

**Title of Book:**            **Amazing Animals: Multiplying Multidigit Numbers by One-Digit Numbers with Regrouping**  
**Author:**                    **Orli Zuravicky**  
**Publisher/Year:**       **PowerKids Press, 2004**  
**ISBN:**                      **978-0-823-98964-5**

**Grade Levels for Recommended Use:** 3

**TEKS:**

3.4 Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to:

(E) represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting;

(G) use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties;

**Brief Summary:** Facts about familiar animals are provided while the reader is presented with real world situations requiring the use of multiplication (2 digit by 1 digit) to solve.

**Materials needed:** Chart paper, chart markers, notebook paper (2 per student), pencils

**Suggested Activity:**

1. Pass out a sheet of notebook paper and have students divide their paper into sixths.
2. To review previously learned multiplication strategies (repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting), guide students through drawing a representation/example for each strategy using the factors 5 and 34. As the teacher records the representations on chart paper, the students will record them on their notebook paper.
3. Introduce the book *Amazing Animals: Multiplying Multidigit Numbers by One-Digit Numbers with Regrouping*. Read page 4 to students to introduce using the standard algorithm to students.
4. Give each student a second sheet of notebook paper. Direct students' attention to the repeated addition strategy and discuss the steps used (focus specifically on the regrouping step).
5. Guide students through completing the standard algorithm next to the repeated addition and draw students' attention to the regrouping strategy. Help students make a connection between the regrouping in repeated addition to the regrouping in the standard algorithm.

6. Read page 6 to students. When reading the second paragraph, stop after each sentence to discuss and guide students through the steps of solving the problem. Have students show their work on the back of the first sheet of notebook paper.
7. Continue reading each page and providing time for students to solve each problem.

**References:** None

**Adapted by:** Kimberly Jones (2018)