

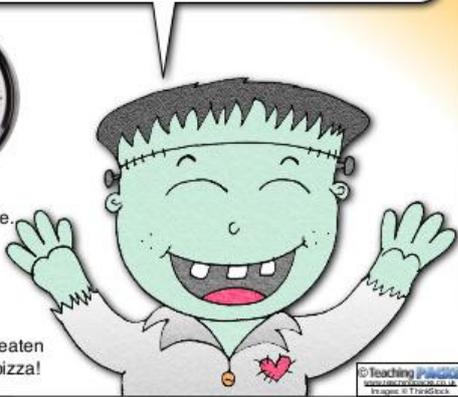
CLASS	III
CHAPTER	Addition & Subtraction
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • To enable the students to know about addition and subtraction. • To aware them about addition of 3-digit numbers. • To sharpen skills in addition. • To make students understand the word problems related to daily life situations. • Developing skill of correct calculation. • To enhance the mental ability of the students.
P.K. TESTING	<p>Simple question based on properties addition and subtraction will be used.</p> <p style="text-align: center;">1) $99 + 1 = \underline{\hspace{2cm}}$</p> <p style="text-align: center;">2) $25 + 0 = \underline{\hspace{2cm}}$</p> <p style="text-align: center;">3) $99 - \underline{\hspace{1cm}} = 95$</p>
VOCABULARY USED	<ul style="list-style-type: none"> • Numeral • Sum • minus • Ones • Tens • hundred • Places

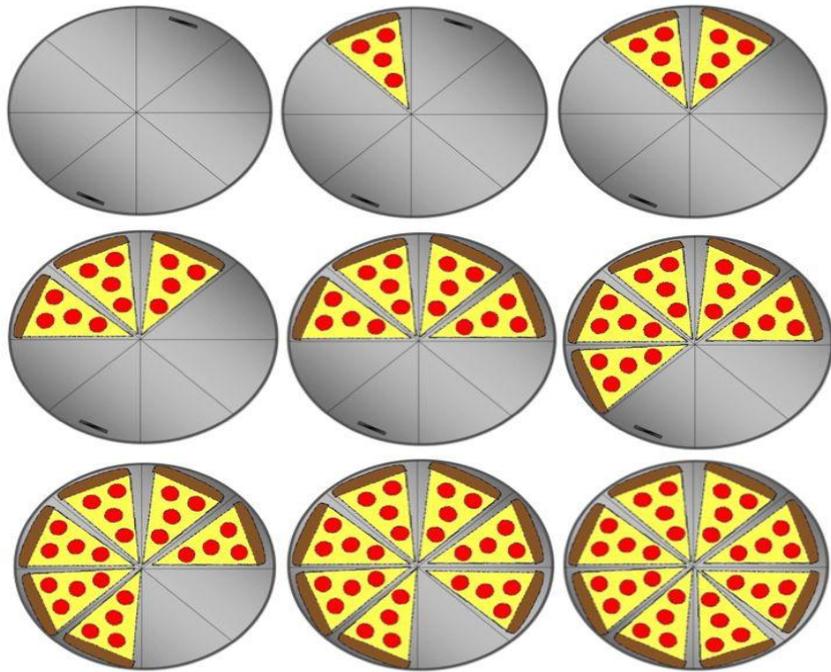
	<ul style="list-style-type: none"> • Regrouping
IMPORTANT SPELLING	<ul style="list-style-type: none"> • Addition • Subtraction • Regrouping • Properties
INNOVATIVE METHODS	<ul style="list-style-type: none"> • Smart board • Examples from daily life • Online reference material
PROCEDURE	<ul style="list-style-type: none"> • Introduction about addition and subtraction of 3-digit number. • Add 3 and 4 digit number with carry over. • Subtract 3 and 4 digit number with borrow. <p>Introduction: The topic will be given by the teacher with the help of sums of with carry and without carry with the help of example</p> <p>Q. Solve the question</p> $ \begin{array}{r} 8\ 5\ 3\ 2 \\ +\ 1\ 3\ 4\ 6 \\ \hline \end{array} $ $ \begin{array}{r} 8\ 6\ 5\ 7 \\ -\ 5\ 8\ 9\ 2 \\ \hline \end{array} $

STUDENT'S PARTICIPATION	<p>Student will be asked to solve the following question</p> <table border="1" data-bbox="826 114 1299 477"> <tr> <td>9</td> <td>+</td> <td>1</td> <td>=</td> <td></td> <td>10</td> </tr> <tr> <td>8</td> <td>-</td> <td>4</td> <td>=</td> <td></td> <td>4</td> </tr> <tr> <td>18</td> <td>+</td> <td>1</td> <td>=</td> <td></td> <td>19</td> </tr> <tr> <td>14</td> <td>-</td> <td>5</td> <td>=</td> <td></td> <td>9</td> </tr> <tr> <td>7</td> <td>+</td> <td>3</td> <td>=</td> <td></td> <td>10</td> </tr> </table>	9	+	1	=		10	8	-	4	=		4	18	+	1	=		19	14	-	5	=		9	7	+	3	=		10
9	+	1	=		10																										
8	-	4	=		4																										
18	+	1	=		19																										
14	-	5	=		9																										
7	+	3	=		10																										
RECAPITULATION	<p>Q. Fill ups.</p> <p>a) $2357 + 1876 = 1876 + \underline{\hspace{2cm}}$</p> <p>b) $5695 - \underline{\hspace{2cm}} = 5695$</p> <p>Q. Arrange and add.</p> <p>2108 , 19 , 1166</p>																														

LEARNING OUTCOME	<ul style="list-style-type: none"> • Students will be able to add and subtract 3-digits numbers. • Students will easily solve the addition and subtraction of three numbers and word problems.
ASSESSMENTS	<p>Q. Children will be asked multiple choice question</p> <p>For eg : $1000 - 1$</p> <p>a)998 b)999 c)1001</p>

CLASS	III
CHAPTER	Fractions
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Students become aware that fractions can be seen in students' everyday life. • Students will understand that fractions are used to express an amount obtained as a result of equal partitioning and are used to express quantities less than 1 (only unit fractions). • Students will understand the meaning and the representations of fractions. • To become aware that addition and subtraction can also be applied to fractions.
P.K. TESTING	<p>a) Add $17 + 13 =$</p> <p>b) What is half part of any object?</p> <p>c) Can we use fraction in our daily life?</p>
VOCABULARY	<ul style="list-style-type: none"> • Proper & improper fraction • Like and unlike • Unit fraction & mixed fraction
IMPORTANT SPELLING	<ul style="list-style-type: none"> • Numerator • Denominator • Fraction • Halves

	<ul style="list-style-type: none"> • Thirds
<p>INNOVATIVE METHODS</p>	<ul style="list-style-type: none"> • Smart board • Example from daily life • Online reference material
<p>PROCEDURE</p>	<p>The teacher will first test the previous knowledge of students. She will ask following questions like</p> <ul style="list-style-type: none"> • How will we divide a chocolate bar in to 2 pieces? • How 3 are written in ordinal number? <p>She will explain the different fractions ways we can use fraction in our everyday lives. They will explain the topic fraction with the help of examples-</p> <div data-bbox="564 1025 1469 1653" data-label="Complex-Block"> <p style="text-align: center;"><u>What are fractions?</u></p> <p style="text-align: center;">Fractions are parts of whole things. We use fractions every day!</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>Zack played really well in the first half of the match!</p> </div> <div style="text-align: center;">  <p>The time is quarter past twelve.</p> </div> <div style="text-align: center;">  <p>Mia is 2 ½ years old.</p> </div> <div style="text-align: center;">  <p>Somebody has already eaten three-quarters of this pizza!</p> </div> <div style="text-align: center;">  </div> </div> <p style="text-align: right; font-size: small;">© Teaching Primary www.teachingprimary.co.uk By Susan & Thomas</p> </div> <ul style="list-style-type: none"> • Fraction means a part of a whole object.



- **How to read a fraction-**

How to read fractions

$$\frac{1}{2} = \text{one half}$$

$$\frac{3}{2} = \text{three halves}$$

$$\frac{1}{3} = \text{one third}$$

$$\frac{2}{3} = \text{two thirds}$$

$$\frac{1}{4} = \text{one fourth}$$

$$\frac{2}{4} = \text{two fourths}$$

- **Fraction: Numerator and Denominator**

Fraction consists of numerator and denominator.

$$\frac{1}{5} + \frac{2}{5} = \frac{3}{5}$$

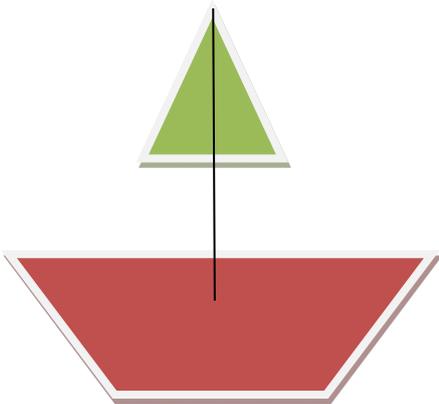
STUDENT'S PARTICIPATION	Students will be asked to write the fraction of each shape
RECAPITULATION	<p>Q. Recapitulation is done by the teacher by asking few questions</p> <ol style="list-style-type: none"> 1. $\frac{2}{5}$ is read as _____ 2. What are like fractions? 3. Define numerator and denominator? 4. How to add $\frac{1}{3} + \frac{2}{3} =$ _____
LEARNING OUTCOME	Students will easily understand the topic of fractions & representation of fractions.
ASSESSMENTS	Students will be asked to solve multiple type question
CLASS	III
CHAPTER	Roman Numerals
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • To enable the students to know about Roman Numerals • To sharpen skills in roman numerals • To enhances the mental ability of the students • Importance of roman numerals in daily life.
P.K. TESTING	<p>Simple question based on roman numerals will be asked</p> <ol style="list-style-type: none"> a) X stands for 10 b) A symbol can be repeated a maximum 3 times

	c) IX stands for 9																
VOCABULARY	I, v, X, L, C, D in Hindu Arabic numerals & Roman numerals																
IMPORTANT SPELLING	Repeated three times <ul style="list-style-type: none"> • Subtracted • Maximum • Added 																
INNOVATIVE METHODS	<ul style="list-style-type: none"> • Smart board • Online reference material 																
PROCEDURE	<p>7 basic symbol and rule will be explained with the help of book and smart class</p> <p>7 Basic Symbols</p> <table> <thead> <tr> <th>Roman Numerals</th> <th>Hindu Arabic numerals</th> </tr> </thead> <tbody> <tr> <td>I</td> <td>1</td> </tr> <tr> <td>V</td> <td>5</td> </tr> <tr> <td>X</td> <td>10</td> </tr> <tr> <td>L</td> <td>50</td> </tr> <tr> <td>C</td> <td>100</td> </tr> <tr> <td>D</td> <td>500</td> </tr> <tr> <td>M</td> <td>1000</td> </tr> </tbody> </table>	Roman Numerals	Hindu Arabic numerals	I	1	V	5	X	10	L	50	C	100	D	500	M	1000
Roman Numerals	Hindu Arabic numerals																
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V	5																
X	10																
L	50																
C	100																
D	500																
M	1000																
STUDENT'S PARTICIPATION	<p>Student will be asked to solve the following question</p> <p>Q. Put the convert symbol(>, <, =)</p> <p>a) X ____ III</p> <p>b) VI ____ 6</p>																
RECAPITULATION	A worksheet will be given to the students																

	<p>Eg Write the Hindu Arabic</p> <p>a) XXI =</p> <p>b) XXX=</p>
LEARNING OUTCOME	Students will easily solve the problem of Roman Numerals
ASSESSMENTS	Children will be asked to solve multiple choice question which contain V/X ,Fill-ups, solve , compare and M.C.Q

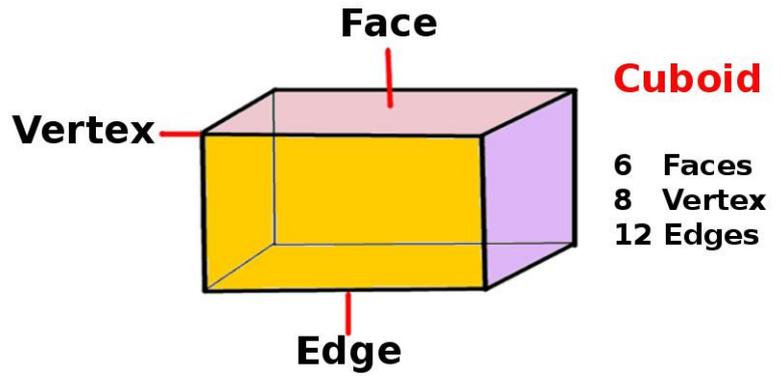
LEARNING OUTCOME	<ul style="list-style-type: none"> • Students will be able to add 3-digits numbers. • Students will easily solve the addition of three numbers and word problems.
ASSESSMENTS	<p>Q. Children will be asked multiple choice question</p> <p>For eg : 1000 – 1</p> <p>a)998 b)999 c)1001</p>

CLASS	III
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CHAPTER	Shapes & Patterns
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • To enable the students to understand the difference between plane and solid shapes. • To enable them to identify point, line and line segment. • To sharpen skills in identifying shapes. • To make students understand plane and curved surfaces • To enhance the mental ability of the students.
P.K. TESTING	<p>Q. Name the shape of the object</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Q. Count and write the number of horizontal and vertical and slanting lines</p> <div style="text-align: center;">  </div>
VOCABULARY	<ul style="list-style-type: none"> • Solid shapes

	<ul style="list-style-type: none"> • Plane shapes • Line segment • Horizontal • Vertical • Pattern
IMPORTANT SPELLING	<ul style="list-style-type: none"> • Horizontal • Vertical • Pattern • Segment
INNOVATIVE METHODS	<ul style="list-style-type: none"> • Smart board • Example from daily life • Online reference material
PROCEDURE	<ul style="list-style-type: none"> • The teacher will first test the previous knowledge of students. Teacher will ask following questions like- <ul style="list-style-type: none"> Q. How many sides of a rectangle? Q. What is shape of your ball? • Teacher will explain the different ways we can use geometrical concepts in our everyday lives. They will explain about different plane and solid shapes and pattern and their properties with the help of different objects of solid

shapes and pattern.



3-Dimensional geometric shapes

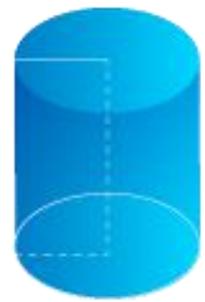
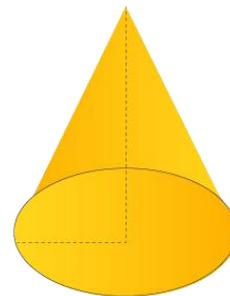
Name	We see...	It looks like a...
cone	a circle base, a point, and a big curve to connect them.	ice cream cone, party hat, traffic cone, the tip of the flag
cube	6 square faces 8 vertices (corners)	ice cube, block, Legos, box
cylinder	2 circle bases and a big curve "wrapped around."	can of playdoh, cup, soda can, marker
sphere	No flat areas - a ball.	balls, marbles, eyeball, balloon, yarn
pyramid	A square base.* 4 triangle faces. *(Can be other shapes, too).	Pyramids in Egypt
rectangular prism	2 square faces* 4 rectangle faces (can be all rectangles).	sketch, box, book, eraser

Point, Line, Line segment & Ray

Point		A point is an exact position on a plane surface.
Line		A line is a set of points in a straight path that extends in opposite directions without ending.
Line segment		A line segment is a part of a line between two end points.
Ray		A ray is a part of a line that has one end point and extends in one direction without ending.

STUDENT'S PARTICIPATION

- Students will be asked the different shapes and pattern



RECAPITULATION

Q. Find the next three numbers

- 10,20,30,40
- 1,3,6,10

LEARNING OUTCOME	Student will be able to tell the shapes
ASSESSMENTS	Student will be asked multiple choice question

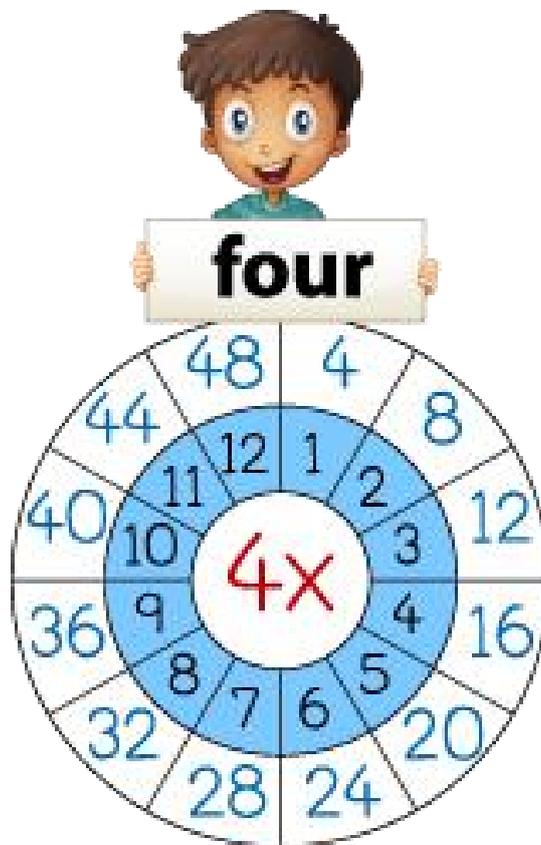
CLASS	III
CHAPTER	Multiplication & Division
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • To make them acquainted with the knowledge of • Meaning of multiply & divide • Terms related to multiply & divide • How to do fast calculations. • Importance of multiply & divide in daily life
P.K. TESTING	<p>Q. Simple question based on multiply and divide will be asked</p> <p>a) $458 \times 1 =$</p> <p>b) $86 \div 0 =$</p>
VOCABULARY	<ul style="list-style-type: none"> • Grouping • Distributive • Property • Product

IMPORTANT SPELLING	<ul style="list-style-type: none"> • Divisor • Dividend quotient • Multiplier • Remainder • multiplicand
INNOVATIVE METHODS	<ul style="list-style-type: none"> • Smart board • Example from daily life • Online reference material
PROCEDURE	<p>Introduction of the topic is done by showing modules in smart class .Sufficient practice of tables will be given to the students</p> <ul style="list-style-type: none"> • Properties of division • Multiply by 10,100 200etc • Multiply by grouping • Multiply using distributive property • Multiply sums and word problems. • Division by 10, 100, 1000 etc. • Division and word problems
STUDENT'S PARTICIPATION	<ul style="list-style-type: none"> • Students will be asked to do the complete the multiplication grid • Solve the game to reach the finish point
RECAPITULATION	<p>To check their understanding few questions will be given to them to solve in worksheet</p>

	<p>Q. Fill ups</p> <p>a) $5468 \times 8 =$</p> <p>b) $5445 \div 0 =$</p>
LEARNING OUTCOME	<p>Student will understand the concept of multiplication and division they will understand the relation between multiplication and division and will be able to use these concepts in daily life</p>
ASSESSMENTS	<p>Students will be asked to complete worksheet of division and multiplication</p>

CLASS	III
CHAPTER	Multiplication
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • To enable the students to understand about the multiply of 2-3 digit number by 1 digit number • Relation between addition and multiplication • To increase their speed of calculation • Importance of multiply in our daily life
P.K. TESTING	<p>Jumbled tables and simple question based on multiply will be asked</p> <p>a) $2 \times 3 =$</p> <p>b) $9 \times 9 =$</p> <p>c) $5 \times 8 =$</p>

<p>VOCABULARY</p>	<ul style="list-style-type: none"> • Product • Multiplicand • Multiplier
<p>IMPORTANT SPELLING</p>	<ul style="list-style-type: none"> • Multiplier • Product • Addition • Multiplication
<p>INNOVATIVE METHODS</p>	<ul style="list-style-type: none"> • Smart board • Online reference material
<p>PROCEDURE</p>	<p>Introduction about multiply of 3 digit numbers</p> <ul style="list-style-type: none"> • Multiplication of 2, 3, 4 digits by 1-digit with/without carry over • Multiply by 10,100, 1000 etc. • Word problems related to multiply will be solved from the example in daily life



STUDENT'S PARTICIPATION

Teacher will ask the students to solve the following question

a) $33 \times 9 = \underline{\hspace{2cm}}$

b) $8 \times \underline{\hspace{2cm}} = 0$

RECAPITULATION

Fill ups

c) $10 \times 100 = \underline{\hspace{2cm}}$

d) If $7 \times 11 \times 13 = 1001$, then what is $11 \times 7 \times 13 = ?$

e) $75 \times \underline{\hspace{2cm}} = 36 \times 75$

LEARNING OUTCOME

Students will understand about the concept of multiply.

ASSESSMENTS

Students will be asked multiple choice question

True/false

a) $7 \times 23 = 23 \times 6$

b) $833 \times 1 = 0$

c) $15 \times 100 = 150$

CLASS	III
CHAPTER	Numbers
LEARNING OBJECTIVES	<p>To make them acquainted with the knowledge :</p> <ul style="list-style-type: none">• Places of digits (up to 1000)• Indian place value chart• Expanded /Short form• Place /Face value• Importance of numbers in daily life
P.K. TESTING	<p>Following questions will be asked from the students</p> <ul style="list-style-type: none">• Write the numerals for three hundred six.• Largest 2-digits number.• 1 less than 900.
VOCABULARY	<ul style="list-style-type: none">• Place and face value• Expanded and short form• Successor and predecessor• Ascending and descending order• Smallest and Greatest number

IMPORTANT SPELLING	<ul style="list-style-type: none"> • Hundred • Thousand • Abacus • Forty • Fifty
INNOVATIVE METHODS	<ul style="list-style-type: none"> • Smart class • Online reference material • https://www.youtube.com/watch?v=HbwAWHgQp2s
PROCEDURE	<p>The teacher will explain the number names by writing their places O, T, H, Th etc from their extreme right digit.</p> <ul style="list-style-type: none"> • Place/face value • Expanded/short form • Successor and predecessor • Ascending & descending <p>Making smallest and greatest number using the given digits will be explained</p>
STUDENT'S PARTICIPATION	<p>Students will be solve the cross word puzzle</p>
RECAPITULATION	<p>Q. Write in words</p> <p>A) 7005</p> <p>B) Write the place value of 9 in 7890</p> <p>C) Write the predecessor of 8999?</p>
LEARNING OUTCOME	<p>Students will be able to write the given number name</p>

ASSESSMENTS

Student will be asked multiple choice question

The smallest 4-digit number is

- a) IIII b) 1000 c) 0001

The place value of 0 in 6079 is

- a) 0 b) 10 c) 1000

