

DAILY LESSON PLAN

Math GRADE:3

(NO.15/19)

DAILY LESSON PLAN

Unit 2: Numbers Operations.

Date: _____

Topic: Multiply 2-Digit Number by 1-Digit Number problem solving.

Year Level: 3

Key Learning Area: Mutliplication sums, word problems.

Outcomes: Students will be able to solve double digit multiplication problems.

Students will be able to explain how to solve double digit multiplication problems
using the place value chart.

Lesson Structure:

Time	Introduction (Set):	Teaching Approaches
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10 min.	<p>Begin this lesson by reviewing place value. Write a five-digit number on the board. Have students come to the board and identify each number's place value.</p> <p>One of the best ways to introduce multiplication to early learners is to start by simply giving examples of real-life examples, and drawing pictures to represent them. Since kids are now learning math in a more conceptual way, it's important that kids can connect the math problems they solve to real life, and actually see the concepts in action.</p> <p>Ask some basic 1-digit multiplication problems as:</p> <ul style="list-style-type: none"> ➤ If I buy a pencil of Rs.10. How many 5 pencils will cost then? ➤ There are 6 balls in a row. How many balls are there in 8 rows? <p>This lesson gives students an introduction to the word problems of two-digit multiplication. Students will use their understanding of place value and single digit multiplication to begin multiplying two-digit numbers.</p> <p>Tell students, "Today we are going to practice word problems of multiplication."</p>	<p>Warm-up Activity:</p> <p>Draw a place value chart on the board and write down the 2 and 1-digit multiplication sum in it. i.e:</p> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th style="background-color: #4a86e8; color: white;">Tens</th> <th style="background-color: #4a86e8; color: white;">Ones</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">×</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </tbody> </table> <p>Inquire the place value of written digits from your student. Ask, from which side do we need to start the operation? Ask them to solve the problem too.</p>	Tens	Ones	4	5	×	2		
Tens	Ones									
4	5									
×	2									

LESSON STRUCTURE:

Time	Main Content:	Teaching Approaches
25 min.	<p>To get started, get a piece of paper and a few crayons. Tell your child to draw three ice cream cones, each with three scoops.</p> <p>Next, read your child the following word problem:</p>	<p>Multipliyin by Place Value Chart:</p>

	<p>“Little Bobby bought three ice cream cones. Each ice cream cone has three scoops of ice cream. How many scoops are there in all?”</p> <p>Go ahead and have your child count the ice cream cones and write down the answer. Then, explain that the problem is actually a multiplication problem, and write out the equation at the top of the page: $3 \times 3 = 9$.</p> <p>Once the students get comfortable with the concept, give them the problems that involves 2-digit multiplication by 1-digit number. Ask them to extract the data from the given word problem and write down it on the place value chart. Solve the data by multiplying th ones first and tens later.</p> <p>Aslo help them to solve pages number 61 of the <i>incredible Mathematics book garde 3</i>.</p>	<p>Extract the data and put it into the place value chart like this and solve it by the rules.</p> <div data-bbox="1055 441 1372 798"> <p>2 digit by 1 digit Multiplication WITH Carrying</p> <p>37 x 6</p> <table border="1"> <thead> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td>3</td> <td>7</td> </tr> <tr> <td></td> <td>x</td> <td>6</td> </tr> <tr> <td></td> <td></td> <td>2</td> </tr> <tr> <td></td> <td>4</td> <td>2</td> </tr> <tr> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>37 x 6 = 222</p> <p>Start by multiplying the numbers in the ones place $7 \times 6 = 42$</p> <p>The 2 in 42 goes in the ones place</p> <p>The 4 in 42 goes above the tens place</p> <p>Now we can multiply 6 and our red number in the tens place $6 \times 3 = 18$</p> <p>Don't forget about the number we carried over to the tens place! $18 + 4 = 22$</p> </div> <p>Activity 1:</p> <p>Handover or write down some multiplication worksheets with riddles on the board. This is the most fun way to engage the students in learning process.</p>	Hundreds	Tens	Ones		3	7		x	6			2		4	2	2	2	2
Hundreds	Tens	Ones																		
	3	7																		
	x	6																		
		2																		
	4	2																		
2	2	2																		

Time	Conclusion:	Teaching Approaches
5 min.	<p>Students will be able to:</p> <p>Solve double digits multiplication word problems.</p> <p>Use strategies based on place value and the properties of operations.</p> <p>Explain how to solve double digit multiplication problems using the place value chart.</p>	<p>At the end of the lesson, give students three examples to try on their own.</p> <p>Let them know that they can do these in any order; if they want to try the harder one (with larger numbers) first, they are welcome to do so. As students work on these examples, walk around the classroom to evaluate their skill level.</p>

Resources:

Writing board, chalk/marker, color pencils, Riddle multiplication Worksheets, Place value chart, Multiplication worksheets of 2-digit to 1-digit number, 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 solve double digits multiplication word problems.

Use of different strategies based on place value and the properties of operations.

Explain how to solve double digit multiplication problems using the place value chart.