middle circle by the number in the center and write your answer in the space.



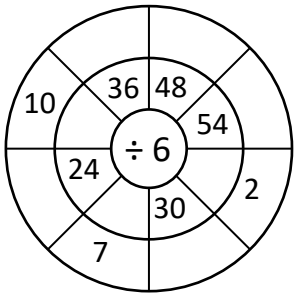


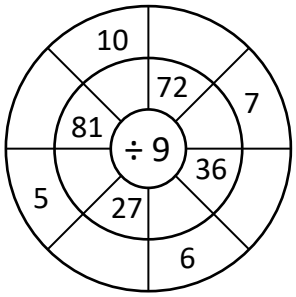


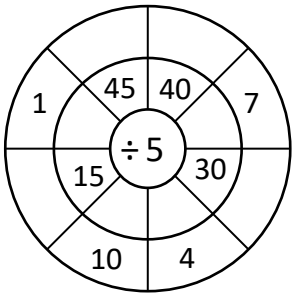
Number of Correct Answers: _____

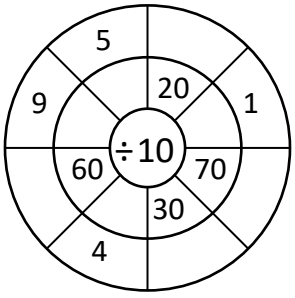
Activity 4: Four-Minute Division Frenzy

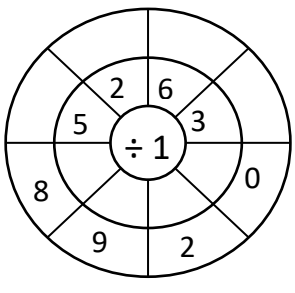
Instruction: Divide the number in the middle circle by the number in the inside circle and write your answer in the space. How many can you correctly complete in 4 minutes?

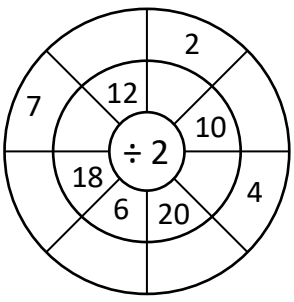


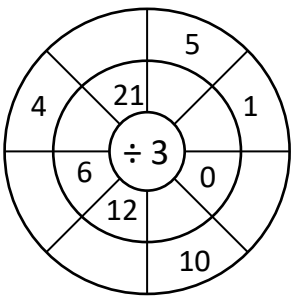


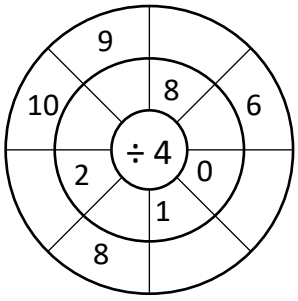












Number of Correct Answers: _____

Activity 5: Bingo

Instructions: Choose 9 of the numbers below and write each in a square anywhere in your grid. Your grid should have all squares filled with 9 different numbers from the list below.

7 1 10 12 2 3 0 4 60 50 5 6 11 8 9

Cross off the numbers in the grid if they answer a given question. Call out “Bingo” if you have 3 answers crossed out in a row (down, across or diagonally in the grid).

Lesson 20: Dividing Numbers by Seven

Component 1: Lesson Short Review

Multiplying and Dividing Numbers by Seven

Instruction: Fill in the blanks below.			
0 × 7 = 0	7 × 0 = 0	0 ÷ 7 = 0	
1 × 7 = 7	7 × 1 = 7	7 ÷ 7 = 1	7 ÷ 1 = 7
2 × 7 = 14	7 × 2 = 14	14 ÷ 7 = 2	14 ÷ 2 = 7
3 × 7 = 21	7 × 3 = 21		21 ÷ 3 = 7
4 × 7 = 28	7 × 4 = 28		28 ÷ 4 = 7
5 × 7 = 35		35 ÷ 7 = 5	
	7 × 6 = 42	42 ÷ 7 = 6	42 ÷ 6 = 7
7 × 7 = 49	7 × 7 = 49		49 ÷ 7 = 7
8 × 7 = 56	7 × 8 = 56	56 ÷ 7 = 8	
9 × 7 = 63	7 × 9 = 63	63 ÷ 7 = 9	63 ÷ 9 = 7
10 × 7 = 70	7 × 10 = 70	70 ÷ 7 = 10	

Intention & Language

Component 2: Lesson Intention

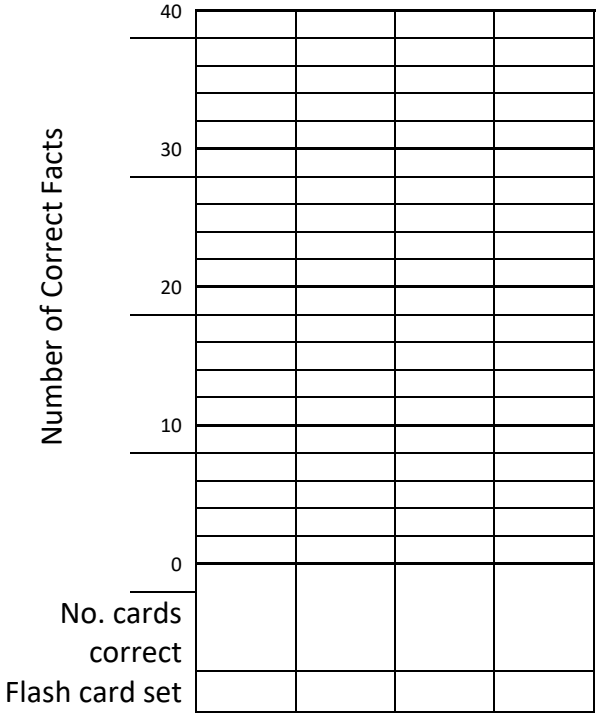
In these Mathematics Intervention Lessons, we are looking at the number facts up to 10. Today, our focus is on dividing by 6, 7 and 8. In our earlier lesson, we looked at dividing by 6. In this lesson, our focus is dividing by numbers by 7. While you may know this number fact, can you give answers that are fast, and correct?

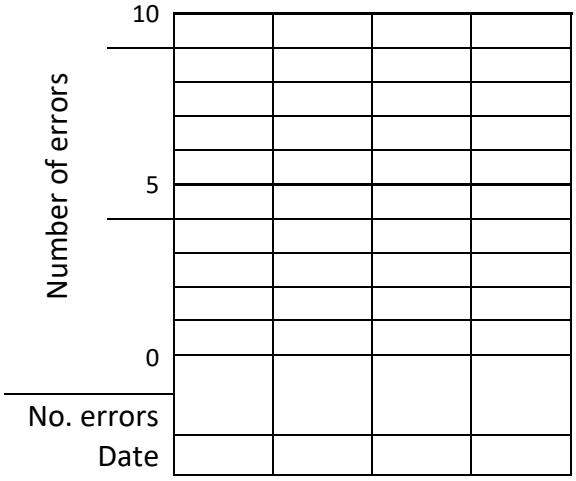
Component 3: Lesson Language

Separate, broken into, break up

Activity 1: Flashcards Graph

Instruction: How many flash cards did you answer in a minute? Graph the number of flash cards you answered correctly and incorrectly below.





Activity 2: Speed Questions

Instruction: Answer as many as you can in 2 minutes.

49 ÷ 7 = ___	0 ÷ 7 = ___	42 ÷ 6 = ___	56 ÷ 7 = ___
7 ÷ 7 = ___	28 ÷ 7 = ___	14 ÷ 7 = ___	21 ÷ 3 = ___
21 ÷ 7 = ___	7 × 6 = ___	42 ÷ ___ = 7	7 × ___ = 63
___ ÷ 7 = 2	42 ÷ 7 = ___	7 × 8 = ___	70 ÷ 10 = ___
___ ÷ 9 = 7	___ ÷ 7 = 5	77 ÷ 7 = ___	7 × 12 = ___
21 ÷ ___ = 7	___ ÷ 7 = 3	63 ÷ 7 = ___	___ ÷ 7 = 0
63 ÷ 7 = ___	7 ÷ ___ = 1	___ ÷ 3 = 7	___ ÷ 7 = 9
11 × 7 = ___	7 × 3 = ___	___ ÷ 12 = 7	49 ÷ 7 = ___
70 ÷ ___ = 10	56 ÷ ___ = 7	77 ÷ ___ = 11	7 × 0 = ___
5 × 7 = ___	84 ÷ 7 = ___	7 × 4 = ___	35 ÷ ___ = 7

How did you do? Number of Correct Answers: _____ Number of Errors: _____

Activity 3: Find My Quotient

1. Choose numbers from the box to complete the division number sentences.

2	4	6	7	9	40	48	56	70

54 ÷ 6 = ☐ 35 ÷ 5 = ☐ ☐ ÷ 10 = 7

30 ÷ ☐ = 5 ☐ ÷ 7 = 8 28 ÷ ☐ = 7

☐ ÷ 6 = 8 18 ÷ ☐ = 9 ☐ ÷ 5 = 8

Number of Correct Answers: _____

3. Apply the rule to the input number to get the output number.

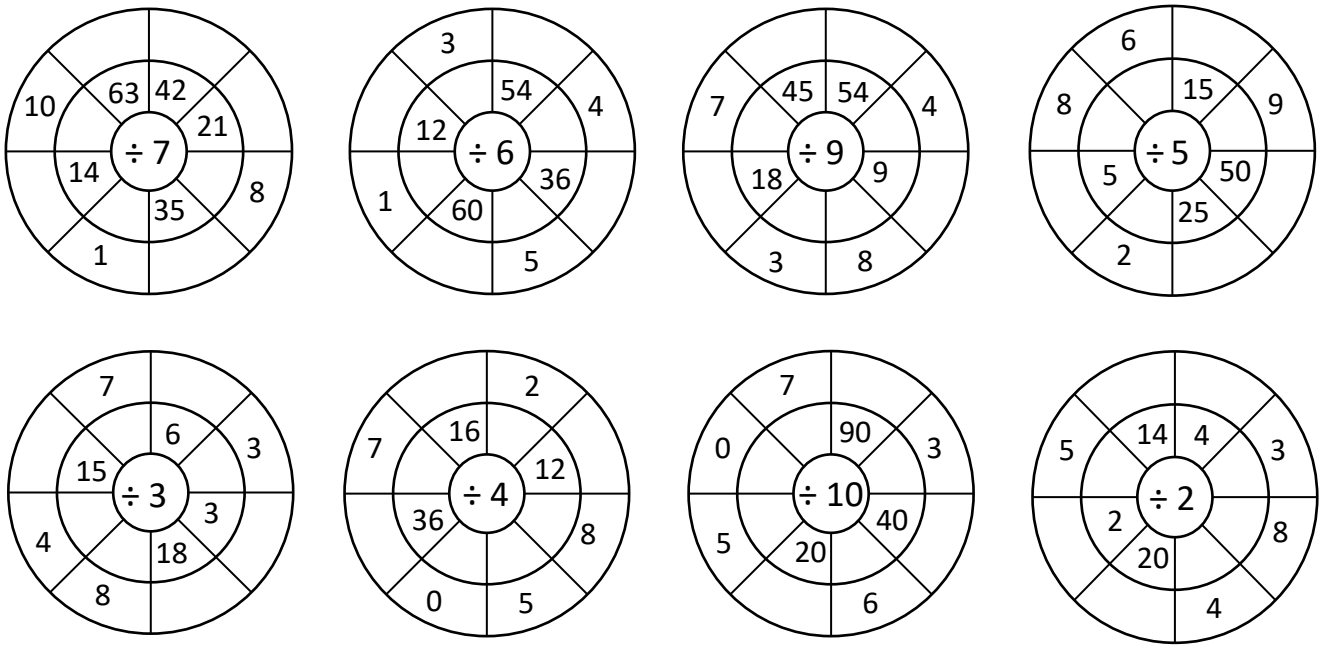
Input	Rule	Output
42	÷ **7**	
63	÷ **7**	
	÷ **7**	3
	÷ **7**	5
81	÷ **9**	
27	÷ **9**	
	÷ **9**	5

Input	Rule	Output
24	÷ **6**	
	÷ **6**	7
	÷ **6**	10
18	÷ **6**	
45	÷ **5**	
	÷ **5**	5
	÷ **5**	1

Number of Correct Answers: _____

Activity 4: Four-Minute Division Frenzy

Instruction: Divide the number in the middle circle by the number in the inside circle and write your answer in the space. How many can you correctly complete in 4 minutes?



Number of Correct Answers: _____

Activity 5: Bingo

Instruction: Choose 9 of the numbers below and write each in a square anywhere in your grid. Your grid should have all squares filled with 9 different numbers from the list below.

100 1 10 8 6 12 3 5 0 9 7 4 11 2 15

Cross off the numbers in the grid if they answer a given question. Call out "Bingo" if you have 3 answers crossed out in a row (down, across or diagonally in the grid).

Lesson 21: Dividing Numbers by Eight

Component 1: Lesson Short Review

Multiplying and Dividing Numbers by Eight

Instruction: Fill in the blanks below.			
0 × 8 = 0	8 × 0 = 0	0 ÷ 8 = 0	
1 × 8 = 8	8 × 1 = 8	8 ÷ 8 = 1	8 ÷ 1 = 8
2 × 8 = 16	8 × 2 = 16	16 ÷ 8 = 2	16 ÷ 2 = 8
3 × 8 = 24	8 × 3 = 24		24 ÷ 3 = 8
4 × 8 = 32	8 × 4 = 32		32 ÷ 4 = 8
5 × 8 = 40		40 ÷ 8 = 5	40 ÷ 5 = 8
6 × 8 = 48	8 × 6 = 48	48 ÷ 8 = 6	
7 × 8 = 56	8 × 7 = 56		56 ÷ 7 = 8
8 × 8 = 64	8 × 8 = 64	64 ÷ 8 = 8	
9 × 8 = 72	8 × 9 = 72	72 ÷ 8 = 9	
	8 × 10 = 80	80 ÷ 8 = 10	80 ÷ 10 = 8

Intention & Language

Component 2: Lesson Intention

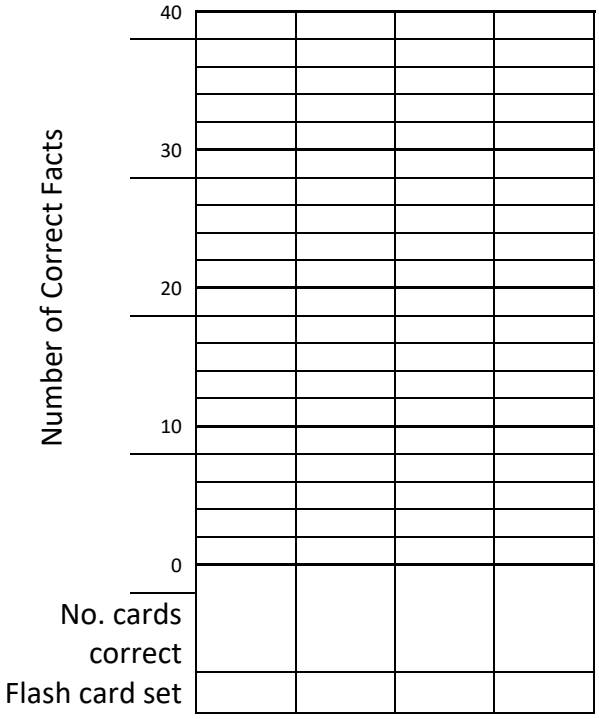
In these Mathematics Intervention Lessons, we are looking at the number facts up to 10. Today, our focus is on dividing by 6, 7 and 8. In our earlier lessons, we looked at dividing by 6 and 7. In this lesson, our focus is dividing numbers by 8. While you may know this number fact, can you give answers that are fast, and correct?

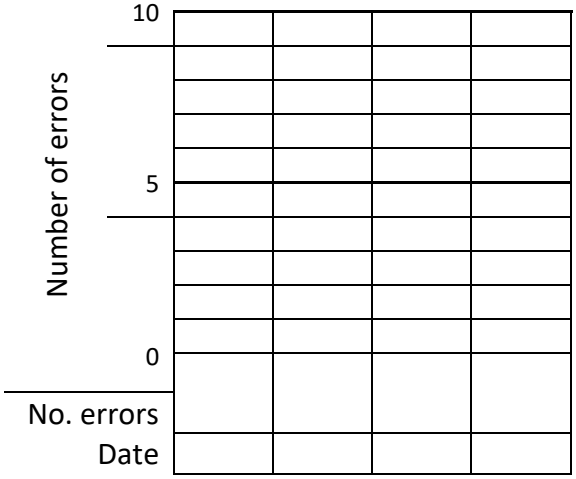
Component 3: Lesson Language

Piece, part, portion

Activity 1: Flashcards Graph

Instruction: How many flash cards did you answer in a minute? Graph the number of flash cards you answered correctly and incorrectly below.





Activity 2: Speed Questions

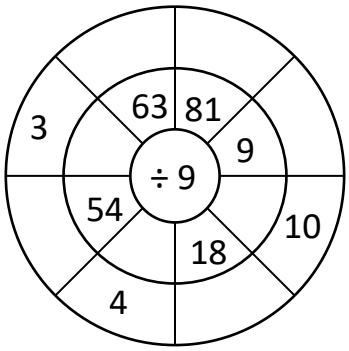
Instruction: Answer as many as you can in 2 minutes.

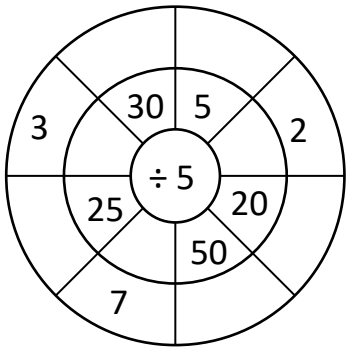
8 ÷ 8 = ___	0 ÷ 8 = ___	32 ÷ 8 = ___	40 ÷ 8 = ___
24 ÷ 3 = ___	16 ÷ 8 = ___	48 ÷ 6 = ___	56 ÷ 8 = ___
80 ÷ 10 = ___	8 × 3 = ___	72 ÷ 8 = ___	64 ÷ ___ = 8
96 ÷ 8 = ___	8 ÷ ___ = 8	___ ÷ 4 = 8	88 ÷ 8 = ___
8 × 8 = ___	64 ÷ 8 = ___	8 × 0 = ___	___ ÷ 9 = 8
___ ÷ 7 = 8	40 ÷ ___ = 5	56 ÷ ___ = 7	24 ÷ ___ = 3
88 ÷ ___ = 11	___ ÷ 9 = 8	48 ÷ ___ = 6	8 × 6 = ___
80 ÷ ___ = 10	___ ÷ 8 = 8	___ ÷ 8 = 10	80 ÷ 8 = ___
8 × 7 = ___	8 × 11 = ___	48 ÷ 8 = ___	2 × 8 = ___
___ ÷ 2 = 8	24 ÷ 8 = ___	8 × 9 = ___	___ ÷ 8 = 1

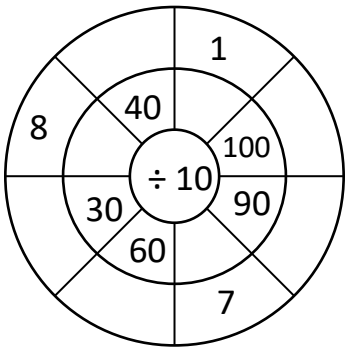
How did you do? Number of Correct Answers: _____ Number of Errors: _____

Activity 3: Find My Quotient

1. Divide the number in the middle circle by the number in the center and write your answer in the space.

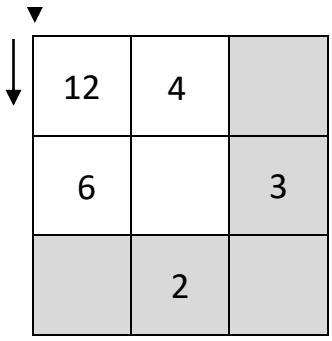


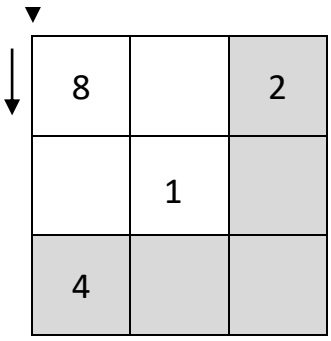


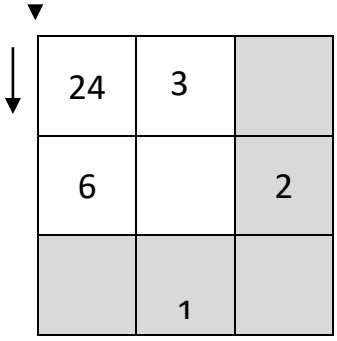


Number of Correct Answers: _____

2. Each row and column is a division problem. Write the answers in the empty spaces.



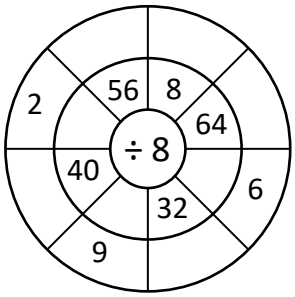


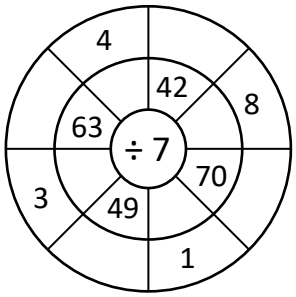


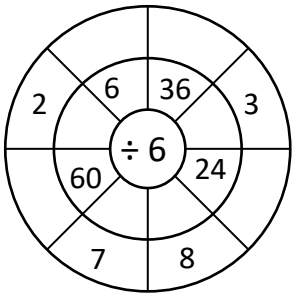
Number of Correct Answers: _____

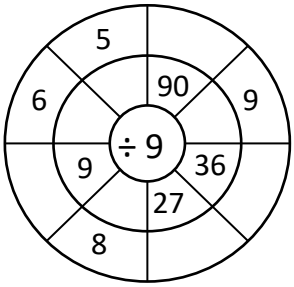
Activity 4: Four-Minute Division Frenzy

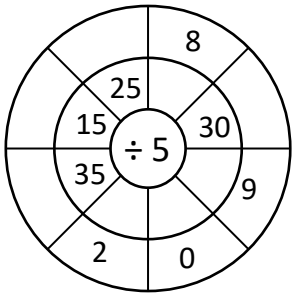
Instruction: Divide the number in the middle circle by the number in the inside circle and write your answer in the space. How many can you correctly complete in 4 minutes?

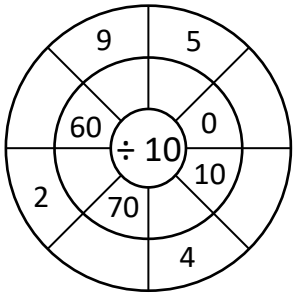


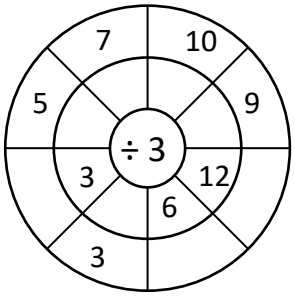


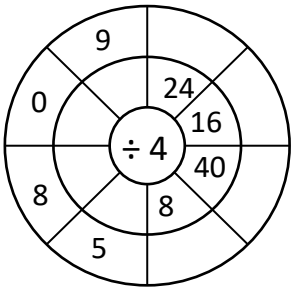












Number of Correct Answers: _____

Reflection & Metacognition

Answer the questions below.

What did you learn today?

What were your improvements today?

How confident do you feel about today's focus topic of dividing by 6, 7 and 8 after today's lessons? Circle one below:

?	?	?	?
I am not sure/confused about this topic	I have some idea but questions about this topic	I think I can do this topic	I am sure I can do this topic

Lesson 22: Dividing Numbers from One to Ten

Component 1: Lesson Short Review

Multiplying and Dividing Numbers from 1 to 10

Instruction: Fill in the blanks below.			
0 × 0 = 0	0 × 0 = 0		
1 × 10 = 10		10 ÷ 10 = 1	10 ÷ 1 = 10
2 × 4 = 8	4 × 2 = 8		8 ÷ 2 = 4
3 × 3 = 9	3 × 3 = 9		9 ÷ 3 = 3
	8 × 4 = 32	32 ÷ 8 = 4	32 ÷ 4 = 8
5 × 5 = 25	5 × 5 = 25	25 ÷ 5 = 5	
6 × 7 = 42		42 ÷ 7 = 6	42 ÷ 6 = 7
7 × 2 = 14	2 × 7 = 14		14 ÷ 7 = 2
8 × 9 = 72	9 × 8 = 72	72 ÷ 9 = 8	
9 × 6 = 54	6 × 9 = 54	54 ÷ 6 = 9	
10 × 1 = 10		10 ÷ 1 = 10	10 ÷ 10 = 1

Intention & Language

Component 2: Lesson Intention

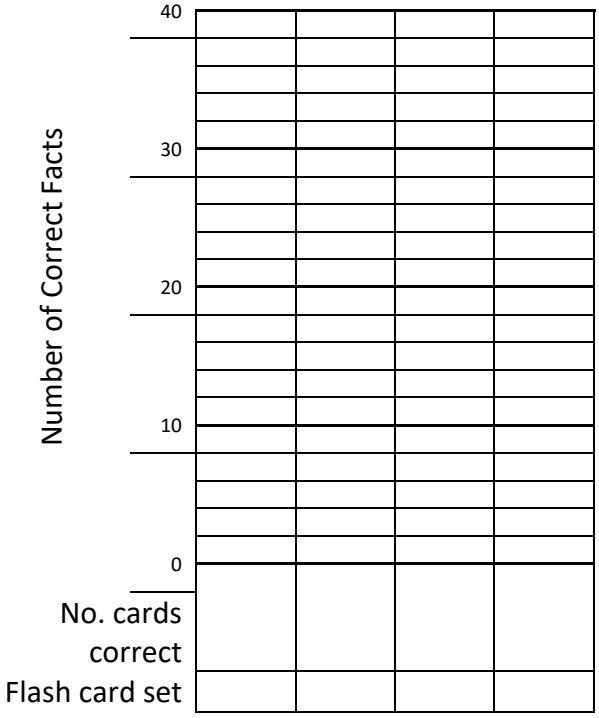
In these Mathematics Intervention Lessons, we are looking at the number facts up to 10. Today, our focus is on multiplying and dividing by numbers from 0 to 10. In this lesson, our focus is dividing by all numbers from 1 to 10. While you may know these number facts, can you give answers that are fast, and correct?

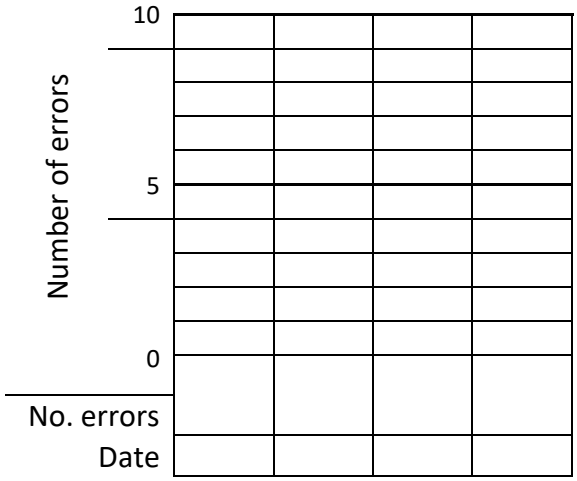
Component 3: Lesson Language

Divide, share, distribute, division, quotient

Activity 1: Flashcards Graph

Instruction: How many flash cards did you answer in a minute? Graph the number of flash cards you answered correctly and incorrectly below.





Activity 2: Speed Questions

Instruction: Answer as many as you can in 2 minutes.

100 ÷ 10 = ___	40 ÷ 5 = ___	30 ÷ 6 = ___	7 × 7 = ___
0 ÷ 7 = ___	18 ÷ 6 = ___	10 × 6 = ___	81 ÷ 9 = ___
48 ÷ 6 = ___	8 ÷ ___ = 2	___ ÷ 2 = 1	48 ÷ 4 = ___
72 ÷ 8 = ___	54 ÷ 6 = ___	12 ÷ 4 = ___	8 ÷ 8 = ___
___ ÷ 10 = 1	77 ÷ ___ = 11	108 ÷ 12 = ___	16 ÷ 4 = ___
7 × 8 = ___	___ ÷ 2 = 2	4 × 5 = ___	15 ÷ ___ = 5
___ ÷ 9 = 5	9 ÷ 3 = ___	32 ÷ ___ = 4	___ ÷ 9 = 6
10 ÷ ___ = 1	___ ÷ 2 = 10	30 ÷ ___ = 3	48 ÷ ___ = 6
30 ÷ ___ = 5	7 × 6 = ___	42 ÷ 6 = ___	___ ÷ 10 = 6
9 × 5 = ___	8 × 4 = ___	___ ÷ 2 = 8	7 × 3 = ___

How did you do? Number of Correct Answers: _____ Number of Errors: _____

Activity 3: Find My Quotient

1. Apply the rule to the input number to get the output number.

Input	Rule	Output
48	**÷ 8**	
63	**÷ 9**	
	÷ 2	3
	÷ 1	5
18	**÷ 3**	
21	**÷ 7**	
	÷ 10	5

Input	Rule	Output
24	**÷ 4**	
	÷ 5	7
	÷ 4	10
18	**÷ 2**	
45	**÷ 5**	
	÷ 3	5
	÷ 6	1

Number of Correct Answers: _____

2. Choose numbers from the box to complete the division number sentences.

3	4	6	7	8	9	32	45	80

24 ÷ 3 = ☐ 36 ÷ 6 = ☐ ☐ ÷ 1 = 9

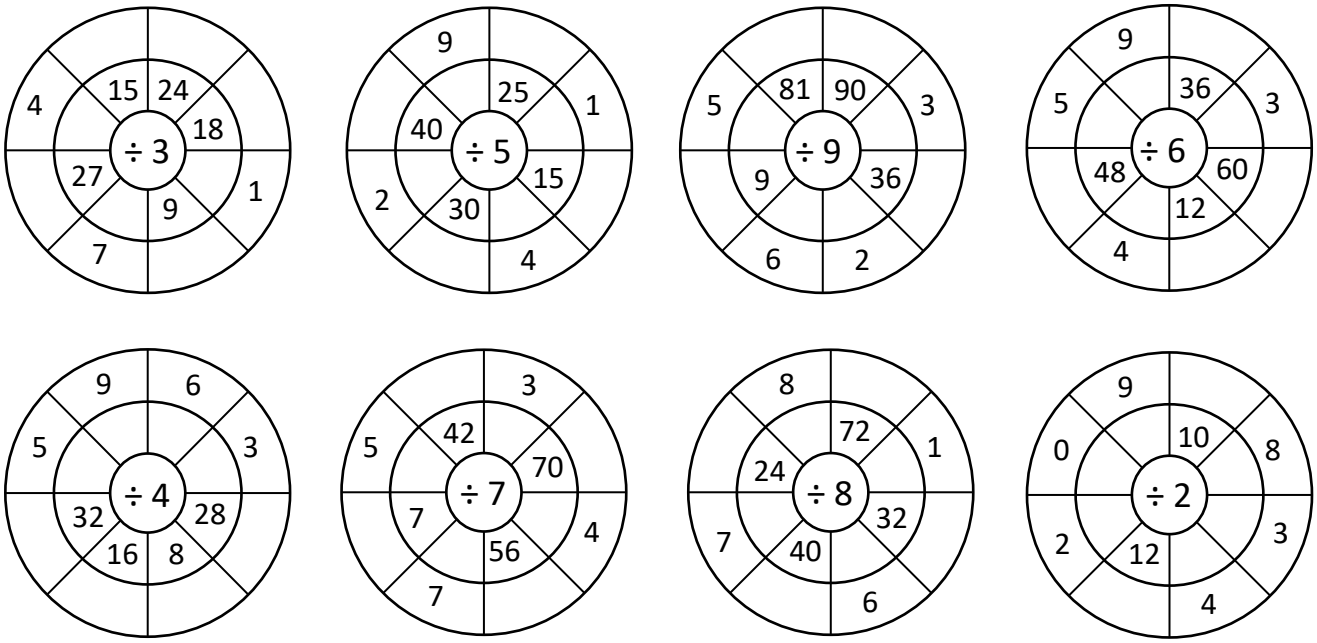
35 ÷ ☐ = 5 ☐ ÷ 10 = 8 28 ÷ ☐ = 7

☐ ÷ 5 = 9 27 ÷ ☐ = 9 ☐ ÷ 4 = 8

Number of Correct Answers: _____

Activity 4: Four-Minute Division Frenzy

Instruction: Divide the number in the middle circle by the number in the inside circle and write your answer in the space. How many can you correctly complete in 4 minutes?



Number of Correct Answers: _____

Bingo

Instruction: Choose 9 of the numbers below and write each in a square anywhere in your grid. Your grid should have all squares filled with 9 different numbers from the list below.

10 7 4 5 1 11 3 9 12 6 100 8 20 0 2

Cross off the numbers in the grid if they answer a given question. Call out "Bingo" if you have 3 answers crossed out in a row (down, across or diagonally in the grid).

Lesson 23: Multiplying and Dividing Numbers from Zero to Ten

Component 1: Lesson Short Review

Instruction: Fill in the blanks below.			
0 × 10 = 0		0 ÷ 10 = 0	
1 × 9 = 9	9 × 1 = 9		9 ÷ 1 = 9
	6 × 2 = 12	12 ÷ 6 = 2	12 ÷ 2 = 6
3 × 8 = 24	8 × 3 = 24	24 ÷ 8 = 3	
4 × 0 = 0			0 ÷ 4 = 0
5 × 1 = 5		5 ÷ 1 = 5	5 ÷ 5 = 1
6 × 4 = 24	4 × 6 = 24		24 ÷ 6 = 4
7 × 3 = 21	3 × 7 = 21	21 ÷ 3 = 7	
8 × 7 = 56	7 × 8 = 56		56 ÷ 8 = 7
	5 × 9 = 45	45 ÷ 5 = 9	45 ÷ 9 = 5
10 × 2 = 20	2 × 10 = 20	20 ÷ 2 = 10	

Intention & Language

Component 2: Lesson Intention

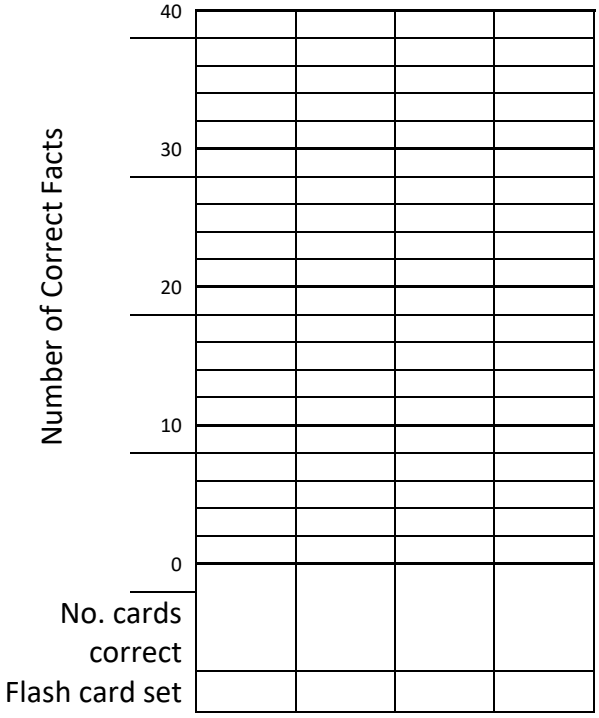
In these Mathematics Intervention Lessons, we are looking at the number facts up to 10. Today, our focus is on multiplying and dividing by numbers from 0 to 10. In our earlier lesson, we looked at dividing by numbers from 1 to 10. In this lesson, our focus is multiplying and dividing by all numbers from 0 to 10. While you may know these number facts, can you give answers that are fast, and correct?

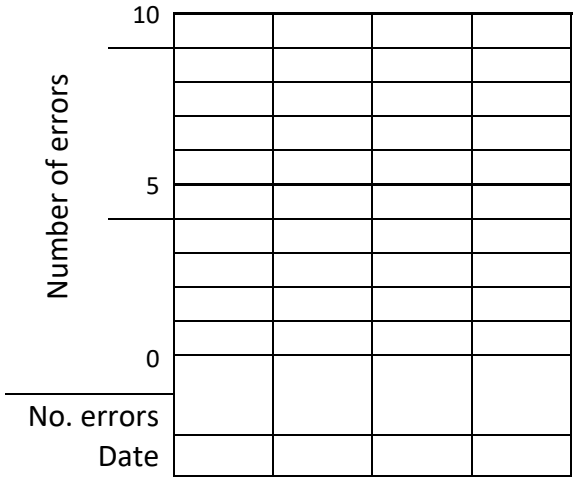
Component 3: Lesson Language

Compute, calculate, work out

Activity 1: Flashcards Graph

Instruction: How many flash cards did you answer in a minute? Graph the number of flash cards you answered correctly and incorrectly below.





Activity 2: Speed Questions

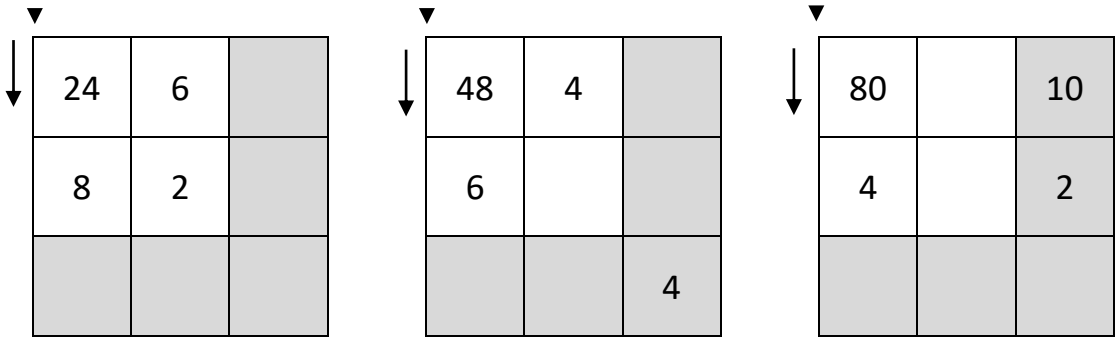
Instruction: Answer as many as you can in 2 minutes.

10 ÷ 5 = ___	1 × 7 = ___	50 ÷ 10 = ___	21 ÷ 7 = ___
0 × 7 = ___	4 × 8 = ___	27 ÷ 3 = ___	2 × 1 = ___
9 × 9 = ___	63 ÷ 7 = ___	9 × 6 = ___	7 × 7 = ___
10 × ___ = 10	100 ÷ ___ = 10	10 × 2 = ___	90 ÷ ___ = 10
42 ÷ 7 = ___	7 × 8 = ___	___ × 7 = 56	___ ÷ 7 = 6
2 × 3 = ___	0 ÷ 10 = ___	8 × 9 = ___	4 × 2 = ___
___ ÷ 7 = 5	2 × ___ = 16	2 × 2 = ___	___ ÷ 5 = 1
9 × 1 = ___	___ × 3 = 18	___ ÷ 1 = 8	5 × 6 = ___
12 ÷ ___ = 3	___ ÷ 5 = 6	64 ÷ ___ = 8	28 ÷ ___ = 7
___ ÷ 4 = 6	24 ÷ 3 = ___	21 ÷ ___ = 7	6 × 2 = ___

How did you do? Number of Correct Answers: _____ Number of Errors: _____

Activity 3: Find My Quotient

1. Each row and column is a division problem. Divide across and down. Write the answers in the empty spaces.



24	6	
8	2	

48	4	
6		
		4

80		10
4		2

Number of Correct Answers: _____

2. Use the digits 0 to 9 to fill the cells in the grid. The number in the column when multiplied give the **products** at the bottom. You must use all the digits 0 to 9 in each row, but digits may be repeated in columns.

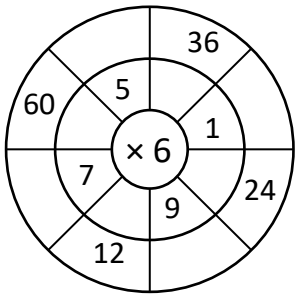
1	6	9		3	0	4			2
2			3		5				
2	54	0	21	12	0	28	48	5	16

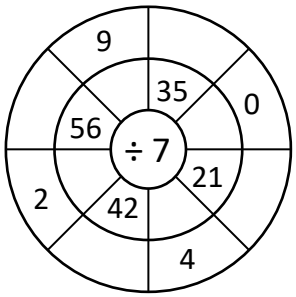
5		3			8	9		1	2
	7			9			0		2
40	0	9	36	63	32	9	0	5	4

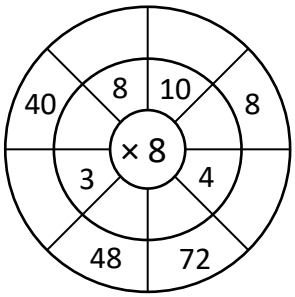
Number of Correct Answers: _____

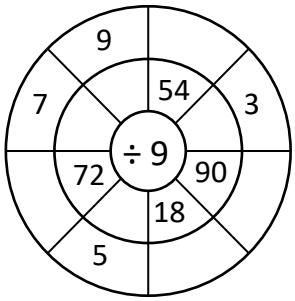
Activity 4: Four-Minute Frenzy

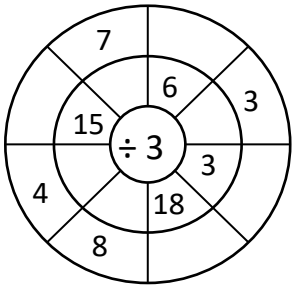
Divide or multiply (as indicated) the number in the middle circle by the number in the inside circle and write your answer in the space. How many can you correctly complete in 4 minutes?

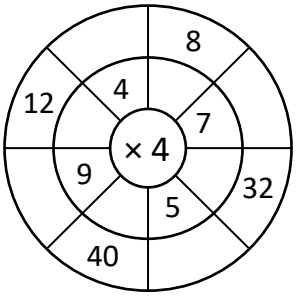


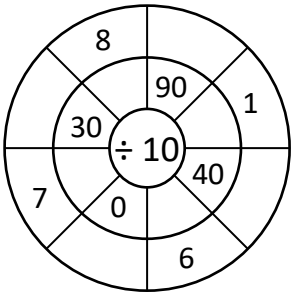


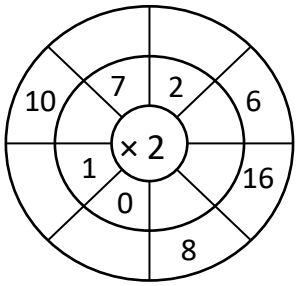












Number of Correct Answers: _____

Activity 5: Bingo

Instructions: Choose 9 of the numbers below and write each in a square anywhere in your grid. Your grid should have all squares filled with 9 different numbers from the list below.

32 81 18 7 9 36 54 14 8 3 10 40 5 28 1

Cross off the numbers in the grid if they answer a given question. Call out "Bingo" if you have 3 answers crossed out in a row (down, across or diagonally in the grid).

Lesson 24: Multiplying and Dividing Numbers from Zero to Ten

Component 1: Lesson Short Review

Instruction: Fill in the blanks below.			
0 × 3 = 0		0 ÷ 3 = 0	
1 × 5 = 5	5 × 1 = 5		5 ÷ 1 = 5
2 × 9 = 18	9 × 2 = 18	18 ÷ 9 = 2	
	10 × 3 = 30	30 ÷ 10 = 3	30 ÷ 3 = 10
4 × 2 = 8	2 × 4 = 8	8 ÷ 2 = 4	
5 × 8 = 40		40 ÷ 8 = 5	40 ÷ 5 = 8
6 × 1 = 6	1 × 6 = 6		6 ÷ 6 = 1
7 × 6 = 42		42 ÷ 6 = 7	42 ÷ 7 = 6
	0 × 8 = 0		0 ÷ 8 = 0
9 × 7 = 63	7 × 9 = 63	63 ÷ 7 = 9	
10 × 4 = 40	4 × 10 = 40		40 ÷ 10 = 4

Intention & Language

Component 2: Lesson Intention

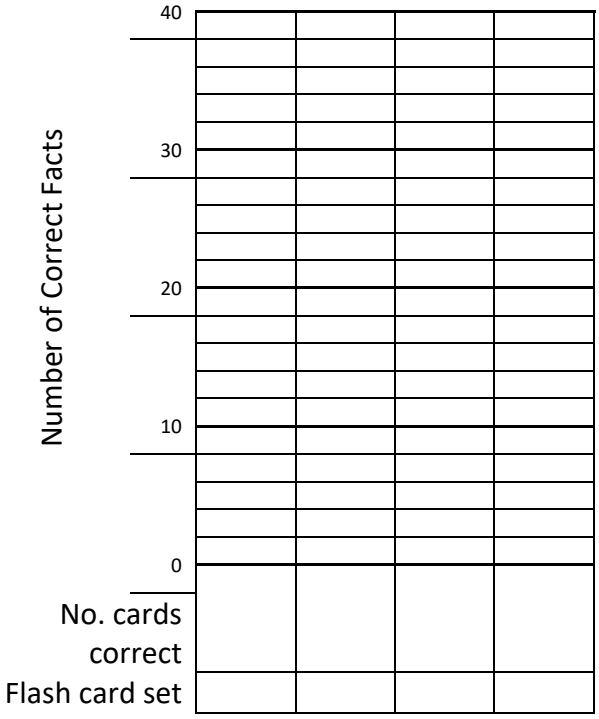
In these Mathematics Intervention Lessons, we are looking at the number facts up to 10. Today, our focus is on multiplying and dividing by numbers from 0 to 10. In this lesson, our focus continues to be multiplying and dividing by all numbers from 0 to 10. While you may know these number facts, can you give answers that are fast, and correct?

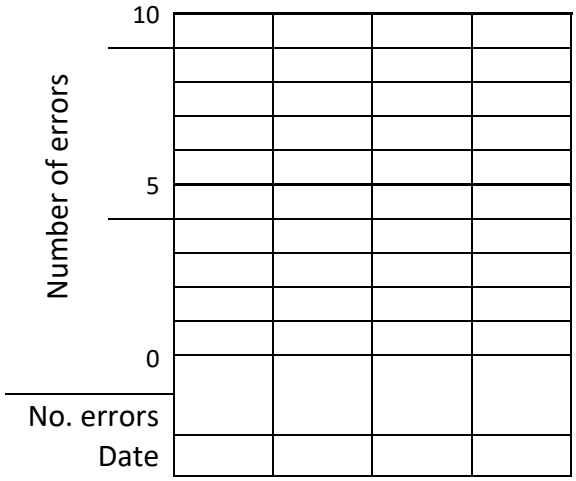
Component 3: Lesson Language

Estimate, find, value

Activity 1: Flashcards Graph

Instruction: How many flash cards did you answer in a minute? Graph the number of flash cards you answered correctly and incorrectly below.





Activity 2: Speed Questions

Instruction: Answer as many as you can in 2 minutes.

20 ÷ 2 = ___	7 × 7 = ___	4 × 1 = ___	21 ÷ 7 = ___
40 ÷ 10 = ___	16 ÷ 2 = ___	10 × 8 = ___	36 ÷ 9 = ___
___ × 3 = 9	10 × 10 = ___	15 ÷ 3 = ___	6 × 8 = ___
10 × 7 = ___	5 ÷ ___ = 1	35 ÷ 5 = ___	10 × 3 = ___
36 ÷ 3 = ___	8 × 6 = ___	10 × ___ = 120	___ × 11 = 77
6 × 5 = ___	___ ÷ 3 = 4	___ × 8 = 8	12 × 8 = ___
___ ÷ 6 = 0	55 ÷ ___ = 11	12 ÷ 2 = ___	___÷ 2 = 3
5 × ___ = 25	24 ÷ 6 = ___	___ × 9 = 99	7 × 9 = ___
3 × ___ = 21	6 × 4 = ___	24 ÷ 3 = ___	36 ÷ ___ = 6
18 ÷ 3 = ___	___ × 2 = 0	56 ÷ ___ = 8	0 ÷ 3 = ___

How did you do? Number of Correct Answers: _____ Number of Errors: _____

Activity 3: Find My Product and Quotient

1. Choose numbers from the box to complete the division or multiplication number sentences.

3	4	8	9	27	32	35	60	63

48	÷	6	=		5	×	7	=		÷	8	=	4
9	×	7	=			×	5	=	15	4	×		=	16
	÷	10	=	6		÷	3	=	9	45	÷		=	5

Number of Correct Answers: _____

2. Use the digits 0 to 9 to fill the cells in the grid. The number in the column when multiplied give the **products** at the bottom. You must use all the digits 0 to 9 in each row, but digits may be repeated in columns.

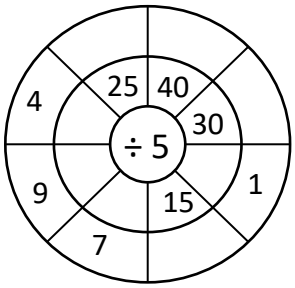
4		9				0		2	
9	7		3		5		2	0	
36	56	9	21	20	5	0	12	0	18

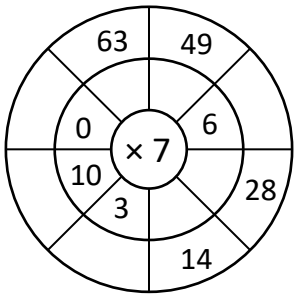
3	5					4	1	0	
8			0	7			9		3
24	25	14	0	63	24	24	9	0	6

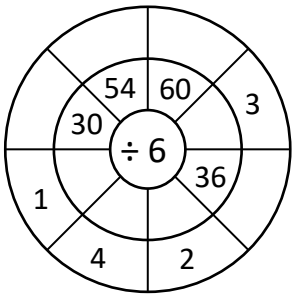
Number of Correct Answers: _____

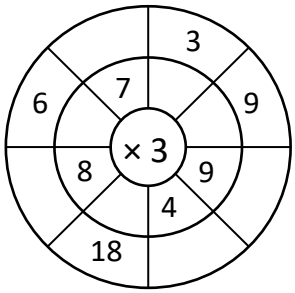
Activity 4: Four-Minute Frenzy

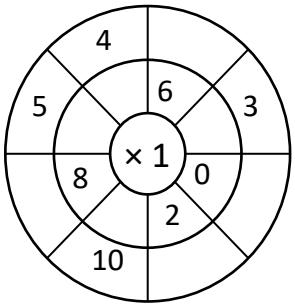
Instruction: Divide or multiply as indicate the number in the middle circle by the number in the inside circle and write your answer in the space. How many can you correctly complete in 4 minutes?

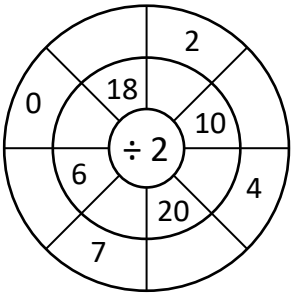


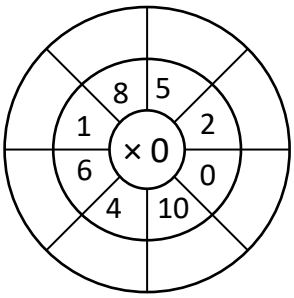


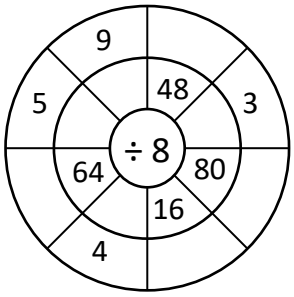












Number of Correct Answers: _____

Reflection & Metacognition

Students answer the questions below.

What did you learn today?

What were your improvements today?

How confident do you feel about today's focus topic of multiplying and dividing by numbers 0 to 10 after today's lessons? Circle one below:

?	?	?	?
I am not sure/confused about this topic	I have some questions about this topic	I think I can do this topic	I am sure I can do this topic

Lesson 25: Multiplying and Dividing Numbers from Zero to Ten

Component 1: Lesson Short Review

Instruction: Fill in the blanks below.			
0 × 2 = 0		0 ÷ 2 = 0	
	0 × 1 = 0		0 ÷ 1 = 0
2 × 10 = 20	10 × 2 = 20	20 ÷ 10 = 2	
3 × 5 = 15	5 × 3 = 15		15 ÷ 3 = 5
4 × 1 = 4		4 ÷ 1 = 4	4 ÷ 4 = 1
5 × 4 = 20	4 × 5 = 20		20 ÷ 5 = 4
	9 × 6 = 54	54 ÷ 9 = 6	54 ÷ 6 = 9
7 × 7 = 49		49 ÷ 7 = 7	49 ÷ 7 = 7
8 × 6 = 48	6 × 8 = 48	48 ÷ 6 = 8	
9 × 8 = 72	8 × 9 = 72	72 ÷ 8 = 9	
10 × 3 = 30	3 × 10 = 30		30 ÷ 10 = 3

Intention & Language

Component 2: Lesson Intention

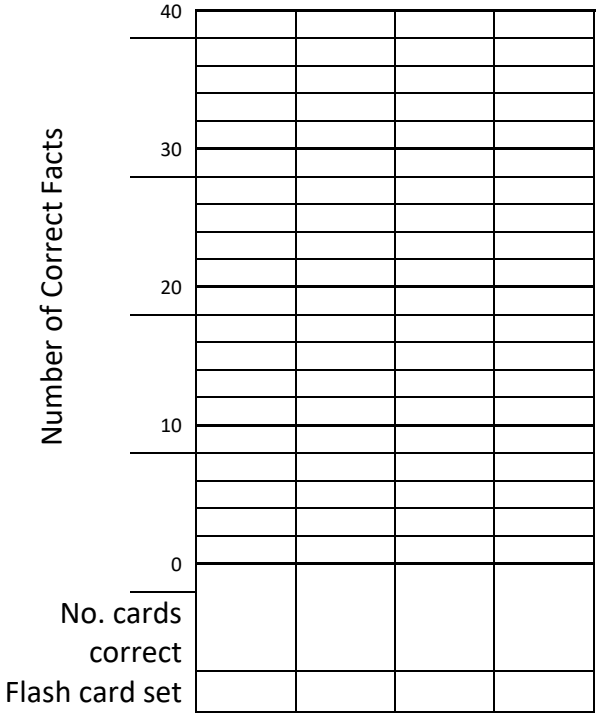
In these Mathematics Intervention Lessons, we are looking at the number facts up to 10. Today, our focus is on multiplying and dividing by numbers from 0 to 10 and applying the number facts. In this lesson, our focus is multiplying and dividing by all numbers from 0 to 10. While you may know these number facts, can you give answers that are fast, and correct?

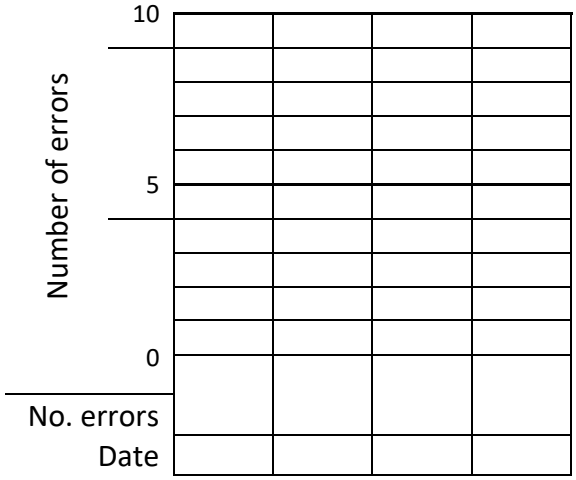
Component 3: Lesson Language

Determine, evaluate, assess.

Activity 1: Flashcards Graph

Instruction: How many flash cards did you answer in a minute? Graph the number of flash cards you answered correctly and incorrectly below.





Activity 2: Speed Questions

Instruction: Answer as many as you can in 2 minutes.

60 ÷ 6 = ___	0 × 7 = ___	21 ÷ 3 = ___	49 ÷ 7 = ___
5 × 3 = ___	20 ÷ 2 = ___	8 ÷ 8 = ___	10 × 10 = ___
9 × 6 = ___	54 ÷ 9 = ___	8 × 7 = ___	5 × 6 = ___
24 ÷ 4 = ___	6 × 4 = ___	80 ÷ 10 = ___	56 ÷ ___ = 7
___ ÷ 1 = 2	42 ÷ 7 = ___	7 × 7 = ___	10 × 12 = ___
40 ÷ ___ = 5	___ ÷ 9 = 5	9 × ___ = 81	50 ÷ 10 = ___
2 × 3 = ___	7 × 1 = ___	15 ÷ ___ = 3	___ ÷ 6 = 6
3 × 10 = ___	___ × 5 = 35	60 ÷ 5 = ___	___ ÷ 8 = 2
4 × ___ = 28	8 × ___ = 24	___ × 1 = 8	7 × 2 = ___
___ ÷ 4 = 5	44 ÷ ___ = 11	___ × 7 = 28	3 × ___ = 15

How did you do? Number of Correct Answers: _____ Number of Errors: _____

Activity 3: Find My Product and Quotient

1. Apply the rule to the input number to make the output number.

Input	Rule	Output
42	÷ 6	
2	× 9	
	÷ 2	6
	× 10	50
6	× 3	
27	÷ 3	
	÷ 5	5

Input	Rule	Output
63	÷ 7	
	× 6	24
9	× 9	
	÷ 4	8
	× 8	56
100	÷ 10	
	÷ 2	0

Number of Correct Answers: _____

3. Use the digits 0 to 9 to fill the cells in the grid. The columns must **multiply** to the given **products** at the bottom. You must use all the digits 0 to 9 in each row, but digits may be repeated in columns.

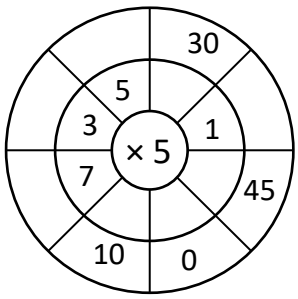
7	6		9		4		3		1
		1			7		5	0	
42	18	8	72	18	28	20	15	0	2

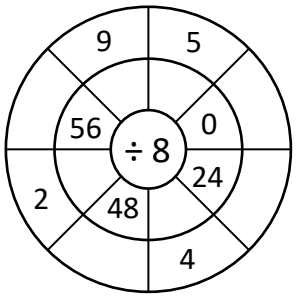
	4	5			8	7			2
1				8	0	3			2
0	20	45	42	72	0	21	18	4	4

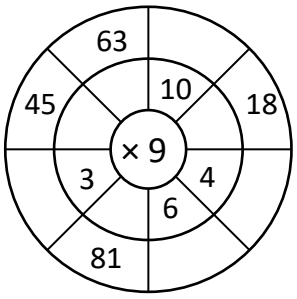
Number of Correct Answers: _____

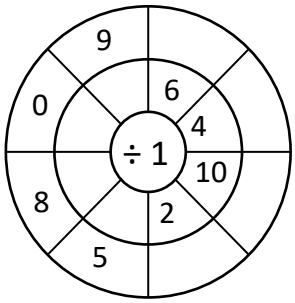
Activity 4: Four-Minute Frenzy

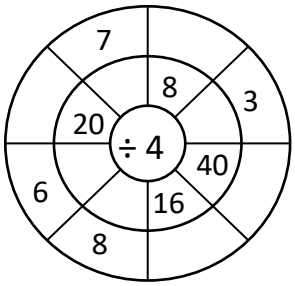
Instruction: Divide or multiply as indicated the number in the middle circle by the number in the inside circle and write your answer in the space. How many can you correctly complete in 4 minutes?

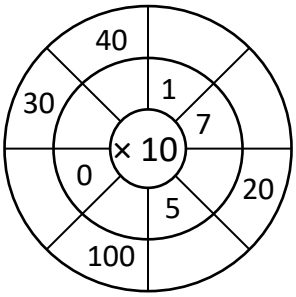


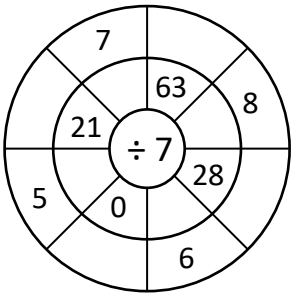


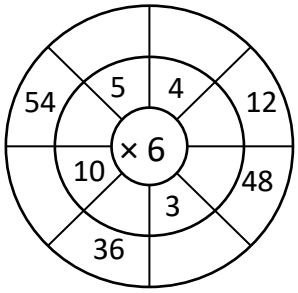












Number of Correct Answers: _____

Activity 5: Bingo

Instructions: Choose 9 of the numbers below and write each in a square anywhere in your grid. Your grid should have all squares filled with 9 different numbers from the list below.

50 12 0 72 6 21 2 60 1 20 9 49 8 10 7

Cross off the numbers in the grid if they answer a given question. Call out "Bingo" if you have 3 answers crossed out in a row (down, across or diagonally in the grid).

Lesson 26: Solving Word Problems

Component 1: Lesson Short Review

Short Questions

Instruction: Solve for the indicated operation.

1. 11 × 4 = _____
2. 50 + 300 = _____
3. 2 × 250 = _____
4. 60 × 3 = _____
5. 150 ÷ 5 = _____
6. 4 × 250 = _____
7. 4 × 60 = _____
8. 800 ÷ 10 = _____
9. 1000 - 350 = _____
10. 1000 ÷ 2 = _____
11. 150 + 180 = _____
12. 2 × 150 = _____

Intention & Language

Component 2: Lesson Intention

In these Mathematics Intervention Lessons, we are looking at the number facts up to 10. Today, our focus is on multiplying and dividing by numbers from 0 to 10 and applying the number facts. In our earlier lesson, we looked at multiplying and dividing by all numbers from 0 to 10. In this lesson, our focus is on applying the number facts to solve worded questions. While you may know the number facts, can you apply these to real life situations and get the right answers?

Component 3: Lesson Language

Kilogram, kg, per, each, gram, g, liter, shop, expensive, half

Part A: Scenario

Grocery Shopping

You are going to the shop to buy groceries. The following are the prices of different items at the shop.

Rice	₱800 per 10kg bag
Onions	₱150/kg
Chicken	₱250/kg
Salt	₱11 per 250g bag
Vinegar	₱50/liter
Mangoes	₱60 each

Part B: Questions

a) If you buy 2 kg of chicken and 10 kg of rice, how much money do you have to pay?

b) How much money will you have left from ₱1000 if you buy 1 liter of vinegar and 2 kg of onions?

c) If there are about 4 mangoes in a kilogram, how much are mangoes per kilogram?

Part C: Questions

a) If there are about 5 onions in a kilogram of onions, what is the price of 1 onion?

b) Which is more expensive per kilogram: rice or salt?

c) How much will it cost to buy 3 liters of vinegar, 3 mangoes and ½ kg of salt?

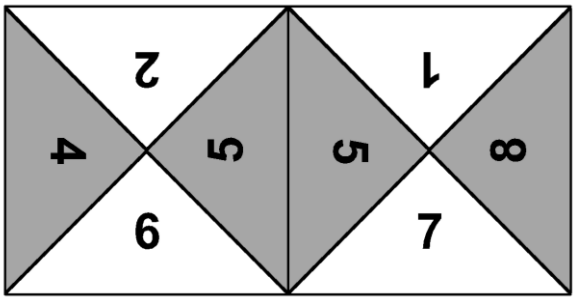
Double O Game

How to Play:

1. Choose a dealer. The dealer places the top card face up on the table and then deals five cards to each player. The remaining cards are placed face down in a pile in the middle of the table.

2. The person next to the dealer on their left side puts down a card which matches one of the four numbers on the upturned card.

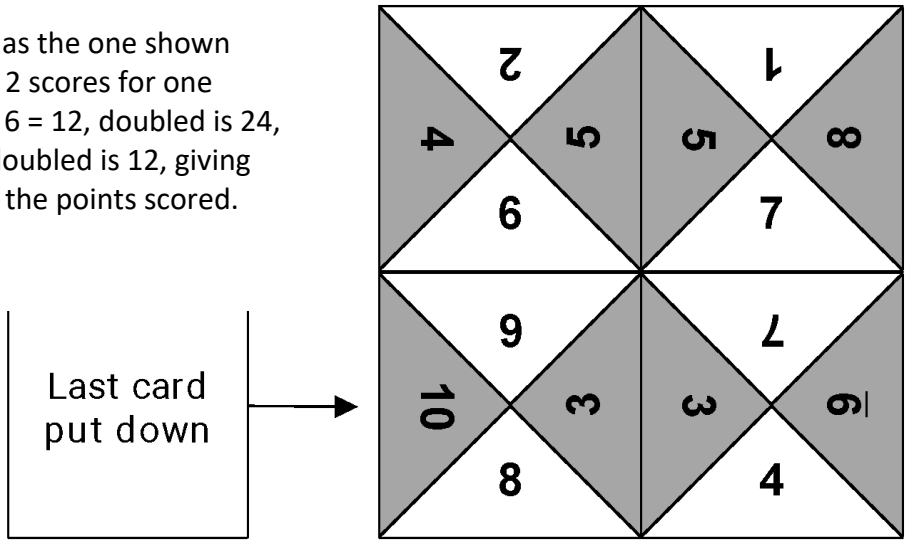
   The cards are played side by side, above or below, with the matching numbers touching each other domino style. For example, for the following cards, the two 5's are matched, and the player says '5 + 5 = 10, doubled is 20', scoring 20 points.



3. Players take turns. If a player cannot make a match, a card is picked up from the central pile and immediately played if a match is possible.

4. Cards can be played in any direction.

   A pattern such as the one shown allows a player 2 scores for one move, with 6 + 6 = 12, doubled is 24, and 3 + 3 = 6, doubled is 12, giving 24 + 12 = 36 as the points scored.



5. One student records the total scores as play progresses in the following table. The player with the highest total wins.

Player 1	Player 2	Player 3	Player 1	Player 2	Player 3

Lesson 27: Solving Word Problems

Component 1: Lesson Short Review

Lesson 27 Short Questions

Instruction: Solve for the indicated operation.

1. $4 \times 4 =$ _____
2. $20 + 40 =$ _____
3. $240 + 60 =$ _____
4. $40 \div 2 =$ _____
5. $24 - 16 =$ _____
6. $4 \times 60 =$ _____
7. $5 \times 1000 =$ _____
8. $1000 \div 10 =$ _____
9. $30 \div 3 =$ _____
10. $300 \div 2 =$ _____

Intention & Language

Component 2: Lesson Intention

In these Mathematics Intervention Lessons, we are looking at the number facts up to 10. Today, our focus is on multiplying and dividing by numbers from 0 to 10 and applying the number facts. In our earlier lessons, we looked at multiplying and dividing by numbers from 0 to 10 and applying the number facts. In this lesson, our focus continues to be on applying the number facts to solve worded questions. While you may know the number facts, can you apply these to real life situations and get the right answers?

Component 3: Lesson Language

Gram, tablespoon, cocoa powder, birthday, class, student, serve, dozen.

Part A: Scenario

Making a Birthday Cake

Sophia is having a birthday party with her class. There are 30 students in her class. Sophia's mother is making her a chocolate birthday cake. The cake will serve 10 people.

Chocolate Cake Recipe

4 small eggs (1 small egg weighs 60 grams)
100 g of sugar
2 tablespoons cocoa powder (1 tablespoon weighs 10 g)
300 g flour
300 g chocolate
40 g icing sugar
food coloring (weighs 0 g)

Part B: Questions

a) What is the total weight of the chocolate birthday cake?

b) If you wanted to make a chocolate cake that weighed 500 g, how much of each ingredient, in grams, would you need?

Ingredient	Quantity in Grams (g)
eggs	
sugar	
cocoa powder	
flour	
chocolate	
icing sugar	

Part C: Questions

a) How many chocolate cakes will Sophia's mother need to bake so that all the students in Sophia's class can have a piece?

b) How much would 5 of the chocolate cakes weigh?

c) If all the pieces of cake are the same size, how much will each piece of cake weigh?

d) If eggs are purchased in cartons containing a dozen eggs, how many cartons would be needed to purchase to bake four cakes?

Reflection & Metacognition

Students answer the questions below.

1. What did you learn today?

2. What were your improvements today?

For inquiries or feedback, please write or call:

Department of Education - Bureau of Learning Delivery (DepEd-BLD)
Contact Numbers: 8637-4366; 8637-4347; 8633-9347

Department of Education - Bureau of Learning Resources (DepEd-BLR)
Contact Numbers: 8634-1072; 8631-6922

Email Address: blr.od@deped.gov.ph

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