2

Multiplication

LESSON PLAN

SPECIFIC OBJECTIVES

The students will

- recall the concept of multiplication learnt earlier.
- know the multiplication tables from 6 to 10.
- be able to do vertical multiplication of 2-digit and 3-digit numbers by a 1-digit number without carry (product does not exceed by 999).
- be able to do vertical multiplication of 2-digit and 3-digit numbers by a 1-digit number with carry (product does not exceed by 999).
- be able to apply multiplication in daily life.

CONTENTS EXPLAINED INSIDE THE CHAPTER

- More Tables: Tables 6 to 10 (pages 70–73)
- Vertical Multiplication Without Carry (page 74)
- Vertical Multiplication With Carry (pages 75–76)
- Multiplication Stories (pages 76–77)

TEACHING AIDS

Set of slips with multiplication sums and result on them, paper, a pencil, chalks and a blackboard.

TEACHING STRATEGY

- The teacher should recall the multiplication tables up to 5 and multiplication of a 2-digit number by a 1-digit number learnt in the previous class and then ask the students to solve the questions from part (A to E) given in 'Let Us Recall' on pages 68–69.
- Now, the teacher should teach the students multiplication tables of 6–10 with the help of various classroom activities. After that, she should go through the pages 70–73 for text and exercise 2.1.

- Further, she should give them the idea of vertical multiplication for multiplying 2-digit or 3-digit numbers without and with carry. She should use the place-value chart to solve few questions on the blackboard. Thereafter, she should go through the pages 74–76 for text and exercises 2.2 & 2.3.
- Now, the teacher should discuss about 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 toy is ₹55, find the cost of 9 toys.
  - A bus travels 55 km in 1 hour, how many kilometres will it travel in 5 hours?
- For completing the task given under Fun Zone, first, the teacher should compare the number given in the previous step with the number given in the next step and ensure that the next number is bigger or smaller. If the next number is smaller, they have to insert – 'minus' sign in the circle and think about a product using multiplication table to subtract it (product) from the previous number to reach the next number.

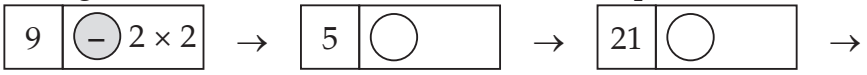
  Let us think about first three steps of the chain.

  Here, the first number is 9 and the second number is 5.

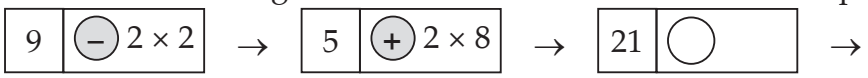
  So, $9 > 5$ by $9 - 5 = 4$

  Hence, we put '–' sign in the circle and factors 2×2 for the product 4.

  That means, 

  Further, $5 < 21$ by $21 - 5 = 16$

  So, we should insert '+' sign in the circle and 4×4 or 2×8 for the product 16.

  Thus, 

  Similarly, the teacher can assist the students in finishing their job.
- Finally, the teacher should involve the students in enjoying doing the Maths Lab Activity.

EXPECTED LEARNING OUTCOMES

Students are able to

- read and write the multiplication tables of 1–10.
- do vertical multiplication of 2-digit and 3-digit numbers by a 1-digit number (without/with carrying).
- tackle the problems involving multiplication in daily life.
- use multiplication tables to handle the related problems.