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Name of the school : MERUVAMBAYI M U P SCHOOL
Class : 3
Subject : MATHS
Unit : NUMBERS ARE OUR FRIENDS

Learning Objectives

- Three-digit numbers are written as letters and numbers.
- Writes three-digit numbers with and without position value.
- Identifying and comparing numbers by forming and ordering them.
- As part of daily life situations and as part of games up to a thousand
- Interpreting the numbers. Performs problem solving.
- Finding correlations of numbers in number patterns. Writing the sequel.
- Reasoning. Forming new patterns.
- Correlation between numbers up to thousand and numerical properties
- finds out Enjoy their creativity.
- Coins and currencies for various purposes in daily life

Learning concept

- Writing three-digit numbers as numbers and letters
- 10 hundreds add up to 1000
- One thousand can be written as the sum of 2 three-digit numbers
- A three-digit number can be converted into groups of hundreds, tens, and ones.
- Writing three digit numbers in ascending descending order
- Numbers are used to count and indicate order
- Adjacent numbers in a number pattern have a regular relationship.
- Writes continuity by understanding the logic of numbers
- Buying and selling is done using coins and currencies.

Materials

- Manchadi
- Number card beads from one to 100
- Eerkles
- Chandragupta Card
- Comp knots
- Check
- Check slip

PROCESS

ASSESSMENT

Children.. do you all like to play games?

How about we play a number game.?

Is it a token game?

Children are made to understand the activity on TB page number 17.

(It is an operation of arranging numbers in position by arranging numbers from 1 to 100)

Let's play with the fun math "fill in the blank" game with a blank board.

1 to 100 column board

A token from one to one hundred

Give each group a sheet to fill in the blank. Then enter the token one by one. (1 to 100 tokens should be randomly assigned to the group). A point is given to that group if they get the number in the yellow colored field when they get the token in each round. Play the game like this until you run out of 100 tokens. The group with the most tokens on the yellow field wins.

How did friends place the tokens?

Give the class an opportunity to explain. Discussing in general. Codifies how it was invented.

This field is drawn in the notebook.

What is the relationship between the numbers in the yellow boxes?

Fill the box in TB page 17

School Store

(The possibility of interpreting hundred as the sum of two-digit numbers is provided here. An opportunity is provided to mentally calculate the sum of two-digit numbers.)

? Did you go with your father to buy books, pen, umbrella, etc. for your friends this year?

? What items did you buy?

Discussing

Price list	
Item	Price
Crayons	Rs.25
Pen	Rs.20
Sketch pens (packet)	Rs.40
Notebook	Rs.60
Markers (Packet)	Rs.75
Scale	Rs.25
Brown paper	Rs.25

Display the chart in the class and ask some questions.

? What items are in the school store?

? How much does each cost?

Give children a chance to say.

? Which is the cheapest item?

? Which is the most expensive item?

? How much did Minha buy the goods for?

? What items can be bought for 100 rupees?

Children discover individually.

Presenting

If you pay 100 rupees and buy 2 items...

Marker pen pack 75 & crayons 25 its 100 now.

Is any possibility to buy other way?

If you pay 100 rupees and buy 3 items...

If you pay 100 rupees and buy 4 items...

give time to the children find the answer .

After that fill the boxes in TB page 18.

Teacher give more questions related to this activity to find the answer.

Pencil company

TB gives an opportunity to do the activity on page no.19.

Minha pencils are packed and boxed.

? How many pencils are in a pack?

? How many packs of pencils can fit in a box?

? How many pencils are in a box ?

Doing the activity in TB Individually

Discussing Making additions Codifying.

There are 10 pencils in a pack.

10 packets per box

So 100 pencils in a box.

(This activity is done in class using Erkil knots/wires.)

Then TB gives opportunity to complete the fields by writing the number of pencils on page no.19.

Individually done.

Presenting to the group.

General presentation by making additions

There are 100 pencils in a box and how many pencils are in

two boxes

$$100+100=200$$

How many pencils in three boxes?

$$100+100+100=300$$

How many pencils in four boxes?

$$100+100+100+100=400$$

? How many pencils will there be in 10 boxes?

Gives an opportunity to think freely.

Discuss and find out as a group.

Children understand the concept of 10 hundreds plus a thousand.

Evaluation

Those who excelled in achieving the concept of a thousand by ten 100s

who all

Who are still to excel?

How to give excellence to those who need a hand?

Teacher give more examples of these types of questions. Using skills they will find the answer with the help of other hand.

Menma Store

The action at TB page no. 20 reads clearly.

Gives opportunity to do.

This is the operation of dividing thousands into two sets of hundreds.

? How many boxes are in Minha's bag?

? How many boxes are in dad's bag?

Pencil in father's bag (5 boxes of pencils=500)

Bring ten boxes of hundred to class.

Introducing activity to children.

$$100+100+100+100+100=500$$

$$100+100+100+100+100=500$$

The bag felt heavier. Decided to transfer some pencils to my father's bag.

How much in the bag?

TB Page No. 20 provides an opportunity to do the activity individually.

$$300+700=1000 \text{ (3 hundred plus 7 hundred =1000)}$$

$100+900=1000$ (1 hundred plus 9 hundred =1000)

Discussing in group improves.

Finding more possibilities.

2 hundreds 8 hundreds=10 hundreds

$200 + 800 = 1000$

find more way to get 1000.

$100+900=1000$

$200+ \quad =1000$

.....

.....

.....

.....

.....

Fill the box given in TB page 20

how can we pack 800 pencils in tow bags?

individually

Split in to hundreds

TB page 21

split 700 in to hundreds

$100+600= 700$

$200+500= 700$

$300+400= 700$

split 900 in to hundreds

split 600 in to hundreds

split 800 in to hundreds

children will do this activity individually.

Equal split

split the 200 in to equal?

$100+100= 200$

like this , split the 400,500,600,700,800,900,1000 in equal.

The children do this activity in individually and discuss in group.

A Mistake

problem-solving activity to analyze and determine three-digit numbers into groups of hundreds and tens)

Children read the activity on their own. understand

An opportunity to act deliberately.

A chance to do it individually.

Children present their findings. Assessing

How many were able to do it individually?

How many people got the answer right?

How many pencils do you need for school?

How many packets was Minha told to make?

How did Minha make the packets?

The school needs 870 pencils

Minha made 7 sets of 100 and 8 sets of 10

ie 700 and 80

780 are made in Minha pack.

Information needed to find the answer

Total number of pencils required is 870

780 per pack

How much is left?

Children are given the opportunity to find their own answers.

Presenting to the group. Evaluating each other.

Complete the answer with the help of teacher and teacher should give more questions related to this question.

Total number of pencils need = 870

Minha packed,

7 packets pf 100 pencils = 700

780+20=800

8 packets of 10 pencils = 80

870-800=70

total pencils minha packed = 780

70+20= 90

ie. 90 pencils are required for school

Pension

Activity on Page No. 22

(This activity focuses on adding three groups of hundreds)

Gives opportunity to do the activity individually.

Findings are presented to the class.

Analyzing the found method

$(200+500+100 = 800)$

Similarly, the numbers 600, 700 and 800 are written in groups of three.

Provides opportunity for individual writing.

$200+300+100=600$

$300+200+200=700$

$100+300+400=800$

With the help of the Number Strip, children can form numbers from 101 . Chandragupta Card is used for this purpose. Actions are planned in such a way that all friends are considered.

Minha was given 100 rupees by her grandmother and she decided to save money . my father told me that if I can give one rupee each day, then I should write down the amount to be given each day.

Complete the list individually.

Chandragupta card gives you an opportunity to try it out.

1st day

2nd day..... thus completes this list.

Asks to write 101 to 200 consecutively in notebook.

101 102 103, 104, 105, 106.... .200

Gives an opportunity to do it individually.

Discuss and improve.

Continued action

101 102 103, 104, 105, 106... ..

How many numbers are there up to 110?

Yes 10 numbers, children count and find.

The teacher codifies.

1, 2, 3, 4, ... up to 9 and then 10 if we look at the position of ones of the numbers

So it is possible to say without looking that there are 10 numbers.

How many numbers are there between 100 and 200?

How many three digit numbers are less than 200?

Children are given the opportunity to do individually.

Discussing and codifying.

Continued action.

Write 200 to 300 numbers consecutively.

How many numbers are there between 200 and 300?
How many numbers are there from 101 to 300?

Write number cards from 101 to 200 and make a number ribbon.

Make a number ribbon by writing number cards from 21 to 300 and hanging them.

Read the numbers pointed out by the teacher.

Evaluation

Who excelled?

What additional work will be given to those who still need to improve?

What support should be provided?

Health Survey

Page No. 23

This is the function of writing 295 to 311 consecutively.

Gives opportunity to work individually.

Presenting to the group. Addition is performed. Presenting in general. Codifying.

Beautify the houses by giving them your favorite color.

Complete the box

301				305					310
	312				316				
321								329	
		333		335					
341									350

An activity of writing a sequence of numbers.

Friends are divided into groups of four.

Each group is given the required colour A4 paper.

Fold and cut it in to small parts . Write the numbers 101 to 500 in it .Then make a number rebon .

Price of pencils

Coins and notes are considered only once and the operation is done first.

Gives opportunity to do it individually.
Friends also check each other's work.
Codification is generally done in class.

$$200 + 100 = 300$$

Coins and notes are operated repeatedly.

$$100+100+100 \quad 200+50+50=300$$

$$100+100+50+50=300$$

It provides an opportunity for children to discover many possibilities.

To write in the textbook how the child found out on his own and how his friend found out

Gives a chance.

Friends are asked to discuss among themselves what they have written as a group.

Friends in the group are given the opportunity to write what they found in the book

If all the notes and coins given in the picture are added one by one, how many rupees will be in total?

Gives opportunity to do it individually.

Everyone discusses in the group and evaluates whether it is correct.

Codification is generally done.

$$100+20+50+10+200+5+500+2+1 = 888$$

. Plot this number on the abacus.

Allows for individualization.

Everyone draw the abacus.

Plot the number found on the abacus.

Teacher codifies in class.

Children do the activity by the help of teacher.

Teacher should give more problems for practice.

A Cheque

teacher ask the children to write one to ten in words.

Then 20,30,40,50,60,70,80,90,100 in words.

After that children should write the number in words which one the teacher says.

Then discuss in the group and complete the table in TB page 25

write the numbers in word

678
945
608
234
222
1000
482

give an opportunity to write a cheque.teacher give a printed model of a cheque for write

Bank Logo Bank Name Here Bank Address Here Date D D M M Y Y Y
VALID FOR THREE MONTHS FROM THE DATE OF ISSUE
PAY OR BEARER
DOLLARS \$
A/C NO. 012345678901234
012345678901234 Please sign above
123456 123456789 123456 12

Bank deposit

Action on TB page no 26

This is an activity to get familiar with the payment slip in the bank, showing the original slip to the children.
What information is on the payment slip?

Below that there is a column to write the account number.
At the top right is a place to write the date.
Below the account number one can write the name of the account holder.

(For those who pay money directly, on the big side of the slip, below the date, notes for various amounts 500 200 100 50 20.. up to 1. We should write the amount of each note and coin we give and write it in the place where the total amount can be seen. At the bottom, the name of the person depositing the amount and the signature of the person depositing the amount should be recorded)

Bank in class

Then in the class, the activity of paying money in the bank using play notes doing
Arrange the bank in class.
Then play with the pay-in slip.
Teacher will ask the deposit moneyfor each children.

Sum ten

teacher ask to find the sum of the digits of 109
 $1+0+9=10$

then find the sum of the digits 235,789,467,356

Then teacher ask to write the answer of the questions in TB page 27 in groups

Corner PTA

It is a function of enabling transactions using notes. In practical life there are situations where these types of problems need to be solved every day.
Explaining what Corner PTA is. (HB)

Children read the activity on TB page number 28 by themselves.

Teacher asks questions.

- ? How many kg of fruit did my father buy (6 kg)
- ? What is Kilogram? (unit of measurement of weight)
- ? How much does one kilogram of fruit cost? (50)
- ? How much rupees did you pay in the shop? (500)
- ? How many other types of notes were returned? (3)
- ? Which notes were returned?
- ? How much each?

Children analyse the question.
Gives opportunity to do it individually.
Then the group discusses and presents the findings.
The teacher generally codifies.

Price of 6 kg fruit at Rs.50

6 times = 50 ($50+50+50+50+50+50$) = 300

$500 - 300 = 200$

3 notes are 100,50&10

Children who need more help are shown working on notes.

Complete the table TB page 28 by individually

Dragon

This function provides an opportunity to write numbers from 899 to 918 consecutively in numbers and letters.

Children read the numbers given on the dragon
Then the numbers in the dragon are given a chance to be written consecutively.
Provides opportunity for individual writing.
Children take turns in groups and evaluate each other's activities.
The teacher explains to the class.
Activities in a more understandable way for children who need help

Allows letter numbers to be written in numbers as well.
After the dragon is formed, various games are played by hiding certain numbers with tokens.

- * Which is the hidden number?
- * Write number in letter ?

Find more patterns in the dragon and share with the friends.

Teacher give numbers like ,

789,456,732,975,256,734,569,124,427,894,652,385,128,368,367,369,865,788

write the numbers in Assending & Dissenting order>

Brothers gift

TB Page No. 30.
Operational objectives

Comparison of three-digit numbers.
Writing in ascending descending order.
Finding a larger number from a given number.
Determining the length of rivers in Kerala and related practical problems.
When comparing three-digit numbers, first the digit in the hundreds place and the tens place if they are even and the ones place if they are odd
Find larger and smaller by looking at the position number.
Compare the table and find the longest river and the shortest river.

Analysing the image of Kerala in the textbook.
The teacher asks some questions.

- ? How many rivers are given in length? (9)
- ? Which is the longest river? (Periyar)
- ? Which is the shortest river? (Manjeswaram River)

Individually find the answer and write the book.

Presenting to the group. Checking if correct.

The teacher does the codification.

? How long is Chaliyar River? (169km)

Children are asked to find and tell.

? How many rivers in the list are longer than Chaliyar River?

Children are given the opportunity to discover.

Bharatapuzha 209

Periyar 244

Pambayar 176

after analysing the table children should be write the answers given in the textbook individually. And discuss in the group.

Complete the evaluation activities given in the TB page 31,32

teacher should give more patterns and other questions related to this unit.

