

Math

Multiplying Single Digits by Tens

3rd Grade

Standard: CCSS.MATH.CONTENT.3.NBT.A.3

Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

Objective: Students will learn how to multiply single-digits by tens up to 90.

I CAN statement: I can multiply single-digits by tens!

Student(s): Jojo (ADHD)

Accommodations: Allow students to play this game while standing next to or sitting on their desk to break free from “traditional” placement.

Student(s): Sam (ED - aggressive)

Accommodations: If Sam has been trying his best but still cannot solve it on his own with a pencil and scratch paper, he can have a friend help him with his answer.

Student(s): Leslie (LD)

Accommodations: Leslie can partner up with a trusted friend during this game so she does not feel as “called out” and her partner can help her solve the problems or call out her answer/question.

Materials needed for a classroom of 25 students:

- Multiplication cards

(Only cards that are single-digit by a tens number up to 90)

Each student will receive an answer card and a problem card, preferably cards that do not go together.

Anticipatory Set: I will show an [instructional video](#) that I have found to be very simple and it explains how to multiply by tens so easily.

I DO (input and modeling):

I will act out what the students will do with the flash cards by giving the example by myself. If I have a card that says 2×10 I would ask, "who has 2×10 ?" and the person who has the card with the answer would say "I have 20" and then they should have another card with another problem on it, so then they would read their problem by asking "who has 6×50 ?" "I have 30" "who has...?" and so on. After all the cards in that round have been used up, cycle in a different set of cards and play again.

WE DO (guided practice):

I will have a few students come up to the front with me and play the game for a minute to show how the game should flow and how it is played.

YOU DO (independent practice):

I will allow the whole class to stand in a circle and play the game together, helping each other if someone is struggling with the answer. Once everyone has taken their turn and all the cards are finished, I will evaluate to see if the students need more practice and should play again, or if they have the material understood.

10×2	20
10×3	30
10×4	40
10×5	50
10×6	60
10×7	70
10×8	80
10×9	90

20x2	40
20x3	60
20x4	80
20x5	100
20x6	120
20x7	140
20x8	160
20x9	180

30×2	60
30×3	90
30×4	120
30×5	150
30×6	180
30×7	210
30×8	240
30×9	270

40x2	80
40x3	120
40x4	160
40x5	200
40x6	240
40x7	280
40x8	320
40x9	360

50×2	100
50×3	150
50×4	200
50×5	250
50×6	300
50×7	350
50×8	400
50×9	450

60×2	120
60×3	180
60×4	240
60×5	300
60×6	360
60×7	420
60×8	480
60×9	540

70×2	140
70×3	210
70×4	280
70×5	350
70×6	420
70×7	490
70×8	560
70×9	630

80×2	160
80×3	240
80×4	320
80×5	400
80×6	480
80×7	560
80×8	640
80×9	720

90×2	180
90×3	270
90×4	360
90×5	450
90×6	540
90×7	630
90×8	720
90×9	810