

Give and Take

CBSE, Maths, Class – III, Unit – 3

'X' lots of 'Y' nothing but repeated addition....

P. Poornima
D. Sankaradevi

Prior knowledge: Addition and subtraction of two digit numbers with and without regrouping as tens.

Major Concepts: Addition and Subtraction

Learning objectives: Students will be able to do the following:

- Add and subtract numbers by writing them vertically and horizontally with and without regrouping.
- Frame problems for addition and subtraction.
- Expand a number using the concept of place value.

Learning Resources: Textbook, blackboard, worksheet, beads and YouTube videos.

ENGAGE

Activity 1: Watching a video

The teacher plays a video on addition from youtube.com. Children enjoy and learn the song.

<https://www.youtube.com/watch?v=Mn7fmB0mrQ8>

<https://www.youtube.com/watch?v=JFjHid8Hgek>

Assessment: Teacher asks a few questions about this video to check their understanding.

Activity 2 – 'Snakes and Ladders'

The teacher forms groups of 4 students and asks them to play the game of snakes and ladders. While playing the game, she relates the forward move (ladder) to addition and backward move (snake) to subtraction.



Assessment: Teacher visits the groups at random and asks children to explain one or two moves using dices.

EXPLORE

Activity 1 - Grouping the dots:

Teacher gives an activity to children to group the dots into tens. After the activity teacher could ask a few questions such as 1) How many groups of 10 are there and how many ones are remaining 2) Has anyone formed more than 2 groups? etc.

Assessment: Teacher reviews students' worksheet.

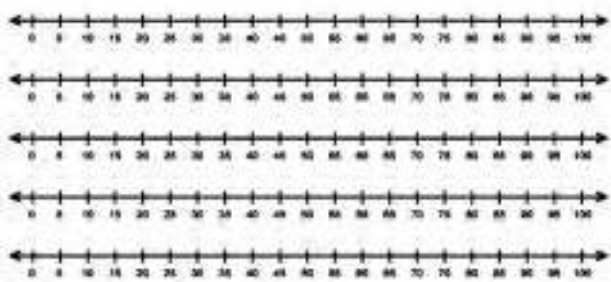
Activity 2 - Number line:

Using the number line worksheet which has numbers 1- 100 (or number grid 1-100 in vertical format) the teacher asks students to

select any number and jump 10 or 5. They could jump 2 or 3 also because it will help them understand it more easily. For that, the teacher could create a new number line worksheet. Teacher should ask students to mark five small lines in-between the two numbers (e.g. between 5 and 10) so that if students choose 22 or 44, it will help them to understand from where to start.

Skip counting (jump up) in 10s using the table below.

Number grid



For example

- $22+30 = 22+ 30$ skip count (jump up) in

91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

the table and find the number=52

- $34+10$
- $44+20$
- 20 more than 31

And also using the same procedure for backward jump.

- $53-20$

- 8 less than 50

EXPLAIN

The teacher asks the students to explain what they have understood in each activity performed so far. The teacher also explains the concepts wherever required.

Assessment: Teacher asks questions, gives some more activities to repeat or gives a few sums based on the concepts.

ELABORATE

Activity 1 - Decomposing numbers:

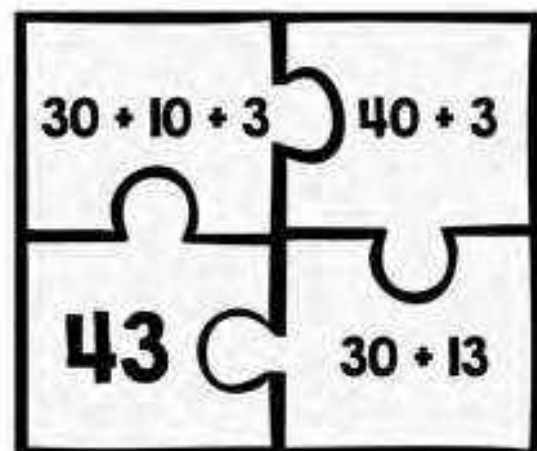
Teacher gives an activity to the children to decompose the numbers. In this activity students could choose any number and decompose it as groups of 10 and mention the remaining remainder. For example if student takes 33, $33 = 10+10+10 +3$ if student takes 38, $38 = 10+10+10+8$

Assessment: Students ability to decompose numbers.

Activity 2 - Puzzle game:

Teacher gives jumbled puzzles to the students. They have to assemble it using decomposition of numbers. Teacher could give any number and ask students to match as many combinations as possible using this chart and also write it in their note books. (Teacher should prepare a few more cards like this.)

Assessment: Teacher observes students



while performing the activity and also checks their notebooks.

EVALUATE

Activity 1 – Addition puzzle:

Students solve a collection of puzzles in which they add, subtract, and use logical reasoning to find missing numbers in a 3×3 grid. Through multiple random challenges, students work to improve their strategies and scores. The activity concludes with students identifying the strategies they used to solve the puzzles.

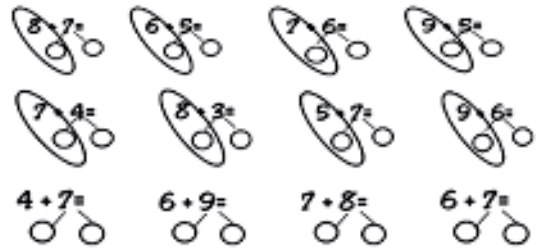
Addition puzzle game: Fill in the grids:

Number	Decompose into three numbers		
50	10		
	20	20	
23	10	10	3
70	10	50	10

Number	Decompose into three numbers, add and verify		
34	4		
26			6
45		10	

Activity 2 - Decomposition worksheet:

Teacher gives a worksheet and asks students



to do the following:

- Add the given numbers
- Decompose the second number in such a manner that the first number becomes 10 (eg., $6+8 = 14$; 8 must be decomposed to $4+4$ so that it becomes $10+4$)

Note: Teacher could extend the worksheet as required.

Assessment: Teacher checks the worksheet completed by the students.



P. Poornima, P.S.T, G.P.S, Pillayarkuppam



D. Sankaradevi, P.S.T, G.M.S, Adingapet