

2026 WEEK 1: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	MATHEMATICS			

Strand: Numbers

Sub Strand: Whole Numbers

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Identify the place value of digits up to millions using place value apparatus.
2. Use the place value of digits up to millions in real-life contexts.
3. Appreciate the importance of understanding large numbers in daily life.

Key Inquiry Question:

- How do you identify the place value of numbers?

Learning Resources:

- Place value charts
- Mathematics Learner's Textbook
- Large number flashcards
- Lesson notes
- Teacher's Guide

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on whole numbers and their values.

- Discussion: Guide learners to read and discuss relevant content from the learning resources. Emphasize the understanding of place value, particularly in large numbers.

Lesson Development (25 minutes):

Step 1: Introduction to Place Value

- Begin by giving a brief explanation of place value and its significance.
- Use a place value chart to illustrate the different positions (ones, tens, hundreds, thousands, etc. up to millions).
- Highlight examples of large numbers and their place values.

Step 2: Group Activity with Place Value Apparatus

- Divide the class into small groups.
- Provide each group with place value apparatus (manipulatives like base-ten blocks or tokens).
- Task: Each group will represent a large number (e.g., 3,456,789) using the apparatus, clearly showing the value of each digit.

Step 3: Analyzing Large Numbers

- Each group will use a place value chart to write down their number and explain the value of each digit.
- Encourage learners to engage in a discussion and ask questions about each group's number representation.

Step 4: Real-Life Application

- Discuss how large numbers are seen in real life (e.g., population statistics, distances, money).
- As a class, brainstorm examples of where they might encounter large numbers and the importance of understanding them.

Conclusion (5 minutes):

- Summarize key points such as the definition of place value and how to identify the place value in large numbers.
- Engage the class in a brief interactive activity: show a large number flashcard and ask students to shout out the place value of a specified digit.
- Provide a preview of the next lesson's topic (e.g., operations with large numbers) and encourage students to think about where they see large numbers in their daily lives.

Extended Activities:

- Homework: Assign students to find five examples of large numbers in newspapers, books, or online, and write a short paragraph about their significance.
- Group Project: Have students create a poster showing a large number using images and illustrations that relate to the number (e.g., 1 million could be illustrated with a million small dots or images representing a million of something).

Teacher Self-Evaluation:

WEEK 1: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	MATHEMATICS			

Strand: Numbers

Sub Strand: Whole Numbers

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

- 1.Explain the total value of digits in numbers up to millions.
2. Calculate the total values of digits in given numbers.
- 3.Enjoy analyzing and breaking down large numbers.

Key Inquiry Question:

- How do we find the total value of numbers?

Learning Resources:

- Mathematics Learner's Textbook
- Teacher's Guide
- Lesson notes
- Charts showing total value of numbers

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson by asking students to share key points they learned.
- Introduce the concept of total value in numbers, prompting a discussion by drawing on ideas from the charts and textbooks. Ask guiding questions to engage students.

Lesson Development (25 minutes):

Step 1: Explanation of Total Value

- Introduce the concept of the total value of digits, explaining how each digit has a specific value based on its position (ones, tens, hundreds, etc.).
- Use a chart to demonstrate this visually, showing an example like the number 5,672 and breaking it down into $5,000 + 600 + 70 + 2$.

Step 2: Group Activity - Finding Total Values

- Divide students into pairs or small groups and assign each group a set of numbers (e.g., 1,234, 9,876, 6,543, 12,345,678).
- Have them work collaboratively to find the total value of each digit and share their findings within their group.

Step 3: Sharing and Discussion

- Invite groups to share their calculated total values with the class.
- As each group shares, facilitate discussion by asking others to confirm the findings or offer corrections, reinforcing peer learning.

Step 4: Problem Solving

- Provide a few problems for students to solve individually, requiring them to calculate total values for digits in larger numbers.
- Circulate the classroom to provide support and assess understanding during this activity.

Conclusion (5 minutes):

- Summarize the key points of the lesson, reminding students how to find total value in numbers.
- Conduct a quick, fun quiz with a few questions about total value concepts to reinforce learning.

- Preview the next lesson on comparing and ordering large numbers, encouraging students to think of why knowing total value is important for this topic.

Extended Activities:

- Home Task: Have students choose a number in their home (like a phone number or street address) and write its total value, using place value breakdown.

- Number Poster: In groups, students create a poster illustrating a large number, showing each digit's total value and explaining why it is significant.

- Math Games: Introduce online or board games that focus on place value and large numbers, allowing students to practice in an engaging way.

Teacher Self-Evaluation:

WEEK 1: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	MATHEMATICS			

Strand: Numbers

Sub Strand: Whole Numbers

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Recognize numbers up to millions in symbols.
2. Match spoken numbers with symbols in various contexts.
3. Show confidence when reading large numbers.

Key Inquiry Question(s):

- What should you consider when reading numbers up to millions in symbols?

Learning Resources:

- Number charts and cards
- Mathematics Learner's Textbook
- Teacher's Guide

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson, focusing on foundational concepts of whole numbers.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts related to large numbers.

Lesson Development (25 minutes):

Step 1: Introduction to Large Numbers

- Demonstrate how to read large numbers, starting from thousands up to millions.
- Use a number chart to highlight the place values (units, thousands, millions).
- Encourage learners to observe differences in reading larger numbers (e.g., 1,234,567).

Step 2: Group Activity - Number Reading

- Divide learners into small groups.
- Provide each group with number charts and cards representing various large numbers.
- Instruct each group to take turns reading the numbers aloud and discussing their values.

Step 3: Pair Activity - Number Matching Game

- Distribute matching cards with spoken numbers and their symbol representations.
- Learners will work in pairs to match the spoken numbers with the correct symbol format.
- Walk around to assist and encourage learners as needed.

Step 4: Class Discussion and Sharing

- Reconvene as a whole class.
- Invite each group to share their experiences from the activities.
- Discuss any challenges faced while reading or matching the numbers.

Conclusion (5 minutes):

- Summarize key points of the lesson, reinforcing the ability to read and recognize numbers up to millions.
- Conduct a brief interactive activity, such as a quick quiz or game, to reinforce the main topics.
- Prepare learners for the next session by previewing upcoming topics or posing questions about larger numbers or different numerical systems to consider.

Extended Activities:

- Number Scavenger Hunt: Assign learners to find numbers in their environment (like in newspapers, books, or on products) that are in the millions and share them in the next class.
- Create Your Own Number Cards: Encourage learners to create their own cards with large numbers and practice reading them aloud with family or friends.
- Online Games: Provide links to online games or apps that focus on reading and matching large numbers for additional practice.

Teacher Self-Evaluation:

WEEK 1: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	MATHEMATICS			

Strand: Numbers

Sub Strand: Whole Numbers

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Write numbers up to millions in symbols.
2. Convert written forms of numbers into symbols.
3. Enjoy writing numbers up to millions in symbols.

Key Inquiry Question(s):

- How do we write numbers up to millions in symbols?

Learning Resources:

- Mathematics Learner's Textbook
- Teacher's Guide
- Lesson notes
- Number charts

Organisation of Learning:

Introduction (5 minutes):

- Begin by reviewing the previous lesson about whole numbers.
- Ask learners to share what they remember about writing numbers.

- Guide learners to read and discuss relevant content from the Mathematics Learner's Textbook that relates to writing numbers, making sure to clarify any key concepts.

Lesson Development (25 minutes):

Step 1: Introduction to Writing Large Numbers

- Explain what it means to write numbers in symbols, especially focusing on numbers up to millions.
- Show examples of large numbers (e.g., 1,000,000; 500,000; and 2,345,678) on the board.

Step 2: Converting Written Forms to Symbols

- Provide learners with written forms of various large numbers (e.g., “five million”, “three hundred thousand”).
- Demonstrate how to convert these written forms to symbols on the board.
- Allow students to practice this with a few examples in pairs, helping each other as needed.

Step 3: Individual Practice

- Distribute worksheets with a mix of written forms of numbers to convert to symbols and symbols to write in words.
- Have learners complete the worksheet independently to reinforce their understanding.

Step 4: Group Discussion and Sharing

- Regroup and invite a few students to share their answers and methods with the class.
- Discuss any differences in responses to facilitate deeper understanding.

Conclusion (5 minutes):

- Summarize the key points from the lesson: how to write numbers up to millions in symbols and convert between written and symbolic forms.

- Conduct a brief interactive activity, such as a quick quiz or "number writing race" where students demonstrate their ability to convert numbers quickly.
- Preview the next session's topic: "Exploring Place Value in Larger Numbers" and ask students to think about how place value plays a role in what we learned today.

Extended Activities:

- Have students create a "Number Poster" where they showcase their favorite numbers written in both symbols and words, along with illustrations or facts about those numbers.
- Encourage students to collect large numbers from the news, books, or other media, and prepare a short presentation on how these numbers are represented in symbols.

Teacher Self-Evaluation:

WEEK 1: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	MATHEMATICS			

Strand: Numbers

Sub Strand: Whole Numbers

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Explain the concept of ascending and descending order in numbers.
2. Order numbers up to 100,000 in real-life situations.
3. Enjoy sequencing numbers.

Key Inquiry Question(s):

- What is the difference between ascending and descending order in numbers?

Learning Resources:

- Mathematics Learner's Textbook
- Teacher's Guide
- Number charts

Organisation of Learning:

Introduction (5 minutes):

- Briefly review the previous lesson on number values.
- Guide learners to read and discuss relevant content about ascending and descending order in the learning resources. Discuss why order matters in everyday life (like dates, scores, etc.).

Lesson Development (25 minutes):

Step 1: Introduction to Concepts

- Explain the definitions of ascending (numbers going from smallest to largest) and descending order (numbers going from largest to smallest).
- Use a number chart to visually demonstrate the difference.
- Provide examples: for example, list numbers like 15, 3, 42, and show how 3, 15, 42 is ascending while 42, 15, 3 is descending.

Step 2: Group Activity - Identifying Orders

- In small groups, give learners a set of mixed numbers up to 100,000.
- Ask them to arrange these numbers in both ascending and descending order.
- Encourage each group to share their arranged numbers and explain their thought process.

Step 3: Rearranging Digits

- Hand out a large number (e.g., 57,204) and ask students, either individually or in pairs, to rearrange its digits to create the largest and smallest possible numbers.
- Discuss different combinations and how they represent extreme values.

Step 4: Real-life Application

- Create scenarios where learners may encounter ordering numbers in real life (e.g., ranking scores in a game, sorting weights of objects).
- Prompt learners to share examples of when they've seen numbers ordered in real life.

Conclusion (5 minutes):

- Summarize key points regarding ascending vs. descending order and real-life applications.
- Conduct a quick interactive quiz: have learners sort a series of numbers on the board while the class shouts out whether it's ascending or descending.
- Preview the next session, which will build on ordering with the introduction of decimals.

Extended Activities:

- Home Project: Ask students to keep track of the temperatures over a week and arrange them in ascending and descending order.
- Math Journal: Encourage learners to write daily or weekly reflections about when they encounter numbers in order (like in sports scores or weather reports).
- Number Art: Have students create a visual representation of a number line decorating it with sequences of numbers they find interesting or meaningful.

Teacher Self-Evaluation:

WEEK 2: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	MATHEMATICS			

Strand: Numbers

Sub Strand: Whole Numbers

Specific Learning Outcomes:

-By the end of the lesson, the learners should be able to:

1. State the rules for rounding off numbers up to 100,000 to the nearest thousand.
2. Round off numbers up to 100,000 to the nearest thousand in different situations.
3. Develop accuracy in rounding off numbers.

Key Inquiry Question:

- How do we round off numbers up to 100,000 to the nearest thousand?

Learning Resources:

- Number cards
- Mathematics Learner's Textbook
- Teacher's Guide
- Lesson notes
- Charts

Organization of Learning:

Introduction (5 minutes):

- Review Previous Lesson: Start by revisiting the last lesson, focusing on the concepts of place value and how they relate to rounding.

- Discussion: Ask students what they remember about rounding numbers and then guide them to read and discuss relevant sections in the textbook.

Lesson Development (25 minutes):

Step 1: Understanding Rounding Rules

- Explain the basic rule of rounding: if the digit to the right of the rounding place is 5 or greater, round up; if it's less than 5, round down.
- Give examples using a chart showing numbers rounded to the nearest thousand (e.g., 23,456 rounds to 23,000; 23,678 rounds to 24,000).

Step 2: Group Discussion

- Divide students into small groups and provide them with number cards ranging from 1 to 100,000.
- In their groups, learners discuss and practice the rounding rules using different numbers. Encourage them to illustrate their understanding on paper by writing out their rounding process.

Step 3: Individual Practice

- Ask students to select 5 numbers from their number cards and round each to the nearest thousand on their own.
- After they complete their rounding, students can swap their answers with a partner for peer review.

Step 4: Sharing and Feedback

- In a class discussion, invite volunteers to share their rounded numbers and explain the rounding process they followed.
- Provide feedback and clarify any misunderstandings.

Conclusion (5 minutes):

- Summarize Key Points: Review the rounding rules and the importance of understanding place value.
- Interactive Activity: Conduct a quick game where you call out a number, and students show thumbs up for rounding up and thumbs down for rounding down.
- Preview of Next Session: Introduce the next topic on estimation and how rounding plays a key role in that.

Extended Activities:

- Rounding Race: Create a rounding game where students race against time to correctly round off as many numbers as possible in 3 minutes.
- Rounding Stories: Have students create a short story using at least 5 rounded numbers, incorporating them into a real-world context (e.g., a shopping trip, sports scores).
- Online Practice: Encourage students to use math websites or apps that provide interactive rounding exercises.

Teacher Self-Evaluation:

WEEK 2: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	MATHEMATICS			

Strand: Numbers

Sub Strand: Whole Numbers

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Explain the concept of square roots of numbers.
2. Apply square roots of perfect squares up to 10,000 in different situations.
3. Enjoy finding the square roots of numbers in different contexts.

Key Inquiry Question(s):

- How do we find the square root of numbers?

Learning Resources:

- Mathematics Learner's Textbook
- Teacher's Guide
- Lesson notes
- Charts

Organisation of Learning:

Introduction (5 minutes):

- Briefly review the previous lesson on perfect squares.
- Ask students questions to gauge their prior knowledge of square roots and encourage participation.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing key concepts about square roots.

Lesson Development (25 minutes):

Step 1: Introduction to Square Roots

- Explain what a square root is: the number that, when multiplied by itself, gives the original number.
- Provide examples:
 - $\sqrt{4} = 2$ (since $2 \times 2 = 4$)
 - $\sqrt{9} = 3$ (since $3 \times 3 = 9$)
- Use a chart to illustrate how square roots are derived.

Step 2: Identifying Perfect Squares

- Work with students to identify perfect squares up to 10,000 (e.g., 1, 4, 9, 16, 25, ..., 10000).
- Encourage group discussions where learners share perfect squares they know.
- Use the textbook or charts for visual aids in finding perfect squares.

Step 3: Practicing Finding Square Roots

- Provide examples of perfect squares, and have students work individually or in pairs to calculate their square roots (e.g., $\sqrt{25}$, $\sqrt{36}$, $\sqrt{81}$).
- Discuss the methods to verify square roots by multiplying the root back by itself.
- Guide students through mixed practice problems to solidify their understanding.

Step 4: Applying Square Roots to Real-Life Situations (optional)

- Present scenarios where square roots are applicable, such as determining the side length of a square garden given the area.
- Encourage students to think creatively and share their ideas on where they might see square roots in real life.

Conclusion (5 minutes):

- Summarize the key points discussed: the definition of square roots, identifying perfect squares, and finding square roots of those numbers.
- Conduct a brief interactive activity, such as a true/false game with square roots, to reinforce main topics.
- Preview the next lesson (e.g., introducing irrational numbers or more complex square roots).

Extended Activities:

- Square Root Scavenger Hunt: Create a worksheet where students must find examples of perfect squares and their roots in their environment (e.g., square tiles, books).
- Math Art Project: Challenge students to design a poster illustrating square roots visually, including drawings of squares and their roots as part of a collaborative classroom display.
- Square Root Games: Introduce online math games or apps that focus on square root concepts for extra practice at home.

Teacher Self-Evaluation:

WEEK 2: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	MATHEMATICS			

Strand: Numbers

Sub Strand: Whole Numbers

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Recognize numbers in words up to 100,000.
2. Translate symbols into written words.
3. Appreciate clarity in written communication.

Key Inquiry Question(s):

- How do we read and write numbers in symbols and in words?

Learning Resources:

- Number charts and cards
- Mathematics learner's textbook
- Teacher's Guide
- Lesson notes

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on whole numbers, specifically focusing on the largest numbers encountered.

- Engage learners in a brief discussion to activate prior knowledge. Ask questions like, “What is the largest number you can think of?” and “How do we write it down?”

Lesson Development (25 minutes):

Step 1: Reading Numbers in Words

- Present learners with a number chart displaying numbers up to 100,000.
- Individually or in pairs, learners select various numbers from the chart and practice reading them aloud in words.
- Encourage learners to help each other with pronunciation and understanding.

Step 2: Writing Numbers in Words

- Provide learners with number cards that contain numerical representations (e.g., 25,368).
- Ask learners to write the numbers in words using their math textbooks as a reference.
- Circulate the room to assist where needed and provide feedback.

Step 3: Translating Symbols to Words

- Organize a group activity where learners write selected numbers on the board in symbols (e.g., 100,235).
- In groups, they will write the corresponding words next to the symbols, checking each other's work to ensure accuracy.

Step 4: Clarity in Written Communication

- Discuss the importance of clarity in writing, especially when it comes to numbers.
- As a class, review examples of well-written and poorly written number translations on the board to identify mistakes and encourage improvements.

Conclusion (5 minutes):

- Summarize the key points of the lesson, reinforcing what was learned about reading and writing numbers in both words and symbols.
- Conduct a quick interactive quiz: Show random numbers, and ask students to write them in words. Alternatively, read numbers in words and have them write down the symbols.
- Prepare learners for the next session by sparking interest in the upcoming topic, which will focus on comparing and ordering whole numbers.

Extended Activities:

- Number Word Search: Create a word search puzzle using number words up to 100,000 for learners to complete at home.
- Create Your Own Number Book: Have learners create a small book where each page contains a number in symbols, its written form, and an illustrated representation of the number (e.g., "Twenty-five thousand" with drawings of 25 items).
- Number Translation Relay: Set up a classroom relay where groups compete to translate symbols to words and vice versa on a whiteboard within a set time limit.

Teacher Self-Evaluation:

WEEK 2: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	MATHEMATICS			

Strand: Numbers

Sub Strand: Whole Numbers

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Explain the concept of square of numbers.
2. Apply squares of whole numbers up to 100 in different situations.
3. Enjoy finding squares of whole numbers up to 100 in different situations.

Key Inquiry Question(s):

- How do we find squares of numbers?

Learning Resources:

- Mathematics Learner's Textbook
- Teacher's Guide
- Charts showing squares of numbers
- Lesson notes

Organisation of Learning:

Introduction (5 minutes):

- Begin by reviewing the previous lesson on whole numbers.
- Engage the learners in a brief discussion about what they remember and ask them to share any examples of squares of numbers they might know.

- Introduce the topic of squares of numbers and provide a simple definition.

Lesson Development (25 minutes):

Step 1: Define Squares of Numbers

- Explain that the square of a number is the result of multiplying that number by itself (e.g., $4 \times 4 = 16$).
- Invite learners to suggest different whole numbers, and write them on the board to calculate their squares together as a class ($1^2 = 1$, $2^2 = 4$, etc.).

Step 2: Group Work - Finding Squares

- Divide learners into small groups.
- Give each group a chart showing squares of numbers from 1 to 10.
- Ask them to find the squares of numbers up to 10 and discuss what they notice about the results.
- Each group will create a small presentation to share their findings with the class.

Step 3: Real-Life Application

- Discuss real-life situations where squares can be applied, such as calculating the area of square plots of land.
- Present a problem for learners to solve: "If one side of a square garden is 5 meters, what is the area?" ($5\text{m} \times 5\text{m} = 25\text{m}^2$).

Step 4: Collaborative Multiplication

- Partner learners up and give them a list of numbers.
- Have them take turns multiplying the numbers by themselves (e.g., 6×6 , 9×9) and writing down the squares. Encourage sharing different multiplication strategies.

Conclusion (5 minutes):

- Summarize key points and the definition of square numbers introduced in the lesson.
- Conduct a quick interactive quiz (e.g., "What is the square of 7?") to reinforce the main concepts.
- Preview the next session, introducing the idea of square roots as a follow-up.

Extended Activities:

- Encourage learners to create a square number chart that goes up to 100, filling in all the squares.
- Assign a mini-project where students find and record square measurements of objects at home (e.g., calculating the area of a square table, using the formula $A = \text{side} \times \text{side}$).
- Organize a fun "Square Relay Race" where teams race to solve square number problems.

Teacher Self-Evaluation:

WEEK 2: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	MATHEMATICS			

Strand: Numbers

Sub Strand: Multiplication

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Identify tools such as fact families, skip counting, multiplication charts, and digital devices used for multiplication.
2. Use a multiplication chart to solve simple multiplication problems.
3. Appreciate the usefulness of tools in solving mathematical problems.

Key Inquiry Question(s):

- How do we multiply numbers using the multiplication chart?

Learning Resources:

- Multiplication charts
- Mathematics Learner's Textbook
- Teacher's Guide

Organisation of Learning:

Introduction (5 minutes):

- Begin by reviewing the previous lesson on basic multiplication and its importance.
- Guide learners to read and discuss relevant content from the multiplication chart section of their Mathematics Learner's Textbook, emphasizing the key concepts of tools used for multiplication.

Lesson Development (30 minutes):

Step 1: Introduction to Multiplication Tools

- Discuss the different tools used for multiplication:
- Fact Families: Explain how these groups show the relationship between multiplication and division.
- Skip Counting: Demonstrate how counting by multiples helps in fast multiplication.
- Multiplication Chart: Show how to read and use the multiplication chart effectively.
- Provide examples and engage students by asking if they have used any of these tools before.

Step 2: Pair Work with the Multiplication Chart

- Assign students to pairs and give each pair a multiplication chart.
- Have students practice finding products for simple multiplication problems (e.g., 12×3 , 15×6) using the chart.
- Invite pairs to share their answers and methods, encouraging discussion on how the chart helped them.

Step 3: Solving 4-Digit by 2-Digit Multiplications

- Present a more complex multiplication problem (e.g., 1234×12) and walk through the steps together as a class using the multiplication chart.
- Emphasize step-by-step solving using skip counting and fact families as aids.

Step 4: Individual Practice with Problems

- Provide students with a set of multiplication problems that require them to use the multiplication chart (including some 4-digit by 2-digit problems).
- Circulate the room to offer support and check for understanding.

Conclusion (5 minutes):

- Summarize the key points covered in the lesson: the tools for multiplication and how to effectively use the multiplication chart.
- Conduct a quick interactive activity, such as a quiz or game, to reinforce the main topics.
- Prepare learners for the next session by previewing upcoming topics that will build on what they've learned today (e.g., introduction to division).

Extended Activities:

- Multiplication Bingo: Create bingo cards with multiplication problems. As the answers are called out, students can mark their cards.
- Multiplication Relay: Organize a team-based relay where students solve multiplication problems using charts at each station.
- Fact Family Graphic Organizer: Have students create a visual that shows the relationship between multiplication and division using fact families for a set of numbers.

Teacher Self-Evaluation: