

# DRAW & FAST DRAW

Harris, C. A., Miller, S.P., & Mercer, C.D. (1995). Teaching initial multiplication skills to students with disabilities in general education classrooms. *Learning Disabilities Research & Practice*, 10(3), 180-195.

The Math strategy, **draw**, is used for teaching students with special needs to solve multiplication facts that are not yet committed to memory.

## Discover

- *Discover* the Sign
- The student looks at the sign to figure out what operation to perform

## Read

- *Read* the problem
- The student says the problem aloud or to himself or herself

## Answer

- *Answer*, or draw, and check
- The student thinks of the answer or draws lines to figure out the answer
- The student checks his or her drawing and counting

## Write

- *Write* the answer
- The student writes the answer in the answer space
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The **FASTDRAW** strategy can help students make the transition from pictures to abstract numbers. First use **FAST** then use **DRAW**.

## Find

- Find what you are solving for
- Students look for the question in the problem

## Ask

- Ask yourself, "What are the parts of the problem?"
- Students identify the number of groups and the number of objects in each group

## Set

- Set up the numbers
- Students write the two numbers in the problem in a vertical format

## Tie

- Tie down the sign
- Students add the multiplication sign to the problem