**Multiply by 10 – Lesson Plan**

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| **Curriculum reference** | | | | |
| Multiply by 10 (precursor to multiplying by 1 and 0) | | | | |
| **Key vocabulary** | | | **Resources** | |
| Multiply  Whole number |  | | Worksheets  Counters / place value counters | |
| **Recap it** | | | | |
| No specific recap this lesson as the lesson is a recap of previous learning. | | | | |
| **Learn it - Fluency** | | | | |
| Show children the place value grid with counters in it and ask them to talk to their partner to complete the sentences. Come together and share answers. *What do you notice about the value of each row and the answer?*  Ask children to use or draw a place value grid and use place value counters to calculate the answers to the multiplications shown (with a partner). Share answers as a class and compare methods to those shown on the board.  Read the worded problems and ask children to match them to the correct bar model. Discuss what each bar model is representing and why one of them has 6 parts with 10 in each whereas the others have 10 parts. | | | | |
| **Learn it – Reasoning and problem solving** | | | | |
| Read the always, sometimes, never statement. Ask children to use place value counters to investigate this statement. Discuss answers and reasons.  Read the description of Ben’s calculation. Give children a short amount of time to work together to find a solution the come together and work through the modelling on the board to find the answer. *Did anybody find the answer a different way?* | | | | |
| **Practise it** | | | | |
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| Fluency, reasoning and problem-solving questions about multiplying by 10.  The second factors are mostly 3-digit numbers. | | Fluency, reasoning and problem-solving questions about multiplying by 10.  The second factors are mostly 2-digit numbers. | | Fluency, reasoning and problem-solving questions about multiplying by 10.  The second factors are a mixture of 1-digit and 2-digit numbers. |
| **Check it** | | | | |
| Children self or peer check their answers against those on the board. | | | | |
| ***Optional: End it*** | | | | |
| *Show the self-assessment page. Ask the children to point in the right direction for how they felt they got on.* | | | | |