Lesson plan

Chapter 5: Multiplication

Objectives	• To introduce multiplication tables up to 10 • To multiply on number line • To introduce multiplication of numbers up to 3-digits by a single digit number
Expected learning outcomes	Students should be able to: • recite multiplication tables from 1–10 • multiply on the number line • multiply 2-digit and 3-digit numbers by a single-digit number with and without regrouping • apply multiplication to solve word problems
Materials required	Counters
Key words/terms	multiply, skip count, multiplication tables, repeated addition
Warm up	Recall the concept of equal grouping and repeated addition. Explain the concept using concrete objects. Ask the students to do the Let's Begin activity.
Teaching the lesson	**Multiplication on number line (page 72):** Draw a number line on the board and explain multiplication on the number line as shown on page 72 using the examples given on the page. **Multiplication Tables of 2 to 10 (page 73 to 77):** Give each child a square grid or a paper. Ask them to follow your instructions. Give instructions as follows: Make one group of 2 squares and colour them. How many squares are coloured in all? Make two groups of 2 squares and colour them. How many squares are coloured in all? Make three groups of 2 squares and colour them. How many squares are coloured in all? And so on till you reach ten groups. Repeat a few more times till students are able to understand the pattern. Once the students are comfortable orally, let them study the pictorial representation of table of '2' given on page 73. Then let them write the table of '2' in their notebooks.

	Repeat the same procedure for tables till 10. After understanding the concept of multiplication as repeated addition, allow the students memorize the tables. **Multiply a 2-or 3-digit number by a one digit number (pages 80-84):** Explain the step by step procedure of multiplying a 2-digit number by a single digit number as given on respective pages. You can make power point slides to explain the steps. Demonstrate a few examples and guide the students to solve sums given in subsequent Check What You section. **Word Problems (page 85):** This is a test of how well students have understood the concept of multiplication on and not just of their calculation skills. Have students read each problem and explain each problem in their own words. Have them underline important information in each problem. You can help students draw or enact problems to facilitate understanding.
Suggestions for follow up and further activities	Let the students draw multiplication sets for each pair of similar multiplication sentences. For example, 2 times 3 and 3 times 2. Divide the class into pairs. Give each pair a handful of Rajma seeds and set of 10 bangles. Tell them to make groups of 2, 3, 4 or 5 (whatever table you want them to build) beans. Ask the students to place 2 beans in one bangle and say aloud – 1 group of 2 seeds is equal to two. They continue till they have built up to ten times. Instruct them to start all over again. Ask the students to do the worksheet given in the chapter. Let the students do the Maths lab activity to reinforce the concept of change of order of multiplier and multiplicand.
Worksheet for summative assessment	The practice time has though provoking questions, MCQs, HOTS questions and a fun activity. Most of these questions involve thinking and cannot be answered correctly if

	students have not understood the concepts. The worksheet therefore can be used to assess if the students have understood the necessary concepts and can apply the knowledge and skills gained