

ERROR ANALYSIS A



$$\begin{array}{r} \overset{3}{3} \overset{4}{5} 1 \\ \times 68 \\ \hline 2808 \\ + 2106 \\ \hline 4,914 \end{array}$$

3-DIGIT MULTIPLICATION

Solve each problem and match the correct answer. Write the problem as an equation in your recording book.



A. 312×42

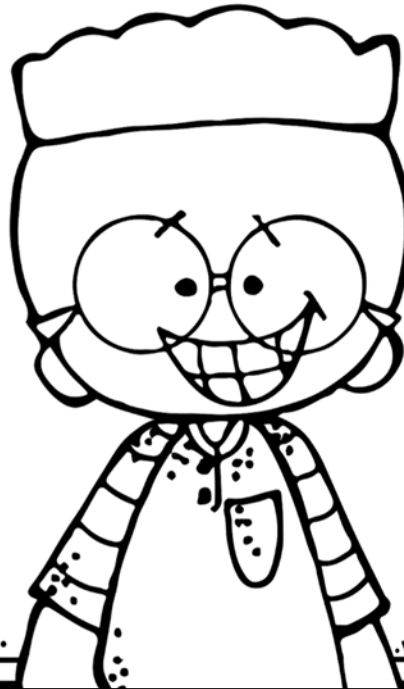
B. 378×59

12,212

22,302

13,104

_____ 's MULTIPLICATION MATH CENTERS



THIS OR THAT?

Look at the two numbers listed at the top of the card. Then, read about the factors and product to decide if you should pick this or that.



THIS OR THAT? A

12 15

Which factor is needed?

- the other factor is 23
- the product is 345



VOCABULARY

Match the vocabulary words with the correct definition. Then write



Commutative

the property that shows that factors can be multiplied together in any order



Student recording book designed to save paper and allows student choice to complete the ten centers in any order they wish.

MATH JOURNAL

Read the question carefully. Use words, numbers, or pictures to show your thinking. Be sure to write your answer in complete sentences.



When you were taught to multiply, you were told to use a zero place holder. Without it, you cannot reach the correct answer. Explain why a zero place holder is necessary for finding the correct answer.

Center 1

1 MATH JOURNAL

Blank space for writing the title and initial response.

Lined space for writing the answer.



A constructive response math journal prompt is included. The question asks students to use a picture and explain the reasoning for their answer.

9 4-DIGIT MULTIPLICATION

| | |
|----|----|
| A. | B. |
| C. | D. |

4-DIGIT MULTIPLICATION

Solve each problem and match the correct answer. Write the problem as an equation in your recording book.



A. $2,758 \times 31$



B. $4,637 \times 89$

85,498

78,650

243,458



C. $3,025 \times 26$

412,693



D. $5,938 \times 41$

6 COLOR CODE

COLOR CODE

Using what you know about multiplication properties, fill in the missing numbers in your recording book and follow the directions on cards 1-3.



CARD 2

If the missing number is a 6, color the rectangle yellow.



CARD 1

If the missing number is a 5, color the rectangle red.



Center 6

CARD 3

If the missing number is a 7, color the rectangle blue.



Center 6

$$7 \times (1 \times 5) = (_ \times 1) \times 5$$

$$4 \times (8 \times 6) = (4 \times 8) \times _$$

$$3 \times 7 = _ \times 3$$

$$9 \times 6 = _ \times 9$$

$$(5 \times 8) = (_ \times 5) \times 8$$

$$_ \times 4 = 4 \times _$$

$$(6 \times 3) = (9 \times _) \times 3$$

$$_ \times 3 = 3 \times _$$

Each center has a fun and engaging way for students to review their math skills

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CARD 2

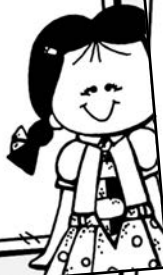
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CARD 1

If the missing number is a 5, color the rectangle red.

Center 6



CARD 3

If the missing number is a 7, color the rectangle blue.

Center 6



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$$4 \times (8 \times 6) = (4 \times 8) \times _$$

$$3 \times 7 = _ \times 3$$

$$9 \times 6 = _ \times 9$$

$$(5 \times 8) = (_ \times 5) \times 8$$

$$_ \times 4 = 4 \times _$$

$$(6 \times 3) = (9 \times _) \times 3$$

$$_ \times 3 = 3 \times _$$