Addition

2

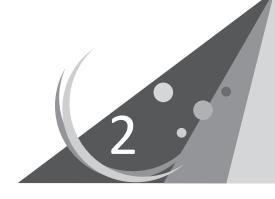## LESSON PLAN

SPECIFIC OBJECTIVES

The students will
❍ learn addition of 3-digit numbers by regrouping ones, tens and hundreds digits.
❍ learn addition of 3-digit numbers with and without carrying.
❍ understand application of addition for bigger numbers in daily life situations.
❍ know the properties of addition.
❍ think about missing addends in a row as well as column addition.

CONTENTS EXPLAINED INSIDE THE CHAPTER
❍ Addition of 3-Digit Numbers by Grouping in Hundreds, Tens and Ones (page 106)
❍ Vertical Addition (Without Carrying) (page 107)
❍ Vertical Addition (With Carrying) (page 108)
❍ Addition Stories (page 109)
❍ Addition Facts (page 110)

TEACHING AIDS
Blocks of tens and ones, two dice, counters of two colours (10 each), paper, pencil, a chalk and a blackboard.

TEACHING STRATEGY
❍ The teacher should recall the addition of numbers upto 2-digits and then ask the students to solve the questions from part (A to C) given in 'Let Us Recall' on page 105.
❍ Using the concept of place value, the teacher should discuss the addition of two 3-digit numbers by regrouping the digits at ones, tens and hundreds places, respectively on the blackboard. Thereafter, she should go through the page 106 for text and exercise 2.1.

○ After that, she should move to the vertical addition of 3-digit numbers (without carrying). She can use the chalk and a blackboard to solve a few questions in the class and then ask the students to do exercise 2.2 given on page 107.

○ Further, she should explain how to add 3-digit numbers vertically (with carrying) using the place value grid and the blackboard. For this, she should go to the text given on page 108 and then ask the students to do exercise 2.**3.**

○ Now, the teacher should talk about some daily life situations for the application of addition and hence, she should ask them to solve the questions given in exercise 2.4.

○ The teacher should divide the class into groups of 2–4 students, and should start to teach them the properties of addition.

First, the teacher ask the students to write few pairs of numbers on the blackboard and ask them to add alternately. Check whether the results are same. For example, 231 and 125

Student – A	Student – B

$$
\begin{array}{r}
231 \\
+125 \\
\hline
356
\end{array}
\quad \leftarrow \text{Same result} \rightarrow \quad
\begin{array}{r}
125 \\
+231 \\
\hline
356
\end{array}
$$

Similarly, she will show that when 0 is added to a number or a number is added to 0, the sum is the number itself. After that, she should go to page 110 for text and exercise.

○ Thereafter, the teacher should discuss about a natural disaster or any event that effects the people badly and in that case, how the people from abroad reach out to help the victims. Then, go to the value corner given on page 111.

○ Again, she should guide the students in solving the puzzle given on page 111.

○ Finally, the teacher should divide the class into pairs and ask them to play the game given under Maths Lab Activity.

EXPECTED LEARNING OUTCOMES

Students are able to

○ add 3-digit numbers by regrouping the digits at ones, tens and hundreds places, respectively.

○ add vertically 3-digit numbers (without carrying).

○ add vertically 3-digit numbers (with carrying).

○ apply the addition facts to solve daily life problems.

○ use the properties of addition for finding the missing numbers in addition fact.

○ understand the situation of disaster affected people and our duty towards them.

> The teacher may evaluate the students using Periodic Test 1 or preparing similar paper herself.