

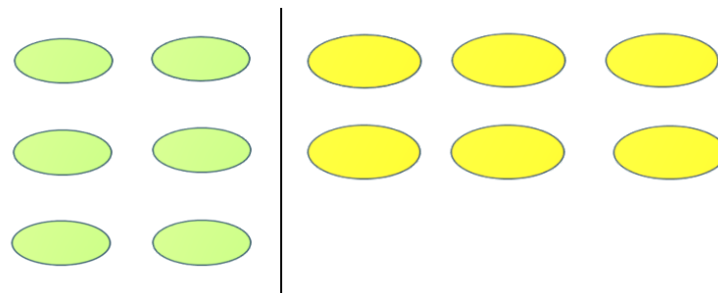
## Highest Common Factor

### Learning Objective:

- Find HCF of two and three numbers up to 2-digit using prime factorization method and division method.

**Let's Talk Math:** Discuss with pupils that HCF is used to find if an event will be repeated indefinitely.

**Make Sure You Have:** Two coloured counters



**Activity:** HCF Rectangle Match

**Duration:** 1 Lesson

**Whole Class Activity**

### Let's Try It:

- Use two sets of counters, each a different colour, for the two given numbers.
- Draw a demarcation line and arrange the counters as follows:
  - Arrange the counters on the left in a vertical line.
  - Arrange the counters on the right in rows, matching the number of rows on the left.
- If the right-side counters can form a rectangle, the number of rows is the HCF.
- If a rectangle cannot be formed, rearrange the counters on the left into the next possible rectangular arrangement and adjust the right-side arrangement.
- Continue until both sides form rectangles with the same number of rows.
- The number of rows is the HCF of the two numbers.
- Example: Finding the HCF of 6 and 20.

**Assessment:** Present pupils with questions to be solved individually. These questions should be based on real-life situations that require them to find the LCM and/or the HCF. Try to keep numbers 2-digit or less.

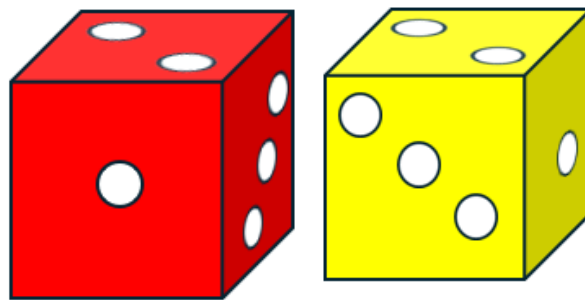
## Least Common Multiple

### Learning Objective:

- Find LCM of two and three numbers up to 2-digit numbers using prime factorization method and division method.
- Solve real-life situations involving HCF and LCM

**Let's Talk Math:** Discuss with pupils how LCM is used to find whether two or more events will happen repeatedly at the same time.

**Make Sure You Have:** Dice



**Activity:** Dice Multiples Challenge

**Duration:** 1 Lesson

**Whole Class Activity**

### Let's Try It:

- Provide each pupil with a dice (or ask them to bring one from home).
- Instruct each pupil to roll their dice.
- Pair up students and have them find and write down the first ten multiples of the numbers they rolled.
- Repeat the dice roll and multiple-finding process three times.
- After three rounds, ask pupils to compare the three sets of multiples and find the Lowest Common Multiple (LCM) of the three numbers.
- Encourage pupils to repeat the process with different partners and more numbers for additional practice.

### Assessment:

Present pupils with questions to be solved individually. These questions should be based on real-life situations that require them to find the LCM and/or the HCF. Try to keep numbers 2-digit or less.