



4<sup>th</sup> Grade

# MULTIPLICATION OF WHOLE NUMBERS

Created By:  
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**Whole Class Lessons and Guided Math Groups**  
**Active Engagement and Games**  
**Intervention and Enrichment**  
**EXIT TICKETS**



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AND

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I SEE YOU~

- struggling each week to write lesson plans that meet the rigor of the TEKS.
- searching endlessly for resources that will help kids learn math while being challenged and engaged.
- staying late everyday after school working on plans and creating everything from scratch.

You are exhausted from working with students all day, and still have to prep, write and create.

I SEE YOU~

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Name \_\_\_\_\_

MULTIPLICATION OF WHOLE NUMBERS

LT	Statement	1	2	3	4	Evidence
1	I can determine products of a number and 10 or 100 using properties of operations.					
2	I can determine products of a number and 10 or 100 using place value understandings.					
3	I can represent the product of 2 two-digit numbers using arrays.					
4	I can represent the product of 2 two-digit numbers using area models.					
5	I can represent the product of 2 two-digit numbers using equations.					
6	I can represent the product of 2 two-digit numbers using perfect squares through 15 by 15.					
7	I can use mental math to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number.					

1	2	3	4
I have no idea how to do this.	I can do this with some help.	I can do this by myself	I can teach someone to do this.

Name \_\_\_\_\_

MULTIPLICATION OF WHOLE NUMBERS

LT	Statement	1	2	3	4	Evidence
8	I can use partial products to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number.					
9	I can use properties of multiplication to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number.					
10	I can use the standard algorithm to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number.					
11	I can round to the nearest 10, 100, or 1,000					
12	I can use compatible numbers to estimate solutions involving whole numbers.					
13	I can solve with fluency one- and two-step problems involving multiplication					
14	I can represent multi-step problems involving multiplication with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity.					

1	2	3	4
I have no idea how to do this.	I can do this with some help.	I can do this by myself	I can teach someone to do this.

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
1 4.4B	Determine products of a number and 10 or 100 using properties of operations.	<input type="checkbox"/> Properties Of Operations <input type="checkbox"/> Distributive Property Of Multiplication <input type="checkbox"/> Commutative Property Of Multiplication	<input type="checkbox"/> Recognize multiplication presented in a real-world problem situation <input type="checkbox"/> Understand how to determine the product of a number and 10	<input type="checkbox"/> Multiply with fluency a three-digit number by a two-digit number using the standard algorithm.
2 4.4B	Determine products of a number and 10 or 100 using place value understandings.	<input type="checkbox"/> Place Value Understanding	<input type="checkbox"/> Solve a problem involving multiplication of a number and 10 <input type="checkbox"/> Understand how to determine the product of a number and 100 <input type="checkbox"/> Solve a problem involving multiplication of a number and 100 <input type="checkbox"/> Understand how to interpret an algebraic representation involving symbols to determine a relationship between pairs of numbers <input type="checkbox"/> Understand how to recognize a multiplicative relationship in a table	

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
3 4.4C	Represent the product of 2 two-digit numbers using arrays.	<input type="checkbox"/> Arrangement of a set of objects in rows and columns	<input type="checkbox"/> Use concrete models to help students understand multiplication.	<input type="checkbox"/> Multiply with fluency a three-digit number by a two-digit number using the standard algorithm.
4 4.4C	Represent the product of 2 two-digit numbers using area models.	<input type="checkbox"/> Arrangement of squares/rectangles in a grid format <input type="checkbox"/> Connect the factors as the length and width, and the product as the area	<input type="checkbox"/> Use concrete models to help students understand multiplication.	
5 4.4C	Represent the product of 2 two-digit numbers using equations.	<input type="checkbox"/> Multiplication is commutative	<input type="checkbox"/> Use concrete models to help students understand multiplication.	
6 4.4C	Represent the product of 2 two-digit numbers using perfect squares through 15 by 15.	<input type="checkbox"/> Factors of a perfect square are the same <input type="checkbox"/> Models of perfect squares result in a square	<input type="checkbox"/> Use concrete models to help students understand multiplication.	

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
7 4.4D	Use mental math to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number.	<input type="checkbox"/> Accurate computation without the aid of paper, pencil, or other tools	Use concrete models to help students: <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize multiplication presented in a real-world problem situation</li> </ul>	<input type="checkbox"/> Multiply with fluency a three-digit number by a two-digit number using the standard algorithm.
8 4.4D	Use partial products to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number.	<input type="checkbox"/> Decomposing the factor(s) into smaller parts, multiplying the parts, and combining the intermittent parts	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand how to multiply a two-digit number by a two-digit number</li> <li><input type="checkbox"/> Solve a one-step problem involving multiplication</li> </ul>	
9 4.4D	Use properties of multiplication to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Commutative property of multiplication</li> <li><input type="checkbox"/> Associative property of multiplication</li> <li><input type="checkbox"/> Distributive property of multiplication</li> </ul>		
10 4.4D	Use the standard algorithm to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number.	<input type="checkbox"/> Standardized steps or routines used in computation		



Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
11 4.4G	Round to the nearest 10, 100, or 1,000	<input type="checkbox"/> Round a given number to the closest multiple of 10; 100; or 1,000 on a number line. <input type="checkbox"/> Round numbers to a common place then compute. <input type="checkbox"/> Rounding numerically based on place value	<input type="checkbox"/> Understand how to use rounding or compatible numbers to estimate a solution <input type="checkbox"/> Understand how to determine the reasonableness of an estimation	Round decimals to tenths or hundredths
12 4.4G	Use compatible numbers to estimate solutions involving whole numbers.	<input type="checkbox"/> Determine compatible numbers then compute.	<input type="checkbox"/> Determine a reasonable estimate of the solution to a problem involving multiplication	
13 4.4H	Solve with fluency one- and two-step problems involving multiplication	<input type="checkbox"/> One-step problems <input type="checkbox"/> Recognition of multiplication in mathematical and real-world problem situations <input type="checkbox"/> Two-step problems must have one-step in the problem that involves multiplication; however, the other step in the problem can involve addition and/or subtraction	<input type="checkbox"/> Recognize multiplication presented in a real-world problem situation <input type="checkbox"/> Understand how multiply a two-digit number by a two-digit number <input type="checkbox"/> Solve a two-step problem involving multiplication and division	<input type="checkbox"/> Solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm.

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
14 4.5A	Represent multi-step problems involving multiplication with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity.	<input type="checkbox"/> Relationship between multiplication and addition <input type="checkbox"/> Representations of an unknown quantity in an equation <input type="checkbox"/> Representation of problem situations with strip diagrams and equations Multiplicative structures <input type="checkbox"/> Multiplication product unknown <input type="checkbox"/> Multiplication factor unknown	<input type="checkbox"/> Understand the relationship between the description of a problem situation and the symbols represented in an equation <input type="checkbox"/> Represent a two-step problem using an equation. <input type="checkbox"/> Understand how a strip diagram can be used to represent multiplication.	<input type="checkbox"/> Represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity.

Day 1	Day 2	Day 3	Day 4	Day 5
Mini Lesson LT: 1, 2, 8, 3, 4 AE: Scavenger Hunt	Mini Lesson LT: 9, 5, 4 AE: Mirror	Mini Lesson LT: 10, 6 AE: Mirror	Game LT: 10, 6 AE: Partner A/B	Mini Lesson LT: 13, 14 AE: Matching
Guided Math	Guided Math	Guided Math	Guided Math	Guided Math
Unit 2	LT: 1, 2,	LT: 8, 3, 4	LT: 9, 5, 4	LT: 10, 6
Day 6	Day 7	Day 8		
Mini Lesson LT: 13, 14 AE: Ghost in the Graveyard	Mini Lesson LT 7, 11, 12 AE: SCOOT	Independent Practice LT: 13, 14		
Guided Math	Guided Math	Guided Math		
LT: 10, 6	LT: 13	LT: 14		

# MULTIPLICATION OF WHOLE NUMBERS





Thank you for your  
download!

I hope this helps your  
students!



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