

SUBJECT: MATHEMATICSLESSON PLANTOPIC: FUN WITH NUMBERSCHAPTER NUMBER : 2

<u>PRE CONTENT / CONTENT / POST CONTENT</u>	<u>LEARNING OUTCOME / OBJECTIVES</u>	
<u>FUN WITH NUMBERS</u>	<u>GENERAL</u>	<u>SPECIFIC</u>
<u>PRE-CONTENT</u> - Recapitulation of numbers till 99 <u>CONTENT</u> - Numbers from 100 to 999 - Number names up to 999 - Comparing Numbers - Odd and even numbers - Skip counting - Place value - Expanded and standard form <u>POST CONTENT</u> - Apply numerals up to 9999 in real life problems.	Students will be able to :- identify and represent numbers till 99. recognize the greatest 3 – digit number and the smallest 3 – digit number. express numbers in words and figures. compare numbers in order. differentiate between odd and even numbers. perform and develop the concept for skipping numbers represent the numbers according to the place value chart. express the given number in expanded form apply numerals and related concepts in real life.	Students will be able to :- recall and identify numbers till 99. identify the numbers and continue the counting after 100. distinguish between numbers of different series. observe the numbers and analyze which is greater than the other. observe and recognize the pattern in odd and even numbers. observe the pattern formed in skip counting. differentiate between place , place value and face value deduce the standard form from the expanded form of a given number. develop the concept of number system by applying in real life situations.

Home Work / Assignments

- Problems from Math Magic.

AND PROGRESSMONTH : APRILCLASS : III

<u>TEACHER'S ACTIVITY</u>	<u>STUDENT'S ACTIVITY</u>	<u>TEACHER'S OBSERVATION & REMEDIAL</u>
Teacher will : ask questions to recall numbers till 99 introduce the smallest 3 - digit number relating it to the term century using example of cricketers scores. illustrate the problems given in textbook in Math Magic Pg -16. introduce the comparison of number through an audio visual clipping and provide some practice questions. explain students the concept of odd and even numbers and make them play a game to explain the concept of odd and even. introduce skip counting through the Jumping Animals activity given in Math Magic Pg – 20 & 21. demonstrate the concept of place value through place value chart and creating a fake market situation as given in Math Magic “Lazy Crazy Shop” <u>ANNEXURE 2</u> conduct an activity ‘<u>NUMBER STRIP</u>’ summarize the whole chapter using mind map conduct evaluation to measure the attainment of the concepts discussed.	Students will : participate actively and give the answers to the questions given in Math Magic. recognize 100 as the smallest 3 -digit number , 999 as the greatest 3 – digit number and answer to the questions given in Math Magic Pg – 15 & 17. write the number names for any number between 100 and 999 and express the number names in figures. assimilate the process and solve the questions given by the teacher. play the game by counting and clapping on the even numbers and stomping on odd numbers to assimilate the concept. assimilate the concept and compute the questions given in Math Magic. observe the chart to understand how numbers are arranged in the place value chart and solve problems given in the book. <u>ANNEXURE 2</u> perform the activity and apply the concept to color the numbers given in Math Magic Pg – 19. solve the worksheets to strengthen their concepts.	Teacher will write his/her observations after the completion of the topic/s.

Teaching aids – Textbook- Math Magic ,Smart Board, Internet, colors and colored paper.**Methodology** – Deductive Method, Peer learning ,play way method, Activity method, Digital Technology.**Interdisciplinary Links** – Number sense, develop sharing and caring while performing activities, application of numbers daily life.

HOD

Coordinator

Headmistress

Principal

ANNEXURE 2

FUN WITH NUMBERS

SUBJECT	MATHEMATICS
CLASS	III
CHAPTER/UNIT	FUN WITH NUMBERS
TOPIC	STANDARD FORM
TIME	20 MINUTES
NATURE OF ACTIVITY	INDIVIDUAL

What will I learn (Learning Outcome)?

The students will be able to deduce standard form of a number from its expanded form through paper folding activity

Skills : Understanding, Applying, Critical thinking

What I have to do ?

To compute short form of any 3 or 4 – digit number from its expanded form.

What do I require?

Paper strip of size 8 cm × 2 cm , sketch pens and glue stick.

What do I need to know?

Expanded form of any number.

➤ **Teacher's Activity :**

The teacher will conduct a brainstorming session by taking some random numbers and recall the expanded form of any number.

How will I proceed?

➤ **Student's Activity :**

- 1) Write the expanded form of any four/three digit number on the paper strip.
- 2) Fold the paper strip in such a way that only the face value of all four/three digits is visible.

- 3) When the paper strip is completely folded it gives the standard form of the number as shown in Fig no. 1.



(Fig no. 1)

- 4) When the paper strip is unfolded the expanded form of the number can be seen as shown in Fig no. 2.



(Fig no. 2)

What have I observed?

My Number: _____

Its Expanded Form : _____

What have I learnt? :

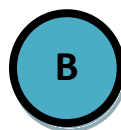
Sum of the place values of digits in a given number gives the expanded form of the number and all the face values of the digits in the expanded form gives the standard form of the number.

What am I curious to know?

Can I perform the same activity by taking my school admission number?

Let me evaluate myself

Q1) Match the following.



(a) $400 + 50 + 2$

(i) 196

(b) $500 + 70 + 4$

(ii) 1458

(c) $100 + 90 + 6$

(iii) 703

(d) $700 + 0 + 3$

(iv) 8706

(e) $8000 + 700 + 6$

(v) 574

(f) $1000 + 400 + 50 + 8$

(vi) 452

Q2) Write the expanded form of the following numbers.

(a) $2567 =$ _____

(b) $1805 =$ _____

(c) $9856 =$ _____

(d) $2056 =$ _____

(e) $9270 =$ _____

(f) $458 =$ _____