

DAILY LESSON PLAN

Math GRADE:3

(NO.8/19)

INTERNATIONAL DAILY LESSON PLAN

Unit 2: Numbers Operations.

Date: _____

Topic: Multiplication.

Year Level: 3

Key Learning Area: repeated addition, tables of 2,3,4,5,10. Simple word problems.

Outcomes: Students will be able to understand the multiplication as a repeated addition.

Students will be able to recall the tables.

Lesson Structure:

| Time | Introduction (Set): | Teaching Approaches |
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| 10 min. | <p>Recall the concept of multiplications. Students need to understand that multiplication is repeated addition.</p> <p>Recall the symbol of multiplication “x”</p> <p>Write or paste the tables of “2, 3, 4, 5, 10” in front of your students.</p> <p>Explain by examples that it will become difficult for large numbers to add every time. So, we use the symbol “x” and times tables in multiplying numbers.</p> <p>Tell students, "Today we are going to practice multiplication using repeated addition as a strategy to multiply."</p> | <p>Warm-up Activity:</p> <p>Have an interactive approach.</p> <p>Ask your students to chant the tables along with you.</p> <p>Write several multiplication sums for tables of 2, 3, 4, 5, 10 (e.g. 4x5) on the chart paper, and the answers on another chart paper. Cut them out and then hide these around the school and ask the students to find the correct answer of the sum and put them together.</p> |
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LESSON STRUCTURE:

| Time | Main Content: | Teaching Approaches |
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| 25 min. | <p>Connect to multiplication and explain, "Multiplication is another way to add equal groups. So, when we see an addition problem with equal groups, like this one, we can also think of it as a multiplication problem.</p> <p>We have two equal groups of five, so two times five 3×5 is equal to $5 + 5 + 5$."</p> <p>Show students pairs of 2 sweets all the way up to 20, 3 marbles all the way to 30, and 4 pencils all the way to 40.</p> | <p>Pictorial Multiplication:</p> <p>Use some pictorial groups to elicit the multiplications. Solve the same sum by both methods. Ask your students which process is faster for calculation? Tell them repeated addition is time taking that is why we use multiplication process.</p> |

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| <p>Help them observe the link between adding and multiplying and how multiplication can help us count faster.</p> <p>Represent Multiplication as a “group of” technique.</p> <p>Help students chant the tables and tell the importance of tables as with the help of tables multiplication becomes easy.</p> <p>Once the students get comfortable with the concept. Help them to solve the pages number 51 and 52 of <i>incredible Mathematics book grade 3</i>.</p> | <p>Enforce the multiplication with other tables.</p> <div style="text-align: center;">  <p>4 groups of 3 = 12 4 threes = 12 4 x 3 = 12</p> </div> <p>Teach students to construct tables instead of memorizing them without understanding. Encourage them to say 5 groups of 3 and then make these 5 groups using small objects or drawing on a piece of paper.</p> |
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| Time | Conclusion: | Teaching Approaches |
|--------|---|---|
| 5 min. | <p>Students will be able to recall the tables for multiplication.</p> <p>Students will be able to use repeated addition as a strategy to multiply two single-digit factors.</p> <p>Understand and solve the multiplication problems related to table 3.</p> | <p>Review the lesson with students. Ask students, “what did we learn about Multiplication today”?</p> <p>Ask for questions.</p> |

Resources:

Writing board, chalk/marker, color pencils, sticky notes, Printed or tables written on the chart paper, Incredible Mathematics Grade 3 book, notebooks etc.

Safety Consideration/ Materials

None

Assessment

Related worksheets

Board test

Mind-teasers.

Quiz etc.

Reflection

Students will be able to recall the tables for multiplication.

Students will be able to use repeated addition as a strategy to multiply.

Understand and solve the multiplication problems related to table 2, 3, 4, 5, 10.