Multiplication

LESSON PLAN

SPECIFIC OBJECTIVES

The students will
- ❍ know about the multiplication tables of 1, 2, 3, 4 and 5.
- ❍ be able to do multiplication using number line.
- ❍ be able to do vertical multiplication without and with carry.
- ❍ be able to apply multiplication in daily life.

## CONTENTS EXPLAINED INSIDE THE CHAPTER

- ❍ Tables (1–5) (pages 93–97)
- ❍ Multiplication Using Number Line (pages 98–100)
- ❍ Vertical Multiplication Without Carry, Let's Learn to Carry (page 101)
- ❍ Word Problems (page 102)

TEACHING AIDS

Seeds, beads, marbles, number tape, leaves, flowers, a paper, a pencil, chalks and a blackboard.

TEACHING STRATEGY

- ❍ The teacher should divide the students into groups of 10 students each and provide them seeds, beads, marbles, etc; then ask them to make labels of 1 to 10 from the groups of things and count the number of things in 1s, 2s, 3s, 4s and 5s. This will help the students in better understanding of multiplication tables. After that, go to the pages 93–97 for text and exercise.
- ❍ Then, she should teach them how to multiply numbers on a number line. To do this, she should use number tape or number line for multiplication of two 1-digit numbers.

  For example, 3 times 4, i.e., 3×4 can be represented on the number line like this:
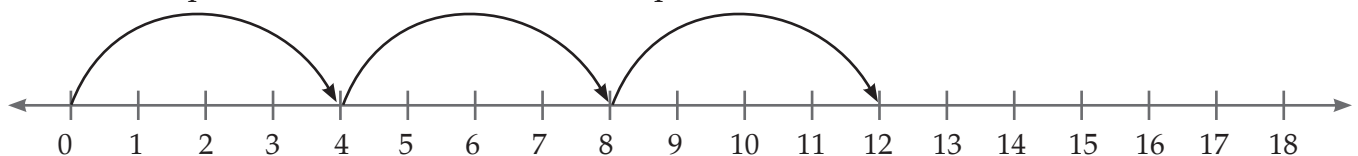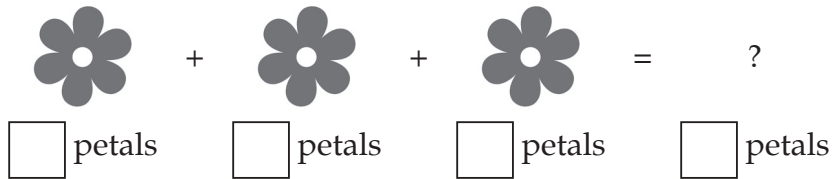
Start from 0. Take 3 successive jumps of 4 each.

$$3 \times 4 = 12$$

Thereafter, she should go through the pages 98–99 for providing more practice to the students.

❍ Further, the teacher may visit school garden with the groups of students and collect some joint leaves or poly petalous flowers. Then, the teacher should show few leaves or flowers to the class and ask them about their numbers. For example,

◻ petals   +   ◻ petals   +   ◻ petals   =   ◻ petals

◻ leaves + ◻ leaves + ◻ leaves + ◻ leaves + ◻ leaves = ◻ leaves

Thereafter, she should go through the page 100 for providing more practice to the students.

❍ Now, she should give them the idea of vertical multiplication for multiplying a 2-digit number by a 1-digit number (without or with carry) on the blackboard and hence, encourage the students to solve problems given on page 101.

❍ Finally, the teacher should include some daily life problems in which multiplication is applicable. To identify a multiplication problem, she should ask them that in this type of problem, value of one item is already given and they have to find out the value of many items. For example,

❑ The cost of 1 pen is ₹ 5, find the cost of 8 pens.

❑ A car travels 40 km in 1 hour, how many kilometres will it travel in 3 hours?

After that, she should ask them to solve the multiplication stories given on page 102.

EXPECTED LEARNING OUTCOMES

Students are able to

❍ read and write multiplication tables of 1, 2, 3, 4 and 5.

❍ do multiplication using number line.

❍ do vertical multiplication of 2-digit numbers by a 1-digit number (without/with carrying)

❍ tackle the problems involving multiplication in daily life.