

**MATHEMATICS – 3**

**SEMESTER**

**2**

# CONTENTS

1. Division .....	56
2. Money .....	66
3. Fractions .....	72
4. Time .....	82
<b>Periodic Test 3</b> .....	<b>88</b>
5. Measurement .....	90
6. Data Handling .....	100
7. Patterns .....	108
<b>Model Test Paper</b> .....	<b>114</b>

# Division



## LESSON PLAN

### SPECIFIC OBJECTIVES

The students will

- recall the concept of division.
- learn division using multiplication facts.
- learn how to do long division of 4-digit numbers by numbers up to 15 without/with Remainder.
- understand the use of division in daily life situations.
- understand the shortcut methods of dividing a number by 10s, 100s and 1000s.
- understand the division facts/properties.
- do multiple operations together.

### CONTENTS EXPLAINED INSIDE THE CHAPTER

- More Division Using Multiplication Facts (pages 63–64)
- Long Division Without Remainder (pages 65–66)
- Long Division With Remainder (pages 66–67)
- Division Stories (pages 68–70)
- Division by 10, 100 and 1000 (pages 70–71)
- Division Facts (pages 71–72)

### TEACHING AIDS

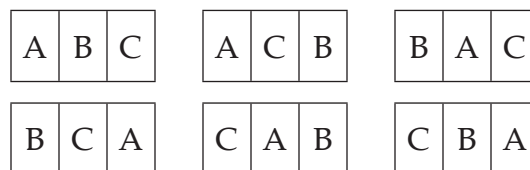
Counters/beads, paper, a pencil, squared paper, a chalk and a blackboard.

### TEACHING STRATEGY

- At the beginning of the chapter, the teacher should recall the concept of division learnt earlier in class II. Thereafter, she should ask the students to do 'Let Us Recall' exercise.
- Then, the teacher should recall multiplication table of any number from 11–15 and make division facts for each multiplication fact on the blackboard interacting with the students. For text and exercise, she should go to pages 63–64.

- Next, the teacher should explain how to perform long division without remainder by going to pages 65–66 and instruct them to solve the questions given in exercise 1.2. She should also focus on common error committed by the students.
- Further, the teacher should explain the long division with remainder for 4-digit numbers. She should go to pages 66–67 for text and exercise.
- Thereafter, she should discuss some daily life situations where they need to apply the process of division. For text and exercise, she should go to pages 68–70.
- Further, she should develop their idea of shortcut methods for dividing a number by 10s, 100s and 1000s and then instruct them to do exercise 1.5.
- Henceforth, she should also talk about the division facts/properties as given on page 71 and instruct them to do exercise 1.6.
- For solving math maze given under the puzzle, the teacher should move 2–3 steps by solving the problems from entry and then encourage the students to search the path to go ahead.
- She should motivate them to enjoy the task given under Maths Lab Activity.
- Finally, the teacher should explain to them some ideas to complete the project work given at the end of the chapter.

For example, three students A, B and C shade or mark their rectangles as follows:



In each case,  $3 \div 3 = 1$ .

## EXPECTED LEARNING OUTCOMES

Students are able to

- do the division using multiplication tables of numbers up to 15.
- perform the long division of 4-digit numbers by the numbers up to 15 without/with remainder.
- tackle the problems involving division in daily life.
- use the shortcut methods for dividing a number by 10s, 100s and 1000s.
- understand the division facts/properties.
- do the four basic operations together.
- divide pieces of some items into a certain part in different ways.