Model Srijana Boarding School

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The Course of Study

Minimum Levels of Learning at the Primary Stage

Class: Three

Subject: Maths

A good teacher must know

how to arouse the interest of

the pupil in the field of study for

which he is responsible; he

must himself be a master in the

field and be in touch with the

latest developments in his

Subject; he must himself be a

fellow traveler in the exciting

pursuit of knowledge.

"Our dream for every child, life in all its fullness;
Our prayer for every heart, the will to make it so."

Teachers have the power to affect a child's life for better or for worse. A child becomes what he experiences.

Statement of Minimum Levels of Learning in Mathematics

Understanding whole number and numerals

- ♣ Recognizes and writes numbers from 100-1000
- ♣ Write numbers names from 1-100
- ♣ Demonstrates understanding of place value of 3-digit numbers by expanding numbers between 100-999 into 100's, 10's and ones, and by expression the expanded form as a 3-digit number
- ♣ States the place value of the digits within a 3-digit numeral
- ♣ Arranges numbers from 100-1000 in ascending and descending order
- ♣ Identifies the numeral/ numerals before, after or between any numerals / numerals between 100-1000
- ♣ Compares numbers from 100-1000 using the signs $<, >, =$
- ♣ Demonstrates understanding of even and odd numbers.
- ♣ Demonstrates understanding of ordinal numbers 11 - 100.

Ability to Add, Subtract, Multiply and Divide whole Numbers

- ♣ Adds two or three 3-digit numbers with carrying and sum not exceeding 999
- ♣ Subtracts 3 digit numbers with borrowing.
- ♣ Solves 1-2 steps of daily life problems involving skills Adds two or 3-digit numbers with carrying and sum not exceeding 999 and Subtracts 3 digit numbers with borrowing.
- ♣ Adds and subtracts mentally two numbers that are whole 100's where no number in the operation exceeds 1000
- ♣ Solves one step of daily life problems mentally involving addition and subtraction with
- ♣ Adds and subtracts mentally two numbers that are multiples of 10 or -100 between 10 -1100 where one of the numbers is a 2-digit number and where no carrying or borrowing is involved. E.g. 220 + 40, 850-20

♣ Demonstrates understanding of concept of multiplication as repeated addition with 6, 7, 8, and 9 as remainder factors
♣ Knows mentally and in writing multiplication tables with 2-10 as factors
♣ Multiplies 2 and 3-digit numbers with single digit with carrying and product not exceeding 999
♣ Demonstrates understanding of the concept of division as repeated subtraction
♣ Multiplies by 100 mentally where the product does not exceed 10000
♣ Solves one step of daily life problems of multiplication and division using skills Multiplies 2 and 3-digit numbers with single digit with carrying and product not exceeding 999 and multiplies by 100 mentally where the product does not exceed 10000 .
♣ Solves one step of daily life problems mentally involving multiplication and division with 1-10 as factors and divisors and pro-ducts and dividend not exceeding 100

Ability to use and solve simple problems of Daily Life Relating to units of Money, Length, Mass (weight) Capacity, Ares Time and Money

♣ Uses real or toy money in currency and coins in examples of 1-step daily transactions with values not exceeding Rs 10
♣ solves simple money problems using either addition or subtraction without conversion, e.g. simple shopping accounts
♣ solves mentally daily life problems involving paisa in multiples of 5 and 10, up to Re 1
♣ solves mentally 1-step daily life problems involving whole rupees where the sum does not exceed Rs 50
♣ demonstrates understanding of relationship between meters and centimeters
♣ Adds two lengths of meters and centimeters without conversation
♣ Finds the difference between two lengths of meters and centimeters without conversion
♣ Estimates lengths of familiar lengths of familiar objects and short distances not exceeding 5 meters in non-standard units
Mass (weight)
♣ Understands the relationship between the standard units of mass (weight) , I,e. between kilograms and grams

- ♣ Identifies the different block measures of mass such as 50 grams, 100 grams, 200 grams, 500 grams, 1 kilogram and 2 kilograms
- ♣ Adds the mass (weight) of 2 or 3 objects when the mass of each object is expressed in kilograms and grams without conversion
- ♣ Finds the difference in the mass of two objects when the mass of each object is expressed in kilograms and grams without conversion

Capacity
- ♣ Understands the relationship between standard units of measuring capacity (i.e. litre and milliliters)
- ♣ Adds two or three quantities of liquid, and writes the sum expressed in liters and milliliters without conversion
- ♣ Finds the difference between two quantities of liquids when both are expressed in litres and milliliters without conversion
- ♣ Estimates small units of capacity in terms of non-standard measures such as cups, match-boxes, bottles, etc

Area:
- ♣ Calculate surface area of rectangular regions using nonstandard units such as bricks, tiles, match-boxes, etc.
- ♣ Estimates small units of areas in terms of square and rectangular objects such as match boxes, bricks, tiles (non-standard units)

Time
- ♣ Reads clocks by hour, ½ hour, ¼ hour and five minute intervals
- ♣ Adds hours and minutes without conversion

Ability to use fractions, decimals and percentages 'Fractions'
- ♣ Demonstrates orally understanding of fractions as parts of regions (spatial) using concrete objects/ diagrams/ paper folding
- ♣ Demonstrates understanding of the meaning of proper fractional numbers as parts of regions with the numerator and denominator not exceeding 10

Percentage
- ♣ Recognizes and classifies various solids in the environment with their geometrical names (eg. Cuboid, sphere, cube, cone, cylinder)
- ♣ Draw plane shapes, e.g. square, rectangle, triangle and circle using objects which have straight or curved edges
- ♣ States properties of triangle, rectangle and square

"The Secret of education lies in respecting the pupil"

ATEACHER'S PRATER

Give me, Divine Master,
a sincere love for my students,
and deep respect for each one's unique gifts.
Help me to be a faithful and devoted teacher,
with my eyes on the good of those I serve.
May I impart knowledge humbly
listen attentively
collaborate willingly,
and seek the lasting good of those I teach.

I accept each student from your hands.
I believe that everyone of them
Is a person of unique worth.
Even when they themselves do not see it.
I know that I have the opportunity
to bring light and hope.
A sense of mission and purpose
to may young lives
I believes that you believe in me,
and you stand by me.

I seek your blessing
as I start another day.
May we, above all,
Learn from your guidance
and from the lives of those who know you best.
For this is true learning:
to know life as it should be lived;
to know ourselves as we truly are,

May I be quick of these I teach.
show to condemn,
eager to affirm and to forgive.
While I reach ideas and give training in skills,
may my life and my integrity
open minds and hearts to the truth.
May my warm-hearted interest in each one
give them a zest for life and a passion for learning.
Give me the strength to admit my limitations.
The courage to strength to admit my limitations.
The courage to start each day with hope.
And the patience and humour I need in my teaching.

I ask you to bless me and my students,
And out dreams and hopes.
May we learn from the wisdom of the past.
May we learn from life and from one another.

and to hear your voice in every work we learn

"A True Educator Must

Cultivate a personality

Which manifests kindness, and patience."