


# Includes PowerPoint with 20 Place Value Warm-Ups

**CORRECT THE TEACHER**

Your teacher solved a math problem incorrectly.

Your teacher says that the distributive property can be used to solve  $4 \times 16$ . The answer can be found by solving  $(4 \times 1) + (4 \times 6)$

What mistake was made?




**TUG-O-WAR**

Do you agree or disagree with the following statement? Why?

$4 \times 700$   
is the same as  
4 ones  $\times$  7 hundreds

I AGREE I DISAGREE




**NUMBER STRINGS**

Use mental math to solve the following:

Start with 5.

1. Multiply by 1.
2. Multiply by 10.
3. Multiply by 100.
4. Multiply by 1,000.


What's your new number?



**SHOW ME MORE**

Show more than one way to...


Show more than one strategy you could use to solve  $42 \times 37$ .



**PROBLEM OF THE DAY**

Use the number to complete the following:

A candy company packs 3,000 candy bars in each box. A store ordered 9 boxes of candy bars. How many candy bars did they get?




**CORRECT THE TEACHER**

Your teacher solved a math problem incorrectly.

Your teacher says that he/she used the standard algorithm to solve  $39 \times 27$  and got an answer of 351.

What mistake was made?




**TUG-O-WAR**

Do you agree or disagree with the following statement? Why?

The standard algorithm is the easiest way to find the answer for the multiplication problem  $45 \times 23$ .

I AGREE I DISAGREE




**NUMBER STRINGS**

Use mental math to solve the following:

Start with 3.

1. Multiply by 4.
2. Multiply by 12.
3. Multiply by 10.
4. Multiply by 2.

What's your new number?



**SHOW ME MORE**

Show more than one way to...

Show more than one set of factors that could have a product of 2,400.




# INCLUDES 5 ROUTINES


## CORRECT THE TEACHER

**CORRECT THE TEACHER** >>>

Your teacher solved a math problem incorrectly

Missy is organizing a soccer tournament and she wants 15 teams with 10 people on each team. There are 145 people signed up. Is there enough for 15 teams?

What mistake was made?



### Correct The Teacher

These routines give students a math problem/statement that has been solved incorrectly. Students have to figure out what the mistake was.


## TUG-O-WAR

**TUG-O-WAR** >>>

Do you agree or disagree with the following statement? Why?

David is reading a book that is 56 pages long. Kim is reading a book that is 47 pages long. If David reads 8 pages a day and Kim reads 7 pages a day, they will both finish their books in 7 days.

I AGREE I DISAGREE



### Tug-O-War

Students are given a math statement, expression or equation. They need to decide if they agree or disagree and explain their position.

## SHOW ME MORE

**SHOW ME MORE** >>>

Show more than one way to...

Show more than one set of factors that could have a product of 2,400.



### Show Me More

Students are asked to give more than one response to the problem or statement given. This helps students realize that there is usually more than one way to approach math.

## NUMBER STRINGS


**NUMBER STRINGS** >>>

Use the properties of multiplication to solve

Start with 100.

1. Add  $5 \times 4$
2. Add  $4 \times 5$
3. Add  $10 \times 1$
4. Add  $10 \times 0$

What's your new number?



### Number Strings


Number strings give students an opportunity to improve their mental math skills. Students will have to use multiple skills to be able to add a series of numbers together to get to the new number.

## PROBLEM OF THE DAY

**PROBLEM OF THE DAY** >>>

Solve the following

A teacher has 28 kids in her class. She gives each kid a pack of Skittles. Each pack has 57 Skittles in it. How many individual Skittles did the teacher pass out to her students?



### Problem of the Day

Students are given a traditional math problem and are asked to solve it. It is their opportunity to apply all the problem solving skills and critical thinking skills they have practiced with the other routines.

## SUGGESTED USES

- Use as a daily math warmup
- Use as part of your spiral review
- Use task cards in a math center
- Use as part of morning work routine
- Use for test prep or review
- Use as extension activities

# Covers Multiplication Skills

**CORRECT THE TEACHER** >>>  
Your teacher solved a math problem incorrectly.

Your teacher said that he/she used the standard algorithm to solve the problem.

**TUG-O-WAR** >>>  
Do you agree or disagree with the following statement? Why?  
The standard algorithm is the easiest way to find the answer for the problem.


**NUMBER STRINGS** >>>  
Use mental math to solve the following:  
Start with 3.

1. Multiply by 4  
2. Multiply by 2  
3. Multiply by 3  
4. Multiply by 5

What's the final number?

**SHOW ME MORE** >>>  
Show more than one way to solve the problem.

**PROBLEM OF THE DAY** >>>  
Solve the following:  
A teacher has 28 kids in her class. She gives each kid a pack of Skittles. Each pack has 57 Skittles in it. How many individual Skittles did the teacher pass out to her students?



- Properties of Multiplication
- Multiplication Using Place Value Patterns
- Multi-Step Multiplication Problems
- Multiplication

Each Skill has 5 routines to spark critical thinking, problem solving and conversations about math.

# Task Card Option

A collection of 20 task cards arranged in a grid. The cards are categorized into four groups:

- CORRECT THE TEACHER:** Four cards with pink headers. Each card describes a common student error and asks for the mistake.
  - Card 1: Distributive property error:  $4 \times 6 = (4 \times 6)$ .
  - Card 2: Soccer tournament problem: 15 teams, 10 people each, 145 people signed up.
  - Card 3: Bagel problem: 12 bags of 12 bagels, 3 bags of 8 bagels, 30 staff members.
  - Card 4: Staff problem:  $2 \times 3 = 5$  and  $12 + 8 = 20$  and  $5 \times 20 = 100$ .
- NUMBER STRINGS:** Four cards with blue headers. Each card asks for mental math strategies.
  - Card 1: Start with 100. List: 1. Add 5x4, 2. Add 4x5, 3. Add 10x1, 4. Add 10x0.
  - Card 2: Start with 5. List: 1. Multiply by 1, 2. Multiply by 10, 3. Multiply by 100, 4. Multiply by 1,000.
  - Card 3: Start with 3. List: 1. Multiply by 4, 2. Multiply by 12, 3. Multiply by 10, 4. Multiply by 2.
  - Card 4: Start with 10. List: 1. Multiply by 4, 2. Multiply by 12, 3. Multiply by 10, 4. Multiply by 2.
- SHOW ME MORE:** Four cards with yellow headers. Each card asks for multiple ways to solve a problem.
  - Card 1: Use distributive property to solve  $5 \times 12$ .
  - Card 2: Show factors for a product of 2,400.
  - Card 3: Theatre seating problem: 8 rows with 22 seats, 9 rows with 18 seats.
  - Card 4: Solve  $42 \times 37$  with one strategy.
- TUG-O-WAR:** Two cards with green headers. Each card asks for agreement or disagreement with a statement.
  - Card 1: Identify property says that  $16 \times 0 = 16$ .
  - Card 2: Standard algorithm is the easiest way to find the answer for  $45 \times 23$ .
- PROBLEM OF THE DAY:** Four cards with purple headers. Each card presents a word problem.
  - Card 1: Candy company packs 3,000 candy bars in each box. Store ordered 9 boxes. How many candy bars?
  - Card 2: Marcus has 42 books. How many books does he have?
  - Card 3: Students baking for a school-wide bake sale. 6 pans of 18 cookies, 5 pans of 12 cookies. How many cookies?
  - Card 4: Teacher has 28 kids. Gives each kid a pack of 57 Skittles. How many Skittles passed out?

All math routines can be printed on task cards.

They work great as a math workstation or as an extension activity.