ADDITION OF WHOLE NUMBERS INVOLVING 3 OR MORE DIGITS

Subject

Mathematics

Prepared By

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Grade Level

4

Overview

This lesson plan covers teaching content for;

1. Addition of whole numbers involving 3 or more digits.
2. Word problems relating to addition of whole numbers involving 3 or more digits.

Objectives

Students should be able to;

1. Add whole numbers involving 3 or more digits.
2. Solve word problems on addition of whole numbers involving 3 or more digits.

Activity Starter/Instruction

1. Give the pupils two-digit numbers.
2. They should write down the number that when added to their given number will make 100, for example 45 and 55.
3. Now give pupils a multiple of 10 up to 1 000 and ask for the pair to make 1 000, for example 460 and 540. Repeat this activity for multiples of 100 to 100 000, for example 2 300 and 7 700.
4. Draw their attention to the fact that the number bonds they are using for all these activities are the same as number bonds to 100.

Teacher Guide

Day 1/ Lesson 1: 15 Mins

1. Remind pupils to estimate an answer using rounding.
2. Revise addition by going through two worked examples.
3. Emphasize the need for carried numbers to be added to the next place value when each column adds up to 10 or more.
4. For example, when we have 8 + 5, the answer is 13. 13 consist of 1 ten and 3 units and as such the ten such be carried across to the tens place value column.
5. It is advisable to use concrete objects like an abacus or counting blocks or a number line to assist understanding amongst pupils.

Guided Practice

Day 2/ Lesson 2: 15 Mins

1. Work through examples with the class by asking them to identify the digits in a particular place values for numerical examples.

Guided Practice

Day 3/ Lesson 3: 15 Mins

1. Explain that, to find the answers to word problems, pupils need to work out whether they need to add or subtract, or both.

Materials Required

- Flash cards
- Cardboard.
- Abacus
- Counters or number line

Additional Resources

- http://www.aaamath.com/g5_38cx1.htm
- https://www.smartickmethod.com/blog/math/numbe subtraction/
- https://www.biglearners.com/?blKey=showWSPDFOn
- http://www.math.com/school/subject1/lessons/S1U4
- https://www.themathpage.com/ARITH/add-fractions-

Additional Notes

2. Using prepared examples, show students how to line up place values.
3. Discuss the concept of carrying over and using prepared examples, teacher will show students how to carry over.
4. Introduce students to addition sand the term, sum. The class will work though basic examples that contain the carrying over of numbers.

Guided Practice

Day 4/ Lesson 4: 15 Mins

1 Remind pupils to estimate an answer using rounding.
2 Revise addition by going through worked examples that show how the place values of numbers are arranged vertically and how numbers are added starting on the right with the units.
3 Emphasize the need for carried numbers to be added to the next place value when each column adds up to 10 or more. For example, when we have 8 + 5, the answer is 13. 13 consist of 1 ten and 3 units and as such the ten such be carried across to the tens place value column.
4 Use concrete objects like an abacus or counting blocks or a number line to assist understanding amongst pupils.

2. They need to look for clues that are in the question, for example, 'find the total' and 'altogether' mean addition, while 'how many more', 'less' and 'change from' all mean subtraction.
3. Give the pupils some word problems of your own and ask them to decide which operation they would need to use to solve them.

Assessment Activity

1. Test the extent to which the pupils have achieved the objectives stated at the beginning of this unit.
2. Collect in the answers to mark them,
3. Identify any problem areas and revisit those areas if necessary.

Summary

1 Ask for volunteers to share their answers to the problems assigned.
2 As the problems are reviewed in front of the class, have the students check their answers for accuracy.

Assessment Activity

Give pupils an Exercise and make sure that they are lining up the digits correctly.