



CLICK HERE TO ACTIVATE

LESSON
PART 1



7

+ - \times \div + - \times \div + - \times \div + - \times \div



MULTIPLICATION

READY ... STEADY

Look at these pictures.

Girl 1

Girl 1 is wearing a pair of two ear-rings with 1 bead in each.



Girl 2

Girl 2 has 1 bead more than Girl 1 in each ear-ring. So now it is, $2 + 2 = 4$



Girl 3

Girl 3 has 1 bead more than Girl 2 in each of her ear-rings. So, $2 + 2 + 2 = 6$



Given below are Girl 4, 5 and 6. Draw the beads for the ear-rings to show what will come next.

Girl 4



Girl 5



Girl 6



REPEATED ADDITION

When the same number is added over and over again it is a *repeated addition*.

Repeated addition is called *multiplication*.














The symbol used for multiplication is \times . It is read as "INTO".

Example :

In the addition $2 + 2 + 2 + 2$, 2 is repeated 4 times. It can be changed to multiplication and rewritten as 4 times 2 or 4×2 (4 into 2).

$$\begin{array}{rcl} 2 + 2 + 2 + 2 & = & 8 \\ 4 \times 2 & = & 8 \end{array}$$

Fill in the blanks.

 2	+	 2	+	 2	+	 2	=
 3	+	 3	+	 3	=		
 4	+	 4	=				
 5	+	 5	+	 5	+	 5	=

MATHS LAB

Objective : To reinforce the concept of multiplication

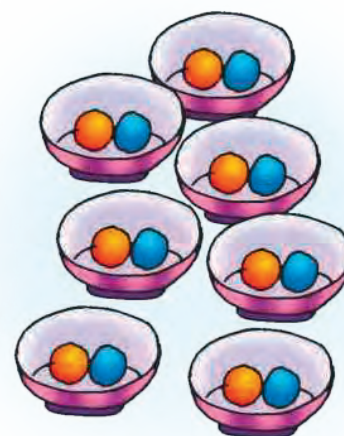
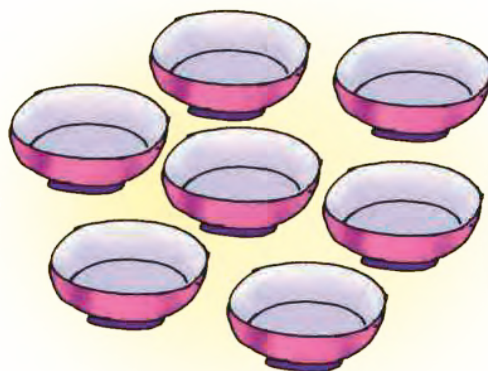
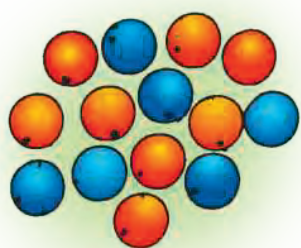
Materials Required : 10 bowls, 100 beads

Steps :

1. Place the bowls in front of the students.
2. Call one student and ask him/her to take a certain number of beads (the number should be a multiple of 2).
3. Ask the student to divide the beads into bowls so that each bowl gets 2 beads and find out how many bowls are needed.





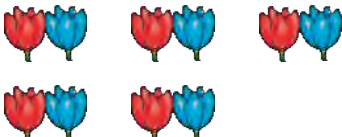
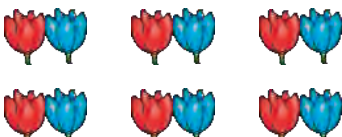


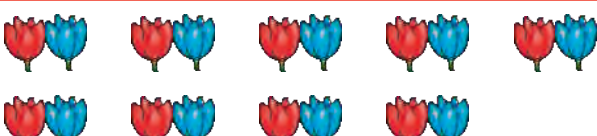
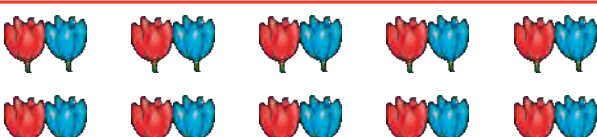
For example, in order to divide 14 beads, 7 bowls will be needed. So, tell the students that 7 times 2 is 14.

4. Now, give another number and ask another student to do the same activity.



5. Repeat this activity with other numbers.

MULTIPLICATION BY 2

	1 two are 2	$1 \times 2 = 2$
	2 twos are 4	$2 \times 2 = 4$
	3 twos are 6	$3 \times 2 = 6$
	4 twos are 8	$4 \times 2 = 8$
	5 twos are 10	$5 \times 2 = 10$
	6 twos are 12	$6 \times 2 = 12$
	7 twos are 14	$7 \times 2 = 14$
	8 twos are 16	$8 \times 2 = 16$
	9 twos are 18	$9 \times 2 = 18$
	10 twos are 20	$10 \times 2 = 20$

MULTIPLICATION TABLES

Table of 3

1	×	3	=	3
2	×	3	=	6
3	×	3	=	9
4	×	3	=	12
5	×	3	=	15
6	×	3	=	18
7	×	3	=	21
8	×	3	=	24
9	×	3	=	27
10	×	3	=	30

Table of 5

1	×	5	=	5
2	×	5	=	10
3	×	5	=	15
4	×	5	=	20
5	×	5	=	25
6	×	5	=	30
7	×	5	=	35
8	×	5	=	40
9	×	5	=	45
10	×	5	=	50

Table of 10

1	×	10	=	10
2	×	10	=	20
3	×	10	=	30
4	×	10	=	40
5	×	10	=	50
6	×	10	=	60
7	×	10	=	70
8	×	10	=	80
9	×	10	=	90
10	×	10	=	100

Multiply and find the product.

$1 \times 2 =$

$2 \times 3 =$

$4 \times 2 =$

$8 \times 2 =$

$1 \times 3 =$

$7 \times 3 =$

$5 \times 10 =$

$9 \times 5 =$

$3 \times 5 =$

$3 \times 2 =$

$10 \times 5 =$

$6 \times 10 =$

$10 \times 3 =$

$6 \times 5 =$

$4 \times 5 =$

$2 \times 2 =$

$9 \times 10 =$

$5 \times 2 =$

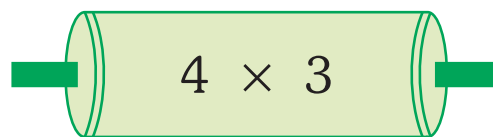
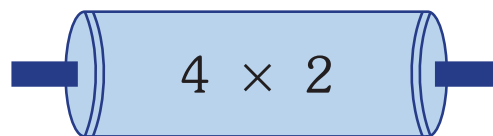
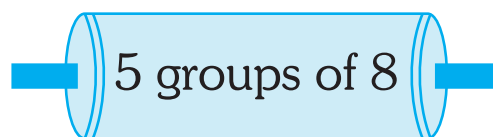
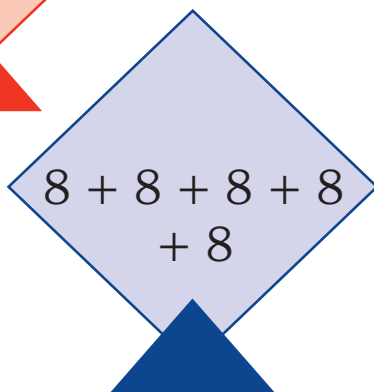
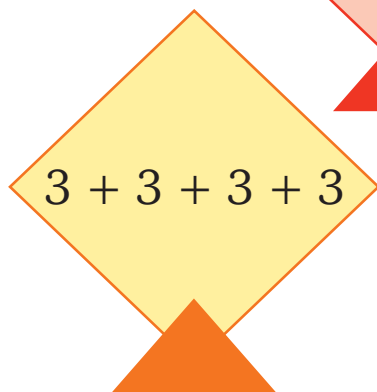
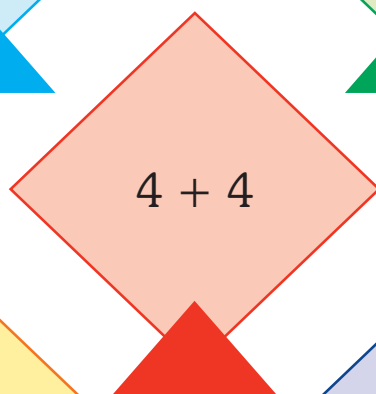
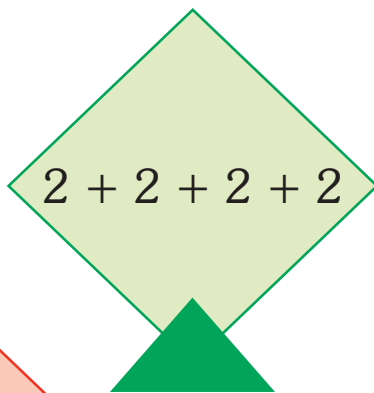
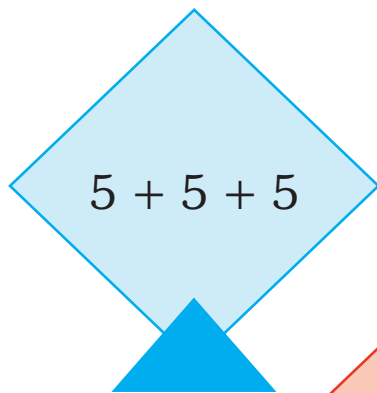
$8 \times 3 =$

$1 \times 10 =$

$7 \times 10 =$

WORKSHEET

Match the kite with correct reel.



Multiply and find the product.

$1 \times 2 =$

$6 \times 2 =$

$4 \times 2 =$

$7 \times 3 =$

$2 \times 3 =$

$3 \times 3 =$

$8 \times 5 =$

$3 \times 5 =$

$5 \times 5 =$

$9 \times 10 =$

$2 \times 10 =$

$10 \times 10 =$