TERM-WISE SYLLABUS

Session – 2019-20

Class III Subject: Mathematics

The syllabus for Class 3 provides a timeline for mathematics for 2019-20 and is consistent with the Learning Outcomes Document which was notified on 5 July 2017 by SCERT, Delhi (Circular No.NFE/SCERT/RTE/Learning Outcome/2017-18). It is expected that the syllabus would support teachers to reach the learning outcomes for all the children.

Learning Outcomes

1. Work with three digit numbers:
   - 1.1 Reads and writes numbers upto 1000.
   - 1.2 Compares numbers up to 1000.
   - 1.3 Solves simple daily life problems using addition and subtraction of three digit numbers.
   - 1.4 Constructs and uses the multiplication facts (table) of 2, 3, 4, 5 and 10 in daily life situations.
   - 1.5 Analyzes and applies an appropriate number operation in the situation / context.
   - 1.6 Explains the meaning of division facts by equal grouping / sharing and finds it by repeated subtraction. For example 12, 3 as number of groups of 3 to make 12 and finds it as 4 by repeatedly subtracting 3 from 12.
   - 1.7 Can split numbers into hundreds, tens and ones. For e.g. 354 is 300 and 50 and 4.
   - 1.8 Adds and subtracts small amounts of money with or without regrouping.
   - 1.9 Makes rate charts and simple bills.
   - 1.10 Can visualise a situation given in a word problem and choose the appropriate operation.
2. Acquires understanding about 2D shapes
   - 2.1 Identifies and makes 2D- shapes by paper folding, paper cutting on the dot grid, using straight lines etc.
   - 2.2 Describes 2D shapes by the number of sides, corners and diagonals. For example, the shape of the book cover has 4 sides, 4 corners and two fills a given region leaving no gaps using a tile of a given shape.
3. Estimates and measures length and distance using standard units like centimeters or meters & identifies relationships.
4. Weights objects using standard units – grams & kilograms using simple balance.
5. Compares the capacity of different containers in terms of non-standard units.
6. Adds& subtracts measure involving grams & kilograms in life situations.
7. Identifies a particular day and date on a calendar.
8. Reads the time correctly to the hour using a clock / watch.
9. Extends pattern in simple shapes and numbers.
10. Acquires understanding about data handling.
    - 10.1 Records data using tally marks, represents pictorially and draws conclusions.

	Term 1 (Upto September 2019)		
Learning Outcomes	**Activity**	**Textbook Chapters**	**Worksheets**
LO 2. Acquires understanding about 2D shapes (Understanding Perspective)	Activities as mentioned in the textbook: 1. Drawing things from different perspectives 2. Making different rangolis 3. Completing pictures with mirror symmetry	**Chapter 1**– Where to look from	8, 9
LO1 Works with three digit numbers (Strengthening Number sense up to 100)	Activities on the Ganitmala: 1. Counting and finding a number on 100 Ganitmala 2. Symbols for numbers using Maan cards on Ganitmala 3. Finding a number from an in-between number on the Ganitmala (Going from one number to another) 4. Finding a number from 100 by reverse counting on the Ganitmala 5. Locating numbers on empty number line 6. Jumps of 10 on Ganitmala and later on Number line	**Chapter 2**– Fun with numbers (pages 13 – 15) **Chapter 3**– Give and take (page 29 – 35)	11, 12, 14, 25, 26, 27, 39, 40, 43, 44, 45
LO1 Works with three digit numbers (Number combinations, doubling & halving)	Activities for number combinations of 10 and doubling 1. Ungli modna 2. Doubling with twin sisters context 3. Sliding card – how many dots are visible, how many are hidden? (with a card with 10 dots) 4. Kyaari activity - number combinations of 6, 7 & 8 5. Mutthi ka khel 6. Waku Waku 7. Halving – revisiting twin sisters context		3, 4, 5, 13
LO1 Works with three digit numbers (Developing Number sense up to 200)	1. Counting activities on the 200 Ganitmala - Locating number card on the Ganitmala - from the beginning, - from 200 (using backward counting), - from any number in between 2.Symbols for numbers using Maan cards and Ganitmala	**Chapter 2**– Fun with numbers (pages 16 - 17)	30, 31

LO 1.3 Solves simple daily life problems using addition and subtraction of three digit numbers **LO 1.5** Analyses and applies an appropriate number operation in the situation / context **LO 1.10** Can visualise a situation given in a word problem and choose the appropriate operation	Teacher asks word problems based on contexts which are familiar to children. Teacher uses rough sketches to help children to visualise the situation. Once children can visualise the situation in the problem they can solve using any appropriate strategy they are comfortable with. Word problem contexts and numbers are chosen based on the level of children in the class. Level 1 -Addition and subtraction simple word problems connected to real life situations (with easy numbers) Level 2 - Addition and subtraction simple word problems up to 100 (with any numbers) Level 3 - Addition and subtraction word problems up to 200 (later also involving length context with centimetres)		1, 2, 15 16, 17, 18, 19, 37, 38, 41, 42

LO 7 Identifies a particular day and date on a calendar.
 	
LO 8 Reads the time correctly to the hour using a clock / watch
	1. Writing daily the date along with the day in a horizontal format on a long strip of paper (which can be pasted on the wall) for at least a month
	2. Constructing calendar format along with children based on the above-mentioned horizontal strip through classroom discussion
	3. Discussion based on calendar constructed, for example,
	    - how many Wednesdays are there in that month
	    - what were the dates for those days
	    - when is the next Wednesday etc.
		Chapter 7– Time goes on	28, 29, 59

LO 2 Acquires understanding about 2D shapes (Understanding of Angles)	1. Introducing angles (using Rangometry) and comparison of angles using *jhaadu ki tilli* 2. Children make angles bigger than or smaller than a given angle by superposition (using straws)		6, 7, 20, 21, 22, 23, 24

LO 2 Acquires understanding about 2D shapes
 	
LO 2.1 Identifies and makes 2D- shapes by paper folding, paper cutting on the dot grid, using straight lines etc.
 	
LO 2.2 Describes 2D shapes by the number of sides, corners and diagonals (Identifying triangles in any orientation)
	1. Children make any figure they like using straws and count the number of closed figures. In each figure they count -
	   - number of sides
	   - number of angles
	
	2. Then figures are named based on the number of sides – triangle, quadrilateral etc.
	3. Group activity – Making many different triangles using straws. They identify which triangles are different by super-positioning them.
	4. They make different figures in their notebook such as bird, child etc. using triangles.
		Chapter 5– Shapes and Designs	36, 35, 48, 49, 50

LO 3 Estimates and measures length and distance using standard units like centimetresor metres & identifies relationships. (Length Measurement with informal units and later introducing standard unit)	1. Children measure the length of the classroom with foot length etc. 2. The need for uniform unit (fixed length) is created and it is introduced with a stick of 10 cm length. 3. Activities for measuring small lengths in centimetres. Children measure their foot lengths in centimetres, using the sticks which have been divided into ten	**Chapter 4**– Long and short (page46 – 52)	
LO 4 Weighs objects using standard units – grams & kilograms using simple balance (Introducing the balance)	1. Free play with balance and different everyday objects 2. Finding objects which have the same weight using the balance		10
LO 5 Compares the capacity of different containers in terms of non-standard units	Use of informal units for comparing and measuring.	**Chapter 11**– Jugs and mugs(pages 153 – 154, 157 - 159)	46, 47
LO 9 Extends pattern in simple shapes and numbers	Children extend a given pattern. Later they can be asked to explain the pattern they have used to extend it	**Chapter 10**– Play with patterns	32, 33, 34
LO 1.4 Constructs and uses the multiplication facts (table) of 2, 3, 4, 5 and 10 in daily life situations. (Preparing for multiplication - Skip counting)	Skip counting of 2, 3, 4, 5 & 10 on Ganitmala using number Pakad		
Mid Term Examination			

Term 2 (October 2019 – March 2020)			

LO1 Work with three digit numbers
LO 1.1 Reads and writes numbers upto 1000.
LO 1.2 Compares numbers up to 1000.
 	
(Developing number sense up to 1000)
 	
LO 1.7 Can split numbers into hundreds, tens and ones
	1. Counting activities on the 1000 Ganitmala - Locating number cards on the Ganitmala
	  - from the beginning,
	  - from 1000 (using backward counting),
	  - Finding a number from an in-between number on the Ganitmala (Going from one number to another)
	2. Symbols for numbers using Maan cards and Ganitmala – up to 1000
	3. Splitting numbers up to 1000 – Seeing 573 as 500 and 70 and 3.
	4. Activities for extending number based patterns
	5. Introducing '=' sign with meaning – As a follow up to activities with the balance the symbol '=' is introduced (Before WS 56, 57)
		Chapter 2– Fun with numbers (page 18 – 28)	51, 52, 53, 56, 57, 63, 67, 68, 75, 78, 79, 82, 83, 88, 92, 100,

LO 1.4 Constructs and uses the multiplication facts (table) of 2, 3, 4, 5 and 10 in daily life situations. (Preparing for multiplication - Skip counting; Understanding Multiplication and word problems)	1. Skip counting of 2, 3, 4, 5, 6, 7, 8, 9& 10 on Ganitmala using number Pakad 2. Introducing idea of 'times' through a story context and giving meaning to the symbol for multiplication 'X'. 3. Consolidating idea of 'times' – for e.g. locating 7 × 6 on Ganitmala with number Pakad 4. Seeing multiplication patterns - commutativity (seeing that 7 × 5 and 5 × 7 are the same), pattern of 10 times - seeing that 10 × 6 is 60, 10 × 8 is 80 etc. 5. Understanding and using tables 6. Word problems involving multiplication which children can solve using different strategies like doubling, splitting etc.	Math Magic **Chapter 9**– How many times? (page 122 – 134)	64, 65, 66, 71, 74
LO 3 Estimates and measures length and distance using standard units like centimetres or metres & identifies relationships. (Introducing metre)	1. Introducing metre stick for measuring longer distances. 2. Measuring distances using both the units (centimetres and metre) together 3. Introducing Kilometre through measurement activity	Math Magic **Chapter 4**– Long and short (page53 – 59)	54, 55
LO 1.10 Can visualise a situation given in a word problem and choose the appropriate operation.	Level 4 - Simple addition and subtraction word problems up to 1000 - Multistep word problems based on addition or subtraction of numbers up to 100 also involving length (centimetres, metres and kilometres) - Word problems involving multiplication which children can solve using different strategies like doubling, splitting etc. Level 5	The questions given in these chapters to be done but children can solve with the methods which they are comfortable with	58, 62, 72, 73, 76, 77, 80, 81, 84, 91, 93, 97

	Multistep addition and subtraction word problems up to 1000 also involving length (centimetres, metres and Kilometre) and weight (grams and kilograms) - Word problems involving multiplication or division context which children solve using their own strategies.	Math Magic **Chapter 3**– Give and take (page 36 - 45) Math Magic **Chapter 6**– Fun with give and take	
LO 10 Acquires understanding about data handling. **LO 10.1** Records data using tally marks, represents pictorially and draws conclusions	Activities and conversations based on textbook and worksheets. For e.g. a discussion with children about the months they have their birthdays. In each month how many birthdays would be there? A table with all 12 months is drawn on the blackboard and children draw a tally mark to mark their birthday in the appropriate month. The data from this can be represented pictographically.	Math Magic **Chapter 13** – Smart Charts	60, 61, 87
LO 4 Weighs objects using standard units – grams& kilograms using simple balance **LO 6**Adds& subtracts measure involving grams & kilograms in life situations (Introducing grams)	1. Finding the heaviest object 2. Ordering objects based on weight -need for a common unit 3. Introducing gram as the unit 4. Introducing Kilogram through measurement	Math Magic **Chapter 8**– Who is heavier?	69, 70, 89, 90
LO 1.6 Explains the meaning of division facts by equal grouping / sharing and finds it by repeated subtraction. (Introducing idea of division through word problems)	Introduce division within a simple context. Children would solve it any way they like using their knowledge of multiplication. Introducing the symbol for division '÷'	Math Magic **Chapter 12** – Can we share?	85, 86
LO 1.8 Adds and subtracts small amount of money with or without regrouping. **LO 1.9** Makes rate charts and simple bills.	Any appropriate method for addition and subtraction	Math Magic **Chapter 14**– Rupees and paise	94, 95, 96, 98, 99
REVISION AND ANNUAL EXAMINATION			