

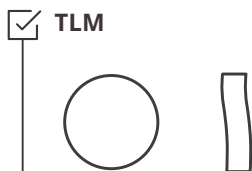
Students will be able to construct multiplication tables of 2 & 3

⌚ 40- 50 min

⏪ PRE REQUISITES:

G3.26 Know the multiplication tables for 10 & 5

✓ TLM



20 counters: 4 students
5 pieces of paper: 4 students

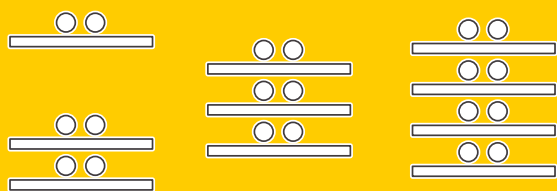
! MISCONCEPTIONS

None

👁️ KEY VOCABULARY

None

PLAY



Pair 2 objects together to make the multiplication table for 2

○ Divide students in groups of 4 & divide 20 marbles/counters to each group. Tell that one plate has 2 samosas in it

○ Ask the students to show one plate of samosa by keeping 2 marbles on a piece of paper

○ Next, ask the students to show 2 plates of samosas

❓ QUESTION

How many samosas are there in the two plates?

○ Next, ask students to show 3 plates of samosas & count the total number of samosas

○ Ask the students to keep a record of how many samosas are there in 1, 2, 3, 4, & 5 plates

○ Continue upto 10 plates

○ Summarize that one plate has 2 samosas, 2 plates have 4 samosas, 3 plates have 6 samosas, & so on

PROCESS

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



Tables of 2 & 3

○ Keep a set of 3 marbles. Ask students how many marbles are there. Tell them there is one set of 3 marbles

○ Now keep another set of 3 marbles. Ask how many marbles are there. Tell them there are two sets of 3 marbles

○ Write on the board " $2 \times 3 = 6$ ". Continue this & keep writing the tables of 3 on the board

○ Stop when you reach 10 sets of 3 marbles. Write on the board " $10 \times 3 = 30$ ". Repeat for table of 2

○ Start with one group of 2 marbles & stop when you reach 10 sets of 2 marbles

○ Remind students that they had previously learnt to write tables for 5 & 10

○ Explain that an alternate method of constructing tables is by using no. lines. Draw a no. line & mark 2, 4, 6, 8, 10, 12

○ Explain skip counting by 2s gives multiplication table for 2 & skip counting by 3s gives table of 3

PRACTICE

	$2 \times 1 =$
	$2 \times 2 =$
	$2 \times 3 =$
	$2 \times 4 =$
	$2 \times 5 =$



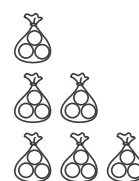
Write the question on the black board & ask the students to solve

○ Help the students solve question 2 from the worksheet. Ask the students to look at the images & write the multiplication facts

❓ QUESTION

How much is 3 times 2? Is it the same as 2 times 3?

○ Help the students solve question 3 from the worksheet. Ask the students to look at the images & write the multiplication table for 3



❓ QUESTION

What is the difference between $3+2$ & 3×2 ?



① SOLVED EXAMPLE : Look at the pictures & fill in the blanks

$$\boxed{\bullet} = 1 \times 2 = 2$$

$$\boxed{\bullet} \boxed{\bullet} = _ \times _ = _$$

$$\boxed{\bullet} \boxed{\bullet} \boxed{\bullet} = _ \times _ = _$$

$$\boxed{\bullet} \boxed{\bullet} \boxed{\bullet} \boxed{\bullet} = _ \times _ = _$$

② Complete the multiplication table for 2 by adding the groups of circles

	$2 \times 1 =$
	$2 \times 2 =$
	$2 \times 3 =$
	$2 \times 4 =$
	$2 \times 5 =$
	$2 \times 6 =$
	$2 \times 7 =$
	$2 \times 8 =$
	$2 \times 9 =$
	$2 \times 10 =$

③ Look at the picture & write the multiplication table for 3

$$\text{3 circles} = 3 \times 1 = _$$

$$\text{6 circles} = 3 \times 2 = _$$

$$\text{9 circles} = 3 \times 3 = _$$

④ Complete the multiplication Table for 3 by filling in the missing numbers

$$\begin{aligned} 3 \times 1 &= 3 \\ 3 \times \square &= 6 \\ 3 \times 3 &= \square \\ 3 \times 4 &= 12 \\ 3 \times 5 &= \square \\ \square \times \square &= 18 \\ 3 \times 7 &= 21 \\ 3 \times 8 &= \square \\ 3 \times 9 &= 27 \\ 3 \times 10 &= 30 \end{aligned}$$

⑤ Arrange the multiplication table for 3 in the correct order

$3 \times 3 = 9$	$_ \times _ = _$
$3 \times 4 = 12$	$_ \times _ = _$
$3 \times 1 = 3$	$_ \times _ = _$
$3 \times 2 = 6$	$_ \times _ = _$
$3 \times 5 = 15$	$_ \times _ = _$
$3 \times 8 = 24$	$_ \times _ = _$
$3 \times 9 = 27$	$_ \times _ = _$
$3 \times 6 = 18$	$_ \times _ = _$
$3 \times 7 = 21$	$_ \times _ = _$
$3 \times 10 = 30$	$_ \times _ = _$



There are many things that come in pairs of 2. Write any five such examples.

E.g. wheels in a bike

Now find out how many wheels will be there in all if there are 8 bikes?