

# MULTIPLICATION

7.30.2018

## Subject

Mathematics

## Prepared By

[Instructor Name]

## Grade Level

1

## Overview

This lesson plan covers teaching content for;

1. Multiplication of single and double-digit numbers

## Objectives

1. Pupils should be able to multiply numbers using repeated additions.
2. Solve one-step problems involving multiplication by calculating the answer using concrete objects.
3. Emphasize the correctness in multiplication as important in everyday activities.

## Teacher Guide

### Day 1/Lesson 1- 10 Mins

1. Give each student 25 counters.
2. Ask your students to make 8 groups with 3 counters in each group.
3. Direct your students to count by threes.
4. Ask them to identify how many counters there are altogether.
5. Write an equation to show this. For example:  $3 + 3 + 3 + 3 + 3 + 3 + 3 + 3$ .
6. Tell students that today they are going to describe an array, or an ordered display, using number sentences.

### Day 3 Lesson 3-20 Mins

1. Draw a 5-by-5 array on the board.
2. Read aloud the following problem: Maria has 4 treat bags with 5 cookies in each bag. How many cookies are there in all?
3. Model the problem by shading in 4 rows and 5 columns on the board.
4. Ask students what strategy they could use to find the total number of cookies.
5. Ask students if the answer would change if the numbers were turned around (if there

## Teacher Guided Practice

### Day 2 Lesson 2- 15 mins

1. Display a chart or overhead slide of the  $12 \times 12$  multiplication table.
2. If a  $12 \times 12$  chart seems too overwhelming, perform the same process with a  $10 \times 10$  multiplication chart.
3. Teach students how to use the chart and find products by following and matching the position of numbers using the vertical and horizontal axes.
4. Now, talk about some of the patterns you can find in the chart. Offer students clues or hints.
5. For example, note how every multiple of ten ends in zero, and every multiple of five ends in zero or five.

### Day 4 Lesson 4 – 15 Mins

1. Two volunteers will be asked to come to the front and hold out their hands, palms up.
2. Next, count out 2 counters into each student's hand. Then, I will ask the

## Materials Required

- Paper
- Cups
- Multiplication charts
- Counters
- Box of crayons

## Additional Resources

- <https://weareteachers.com/22-fun-har-to-teach-multiplication/>
- <https://beneylu.com/pssst/en/10-tips-t-multiplication-to-elementary-level-chilc>
- <https://www.prodigygame.com/blog/h-teach-multiplication/>
- <https://prodigygame.com/blog/how-to-multiplication/>
- <https://mrelementarymath.com/5-fun-teach-multiplication-facts/>
- <http://teachhub.com/classroom-activit-students-multiply>
- <http://primaryresources.co.uk/maths/r>
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## Additional Notes

## Objectives

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## Teacher Guide

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were 5 rows and 4 columns). Explain that this does not change the answer.

6. Give students a problem such as: Tiki has 4 rows of cars with 2 cars in each row. How many cars are there?

7. Model the problem on the board by drawing it out.

8. Use repeated addition to write a number sentence.

### Day 5 Lesson 5 – 15 Mins

1. Announce that you will be giving each child several items, one of which they may eat at the end of the activity.

2. Hold up a box of crayons and ask them if they think this is the item to be eaten.

3. Affirm that those who suspected the crayons were not going to be eaten were correct but tell them we will start with the crayons for the first project, but later have the edible item.

4. Ask them to raise their hands if they know how to multiply already. Then ask them if the box of crayons looks like a multiplication problem to them.

5. Say- well, let's look at a box more closely. Remember that multiplication is a short way of adding, and we can use it only when we have equal sets of numbers.

6. Have a student pass out the crayon boxes, or have the children get out their own boxes.

7. Supply full boxes or spare crayons for children who don't have a full set. Also pass out the student worksheet.

## Teacher Guided Practice

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students how they can find the total number of counters in the four hands.

3. This discussion will lead into the actual lesson.

4. From the discussion, some ideas may come up with are: counting the counters by ones ( $1+1+1+1+1+1+1+1=8$ ), counting the counters by twos ( $2+2+2+2=8$ ), etc. Counting by 2's is the goal for them to recognize.

5. Next, show students how we can write the repeated addition sentence as a multiplication sentence,  $2+2+2+2=8$  is the same as  $4 \times 2 = 8$  (read as 4 times 2 equals 8 & 4 groups of 2 equals 8 counters total).

6. Discuss which way is easier to write, repeated addition or multiplication so that students can better understand why we use multiplication.

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**Objectives**

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**Teacher Guide**

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**Teacher Guided Practice**

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8. Now model and have them count the number of rows and the number of crayons in each row. Ask- -How many rows? Do we have equal numbers of crayons in each row?
9. Can we make a multiplication problem for the box of crayons? - Guide them to fill in the first set of blanks on the worksheet for the box of crayons.
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**Introduction/Instruction**

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1. The simplest way to begin teaching multiplication is to anchor the concept in terms of its relation to addition — an operation your students should already be comfortable with.
2. Before moving on, ensure that your students grasp the first pillar of multiplication: that it is simply repeated addition.
3. Show your students the repeated addition strategy, where  $4 \times 3$  is also  $4 + 4 + 4$ .
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**Assessment Activity**

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**Assessment Activity**

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1. On the board write five more multiplication problems that students can work on at their
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**Assessment Activity**

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**Objectives****Teacher Guide****Teacher Guided Practice**

own pace. For example: **3 x 6, 7 x 2, 2 x 4, 6 x 3, 8 x 3.**

2. Circulate around the classroom as students are working to monitor accuracy.

**Summary**