FACTORS AND MULTIPLES OF NUMBERS

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Subject

Mathematics

Prepared By

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Grade Level

2

Overview

This lesson plan covers teaching content for;

1. Factors and multiples of numbers.

Objectives

Students should be able to;

1. Distinguish between factors and multiples

Activity Starter/Instruction

Multiples

1. Ask students if they know what a multiple is. Explain that a multiple is a number that can be divided evenly by another number, with no remainder.
2. Tell students today we will learn how to differentiate between factors and multiples.

Teacher Practice

Day 1, Lesson 1-20 Mins

1. Bring two students (or any large object) to the front of the class. Next, bring 4 students to the front of the class, keeping them apart from the first two. Next bring 6, then 8. (2, 4, 6, 8)
2. Ask student to look at each group and to tell something about the groups.
3. Allow for responses and discussion. (Responses may include number of girls, boys, etc., but many will recognize the increase by two each time.)
4. Lead the responses to 2, 4, 6, 8 and ask how many students (or objects) would be needed in the next group. (10)
5. Lead the discussion to multiples of numbers. All the numbers you say as you count by two are the multiples of two. Explain that they might also recognize that they are the products, or answers, to the times table for two.

   2 x 1 = 2

Materials Required

-Materials

-Counters

-Dice or Sticks

Additional Resources

http://www.teachnology.com/lessons/lsn_pln_

-https://betterlesson.com/lesson/512238/facto

-https://www.education.com/lesson-plan/clap

-https://www.khanacademy.org/math/cc-fourt

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Additional Notes

Assessment Activity

1. Ask student to give other examples

Guided Practice

Day 2, Lesson 1-15 Mins

Factors

1. Next ask the students how the large group (8) can be separated. (Two 4s, Four 2s)
2. Allow for responses and discussion. Lead the discussion to factors.
3. List the multiples of 2 for display and the factors of 8 for display. Ask students to recognize the differences. (Factors are smaller than 8, multiples are larger than 2.)
4. Try other example with multiples of five

2 x 2 = 4

2 x 3 = 6

2 x 4 = 8

2 x 5 = 10

Just keep on adding another set of two for each multiple of two.

Summary

1.