**Multiplication - equal groups – Lesson Plan**

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| **Curriculum reference** | | | | |
| Write and calculate mathematical statements for multiplication | | | | |
| **Key vocabulary** | | | **Resources** | |
| Multiply  Groups  Equal |  | | Worksheets  A mixture of manipulatives (eg Base 10, cubes, counters, Numicon etc) | |
| **Recap it** | | | | |
| This lesson has no specific recap as its focus is on recapping previous learning. | | | | |
| **Learn it - Fluency** | | | | |
| Ask the children to describe the equal groups by completing the sentences. *What is the same and what is different about these representations?*  Next, ask them to represent three groups of 8 in as many ways as they can think of. Allow them to use manipulatives where possible. Show the example answers on the board and discuss how each one has represented three 8s. Give children the chance to share any others they came up with. If any children represented eight 3s, address this.  Show children the table and ask them to work together to complete it. Come together and share answers. | | | | |
| **Learn it – Reasoning and problem solving** | | | | |
| Show children the groups of money. ‘*Mathematically describe what you can see in each group.* Expect descriptions such as ‘Group A has three bags with 5p in each’. Do not accept non-mathematical such as ‘The bags in group B have a silver and a brown coin in them.’ If children provide such answers, guide them into describing it mathematically.  Show them the different representations and ask them to match the equal groups together. Share answers. *Which representation do you prefer to represent the equal groups? Why? Which representation is best if we wanted to write it down quickly? Why? Are there other representations we could use?* Encourage children to link to the written multiplication e.g. ‘six 3s could be written as 6 x 3’ and repeated addition e.g.’ 3 + 3 + 3 + 3 + 3 + 3’. | | | | |
| **Practise it** | | | | |
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| Fluency, reasoning and problem-solving questions about multiplication as equal groups.  Groups are based on 3, 5 and 8x tables. Question 6 requires a clear understanding of the difference between three groups of 4 and 4 groups of 3. | | Fluency, reasoning and problem-solving questions about multiplication as equal groups.  Groups are based on 2, 3 and 4x tables. | | Fluency, reasoning and problem-solving questions about multiplication as equal groups. Groups are based on 2, 5 and 10x tables. |
| **Check it** | | | | |
| Children self or peer check their answers against those on the answer sheets. | | | | |
| ***Optional: End it*** | | | | |
| *Show the self-assessment page. Ask the children to point in the right direction for how they felt they got on.* | | | | |