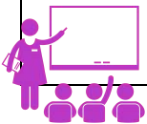


LESSON PLAN

Teacher Name :
Subject : Mathematics
Class : 3rd Class
Unit : 1. Let's Recall, Month : JUNE
School Name :
No. of Periods : 26+26+4=56

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
1. Let's Recall	Recalling of Numbers	10+10			
	Addition of Numbers	5+5			
	Subtraction of numbers	4+4			
	Multiplication of Numbers	3+3			
	Division of numbers	3+3			
	Color the numbers	1+1			
	<i>Assignment and assessment</i>	2			
	<i>Project and revision</i>	2			



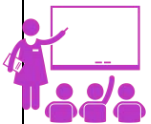
Prior Concept/Skills: (Essential concepts and skills to be checked/bridged before teaching the current concept):

I will ask question related to the previous class concepts by using mind mapping.

Learning Outcomes: (Select from SCERT Academic Calendar and Textbook)

The students will be able to:

1. Read and write numbers up to 999
2. Classify numbers into big –small, ascending- descending order.
3. Write Expand & shortened form of numbers.



4. Round off the given numbers to the nearest 1s/ 10s/100s
5. recall place value of 3digit numbers.
6. Recall the process of addition, subtraction, multiplication and division.
7. Solve daily life problems related to addition-subtraction-multiplication-division

TEACHING LEARNING PROCESS

- Induction/Introduction

(Generating interest, informing students about the outcomes and expectations for the lesson)

I will ask questions related to a book shop to elicit responses from the students.

- 1.Do you ever gone to a book shop?
- 2.What is the price of a note book?
- 3.What is the cost of a pen?
4. What is the price of school bag?
- 5.How many digits are there in that number?

Experience and Reflection

(Task/question that helps students explore the concept and connect with their life)

- 1.Student can count the objects in and around his/her school and house.
- 2.Student try to say something about his/her real-life experience regarding shopping.
- 3.Student apply four fundamental operations in his/her daily life situations like purchase of articles, calculation of labor charges etc.
- 4.Students can explain the importance of numbers in his/her daily life.



Activities :

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)
<p>1.garmet shop activity: given in text book page no1 and 2</p> <ol style="list-style-type: none"> 1. How many frocks are there? 2. How many pants are there? 3. What are the other items you can see in the shop? 4. What is the price of the frock? 5. Have you ever gone to market? 6.What did you buy there? <p>2. 10s and 100s block activity: I will ask students to observe given blocks and say the number, 10s and 100s. Pupil can say place value and face value of given number.</p> <p>3.i will explain ascending and descending of given numbers.</p> <p>4.I will explain the addition of vegetable price.</p> <p>5.Rhytu Bazar activity: pupil observe the price list of vegetables in Rhytu bazar and also observe purchasing of Suma and his mother.</p>	<ol style="list-style-type: none"> 1. I will divide the children into two groups and asks them to classify 1-digit and 2-digit and 3 digit numbers. 2.i will write some 2 and 3-digit numbers on the black board and asks the children to write them in words in groups 3.By showing spike abacus & place value chart find place values in the given number and finding the number in 1s/ 10s/100s place in the given number. “ascending descending”, “biggest and smallest”& $>$,$<$,$=$ 4.I will divide the children into two groups and asks them to write some 2 and 3-digit numbers and write their expanded forms 5.Pupil discuss the process of addition, subtraction in groups. 	<ol style="list-style-type: none"> 1.Solve the problems given in exercises 2.I will Ask the children to write any three digit number on black board. 3.Pupil complete the exercise in page no 4 in text book. 4.Pupil will do sums in “Do these” in page no 7 5.pupil do the subtractions in “do these” in page number 8



<p>6. How much get back Activity: pupil will observe the activity in page no 7 And understand the process of subtraction.</p> <p>7. Eggs shop activity: pupil observe the purchasing of eggs by Suma and how she calculated the price of one egg and total eggs.</p> <p>8. by observing Manu's Birthday activity pupil will understand the process of division in page no 9 of textbook.</p> <p>9. I will write a word problem on the black board and discuss steps for the solving of word problem.</p> <p>10. Fun activity: pupil Colour the numbers in the given table as per instructions given.</p>	<p>6. Pupil will solve the multiplication in "Do these" in page no 9</p> <p>7. I will ask students to prepare the algorithm to solve the word problem</p>	<p>6. Pupil will solve the divisions in "Do these" page no 10</p> <p>7. Pupil will Colour the numbers.</p> <p>8. Pupil will solve the problems in exercise textbook page number</p>
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Check for understanding questions:

Factual:

- Write the given numbers in words.
- Write the expanded form of the given number.
- Write the place value of the given digit in the given number.
- Write the predecessor and successor of the given number.
- Write given numbers in ascending and descending order.
- Do the following

$10+5=$

$25+36=$

$15-5=$

$36-21=$

$5*3=$

$12*6=$

$18/2=$

$35/5=$

Open ended questions / Critical thinking:



- Write any 5, two-digit numbers which contains 9 in ones place?
- Express 40 as the sum of any two numbers?
- Express 20 as the product of any two numbers?
- Express 2 as the quotient of any two numbers?
- Make a word problem based on addition
- Make a word problem based on subtraction.
- Make a word problem based on multiplication.
- Make a word problem based on division

Student practice questions and activities: (Exercises from workbook / textbooks / black board)

1. Solve the problems given in exercises
2. I will ask the children to write any four 1-/2/3digit number on black board.
3. I will ask children to solve the problems given under Do these
4. Students will solve the problems given in work book @ 1 per day

TLM (Digital + Print):

- Number blocks
- charts
- abacus.
- beads.
- Diksha videos

https://www.diksha.gov.in/apex/play/collection/do_3130965801475440641165?contentType=TextBook



https://www.diksha.gov.in/play/collection/do_3130965801475440641165?contentId=do_3130581058863513601465

https://www.diksha.gov.in/play/collection/do_3130965801475440641165?contentId=do_31308041367248896019098

Assessment:

Collect the today prices of vegetables from the nearest grocery shop or Rythu Bazar or website and fill the table given below. Then, exhibit in our class room.

Name of the vegetable	Quantity	Price
Ex : tomato	1Kg	Rs.40

Signature of the Teacher

Signature of the Visiting Officer with Remarks

Signature of the Headmaster

3rd CLASS MATHEMATICS LESSON PLAN

MONTH : JULY

Name of the teacher:

Name of the Lesson	Topic	No. of Periods Required For		TIMELINE FOR TEACHING		ANY SPECIFIC INFORMATION
		TB	WB	FROM	TO	
2. Numbers	1) Pre math number concept	1	1			
	2) Formation of 4-digit number	1	1			
	3) Formation of the number,	1	1			
	4) Read and write the number name	1	1			
	5) Place value and face value	1	1			
	6) Expanded and short form	1	1			
	7) Exercise 1 on the above concepts	1	1			
	8) Writing numbers	1	1			
	9) Comparison of the numbers	1	1			
	10) Comparison of the numbers	1	1			
	11) Ascending and descending order	1	1			
	12) Ascending and descending order	1	1			
	13) Exercise 2 on the above concepts	1	1			
	14) Smaller and larger numbers	1	1			
	15) Exercise 3	1	1			
TOTAL		15	15	30		

PRIOR CONCEPTS/SKILLS	LEARNING OUTCOMES
<p>Pupils could</p> <ul style="list-style-type: none"> ✍ form of 2 digit and 3-digit numbers. ✍ read and write numbers up to 999. ✍ express the number into word form and vice versa. ✍ write place value of 3-digit numbers. 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ✍ read and write the numbers up to 9999 in order. ✍ identify and write the Face and Place value of the four-digit numbers up to 9999. ✍ write four-digit numbers in expanded and short form up to 9999. ✍ compare any two 4-digit numbers by using symbols (<, =, >). ✍ arrange the given four-digit numbers in ascending and descending order. ✍ form all the possible four-digit numbers for any given 4 digits and arrange the numbers.



<ul style="list-style-type: none"> ✍ differentiate the place value and face value. ✍ use numbers in daily life situations. 	<ul style="list-style-type: none"> ✍ round off the given numbers to the nearest tens, hundreds and thousands. ✍ represent the numbers on the number line. ✍ use the 4-digit concept in daily life.
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Teaching Learning Process

Induction/Introduction :

- ✍ Teacher displays the pictures on page 12,13,14 .. and asks the interactive questions.
- ✍ Motivate the children by asking questions on their previous knowledge.

Experience and Reflection: (Task/question that helps students explore the concept and connect with their life)

- ✍ **Task** :The teacher may ask the learners to arrange beads/stones/matchsticks to understand the place values/Expanded form .
- ✍ Using spike abacus children can understand the Expanded form/Short form.

Period No	Topic	Explicit Teaching/Teacher Modelling	Group Work	Independent Work
1	Pre math number concept	<ul style="list-style-type: none"> ✍ Exhibition activity Textbook activity page no.12 ✍ The teacher interacts with the learners by showing the page no 12 and asks them to Observe the items and their price tags. 	<ul style="list-style-type: none"> ✍ Children discuss and respond. ✍ Do these Pg.No : 12 	Worksheet No : 1
2	<i>Workbook Activity</i>			
3	Formation of 4-digit number	<ul style="list-style-type: none"> ✍ Textbook activity page no.13 ✍ Make the children to know about 4 - digit numbers using blocks/grids as in the TB. 	<ul style="list-style-type: none"> ✍ Discuss and answer the questions. 	Worksheet No : 2
4	<i>Workbook Activity</i>			
5	Formation of the number,	<ul style="list-style-type: none"> ✍ Textbook activity page no.14 ✍ Number represented in blocks , ✍ Number represented on spike abacus 	<ul style="list-style-type: none"> ✍ Discuss and answer the questions. 	Worksheet No : 3
6	<i>Workbook Activity</i>			
7	Read and write the number name	<ul style="list-style-type: none"> ✍ Textbook activity page no.15, 16 ✍ Teacher explains The numbers after 1000: ✍ Representation of four-digit numbers using blocks/ Spike Abacus. 	<ul style="list-style-type: none"> ✍ Discuss and answer the questions. 	Worksheet No : 4
8	<i>Workbook Activity</i>			



9	Place value and face value	✍ Textbook activity page no.17	✍ Discuss and answer the questions.	Worksheet No : 5
10	<i>Workbook Activity</i>	✍ Make them to observe Place value and face value of 4 - digit numbers in the picture.		
11	Expanded and short form	✍ Textbook activity page no.18, 19	✍ Do these Pg.No :18 ,19	Worksheet No : 6
12	<i>Workbook Activity</i>	✍ Expanded and shortened form of 4 - digit number:		
13	Exercise 1 on the above concepts	✍ Textbook activity page no.20, 21 Exercise : 1	✍ Think and Discuss	Worksheet No : 7
14	<i>Workbook Activity</i>			
15	Writing numbers	✍ Textbook activity page no.21	✍ Form the 4-digit numbers	Worksheet No : 8
16	<i>Workbook Activity</i>	✍ Facilitate the children to make 4-digit numbers using digit cards from 0 to 9.		
17	Comparison of the numbers	✍ Textbook activity page no.22	✍ Try these.	Worksheet No : 9
18	<i>Workbook Activity</i>	✍ To compare numbers, we follow the rules mentioned in TB		
19	Comparison of the numbers	✍ Ascending and descending Textbook activity	✍ Do these.	Worksheet No : 10
20	<i>Workbook Activity</i>	✍ page no.23, 24		
21	Ascending and descending order	✍ Ascending and descending Textbook activity		Worksheet No : 11
22	<i>Workbook Activity</i>	✍ page no.25 ✍ Conducting flash card activity to understand ordering of numbers:		
23	Ascending and descending order	✍ Textbook activity page no.26	✍ Do these,	Worksheet No : 12
24	<i>Workbook Activity</i>	✍ Ordering of numbers:	✍ Activity	
25	Exercise 2 on the above concepts	✍ Textbook activity page no.27	✍ Discuss and answer the questions.	Worksheet No : 13
26	<i>Workbook Activity</i>	✍ Facilitate the children to do Exercise 2		
27	Smaller and larger numbers	✍ Textbook activity page no.28	✍ Discuss and answer the questions.	Worksheet No : 14
28	<i>Workbook Activity</i>			



29 30	Exercise 3 <i>Workbook Activity</i>	Textbook activity page no.29	Discuss and answer the questions.	Worksheet No : 14
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CHECK FOR UNDERSTANDING

1.Factual Questions	2.Open Ended/Critical Thinking	3.Student Practice Questions and Activities
What is the successor of 100 ? In number 2768, 2 is in which place? What comes after 99 ? Which number comes before 1000 ? The smallest 3-digit number is The place value of 5 in 475 ?	How many different 4-digit number can you arrange using the digits 1, 1, 9 and 9. Write them? Write any six 4-digit numbers using the digits 2, 5, 7 and 8. Then find out the largest and smallest number from them. Write all possible 2 - digit numbers using the digits 3, 5 and 1.	All Textbook Exercises, Try these, Do these Workbook activities.

Assessment	TLM
Complete the self-Assessment in the workbook	Print Material : <ul style="list-style-type: none"> ❖ 3rd Class Maths Magic (Mathematics Textbook) & Workbook. ❖ 2023 - 24 Academic Calendar given by APSCERT/AP Education Department. ❖ 3,4,5 Classes Mathematics Teacher's Handbook. ❖ Face sheet., Flash cards of 0 to 9 numbers in 4 sets ❖ Picture cards, Dummy Currency notes ,Abacus ,Beads ❖ Base 10 blocks ,Beads, Charts, Cardboards Digital Material : Diksha material

Signature of the Teacher

Signature of the Visiting Officer with Remarks

Signature of the Headmaster

3rd CLASS MATHEMATICS LESSON PLAN

MONTH : AUGUST

Name of the teacher:

Name of the Lesson	Topic	No. of Periods Required For		TIMELINE FOR TEACHING		ANY SPECIFIC INFORMATION
		TB	WB	FROM	TO	
3. Additions	1) Addition with 2-digit numbers	1	1			
	2) Addition with 2-digit numbers in three rows	1	1			
	3) Addition 3 digits with 1digit numbers	1	1			
	4) Addition 3 digits with 2digit numbers	1	1			
	5) Addition 3 digits with 3digit numbers	1	1			
	6) Addition word problems	1	1			
	7) Exercise 1 on the above concepts	1	1			
	8) Addition 3 digits with 1-digit numbers (borrowing)	1	1			
	9) Addition 3 digits with 2-digit Numbers (borrowing)	1	1			
	10) Addition 3 digits with 3-digit Numbers (borrowing)	1	1			
	11) Addition word problems (borrow method)	1	1			
	12) Exercise 2 on the above concepts	1	1			
TOTAL		12	12	24		

PRIOR CONCEPTS/SKILLS	LEARNING OUTCOMES
<p>Children could</p> <ul style="list-style-type: none"> ✍ read and write the numbers up to 9999 in order. ✍ identify and write the Face and Place value of the four-digit numbers up to 9999. ✍ write four-digit numbers in expanded and short form up to 9999. 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ✍ do addition of 2-digit numbers in different methods. (Adding and joining etc.) ✍ do addition of 3-digit numbers. ✍ oral and word problems on Addition from real life situations.



Teaching Learning Process
<p>Induction/Introduction Teacher displays the pictures on page no 30 on a chart and asks the interactive questions. The teacher has to inculcate the concept of the addition in learners.</p>
<p>Experience and Reflection: The teacher may organize the following additional activity to inculcate the concept of addition. The teacher asks the pupils to add one group of things to another group and asks them to count and get the total and write the total on the blackboard.</p>

Period No	Topic	Explicit Teaching/Teacher Modelling	Group Work	Independent Work
1 2	✍ Addition with 2-digit numbers ✍ Workbook	✍ Textbook activity page no.30 ✍ The teacher interacts with the learners using the picture.	✍ Children discuss and respond.	Worksheet No : 1
3 4	✍ Addition with 2-digit numbers in three rows ✍ Workbook	✍ Textbook activity page no.31	✍ Do these. ✍ Children discuss in groups and solve the sums.	Worksheet No : 2
5 6	✍ Addition 3 digits with 1digit numbers ✍ Workbook	✍ Textbook activity page no.32	✍ Do these.	Worksheet No : 3
7 8	✍ Addition 3 digits with 2digit numbers ✍ Workbook	✍ Textbook activity page no.33	✍ Do these ,Try these.	Worksheet No : 4
9 10	✍ Addition 3 digits with 3digit numbers ✍ Workbook	✍ Textbook activity page no.34	✍ Do these. ✍ Children discuss in groups and solve the sums.	Worksheet No : 5
11 12	✍ Addition word problems ✍ Workbook	✍ Textbook activity page no.34	✍ Do these. ✍ Children discuss in groups and solve the sums.	Worksheet No : 6



13 14	✍ Exercise 1 on the above concepts ✍ Workbook	✍ Textbook activity page no.35, 36 ✍ Kiddy Bank activity	✍ Children discuss in groups and solve the sums.	Worksheet No : 7
15 16	✍ Addition 3 digits with 1-digit numbers(borrowing) ✍ Workbook	✍ Textbook activity page no.37	✍ Do these.	Worksheet No : 8
17 18	✍ Addition 3 digits with 2digit Numbers (borrowing) ✍ Workbook	✍ Textbook activity page no.38	✍ Do these.	Worksheet No : 9
19 20	✍ Addition 3 digits with 3digit Numbers (borrowing) ✍ Workbook	✍ Ascending and descending Textbook activity page no.38	✍ Do these.	Worksheet No : 10
21 22	✍ Addition word problems (borrow method) ✍ Workbook	✍ Ascending and descending Textbook activity page no.39		Worksheet No : 11
23 24	✍ Exercise 2 on the above concepts ✍ Workbook	✍ Textbook activity page no.40	✍ Children discuss in groups and solve the sums.	Worksheet No : 12

CHECK FOR UNDERSTANDING

1.Factual Questions	2.Open Ended/Critical Thinking	3.Student Practice Questions & Activities
Circle the correct answer. ✍ $312 + 9 = 311$ 1311 321 ✍ $430 + 74 = 504$ 494 410 Do the following sums: ✍ $75 + 20 =$ ✍ $150 + 69 =$	✍ Find the sum of the biggest 3 - digit number and the biggest 2 - digit number. ✍ Find the sum of the biggest 3 - digit number and smallest 3 - digit number. ✍ Which number is 1 less than 1000? ✍ What must be added to 395 to get 425 ?	✍ All textbook exercises ✍ Worksheets.
Assessment	TLM	
Self-assessment in the workbook	Print Material : <ul style="list-style-type: none"> ❖ 3rd Class Maths Magic (Mathematics Textbook) and Workbook. ❖ 2023 - 24 Academic Calendar given by APSCERT/AP Education Department. 	



- ❖ 3,4,5 Classes Mathematics Teacher's Handbook.
- ❖ Let's Recall Face sheet.
- ❖ Flash cards of 0 to 9 numbers in 4 sets
- ❖ Picture cards, Dummy Currency notes ,Abacus ,Beads
- ❖ Base 10 blocks ,Beads, Charts, Cardboards

Digital Material :

- ❖ My own videos on the lesson
- ❖ Power point Presentation
- ❖ Diksha Videos

Signature of the Teacher

Signature of the Visiting Officer with Remarks

Signature of the Headmaster



3rd CLASS MATHEMATICS LESSON PLAN

MONTH : **SEPTEMBER**

Name of the teacher:

Name of the Lesson	Topic	No. of Periods Required For		TIMELINE FOR TEACHING		ANY SPECIFIC INFORMATION
		TB	WB	FROM	TO	
4. Subtractions	1) Recall the 2-digit subtractions	1	1			
	2) Subtracting 1digit number from 3-digit number without regrouping	1	1			
	3) Subtracting 2-digit number from 3-digit number without regrouping	1	1			
	4) Subtracting 3-digit number from 3-digit number without regrouping	1	1			
	5) Subtracting 1digit number from 3-digit number with regrouping	1	1			
	6) Subtracting 2-digit number from 3-digit number with regrouping	1	1			
	7) Subtracting 3digit number from 3-digit number with regrouping	1	1			
	8) Subtraction by Estimation	1	1			
	9) Oral & Mental subtractions	1	1			
TOTAL		9	9	18		

PRIOR CONCEPTS/SKILLS	LEARNING OUTCOMES
<p>Children could</p> <ul style="list-style-type: none"> do the subtractions up to 2-digit numbers write four-digit numbers in expanded and short form up to 9999. Solve additions up to 4-digit numbers 	<p>Pupils will be able to</p> <ol style="list-style-type: none"> 1) subtract a 3-digit number from a 3-digit number. 2) solve Word problems on real life situations. 3) solve problems on mental calculations involving 2-digit Subtraction. 4) estimate the given subtraction.



Teaching Learning Process
Induction/Introduction Teacher displays the pictures on page no 42 on a chart and asks the interactive questions. The teacher has to inculcate the concept of the Subtraction in learners.
Experience and Reflection: The teacher may organize the following additional activity to inculcate the concept of addition. The teacher asks the pupils to subtract one group of things to another group and asks them to count and get the difference and write the difference on the blackboard.

Period No	Topic	Explicit Teaching/Teacher Modelling	Group Work	Independent Work
1	Recall the 2-digit subtractions TB P.No : 42	Mariyamma is a farmer activity. Make the children to answer the questions as in textbook.	✍ Children discuss and respond.	Worksheet No : 1,2
2	Workbook			
3	Subtracting 1digit number from 3-digit number without regrouping TB P.No : 43	Hand fan maker activity. Explain how to write the digits as per place values.	✍ Do these. ✍ Children discuss in groups and solve the sums.	Worksheet No : 3
4	Workbook			
5	Subtracting 2-digit number from 3-digit number without regrouping TB P.No : 44,45	Hand Fans Seller activity Explain the activity as given in the TB	✍ Do these.	Worksheet No : 4,5
6	Workbook			
7	Subtracting 3-digit number from 3-digit number without regrouping. Exercise TB P.No : 46,47	Danayya has 113 Palm leaf fans activity. Explain how to write the 3 digits in the correct places.	✍ Do these	Worksheet No : 6



8	Workbook			
9	Subtracting 1digit number from 3-digit number with regrouping TB P.No :48,49	Bhimayya has ` 350. He wants to visit a medical camp. Activity	✍ Do these. ✍ Children discuss in groups and solve the sums.	Worksheet No : 7,8
10	Workbook			
11	Subtracting 2-digit number from 3-digit number with regrouping TB P.No :50,51	Bhimayya has ` 337. Activity	✍ Do these. ✍ Children discuss in groups and solve the sums.	Worksheet No : 9,10
12	Workbook			
13	Subtracting 3digit number from 3-digit number with regrouping. Exercise-2 TB P.No : 51,52,53,54	In Medical Camp Activity	✍ Children discuss in groups and solve the sums. ✍ Do these	Worksheet No : 11,12
14	Workbook			
15	Subtraction by Estimation TB P.No : 54,55	Estimation of differences.	✍ Do these.	Worksheet No : 13
16	Workbook			
17	Oral & Mental subtractions TB P.No : 55,56		✍ Project work	Worksheet No : 14
18	Workbook			

CHECK FOR UNDERSTANDING

1.Factual Questions	2.Open Ended/Critical Thinking	3.Student Practice Questions & Activities
1) $456 - 123 = ?$ 2) $640 - 428 = ?$ 3) There are 247 birds sitting on a tree. Out of them 42 flew away. How many birds are there on the tree?	1) How many rupees are needed to make a sum of ` 425 to ` 679? 2) The cost of a shirt is ` 385. The price is reduced by ` 35 for a festive season. What is the price of the shirt after reduction in price? 3) I have some money. If you give ` 200 to me, my money will become ` 780. How much money do I have already?	✍ All textbook exercises ✍ Worksheets.



Assessment	TLM	
Self-assessment in the workbook	<p>Print Material :</p> <ul style="list-style-type: none"> ❖ 3rd Class Maths Magic and Workbook. ❖ 2023 - 24 Academic Calendar given by APSCERT ❖ 3,4,5 Classes Mathematics Teacher's Handbook. ❖ Flash cards of 0 to 9 numbers in 4 sets ❖ Picture cards, Dummy Currency notes ,Abacus ,Beads ❖ Base 10 blocks ,Beads, Charts, Cardboards <p>Digital Material :</p> <ul style="list-style-type: none"> ❖ Diksha Videos, Google search 	
Signature of the Teacher	Signature of the Visiting Officer with Remarks	Signature of the Headmaster



3rd CLASS MATHEMATICS LESSON PLAN

MONTH : **OCTOBER**

Name of the teacher:

Name of the Lesson	Topic	No. of Periods Required For		TIMELINE FOR TEACHING		ANY SPECIFIC INFORMATION
		TB	WB	FROM	TO	
5. Multiplications	1) Vocabulary of multiplication	1	1			
	2) Multiplication of 2-digit number with 1 digit number (with grouping) and in daily life situations (result 2 digits)	1	1			
	3) Multiplication of 2-digit number with 1 digit number (with grouping) and in daily life situations (result 3 digits)	1	1			
	4) Formation of 6th	1	1			
	5) Formation of 9th	1	1			
	6) Multiply by 10 Multiplication of 2-digit number with 2 digit number (result 3 digit number) Exercise -1	1	1			
	7) Multiplication of 2-digit number with 2-digit number (result 3 digit numbers) and word problems related to daily life	1	1			
	8) Multiplication of 2-digit number with 2-digit number (result 4 digit numbers)	1	1			
	9) Multiplication of 2-digit number with 2-digit number (result 4digit numbers) and word problems related to daily life situations ,Multiply by 100	1	1			
	10) Multiplication of 3-digit numbers with 1 digit number (result 3 digit numbers)	1	1			
	11) Multiplication of 3-digit numbers with 1 digit number (result 3 digit numbers) and word problems related to daily life situations	1	1			
	12) Multiplication exercise	1	1			
	13) Multiplication - exercise	1	1			
TOTAL		13	13	26		



PRIOR CONCEPTS/SKILLS	LEARNING OUTCOMES
<p>Children could do simple additions simple subtraction simple single digit multiplications</p>	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ❖ multiply a 2-digit number with one digit number without grouping and regrouping. ❖ recall the concept 'How many times'. ❖ multiply 2-digit number with 2 digit number. ❖ multiply 3-digit number with 1 digit number. ❖ recall the vocabulary used in multiplication. ❖ solve problems with grouping and regrouping. ❖ form tables from 6th to 9th.

Teaching Learning Process

Induction/Introduction












Teacher displays the pictures on page no 57 on a chart and asks the interactive questions.
The teacher has to inculcate the concept of the Subtraction in learners.

Experience and Reflection:

Task : show the videos related to multiplication on online material or diksha material

Period No	Topic	Explicit Teaching/Teacher Modelling	Group Work	Independent Work
1	Vocabulary of multiplication	Textbook page no.57 Using the picture 57 explain the words Multiplicand, Multiplier Product	✍ Children discuss and respond.	Worksheet No : 1
2	Workbook Activity			
3	Multiplication of 2-digit number with 1 digit number (with grouping) and in daily life situations (result 2 digits)	using different teaching learning material explain the concept of multiplication Textbook page no.58, 59	✍ Do these. ✍ Children discuss in groups and solve the sums.	Worksheet No : 2
4	Workbook Activity			
5	Multiplication of 2-digit number with 1 digit number (with grouping) and in	Textbook page no.60	✍ Do these.	Worksheet No : 3



6	daily life situations (result 3 digits) Workbook Activity			
7	Formation of 6 TH table	explain how to prepare 6 th table Textbook page no.61 When we multiply two numbers, the order in which we multiply them does not matter. The product remains the same.	 Do these	Worksheet No : 4
8	Workbook Activity			
9	Formation of 9 th table	Textbook page no.62 Make the children to understand the 9 th table.	 Do these.  Children discuss in groups and solve the sums.	Worksheet No : 5
10	Workbook Activity			
11	Multiply by 10 Multiplication of 2-digit number with 2 digit number (result 3 digit number) Exercise -1	When we multiply a number by 10, the product comes out to be the multiplicand followed by one zero. Textbook page no.63, 64 Textbook page no.65	 Do these.  Children discuss in groups and solve the sums.	Worksheet No : 6
12	Workbook Activity			
13	Multiplication of 2-digit number with 2 digit number (result 3 digit numbers) and word problems related to daily life	Explain Cement Shop using the picture Ramayya and his granddaughter harika went to a cement shop. Textbook page no..66, 67	 Children discuss in groups and solve the sums.  Do these	Worksheet No : 7
14	Workbook Activity			
15	Multiplication of 2-digit number with 2 digit number (result 4 digit numbers)	facilitate the children to understand multiplication with regrouping Textbook page no.68, 69	 Do these.	Worksheet No :8
16	Workbook Activity			
17	Multiplication of 2-digit number with 2 digit number (result 4 digit numbers) and word problems related to daily life situations ,Multiply by 100	Textbook page no..70,71 When we multiply number by 100, the product comes out to be the multiplicand followed by two zeros.	 Children discuss in groups and solve the sums.	Worksheet No : 9
18	Workbook Activity			
19	Multiplication of 3-digit numbers with 1 digit number (result 3 digit numbers)	Textbook page no.72	 Children discuss in groups and solve the sums.	Worksheet -10
20	Workbook Activity			
21	Multiplication of 3-digit numbers with 1	Textbook page no.73	 Children discuss in groups	Worksheet -11



22	digit number (result 3-digit numbers) and word problems related to daily life situations Workbook Activity		and solve the sums.	
23 24	Multiplication exercise Workbook Activity	Textbook page no.74	Children discuss in groups and solve the sums.	Worksheet -12
25 26	Multiplication - exercise Workbook Activity	Textbook page no.74	Children discuss in groups and solve the sums.	Worksheet -13

CHECK FOR UNDERSTANDING

1.Factual Questions	2.Open Ended/Critical Thinking	3.Student Practice Questions & Activities
Fill in the blanks a) $67 \times 5 = \underline{\quad}$ b) $93 \times 4 = \underline{\quad}$ c) $123 \times 3 = \underline{\quad}$	1) Venkat saves ` 65 per day. How much money will he save in one month? 2) Each guava costs ` 3. How much does 1 dozen guava cost?	All textbook exercises Worksheets.
Assessment	TLM	
Self-assessment in the workbook	Print Material :	Digital Material :
	<ul style="list-style-type: none"> ❖ 3rd Class Maths Magic and Workbook. ❖ 2023 - 24 Academic Calendar given by APSCERT ❖ 3,4,5 Classes Mathematics Teacher's Handbook. ❖ Flash cards of 0 to 9 numbers in 4 sets ❖ Picture cards, Dummy Currency notes ,Abacus ,Beads ❖ Base 10 blocks ,Beads, Charts, Cardboards 	Diksha Videos, Google search

signature of the Teacher

Signature of the Visiting Officer with Remarks

Signature of the Headmaster

3rd CLASS MATHEMATICS LESSON PLAN

MONTH : **NOVEMBER**

Name of the teacher:

Name of the Lesson	Topic	No. of Periods Required For		TIMELINE FOR TEACHING		ANY SPECIFIC INFORMATION
		TB	WB	FROM	TO	
6. Let's Share	1) Division introduction	1	1			
	2) Division with repeated subtraction	1	1			
	3) Division related words	1	1			
	4) Multiplication and Division facts	1	1			
	5) Relation between multiplication and division	1	1			
	6) Relation between multiplication and division	1	1			
	7) Division facts	1	1			
	8) Division facts	1	1			
	9) Making division 2 digits with 1 digit (No remainder)	1	1			
	10) Making division 2 digits with 1 digit (with remainder)	1	1			
	11) Division vocabulary	1	1			
	12) Making division 3 digits with 1 digit (with remainder)	1	1			
	13) Making division 3 digits with 1 digit (without remainder)	1	1			
	14) Odd or even numbers	1	1			
	15) Odd or even numbers	1	1			
	16) Working problems on division	1	1			
	17) Working problems on division	1	1			
	18) Working problems on division	1	1			
TOTAL		18	18	36		

PRIOR CONCEPTS/SKILLS	LEARNING OUTCOMES
<p>Children could</p> <ul style="list-style-type: none"> ❖ Do simple divisions ❖ Do simple multiplications. 	<p>Pupils will be able to</p> <ol style="list-style-type: none"> 1) student understands the terms involved in Division [Divisor, Dividend, Quotient, Remainder]. 2) explains the relation between division and multiplication. 3) do division of three-digit number by single digit number.



4) identify Odd or even numbers.

Teaching Learning Process

Induction/Introduction

- Begin this lesson by asking students to discuss the following questions with a partner:
 - Can you think of a situation where you might need to share items with others?
 - What might be important when sharing those items?
- Have students share their responses and guide students, if necessary, to identifying the importance of having fair shares.

Experience and Reflection:

- Invite six students to the front of the classroom to participate in acting out a word problem.
- Read the following word problem: “It is the beginning of a new school year! Six students have one package of 18 pencils. They want to share the pencils equally. How many pencils will each student get?”
- Explain that to solve this problem, you must **divide**, or separate the pencils into **equal groups**, each with the same number of pencils.
- Display 18 pencils and ask a different student to act as the “leader” and to distribute the pencils among the students.
- Explain that together, you have just solved the division problem. You started with 18 pencils, and shared them equally between six students, proving that 18 divided by 6 is 3.
- Write the equation on the board for all students to see:

$$18 \div 6 = 3$$

Period No	Topic	Explicit Teaching/Teacher Modelling	Group Work	Independent Work
1	Division introduction	Colourful bouquets:	✎ Children discuss and respond.	Worksheet
2	Workbook Activity	Nursery activity Textbook page no.75		No : 1



3 4	Division with repeated subtraction <i>Workbook Activity</i>	Textbook page no.75 Ask the children to interact	✍ Do these. ✍ Children discuss in groups and solve the sums.	Worksheet No : 2
5 6	Division related words <i>Workbook Activity</i>	Explain the words : Dividend, divisor, quotient Text book page no.76	✍ Do these.	Worksheet No : 3
7 8	Multiplication and Division facts <i>Workbook Activity</i>	Text book page no.77 Relation between multiplication and division	✍ Do these	Worksheet No : 4
9 10	Relation between multiplication and division <i>Workbook Activity</i>	Text book activity page no.77 Explain that the multiplication fact has two division facts. For each multiplication fact, there are 2 division facts.	✍ Do these. ✍ Children discuss in groups and solve the sums.	Worksheet No : 5
11 12	Relation between multiplication and division <i>Workbook Activity</i>	Text book activity page no.78	✍ Do these. ✍ Children discuss in groups and solve the sums.	Worksheet No : 6
13 14	Division facts <i>Workbook Activity</i>	Text book activity page no.78 Write the division facts using multiplication facts. Worksheet -7	✍ Children discuss in groups and solve the sums. ✍ Do these	Worksheet No : 7
15 16	Division facts <i>Workbook Activity</i>	Text book activity page no.79 Making word problems:	✍ Do these.	Worksheet No : 8
17 18	Making division 2 digits with 1 digit (No remainder) <i>Workbook Activity</i>	Text book activity Jumpy Animals page no.80, 81	✍ Project work	Worksheet No : 9
19 20	Making division 2 digits with 1 digit (with remainder) <i>Workbook Activity</i>	Text book activity page no.83, 84	✍ Do these.	Worksheet - 10
21 22	Division vocabulary <i>Workbook Activity</i>	Text book activity page no.84	✍ Do these.	Worksheet - 11



23 24	Making division 3 digits with 1 digit (with remainder) <i>Workbook Activity</i>	Ascending and descending Text book activity page no.85	<input checked="" type="checkbox"/> Children discuss in groups and solve the sums.	Worksheet - 12
25 26	Making division 3 digits with 1 digit(without remainder) <i>Workbook Activity</i>	Ascending and descending Text book activity page no.85	<input checked="" type="checkbox"/> Children discuss in groups and solve the sums.	Worksheet - 13
27 28	Odd or even numbers <i>Workbook Activity</i>	Text book activity page no.86 Any number that can be divided exactly by 2 is called an even number.	<input checked="" type="checkbox"/> Do these.	Worksheet - 14
29 30	Odd or even numbers <i>Workbook Activity</i>	Text book activity page no.87 Any number that can not be divided exactly by 2 is called an odd number.	<input checked="" type="checkbox"/> Children discuss in groups and solve the sums. <input checked="" type="checkbox"/>	Worksheet - 15
31 32	Working problems on division <i>Workbook Activity</i>	Text book activity page no.87	<input checked="" type="checkbox"/> Children discuss in groups and solve the sums.	Worksheet - 16
33 34	Working problems on division <i>Workbook Activity</i>	Text book activity page no.88	<input checked="" type="checkbox"/> Children discuss in groups and solve the sums.	Worksheet - 17, 18
35 36	Working problems on division <i>Workbook Activity</i>	Text book activity page no.88	<input checked="" type="checkbox"/> Children discuss in groups and solve the sums.	Worksheet - 19, 20

CHECK FOR UNDERSTANDING

1.Factual Questions	2.Open Ended/Critical Thinking	3.Student Practice Questions & Activities
1. Fill the blanks : a) $55 \div 5 = _$ b) $175 \div 5 = _$ d) $12 \times 13 = 156$ so $_ \div _ = _$	1) For $240 \div 8$, create a word problem. 2) The cost of 9 mangoes is Rs 45. Find the cost of one mango?	<input checked="" type="checkbox"/> All textbook exercises <input checked="" type="checkbox"/> Worksheets.



<p>and _____ ÷ _____ = _____</p> <p>e) $25 \times 20 = 500$ so _____ ÷ _____ = _____</p> <p>_____ and _____ ÷ _____ = _____</p>	<p>3) 4 students can sit on one bench. On how many benches can 36 boys sit?</p> <p>4) If we cut 40 metre ribbon into 9 pieces, what is the length of each piece?</p> <p>5) How many tri cycles can be made using 72 wheels?</p>	
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Assessment	TLM
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<p>Self-assessment in the workbook</p>	<p>Print Material :</p> <ul style="list-style-type: none"> ❖ 3rd Class Maths Magic and Workbook. ❖ 2023 - 24 Academic Calendar given by APSCERT ❖ 3,4,5 Classes Mathematics Teacher's Handbook. ❖ Flash cards of 0 to 9 numbers in 4 sets ❖ Picture cards, Dummy Currency notes ,Abacus ,Beads ❖ Base 10 blocks ,Beads, Charts, Cardboards <p>Digital Material :</p> <ul style="list-style-type: none"> ❖ Diksha Videos, Google search
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Signature Of the Teacher

Signature of the Visiting Officer with Remarks

Signature of the Headmaster

3rd CLASS MATHEMATICS LESSON PLAN

MONTH : **DECEMBER**

Name of the teacher:

Name of the Lesson	Topic	No. of Periods Required For		TIMELINE FOR TEACHING		ANY SPECIFIC INFORMATION
		TB	WB	FROM	TO	
7. DATA HANDLING	1. Reading the data with the help of pictures	1	1			
	2. Colouring the pictures according to the data	1	1			
	3. Using tally marks	1	1			
	4. Writing tally marks and number on the basis of data	1	1			
	5. Revision	1	1			
	TOTAL	5	5	10		

PRIOR CONCEPTS/SKILLS	LEARNING OUTCOMES
<p>Children could Solve the problems of four fundamental related sums.</p>	<p>Pupils will be able to</p> <ol style="list-style-type: none"> 1) read the data with the help of pictures. 2) colour the pictures according to the data. 3) use tally marks. 4) write tally marks and number on the basis of data.

Teaching Learning Process

Induction/Introduction

Introduce the lesson by using the picture in the page no : 89 and 90

Experience and Reflection:

One of the first ways to introduce data to your students is at the beginning of a school year **using something they love: their birthdays.** Using the students' personal information and something they can relate to is a great way to kick off your data lesson

Period No	Topic	Explicit Teaching/Teacher Modelling	Group Work	Independent Work
1	Reading the data with the help of pictures	Text book page no.89, 90	Observe the picture and answer	Worksheet



2	Workbook Activity	Explaining data	the questions groupwise.	No : 1
3	Colouring the pictures according to the data	Text book page no.91	Children observe the Pictures of currency notes/ coins	Worksheet No : 2
4	Workbook Activity			
5	Using tally marks	Text book page no.92	Children know Using of tally marks	Worksheet No : 3
6	Workbook Activity	Explaining the tally marks		
7	Writing tally marks and number on the basis of data	Text book page no.93, 94	Children know Using of tally marks	Worksheet No : 4
8	Workbook Activity	Explaining the tally marks		
9	Revision	Text book page no.95		Worksheet No : 5
10	Workbook Activity			

CHECK FOR UNDERSTANDING

1.Factual Questions	2.Open Ended/Critical Thinking	3.Student Practice Questions & Activities
Count the fruits in the given box. Put tally marks in the second column and write the number in third column.TB P.NO : 93	Collect the data from your classmates about the game they favour most. Record them using tally marks.	✍ All textbook exercises ✍ Worksheets.

Assessment	TLM
Self-assessment in the workbook	<p>Print Material :</p> <ul style="list-style-type: none"> ❖ 3rd Class Maths Magic and Workbook. ❖ 2023 – 24 Academic Calendar given by APSCERT ❖ 3,4,5 Classes Mathematics Teacher’s Handbook. ❖ Picture cards, Dummy Currency notes ,Abacus ,Beads ❖ Base 10 blocks ,Beads, Charts, Cardboards <p>Digital Material :</p> <ul style="list-style-type: none"> ❖ Diksha Videos, Google search

Signature of the Teacher

Signature of the Visiting Officer with Remarks

Signature of the Headmaster

3rd CLASS MATHEMATICS LESSON PLAN

MONTH : **JANUARY**

Name of the teacher:

Name of the Lesson	Topic	No. of Periods Required For		TIMELINE FOR TEACHING		ANY SPECIFIC INFORMATION
		TB	WB	FROM	TO	
8. SHARE EQUALLY	1. Equal and unequal parts	1	1			
	2. Folding a card to make 'Half'	1	1			
	3. Making whole into 2 halves	1	1			
	4. Sharing equally	1	1			
	5. Making a whole into 2 equal parts and draw	1	1			
	6. Making a whole into 4 quarter parts and colouring	1	1			
	7. Shade the quarter Part	1	1			
	8. Making a whole into 4 equal parts and draw	1	1			
	9. Exercise	1	1			
	TOTAL	9	9	18		

PRIOR CONCEPTS/SKILLS	LEARNING OUTCOMES
<p>Children could</p> <ul style="list-style-type: none"> multiply a 2 digit number with one digit number recall the concept 'How many times'. Do Divisions 	<p>Pupils will be able to</p> <ol style="list-style-type: none"> 1) identify same things. 2) divide a whole into equal parts. 3) make half and quarter parts of a whole. 4) colouring of half and quarter parts of a whole.

Teaching Learning Process

Induction/Introduction

Teacher displays the pictures on page no 96 on a chart and asks the interactive questions.
The teacher has to inculcate the concept of the Fractions in learners.

Experience and Reflection:

- Tell students that this activity will introduce them to fractions as parts of a whole.




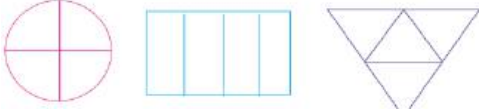


- Show students a drawing of a square and circle divided into 4 equal parts each and a hexagon divided into 6 equal parts.
- Show, by coloring in parts, one quarter of each the square and the circle. In a different color, fill in two quarters of each shape and tell your students that this is also known as one half of each of those figures.
- Using a square of paper, show your students how you can fold it in half, and then fold it in half again to create fourths.
- Fold a strip of paper or construction paper in half to show two halves, then fold again to show quarters, and then fold it again to show eighths.

Period No	Topic	Explicit Teaching/Teacher Modelling	Group Work	Independent Work
1	Equal and unequal parts	Text book page no.96 Make the children to Observe the picture and answer the questions.	✍ Children discuss and respond.	Worksheet No : 1
2	Workbook Activity			
3	Folding a card to make 'Half'	Text book page no.97 Observe the pictures and put (tick) in the box, that have equal parts.	✍ Activity. ✍ Children discuss in groups and solve the sums.	Worksheet No : 2
4	Workbook Activity			
5	Making whole into 2 halves	Text book page no.98	✍ Do these. ✍ Colour half of the figure.	Worksheet No : 3
6	Workbook Activity			
7	Sharing equally	Text book page no.99	✍ Do these ✍ Share equally as expressed .	Worksheet No : 4
8	Workbook Activity			
9	Making a whole into 2 equal parts and draw	Text book page no.99	✍ Do these. ✍ Children discuss in groups and solve the sums.	Worksheet No : 5
10	Workbook Activity			
11	Making a whole into 4 quarter parts and colouring	Text book page no.100 Half of half is called "quarter". It is represented as '1/4 ' So each one gets a quarter piece of Dilpasand	✍ Do these. ✍ Children discuss in groups and solve the sums.	Worksheet No : 6
12	Workbook Activity	4 quarter parts make one fullDilpasand		
13	Shade the quarter Part	Textbook page no.100	✍ Children discuss in groups	Worksheet No : 6



14	Workbook Activity			
15	Making a whole into 4 equal parts and draw	Textbook page no.101	There are four members in a family. Share the land equally	Worksheet No : 7
16	Workbook Activity			
17	Exercise	Text book page no.102	Children discuss in groups and solve the sums.	Worksheet No :7
18	Workbook Activity			

CHECK FOR UNDERSTANDING

1.Factual Questions	2.Open Ended/Critical Thinking	3.Student Practice Questions & Activities
<p>Make 2 equal parts.</p> 	 <p>Shade “quarter” part of each picture.</p>	<p> All textbook exercises</p> <p> Worksheets.</p>

Assessment

TLM

Self-assessment in the workbook

Print Material :

- ❖ 3rd Class Maths Magic and Workbook.
- ❖ 2023 – 24 Academic Calendar given by APSCERT
- ❖ 3,4,5 Classes Mathematics Teacher’s Handbook.
- ❖ Flash cards of 0 to 9 numbers in 4 sets
- ❖ Pictures of Fractions
- ❖ **Digital Material :**
- ❖ Diksha Videos, Google search

Signature of the Teacher

Signature of the Visiting Officer with Remarks

Signature of the Headmaster

3rd CLASS MATHEMATICS LESSON PLAN

MONTH : FEBRUARY

Name of the teacher:

Name of the Lesson	Topic	No. of Periods Required For		TIMELINE FOR TEACHING		ANY SPECIFIC INFORMATION
		TB	WB	FROM	TO	
9. SHAPES AROUND US	1. Identify the different views (Top/Front/Side)	1	1			
	2. Draw the different objects the views of Top/Front/Side	1	1			
	3. Match the 3D objects with its 2D shapes.	1	1			
	4. Identify the objects which rolls / slides classification of flat/ curved objects	1	1			
	5. Corners, Edges and Faces	1	1			
	6. Stamping and tracing	1	1			
	7. Where is my other half (Symmetry)	1	1			
	8. Identify the equal other half pics (symmetry)	1	1			
	9. Identify the equal other half pics	1	1			
	10. Exercise	1	1			
TOTAL		10	10	20periods		

PRIOR CONCEPTS/SKILLS	LEARNING OUTCOMES
<p>Children could</p> <ul style="list-style-type: none"> ✍ makes 3D objects by using 2D shapes. ✍ identify the next figures in a shapes pattern. ✍ identify the patterns in given number series or alphabet and extend the pattern. ✍ identifies the objects which are rolls, slide for given objects. ✍ identifies 3D shapes in objects (without using the names of the shapes) ✍ understand and counts the 2D shapes which are formed by tracing along the edges of 3D objects are used in our daily life. 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ✍ identify different shapes by observing objects from top, front and side views. ✍ recollects the objects that roll / side and both. ✍ identify faces of different 3D shapes faces. ✍ learns different curves, edges and vertices of regular shapes. ✍ recognize different patterns in day – to –day life. ✍ form some patterns with shapes. ✍ fill the given series.







Teaching Learning Process

Induction/Introduction

Teacher displays the pictures on page no 103 on a chart and asks the interactive questions.
The teacher has to inculcate the concept of the Subtraction in learners.

Experience and Reflection:

- Display examples of 2-D and 3-D shapes using blocks and flat shapes.
- Hold up a 2-D shape, like a square, and ask students to identify the shape and share what attributes it has. Answers should include four sides, four corners, and a flat shape.
- Ask students to look around the classroom and find something in the shape of a square.
- Explain that this is a 2-D shape. Say, "Now I will show you some 3-D shapes."
- Show an example of 3-D shapes like a cube, pyramid, triangular prism, and rectangular prism one at a time.
- Before showing a shape, pair up your students and have one partner cover their eyes.
- Have the other partner describe the shape to them. See if they can guess the shape based on the description.
- Explain that today they will be learning more about and building their own 3-D shapes and 'SHAPES AROUND US'



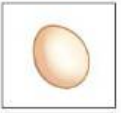


Period No	Topic	Explicit Teaching/Teacher Modelling	Group Work	Independent Work
1	Identify the different views (Top/Front/Side)	Text book page no.103	 Tick (3) the correct view of the shoe (Top / Front / Side).	Worksheet No : 1
2	Workbook Activity			
3	Draw the different objects the views of Top/Front/Side	Text book page no.104	 Do these.	Worksheet No : 2
4	Workbook Activity		 Children discuss in groups and solve the sums.	
5	Match the 3D objects with	Text book page no.105	 Draw Side, Top and Front view	Worksheet



6	its 2D shapes. Workbook Activity		pictures of an eraser. ✍ Match the object with the shapes.	No : 3
7	Identify the objects which rolls / slides classification of flat/ curved objects Workbook Activity	Textbook page no.106	Observe the above pictures and list the objects that: roll / slide Mark 'C' against curved surface objects. Mark 'F' against the flat surface objects.	Worksheet No : 4
9	Corners, Edges and Faces Workbook Activity	Textbook page no.107, 108 Another name of the corner is vertex. Plural of vertex is vertices. The edge is where two faces meet. The vertex (corner) is where two edges meet.		Worksheet No : 5
11	Stamping and tracing Workbook Activity	Text book page no.109,110 Take an eraser. Press it on ink pad. Stamp its impression in the space provided. Repeat the same with the objects given in the table.	✍ Fill the table matching the shapes with their names.	Worksheet No : 6
13	Where is my other half (Symmetry) Workbook Activity	Textbook page no.111 , 112	✍ Try these:	Worksheet No : 7
15	Identify the equal other half pics (symmetry) Workbook Activity	Textbook page no.113	✍ Do these. ✍ Activity - 1	Worksheet No : 8
17	Identify the equal other half pics Workbook Activity	Textbook page.114	✍ Project work ✍ Activity - 2	Worksheet No : 9
19	Exercise Workbook Activity	Textbook page no.115	✍ Do these.	Workbook no.. 10



CHECK FOR UNDERSTANDING

1.Factual Questions Write which one slides (or) rolls. a)  <input style="width: 40px; height: 20px; margin-top: 5px;" type="text"/> b)  <input style="width: 40px; height: 20px; margin-top: 5px;" type="text"/> c)  <input style="width: 40px; height: 20px; margin-top: 5px;" type="text"/>	2.Open Ended/Critical Thinking Draw other of the following pictures. a)  <input style="width: 40px; height: 20px; margin-top: 5px;" type="text"/> b)  <input style="width: 40px; height: 20px; margin-top: 5px;" type="text"/>	3.Student Practice Questions & Activities ✍ All textbook exercises ✍ Worksheets.
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Assessment	TLM
Self-assessment in the workbook	<p>Print Material :</p> <ul style="list-style-type: none"> ❖ 3rd Class Maths Magic and Workbook. ❖ 2023 – 24 Academic Calendar given by APSCERT ❖ 3,4,5 Classes Mathematics Teacher’s Handbook. ❖ 2 – D , 3 – D SHAPES <p>Digital Material :</p> <ul style="list-style-type: none"> ❖ Diksha Videos, Google search

Signature of the Teacher

Signature of the Visiting Officer with Remarks

Signature of the Headmaster

3rd CLASS MATHEMATICS LESSON PLAN

MONTH : FEBRUARY/MARCH

Name of the teacher:

Name of the Lesson	Topic	No. of Periods Required For		TIMELINE FOR TEACHING		ANY SPECIFIC INFORMATION
		TB	WB	FROM	TO	
10. MEASUREMENTS	1. Vocabulary of non standard and standard units of length.	1	1			
	2. Measuring small lengths by using scale and tape.	1	1			
	3. Measuring lengths practically	1	1			
	4. Introducing KG Weights	1	1			
	5. Different types of Balances	1	1			
	6. Measuring liquids capacities by using Measuring tools	1	1			
	7. Comparing the capacities of below 1 Ltr and more than 1 Ltr practically	1	1			
	8. Understand of small capacities ie Milli Litres	1	1			
	9. Identification of the things of different capacities and tabulation	1	1			
	10. Understanding of Calendar and Date	1	1			
	11. Reading and writing of a date	1	1			
	12. Clock and its Components	1	1			
	13. Clock and time Reading	1	1			
TOTAL		13	13	26		

PRIOR CONCEPTS/SKILLS	LEARNING OUTCOMES
<p>Children could</p> <ul style="list-style-type: none"> identify capacity of vessel which holds more/ less liquid and measure the capacity of liquid using the non-standard measurements. estimate length of given objects by using non-standard measurements. 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> measure lengths in centimeters and meters. know about inch and foot. estimate and compare the weight of given objects. know about standard units of weight i.e in kilogram and gram.



<ul style="list-style-type: none"> • identify the heavier/ lighter object among the given objects and keep them in order. • do simple problems connecting with length, weight and capacity in daily life situations. 	<ul style="list-style-type: none"> ✍ estimate and compare the capacities of different objects. ✍ know about standard units of capacity i.e liter and milliliter. ✍ read the clock and write time in hours and minutes.
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Teaching Learning Process

Induction/Introduction

Teacher displays the pictures on page no on a chart and asks the interactive questions.
The teacher has to inculcate the concept of the lesson.

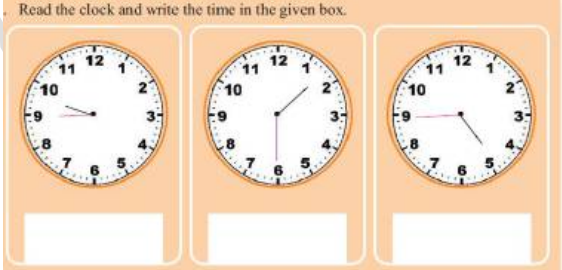
Experience and Reflection:

Begin this unit by reviewing previous teaching on measurements. Try some measurement games to get started.

Period No	Topic	Explicit Teaching/Teacher Modelling	Group Work	Independent Work
1	Vocabulary of non standard and standard units of length.	Text book page no.117	✍ Children discuss and respond.	Worksheet No : 1,2
2	WORKBOOK ACTIVITY			
3	Measuring small lengths by using scale and tape.	Text book page no.118, 119	✍ Do these.	Worksheet No : 3
4	WORKBOOK ACTIVITY		✍ Children discuss in groups and solve the sums.	
5	Measuring lengths practically	Text book page no.120, 121	✍ Do these.	Worksheet No : 4
6	WORKBOOK ACTIVITY			
7	Introducing KG Weights	Text book page no.122	✍ Do these	Worksheet No : 5
8	WORKBOOK ACTIVITY			
9	Different types of Balances	Text book page no.123, 124, 125	✍ Children discuss in groups and solve the sums.	Worksheet No : 6
10	WORKBOOK ACTIVITY			
11	Measuring liquids capacities by using Measuring tools	Text book page no.126 Work sheet – 7	✍ Children discuss in groups and solve the sums.	Worksheet No : 7

12	WORKBOOK ACTIVITY			
13	Comparing the capacities of below 1Ltr and more than 1 Ltr practically	Text book page no.127 Work sheet – 8	✍ Children discuss in groups and solve the sums.	Worksheet No : 8
14	WORKBOOK ACTIVITY		✍ Do these	
15	Understand of small capacities ie milli litres	Text book page no.128 Work sheet – 9	✍ Do these.	Worksheet No : 9
16	WORKBOOK ACTIVITY			
17	Identification of the things of different capacities and tabulation	Text book page no.128 Work sheet – 10	✍ Project work	Worksheet No : 10
18	WORKBOOK ACTIVITY			
19	Understanding of Calendar and Date	Text book page no.129	✍ Children discuss in groups and solve the sums.	Work sheet – 11
20	WORKBOOK ACTIVITY			
21	Reading and writing of a date	Text book page no.130	✍ Children discuss in groups and solve the sums.	Work sheet – 12
22	WORKBOOK ACTIVITY			
23	Clock and its Components	Text book page no.131, 132	✍ Children discuss in groups and solve the sums.	Work sheet – 13
24	WORKBOOK ACTIVITY			
25	Clock and time Reading	Text book page no.133, 134	✍ Children discuss in groups and solve the sums.	Work sheet – 14
26	WORKBOOK ACTIVITY			

CHECK FOR UNDERSTANDING

1.Factual Questions	2.Open Ended/Critical Thinking	3.Student Practice Questions & Activities
<ul style="list-style-type: none"> ✍ How many months are there in a year? ✍ Write the names of all the months in a year. ✍ How many days are there in the month of January ? 	<p>Read the clock and write the time in the given box.</p> 	<ul style="list-style-type: none"> ✍ All textbook exercises ✍ Worksheets.
Assessment	TLM	



Self-assessment in the workbook	<p>Print Material :</p> <ul style="list-style-type: none">❖ 3rd Class Maths Magic and Workbook.❖ 2023 –24 Academic Calendar given by APSCERT❖ 3,4,5 Classes Mathematics Teacher’s Handbook.❖ <p>Flash cards of 0 to 9 numbers in 4 sets</p> <ul style="list-style-type: none">❖ Clocks, Calendars <p>Digital Material :</p> <ul style="list-style-type: none">❖ Diksha Videos, Google search	
Signature of the Teacher	Signature of the Visiting Officer with Remarks	Signature of the Headmaster

