**LESSON DEVELOPMENT THREE**

**OPEN SENTENCES – MULTIPLICATION AND DIVISION**

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| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1**  **Introduction**  **(5 minutes)** | Guides the pupils to recite multiplication table –  1. 2 x 1 =  2. 3 x 1 = | The pupils recite the multiplication table. | Linking the Previous knowledge to the new lesson |
| **Step 2**  **Development**  **(5 minutes)**  **Grouping** | 1. Groups the learners into four groups – A, B, C, and D.  2. Guide the learners to choose a leader and secretary for your group.  3. Gives each group learning materials. – multiplication table and counting materials. | 1. Belong to a group.  2. Choose their leader and secretary.  3. Received learning materials for their group. | Learner’s group, leader and secretary confirmed. |
| **Step 3**  **Development**  **(5 minutes)** | Multiplication involving open sentences  Guides pupils to perform these mind on activities – what are the two numbers multiply together to give us 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10. | **MIND ON ACTIVITIES**  1 x 1 = 1  1 x 2 = 2, 2 x 1 = 2  1 x 3 = 3, 3 x 1 = 3  1 x 4 = 4, 2 x 2 = 4  1 x 5 = 5  1 x 6 = 6, 2 x 3 = 6, 3 x 2 = 6  1 x 7 = 7  1 x 8 = 8, 2 x 4 = 8, 4 x 2 = 8  1 x 9 = 9, 9 x 1 = 9, 3 x 3 = 9  1 x 10 = 10, 10 x 1 = 10, 2 x 5 = 10, 5 x 2 = 10 | Products of two numbers |
| **Step 4**  **Development**  **(7 minutes)** | Guides and lets the pupils answer these questions –  1. 5 x 3 = [ ]  2. 6 x [ ] = 18  3. [ ] x 3 = 15 | **HANDS ON ACTIVITIES**  1. 5 x 3 = [15]  2. 6 x 3 = [18]  3. [5] x 3 = 15 | Working Exercises |
| **Step 5**  **Development**  **(5 minutes)** | Division involving open sentences  Guides pupils to perform these mind on activities –  1. 2 ÷ 2 =  2. 4 ÷ 2 =  4. 6 ÷ 3 =  5. 6 ÷ 2 =  Lets them know that  1. 2 ÷ 2 = 1, 1 x 2 = 2  2. 4 ÷ 2 = 2, 2 x 2 = 4  4. 6 ÷ 3 = 2, 2 x 3 = 6  5. 6 ÷ 2 = 3, 2 x 3 = 6 | **HANDS ON ACTIVITIES**  1. 2 ÷ 2 = 1  2. 4 ÷ 2 = 2  4. 6 ÷ 3 = 2  5. 6 ÷ 2 = 3 | Division of numbers and relationship between multiplication and division |
| **Step 6**  **Development**  **(7 minutes)** | Guides pupils to answer these questions –  1. 10 ÷ 2 = [ ]  2. [ ] ÷ 2 = 4  3. 16 ÷ [ ] = 4 | **HANDS ON ACTIVITIES**  1. 10 ÷ 2 = [5], 5 x 2 = 10  2. [8] ÷ 2 = 4, 4 x 2 = 8  3. 16 ÷ [4] = 4, 4 x 4 = 16 | Working Exercises |
| **Step 7**  **Conclusion**  **(4 minutes)** | To conclude 4the lesson, the teacher revises the entire lesson and ask the key questions.  **Keys questions – Assignment**  1. 5 x [ ] = 15  2. [ ] x 3 = 18  3. 10 ÷ [ ] = 5  4. 8 ÷ [ ] = 4 | Pupils listen, ask and answer questions.  Assignment taken. | Conclusion and assignment |