

CLIL Lesson: Maths – Multiplication and factors

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Timing: 60 min

Age of students: 7-8 years old, grade 3

Context and Prior Knowledge: Basic knowledge about multiplication and division, factors and product, commutative property.

Lesson Steps

<p>1. 5min</p>	<p>Introduction to the topic</p> <p>T says hello to the students, then asks the SS to come in front of the class and stay in a circle. T asks the SS to count themselves, say their name and age. T says that we are all separate individual with different names and different appearance, 8 groups. The SS will be asked to take one step behind and form the 8 groups. Then they will have to count by 2, 3, 4 (it depends on the number of the kids that day) in order to form as many groups as possible.</p> <p>T explains that when they were all together, they formed multiplication, and when they counted by 2, 3....., they divided. T asks kids how the numbers that form a product are called (Factors), and decides that all should be factors that class.</p> <p>T starts to present herself as Factor x, and the kids are asked to do so.</p>
<p>2. 10 min</p>	<p>Revision of the previous knowledge</p> <p>T asks the S to sit on the carpet and talk about where and when they use multiplication in everyday life. This way the multiplication table will be revised.</p> <p>T will explain the S all the activities that will be done throughout the hour. They have to vote at the end of the class for the one they loved the most</p>
<p>3. 10 min</p>	<p>Forming the groups and group activity</p> <p>T asks the kids to remember who their partner was when they formed pairs. Kids will sit on their chair and work on a worksheet (worksheet 1-factor bugs). They will have 5 minutes to work on the worksheet. The results will be analysed on the board, after the pairs have changed the worksheets.</p> <p>The S will notice that the factors' place can be changed with the same result. This is called commutative. The word is written on the board and the kids are asked to repeat what it means and to give some examples.</p>
<p>4. 10 min</p>	<p>Class activity</p> <p>T gives each kid one copy of the poem on commutativity (worksheet 2). T will read the poem, talk about commutativity and tries to make the kids learn it by repeated repetition (just like repeated addition in multiplication) if time allows it.</p>
<p>5. 10min</p>	<p>Single activity</p> <p>Each kid is given a worksheet where they have exercises of division as the opposite of</p>

	<p>multiplication.(worksheet 3) Kids have to observe if commutativity is a property of division as well.</p>
<p>6. 10 min</p>	<p>Group activity</p> <p>Kids are asked to remember who their partner was when they counted by x (3 groups are intended). They have to work on a puzzle using multiplication (worksheet 4- using the free software Tarsia)</p>
<p>7. 5 min</p>	<p>Feedback</p> <p>Kids are asked to come back on the carpet and talk about the lesson. They will have to mark the activity they liked the most, talk about the things they've learnt, revise the concepts learnt.</p>