

DAILY LESSON PLAN

Math GRADE:3

(NO.5/12)

DAILY LESSON PLAN

Unit 1: Whole Numbers.

Date: _____

Topic: 5-Digit Numbers, Place value of 5-Digit numbers (Day 1).

Year Level: 3

Key Learning Area: Concept and representation of 5-digit numbers

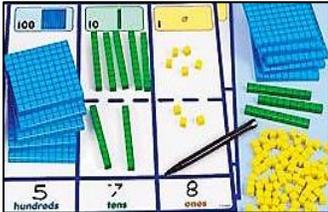
Into place value chart, and ball frame.

Outcomes: Students will be able to demonstrate the 5-digits related

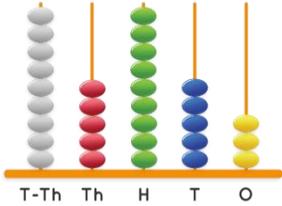
Sums into different formats and models.

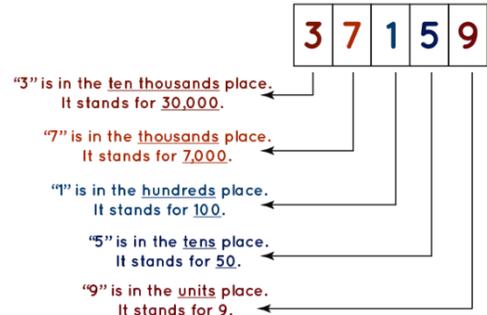
Lesson Structure:

Time	Introduction (Set):	Teaching Approaches
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10 min.	<p>Recall the previous knowledge of 4-digit numbers.</p> <p>Tell the students that now we are going to practice the 5-digit numbers by using all possible models and means.</p> <p>Demonstrate a 5-digit numbers to your students by using Unifix cubes.</p> 	<p>Warm up Activity:</p> <p>Have an interactive approach. Ask your students some questions as:</p> <p>Which is the smallest 4-digit number?</p> <p>Which is the greatest 4-digit number</p> <p>Do ask them to write the greatest 4-digit number in the place value chart as well as illustrate it in the bead/ball frame.</p>
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LESSON STRUCTURE:

Time	Main Content:	Teaching Approaches
25 min.	<p>It's important that students visually observe the process and practice it. Choose the best activity from given approaches to demonstrate the concept of 5-digit numbers.</p> <p>Show any 5-digit number in a block frame. Firstly, just draw the beads and then write down the numbers write below the beads. Give them enough time to practice the 5-digit numbers in ball frame.</p> <p>Then introduce the 5-digit numbers in the place value chart as illustrated below:</p>	<p>Ball frame Activity:</p> <p>Show any 5-digit number in a block frame. Ask some of your students to come and placed the 5-digit numbers in ball frame.</p>  <p>Place Value Chart of 5-digit Numbers:</p>



“3” is in the ten thousands place.
It stands for 30,000.

“7” is in the thousands place.
It stands for 7,000.

“1” is in the hundreds place.
It stands for 100.

“5” is in the tens place.
It stands for 50.

“9” is in the units place.
It stands for 9.

Demand from your students to write the same number in the place value chart as Ten thousands, hundred, tens, and ones and in ball frame too.

Challenge your students with some brain teasers as;
 If my Ten thousands is 4, thousands is 2, hundreds place is 6, tens is 2 and ones is 5.
 Which number am I then?

Ask them to solve pages number 13 and 14 from *Incredible Mathematics* book of grade 3.

Show any 5-digit number in place value chart. Introduce the place value of Ten thousands.

Tens of thousands	Thousands	Hundreds	Tens	Units (Ones)
5	1	9	4	4

Worksheet 1:

Handover worksheets or write down a 5-digit number on the board. Underline or write any digit with different color whose place value you want to know. i.e.

74531 or 74531

Time	Conclusion:	Teaching Approaches
5 min.	Students will be able to: Recognize, read, and write 5-digit numbers. State the place value of each digit in a 5-digit number. State the value of each digit in 5-digit numbers. Compare the value of digits in 5-digit numbers.	Ask students, "what did we learn about 5-digit numbers today"? Ask for questions.

Resources:

Writing board, chalk/marker, color board markers, sticky notes, place value chart, prepare a classroom display with chart paper or simple paper cut of hundreds, tens and ones blocks, Incredible Mathematics Grade 3 book, notebooks etc.

Safety Consideration/ Materials

None

Assessment

Related worksheets

Board test

Mind-teasers.

Quiz etc.

Reflection

Students have understood that how to:

Recognize, read, and write 5-digit numbers.

State the place value of each digit in a 5-digit number.

State the value of each digit in 5-digit numbers.

Compare the value of digits in 5-digit numbers.