Lesson-7: Multiplication

Theme 6:
I Stay In Unity

12 Periods (40 minutes each)

Learn Better (Main Coursebook), Stay Ahead (Workbook), Book of Holistic Teaching, CRM signs, Poster

Animation, Animated Activities, Dictionary, eBook, Explainer Video, HOTS, I Explain, Infographic, Mental Maths, Slideshow, Quiz, Test Generator

Confirming better
I am a good team player.

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to understand multiplication as repeated addition
- to understand the concept of multiplication.
- to represent multiplication in different ways.
- to recall and apply basic multiplication facts.
- to explore properties of multiplication.
- to engage in active and visual learning.
- to work cooperatively and build teamwork skills.

Methodology

Period 1

Teacher: Good morning, students. How are you today?

Teacher: Before we start our new chapter, let us play a quick game using your hands.

SHOULD DO
5 MIN.

Teacher: Show me two fingers on one hand. Now show me two more fingers on the other hand. How many fingers are up in total?

Teacher: Yes, two plus two is four. Now try three fingers on each hand. What do we get?

Teacher: Wonderful. Three plus three is six. You are adding the same number again and again. We will learn a faster way to do this.

Confirming better

Confirming better I am a good team player. PLH 82

Teacher: We will start a new chapter, Multiplication, today. Everyone, please open page 82 in the Main Coursebook.

SHOULD DO
5 MIN.

Teacher: Let us begin with 'Confirming better' section. Who will read and explain it?

Teacher: What do you think it means to be a good team player?

Teacher: Yes, it means we help our friends, listen to each other and work together.

Teacher: When we work in teams, we can solve problems faster and make learning more fun.

Teacher: Let us remember to support one another throughout today's activities.

Teacher: We will begin a new chapter, Multiplication. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same format in your notebooks.

SHOULD DO
10 MIN.

K	W	L

Teacher: Take a few minutes to think and write. If you have any questions, feel free to ask.

Teacher: You all did an amazing work in this activity. Let us move to Re-KAP activities. We will use Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting. Let us start with the Kinaesthetic activity.

Kinaesthetic

Kinaesthetic

Work in pairs. Decide on a number with your partner. Both of you write the number a few times. Now, add the total number of times you have written the number. Also find the sum. 82

Teacher: Open your books to page 82. Let us begin with a kinaesthetic activity.

MUST DO 10 MIN.

Teacher: Work in pairs and pick a number together.

Teacher: Write that number multiple times in your notebook – for example, write 2 five times.

Teacher: Now count how many times you wrote it and add them all.

Teacher: For example, 2 + 2 + 2 + 2 + 2 equals 10. This is the same as saying 5 times 2.

Teacher: Great effort. Let us move on and listen to a short story problem now.

Teacher: Do you know what a multiplication sentence is?

Teacher: A multiplication sentence shows how many groups there are and how many things are in each group. For example, 4 × 3 means 4 groups of 3.

Teacher: That is the same as 3 + 3 + 3 + 3, which equals 12. So, we write it as 4 × 3 = 12

You may show the **eBook** given on the digital platform.

Auditory

Auditory*

Listen to your teacher carefully. Answer the question in your notebook.

82

Teacher: Now listen to this carefully:

MUST DO 5 MIN.

Teacher: Lila had three baskets, each with four apples. She wanted to share them with her friends.

Teacher: 'If I count all the apples together, how many will I have?' she wondered.

Teacher: Let us answer these questions:

1. How many apples are there in each basket?
2. How many apples does Lila have in total from all three baskets?

You may show the **Dictionary** given on the digital platform.

Pictorial

Pictorial PS

Count the number of circles. Fill in the blank boxes.

1.  2 + 2 + 2 = ☐ 3 × 2 = ☐

2.  3 + 3 = ☐ 2 × 3 = ☐

3.  4 + 4 = ☐ 2 × 4 = ☐

82

Teacher's Note: *Read aloud to the class the listening text on the last page. Ask the questions given there. *Guide the students to recall and answer these in their notebooks.

Teacher: Look at the colourful blocks at the bottom of page 82. Each row has equal groups of circles.

MUST DO 5 MIN.

Teacher: Count the dots and write the repeated addition and multiplication sentence.

Teacher: Well done, everyone. Let us give ourselves a huge round of applause for your hard work. See you in the next class.

Differentiated Activities

110 km/hr

Draw 5 rows of 3 trees each. Write the total using repeated addition and multiplication.

80 km/hr

Draw 3 pots. Inside each pot, draw 4 flowers. Count and write the total using multiplication.

40 km/hr

Draw 2 circles Inside each, draw 2 squares. Count all the squares and say the total.

Home Task

Draw three groups of kites. Each group should have 3 kites. Write the total number of kites using multiplication.

Period 2

Teacher: Good morning, students. How are you today?

SHOULD DO 5 MIN.

Teacher: Let us begin with a fun memory game. in the previous period, we talked about adding the same number again and again.

Teacher: Can anyone tell me what 2 + 2 + 2 is equal to?

Teacher: Yes, it is 6. Now what about 3 + 3 + 3?

Teacher: Great, that is 9. You are starting to understand how adding the same number again and again helps us learn multiplication.

Interacting better

Interacting better ICL

Ask your partner to count the number of pencils they have and say it aloud. Add that number three times and find the sum.

83

Teacher: Let us move to 'Interacting better' section. Please open your Main Coursebook to page 83.

MUST DO 5 MIN.

Teacher: Ask your partner to count the number of pencils they have in their pouch.

Teacher: Say the number aloud. Now add that number three times and write the sum.

Teacher: For example, if your partner has 4 pencils, you will say 4 + 4 + 4 = 12. This is repeated addition.

You may show the **Animation** given on the digital platform.

MUST DO 20 MIN.

Teacher: Let us now read a story. Look at the page with Maria, Lina and Aita at the mall.

Teacher: Before we begin, tell me, have you ever gone shopping with your family? What things do we buy in sets?

Teacher: Good. Socks, bangles, books and more.

Teacher: Now let us read the story. Who would like to begin with the first speech bubble?

Teacher: Excellent reading. Who will read the next part?

Teacher: Let us talk about the story.

Teacher: Aita said we need to buy 3 pairs of socks. How many socks are in one pair?

Teacher: Yes, 2 socks. Good. So if we have 3 pairs, how many socks in total?

Teacher: Think of it like this: 2 + 2 + 2. What do we get?

Teacher: Yes, 6 socks. Well done. That is the same as 3 times 2.

Teacher: If we had 4 pairs instead, how many socks would we have?

Teacher: 2 + 2 + 2 + 2 equals 8. Good thinking.

Teacher: Why do you think they are shopping together?

Teacher: Yes, they are helping each other, making better choices and staying united. That is a great example of teamwork.

Teacher: Let us now do a short and fun activity together.

SHOULD DO
10 MIN.

Teacher: Can you guess which maths symbol helps us when we have to add the same number again and again?

Teacher: Yes, the multiplication sign. It looks like a small cross – like this (×). Good work spotting it.

Teacher: Now, look around the class. Where do you think we might use multiplication?

Teacher: Yes, when we count how many chairs in each row. Or how many crayons in each box. Great ideas.

Teacher: I am going to draw 4 magic boxes on the board. Inside each one, I will place 3 pencils. Imagine you are packing them for your school bag.

Teacher: Let us count them together 3, 6, 9, 12.

Teacher: So we added 3 four times. What do we write in multiplication form?

Teacher: Yes, 4 times 3 equals 12. You are doing well.

Teacher: Now let us turn this into a mini drawing game.

Teacher: Who would like to come up and draw 2 bowls of fruit on the board? Make sure each bowl has 5 apples.

Teacher: Let us count together – 5 and 5 makes 10.

Teacher: So how do we write that as multiplication?

Teacher: Yes, 2 times 5 equals 10. Well done.

Teacher: Multiplication helps us when things are in equal groups. This makes counting quicker and smarter. Very well done.

Teacher: Let us have a huge round of applause for our hard work today. See you in the next period.

Differentiated Activities

110 km/hr

Draw 5 shelves. On each shelf, draw 3 books. Write the repeated addition and multiplication sentence.

80 km/hr

Draw 4 bowls. In each bowl, draw 2 fruits. Write the total using multiplication.

40 km/hr

Draw 2 bags. Inside each, draw 3 pencils. Count and write how many pencils there are in total.

Home Task

Draw 3 sets of chairs. Each set has 4 chairs. Count the total using repeated addition and multiplication.

Period 3

Teacher: Good morning, students. How are you today?

SHOULD DO
5 MIN.

Teacher: In the previous period, we used drawings to help us understand multiplication. Let us revise that with a fun quiz.

Teacher: If I have 2 apples in one basket and 3 such baskets, how many apples in total?

Teacher: Good. 2 + 2 + 2 equals 6. Now can you tell me the multiplication sentence?

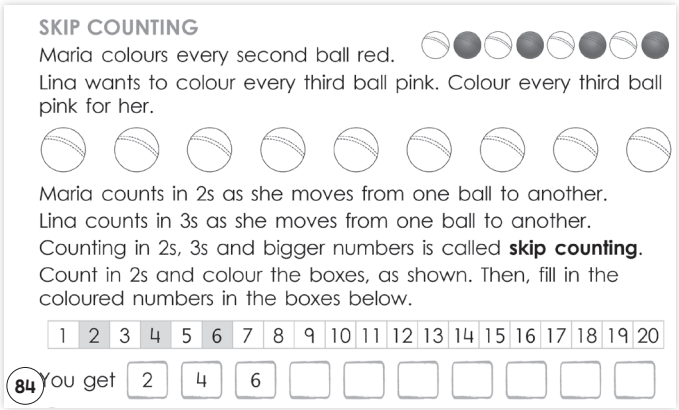
Teacher: Yes, 3 times 2 is 6. Very good.

Teacher: Let us continue learning about skip counting.

Skip Counting

Teacher: Let us move to the 'Skip Counting' section. Open your Main Coursebook to the page 84.

MUST DO
10 MIN.



Teacher: Before we begin, have you ever climbed stairs by skipping one step each time?

Teacher: Yes, like stepping on every second stair. That is called skipping.

Teacher: In maths, we do something similar. We skip numbers while counting. This is called skip counting.

Teacher: Let us read the story. Maria colours every second ball red and Lina colours every third ball pink.

Teacher: Maria is counting in 2s 2, 4, 6, 8…

Teacher: Lina is counting in 3s 3, 6, 9…

Teacher: They are both using skip counting to colour the balls.

Teacher: Let us try a real example. If I keep 2 pencils in each pouch and you have 5 pouches, can we count them quickly without adding 2 again and again?

Teacher: Yes, we can skip count 2, 4, 6, 8, 10.

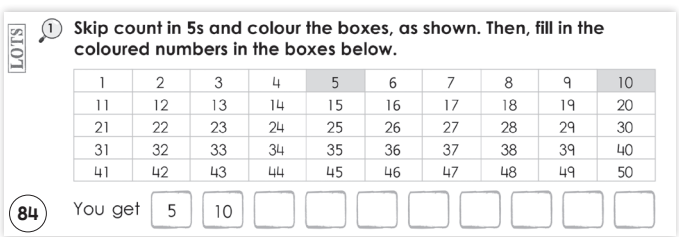
Teacher: That is faster and easier. Great work .

Teacher: Now, let us all skip count together in 2s from 2 to 20.

Teacher: 2, 4, 6, 8, 10, 12, 14, 16, 18, 20.

Teacher: Well done. You just practised skip counting in 2s.

Teacher: Skip counting helps us jump numbers in equal steps. It is very useful when we group things like counting chairs in rows or counting fruits in baskets.



Teacher: Let us solve Exercise 1. Look at the number table.

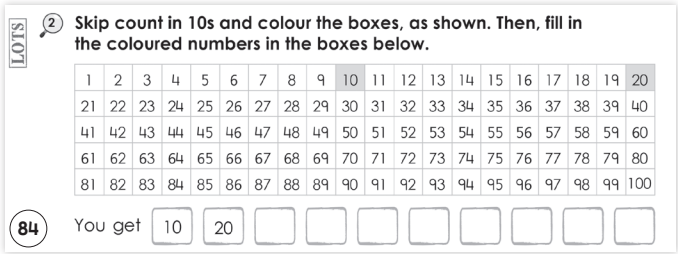
MUST DO
10 MIN.

Teacher: Colour every fifth number – 5, 10, 15, 20. What do you notice?

Teacher: Yes, all the numbers are skip counting by 5s.

Teacher: Now write the coloured numbers in the boxes below.

Teacher: Good. We are counting in groups of 5. That is the same as multiplying by 5.



Teacher: Now let us move to Exercise 2. Look at this number table.

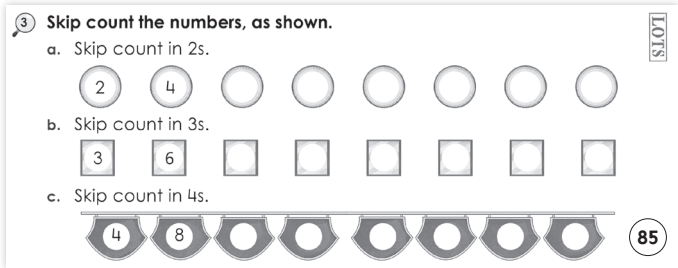
MUST DO
5 MIN.

Teacher: Start from 10 and colour every tenth number.

Teacher: What numbers do you get?

Teacher: 10, 20, 30, 40 – great. Fill these numbers in the boxes below.

Teacher: These are all multiples of 10. Great skip counting.



Teacher: Now, let us try Exercise 3. We will practise skip counting in 2s, 3s and 4s.

MUST DO
10 MIN.

Teacher: For 2s: 2, 4, 6, 8...

Teacher: For 3s: 3, 6, 9...

Teacher: For 4s: 4, 8, 12...

Teacher: Write the numbers inside the empty shapes in each row.

Teacher: Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next period.

Differentiated Activities

110 km/hr

Draw 4 gift boxes. Inside each, draw 5 stars. Write the total using skip counting and multiplication in 4 minutes.

80 km/hr

Draw 3 rows. In each row, draw 4 balls. Write the total using skip counting and multiplication.

40 km/hr

Draw 2 flower pots. In each pot, draw 3 flowers. Count and write how many in all.

Home Task

Find any 3 objects at home that come in equal groups. Draw them and write the skip counting for each.

Note for the teacher: Arrange big beads and strings for the next class.

Period 4

Teacher: Good morning, students. How are you today?

SHOULD DO — 5 MIN.

Teacher: In the previous period, we learnt how to count quickly using skip counting. Let us revise.

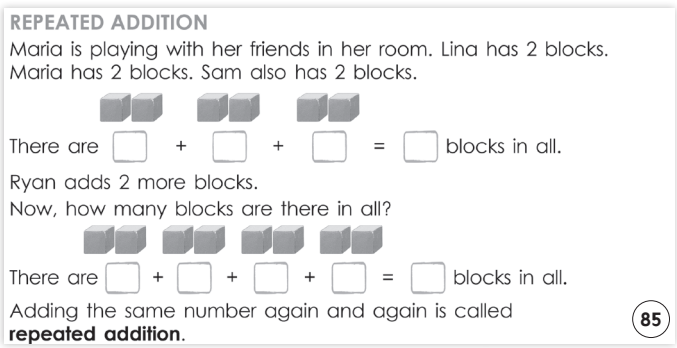
Teacher: If I say 2, what comes next when we skip count by 2s?

Teacher: Yes, 4. Then?

Teacher: Good. 6, 8, 10. Now, If you hold up one hand with 5 fingers and then hold up another hand with 5 fingers, how many fingers are there in total?

Teacher: Yes, 5 + 5 equals 10. Now let us count in 5s – 5, 10. That is skip counting in 5s.

Repeated Addition


REPEATED ADDITION

Maria is playing with her friends in her room. Lina has 2 blocks. Maria has 2 blocks. Sam also has 2 blocks.

There are ☐ + ☐ + ☐ = ☐ blocks in all.

Ryan adds 2 more blocks.

Now, how many blocks are there in all?

There are ☐ + ☐ + ☐ + ☐ = ☐ blocks in all.

Adding the same number again and again is called **repeated addition**.

85

Teacher: Let us move to the 'Repeated Addition' section. Open page 85 in your Main Coursebook.

MUST DO — 10 MIN.

Teacher: Read with me. Maria, Lina and Sam each have 2 blocks. Let us count how many blocks in total.

Teacher: Imagine you are building a toy house and each friend brings 2 blocks. If 3 friends bring 2 blocks each, how many blocks do we have?

Teacher: Yes, 2 + 2 + 2 = 6. Great. That is called repeated addition.

Teacher: Now Ryan brings 2 more blocks. What do we do?

Teacher: We add again – 2 + 2 + 2 + 2 = 8. Very well done.

Teacher: This is like when you stack bowls or books – if you place 2 in each pile and make 4 piles, you are adding 2 four times

Teacher: Let us now do a activity.

COULD DO — 15 MIN.

Teacher: I have some strings and coloured big beads. You will work in pairs.

Teacher: Each of you will take a string and add 3 beads, then 3 more and so on. Add the same number of beads three times.

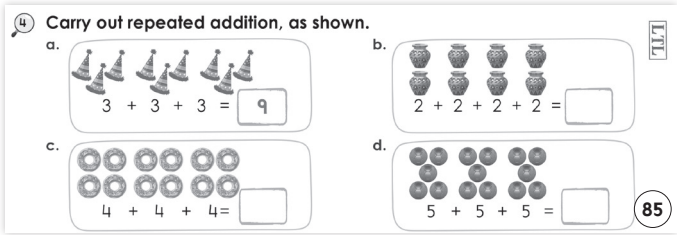
Teacher: Count aloud as you do : 3, 6, 9.

Teacher: Now write your repeated addition sentence on your notebook.

Teacher: Let us try again with 4 beads three times. What do you get?

Teacher: 4 + 4 + 4 = 12. Good work .

Teacher: This shows us how repeated addition helps with quick counting. Very good teamwork.



Teacher: Let us solve Exercise 4 now. Look at the pictures.

MUST DO — 10 MIN.

Teacher: The first one has party hats 3 + 3 + 3. What is the total?

Teacher: Yes, 9. Let us move to the next – pots. How many times do we see 2?

Teacher: 2 + 2 + 2 + 2 equals 8. Good.

Teacher: Now look at the pink rings and the blue balls. Count and write each total using repeated addition.

Teacher: Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next period.

Differentiated Activities

110 km/hr

Draw 4 shelves. Place 5 books on each shelf. Write the repeated addition sentence and multiplication sentence.

80 km/hr

Draw 3 flower pots. Place 4 flowers in each. Write how many flowers in all using repeated addition.

40 km/hr

Draw 2 plates. Put 3 bananas on each plate. Count and write the total.

Home Task

Look around your home and find any two items that come in equal groups (like spoons, socks or cups). Draw them and write the repeated addition sentence.

Period 5

Teacher: Good morning, students. How are you today?

SHOULD DO — 5 MIN.

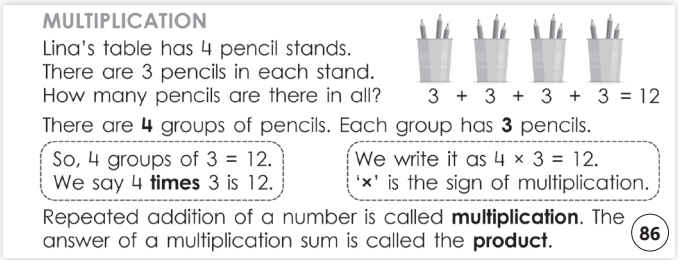
Teacher: In the previous period, we learnt how to add the same number again and again using repeated addition.

Teacher: If you have 3 balloons in one hand and 3 in the other, how many do you have in total?

Teacher: Yes, 3 + 3 = 6. Great. Now if I have 4 sets of 2 pens, how do we count quickly?

Teacher: 2 + 2 + 2 + 2, which is 4 times 2 = 8. Very good. Today, we are going to learn more about Multiplication.

Multiplication



Teacher: Let us move to the 'Multiplication' section. Open your Main Coursebook to the page 86.

MUST DO 10 MIN.

Teacher: Lina has 4 pencil stands. Each stand has 3 pencils. Can we count the total pencils using repeated addition?

Teacher: Yes, 3 + 3 + 3 + 3 = 12. Now we will write this as 4 times 3 = 12.

Teacher: This is multiplication. When we add the same number many times, we multiply.

Teacher: Let us discuss some new words.

Teacher: 'Multiplication' means adding equal groups.

Teacher: The small cross (×) is called the 'multiplication sign'.

Teacher: The answer we get is called the 'product'.

Teacher: For example, 3 × 4 = 12. Here, 12 is the product.

Teacher: Say this with me: 4 groups of 3 is 12. We say 4 times 3 equals 12.

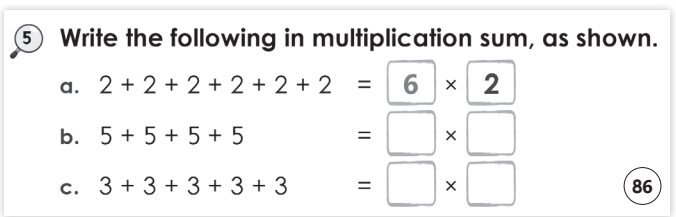
COULD DO 5 MIN.

Teacher: Let us do a fun pair activity.

Teacher: With your partner, draw 3 boxes. In each box, draw 2 pencils.

Teacher: Now write the addition sentence: 2 + 2 + 2.

Teacher: Then write the multiplication sentence: 3 × 2 = 6.



Teacher: Now, let us solve Exercise 5 on your book page.

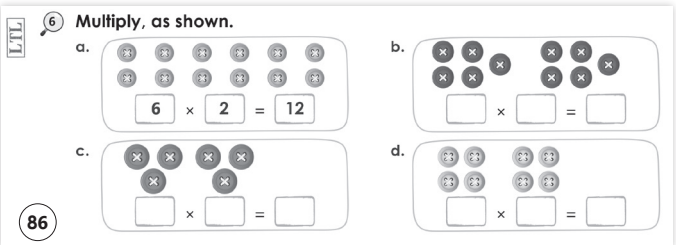
MUST DO 10 MIN.

Teacher: Look at question (a) 2 + 2 + 2 + 2 + 2 + 2.

Teacher: Count how many 2s. Yes, 6 times 2. So we write 6 × 2 = 12.

Teacher: Try the next ones. Count the groups and write the multiplication sentence.

Teacher: Good work. Remember, first count how many times the number is added.



Teacher: Let us look at Exercise 6 now. You can see groups of different objects.

MUST DO 10 MIN.

Teacher: Count how many groups and how many in each group.

Teacher: For example, in (a) – 6 groups of 2. That is 6 × 2 = 12.

Teacher: Solve the rest in the same way and write the multiplication sentence for each. You can discuss the questions with you partner.

Teacher: Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next period.

Differentiated Activities

110 km/hr

Draw 6 bowls. Put 4 fruits in each. Write the multiplication sentence and find the product.

80 km/hr

Draw 3 shelves. Put 5 books on each. Write the repeated addition and multiplication sentence.

40 km/hr

Draw 2 baskets. Put 3 balls in each. Count and write the total using multiplication.

Home Task

Count how many legs are on 5 chairs at your home. Draw the chairs and write the multiplication sentence to show the total number of legs.

Period 6

Teacher: Good morning, students. How are you today?

SHOULD DO 5 MIN.

Teacher: In the previous period, we learnt how to show multiplication using groups.

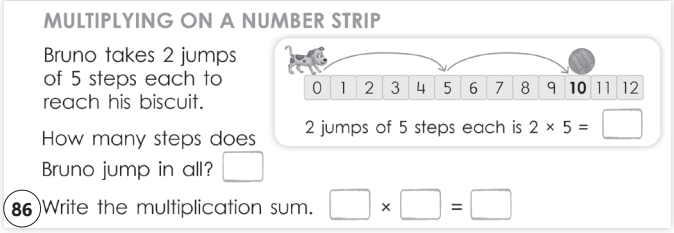
Teacher: Let us revise with a small task.

Teacher: If there are 3 pots and each has 4 flowers, what is the total number of flowers?

Teacher: Yes, 3 × 4 = 12. Good.

Teacher: Now, let us see another way to understand multiplication using jumps on a number strip.

Multiplying On A Number Strip



Teacher: Let us move to 'Multiplying on a Number Strip' section. Please open page 86 of your Main Coursebook.

MUST DO 5 MIN.

Teacher: Bruno takes 2 jumps of 5 steps to reach his biscuit.

Teacher: Imagine Bruno jumps from 0 to 5, then from 5 to 10.

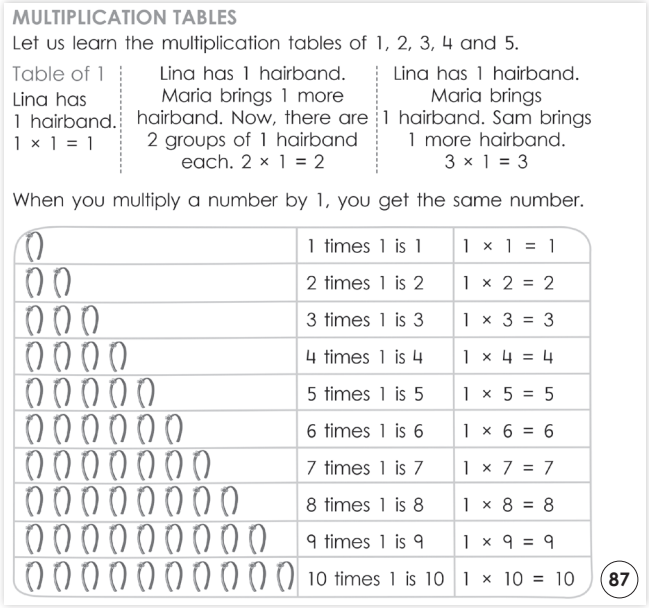
Teacher: So, how many steps in total? Yes, 2 jumps of 5 steps each gives us 10 steps.

Teacher: We write it as 2 × 5 = 10. Well done.

Teacher: Jumps like these show us how multiplication works like repeated adding on a number line.

You may show the **I Explain** given on the digital platform.

Multiplication Tables


MULTIPLICATION TABLES

Let us learn the multiplication tables of 1, 2, 3, 4 and 5.

Table of 1

Lina has 1 hairband. 1 × 1 = 1

Lina has 1 hairband. Maria brings 1 more hairband. Now, there are 2 groups of 1 hairband each. 2 × 1 = 2

Lina has 1 hairband. Maria brings 1 hairband. Sam brings 1 more hairband. 3 × 1 = 3

When you multiply a number by 1, you get the same number.

	1 times 1 is 1	1 × 1 = 1
	2 times 1 is 2	1 × 2 = 2
	3 times 1 is 3	1 × 3 = 3
	4 times 1 is 4	1 × 4 = 4
	5 times 1 is 5	1 × 5 = 5
	6 times 1 is 6	1 × 6 = 6
	7 times 1 is 7	1 × 7 = 7
	8 times 1 is 8	1 × 8 = 8
	9 times 1 is 9	1 × 9 = 9
	10 times 1 is 10	1 × 10 = 10

87

Teacher: Now, let us learn the table of 1, given on page 87.

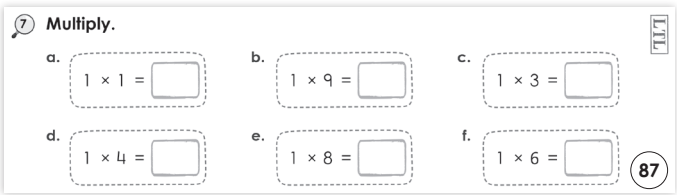
MUST DO 5 MIN.

Teacher: When you multiply a number by 1, the answer stays the same.

Teacher: Let us say the table of 1 together:

Teacher: 1 times 1 is 1, 2 times 1 is 2, 3 times 1 is 3…

Teacher: Very good. Let us clap for everyone.


7 Multiply.

LTL

a. 1 × 1 = ☐ b. 1 × 9 = ☐ c. 1 × 3 = ☐

d. 1 × 4 = ☐ e. 1 × 8 = ☐ f. 1 × 6 = ☐

87

Teacher: Now, turn to page 87. Let us solve Exercise 7.

MUST DO 5 MIN.

Teacher: Look at question (a): 1 × 1 = ?

Teacher: Yes, it is 1. Next 1 × 9 = ?

Teacher: Keep solving all the sums. Remember, 1 times any number is the number itself.

Teacher: Good work . Let us move to the table of 2 now.

Table of 2

Teacher: Let us move to the table of 2. Open the page 88, in the Main Coursebook.

MUST DO 10 MIN.

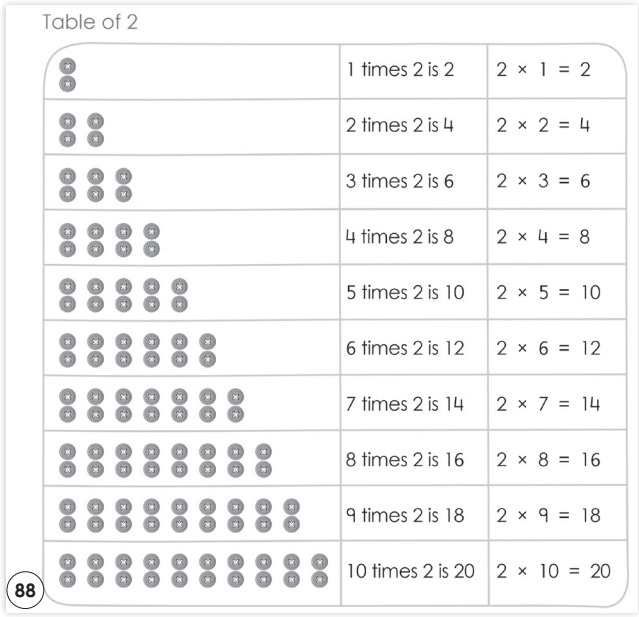


Table of 2

	1 times 2 is 2	2 × 1 = 2
	2 times 2 is 4	2 × 2 = 4
	3 times 2 is 6	2 × 3 = 6
	4 times 2 is 8	2 × 4 = 8
	5 times 2 is 10	2 × 5 = 10
	6 times 2 is 12	2 × 6 = 12
	7 times 2 is 14	2 × 7 = 14
	8 times 2 is 16	2 × 8 = 16
	9 times 2 is 18	2 × 9 = 18
	10 times 2 is 20	2 × 10 = 20

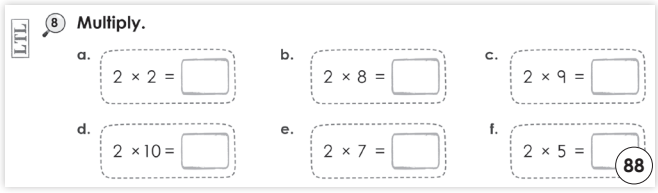
88

Teacher: We are going to say this table aloud.

Teacher: 1 times 2 is 2, 2 times 2 is 4, 3 times 2 is 6…

Teacher: Look at the rows of buttons. Each row adds 2 more.

Teacher: This is how multiplication grows step by step.


LTL 8 Multiply.

a. 2 × 2 = ☐ b. 2 × 8 = ☐ c. 2 × 9 = ☐

d. 2 × 10 = ☐ e. 2 × 7 = ☐ f. 2 × 5 = ☐

88

Teacher: Let us move to the table of 2. Open the page with green buttons.

MUST DO 10 MIN.

Teacher: We are going to say this table aloud.

Teacher: 1 times 2 is 2, 2 times 2 is 4, 3 times 2 is 6…

Teacher: Look at the rows of buttons. Each row adds 2 more.

Teacher: This is how multiplication grows step by step.

Teacher: Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next period.

Differentiated Activities

(Draw a number strip on the floor from 0 to 20 using chalk or tape. Ask students to take equal jumps forward. After jumping, they must count the total steps and write the multiplication sentence.)

110 km/hr

Jump 4 times with 3 steps in each jump. Count your final position and write the multiplication sentence.

80 km/hr

Jump 3 times with 2 steps in each jump. Count where you land and write the multiplication sentence.

40 km/hr

Jump 2 times with 2 steps in each jump. Count your total and write the multiplication sentence.

Home Task

Take a ruler or measuring tape. Start at 0 and make two jumps of 5 centimetres each. Note where you land. Write how many centimetres you covered in total and the multiplication sentence.

Period 7

SHOULD DO 5 MIN.

Teacher: Good morning, students. How are you today?

Teacher: In the previous period, we learnt how to use number strips and jumps to multiply.

Teacher: Let us play a quick game – I will say the number of jumps and the steps in each jump. You tell me the total.

Teacher: 2 jumps of 5 – what is it?

Teacher: Yes, 10. Very good. Now 3 jumps of 3?

Teacher: Yes, 9. Let us now build our tables.

Table of 3

Table of 3

	1 times 3 is 3	3 × 1 = 3
	2 times 3 is 6	3 × 2 = 6
	3 times 3 is 9	3 × 3 = 9
	4 times 3 is 12	3 × 4 = 12
	5 times 3 is 15	3 × 5 = 15
	6 times 3 is 18	3 × 6 = 18
	7 times 3 is 21	3 × 7 = 21
	8 times 3 is 24	3 × 8 = 24
	9 times 3 is 27	3 × 9 = 27
	10 times 3 is 30	3 × 10 = 30

89

MUST DO 10 MIN.

Teacher: Let us look at table of 3. Please open your book to page 89 in the Main Coursebook.

Teacher: What do you see in each row?

Teacher: Yes, each row has cherries in groups of 3. Very good.

Teacher: Let us read the table together slowly. Repeat after me –

1 times 3 is 3
2 times 3 is 6
3 times 3 is 9
4 times 3 is 12
5 times 3 is 15

Teacher: Great. Let us stop here and look at the fifth row.

Teacher: How many groups are there?

Teacher: Yes, 5 groups. And how many cherries in each group?

Teacher: Correct, 3 cherries. So how many in total?

Teacher: Yes, 5 times 3 is 15. Very well done. Continue reading table.

Table of 4

Table of 4

	1 times 4 is 4	4 × 1 = 4
	2 times 4 is 8	4 × 2 = 8
	3 times 4 is 12	4 × 3 = 12
	4 times 4 is 16	4 × 4 = 16
	5 times 4 is 20	4 × 5 = 20
	6 times 4 is 24	4 × 6 = 24
	7 times 4 is 28	4 × 7 = 28
	8 times 4 is 32	4 × 8 = 32
	9 times 4 is 36	4 × 9 = 36
	10 times 4 is 40	4 × 10 = 40

89

MUST DO 10 MIN.

Teacher: Let us now learn the table of 4. Open your book to page 89 in the Main Coursebook.

Teacher: What do you see in each row?

Teacher: Yes, each row has 4 pencils in a stand and the number of stands keeps increasing. Very good.

Teacher: Let us read the table together slowly. Repeat after me –

1 times 4 is 4
2 times 4 is 8
3 times 4 is 12
4 times 4 is 16
5 times 4 is 20

Teacher: Great reading. Now, look at the fifth row. How many pencil stands do you see?

Teacher: Yes, 5 stands. And each has 4 pencils. So what is the total number of pencils?

Teacher: Yes, 5 times 4 is 20. Good work . Continue reading table…

LIT 9 **Multiply.**

a. 3 × 1 = ☐ b. 4 × 2 = ☐ c. 3 × 5 = ☐
d. 3 × 2 = ☐ e. 3 × 7 = ☐ f. 4 × 1 = ☐
g. 3 × 8 = ☐ h. 3 × 3 = ☐ i. 4 × 3 = ☐
j. 4 × 5 = ☐ k. 4 × 6 = ☐ l. 3 × 6 = ☐
m. 4 × 8 = ☐ n. 4 × 9 = ☐ o. 3 × 4 = ☐
p. 3 × 10 = ☐ q. 3 × 9 = ☐

90

MUST DO 5 MIN.

Teacher: Let us now solve question (a) to (h) of Exercise 9 given on page 90.

Teacher: You will solve these on your own. Use the tables we just read to help you.

Teacher: If you are unsure, look at the chart again. Try your best.

Teacher: Well done. Now, I will check your answer.

Table of 5

Table of 5

	1 times 5 is 5	5 × 1 = 5
	2 times 5 is 10	5 × 2 = 10
	3 times 5 is 15	5 × 3 = 15
	4 times 5 is 20	5 × 4 = 20
	5 times 5 is 25	5 × 5 = 25
	6 times 5 is 30	5 × 6 = 30
	7 times 5 is 35	5 × 7 = 35
	8 times 5 is 40	5 × 8 = 40
	9 times 5 is 45	5 × 9 = 45
	10 times 5 is 50	5 × 10 = 50

90

Teacher: Let us now read the table of 5 together. Look at the balloons in each row.

MUST DO

10 MIN.

Teacher: How many balloons in 3 rows?

Teacher: Yes, 15. Because 3 times 5 is 15.

Teacher: Let us chant the full table of 5.

Teacher: Excellent. Table of 5 helps us when counting hands, feet or coins.

Differentiated Activities

110 km/hr

Create your own table of 6 up to 6 × 5 using pictures. Write the multiplication sentences beside each.

80 km/hr

Use sticks or crayons to make 4 groups of 3. Write one repeated addition and one multiplication sentence.

40 km/hr

Colour 3 groups of 2 stars on paper. Count the total and write the multiplication sentence.

Home Task

Complete questions (i) to (q) of Exercise 9 given on page 90.

Period 8

Teacher: Good morning, students. How are you?

SHOULD DO

5 MIN.

Teacher: Let us begin with a quick warm-up. I will say a multiplication fact and you will clap that many times.

Teacher: If I say 2 times 3, you will clap 6 times. Ready?

Teacher: 2 times 4

Teacher: 3 times 2

Teacher: 5 times 1

Teacher: 4 times 0

Teacher: 1 times 5

Teacher: Great effort. Let us now begin today's lesson.

10 Multiply.

a.	5 × 8 =	b.	4 × 9 =	c.	4 × 8 =
d.	5 × 10 =	e.	4 × 6 =	f.	4 × 7 =
g.	5 × 4 =	h.	4 × 10 =	i.	5 × 7 =
j.	5 × 2 =	k.	5 × 5 =	l.	5 × 3 =
m.	4 × 4 =				

91

Teacher: Open your books to the page 91.

Teacher: Let us solve the first two sums together. Everyone, look at question (a).

MUST DO

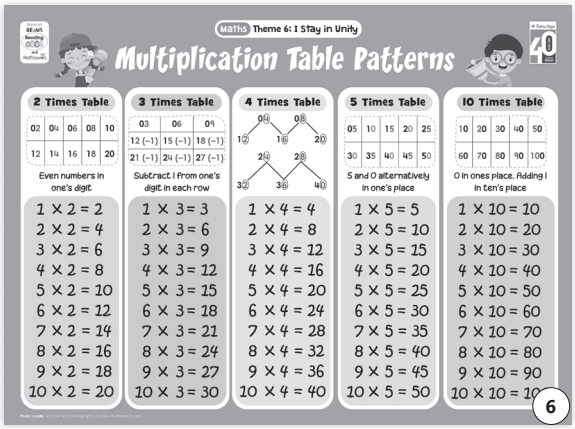
10 MIN.

Teacher: What is 5 times 8? Yes, 40.

Teacher: Now try question (b) and (c) on your own.

Teacher: Well done. Now solve the rest with your partner.

Poster



Teacher: Now, look at the colourful multiplication poster.

MUST DO

5 MIN.

Teacher: What patterns do you see in the 5 times table?

Teacher: Yes, the numbers end in 5 or 0. That is right.

Teacher: What do you notice about the 2 times table?

Teacher: Yes, all numbers are even.

(Discuss more patterns with the students.)

You may show the **Animated Activities** given on the digital platform.

Order in Multiplication

ORDER IN MULTIPLICATION

2 times 5

2 × 5 = 10

5 times 2

5 × 2 = 10

The product of 2 × 5 is the same as 5 × 2.

The product is 10.

We can multiply two numbers in any order. The product is always the same.

91

Teacher: Let us now look at the 'Order in Multiplication' box.

MUST DO 5 MIN.

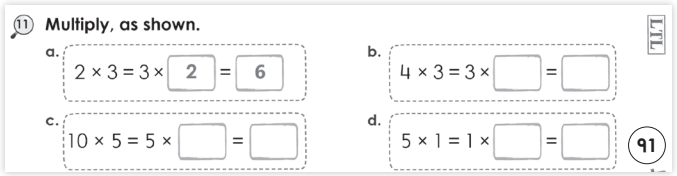
Teacher: Read with me. 2 times 5 equals 10. 5 times 2 also equals 10.

Teacher: Can we change the order of numbers in multiplication?

Teacher: Yes and the answer stays the same. That is called order property.

Teacher: Look at the grapes in both pictures. Same number, just a different order.

Teacher: Very good. Let us now solve some sums using this idea.



Teacher: Let us solve Exercise 11 now.

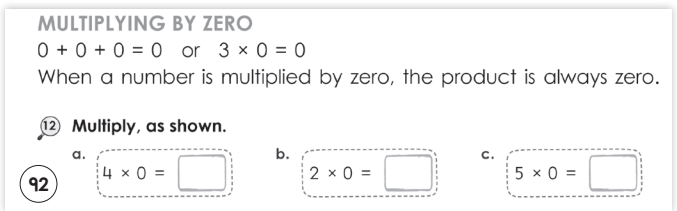
MUST DO 10 MIN.

Teacher: We will do question (a) together. 2 × 3 = 6, so 3 × 2 = 6.

Teacher: Now work in groups of four and complete the rest of the questions.

Teacher: Help each other and explain why the answers are the same.

Multiplying By Zero



Teacher: Let us now discuss the 'Multiplying by Zero' box.

MUST DO 5 MIN.

Teacher: What happens when we multiply any number by 0?

Teacher: Yes, we always get 0. Good work .

Teacher: Imagine I give you 5 empty jars. How many sweets do you get in total?

Teacher: Yes, 0, because there are no sweets inside.

Teacher: This is just like 5 × 0 = 0.

Teacher: Let us look at the pictures now. 0 + 0 + 0 + 0 + 0 is still 0.

Teacher: Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next period.

Differentiated Activities

110 km/hr

Write a real-life situation where multiplying by zero gives zero. Then, write the multiplication sentence.

80 km/hr

Draw 5 plates with 0 apples on each. Count how many apples in total and write the multiplication fact.

40 km/hr

Write the correct answers.

1 × 0 → ? 2 × 0 → ? 4 × 0 → ?

Home Task

Solve Exercise 12 given on page 92 in the Main Coursebook.

Period 9

Teacher: Good morning students. How are you all feeling today?

SHOULD DO 5 MIN.

Teacher: Let us start with a quick brain jog. I will ask some quick questions. Think and answer fast.

Teacher: What do we get when we multiply 3 by 5?

Teacher: Very good, 15.

Teacher: How many times do we add in 4 × 2?

Teacher: Yes, 2 is added 4 times.

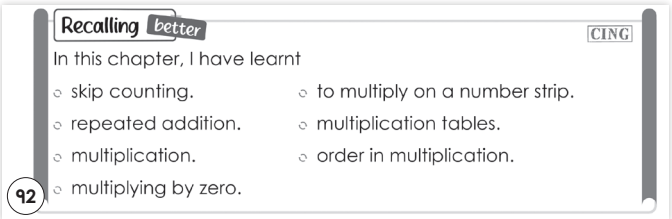
Teacher: What happens when we multiply any number with zero?

Teacher: Yes, the answer is always zero.

Teacher: Now tell me, what is 5 jumps of 2 steps on the number strip?

Teacher: Excellent, it is 10. Let us now recall what we have learnt.

Recalling better



Teacher: Let us move to 'Recalling better' section. I will ask some questions and we will answer together.

MUST DO 10 MIN.

Teacher: What do we call adding the same number again and again?

Teacher: Yes, repeated addition. Good work .

Teacher: What is the symbol we use for multiplication?

Teacher: Correct, the small cross ×. Well done.

Teacher: What is the product of 3 × 4?

Teacher: Yes, 12. That is correct.

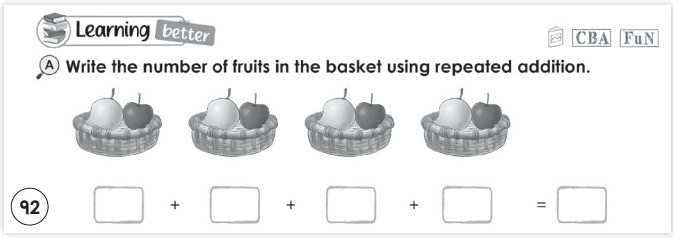
Teacher: What happens when we multiply by zero?

Teacher: The product is always zero. Nice answer.

Teacher: What is the other way to show 2 × 5?

Teacher: Yes, 5 × 2. Excellent. That is the order property.

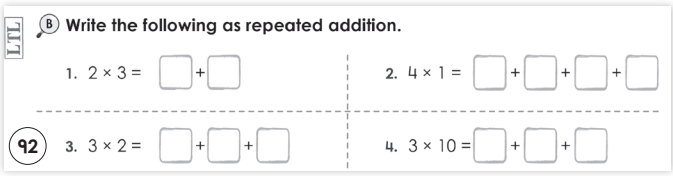
You may show the **Explainer Video** given on the digital platform.



Teacher: Let us solve Exercise A now. What should we write first?

MUST DO 5 MIN.

Teacher: Count the fruits and write the repeated addition. Try this one individually.

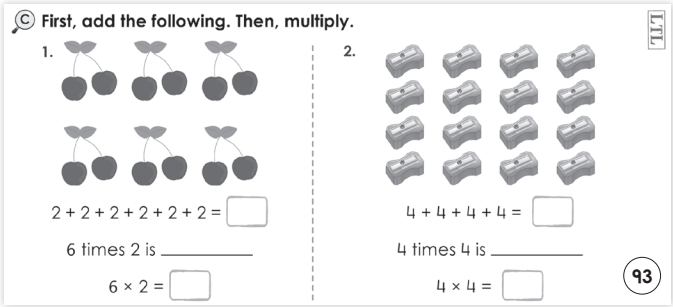


Teacher: Now we will write multiplication as repeated addition. Let us do the first one together.

MUST DO 5 MIN.

Teacher: 2 × 3 is the same as 3 + 3. Very good. Do the rest in pairs.

You may show the **Quiz** given on the digital platform.



Teacher: Now open Exercise C.

MUST DO 5 MIN.

Teacher: How many are in one row?

Teacher: Count how many rows there are.

Teacher: So what is the total if each row has 2 cherries and there are 6 rows?

Teacher: Correct. 6 × 2 = 12. Excellent.

Teacher: Let us do the second one now – look at the erasers.

Teacher: What is the multiplication sentence here?

Teacher: Let us solve only question 1 and 2 from Exercise D.

MUST DO 5 MIN.

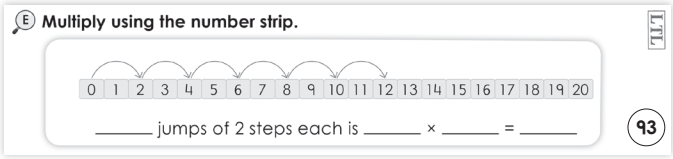
Teacher: Read question 1: 2 + 2 + 2.

Teacher: How many times is 2 repeated?

Teacher: So what is the multiplication sentence?

Teacher: Correct. 3 × 2 = 6.

Teacher: Try question 2 now. What number is repeated?



Teacher: Now go to Exercise E. This is a number strip.

MUST DO 5 MIN.

Teacher: Count how many jumps you see.

Teacher: Each jump is of 2 steps. So what is the multiplication sentence?

Teacher: Yes, 6 jumps of 2 is 6 × 2 = 12.

Teacher: Great work . Let us have a huge round of applause for our hard work today. See you in the next period.

You may show the **Infographic** given on the digital platform.

Differentiated Activities

110 km/hr

Your friend says 4 × 3 = 10. Is this correct? If not, explain the mistake and write the correct answer.

80 km/hr

Someone solved 2 × 4 = 6. Is this right? Correct it.

40 km/hr

Is 3 × 1 = 3 or 4? Choose the correct answer.

Home Task

Solve questions 3 and 4 of Exercise D, given on page 93 in the Main Coursebook.

Please bring a white chart paper, brown paper, water colours, glue stick and an old cloth in a labelled pouch for the 'Creating better' activity.

Period 10

SHOULD DO 5 MIN.

Teacher: Good morning, students. How are you today?

Teacher: Let us begin with a quick warm-up. I will give you some multiplication clues. You have to guess the answer.

Teacher: What is 3 times 2?

Teacher: What is 5 times 5?

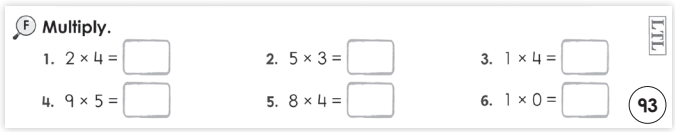
Teacher: What is the product of 4 and 3?

Teacher: What is 2 multiplied by 0?

Teacher: What is 1 times 9?

Teacher: Great effort, everyone. Now, let us begin the lesson. Everyone, please open page 93, we will solve

Exercise F.



Teacher: Let us look at question 1, 2 × 4.

MUST DO
10 MIN.

Teacher: This means we have 2 groups of 4.

Teacher: Let us count in 4s two times – 4, 8.

Teacher: So, 2 × 4 equals 8. Well done.

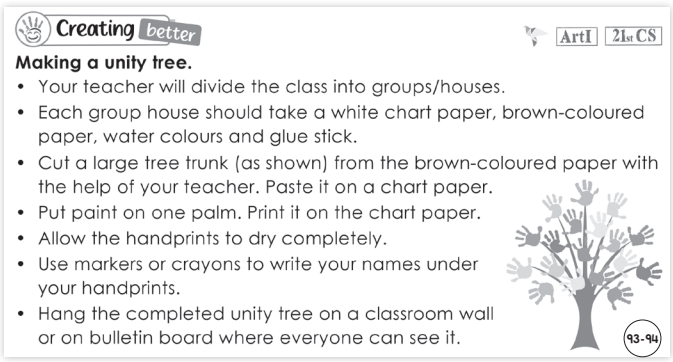
Teacher: Now, work with your partner to solve the remaining questions.

Teacher: Take turns reading each question and solving it together.

Teacher: Use the multiplication tables we practised if you need help.

Teacher: Remember to check your answers when you finish.

Creating better

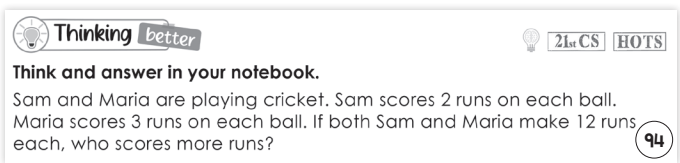


Teacher: We are now going to make a Unity Tree. You will work in groups. (Guide students to complete the activity.)

MUST DO
15 MIN.

You may show the **Slideshow** given on the digital platform.

Thinking better



Teacher: Let us move to 'Thinking better' section Read the question. Sam scores 2 runs in each ball. Maria scores 3. Both make 12 runs. Who scores more runs in fewer balls?

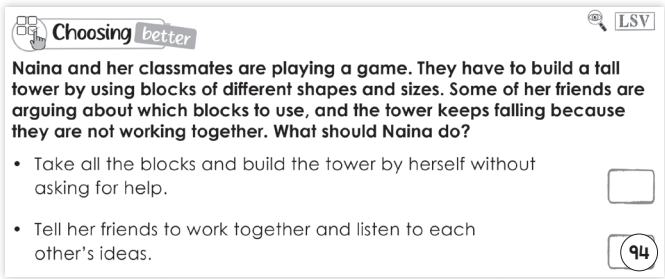
MUST DO
10 MIN.

Teacher: Think and discuss with your partner.

Teacher: Let us see. Sam: 2 × 6 = 12. Maria: 3 × 4 = 12.

Teacher: Who scored more in fewer balls?

Choosing better



Teacher: Let us now look at the 'Choosing better' section. Naina and her friends are building a tower using blocks. But the tower keeps falling. Why do you think that is happening?

Teacher: Yes, because they are not working together or listening to each other.

Teacher: Now, read the two options given.

Teacher: Option 1 says Naina builds the tower all by herself. Do you think that will solve the problem?

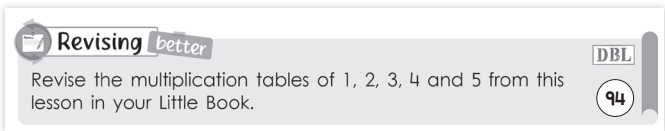
Teacher: Not really. She may finish it, but it will not be teamwork.

Teacher: Option 2 says she should ask her friends to work together and listen to one another. Is this a better choice? Why?

Teacher: Yes, because teamwork helps us share ideas and complete tasks more easily.

Teacher: So, which option should Naina choose?

Revising better



Teacher: For your home task, revise the multiplication tables of 1, 2, 3, 4 and 5.

Teacher: Practise saying them aloud and write them neatly in your Little book.

Teacher: Well done, everyone. You all did a fantastic work today. Keep practising your tables and I will see you in the next class. Give yourselves a big round of applause.

Differentiated Activities

110 km/hr

Write 3 word problems of multiplication based on your surroundings.

80 km/hr

If one basket has 3 mangoes, how many mangoes are there in 5 baskets?

40 km/hr

Draw 3 groups of 1 star each. Write how many stars in all.

Home Task

Revise the multiplication tables of 1, 2, 3, 4 and 5 from this lesson in your Little Book

Period 11

SHOULD DO — 5 MIN.

Teacher: Good morning, students. How are you all feeling today?

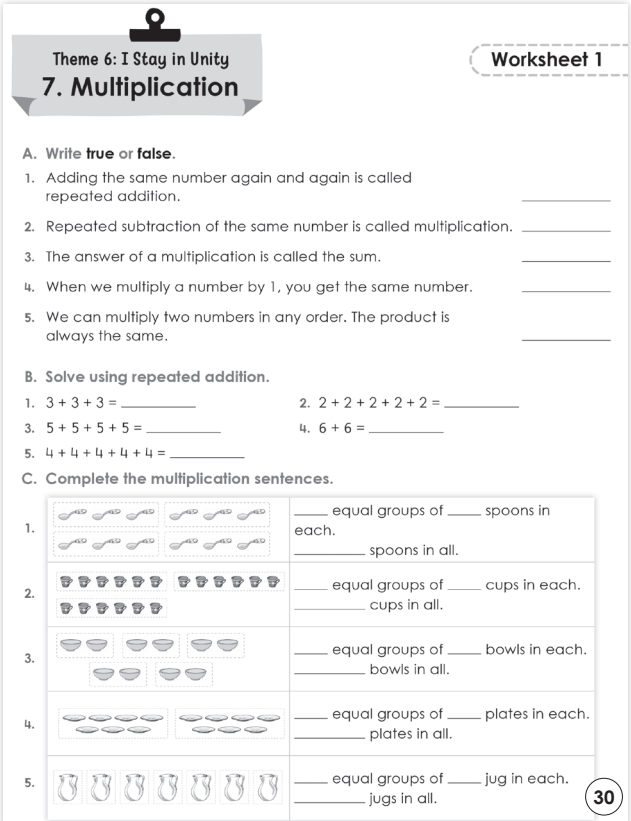
Teacher: Let us begin with a quick game. I will say a number and you have to tell me two numbers that can be multiplied to get that number. Ready?

1. Which two numbers can be multiplied to get 10?
2. Which two numbers can be multiplied to get 12?
3. Which two numbers can be multiplied to get 6?
4. Which two numbers can be multiplied to get 15?
5. Which two numbers can be multiplied to get 8?

Teacher: Great thinking, everyone. Let us now move to the worksheets.

You may show the **Mental Maths** given on the digital platform.

Worksheet 1



Theme 6: I Stay in Unity

7. Multiplication

Worksheet 1

A. Write **true** or **false**.

1. Adding the same number again and again is called repeated addition. _____
2. Repeated subtraction of the same number is called multiplication. _____
3. The answer of a multiplication is called the sum. _____
4. When we multiply a number by 1, you get the same number. _____
5. We can multiply two numbers in any order. The product is always the same. _____

B. Solve using repeated addition.

1. 3 + 3 + 3 = _____
2. 2 + 2 + 2 + 2 + 2 = _____
3. 5 + 5 + 5 + 5 = _____
4. 6 + 6 = _____
5. 4 + 4 + 4 + 4 + 4 = _____

C. Complete the multiplication sentences.

1. ____ equal groups of ____ spoons in each. _____ spoons in all.
2. ____ equal groups of ____ cups in each. _____ cups in all.
3. ____ equal groups of ____ bowls in each. _____ bowls in all.
4. ____ equal groups of ____ plates in each. _____ plates in all.
5. ____ equal groups of ____ jug in each. _____ jugs in all.

30

MUST DO — 15 MIN.

Teacher: Now open Worksheet 1. Let us begin with Exercise A.

Teacher: Let us do question 1 together: 'Adding the same number again and again is called _____.'

Teacher: Think of what we did using cherries and pencils. Yes, repeated addition. Good.

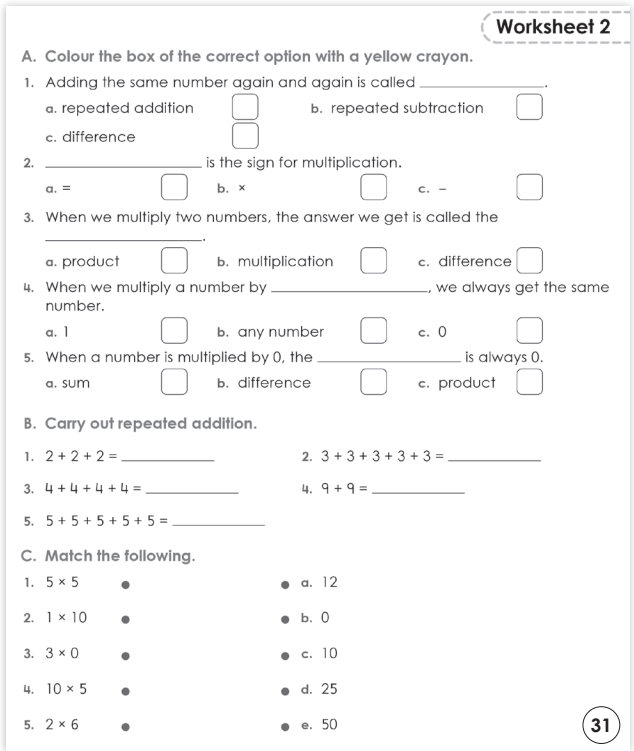
Teacher: Now complete questions 2 to 5 on your own.

Teacher: Move to Exercise B. These are sums using repeated addition. Solve all five.

Teacher: Then go to Exercise C. Look at the pictures and complete the multiplication sentences.

You may generate additional practice worksheets using the **Test Generator** given on digital platform

Worksheet 2



Worksheet 2

A. Colour the box of the correct option with a yellow crayon.

1. Adding the same number again and again is called _____.
   a. repeated addition ☐ b. repeated subtraction ☐ c. difference ☐
2. _____ is the sign for multiplication.
   a. = ☐ b. × ☐ c. – ☐
3. When we multiply two numbers, the answer we get is called the _____.
   a. product ☐ b. multiplication ☐ c. difference ☐
4. When we multiply a number by _____, we always get the same number.
   a. 1 ☐ b. any number ☐ c. 0 ☐
5. When a number is multiplied by 0, the _____ is always 0.
   a. sum ☐ b. difference ☐ c. product ☐

B. Carry out repeated addition.

1. 2 + 2 + 2 = _____
2. 3 + 3 + 3 + 3 + 3 = _____
3. 4 + 4 + 4 + 4 = _____
4. 9 + 9 = _____
5. 5 + 5 + 5 + 5 + 5 = _____

C. Match the following.

1.	5 × 5	a.	12
2.	1 × 10	b.	0
3.	3 × 0	c.	10
4.	10 × 5	d.	25
5.	2 × 6	e.	50

31

MUST DO — 15 MIN.

Teacher: Now turn to Worksheet 2. Let us begin with Exercise A.

Teacher: Remember, you have to colour the correct option with a yellow crayon.

Teacher: Solve questions 1 to 5. Read all options carefully before choosing.

Teacher: Then do Exercise B. These are repeated addition questions. Complete all.

Teacher: Finally, match the multiplication facts in Exercise C correctly.

You may show the **HOTS** given on the digital platform.

Doubt Session

COULD DO — 5 MIN.

Teacher: Now is your chance to ask any doubts you have from this entire chapter.

Teacher: You can ask about number strips, multiplication tables, repeated addition, order in multiplication or multiplying by zero.

Teacher: Raise your hand if you want to ask something. I will answer one by one.

Teacher: You may also discuss your doubts with your partner first and then ask me.

Differentiated Activities

110 km/hr

Write 3 word problems of multiplication based on your surroundings.

80 km/hr

Write 4 multiplication facts of table 5 and explain any one using repeated addition

40 km/hr

Draw 2 groups of 3 stars and write the matching multiplication sentence.

Home Task

Write 5 multiplication sentences from the table of 2 and represent each using pictures or drawings.

Period 12

Teacher: Good morning, students. How are you all today?

SHOULD DO — 5 MIN.

Teacher: Let us begin with a quick quiz using hand signals. Show 1 finger if the answer is 'yes' and 2 fingers if the answer is 'no'.

1. Can we change the order of numbers while multiplying and still get the same answer?
2. Is 4 × 0 equal to 4?
3. Is 5 × 1 equal to 5?
4. Is 3 × 4 the same as 4 × 3?
5. Does 0 × 6 give us 6?

Teacher: Well done. That was a quick revision of important multiplication facts. Let us now open Worksheet 3.

Worksheet 3

MUST DO — 20 MIN.

Teacher: Let us begin with Exercise A. Look at question 1. Repeated _____ is called multiplication.

Teacher: Yes, it is repeated addition. Now colour the correct box.

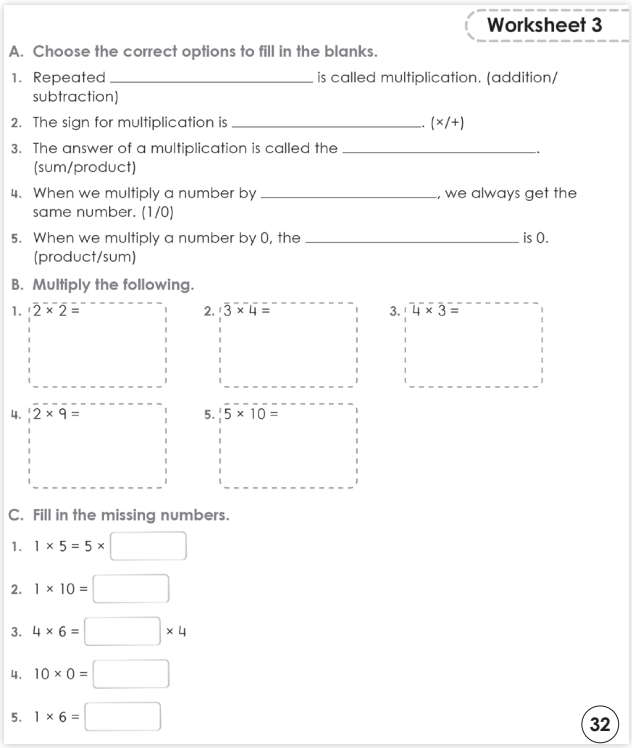
Teacher: Complete questions 2 to 5 on your own. If you need help, ask your partner.

Teacher: Now move to Exercise B. Let us solve question 1 together.

Teacher: What is 2 times 2? It means 2 groups of 2. That is 4.

Teacher: Now complete questions 2 to 5 with your partner. Read the numbers carefully and multiply.

Teacher: Let us now do Exercise C. Fill in the blanks with the correct numbers.



Worksheet 3

A. Choose the correct options to fill in the blanks.

1. Repeated _____ is called multiplication. (addition/subtraction)
2. The sign for multiplication is _____. (×/+)
3. The answer of a multiplication is called the _____. (sum/product)
4. When we multiply a number by _____, we always get the same number. (1/0)
5. When we multiply a number by 0, the _____ is 0. (product/sum)

B. Multiply the following.

1. 2 × 2 =
2. 3 × 4 =
3. 4 × 3 =
4. 2 × 9 =
5. 5 × 10 =

C. Fill in the missing numbers.

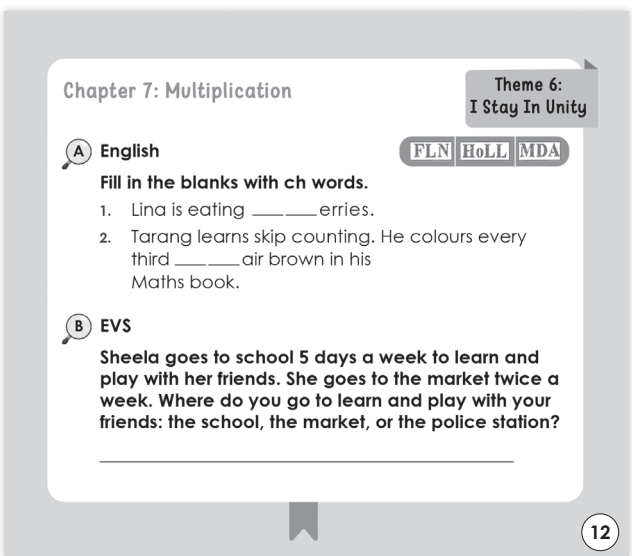
1. 1 × 5 = 5 × ☐
2. 1 × 10 = ☐
3. 4 × 6 = ☐ × 4
4. 10 × 0 = ☐
5. 1 × 6 = ☐

32

Teacher: Let us do question 1 together. 1 × 5 = 5 × what? Yes, the answer is 1.

Teacher: Solve the rest on your own.

Book of Holistic Teaching



Chapter 7: Multiplication

Theme 6: I Stay In Unity

A English — FLN HoLL MDA

Fill in the blanks with ch words.

1. Lina is eating ___ ___ erries.
2. Tarang learns skip counting. He colours every third ___ ___ air brown in his Maths book.

B EVS

Sheela goes to school 5 days a week to learn and play with her friends. She goes to the market twice a week. Where do you go to learn and play with your friends: the school, the market, or the police station?

_____

12

COULD DO — 10 MIN.

(Refer to the Book of Holistic Teaching, page 12 under the title 'Multiplication.' Complete the activities mentioned in this section and ensure that the students complete them. These activities are designed to enhance their holistic understanding and engagement with the topic. Provide any necessary

support and materials to help the students successfully finish the activities.)

Teacher: Now, let us fill in the last column of the KWL chart.

SHOULD DO

5 MIN.

Teacher: In this column we will write what we have learnt in this chapter.

Teacher: Think about the topics, have we learnt and write them in the 'L' column of the chart.

(Wait for students to fill in the chart.)

Teacher: Let us all give a huge round of applause to everyone for their hard work and creativity. Great work, everyone. See you in the next class. Have a wonderful day ahead

Differentiated Activities

110 km/hr

How many legs are there in 8 spiders if each spider has 8 legs?

80 km/hr

Write the next two numbers in the pattern: 5, 10, 15, ___, ___.

40 km/hr

One window has 2 flower pots. How many pots will 3 windows have?

Home Task

Practise the questions discussed in this chapter.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	• perform skip counting and number jumps using hand movements or body actions accurately.
Socio-Emotional and Ethical Development	• participate in group tasks by sharing materials and taking turns respectfully.
Cognitive Development	• solve multiplication problems using repeated addition, skip counting and tables with accuracy.
Language and Literacy Development	• explain multiplication concepts using correct terms such as 'times', 'groups' and 'product'.
Aesthetic and Cultural Development	• draw and label equal groups or patterns to visually represent multiplication facts.
Positive Learning Habits	• complete tasks with focus, follow instructions and show readiness to learn in class.

Starry Knights

Share the techniques you have used to teach repeated addition to the learners. Did the learners enjoy?

Remarkable!! Give yourself a STAR.