

## DAILY LESSON PLAN

Math GRADE:3

(NO.18/19)



**Unit 2:** Numbers Operations.

**Date:** \_\_\_\_\_

**Topic:** Division (Day 2).

**Year Level:** 3

**Key Learning Area:** Long form of division, word problems,  
relationship between division and multiplication.

**Outcomes:** Students will be able to solve double digit division problems  
through short form of division.

Students will be able to explain how to solve double digit division problems

By multiplicative tables.

Students will be able to recognize the relationship between multiplication  
and division.

Lesson Structure:

Time	Introduction (Set):	Teaching Approaches
10 min.	<p>Provide vocabulary cards to students with key terminology they will use throughout the lesson. Include words, such as: distribute, division, equal groups, divide, equation.</p> <p>Tell students, "Today we are going to practice the short form or Bus stop method as a strategy to division."</p> <p><b>Short Form/Bus Stop Method:</b></p> <p>Short division is a quick and effective method to work out division with larger numbers.</p> <p>The bus stop method of division is just another name for short division. It gets its name from the idea that the dividend (the number you want to divide up) is sitting inside the bus stop while the divisor waits outside.</p> <p>Enforce the concept that repeated subtraction is a very long method that is why we prefer the division operation.</p> <p style="text-align: center;">7 ← quotient</p> <p style="text-align: center;">Divisor → 2√14 ← dividend</p> <p style="text-align: center;">Dividend ÷ divisor = quotient</p>	<p><b>Terminology of Division:</b></p> <p>Division is the operation that is the opposite of multiplication and it involves splitting into equal parts or groups.</p> <p><b>Dividend:</b> <i>In division, the number being divided into (the number inside the bus stop) is called dividend.</i></p> <p><b>Divisor:</b> <i>The number dividing by given number.</i></p> <p><b>Quotient:</b> <i>The result of the division.</i></p>

LESSON STRUCTURE:

Time	Main Content:	Teaching Approaches
25 min.	<p>This method is quicker than other strategies, but it's important that children understand what they're doing (instead of just following a method). This will make long division much easier in the future, but it is advisable to make sure your child has nailed grouping/chunking before moving on to short division.</p> <p><b>Bus Stop/Short form of Division:</b></p> $\begin{array}{r} \square \square \\ 6 \overline{) 38} \end{array}$ <ul style="list-style-type: none"> <li>➤ Write out the problem using short division sign <math>\sqrt{\quad}</math>, also known as bus stop.</li> <li>➤ Work through the columns one by one.</li> <li>➤ From above example you can ask from your students as: Can 6 fit into the bus of 3?</li> <li>➤ 6 is too big to go into 3. We can use grouping to take the next number along. Now how many times does 6 fit into 38?</li> <li>➤ 6 fit into 6 times. (<math>6 \times 6 = 36</math>).</li> <li>➤ Write 6 on the top and minus the 36 from 38. There's 2 left as remainder.</li> </ul> <p>Introduce some of the problems without reminder.</p> <p>Use the same approach to solve the 3-digit numbers and word problems of division. Give a word problem on the board and ask the students to extract the data from the statement and solve it using short form method.</p> <p><b>Comparison of Multiplication and Division:</b></p> <p>Help the students make a chart that shows the relationship between multiplication and division. Give this task in pairs. They can use any</p>	<p><b>Bus Stop Method for 3-Digit Numbers:</b></p> <p>Write down the divisor, dividend and quotient with different colors or paste sticky note with numbers on the board. Mark each digit that you are going to solve so that students can get the idea step by step without confusion.</p> $\begin{array}{r} 7 \overline{) 362} \\ \underline{7} \phantom{0} \phantom{0} \\ 6 \phantom{0} \phantom{0} \\ \underline{6} \phantom{0} \\ 0 \phantom{0} \\ \underline{0} \phantom{0} \\ 2 \end{array}$ $\begin{array}{r} 7 \overline{) 362} \\ \underline{7} \phantom{0} \phantom{0} \\ 6 \phantom{0} \phantom{0} \\ \underline{6} \phantom{0} \\ 0 \phantom{0} \\ \underline{0} \phantom{0} \\ 2 \end{array}$ $\begin{array}{r} 7 \overline{) 362} \\ \underline{7} \phantom{0} \phantom{0} \\ 6 \phantom{0} \phantom{0} \\ \underline{6} \phantom{0} \\ 0 \phantom{0} \\ \underline{0} \phantom{0} \\ 2 \end{array}$ $\begin{array}{r} 5 \\ 7 \overline{) 362} \\ \underline{7} \phantom{0} \phantom{0} \\ 6 \phantom{0} \phantom{0} \\ \underline{6} \phantom{0} \\ 0 \phantom{0} \\ \underline{0} \phantom{0} \\ 2 \end{array}$ $\begin{array}{r} 5 \\ 7 \overline{) 362} \\ \underline{7} \phantom{0} \phantom{0} \\ 6 \phantom{0} \phantom{0} \\ \underline{6} \phantom{0} \\ 0 \phantom{0} \\ \underline{0} \phantom{0} \\ 2 \end{array}$ $\begin{array}{r} 51 \text{ r } 5 \\ 7 \overline{) 362} \\ \underline{7} \phantom{0} \phantom{0} \\ 6 \phantom{0} \phantom{0} \\ \underline{6} \phantom{0} \\ 0 \phantom{0} \\ \underline{0} \phantom{0} \\ 2 \end{array}$ <p><b>Worksheets:</b></p> <p>Handover some printed worksheets where students only need to mark the process step by</p>

	<p>multiplication facts to make this chart. Put in the classroom, so they can see how knowing tables can help them with division.</p> <p>Help them to solve pages number 67-72 of the <i>incredible Mathematics book grade 3</i>.</p>	<p>step for the clarity of concepts.</p> <p>Once the students get comfortable with the method give them worksheets for practice the short form of division.</p>
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Time	Conclusion:	Teaching Approaches
5 min.	<p>Students will be able to:</p> <p>Identify and demonstrate the short form of division.</p> <p>Explain and defend how they generated answers for division problems.</p> <p>Solve the word problems of division by using Bus stop method.</p>	<p>Review the lesson with students. Ask students, "what did we learn about Division today"?</p> <p>Ask for questions.</p>

**Resources:**

Writing board, chalk/marker, color pencils, sticky notes, related worksheets, 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 Identify and demonstrate the short form of division.

Defend how they generated answers for division problems.

How to solve the word problems of division by using Bus stop method.