

BRING BACK THE LITTLE RUNAWAYS



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| Author: | Lenka Kremlíková | Product: | TOGlic, |
| Subject: | Mathematics | Pupil count: | class |
| Time needed: | 10 min. | Accessories: | tablets, activity Words and sentences |
| Pupil age: | 8-11 years | | |

TARGET

Reinforcing the multiplication skills, resolving numerical situations and experimenting with the rectangle multiplication. Improving resolution of problem tasks.

PREPARATION

Go to www.TOGlic.com and log in. Select the Activities - Working with words - *Words and sentences* option from the Start screen.

Prepare several numbers so that each group includes net eight numbers and, at the same time, the members mutually meet the requirement of the multiplication rectangle. This involves making a perimeter of a "rectangle" you will set up using eight tables with the numbers. Compare the following sample:

11 - 55 - 5
77 60
7 - 84 - 12

Condition: By multiplying the two extreme numbers you will obtain the middle number as the result, such as: $11 \times 5 = 55$; $5 \times 12 = 60$; $12 \times 7 = 84$; $7 \times 11 = 77$

Using the task, you will split the pupils in the class into three groups, each group having eight numbers. Insert the first number series in the *Sentence 1* field, separating individual numbers by striking the *Enter* key. Repeat the procedure with the rest of the number series. Tick off the *Colours distinguishing* sentences in order to determine the group members precisely.

For a prepared set belonging to this particular sample, kindly consult also *Words and sentences - My sets - Available sets - Mathematics* -> **Little runaways - multiplication rectangles**.

By clicking at the *Dispatch* button, send the sections of the number series to all pupil devices.



PROGRESS

The teacher asks the pupils to split into groups by the tablet background colour and use their tables to set up a multiplication rectangle according to the layout of the multiplication rectangles they are familiar with.



Pupils within the respective group will line up the tablets with the numbers as shown in the chart above. Once the task has been resolved, the group will select their reporter who will then present the solution to the others. This approach enables the pupils to discuss the separate steps of the solution procedure and, at the same time, to develop and reinforce their:

- communication and cooperation,
- problem solving,
- combinatorial thinking,
- relationship to their own creations,
- reflection and self reflection, and
- intragroup relationship socialisation.



Note: The “Little runaways” offer resolution of tasks that lack an orderly numeric structure, thanks to which they develop a pupil’s competency in complementing the numeric structure to make it complete.

OPTIONS

The pupils prepare similar type tasks for their fellow pupils. During the class, the teacher rewrites the pupil activities into the *Words and sentences activity* and resends randomly to all the pupils.

This task provides an option to:

- generate a grand total of the multiples,
- develop a combined word task from the multiples,
- change only one factor and support exploration of further rules, relations and links that way, and
- multiply, add and discover without any drill, propelled by one’s inner motivation.