

Patricia Sledge

5th Grade-Math

Making a Multiplication Table

Objectives: (P.A.S.S. 1.1, 1.2)

The students will:

1. Construct a multiplication table.
2. Use multiplication table to find the product of two numbers.

Materials

Overhead projector

Teacher prepared lesson concepts transparency

Multiplication table/multiplication problems page (1copy per student)

Instructions

Introduction: Using the question/answer format ask the students some multiplication problems such as, how much is three 4s, eight 10s and six 2s? If the students have trouble answering these questions, tell them that there is an easy way to find the answer to the product of two numbers which is using a multiplication table. Tell students that today they will be making a multiplication table.

Instructional process: With the use of an overhead projector introduce the lesson to the class using the lesson concept transparency.

Closure: Have the students construct a multiplication table where they have to fill in the missing numbers.

Assessment: The assessment for this lesson is the students completed multiplication table. If the students completed their multiplication table correctly, I will give them a 100, but if there are errors on their multiplication table I will take off points and assist them in completing it correctly.

Modification/Accommodations: ESL student

1. Extra time.
2. One-on-one assistance.
3. Explain, discuss, and illustrate with examples.

Reflection: I felt that this lesson went very well. Out of twelve students, I only had one student who did not do very well in completing his multiplication table correctly. After checking this student multiplication table I noticed that he had several mistakes, so I assisted him in correcting his paper.

Name _____

Multiplication Tables

	0	1	2	3	4	5	6	7	8	9	10
0											
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											

Using your multiplication table find each product of the problems below.

1. $6 \times 7 =$

2. $8 \times 8 =$

3. $8 \times 4 =$

4. $3 \times 10 =$

5. $4 \times 5 =$

6. $5 \times 2 =$

7. $3 \times 3 =$

8. $9 \times 2 =$

Making a Multiplication Table Lesson Concepts

Vocabulary terms:

Factors: Any of the numbers multiplied in a multiplication problem.

Multiple: A product of a counting number and another number.

Product: The result of multiplication.

Zeros 0 0 0 0 0

Ones 1 2 3 4 5

Twos 2 4 6 8 10

Threes 3 6 9 12 15

This is a list of several sequences of numbers. Together, these sequences form an important pattern. This pattern is sometimes called a **multiplication table**. A multiplication table usually lists the first ten or more **multiples** of the first ten or more whole numbers. On a multiplication table, we can find the answer to questions such as, “How much is three 3’s?” We do this by using the rows and columns on the table. (**Rows** run left to right, and **columns** run top to bottom.)

	0	1	2	3
0	0	0	0	0
1	0	1	2	3
2	0	2	4	6
3	0	3	6	9

To find how much is three 3’s equals, we locate the row that begins with 3 and the column that begins with 3. Then we look across the row and down the column for the number where the row and column meet. That meet at the number 9, this tells us how much three 3’s equals. Tell the students that they are going to make a multiplication table with 12 columns and 12 rows. Afterwards, check their multiplication table for errors and tell them to use their multiplication table to answer some multiplication problems.