

BASIC MULTIPLICATION FROM 1 X 1 TO 9 X 9

Subject

Mathematics

Prepared By

[Instructor Name]

Grade Level

2

Overview

This lesson plan covers teaching content for;

1. Basic multiplication of 1-digit by 1-digit numbers

Objectives

Students should be able to;

1. Multiply one-digit numbers using skip counting, arrays and multiplication tables.

Activity Starter/Instruction

1. Tell the students there are plenty of rules to use when multiplying one-digit numbers. For instance, the 'zero rule' tell you that when you multiply any number by 0, the answer is 0. Also, the 'easy ones' rule, which reminds you that any number multiplied by 1 equals itself (for instance, $5 \times 1 = 5$), i.e. 5 in one place.
2. Ask what happens when there's no one or zero involved? Note down answers.

Teacher Practice

Day 1, Lesson 1-15 Mins

Using number line

1. Tell the students, let's say that you are buying candied apples for three of your friends, and you would like to buy two for each person. To find the total number of candied apples to purchase, you would need to solve this problem: $(2 \times 3 = ?)$

Assessment Activity

Activity Starter/Instruction

1. Tell the students, you learnt how to use number line to solve multiplication of one-digit numbers yesterday. We will learn how to use arrays to quickly get our answers.

Guided Practice

Day 2, Lesson 1-15 Mins

Using Arrays

1. Use number cubes or math counters in order for students to have a more hands on approach to learning multiplication with arrays.
2. Count out 5 rows of 4 counters each and show them in front of the class.
3. Explain that you'll be using these math counters to explore more about multiplication.
4. Show the array you made with the counters.

Materials Required

- Math counters
- Array models for multiplication worksheet
- Pencils
- Manipulative

Additional Resources

- <https://study.com/academy/lesson/how-to-multiply-one-digit-numbers.html#>
- <https://www.education.com/lesson-plan/multiplication-cups-competition>
- <https://www.education.com/lesson-plan/el-support-lesson-what-are-arrays>

Additional Notes

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1. Draw an array of hearts showing 6×3 on the board. Students must write and solve the equation on a sticky note.
 2. Tell student to solve 9×9 using multiplication table.

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2. In this problem, the 2 is being multiplied by 3. That means the 2 is being added three times, like this: $2 + 2 + 2 = 6$
 3. But you don't need to write this out each time. There's another way to find the answer that's quicker than adding the number 2 three times.
 4. Tell them "We can use skip counting on number line which is when you count by adding the same number to the previous number each time i.e. Skipping numbers along a number line to get to your answer."
 5. We start at 2, and then skip two spots to land at 4, then two more spots to 6. By skip counting, we just found that $2 \times 3 = 6$!

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- Explain that an array is arranging objects in rows with the same number of objects in each row.
5. Ask students to identify how many rows are there and how many objects are in each row.
 6. Ask students if they have any idea of how to figure out the total number of counters in this array.
 7. Let students explore their ideas a bit. In the end, show students how multiplying rows \times columns is the quickest way to find the answer.
 8. For this problem it is quickest to multiply the rows by the columns, 5×4 , which totals 20. Tell students that the answer of a multiplication problem is called the product.

Day 3, Lesson 1-10 Mins

Using Multiplication table

1. Tell the students another way to learn the answer to math problem that involve multiplying one-digit number is to review your multiplication table. Also called a times table, it's a chart that shows you the answer, or product, when you multiply two numbers.
 2. Explain that In this times table, you have a row of numbers across the top (highlight this in green) and a column of numbers along the left side (highlight with red). These numbers represent the numbers being multiplied.
 3. Now let find the answer to 7×6 . Start by putting a finger on the red 7 and another
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		finger on the green 6.
		4. Then move your fingers towards the center, making sure to stay in the same row/column until your fingers meet at 42. This shows that $7 \times 6 = 42$.
Summary		
Engage the students in discussions about the importance of multiplication and when they might use it in real world.		