**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 = 11 x 2 = 2, 2 x 1 = 21 x 3 = 3, 3 x 1 = 31 x 4 = 4, 2 x 2 = 41 x 5 = 51 x 6 = 6, 2 x 3 = 6, 3 x 2 = 61 x 7 = 71 x 8 = 8, 2 x 4 = 8, 4 x 2 = 81 x 9 = 9, 9 x 1 = 9, 3 x 3 = 91 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 [ ] = 183. [ ] 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 sentencesGuides 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 = 22. 4 ÷ 2 = 2, 2 x 2 = 44. 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 = 24. 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 = 43. 16 ÷ [ ] = 4 | **HANDS ON ACTIVITIES**1. 10 ÷ 2 = [5], 5 x 2 = 102. [8] ÷ 2 = 4, 4 x 2 = 83. 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 [ ] = 152. [ ] x 3 = 183. 10 ÷ [ ] = 54. 8 ÷ [ ] = 4 | Pupils listen, ask and answer questions. Assignment taken.  | Conclusion and assignment  |