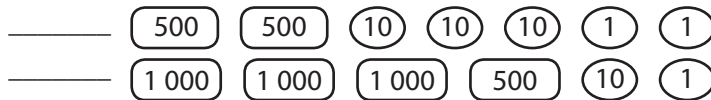


1st Quarter Grade 3 Supplemental Lesson Plan

Numbers up to 10 000

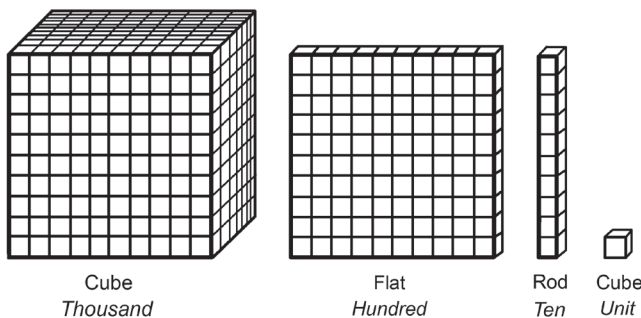
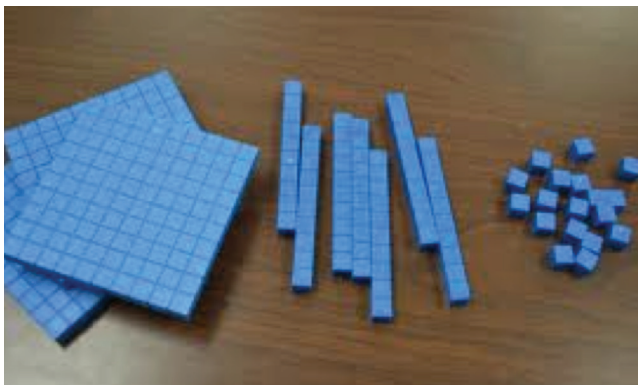
Introduction

Assess the pupils' prior knowledge on numbers from 1 000 up to 10 000. Let the pupils write the number illustrated by the following:



Body

1. Illustrate the ones, tens, hundreds, and thousands digits using cubes, rods, and blocks.



2. Demonstrate to the class how to make a block which represents a thousand using the cubes, rods, and flats.

Knowledge

Numbers up to 10 000

Learning Competency

M3NS-Ia-1.3

- Visualizes numbers up to 10 000 with emphasis on numbers 1001–10000

KU

Numbers can be represented in many ways, such as with base ten blocks, words, pictures, number lines, and expanded form.

KQ

How do we represent numbers?

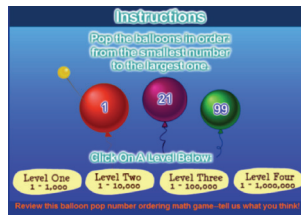
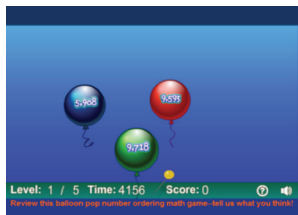
- Then let the pupils use blocks, flats, rods, and cubes to visualize given numbers up to 10 000.

Example: 4 356



4 – blocks 3 – flats 5 – rods 6 – cubes

- Give the pupils practice exercises in visualizing numbers up to 10 000 using illustrations, pictures, or objects. The pupils may use graphing papers for their illustrations.
- For skill building, let the pupils engage in an online interactive game. (Sample site: <http://www.sheppardsoftware.com/mathgames/placevalue/BPOrder1000.htm>)



- For enrichment, let the pupils choose one task from the following:
 - Ask the pupils to roam around the classroom and look for something that can represent as thousands, hundreds, tens, and ones, then let them represent given numbers using the objects found.
 - Let the pupils draw their own illustrations that represent thousands, hundreds, tens, and ones, then represent given numbers using their illustrations.

Conclusion

Ask the pupils to complete the **Learning Log Matrix** to show their understanding of numbers up to 10 000.

What I already knew...	What's important to remember about...
This reminds me of...	I am not sure about this...

Differentiated Activities

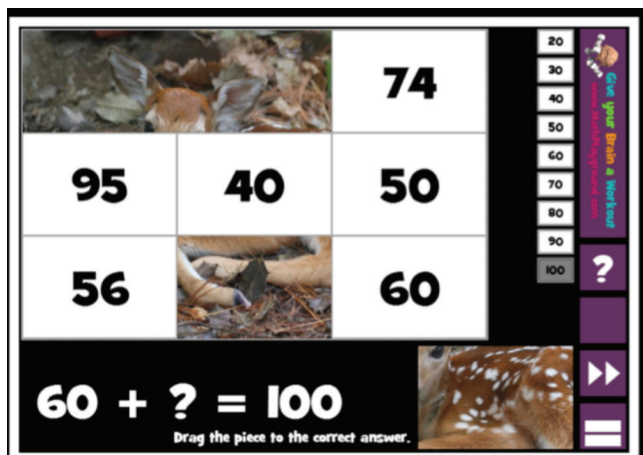
Mathematical Problems Involving Addition with Sum Up to 10 000

Introduction

- Pose the given situation to the class:
Rizza is saving money to buy a gift for her father's birthday. She saves ₱370.00 on the first week, ₱550.00 on the second week, and ₱800.00 on the third week. How much did she save in all for her father's birthday?
- Let the pupils from pairs and discuss how to get the answer.

Body

1. Conduct a review exercise on addition of 2-digit numbers in a game activity or online interactive game. (Sample site: http://www.mathplayground.com/puzzle_pics_addition.html)



2. Using the problem as a springboard, discuss with the class the things to consider when solving word problems:
 - a. What is ASKED?
 - b. What are the GIVEN information or facts?
 - c. What OPERATION should be used?
 - d. What is the NUMBER SENTENCE that represents the problem?
 - e. How do we show the SOLUTION?
 - f. What is the ANSWER?

Knowledge

Mathematical problems involving addition with sum up to 10 000

Learning Competency

M3NS-If-29.3

- Solves routine and non-routine problems involving addition of whole numbers with sums up to 10 000 including money using appropriate problem-solving strategies and tools

KU

Proficiency with basic facts aids computation of larger and smaller numbers.

KQ

How can we solve mathematical problems easily?

3. Demonstrate to the class how to use the guide questions in solving mathematical problems.
4. Conduct the spin-off **Everyone Is a Teacher Here** Activity.
 - Distribute problem sets to pupils.
 - Tell them to go around the room and look for someone who can give help in answering the problems.
 - Process the pupils' output and experience through a whole-class discussion.
5. After processing the pupils' answers in the problem sets, give them individual skill exercises on mathematical word problems in adding numbers with sums up to 10 000.
6. Check the pupils' answers. Assess if the pupils grasped the skills of solving mathematical problems. If not, give more exercises.
7. For enrichment, let the pupils choose one task from the following:
 - a. Form pairs. Let the one from the pair create his/her own scenario of mathematical problems involving addition, then let the partners answer the question. Then, have them reverse roles after they have discussed the correct answer.
 - b. Form pairs. Give the pairs problem sets and ask them to present their solution through illustrations or charts.

Conclusion

To assess the pupils' understanding of the lesson, let them complete the phrase:

"I have learned today that _____
and I promise that _____."

Differentiated Activities

Mathematical Problems Involving Subtraction

Introduction

As a warm-up activity, conduct a mental drill on subtraction. The pupils may write their answers on a paper or recite their answers.

1. $92 - 31 =$
2. $45 - 26 =$
3. $345 - 87 =$
4. $698 - 256 =$
5. $378 - 289 =$

Body

1. Post routine problems on subtraction on the board. Show to the class how to solve the first two problems and then let them answer the rest.
2. Check the pupils' answers and solutions.
3. Conduct the spin-off **Power of Two** (Bellanca, 2009) activity in answering the given problem below:

Rico's weekly allowance is ₱500.00. He spent P195.00 for his food and transportation on the first two days and spent another ₱87 on the third day. How much money has Rico left for the other days?

 - a. Ask the pupils to answer the given problem individually.
 - b. When all the pupils have finished the task, ask them to form pairs.
 - c. Instruct each pair to discuss their answers and if needed, come up with a new and better answer.
4. Conduct a whole-class discussion on solving two-step word problems using the following guide questions:
 - a. What is ASKED in the problem?
 - b. What are the GIVEN information or facts?
 - c. What is the HIDDEN QUESTION?
 - d. What OPERATION/S should be used?
 - e. What is the NUMBER SENTENCE that represents the problem?
 - f. How do we show the SOLUTION?
 - g. What is the ANSWER?

Knowledge

Mathematical problems involving subtraction

Learning Competencies

M3NS-li-34.5

- Solves routine and non-routine problems involving subtraction without or with addition of whole numbers including money using appropriate problem solving strategies and tools


M3NS-Ij-35.4

- Creates problems involving addition and/or subtraction of whole numbers including money

KU

Proficiency with basic facts aids computation of larger and smaller numbers.

- Give the pupils another problem, and then ask some volunteers to share their answers.
- For enhancement, give the pupils worksheets to answer using the spin-off Think-Pair-Share (Lyman, 1981) activity. Ask the pupils to answer worksheets on word problems on subtraction where pupils will work on the problems individually, then form in pairs to discuss their thoughts and compare their answers. The pairs will share their answers to the whole class. (Sample site: <http://www.worksheetworks.com/math/word-problems/subtraction-three-digit.html>)



Basic Subtraction Word Problems
Three-Digit Subtrahend and Difference

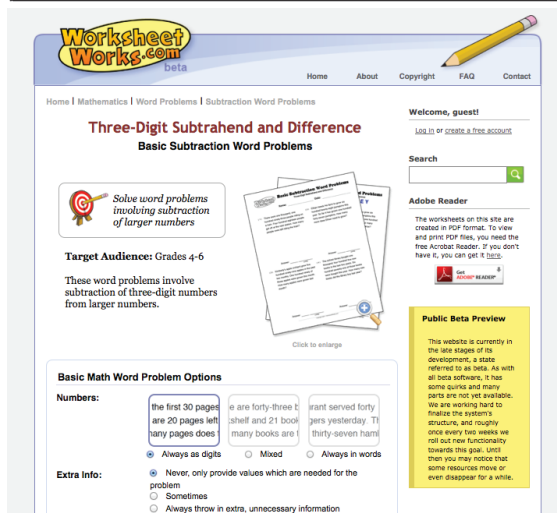
Name: _____ Date: _____

(1) The computer help desk took 1,200 calls in the month of April. 469 of the calls were wrong numbers. How many calls were not wrong numbers?

(2) Kimberly's coffee shop sold 1,012 cups of coffee on Monday and Tuesday combined. 816 of the cups were sold on Tuesday. How many cups did the shop sell on Monday alone?

(3) Jesse needs his farm to grow 654 pumpkins this year. So far it has grown 238 pumpkins. How many more does Jesse need to grow?

(4) Patrick put 908 plates through the cafeteria's dishwasher. He put 153 of them through a second time because they were so dirty. How many plates only needed to be washed once?



The screenshot shows the website's navigation bar with links for Home, About, Copyright, FAQ, and Contact. The main content area features a search bar, a 'Welcome, guest!' message with a 'Log in or create a free account' link, and a 'Public Beta Preview' notice. The central focus is the 'Three-Digit Subtrahend and Difference' section, which includes a 'Target Audience: Grades 4-6' and a 'Basic Math Word Problem Options' section. This options section allows users to filter problems by 'Numbers' (Always as digits, Mixed, Always in words) and 'Extra Info' (Never, Sometimes, Always throw in extra, unnecessary information).

- As an assessment, ask the pupils to form groups of threes and create a situation or scenario that involves solving word problems on subtraction and addition.
- Check the pupils' answers.

KQ

How can we solve mathematical problems easily?

Differentiated Activities

Conclusion

Use **Stoplight Signal Cards** to assess the pupils' level of understanding word problems involving subtraction and/or addition.



RED means "Stop. I'm lost."

YELLOW means "Slow down. I'm getting confused."

GREEN means "Go ahead. I know where I am going."

Multiplication of Numbers 1 to 10 by 6, 7, 8, and 9

Introduction

1. Elicit the pupils' prior knowledge on multiplication of numbers using KWLH Strategy (Ogle, 1986). Let the pupils answer the K and W columns on a separate paper.

What I Know	What I W ant to Know	What I Learned	How Can I Learn More

2. Call on some volunteers to share their answers.

Body

1. Let the pupils watch a video or listen to a song about lessons on multiplication of numbers from 1 to 10 by 6 to 9.
2. After the presentation, explain to the class how multiplication works using the situation below:

A milk delivery boy will bring 7 boxes of milk to a sari-sari store. If a box contains 4 bottles of milk, how many bottles of milk will the boy have to deliver?



Knowledge

Multiplication of numbers 1 to 10 by 6, 7, 8, and 9

Learning Competency

M3NS-IIa-41.2

- Visualizes multiplication of numbers 1 to 10 by 6, 7, 8, and 9

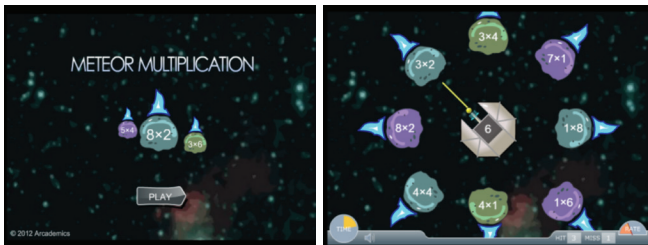
KU

Proficiency with basic facts aids computation of larger and smaller numbers.

KQ

How can we solve mathematical problems easily?

3. Explain to the class that multiplication is the process of repeated addition. For instance, in the situation above, we have 7 boxes with 4 bottles of milk, which is $4 + 4 + 4 + 4 + 4 + 4 + 4$ and is 28 in all.
4. To simplify our notation, since 4 is added repeatedly 7 times, we will just write it as 4×7 which is equal to 28.
5. Give other illustrations on other numbers.
6. Let the pupils create a multiplication table from 1 to 10 multiplied by 6, 7, 8, and 9.
7. For enhancement, let the pupils be engaged in an interactive online game on multiplication. (Sample site: http://www.mathplayground.com/ASB_MeteorMultiplication.html)



Conclusion

To assess the pupils' understanding of the lesson, let them answer the L and H columns of the KWLH Chart, and ask some volunteer pupils to share with the class their answers.