

Topic / theme: Multiplication & problem-solving

Stage: P5

Curriculum for Excellence experiences & outcomes:

Numeracy & Mathematics – Number, money & measure

- Having explored the need for rules for the order of operations in number calculations, I can apply them correctly when solving simple problems (MTH 2-03c)

Resources:

- Chalk
- Sit-upon mats
- Worksheets, clipboards & pencils
- Materials for problem-solving activity – eg beanbags & buckets



Introduction:

Everyone stands in a circle. Select a times table and chalk a few of the multiples in the middle of the circle. Ask the group to shout out the multiples in order around the circle – eg 0, 3, 6, 9, etc. Whoever shouts out one of the chalked multiples has to run around the outside of the circle and sit down back in their place. Once the last multiple has been shouted, start again at the beginning. The winner is the last person standing



Main learning:

Split into groups and move around 3 activity stations:

Station 1 – Ask groups to chalk multiples of the selected times table around playground. One child reads out sum and others have to race to the correct answer. Note down results with tally marks. Swap so everyone has the chance to read out sums.

Station 2 - Distribute worksheet with the multiples of selected times table written in a grid. Ask groups to look around the grounds to find items of roughly that number – eg 3 trees, 6 doors, 9 fence panels, etc.

Station 3 – set up a problem to be solved which focuses on the selected times table – eg bean-bag buckets. Set out 4 buckets with a number label on each (1, 2, 3, 4). Throw 3 bean bags into the buckets (more than one bag can go into each bucket). Find out the highest score possible, three ways to score 6 and three ways to score 9. Record results



Evaluation and follow-up:

Discuss what was learned and strategies used to solve problem. Share & compare results from activity stations