**LESSON DEVELOPMENT ONE**

**MULTIPLE OF NUMBERS**

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| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1****Introduction** **(5 minutes)** | 1. Guides pupils to read and write multiplication tables.
2. Introduce multiple of numbers with examples – multiple of 2 = 2, 4, 6, 8, 10, 12, etc.
 | 1. 2 x 1 = 2
2. 2 x 2 = 4
3. 2 x 3 = 6
4. 3 x 1 = 3
5. 3 x 2 = 6
6. 3 x 3 = 9,… etc.
 | 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** **(10 minutes)** | Guides the pupils through the activities – the multiples of the following numbers are:1. 2 = 2, 4,…
2. 3 = 3, 6,…
3. 4 = 4, 8,…
 | 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,…
 | Multiple of numbers  |
| **Step 4****Development****(10 minutes)** | **EVALUATION – find the multiples of** 1. 5 = 5,…. 30
2. 6 = 6,…. 36
3. 7 = 7,…. 42
 | 1. 5 = 5, 10, 15, 20, 25, 30.
2. 6 = 6, 12, 18, 24, 30, 36.
3. 7 = 7, 14, 21, 28, 35, 42.
 | Multiple of numbers  |
| **Step 5****(10 minutes)**  | **CONCLUSION** The first multiple of a number is the number itself. Other multiples are obtained by repeated addition of the number. 2 = 2 + 2, 2 + 2 + 2, 2 + 2 + 2 + 2, | Listen, ask and answer questions. | Conclusion  |