

Spotlight 5: a learning check

Does not link counting up in equal steps to the operation of multiplication; does not use the vocabulary associated with multiplication

Opportunity for: explaining and discussing

Match it

Time 15–20 minutes

Resources

- *Match it cards and game board*
(Resource sheet 32)
- At least one other child
- Timer

Check: does the child use key vocabulary?

- | | |
|---------------|--------------------|
| multiplied by | steps/jumps of two |
| altogether | groups of two |

Teaching activity

Cut out the cards from the board on Resource sheet 32 (*Match it cards and game boards*), so that each card is separate. You can cut the board into three or keep the sections together. This is a cooperative game for children to play in pairs.

‘Today we are playing a game called **Match it**, and you will have to think hard about all the work we have been doing on multiplication.’

How to play

1. Lay all the cards face up on the table near the board.
2. Everyone looks carefully at the three sections on the board and counts how many items there are in each section.
3. Players then pick up a card that they think they can match with a picture. For example, ‘I’ve got two, three times’ goes with the number line jumps of two, so that card is put next to that part of the board.

? Why do you think that card goes with that picture?

4. Play continues until every card is next to a picture on the board.

Variations

- Set a timer and see how long it takes them to do it. Then they have to do it again and try to beat their personal best.
- Ask the players to draw three different pictures and make their own cards. Then see how long a friend takes to place all the new cards.
- The players could make some cards that don’t go with the pictures and try to trick their friends.

Learning outcomes

By the end of this set of activities, children should be able to:

- tackle related learning tasks with increased motivation and confidence;
- use and understand connected mathematical vocabulary;
- link counting in equal steps to multiplication by the number of steps;
- record a simple multiplication using the correct vocabulary to describe the symbols recorded.