



**CLICK HERE TO ACTIVATE**

**LESSON**  
PART 2



# 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  $4 \times 2$  (4 into 2).

$$2 + 2 + 2 + 2 = 8$$

$$4 \times 2 = 8$$

### 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

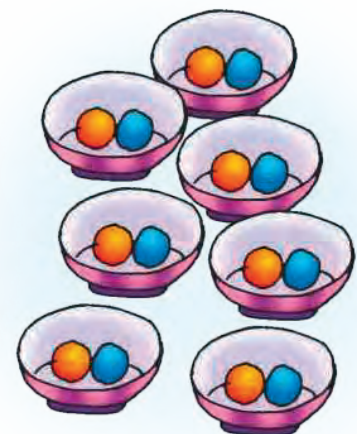
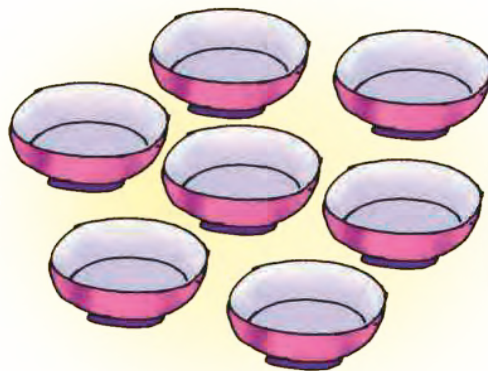
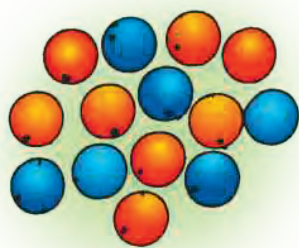
**Materials Required :** 10 bowls, 100 beads

**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.





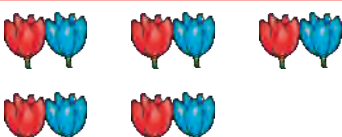
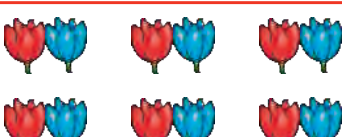

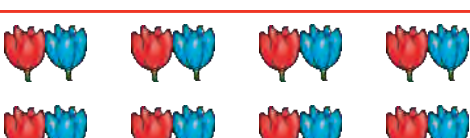
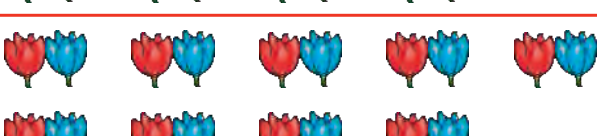
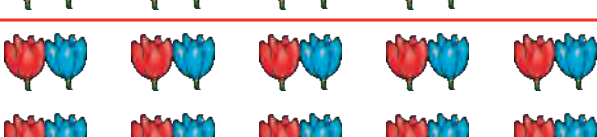
For example, in order to divide 14 beads, 7 bowls will be needed. So, tell the students that 7 times 2 is 14.

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.**

$1 \times 2 =$

$2 \times 3 =$

$4 \times 2 =$

$8 \times 2 =$

$1 \times 3 =$

$7 \times 3 =$

$5 \times 10 =$

$9 \times 5 =$

$3 \times 5 =$

$3 \times 2 =$

$10 \times 5 =$

$6 \times 10 =$

$10 \times 3 =$

$6 \times 5 =$

$4 \times 5 =$

$2 \times 2 =$

$9 \times 10 =$

$5 \times 2 =$

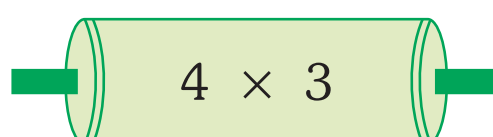
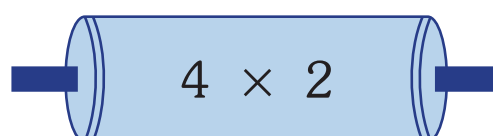
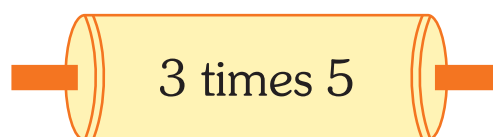
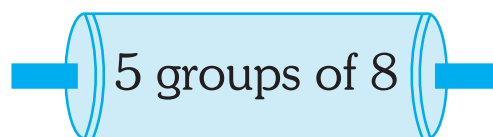
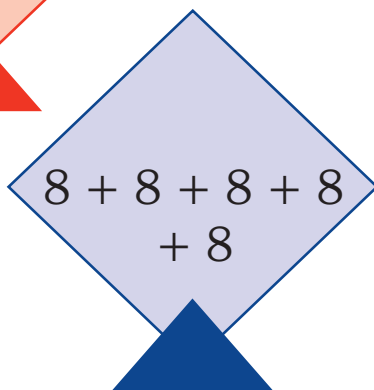
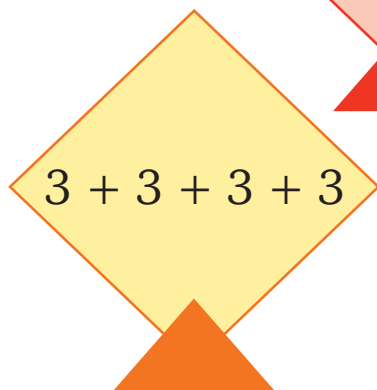
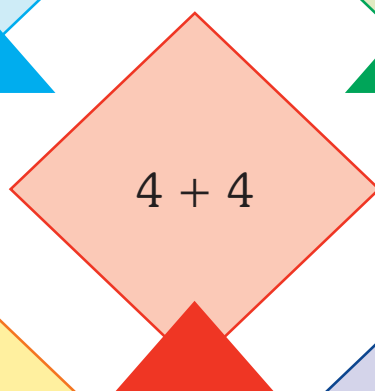
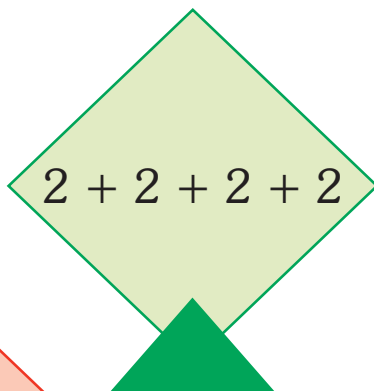
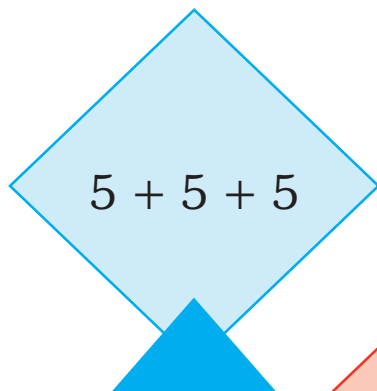
$8 \times 3 =$

$1 \times 10 =$

$7 \times 10 =$

# WORKSHEET

Match the kite with correct reel.



Multiply and find the product.

$1 \times 2 =$

$6 \times 2 =$

$4 \times 2 =$

$7 \times 3 =$

$2 \times 3 =$

$3 \times 3 =$

$8 \times 5 =$

$3 \times 5 =$

$5 \times 5 =$

$9 \times 10 =$

$2 \times 10 =$

$10 \times 10 =$