**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 |