## Fit 4 Kids

## Multiplication Scoot

## Purpose \& SOL

- Students will practice multiplication by completing an active scoot.
- Math 3.5, 3.6, 4.4, 4.5, 5.4


## Materials

- Multiplication task cards (attached are $2 \times 3$ digit for $5^{\text {th }}$ grade, but you can use your own or find many on Teachers Pay Teachers. $1 \times 1$ digit cards are in Multiplication Musical Chairs)
- Recording Sheet -1 per student or pair
- Pencil-1 per student


## Introduction

Model a few multiplication problems with exercises. Call up 2 students and have them complete 3 jumping jacks. How many jumping jacks were just done? $6!$ The entire class will complete 6 jumping jacks. Use different problems and different exercises.

## Implementation

## Scoot

1) Place the cards in order on desks around the room and distribute a recording sheet for each student.
2) On the "go" signal, students will flip their card over and use the back of the recording sheet to start showing their work.
3) When finished, students will record their answer in the correct number box and stand like a star.
4) When all students are ready, complete an exercise as a class - see Common Classroom Exercises for Ideas
5) Say "scoot", and students will move to the next numerical card. Guide them so they go in the right order.
6) Continue scooting with any remaining time.

## Cool Down

Reach your arms up and breathe in, bring your arms down and breathe out. Stretch out your arms and continue to breathe.

## Modifications

Play scoot with any grade level or any subject using task cards.
You can even write exercises on the back of the cards for students to do instead of doing them as a class. Students would work at their own pace, complete the exercise, and stand like a star or with hands on hips to show they are ready to scoot.
You could also write exercises on the board for them to complete when they're finished
 solving.
Play in partners or individually depending on the skill level of the class.

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| 1. | 2. | 3. |
| :---: | :---: | :---: |
| 43 | 267 | 19 |
| ( 56 | $\begin{array}{r} \\ \times \quad 32 \\ \hline\end{array}$ | $\begin{array}{r} \\ \times \quad 23 \\ \hline\end{array}$ |
| 4. | 5. | 6. |
| 413 | 39 | 112 |
| $\begin{array}{r} \\ \times \quad 45 \\ \hline\end{array}$ | + 72 | +345 |
| 7. | 8. | 9. |
| 26 | 301 | 64 |
| $\begin{array}{r} \\ \times \quad 57 \\ \hline\end{array}$ | $\begin{array}{r} \\ \times 45 \\ \hline\end{array}$ | $\begin{array}{r}\text { a } \\ \times \quad 36 \\ \hline\end{array}$ |


| 10. | 11. | 12. |
| :---: | :---: | :---: |
| 304 | 39 | 450 |
| ( 68 | $\times 76$ | $\begin{array}{r} \\ \times 732 \\ \hline\end{array}$ |
| 13. | 14. | 15. |
| 58 | 613 | 54 |
| $\begin{array}{r} \\ \times \quad 85 \\ \hline\end{array}$ | $\begin{array}{r} \\ \times \quad 50 \\ \hline\end{array}$ | $\begin{array}{r} \\ \times 86 \\ \hline\end{array}$ |
| 16. | 17. | 18. |
| 88 | 670 | 53 |
| ( <br> $\times \quad 38$ | $\begin{array}{r} \\ \times 33 \\ \hline\end{array}$ | + 35 |


| 19. | 20. | 21. |
| :---: | :---: | :---: |
| 445 | 77 | 813 |
| $\times 326$ | +80 | x 66 |
| 22. | 23. | 24. |
| 40 | 755 | 32 |
| $\times 43$ | + 52 | +16 |
| 25. | 26. | 27. |
| 242 | 76 | 82 |
| $\times 364$ | $\times 51$ | $\begin{array}{r}13 \\ \hline\end{array}$ |

