

# Maths 4U

## Sixth Grade

### Multiples

#### Pages 5 - 7

### Start

#### Working out the Take the challenge activity.

Divide the board into three columns (horizontally).

Write the numbers 2, 5 and 10 – one number in each section.

Tell ss that you need help with finding the multiples of the numbers, then tell them to use the information to answer the questions – finally ss colour the boxes accordingly.

### During

Ss read the explanation and complete it.

Point out that there is not only common multiples, but also the concept LCM.

Explain to them by writing the following example.

6 – 6, 12, 18, 24, 30, 36, 42, 48  
8 – 8, 16, 24, 32, 40, 48, 56

48 = common multiple

24 = the least common multiple

Write the pairs of numbers on the board – one pair at the time, and get ss helping you find the multiples.

Divide the class into small groups, each group will be in charge of finding the multiples in a set (a, b or c).

Invite one kid from each group to write the multiples for the numbers that will be used in the activity below – whole class check.

Ask ss to analyse the information and find out if there are any common multiples – if so, circle them.

Walk ss through putting the numbers in the overlapped areas.

### End

Explain to ss that the You're up section is for them to review the information they worked with in this session.

Get ss ticking or crossing in the box.

Ex.

- 5, 10, 15, etc = 12 is not a multiple of 5.
- 3, 6, 9, 12, etc = 12 is a multiple of 3.

Invite some ss to write a line for the multiples of 4, and then use the information to spot the answers for question 1.

By reviewing the math table of the number 6, get ss eliminating or crossing out numbers that can't be used to answer question 2.

As a competition, tell ss that they must think / analyse the information in the questions in order to find the answer for the last question – give an extra point or a participating point to the kid that finds the answer.

**It is time for you to decide on the notes for ss to write.**

It could be:

- Talking in L1 and then using ss reflection / ideas to describe or explain some concepts or processes to find common multiples or the LCM.
- T helps ss translating the speaking into English, and once correct, ss copy it down in their notebooks.