P.2 MULTIPLICATION

八鄉中心小學
Pat Heung Central Primary School

BACKGROUND

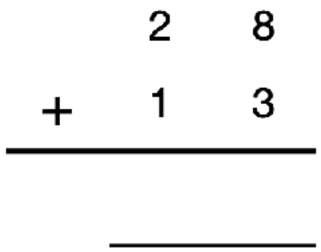
- Three classes of P.2, ~21 students each
- Half of them are non-Chinese, mainly Nepalis and Pakistanis
- EMI
- Huge learners' diversity (some students memorised the times table in P.1 but a few students are still struggling with addition with carry)
- Zoom lessons @ 20min
- 5 weeks for multiplication

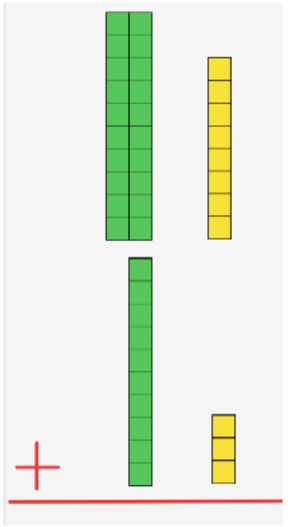
SOME OBSERVATIONS

- P.3-P.6 students can “sometimes” remember the times table
  - When they don’t, they add from the beginning
  - Whey they do division, they write down the times table of the divisor
- They like

COLOURS DRAWING SINGING TALKING PLAYING

THEY LIKED THESE IN P.1

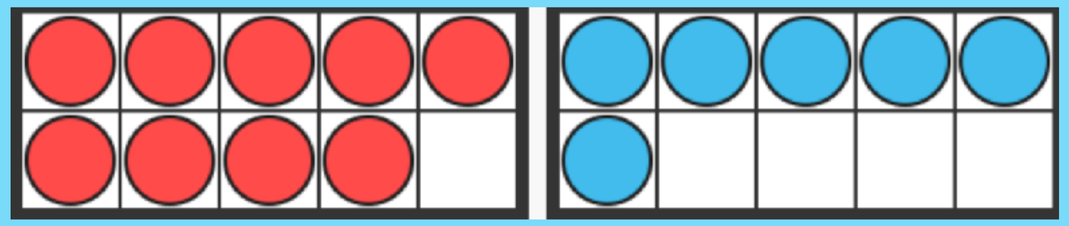


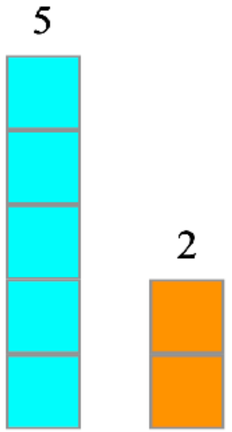


$9 + 4$

$= 10 + ____$

$= _____$

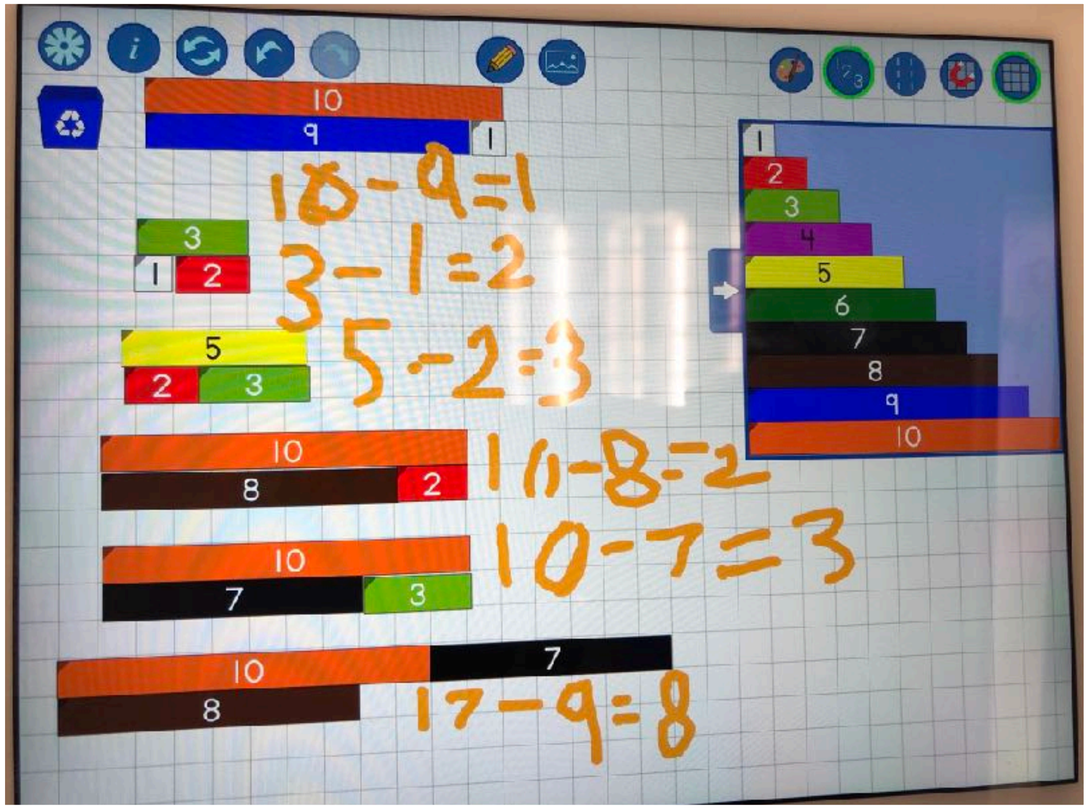


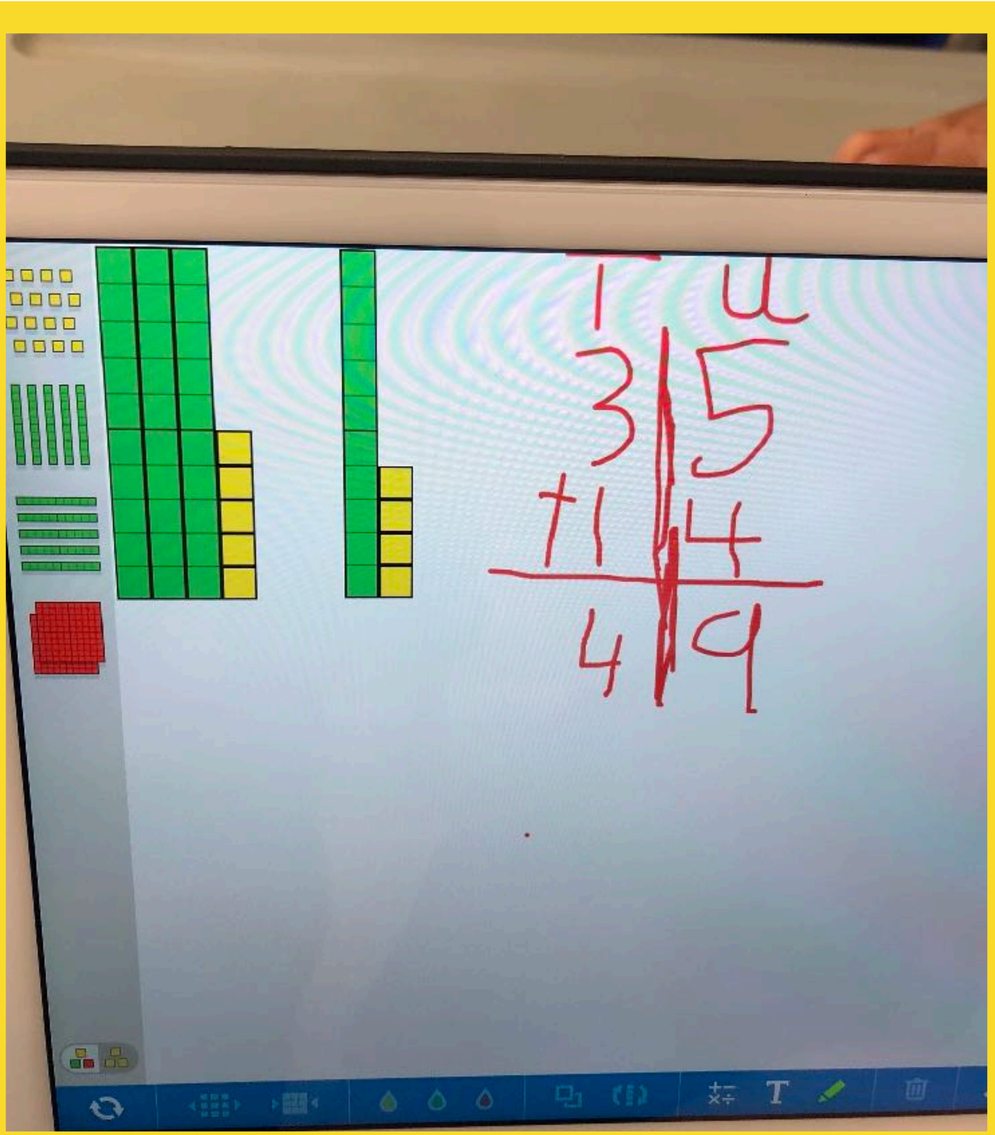


The difference is

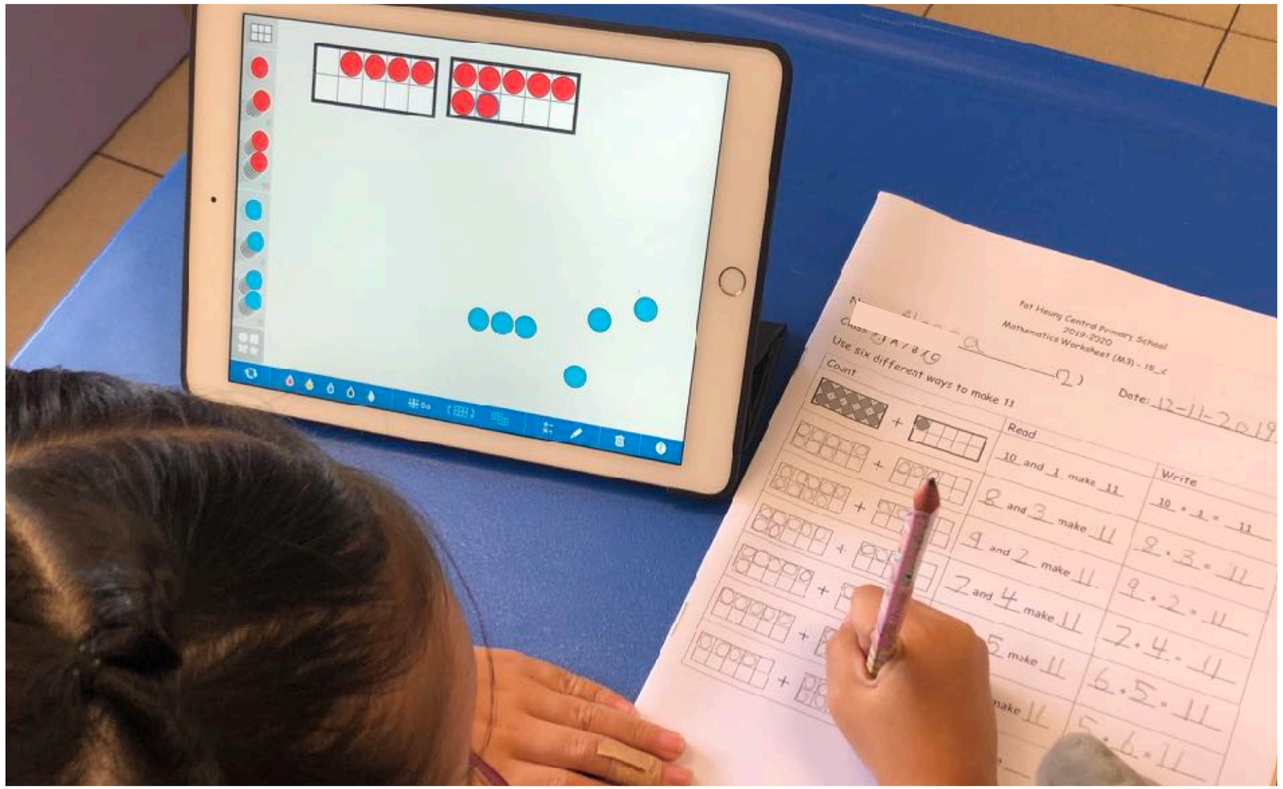
$5 - _____$

WHEN THEY WERE P.1





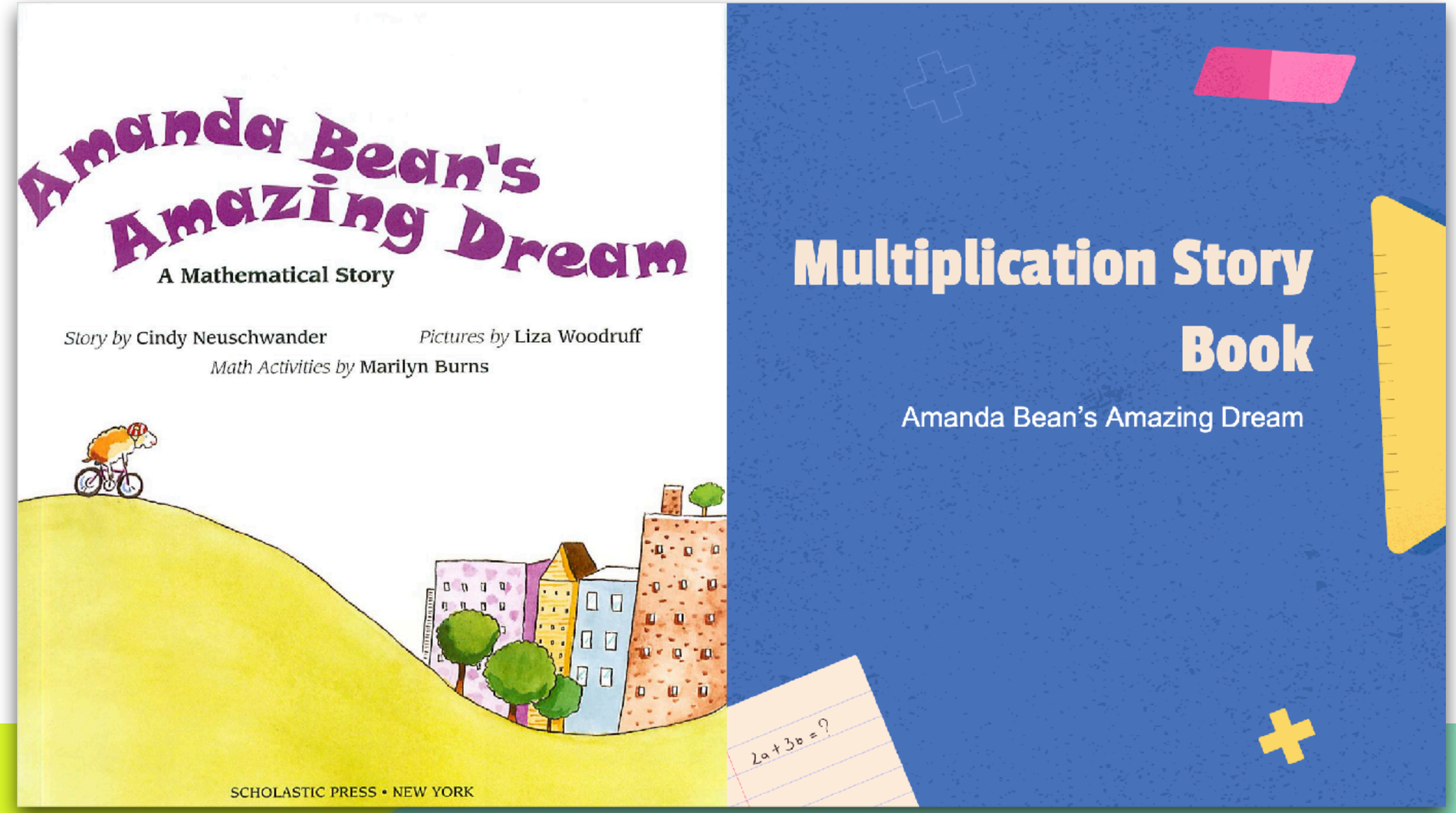
WHEN THEY WERE P.1



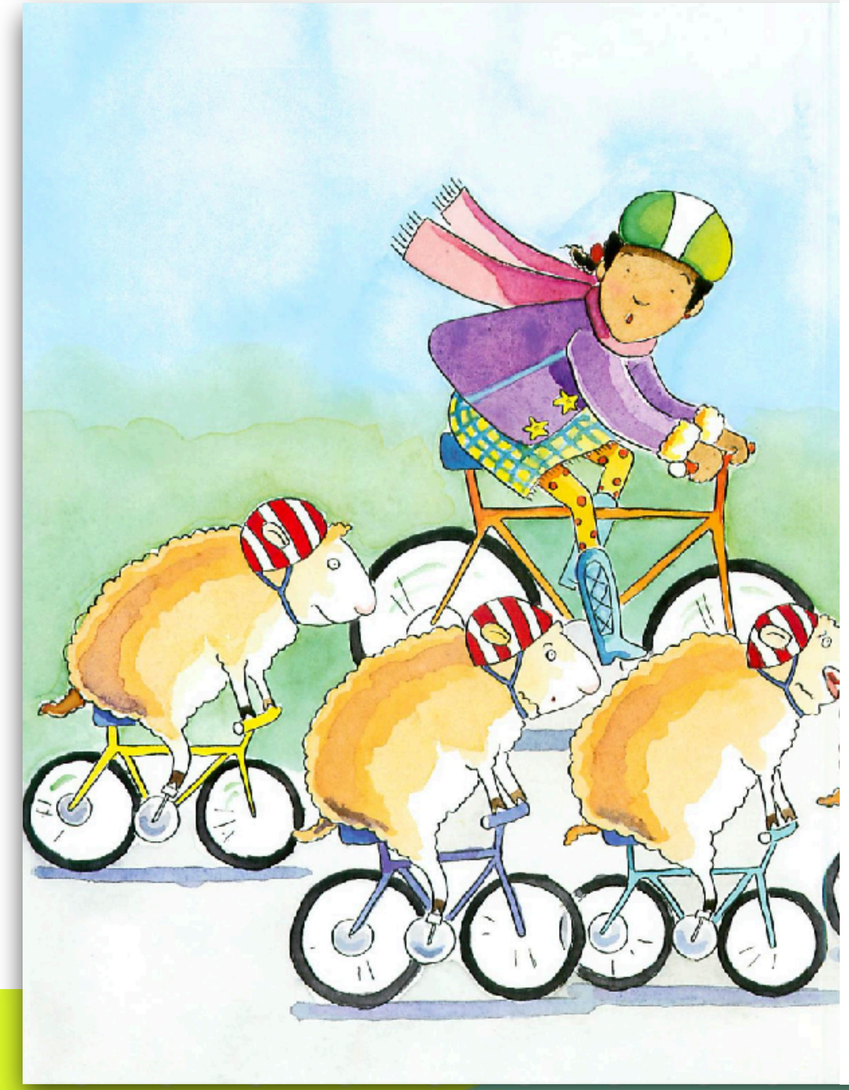
WHAT WE ARE TRYING
NOW

INTRO TO THE TOPIC

- Story Book



HOW MANY GROUPS? HOW MANY IN ONE GROUPS?



Then I notice something. It looks like [redacted] bicycles with sheep on them.

"How many wheels is that?" I wonder. I start counting, but the sheep whiz by so fast, I cannot count all the bicycle wheels.

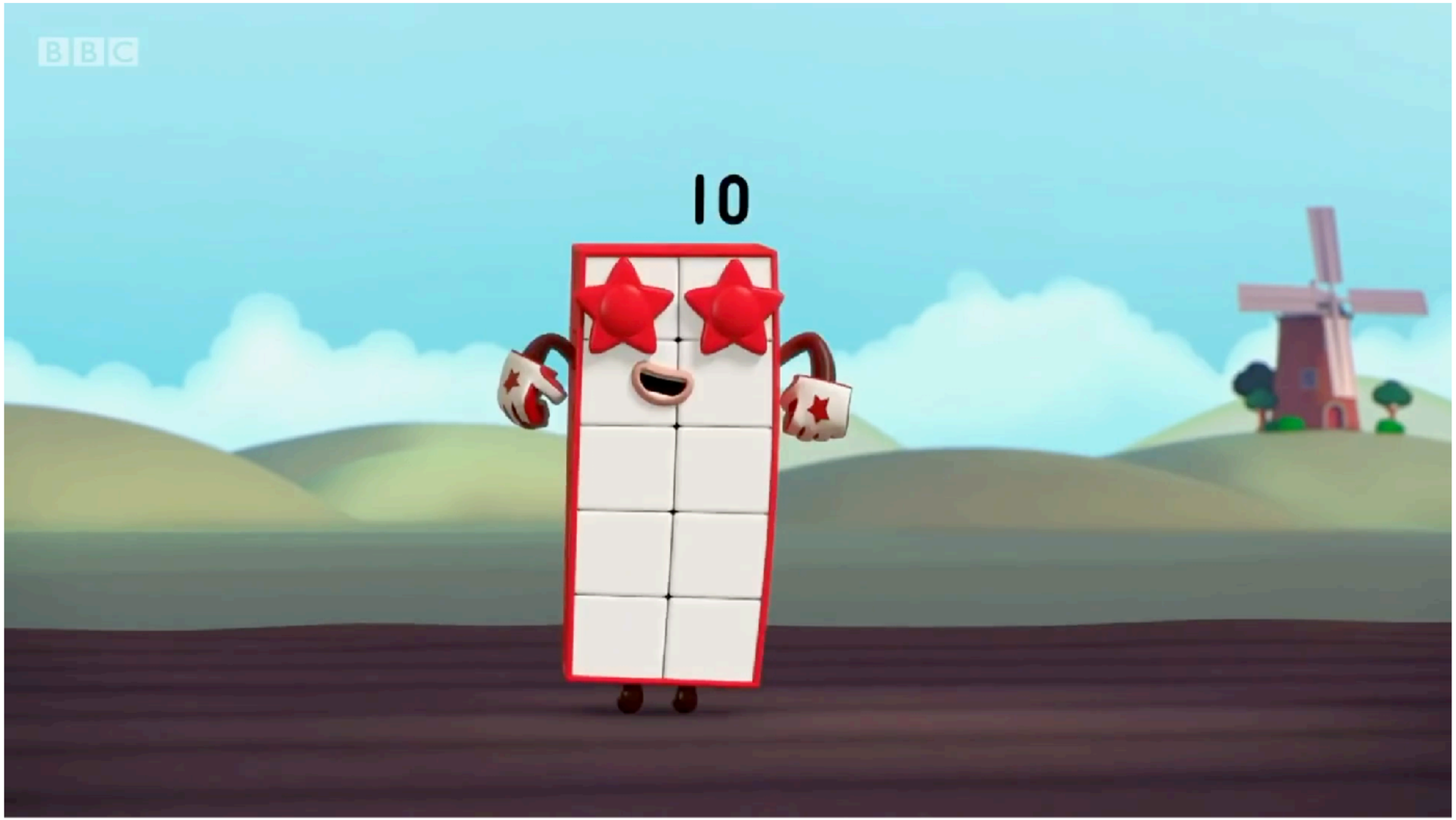
"Wait!" I yell. "I am Amanda Bean and I count anything and everything!"

WHAT THEY LIKE - FOOD

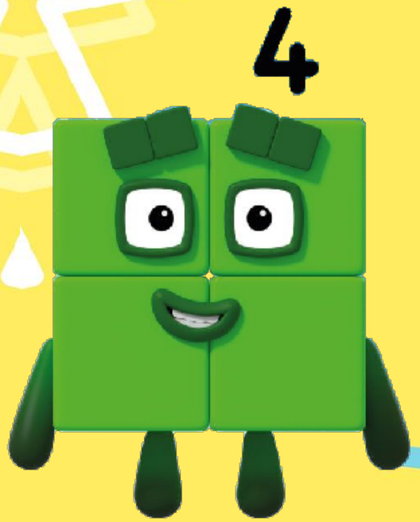
Momo

Siu Mai

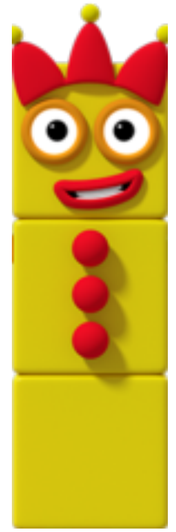
WHAT THEY LIKE - BBC'S NUMBERBLOCKS

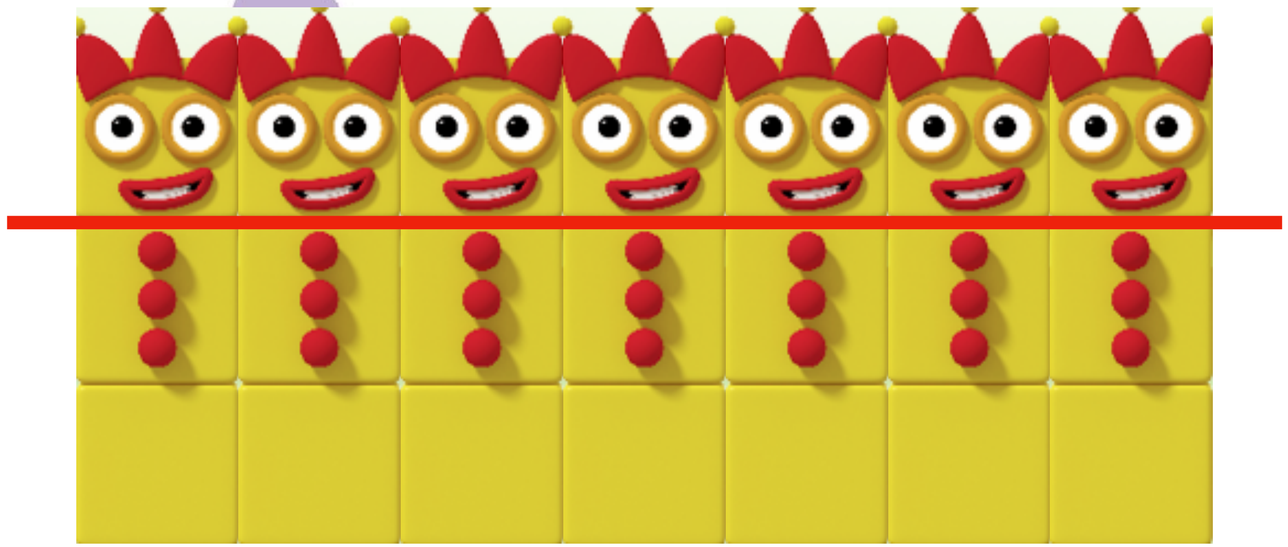


https://www.youtube.com/watch?v=mWGhmGI0RJQ



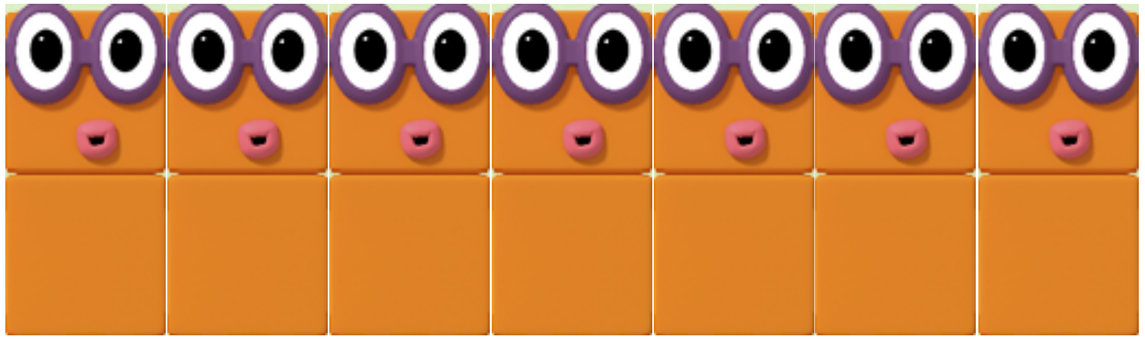
WHO ARE 4'S FRIENDS?





7×3

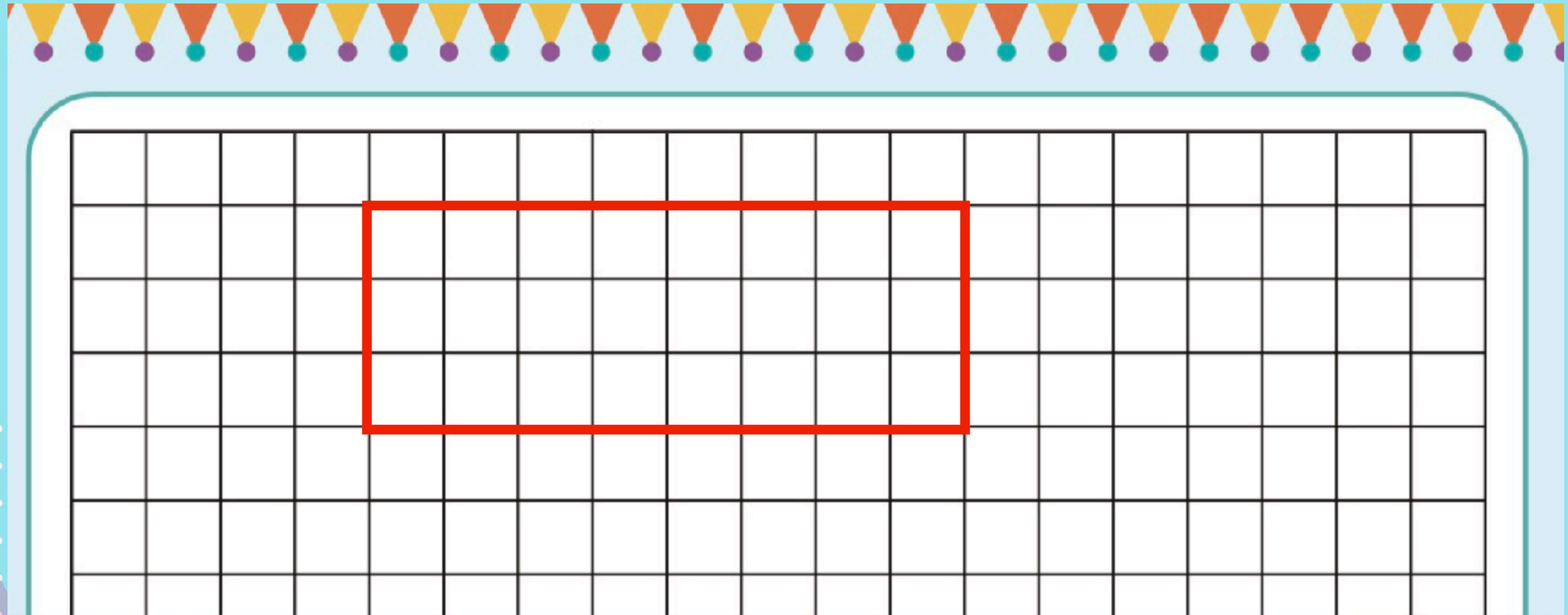
7 × 1



7 × 2

ARRAY MODEL / C-RODS / NUMBERBLOCKS

8×3



RELATIONS BETWEEN NUMBERS

× 3	× 4	× 7
3	4	7
6	8	14
9	12	21
12	16	28
15	20	35
18	24	42
21	28	49
24	32	56
27	36	63
30	40	70

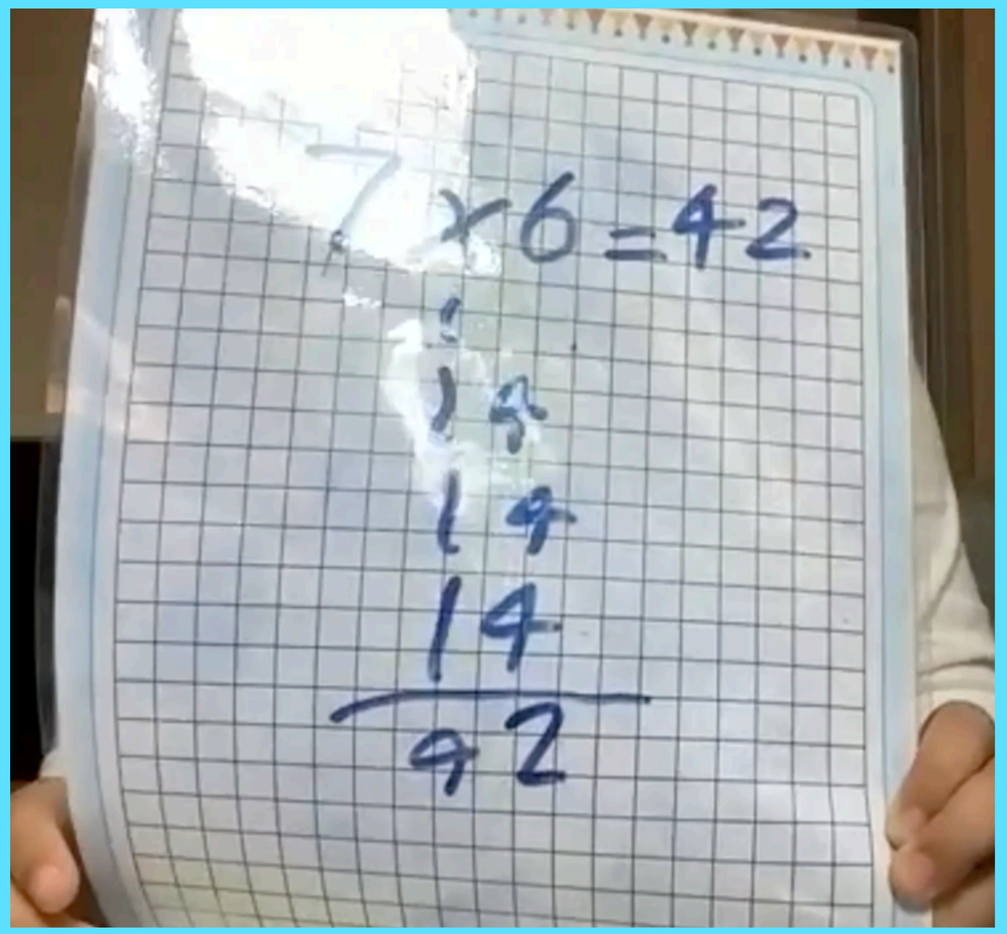
RELATIONS BETWEEN NUMBERS

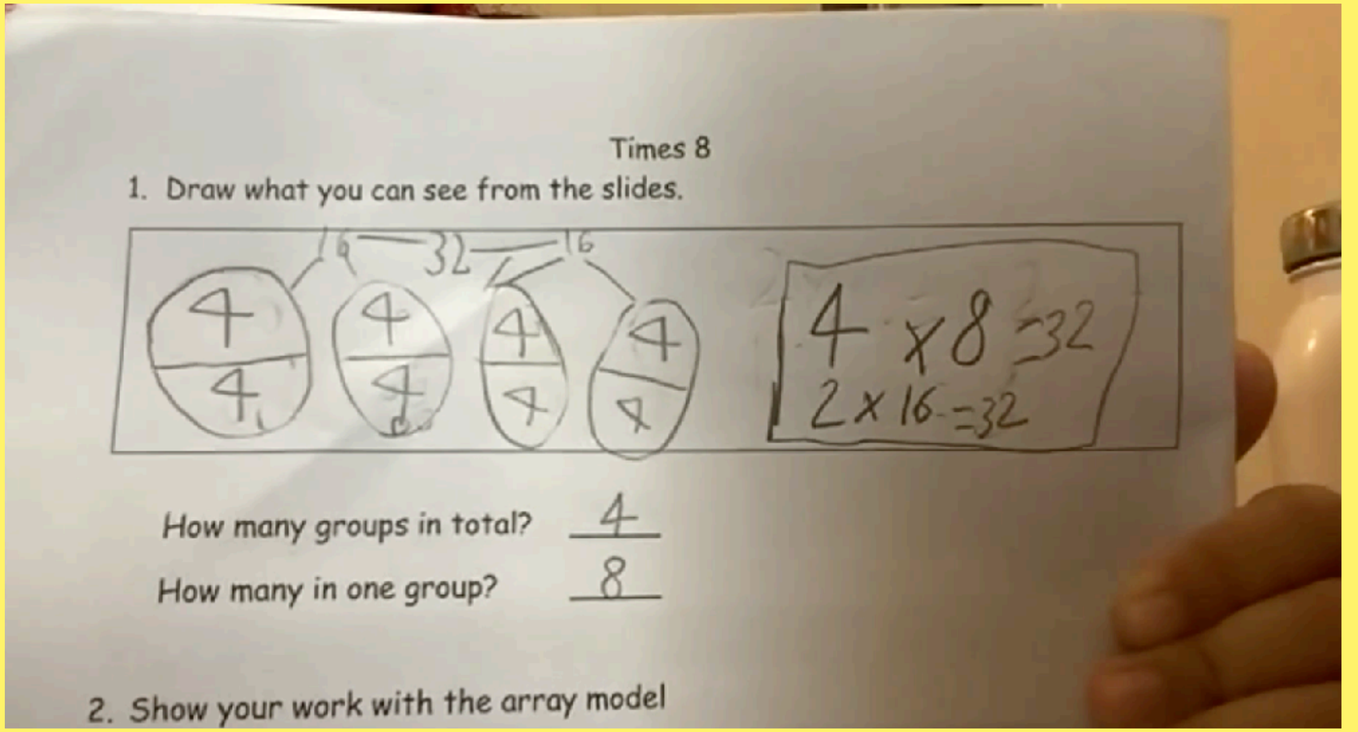
× 3	× 4	× 7
3	4	7
6	8	14
9	12	21
12	16	28
15	20	35
18	24	42
21	28	49
24	32	56
27	36	63
30	40	70

TEACHING SEQUENCE

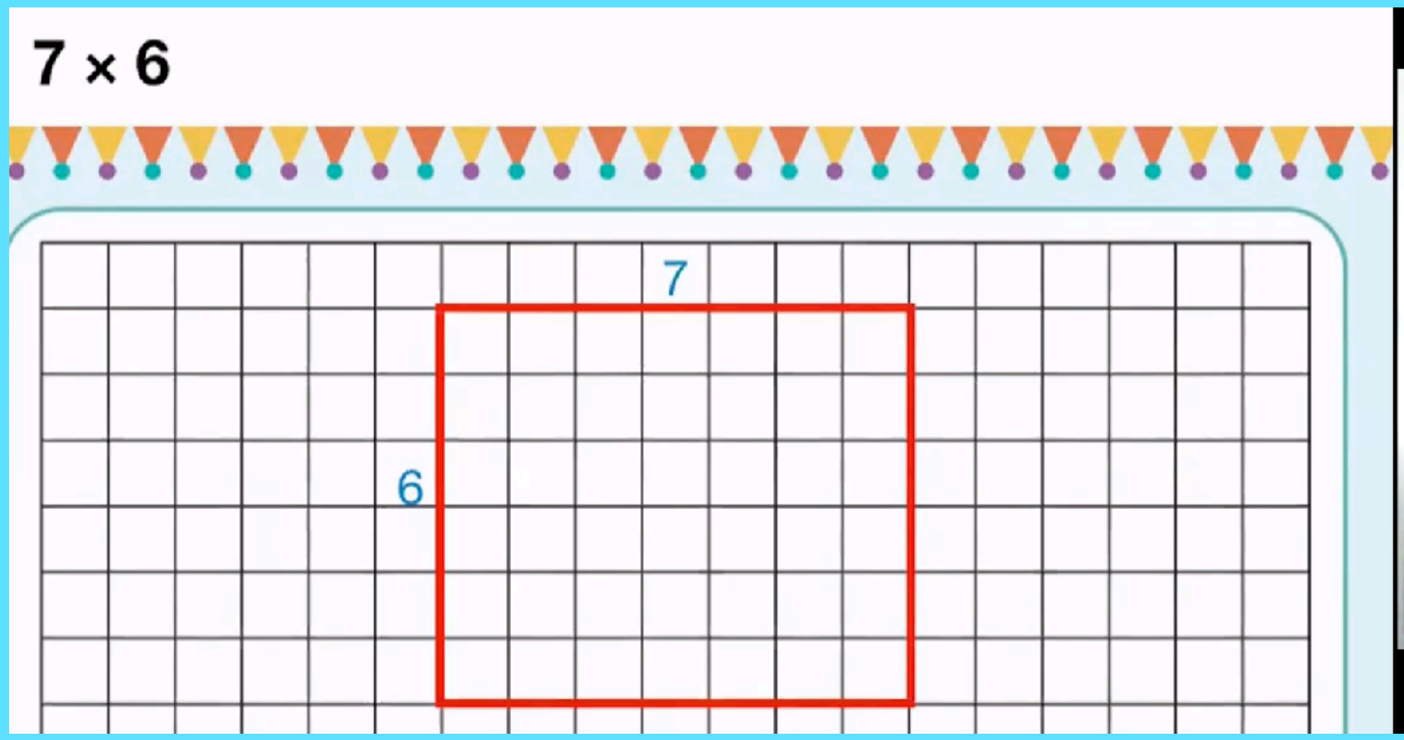
2 5 10 3 6 4 8 9 7 1 0

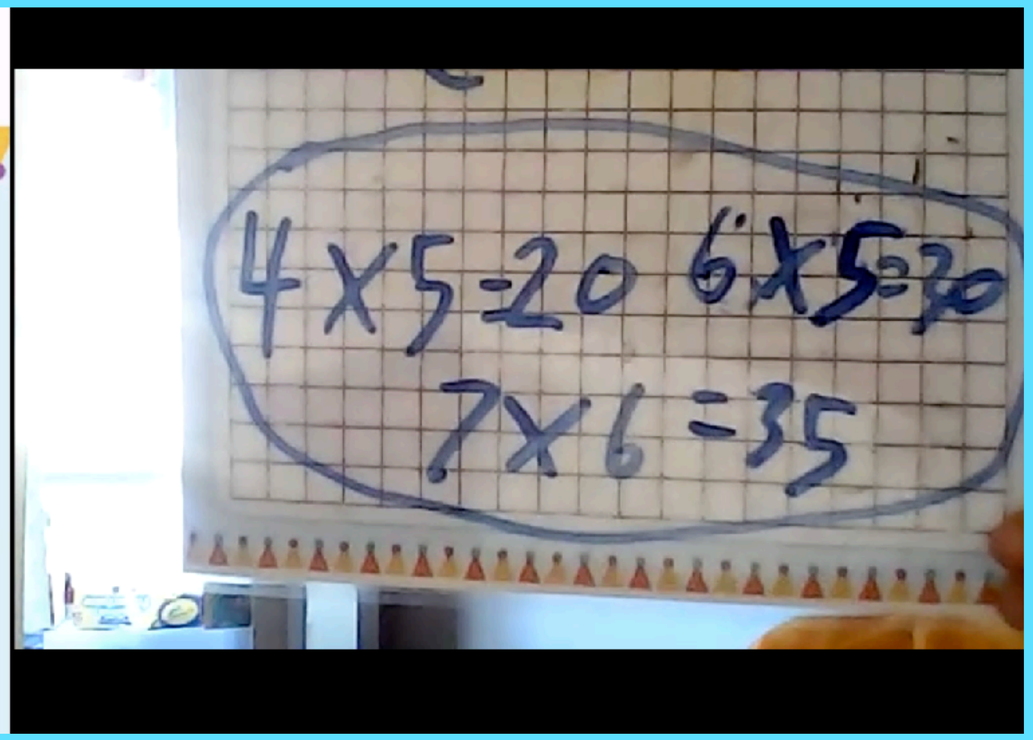
LET STUDENTS EXPRESS THEIR IDEAS - LAMINATED PAPER AND MAKERS



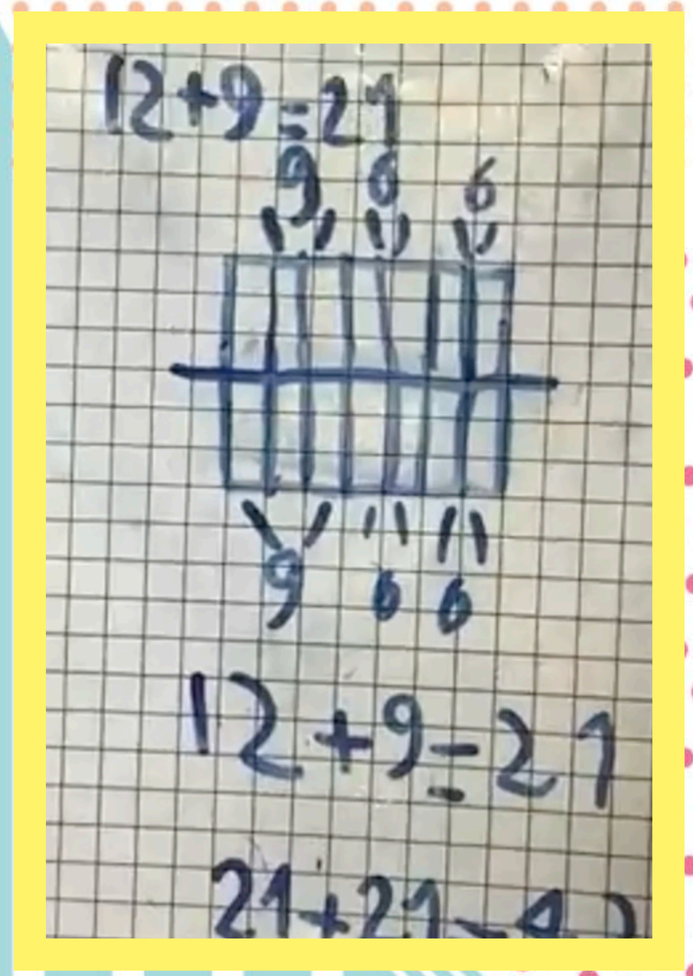


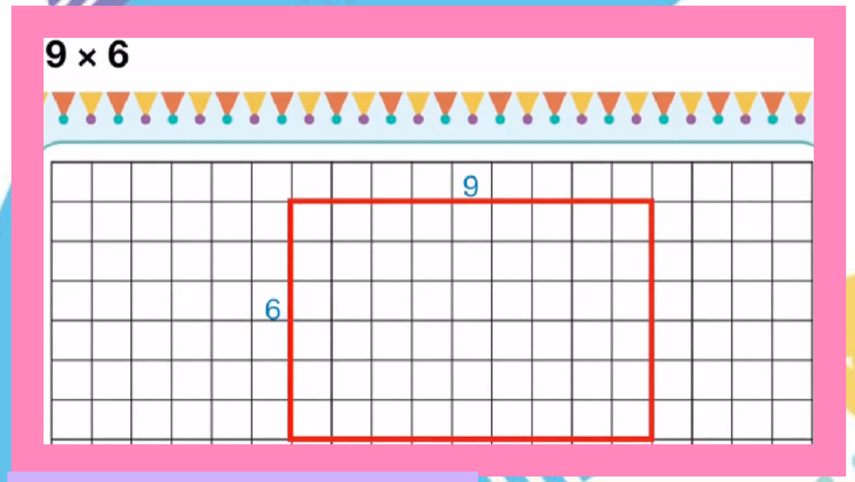
LET STUDENTS EXPRESS THEIR IDEAS

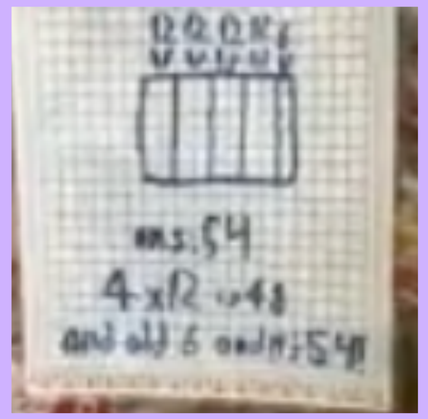


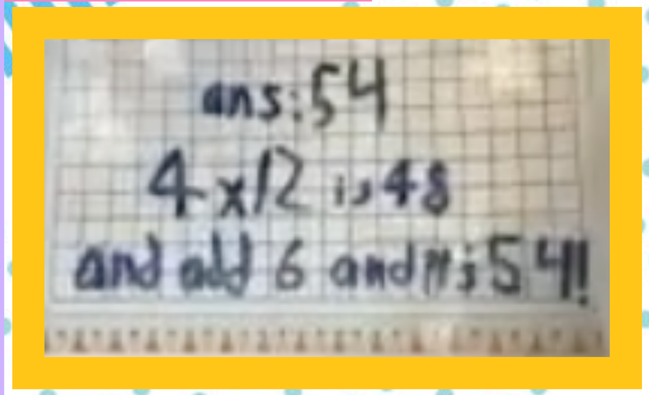


LET STUDENTS EXPRESS THEIR IDEAS









USING SONGS

https://www.youtube.com/watch?v=HNN8qXu4E4w

SLOGAN

Here's a little good advice
please just always double twice!

	Double Once	Double Twice
1 × 4	1 + 1 = 2	2 + 2 = 4
2 × 4	2 + 2 = 4	4 + 4 = 8
3 × 4	3 + 3 = 6	6 + 6 = 12
4 × 4	4 + 4 = 8	8 + 8 = 16
5 × 4	5 + 5 = 10	10 + 10 = 20
6 × 4	6 + 6 = 12	12 + 12 = 24
7 × 4	7 + 7 = 14	14 + 14 = 28
8 × 4	8 + 8 = 16	16 + 16 = 32
9 × 4	9 + 9 = 18	18 + 18 = 36

SLOGAN

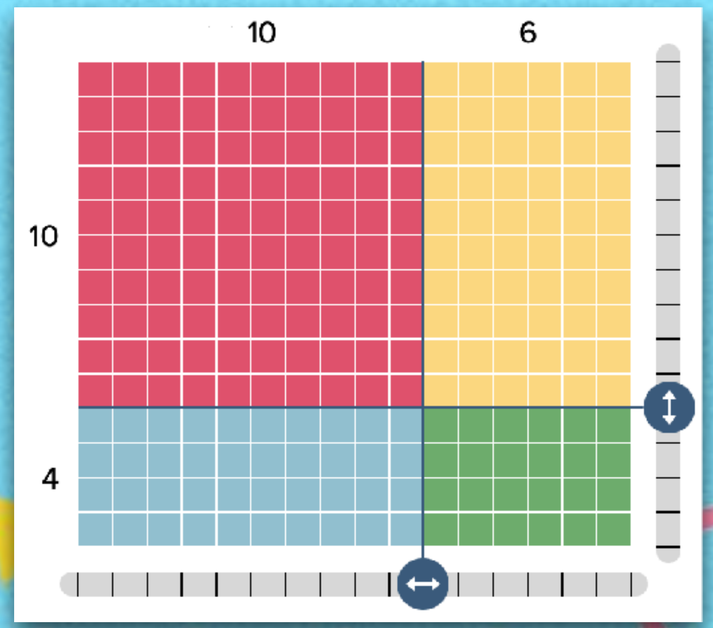
Here's a very clever tack,
do 10 times and then subtract!

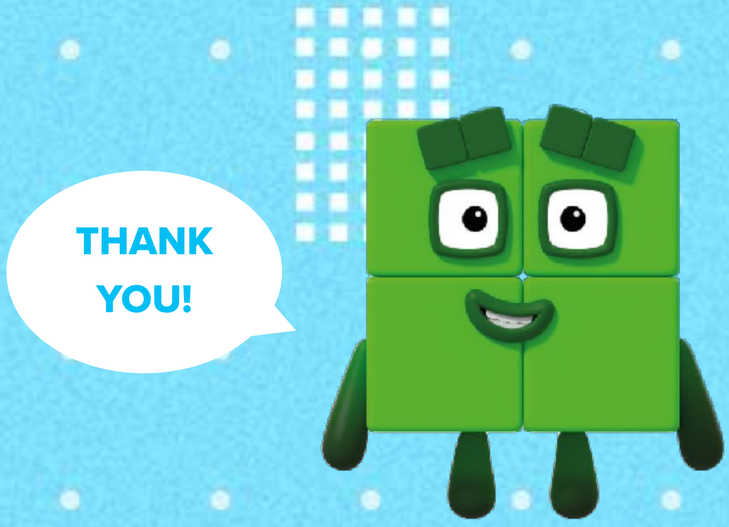
Seven is a cinch to do,
First times 5
then add times 2!

CONNECTION WITH FUTURE TOPICS

- **P.2 Division**
  (Number of groups, how many items in each group)
- **P.3 Multiplication**
  (e.g. 13 x 4 is done like 3 x 4 + 10 x 4)
- **P.4 Area of rectangle**
  (Counting number of unit squares by multiplication)

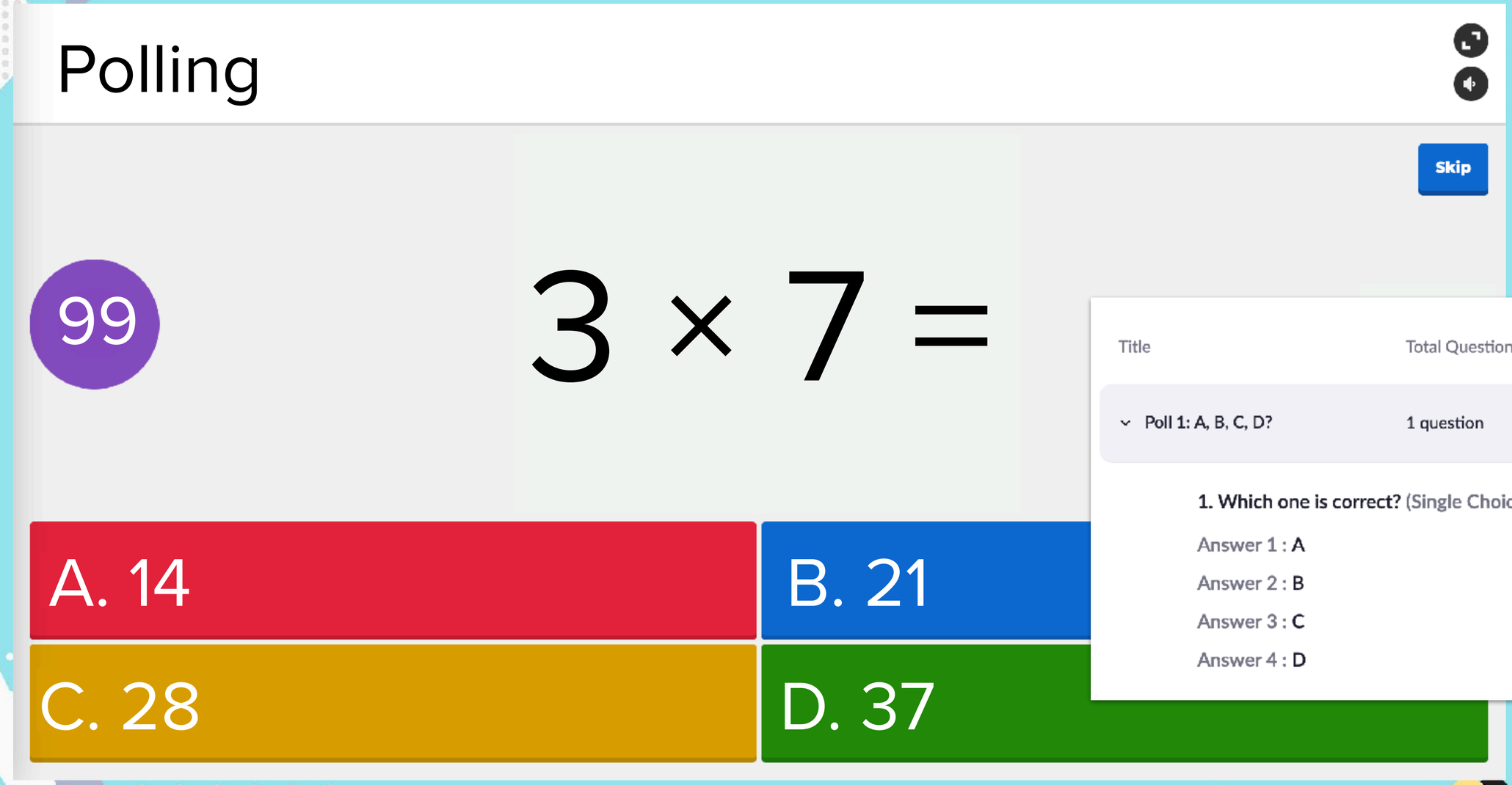
14 x 16





EXTRA

POLLING



Title	Total Questions	Anonymous
Poll 1: A, B, C, D?	1 question	No

1. Which one is correct? (Single Choice)

Answer 1 : A

Answer 2 : B

Answer 3 : C

Answer 4 : D

TEACHER: TWO DEVICES