



Pedagogical Sheet

Constructing the meaning of multiplication

Section of the Module /E



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Level: CP - CE1 - CE2 (1st – 2nd – 3rd grades)

Constructing the meaning of multiplication

Session:

Field of study: Mathematics

Introducing the word "times"

2/5

2

Introducing the word « times »:
Constructing the meaning of this word

- Reminder of session 1: what did we do in the previous session?
- **Understanding and assimilating the function of the word "times" in a situation of iterated additions,**
Resume the operations found in session 1.
Teacher's contribution: "We have 3 piles of 6 books each or 3 times 6 books"
 $6 + 6 + 6 = 3 \text{ times } 6 = 3 \times 6$
It can be checked that everyone has understood by resuming the situations of lesson 1 and by writing each time the 3 formulations.

Institutionalization

- $3 \times 6 \rightarrow$ the operation using the sign X is called multiplication
- Lesson: **formalization of new learning**
- **Application exercise** on the lesson to check if it was well understood

- ✓ Repeating the conclusions of the previous session
- ✓ Ask to repeat the wording to automate it on all examples
- ✓ Lesson: reading and completing

Vers la multiplication



Il y a 3 groupes de 4 bonbons

$$4 + 4 + 4$$

$$3 \times 4$$

3 « fois » 4

\rightarrow 2 paquets de 3 fleurs $\rightarrow \dots \times \dots$

\rightarrow 3 paquets de 5 $\rightarrow \dots \times \dots$

Level: CP - CE1 - CE2 (1 st – 2 nd – 3 rd grades)		Constructing the meaning of multiplication: The interest of multiplication	Session: 3/5
Field of study: Mathematics			
Session 3	Feedback on session 2 Further study of multiplication and of the sign x	<ul style="list-style-type: none"> • Reminder: what's the name of the new operation: multiplication • Understanding multiplicative writing in relation to repeated addition. Pupils will be active to access new knowledge • <u>Solve the following problem:</u> The teacher bought a reading book for each of the 19 CP pupils. Each book costs 26 euros. How much will she have to pay? • Individual research work: 3 pupils will do their research on the board Mutualisation: Explanation of the different ways found by the pupils: who did like X, who did like Y? Verbalisation of actions « How did you do it? » • Formalisation of achievements « what did you understand? » Highlight the interest of multiplication as compared to repeated addition, which is time- and calculation-consuming • Formalisation of new learning 26 x 19 → the operation using sign X is called ...? 	<ul style="list-style-type: none"> ✓ Appeal to the pupils' auditory memory ✓ Reactivate the previous session ✓ Ensure the word "everyone" is understood properly; support it with an example ✓ Allow the use of the calculator ✓ Ask troubled pupils to re-explain the instruction is understood properly. ✓ Pupils are asked to explain how they proceeded