

Revised Split up Syllabus

Class: III Subject: Mathematics

MUST TEACH CHAPTERS

Month

Chapter

Competency

Learning Outcome

Suggested Activities

TLM

Assignments

April

1. Where to look from

- Concepts.
- Visualizing the figure or shape, top view, side view and front view.
- Rangoli patterns, kolam patterns.
- Draw the line of symmetry in regular and irregular figures.
- Draw the line of symmetry in Alphabet.

- Recognizes that patterns can be seen in nature, shapes and numbers.

- Understand a pattern is a regular arrangement or a design.
 - Develops mathematical thinking, creativity, art and drawing by making rangoli pattern.
 - Justify the different views like top view, side view and front view of the things around them. They learn to understand the world around us better.
 - Identify the concept of mirror halves and predicts the two identical halves of the figure or shapes are mirror halves.
 - Children will recall a shape is symmetrical when one half of the shapes exactly like other half and explains which figures show the line of symmetry.
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- Making designs and shapes like a kite, leaf, flower, boat, star, pot, etc. on the dot grid sheet.
 - Draw pictures of objects from the top, side and front views.
 - Understand repeated arrangement forms a pattern.
 - In groups mirror will be given and children can observe the mirror halves of the given pictures or things.
 - Make some shapes or things like apple, butterfly, square, rectangle using colour paper and show the line of symmetry, then stick it in your note book.
 - Showing objects or things which shows the line of symmetry, by keeping them on the table and ask them to put 'S' for symmetrical and 'NS' for non-symmetrical shapes.
 - Making a mask.
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- Papers, scissors, colours and rubber band.
 - Mirror.
 - Colour paper.
 - Chart paper.
 - Worksheet based on different types of views.
 - Worksheet based on symmetry (identifying the line of symmetry and make the mirror halves)

June

2. Fun with numbers

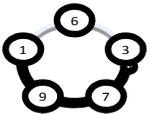
Concepts.

- Recognition and formation of numbers (1-100)
Forward and backward counting. Write the number names upto 100
- Define digits, numeral and number.
- Natural and whole numbers.
- Place value chart. Ones period.
- Read and write numbers upto 1000.
- Number names of 3 digit numeral.
- Showing face value and place value of the given numeral.

- Write 3- digit numeral in expanded and short form.
- Compare the number, predecessor, successor.
- Arrange in ascending and descending order.
- Children will recall the number concept.
- Recognizes and speaks numerals of 3-digit numbers.
- Classifies the collections (size 100, 10 and 1) and count the number of objects.
- Explains the face value and place value of the given numerals.
- Understand what is digit, numeral and a number.
- Identifies 10 bundles of tens make one hundred and 10 ones make one ten.
- Write numbers in figures and words.
- To recall 2-digit numbers ask them to play bingo game. Place digit cards (0 to 9) and place value cards (ones and tens). Each child has a bingo card filled with 20 different 2-digit numbers. The caller says 9(digit card) and tens (value card), ask them to put a circle where is 9 at the tens place. It continues till they complete last those who wins says 'bingo'.
- Ask them to make 3-digit numbers.
- Arrange the strips of 100, 10, 1 according to the given numerals.
- Make pairs of different objects(pebbles, leaves, buttons, chalks, bindies) understanding of in pairs number is even/if any one is left then odd number.
- Hopping games by drawing numbers on floor.
- Skip counting of 2's;3's ; 5's by clapping.
- To **skip count** you add the same number over and over. You can start at any number. When you **count** normally (like 1,2,3,4,5,6) you add 1 to get the next number. To **count** by 2s, you add 2 to get the next number, and same for the 3,5...
- Blocks or strips of hundreds, tens and ones.
- Cards with three different shapes. 

- Worksheet based on three digit numbers.

Eg:- Scrambled numbers.



Pick any three numbers from the circle to make 3 different 3-digit numbers and write in the left side and arrange from smallest to greatest on the right side.

July

4. Long and short

- Recognition and formation of standard units of measurement.
- Understanding the concepts.
- Application through activity.
- Ability to compute mentally.
- Measures lengths using hand span, foot span, cubit, stride, arms, etc.
- Understand people use different methods using non-standard units.
- Compares length using an improvised or standard unit.
- Compares and arranges the length using descriptive language.

Eg:- Short = long

High = low, etc.

- Identify long lengths are measured in (m) and short lengths are measured in (cm) and distance through (km). We use scale or tape to measure length
- .Look at the arrangement of the table from smaller unit to larger unit.
- Ask them to look around and see how lengths of different things are measured.
- Ask them to measure different objects in the surroundings.
- Ask them to measure their own body parts using standard units.
- Ask them to take 1 metre tape or scale to measure table, door, etc. whether it is less than 1 metre or more than 1 metre.
- Ask them to write their height in notebook and finding who is taller/Shorter/Equal to 1 metre. How many centimetre more or less than a metre.
- To find the shortest and longest route between two points.
- Rope, garlands and cloth's to find distance by their body parts.
- Nose, wrist, head, hand, etc.
- Tape or scale.
- Tape or measuring scale.
- Map of city
- Worksheets based on long and short.

Eg:- Match the correct length:

Saree = 1 cm

Nail  5 m.

Word problems.

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Assignments

August

6.Fun with give and take

(Concepts of L-3 Give and Take can be included here)

Concepts.

- Recognition and formation of numbers of 3 digit numeral.
- Addition and subtraction of 3 digit numeral with regrouping.
- Word problems in addition and subtraction.
- Calculate mentally.
- Solve and check the addition and subtraction sums.
- Make your own questions for addition and subtraction sums.
- Complete the sequence in order using addition and subtraction.
(patterns)
- Magic square.
- Read and write 3-digit numbers and state their sequence.
- Express 3-digit numbers in terms of hundreds, tens and ones.
- Read and write number names up to 1000.
- Compare two 3-digit numbers and say which is greater.
- Solving daily life problems involving addition and subtraction.
- Learns the properties of carrying and borrowing.(Regrouping)

- Using hundreds, tens and ones making groups of
10 ones = 1 ten
10 tens = 1 hundred
10 hundreds = 1thousand
- Ask them to add or subtract using blocks or strips.
- Deliver letters.(pg 84).
- Create situation and ask them to find solution using addition and subtraction.
- Puzzles and riddles.

- Eg. 94

Once no.4 – cut it,write it up.

Take 1 from the
previous no.

Tens no.9—so it will become 8

(previous no. of 9
is 8)

And now they can do simply deduction.

- Cards / strips and blocks.
- Story books regarding selling and buying
- Following link may be used by teacher for value addition
- <https://youtu.be/zE6UVgvngu8things>.
- <https://youtu.be/qe-icWNqJWQ>
- Worksheets based on addition and subtraction.

| | | | | | | | | |
|----|---|----|---|----|--|--|--|--|
| | | | | | | | | |
| | | | | 80 | | | | |
| | | | | - | | | | |
| 45 | + | 35 | = | 80 | | | | |
| | | | | = | | | | |
| | | | | 45 | | | | |

Eg:- Easy counting

$$45+30=75+5$$

$$=80$$

$$80-30 =50-5$$

$$=45$$

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September

7. Time goes on

- Mental ability.
- Make a table which takes minutes, hours, days and months to complete that work.
- Read the clock
Quarter past, half past, quarter to an hour, o' clock etc.
- Birth certificate.
- Read the calendar, days of the week, months years, leap year etc. .
- Festivals celebrated in the months.
- Calendar magic.
- Time line.

- Read the time on a clock.
- Write the names of the days of the week and months of the year in sequence.
- State the number of days in each month.
- Define leap year and no. of days in a year.
- Make their own time line.
- Ask them to make Dummy clocks.
- Different activities in 1 minute.(jumping, running, clapping etc).
- Tongue twisters.
- Make a calendar.
- Make a clock.
- Arranging a field trip inside school. Ask them to make a schedule of the activities.

Eg:- Time: Activity

9:00 - Arrive at the park

9:15 – Walk in corridor

10:00 – visit the traffic park

Which activity lasted the longest? _____

Which activity lasted the shortest? _____

- Ask them to locate and circle the days and dates of festivals.
- Charts, colours, ice-cream sticks or pins.
- Things needed for the trip.
- Calender, September month.
- Dummy clock.
- PPT.

- Worksheets based on the chapter time goes on.

Eg:- Write the time taken in doing the following activities in days, hours and minutes.

Listing days, dates, months of various festivals.

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October

8. Who is heavier?

Concepts.

- Differentiate heavier and lighter objects by holding them in their hands.
 - Draw table to measure weight.
 - Convert from g to kg and vice versa.
 - How many grams needed to make it to 1 kg.
 - Guess the weight of different things and by seeing the label or measuring with balance finding the actual weight.
 - Make a table of less than 1 kg and more than 1 kg.
 - Visualize different weighing machines.
 - Guess the weight by holding the things with their hands.
 - Define weight is the measure of the heaviness of an object.
 - Explain the metric measure that are used to weigh objects are kilogram (kg) and gram(g).
 - Identifies and feels lighter objects are measured in grams and heavier objects are measured in kilograms.
 - Express weight is measured using a weighing balance.
 - Compare weights of different things as per their weight.
 - Justify the correct weighing machine to measure things.
 - Compare the weights of different things by holding them in their hands.
 - Name five things that we buy in grams and kilograms.
 - Students arrange the weighing balance and put 500g of weight on one pan and the bag with pebbles in the other pan. Ensure that the weighing balance is balanced. Explains that to balance the weighing balance, the weight in both pans must be equal.
 - Find out your own weight using weighing machine.
 - Paste the pictures of different types of balance.
-
- Chart of heavy or light things. How weighing machines important in our daily life.
 - Students list of their height and weight will be displayed in the class using chart.
 - Pebbles, rajma, tamarind seeds, rice, tomatoes, etc.
 - PPT.
 - Worksheets based on who is heavier?

Eg:- Match the things with their correct weight

1 kg – Geometry

Box

250g – Rice.

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November

9. How many times?

Concepts.

- Recognizing repeated addition is multiplication.
 - Find group, set size and product.
 - How many times we added the same number?
 - Rewrite using + signs.
 - Complete the multiplication tree.
 - Patterns in multiplication.
 - Multiply by splitting method.
 - Word problems.
 - Multiply by column method of 2-digit number by 1- digit number with or without regrouping.
 - Recite multiplication tables from 1 – 10.
 - Explain group, set size and product.
 - Multiply on the number line.
 - Solve simple word problems.
 - Multiply 2-digit number by 1 digit number or 2- digit number by splitting method.
 - Observe patterns in multiplication tables and deepens the understanding of the number system.
 - Understand the concept of multiplying with zero.
 - Multiplying 2-digit numbers by 1- digit number with or without regrouping using column method.
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- Making groups and set size using marbles.
 - Ask the children to stand in groups of 4 etc.
 - Making groups and set size then finding the product using bindis.
 - Make a grid and find the product.
 - Marbles
 - Bindis
 - Chart paper

| |
|----------------------|
| $23 \times 12 = 276$ |
|----------------------|

| | | |
|----|-------------------------|-----------------------|
| | 20 | 3 |
| 10 | 20×10 = 200 | 10×3 = 30 |
| 2 | $20 \times 2 =$ 40 | $3 \times 2 =$ 6 |

200

+30

+40

+ 6

276

- Worksheet based on multiplication.

Eg:- How many times?, rewrite using + signs, complete the multiplication tree, Multiply each number in the inner circle by the number in the centre and write in the outer circle, word problems.

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December

11.Jugs and mugs

Concepts.

- Recognition of non standard units to measure capacity using cups, jugs, mugs, juice bottles etc.
- Application through activity given in the textbook.
- Draw table to measure the standard units of capacity.
- Conversion from litre to millilitres and vice versa.
- Make it to 1 l.
- Using measuring jugs and mugs measure the level of liquid.

- Recognizing capacity is the measure of the amount of liquid a container can hold.
- Measures and expresses the capacity of a container using improvised units such as jugs and mugs.
- Convert from larger unit to smaller unit and vice versa.
- Analyze how many ml needed to make it to 1 l.
- Understand the standard unit to measure capacity is litre (l).
- Smaller quantities are measured in millilitres (ml) and larger quantities are measured in litres (l).

- Ask them to observe in day to day life how milk, water, petrol, oil, etc. are measured. Let them bring milk packet / oil packet to class and ask them to find out how petrol is filled in their parent vehicle.
- Taking different utensils and ask them to find which can hold more than 1 litre, less than 1 litre.
- Take 3 buckets of different size and ask them to find how many 1 litre jug it can hold.
- Talk about different animals, showing the pictures to students their size(big/small).
- Showing them a glass of water and ask the students which animal can drink completely. make a chart in a tabular form like no. of glasses, name of animal.
- Find out how many glasses of water you drink everyday.
- Milk packet, oil packet, etc.
- Utensils.
- 1 litre jug.
- Jugs and mugs(math lab)
- Worksheets based on the chapter jugs and mugs. Decide which unit to use.

3.

-
-
-
-

Object

l/ml

4.

-
-
-
-

Bucket of water

l

5.

-
-
-
-

Bottle of eye drop
ml

6.

-
-
-
-

Spoon of water
ml

7.

-
-
-
-

Jug of juice
l

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January/ February

12.Can we share

Concepts.

- Recognizing that division is repeated subtraction and equal distribution.
- Finding groups and set size from the total things or pictures.
- Finding the dividend, divisor and quotient from the textbook exercise.
- Making the division and multiplication facts.
- Divide by long division of 2-digit number with 1- digit number.
- Understand to divide a group into equal parts.
- Divide using multiplication facts.
- Express multiplication and division facts.
- Solve word problems.
- Use correct methods to solve the problems.
- Define dividend, divisor, quotient and remainder.
- Identifies division is the inverse of multiplication.
- Solves problems in day to day life situations using multiplication and division.
- Divide 2- digit number by long division.
- Making group and set size by playing a game with children.
- Divide the marbles, buttons, pencils, chalk pieces equally.
- Ask them to divide the money using the notes and coins.
- Dividing the block equally in all the place values.
- Marbles, buttons, pencils, etc.
- Duplicate notes and coins.
- Using strips or blocks and place value chart.
- Base ten set.(math lab)
- Strips of 
- Worksheets based on division.

Eg:- no. of marbles = 56

Distributed to 8

$56 \div 8 = 7$ each

March

Revision

Note :

- **L-3 Give and Take can be included with L-6**

Chapters that are Good To Teach in the AY 2021-2022

| CHAPTER NO. | CHAPTER NAME |
|-------------|--------------------|
| 5 | Shapes and Designs |
| 10 | Play with Patterns |
| 13 | Smart Charts |
| 14 | Rupees and Paise |