

Students will be able to use multiplication to solve simple word problems

⌚ 40- 50 min

⏪ PRE REQUISITES:

G3.27 Know how to write multiplication number sentences

✓ TLM



20 strips of paper with 5 sections each

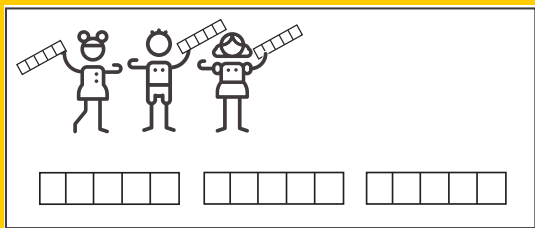
! MISCONCEPTIONS

Students might misinterpret multiplication problems as addition problems. For eg. writing 3 groups of 5 as $3+5$ & not 3×5

👁️ KEY VOCABULARY

None

PLAY



$$5 + 5 + 5 = 5 \times 3 = 15$$

Multiplication in real life

○ Show a paper strip divided into 5 sections. Tell the students that it represents a bar of chocolate with 5 pieces

○ Place 10 strips on the table & ask 3 students to pick up one strip each

○ Ask them to tell how many total pieces of chocolates they have in all

○ Ask another group of 4 students to pick one strip each

○ Ask them to tell how many total pieces of chocolates they have in all

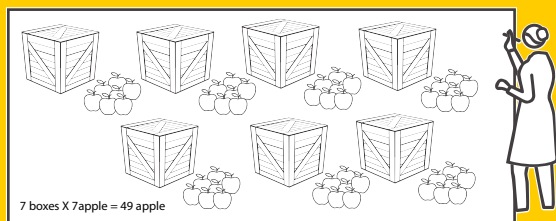
○ Repeat with other students

👉 TEACHER'S NOTES

The activity will help students revise the concept of multiplication as repeated addition

○ Encourage finding total no. of pieces using repeated addition instead of counting each individually

PROCESS



Solving multiplication problems

○ Narrate the question, "Gayathri has 3 garlands made of 5 flowers each. How many flowers does she have?"

○ Explain that the question tells us that there are 3 groups of 5 objects, therefore the number statement will be 3×5

○ Tell that to find the no. of flowers we add 5 three times. Write $5+5+5=15$ & tell that there are 15 flowers in all

○ Draw 7 boxes filled with 7 apples each & ask the students how many apples are there in all

○ Emphasize that they must first write the number sentence. Number sentence, in this case, is 7×7

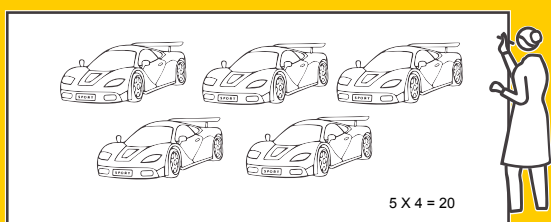
○ Remind students that 7×7 can be calculated by adding 7 seven times.

Point to the first box & call out 7

○ Point to the second box & tell students that $7+7$ is 14, point to the third box & tell students that $14+7$ is 21

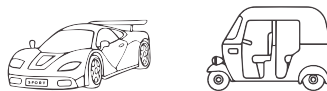
○ Continue adding the apples in each box. At the end, summarize that there are 49 apples in all

PRACTICE



Write the question on the blackboard & ask the students to solve

○ Help the students solve question 3 from the worksheet. Ask the students to find out how many wheels will be there in 5 cars & how many wheels will be there in 5 auto rickshaws



○ Emphasize that each car has 4 wheels therefore they must add 4 five times

○ Tell the students that 4×5 is not the same as $4+5$. $4+5$ represents 4 wheels put together with 5 wheels. $4+5$ makes 9, whereas 4×5 makes 20

○ Help the students solve question 4 from the worksheet. Tell the students that each finger has 3 sections. Ask the students to find out how many total sections are there in all 5 fingers





G3.28 | MULTIPLICATION WORD PROBLEMS (1 DIGIT)

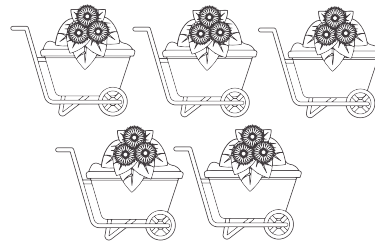
WORKSHEET: NUMBER OPERATIONS CONCEPTS - NCERT CHAPTER 9: HOW MANY TIMES?

- ① SOLVED EXAMPLE : There are 3 groups of berries. Each group has 4 berries. How many berries are there in all?



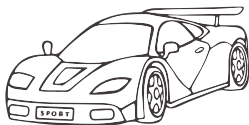
$$3 \times 4 = 4 + 4 + 4 = 12$$

- ② There are 5 carts of flowers. Each cart has 3 flowers. How many flowers are there in all?

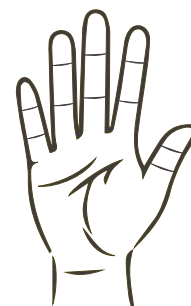


- ③ Find out the total number of wheels

- a. Total wheels in 5 cars are ____ b. Total wheels in 5 auto rickshaws are ____



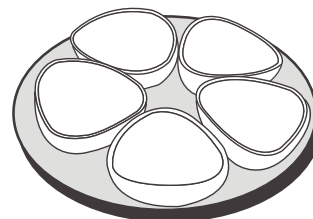
- ④ Look at your fingers & notice that each finger has 3 sections. Find out how many total sections are there in all 5 fingers



- ⑤ Ashfaque eats 3 chapatis for dinner everyday, How many chapatis does he eat in 4 days ?



- ⑥ If 3 marbles are kept in each bowl, how many marbles will be there in all bowls ?



Each floor of this school building can have only 4 classrooms.

How many classrooms will be there in a building with 3 floors?

How many floors will be required to make 8 more class rooms?

