SUPPLEMENTAL LESSONS

Math Grade 3
2nd Quarter

2nd Quarter Grade 3
Supplemental Lesson Plan

Problem Solving Involving Multiplication or with Addition or Subtraction of Whole Numbers Including Money

Introduction

1. Assess the pupils' knowledge on multiplication of whole numbers including money using the Knowledge Rating Chart below:

Knowledge Rating Chart Problem Solving involving Multiplication
Direction: Circle the number that represents your learning experience.
1. I've never heard of this.
2. I've heard of this, but I have never experienced how to create problems involving multiplication or with addition or subtraction of whole numbers.
3. I know how to create problems involving multiplication or with addition or subtraction of whole numbers.

2. Ask pupils who gave a rating of 3 to share their experiences on the topic.

Body

1. Call on pupils to act out on the situation that will be narrated. The narration includes a problem involving multiplication including money. This may be prepared beforehand so that the pupils will know what to do.

   Example:

   Rico has started with his savings using a bank account. He consistently deposits ₱250 a week. How much is his savings in a bank if he decided to withdraw ₱850 to buy a pair of shoes after 6 months of deposits?

2. Call on some volunteers to answer the following questions:

   a. How can we get the answer to the given problem? What operation/s should you use?

Knowledge
Two-step Word Problems Involving Multiplication

Learning Competency

M3NS-IIf-46.2
Creates problems involving multiplication or with addition or subtraction of whole numbers including money

KU
How are context clues help in solving problems?

KQ
The context of a problem situation and its interpretation can lead to different representations.

     b.   What are the context clues in the word problem that helped you determine the operations to use?

     c.   What is the number sentence that represents the problem?

     d.   What is the final answer?

3.   Tell the class that in a word problem involving money, it is important to indicate the legend and the currency of the money (Peso symbol).

4.   Using *Think-Pair-Share* activity (Lyman, 1981), ask the pupils to create their own problem involving multiplication of whole numbers with addition or subtraction involving money. Then let them form in pairs to share their word problem and discuss the construction and the answer. The pairs will share the problem and their answers to the whole class.

5.   For skill building, let the pupils choose a task from the following:

     a.   Create two problems involving multiplication only including money.

     b.   Create a problem involving multiplication with addition including money.

     c.   Create a problem involving multiplication with subtraction including money.

Differentiated Activities

Conclusion

Assess the pupils' understanding of the lesson and skills learned using *response cards* (Lujan, 2011) below:

4 – Understands fully

3 – Demonstrates an understanding or application of the goal

2 – Minimal understanding

1 – No understanding

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Problem Solving Involving Division or Any of the Other Operations of Whole Numbers Including Money

Introduction

1. Using flash cards, conduct a mental drill on dividing 2-digit numbers by 1-digit numbers and 2–3 digit numbers by 10 mentally.

   a. $98 \div 2$
   b. $550 \div 10$
   c. $33 \div 3$
   d. $98 \div 10$
   e. $78 \div 6$
   f. $870 \div 10$
   g. $56 \div 8$
   h. $345 \div 10$
   i. $45 \div 5$
   j. $210 \div 10$

2. Call on volunteers to give their answers.

Body

1. Show to the class a picture of a grandparent, three children, and money/coins. Create a story out of the picture.

   Sample:

   Example:

   "Lola Rosa gave an additional weekly allowance to her 3 grandchildren. She has ₱330 to give. If she will give each an equal amount, how much does each grandchild receive? (₱110)

2. Ask a volunteer to read aloud the given problem and answer the question.

3. Create a follow-up question from the previous situation that includes another operation.

   Example:

   If one of the grandchildren has a weekly allowance of ₱250, how much is the grandchild's allowance for the week?

   $$110 + 250 = ₱360$$

4. Show them another set of pictures. This time, ask the pupils to create a situation based on the picture shown.

5. Call on a volunteer to share his/her work.

6. For practice, ask the pupils to create a story that involves division but this time, ask them to draw an illustration for the problem.

7. Conduct a spin-off *People Hunt* (Kagan, 1998) where pupils may circulate in the classroom and try to find classmates who could answer the problem they created.

Conclusion

To facilitate the synthesis of the lesson, ask pupils to complete the following sentences:

- I learned that...
- I discovered that...
- I rediscovered that...
- I realized that...
- I need help on...

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