

DAILY LESSON PLAN

Math GRADE:3

(NO.12/19)



Unit 2: Numbers Operations.

Date: _____

Topic: Multiplication Table of 9.

Year Level: 3

Key Learning Area: Multiplication and addition comparison, Table of 9,

Outcomes: Students will be able to use repeated addition as a strategy to multiply two
Single-digit factors.

Lesson Structure:

Time	Introduction (Set):	Teaching Approaches
-------------	----------------------------	----------------------------

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 “9” in front of your students and use these to solve number stories on multiplication.</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 related questions by table 9 using repeated addition as a strategy to multiply."</p>	<p>Warm-up Activity:</p> <p>Draw two circles on the board with five dots in each. Ask students what addition problem you’ve drawn (9 + 9). Write the addition problem on the board.</p> <p>Review the term repeated addition and explain: Each of these circles has nine dots, so we are adding the same number twice. This is called repeated addition because we are adding the same number, or equal groups, repeatedly.</p>
---------	--	--

LESSON STRUCTURE:

Time	Main Content:	Teaching Approaches
25 min.	<p>Connect to the multiplication and explain,</p> <p>"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 five equal groups of seven, so five times seven 5×9 is equal to $9 + 9 + 9 + 9 + 9$."</p> <p>Show students pairs of 9 pencils all the way to 90.</p> <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>Multiplication as Group of:</p> <p>Give them pictorial sums to help your students’ better understanding of multiplication. Draw 3 groups of 9 on the board and solve the sum with both additions as well as multiplication.</p> <p>Pictorial Multiplication:</p> <p>Use some pictorial groups to elicit the multiplications. Solve the same sum by both</p>

<p>Mind Teasers:</p> <p>Introduce some multiplication-related mind teasers to your students as:</p> <p>If Rubab reads 5 pages of a book each day. How many pages will she have read in 9 days?</p> <p>What does 9×10 mean? What number is it equal to?</p> <p>How many 4 groups of nine are equal to?</p> <p>Ask them to show the answers in both way as multiplication as well as addition.</p> <p>Once the students get comfortable with the concept. Help them to solve pages number 56 of the <i>incredible Mathematics book garde 3</i>.</p>	<p>methods. Ask your students which process is faster for calculation? Tell them repeated addition is time taking that is why we use the multiplication process.</p> <p>Enforce the multiplication with table 9.</p> <p>Order in Multiplication:</p> <p>Write down the different orders of numbers in multiplication and show them that the answer remains the same. Apply this to all new tables.</p> $4 \times 9 = 9 \times 4$ $36 = 36$
--	---

Time	Conclusion:	Teaching Approaches
5 min.	<p>Students will be able to:</p> <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 9.</p>	<p>Review the lesson with students. Ask students, "what did we learn about multiplication of table 9 today"?</p> <p>Ask for questions.</p>

Resources:

Writing board, chalk/marker, color pencils, sticky notes, Printed or hand-written tables 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 have understood the following:

How to construct as well as memorization of tables for multiplication.

The use of repeated addition as a strategy to multiply two single-digit factors.

How to solve the multiplication problems related to table 9.