**LESSON DEVELOPMENT TWO**

**COMMON MULTIPLE**

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| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1**  **Introduction**  **(5 minutes)** | Find the multiples of:   1. 2 2. 3 3. 4 | Multiple of:   1. 2 = 2, 4, 6, 8, 10, 12, 14,… 2. 3 = 3, 6, 9, 12, 15, 18, 21, 24,… 3. 4 = 4, 8, 12, 16, 20, 24,… | Previous knowledge confirmed. |
| **Step 2**  **Development**  **(5 minutes)** | 1. Groups the pupils into four groups – A, B, C, and D. 2. Guide the pupils to choose a leader and secretary for your group. 3. Gives each group learning materials. | 1. Belong to a group.  2. Choose their leader and secretary.  3. Received learning materials for their group. | Pupil’s group, leader and secretary confirmed. |
| **Step 3**  **Development**  **(20 minutes)** | Lead pupils to understand that the multiplication table can be use to find the multiple of numbers (2 numbers):   1. 2 and 3 2. 2 and 4 | 1. Multiple of:  * 2 = 2, 4, **6**, 8, 10, **12**, 14,… * 3 = 3, **6**, 9, **12**, 15, 18, 21, 24,…   Common multiple are 6 and 12.   1. Multiple of:  * 2 = 2, **4**, ,6 **8**, 10, **12**, 14,… * 4 = **4**, **8**, **12**, 16, 20, 24,…   Common multiple are 4, 6, 12. | Common multiple of numbers |
| **Step 4**  **Development**  **(5 minutes)** | **ASSIGNMENT – find the common multiple of:**   1. 4 and 6 2. 3 and 6 | Assignment taken. | Assignment |
| **Step 5**  **(5 minutes)** | **CONCLUSION**  Lets pupils to understand that 2 × 3 = 6 and the multiples of 2 and 3 are the multiples of 6. | Listen, ask and answer questions. | Conclusion |