

# MATHEMATICS



## Multiplication

### SEQUENCE 1

Age group	6-9 y.o.
Prior knowledge	Pupils can add; pupils have multiplied with numbers 2 to 5
Material needed	Multiplication box, scissors, colour pens, sheets of paper A4, pictures of different objects
Subjects	Basic Arithmetics
Skills involved	Pupils can multiply
Time to carry out the sequence	3 h

#### Step 1: Introduction

Short introduction in pictures with different objects to memorise the meaning of multiplication. Objects should be in rows and columns.

Ask pupils to find the number of objects, counting them two different ways—first by rows, then by columns, or on the contrary. Let students compare their results.

#### Step 2: Story about “Peekaboo”

The teacher read a story about Peekaboo. Students listen to the story. After reading the story, ask students to recall what number was used in each story told by the characters.



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# MATHEMATICS

## Step 3: Discovering the content of the box

This step aims to have pupils look at the box content: the material and the notice. They should have enough time to discover and familiarise themselves with the box.

## Step 4: Working in pairs with a cootie catcher

Pupils in pairs create the cootie catcher to help them assimilate the different elements of the story and practise multiplication with the number seven.

## Step 5: Individual work

Let pupils write their own stories based on what they have heard at the beginning of the lesson. They can also use numbers they have multiplied before. After the stories are written, let the pupils create their cootie catchers.

## Step 6: Working in pairs with cootie catchers

Students swap stories of their own creations and cootie catchers with a partner. Read each other's story and practise multiplication.



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# MATHEMATICS

## SEQUENCE 2

Age group	6-9 y.o.
Prior knowledge	Pupils can multiply with numbers up to 10
Material needed	Multiplication box, scissors, colour pens, sheets of paper A4
Subjects	Basic Arithmetics
Skills involved	Pupils can multiply
Time to carry out the sequence	2 h

### Step 1: Introduction

The lesson starts with a movement task. The teacher has found some multiplication games and let pupils play.

Example: On the classroom' floor is a large drawn circle with boxes with answers from the multiplication table. The students are inside the circle.

One of the students who is the game leader is outside the circle. The game leader asks questions e.g.  $5 \times 4$ . and says who has to answer. The game continues until all the students have reached their cells.

These kinds of games can be played as outdoor activities.

### Step 2: Story about "Peekaboo"

The teacher read a story about Peekaboo. Students listen to the story. After reading the story, ask students to recall what number was used in each story told by the characters.



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# MATHEMATICS

## Step 3: Discovering the content of the box

This step aims to have pupils look at the box content: the material and the notice. They should have enough time to discover and familiarise themselves with the box.

## Step 4: Working with a cootie catcher

Pupils create the cootie catcher to help them assimilate the different elements of the story and remember how to multiply with the number seven.

## Step 5: Writing their own story

Pupils write their own stories, like the ones they heard at the beginning of the lesson. They should use numbers 8 to 10. The multiplication tasks in the story should be presented not only with numbers but mixed numbers, like  $7 \times 9$ ,  $9 \times 10$ , or  $6 \times 4$ . After the stories are written, pupils create their own cootie catchers.

## Notice:

You can remove the multiplication table from the box depending on how far you are in the learning process.



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