



ACADEMIC UPDATES (2021 – 22)

CLASS : III

DATE : 7TH APRIL TO 24TH APRIL, 2021

Period	Introduction of the topic or sub-topic:	CW / Activity	HW/PW																																			
1	<p>Teacher will explain the concept of face value and Place Value with the help of place value chart till thousand. Eg.5241</p> <table border="1"> <tr> <td>Thousands</td> <td colspan="3">Ones</td> </tr> <tr> <td>Thousands</td> <td>Hundreds</td> <td>Tens</td> <td>Ones</td> </tr> <tr> <td>(1000)</td> <td>(100)</td> <td>(10)</td> <td>(1)</td> </tr> <tr> <td>1</td> <td>4</td> <td>2</td> <td>1</td> </tr> </table> <p>(15mins)</p>	Thousands	Ones			Thousands	Hundreds	Tens	Ones	(1000)	(100)	(10)	(1)	1	4	2	1	<p>Pg : 12</p> <p>Ex-1 A (Q 1,2,3,4and 5)</p> <p>(10mins)</p>	<p>Pg :12</p> <p>Q no.4(d,e)</p>																			
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2	<p>Teacher will explain the place value of each digit in a number. Eg. 4379</p> <table style="margin-left: 20px;"> <tr> <td style="border-left: 1px solid black; border-bottom: 1px solid black; width: 20px; height: 20px;"></td> <td style="border-left: 1px solid black; border-bottom: 1px solid black; width: 20px; height: 20px;"></td> <td style="border-left: 1px solid black; border-bottom: 1px solid black; width: 20px; height: 20px;"></td> <td style="border-bottom: 1px solid black; width: 20px; height: 20px;"></td> <td style="padding-left: 10px;">$9 \times 1 = 9$</td> </tr> <tr> <td style="border-left: 1px solid black; border-bottom: 1px solid black; width: 20px; height: 20px;"></td> <td style="border-left: 1px solid black; border-bottom: 1px solid black; width: 20px; height: 20px;"></td> <td style="border-bottom: 1px solid black; width: 20px; height: 20px;"></td> <td style="border-bottom: 1px solid black; width: 20px; height: 20px;"></td> <td style="padding-left: 10px;">$7 \times 10 = 70$</td> </tr> <tr> <td style="border-left: 1px solid black; border-bottom: 1px solid black; width: 20px; height: 20px;"></td> <td style="border-bottom: 1px solid black; width: 20px; height: 20px;"></td> <td style="border-bottom: 1px solid black; width: 20px; height: 20px;"></td> <td style="border-bottom: 1px solid black; width: 20px; height: 20px;"></td> <td style="padding-left: 10px;">$3 \times 100 = 300$</td> </tr> <tr> <td style="border-bottom: 1px solid black; width: 20px; height: 20px;"></td> <td style="border-bottom: 1px solid black; width: 20px; height: 20px;"></td> <td style="border-bottom: 1px solid black; width: 20px; height: 20px;"></td> <td style="border-bottom: 1px solid black; width: 20px; height: 20px;"></td> <td style="padding-left: 10px;">$4 \times 1000 = 4000$</td> </tr> </table> <table border="1" style="margin-left: 20px; width: 100%;"> <thead> <tr> <th>Digit</th> <th>place value</th> <th>face value</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>$9 \times 1 = 9$</td> <td>9</td> </tr> <tr> <td>7</td> <td>$7 \times 10 = 70$</td> <td>7</td> </tr> <tr> <td>3</td> <td>$3 \times 100 = 300$</td> <td>3</td> </tr> <tr> <td>4</td> <td>$4 \times 1000 = 4000$</td> <td>4</td> </tr> </tbody> </table> <p>(10mins)</p>					$9 \times 1 = 9$					$7 \times 10 = 70$					$3 \times 100 = 300$					$4 \times 1000 = 4000$	Digit	place value	face value	9	$9 \times 1 = 9$	9	7	$7 \times 10 = 70$	7	3	$3 \times 100 = 300$	3	4	$4 \times 1000 = 4000$	4	<p>Pg : 14</p> <p>Ex-1 B (Q 1,2and 3)</p>	-
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3	Teacher will explain the expanded form and the standard form of a number. (15mins)	ACTIVITY - 1 (notebook)	—
4	Teacher will explain the concept of comparing numbers. (15mins)	Pg :14 (Q 4 ,5) Pg.:17 Q 1(a,b,c,d) (notebook) 5mins.	Pg:17 Q 1(e,f,g,h)
5	—	Pg: 17 Q 2 (a,b,c,d,e,f,g,h) Q 3,4and 5 (20mins)	Pg :17 Q2(i,j,k,l,m, n,o)
6	Teacher will explain the concept of ordering numbers. Descending Order :Arranging numbers from greatest to smallest. Ascending Order : Arranging numbers from smallest to greatest. (15mins)	Pg : 19 Q1(a,b,c) Q 2 (a,b,c)	Pg :19 Q 1(d,e,f) Q 2(d,e,f)
7	Teacher will explain the concept of Building numbers. Building numbers :Arranging digits in a greatest and smallest form. (15mins)	Pg :21 Q 1 and2 (5mins)	—

8	<p>Teacher will explain the concept of Rounding Numbers.</p> <p>1. If the ones digit is 4 or less,round to the smallest ten. 2. If the ones digit is 5 or more,round to bigger ten.</p> <p>(15mins)</p>	<p>Pg:23 Q 1,2,3,4 and 5.</p> <p>5mins</p>	—
9	<p>Teacher will explain the concept of Even and Odd numbers and Ordinal numbers till 50 .</p> <p>(15mins)</p>	<p>Ordinal numbers from 1 to 30</p> <p>(5mins)</p>	—
10	—	<p>Ordinal numbers from 31 to 50</p> <p>(25mins)</p>	—
11	<p>Teacher will give the concept of solving word problems.</p> <p>(15mins)</p>	<p>Pg :26 in book</p> <p>5mins</p>	—

ACTIVITY

Procedure - Teacher will demonstrate the activity and students will follow accordingly.

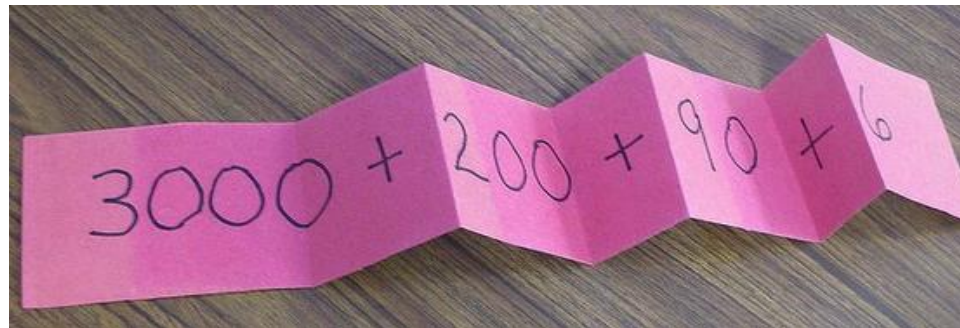
E.g. $3296 = 3000 + 200 + 90 + 6$

Here, **3296** is in the **standard form** and **(3000 + 200 + 90 + 6)** is in the **expanded form**.

Step1- Take a paper strip and write the expanded form of a number

Step2 – Fold the paper (as demonstrated) to get the standard form of the expanded number.

Step3 – Unfold the paper strip to get back the expanded form.



PLACE VALUE

Things to remember

1. The sum of the place values of the digits of a numeral is called its Expanded form.
2. By expanding the numbers we understand the value of each digit in the numeral.
3. The face value of a digit is the value of the digit itself wherever it may be placed.
4. The place value of a digit depends on its position in the number.
5. The smallest 4-digit no. is 1000 and the greatest 4-digit no. is 9999
6. 0 to 9 are 1-digit nos.
7. 10 to 99 are 2-digit nos.
8. 100 to 999 are 3-digit nos.
9. The number just after a given number is its successor we add 1 to a number to get its successor.
10. The number just before a given number is its predecessor. We subtract 1 from a number to get its predecessor.
11. This is a different way of saying what comes after or what comes before.
12. To estimate means to make an approximate calculation.
13. Rounding is one way to estimate.