

# Division



## LESSON PLAN

### SPECIFIC OBJECTIVES

The students will

- recall the concept of division learnt earlier.
- be able to obtain division facts for a given multiplication fact and vice versa.
- learn long division of 3-digit numbers (without/with remainder).
- know the application of division in daily life.
- understand the division facts/properties.

### CONTENTS EXPLAINED INSIDE THE CHAPTER

- More Division Using Multiplication Facts (page 90)
- Long Division Without Remainder (pages 91–92)
- Long Division With Remainder (pages 93–94)
- Division Stories (pages 95–96)
- Division Facts (page 97)

### TEACHING AIDS

10 cups and 90 seeds, several types of solid items, a chalk and a blackboard.

### TEACHING STRATEGY

- For initiating the chapter, the teacher should recall the concept of division learnt in the previous class and then ask the students to solve the questions from part (A to C) given in 'Let Us Recall' on page 89.
- Then, she should ask the students to write any multiplication table from 6 to 10 (one for each student) in their notebooks and their corresponding division facts and then, she should go through the page 90 for providing more practice to the students.
- She should recall the terms associated with division on the blackboard such as divisor, dividend, quotient and remainder.

- For division of big numbers, the teacher should explain long division of 3-digit numbers (without and with remainder) by solving few questions on the blackboard and then she should go through the pages 91–94 for text and exercises 3.2 and 3.3.
- Again, the teacher should talk to the students about daily life situations in which need of division is felt. Then, she should ask the students to do problems given under ‘**Division Stories**’ on pages 95–96.
- Henceforth, she should also talk about the division facts/properties as given on page 97 and instruct them to do exercise 3.5.
- Further, the teacher should motivate the students to think a particular operation out of the four  $+$ ,  $-$ ,  $\times$  and  $\div$  and put it between the numbers in each step to obtain the next number for completing the task given in part (A) of puzzle.
- Again, she should encourage them to think about the numbers that can be inserted correctly in the grid to complete it.
- Finally, she should involve the students in Maths Lab Activity to increase their interest in Maths and in developing the concept of division.

## EXPECTED LEARNING OUTCOMES

Students are able to

- write division and multiplication facts for each other.
- divide 3-digit numbers by long division process (without and with remainder).
- think about division problems in day-to-day life and can tackle them with full confidence.
- understand the division facts/properties.
- solve the problems of mixed operations easily.
- develop keen interest in division as well as in Maths.