

SUBJECT: MATHEMATICSLESSON PLANTOPIC: CAN WE SHARE?CHAPTER NO : 12

<u>PRE CONTENT / CONTENT / POST CONTENT</u>	<u>LEARNING OUTCOME / OBJECTIVES</u>	
<u>CAN WE SHARE ?</u>	<u>GENERAL</u>	<u>SPECIFIC</u>
<u>PRE-CONTENT</u> - Division is repeated subtraction. <u>CONTENT</u> - Properties of Division - Division Terminologies - Division facts. - Division by 1 digit Divisor(shortcut method.) <u>POST CONTENT</u> - Division of labour	Students will be able to :- develop the concept of division as repeated subtraction. understand the role of 0 and 1 in division. introduce the terms related to division extrapolate multiplication and division facts. determine division by 1-digit divisor using standard algorithm sensitized themselves about division of labour in our surroundings.	Students will be able to :- identify division as repeated subtraction. assimilate the properties of division identify the role the terms : dividend, divisor, quotient and remainder to frame a division statement correlate multiplication and division facts and recognize the different terms used to form division fact correlate multiplication and division algorithm. appreciate and develop sensitivity towards division of labour.

Home Work / Assignments

- Problems from Math Magic.

AND PROGRESSMONTH : NOVEMBERCLASS: III

<u>TEACHER'S ACTIVITY</u>	<u>STUDENT'S ACTIVITY</u>	<u>TEACHER'S OBSERVATION & REMEDIAL</u>
Teacher will introduce division as repeated subtraction by asking them to keep removing 3 students from a group of 18 until they reach zero, then ask them to count how many groups of three students were formed. explain the role of 0 and 1 followed by relevant examples. show an audio visual clipping to introduce terms related to division. <u>ANNEXURE 12</u> illustrate some the division facts using the terms dividend , divisor and quotient while conducting the activity to explain the concept of equal sharing. demonstrate algorithm for division with 1 digit divisor using relevant examples. conduct a role play by explaining them why division of labour is necessary and how to work in harmony in society.	Students will strengthen their quick subtraction and enable them to deal with numbers mentally. understand the role of division with 0 and 1. observe the clipping to understand the role of dividend, divisor , quotient in framing a division statement and write a few examples in their notebook given by the teacher. <u>ANNEXURE 12</u> relate the terminology and perform the activity enthusiastically to strengthen the concept of framing division statements followed by solving questions given in the NCERT book Pg – 161 to 164 & 167 to 172. understand the algorithm of division and apply it for solving different problems given in NCERT book Pg – 175 & 176. understand the need to divide work and how to perform the assigned task with full dedication.	Teacher will write his/her observations after the completion of the topic/s.

Teaching aids – Bangles, bindis , ice cream sticks, Smart board, Internet ,Textbook- Math Magic.

Methodology– Deductive Method, Peer learning, learning by doing, Digital Technology and Role play.

Interdisciplinary Links –Foster the value of sharing in their nature and generate sensitivity towards division of labour..

Coordinator

HOD

Headmistress

Principal

ANNEXURE 12

CAN WE SHARE?

SUBJECT	MATHEMATICS
CLASS	III
CHAPTER/UNIT	CAN WE SHARE?
TOPIC	FORMING EQUAL GROUPS
TIME	30 MINUTES
NATURE OF ACTIVITY	INDIVIDUAL

What will I learn(Learning Outcome)?

Concept of division by forming equal groups.

Skills: Understanding, Analyzing, Critical Thinking

What I have to do?

To understand division by grouping.

What do I require?

A4 size coloured sheet, some bindis /buttons/counters, bangles, pencil and eraser.

What do I need to know?

Basic terms related to division such as dividend , divisor, quotient and remainder.

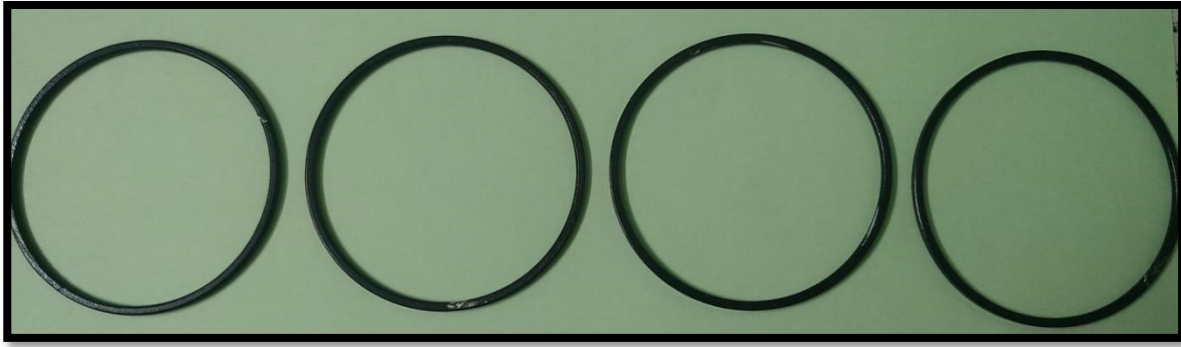
➤ Teacher's Activity :

The teacher will recall the basic terms related to division such as dividend , divisor, quotient and remainder with relevant examples.

How will I proceed ?

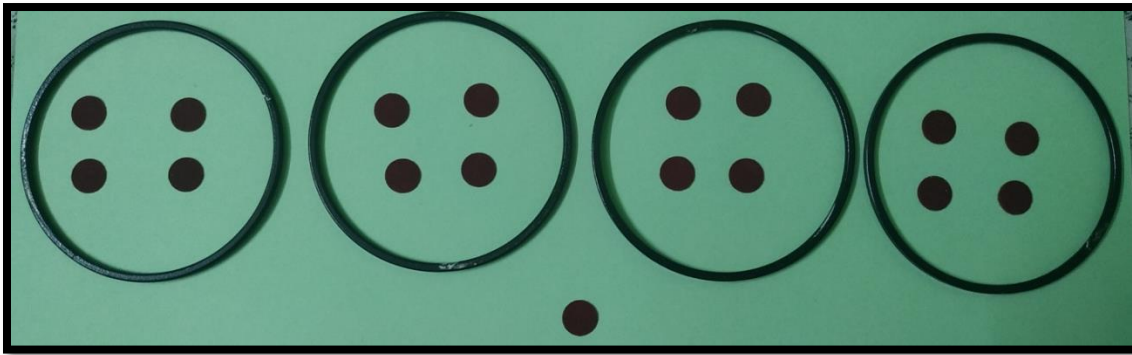
➤ Student's Activity :

- 1) Take an A4 size sheet and paste some bangles, say 3 or 4.(refer Fig. No. 1)



(Fig. 1)

- 2) To divide a number , say 17 (dividend) , by 4 , take 17 bindis/ buttons/ counters and put 4(divisor) bindis / counters / buttons inside each bangle. (refer Fig. 2).



(Fig. No. 2)

- 3) Place the remaining bindis/buttons/counters if any, out side the bangles.
 4) The number of bangles filled with 4 bindis/ counters/ buttons is the quotient and the number of bindis/ buttons/ counters left out is the remainder . So in $17 \div 4$, quotient is 4 and remainder is 1.
 5) Repeat the same process three times using 4 bangles and different 2 – digit numbers and record the observations in tabular format.

What have I observed ?

<u>S.no.</u>	<u>Division Statement</u>	<u>Quotient</u>	<u>Remainder</u>
1)	$17 \div 4$	4	1
2)			
3)			
4)			

What have I learnt?

Division means equal sharing and left over things are considered as remainder.

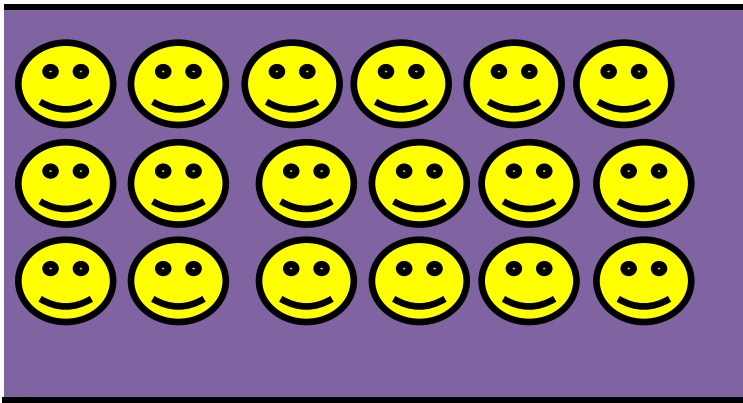
What am I curious to know?

Can I divide a 3 – digit number using the same activity?

Let me evaluate myself

Q1) Form groups in the figure given below. Also write its corresponding division statement stating the dividend , divisor , quotient and remainder.

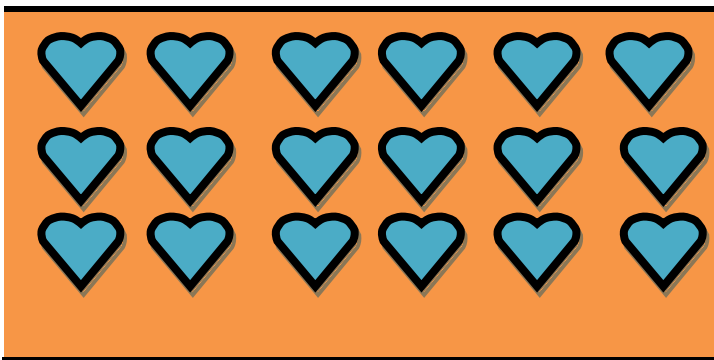
(a) Form groups of 6



Division statement : _____

Dividend : _____ , Divisor: _____ Quotient : _____ , Remainder : _____

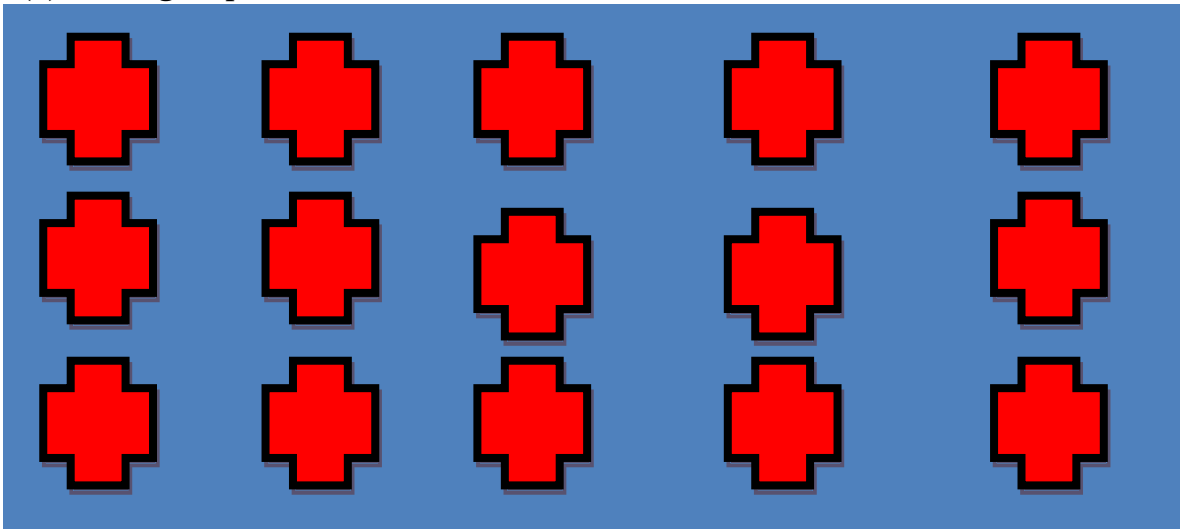
(b) Form groups of 5



Division statement : _____

Dividend : _____ , Divisor: _____ Quotient : _____ , Remainder : _____

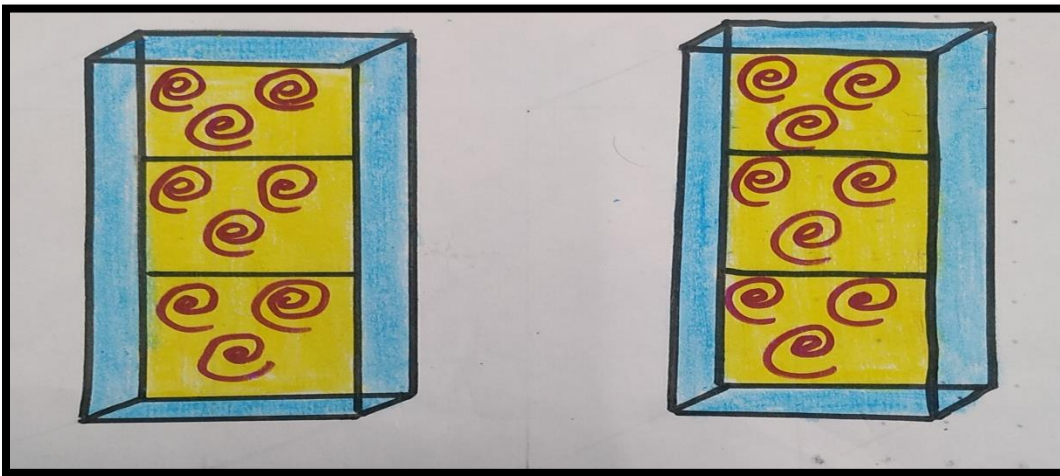
(c) Form groups of 4



Division statement : _____

Dividend : _____ , Divisor: _____ Quotient : _____ , Remainder : _____

Q2) Observe the image shown below and answer to the questions that follow.



(a) How many candies are there in all? _____ Candies

(b) How many candies are there in each box? _____ Candies

(c) How many boxes are there ? _____ Boxes

(d) Write the Division statement to describe the image .

_____ ÷ _____ = _____