Lesson-3: Addition

12 Periods (40 minutes each)

Learn Better (Main Course Book), Stay Ahead (Workbook), Book of Holistic Teaching, Book of Project Ideas, CRM signs, Poster, Blackboard

Animated activities, Dictionary, eBook, Explainer video, Hots, I Explain, Infographic, Maths lab, Mental Maths, Quiz

Confirming better
I am unique.

Curricular Goals and Objectives (NCF)

To enable the students:

- to develop fluency in adding 3-digit and 4-digit numbers.
- to apply addition in real-life problem-solving.
- to understand and use properties of addition.
- to collaborate through group activities.
- to engage in active learning with diverse strategies.

Methodology

Period 1

SHOULD DO
10 MIN.

Teacher: Good morning, students. How are you all today?

Teacher: Let us start today's lesson with a quick mental maths activity called 'Add the same number.' Please listen carefully to the instructions.

Teacher: I will say a number and your task is to add the same number in it in your mind. Once you know the answer, raise your hand. I will call on one of you to share the answer. Let us start with a simple example. What is double of 5?

(Give new numbers in a similar way.)

Confirming Better

Teacher: Before we dive into the lesson, let us start with a quick affirmation:
'I am unique.' Repeat after me: 'I am unique'.

Teacher: We will begin a new chapter Addition. We are going to use a KWL chart to help us organise our thoughts and learning. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same format.

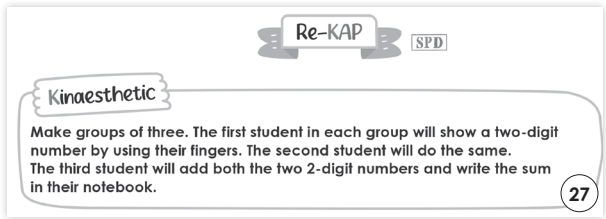
K	W	L

Teacher: Take a few minutes to think and write. If you have any questions, feel free to ask.

Teacher: You all did an amazing work in this activity. Let us move to Re-KAP activities. We will use Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting. Let us start with the Kinaesthetic activity.

MUST DO
10 MIN.

Kinaesthetic



Teacher: Who will read and explain the activity?

Teacher: Yes, in this activity we will work in groups. Quickly form a group consisting of 3 students.

Teacher: In your groups, the first student will show a two-digit number on their fingers. The second student will show another number.

Teacher: The third student will add the two numbers together and write the sum in their notebook.

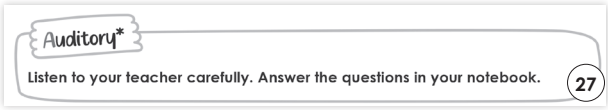
Teacher: Remember to help each other out and double-check your answers.

MUST DO
10 MIN.

(Give students time to perform the activity and provide assistance as needed.)

Teacher: Well done, everyone. Great teamwork.

Auditory



Teacher: Now, let us move to the auditory activity. Listen carefully to the following questions and solve the addition problems in your notebook:

Teacher: 1. Jack's class has 32 students. Ira's class has 46 students.

How many students are there in Jack and Ira's class?

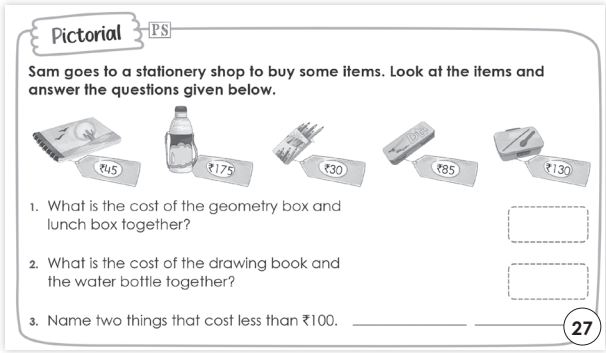
2. Jenny went to Delhi for 12 days, Jaipur for 15 days and Mumbai for 18 days.

How many days did Jenny spend travelling to all three cities combined?

Teacher: Great work. Now, let us check our answers together.

MUST DO
10 MIN.

Pictorial



Teacher: Now, let us look at this picture of items Sam bought at a stationery shop. Answer these questions in your notebook:

1. What is the cost of the geometry box and lunch box together?
2. What is the cost of the drawing book and the water bottle together?
3. Name two things that cost less than ₹100.

Teacher: Take your time and think about the total costs before you write your answers.

Teacher: Let us have a huge round of applause. I will see you in the next class.

Differentiated Activities

Sam went to a shop and purchase 4 items. Price of lunch box is ₹60, geometry box is ₹50, pen is ₹10 and notebook is ₹5.

110 km/hr

What is the total cost of all items Sam bought?

80 km/hr

Add the costs of the geometry box and the lunch box.

40 km/hr

Write down the sum of 45 and 30.

Home Task

Visit a stationery shop or check a bill from your last visit. List five items and their prices (e.g., geometry box, notebook, pen, etc.). Add the prices to find the total cost.

Period 2

SHOULD DO
5 MIN.

Teacher: Good morning, students. How are you all feeling today?

Teacher: That is wonderful to hear. Let us start with something fun. Are you ready for a quick game?

Teacher: Let us warm up. Clap your hands three times.

(Students clap.)

Teacher: Now touch your toes and jump up high.

(Students follow.)

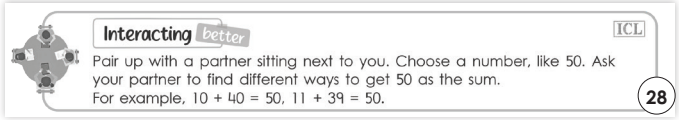
Teacher: Great. Now spin around once and give your neighbour a high-five.

(Students spin and high-five.)

Teacher: Fantastic. Now let us dive into today's lesson.

MUST DO
5 MIN.

Interacting better



Teacher: Let us practise working with numbers in pairs.

Teacher: Pair up with the person sitting next to you. I am giving you a number: 50. Your task is to find different ways to make 50 using addition. For example, 10 + 40 = 50 or 11 + 39 = 50. Write down as many combinations as you can in three minutes.

Teacher: Let us do a fun challenge. Can anyone guess how many desks we have in our class?

Teacher: Interesting guesses. Let us write them on the board.

Teacher: Now, we will find out the actual number.

Teacher: Great effort, everyone. The total number of desks in the school is (answer). Some of you were very close. Numbers can help us answer questions like this in real life. Well done. Who likes to listen to stories?

Teacher: Great. Let us read the story. Everyone please open page 28 in your Main Course Book.

MUST DO
15 MIN.

Teacher: Who would like to read?

(Guide students to read and explain the story.)

You may show the **Animation** given on the digital platform.

Teacher: What did the father of Sam asked her to do?

Teacher: Yes, Sam's father asked her to add 2 and 3-digit numbers.

(Accept all relevant responses.)

Teacher: Let us revisit how we can add numbers.

MUST DO
10 MIN.

Adding 3 – digit numbers (Without Regrouping)

ADDING 3-DIGIT NUMBERS

Sam starts counting the flowers as she walks through the park. There are 321 pink flowers and 266 red flowers.

Without regrouping

Example 1: Add 321 and 266.

STEP 1: Add the ones.

	H	T	O
	3	2	1
+	2	6	6
			7

1 one + 6 ones = 7 ones

STEP 2: Add the tens.

	H	T	O
	3	2	1
+	2	6	6
		8	7

2 tens + 6 tens = 8 tens

STEP 3: Add the hundreds.

	H	T	O
	3	2	1
+	2	6	6
	5	8	7

3 hundreds + 2 hundreds = 5 hundreds

So, the total number of flowers counted by Sam is 587.

29

Teacher: Let us practise adding 3-digit numbers without regrouping.

(Continue the story given in the Main Course Book on page 29. Write number of flowers 321 and 266 on board.)

Teacher: Who would like to come up and solve it?

Teacher: Excellent. Notice how we start with the ones place, then move to the tens and finally the hundreds

COULD DO
5 MIN.

Teacher: Let us play a team game. I will divide the class into two teams: Team A and Team B.

Teacher: Team A, think of any two 3-digit numbers and share them with Team B.

Teacher: Team B, add those numbers. Remember, when we add, we always start with the digits in the ones place and move to the tens and hundreds places.

Example:

Team A gives the numbers 345 and 113.

You may show the **Dictionary** given on the digital platform.

Team B solves:

- Add the ones place: 5 + 3 = 8
- Add the tens place: 4 + 1 = 5
- Add the hundreds place: 3 + 1 = 4
- The total is 458.

(Discuss the answers together and clarify any doubts. Encourage all students to share their solutions. Interchange the tasks of teams)

Teacher: Well done, everyone. Let us end with a big round of applause for your hard work. See you in next class.

Differentiated Activity

Teacher: Pick the number chits from 0 to 9.

110 km/hr

Create two 3-digit numbers using the numbers mentioned in 4 chits. Add the numbers.

80 km/hr

Create two 2-digit numbers from the numbers mentioned in 4 chits. Add the numbers.

40 km/hr

Pick 2 chits and add the numbers.

Home Task

Ask your parents or guardians for the costs of three household expenses (e.g., groceries, electricity bill, water bill, etc.). Write the amounts and calculate the total spent.

Period 3

Teacher: Good morning, everyone. How are you all today?

SHOULD DO
5 MIN.

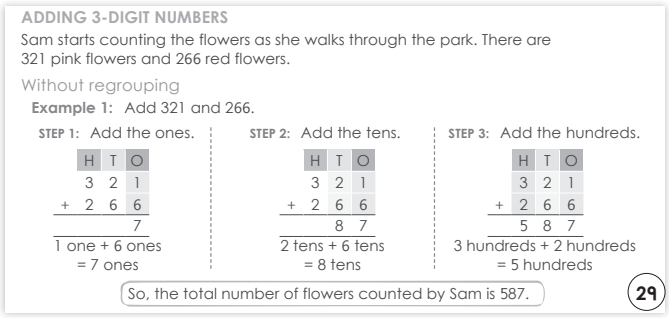
Teacher: Can anyone recall what we studied in the last class?

Teacher: Yes, we practised adding 3-digit numbers. Now, who will solve 348+345 on the board?

Teacher: Do you notice anything different? Yes, when we add, if we have more than 9 ones or 9 tens, we regroup them. Look our friends Maria and Ryan are explaining. Let us explore this in detail.

MUST DO
10 MIN.

Adding 3 – digit numbers with regrouping


ADDING 3-DIGIT NUMBERS

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Without regrouping

Example 1: Add 321 and 266.

STEP 1: Add the ones.

	H	T	O
	3	2	1
+	2	6	6
			7

1 one + 6 ones = 7 ones

STEP 2: Add the tens.

	H	T	O
	3	2	1
+	2	6	6
		8	7

2 tens + 6 tens = 8 tens

STEP 3: Add the hundreds.

	H	T	O
	3	2	1
+	2	6	6
	5	8	7

3 hundreds + 2 hundreds = 5 hundreds

So, the total number of flowers counted by Sam is 587.

29

Teacher: When we add 3-digit numbers, regrouping means converting 10 ones to 1 ten or 10 tens to 1 hundred. Or 10 hundreds into 1 thousand. Let me show you some examples.

(Explain with the help of examples 2 and 3 given in the Main Course Book on page 29 and 30.)

MUST DO

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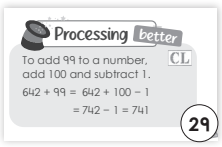

Processing better

CL

To add 99 to a number, add 100 and subtract 1.

642 + 99 = 642 + 100 − 1

= 742 − 1 = 741

29

Processing better

Teacher: Adding 99 is simpler if we add 100 and subtract 1.

Example: 642 + 99 equals 642 + 100 - 1 equals 741.

COULD DO

5 MIN.

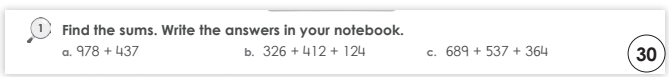
Abacus

(You may do the **Abacus Activity** on digital platform.)

Teacher: Let us practise addition using the abacus. Place your beads correctly to represent the numbers.

MUST DO

5 MIN.


1 Find the sums. Write the answers in your notebook.

a. 978 + 437 b. 326 + 412 + 124 c. 689 + 537 + 364

30

Teacher: Let us work in pairs and solve the sums given on 30 in Exercise 1. Write the answers in your notebook. a. 978 + 437

Teacher: Remember to start by adding the ones, then the tens and finally the hundreds. Take your time and solve each sum carefully. Once you finish, share your answers with your partner.

(Similarly do the other question)

Team Game

Teacher: It is time for a fun team game. Team A, think of two 3-digit numbers and tell them to Team B.

SHOULD DO

10 MIN.

Teacher: Team B, add the numbers and share the answer. Let us see if it is correct.

Teacher: Well, done, Team B. Let us switch roles now. Team B, think of two numbers and Team A will solve.

Teacher: Great work today, everyone. Let us end the class with a big round of applause for your efforts. See you next time.

Differentiated Activities

110 km/hr

Add the following three 3-digit numbers with regrouping:

1. 487 + 356
2. 732 + 548

80 km/hr

Add the following two 3-digit numbers with regrouping:

1. 467 + 218
2. 381 + 274

40 km/hr

Add the following two 3-digit numbers without regrouping:

1. 123 + 234
2. 453 + 312

Home Task

Practise question (c) of Exercise 1 given on page 30 in your notebook.

Period 4

SHOULD DO

5 MIN.

Teacher: Good morning, everyone. How are you all today?

Teacher: Can anyone recall what we have studied in the last class?

Teacher: Yes, we practised adding 3-digit numbers. Today, we will learn how to add 4-digit numbers.

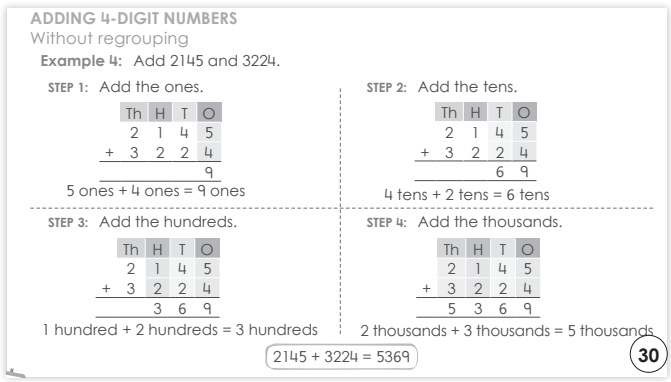
Teacher: Who would like to solve 2145 + 3224 on the board?

(Encourage students to raise their hands and answer.)

Teacher: Excellent. Let us add the numbers step by step and see how we get the sum. Everyone please open page 30 of your Main Course Book.)

MUST DO

5 MIN.


ADDING 4-DIGIT NUMBERS

Without regrouping

Example 4: Add 2145 and 3224.

STEP 1: Add the ones.

	Th	H	T	O
	2	1	4	5
+	3	2	2	4
				9

5 ones + 4 ones = 9 ones

STEP 2: Add the tens.

	Th	H	T	O
	2	1	4	5
+	3	2	2	4
			6	9

4 tens + 2 tens = 6 tens

STEP 3: Add the hundreds.

	Th	H	T	O
	2	1	4	5
+	3	2	2	4
		3	6	9

1 hundred + 2 hundreds = 3 hundreds

STEP 4: Add the thousands.

	Th	H	T	O
	2	1	4	5
+	3	2	2	4
	5	3	6	9

2 thousands + 3 thousands = 5 thousands

2145 + 3224 = 5369

30

Adding 4-digit numbers without regrouping

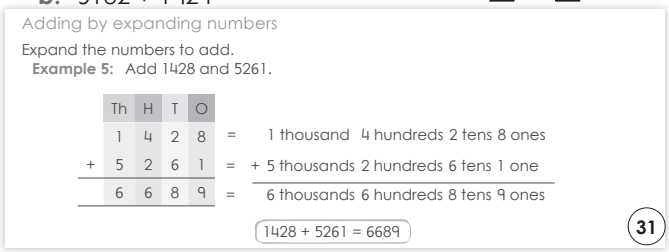
(Explain with the help of example 4 given on page 30.)

Teacher: Now, let us practise. Work in pairs and solve the following sums:

MUST DO 5 MIN.

a. 2536 + 3140

b. 5132 + 1924



Adding 4-digit numbers by expanding numbers

Teacher: Now, let us explore adding numbers by expanding them.

Teacher: For example, let us add 1428 and 5261.

1428 = 1 thousand + 4 hundreds + 2 tens + 8 ones

5261 = 5 thousands + 2 hundreds + 6 tens + 1 one

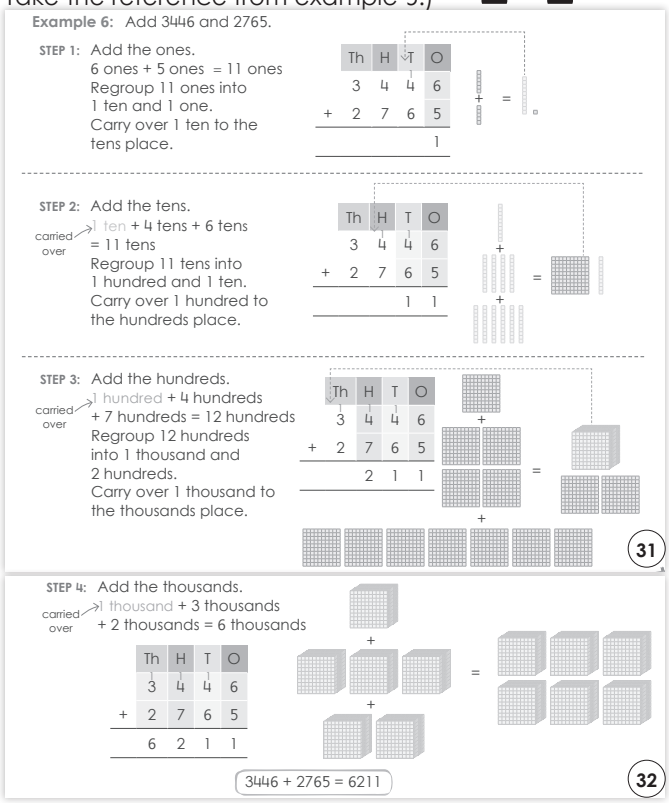
Teacher: Now, let us add the numbers:

6 thousands + 6 hundreds + 8 tens + 9 ones.

1428 + 5261 = 6689

(Demonstrate the addition on board. Take the reference from example 5.)

MUST DO 10 MIN.



Adding 4-digit number with regrouping

Teacher: Let us focus on adding 4-digit numbers with regrouping.

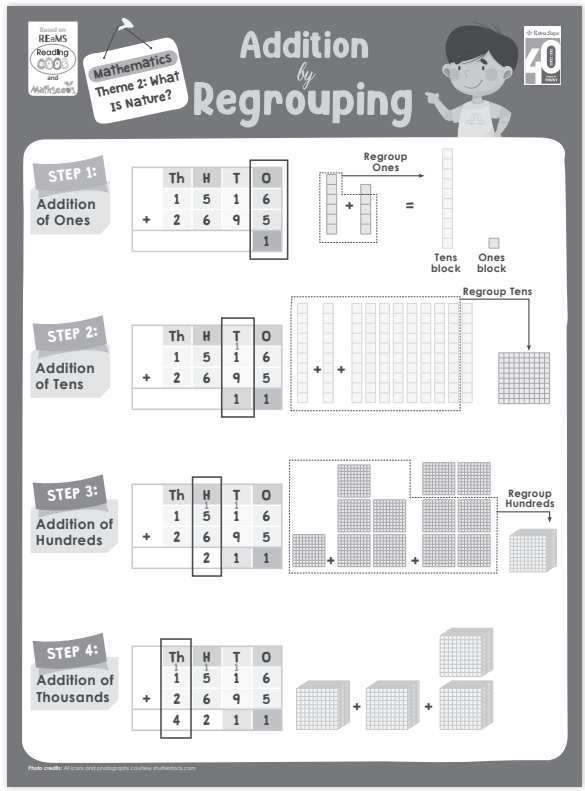
Teacher: Consider this example: 3446 + 2765

(Explain the steps given in the example 6 given on page 31.)

Teacher: Let us revisit the addition by regrouping with help of the Poster. Who would like to explain?

MUST DO 10 MIN.

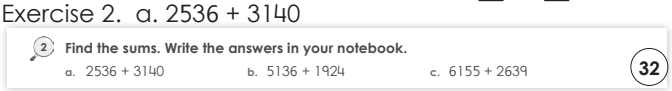
Poster



You may show the **Explainer** given on digital platform. (Guide the students as required.)

Teacher: Let us now try to solve some problems independently. Please open page 32 and try to solve Exercise 2. a. 2536 + 3140

MUST DO 5 MIN.



Teacher: Well done everyone you did amazing work. Let us move to question (b).

Teacher: Great work, everyone. Let us end the class with a huge round of applause for your hard work.

Differentiated Activities

110 km/hr

Add the following two 4-digit numbers with regrouping:

8487 + 3856 2732 + 7588

80 km/hr

Add the following two 4-digit numbers with re-grouping:

4617 + 2118 3181 + 2274

40 km/hr

Add the following two 4-digit numbers without regrouping:

4617 + 2111 3181 + 2214

Home Task

Practise question (c) of Exercise 2 given on page 32 in your notebook.

Period 5

SHOULD DO
05 MIN.

Teacher: Good morning, class. Before we begin our maths lesson, let us get our bodies moving for a few minutes.

Teacher: Great. Stand up from your seats and let us get started. First, I want you to stretch your arms up high, like you are reaching for the sky. Stretch, stretch, stretch. Now, slowly bring them down. Wonderful.

Teacher: Let us do a little maths dance. I will call out a number and you will take that many steps forward. For example, if I say 'five,' you will take five steps. Let us practise. Ready?

(You may do the activity in the ground or class as per space available.)

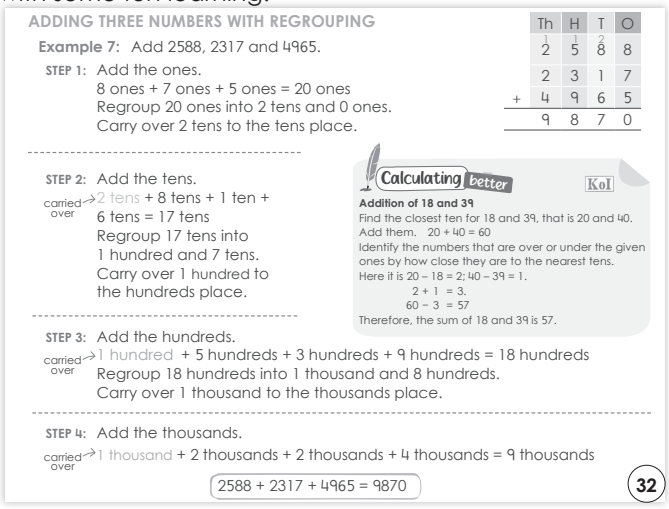
Teacher: I will say a number and you move that many steps. Here we go: Three.

Teacher: Well done. Now, let us try seven.

Teacher: Excellent. Now, can anyone tell me how many steps we took in total if we added three steps and seven steps together? Yes, that is correct, ten steps. Let us take ten steps together. Ready?

MUST DO
10 MIN.

Teacher: Great work. You are already doing well with your maths today. Let us take a deep breath and get ready for our maths lesson. Please sit back down and we will start with some fun learning.


ADDING THREE NUMBERS WITH REGROUPING

Example 7: Add 2588, 2317 and 4965.

	Th	H	T	O
	1	1	2	
	2	5	8	8
	2	3	1	7
+	4	9	6	5
	9	8	7	0

STEP 1: Add the ones.
8 ones + 7 ones + 5 ones = 20 ones
Regroup 20 ones into 2 tens and 0 ones.
Carry over 2 tens to the tens place.

STEP 2: Add the tens.
carried over → 2 tens + 8 tens + 1 ten + 6 tens = 17 tens
Regroup 17 tens into 1 hundred and 7 tens.
Carry over 1 hundred to the hundreds place.

Calculating better — KoI
Addition of 18 and 39
Find the closest ten for 18 and 39, that is 20 and 40.
Add them. 20 + 40 = 60
Identify the numbers that are over or under the given ones by how close they are to the nearest tens.
Here it is 20 – 18 = 2; 40 – 39 = 1.
2 + 1 = 3.
60 – 3 = 57
Therefore, the sum of 18 and 39 is 57.

STEP 3: Add the hundreds.
carried over → 1 hundred + 5 hundreds + 3 hundreds + 9 hundreds = 18 hundreds
Regroup 18 hundreds into 1 thousand and 8 hundreds.
Carry over 1 thousand to the thousands place.

STEP 4: Add the thousands.
carried over → 1 thousand + 2 thousands + 2 thousands + 4 thousands = 9 thousands

2588 + 2317 + 4965 = 9870

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Adding three numbers with regrouping

Teacher: Today, we will learn how to add three 4-digit numbers with regrouping.

Teacher: Let me first demonstrate with an example on the board:

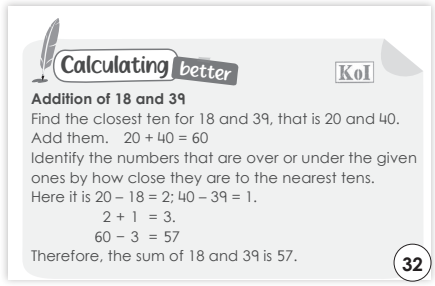
Example: Add 2588, 2317 and 4965.

(Explain the steps with the help of example 5 given on page 32.)

MUST DO
5 MIN.

Calculating better

Teacher: Everybody please open Calculating better in your Main Course Book. To add 18 and 39 using a quicker method, we round both numbers to the nearest tens. Round 18 to 20 and 39 to 40. Add the rounded numbers: 20 + 40 = 60. Find the difference: 20 − 18 = 2 and 40 − 39 = 1. Add the differences: 2 + 1 = 3. Subtract the total difference from the sum: 60 − 3 = 57. Thus, the sum of 18 and 39 is 57. This method speeds up the addition by rounding and correcting the difference.


Calculating better — KoI

Addition of 18 and 39
Find the closest ten for 18 and 39, that is 20 and 40.
Add them. 20 + 40 = 60
Identify the numbers that are over or under the given ones by how close they are to the nearest tens.
Here it is 20 – 18 = 2; 40 – 39 = 1.
2 + 1 = 3.
60 – 3 = 57
Therefore, the sum of 18 and 39 is 57.

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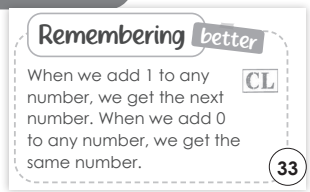
Remembering better


Remembering better — CL

When we add 1 to any number, we get the next number. When we add 0 to any number, we get the same number.

33

Teacher: Everybody please open Remembering better in your Main Course Book When we add 1 to any number, it increases the value by one, giving us the next number. For example, if we add 1 to 45, we get 46.

MUST DO
10 MIN.

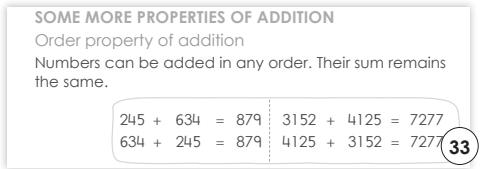
Teacher: When we add 0 to any number, the value of the number remains unchanged because adding zero does not affect its value. For example, if we add 0 to 45, we still get 45.

MUST DO
5 MIN.

Teacher: Let us practise few questions to check our understanding. Everyone please open page 32 in your Main Course Book. Read Exercise 3. Find the sums. Write the answers in your notebook. a. 2137 + 801 + 3752

(Guide the students as required. Similarly, do the other question.)

You may show the **Infographic** given on the digital platform.


SOME MORE PROPERTIES OF ADDITION

Order property of addition

Numbers can be added in any order. Their sum remains the same.

245 + 634 = 879 | 3152 + 4125 = 7277
634 + 245 = 879 | 4125 + 3152 = 7277

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Some More Properties of Addition

Order property of addition

MUST DO
5 MIN.

Teacher: This property states that the sum of numbers remains the same, regardless of the order in which they are added. It is also called the commutative property of addition.

For example: 5 + 4 = 9

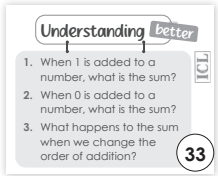
(Show real life things to demonstrate the property for example pencils or notebooks.)

Teacher: Similarly, this property is true for large numbers as well like

MUST DO
5 MIN.

- 245 + 634 = 879 = 634 +245

Understanding Better



(Ask the given questions to students to check their conceptual understanding.)

Teacher: Well done students let us have huge round of applause. See you in the next period.

Differentiated Activity

110 km/hr

Add the following two 4-digit numbers with regrouping:

- 4456 + 2342
- 5386 + 2276

80 km/hr

Use the 'Closest 10' method to add these numbers quickly and explain it on board.

- 78 + 46
- 92 + 39

40 km/hr

Add 1 to each of these numbers: 45, 98, 123
Add 0 to each of these numbers: 67, 89, 456

Home Task

Practise question (c) of Exercise 3 given on page 32 in your notebook.

Period 6

SHOULD DO
05 MIN.

Teacher: Good morning, dear students. How are you?

Teacher: Before we dive into our lesson, let us take a moment to relax and focus our minds with a short meditation.

Teacher: Sit comfortably, with your back straight and feet flat on the ground.

Close your eyes gently and take a deep breath in through your nose. Hold it for a moment, then slowly breathe out through your mouth.

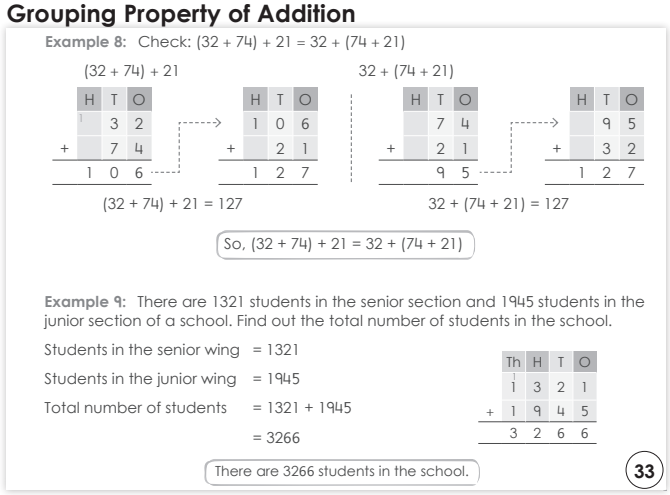
Let us do this three more times. Breathe in and breathe out.

As you breathe out, imagine your mind becoming clear and ready to learn.

Open your eyes and smile at your friends. Let us start our day with positive energy.

MUST DO
15 MIN.

Grouping Property of Addition

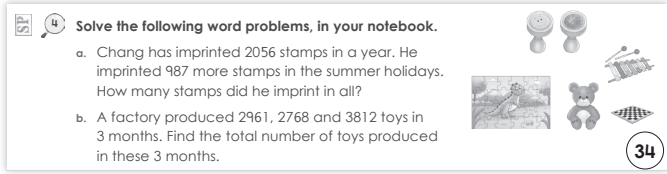


Teacher: Let us discuss the grouping property of addition.

Teacher: This property says that when we add three or more numbers, the way we group them does not change the total sum. Let me show you an example on the board.

(Explain the example 8 and 9 with the description given on page 33.)

MUST DO
20 MIN.



Teacher: Let us move on to Exercise 4. These are word problems and I want you to solve them independently in your notebook. After that, we will work together to discuss how to solve them.

Teacher: I will give you a few minutes to think about the problems. First, decide whether you need to add or subtract to find the answer. Then, we will work in pairs to discuss your solutions.

(Give some time to the students to solve the word problems.)

You may show the **I Explain** from digital platform.

Teacher: Let us discuss the word problems given on page 34.

Number of stamps Chang imprinted in a year = 2056

Number of more stamps Chang imprinted in the summer holidays = 987

Total stamps Chang imprinted = 2056 + 987 = 3043.

So, Chang imprinted a total of 3043 stamps.

Teacher: Let us end the class with a positive note: Learning is a journey and every step forward brings us closer to success. Have a wonderful day.

Differentiated Activity

110 km/hr

A store sold 4523 books in January, 3682 books in February and 5291 books in March. How many books did the store sell in these three months altogether?

80 km/hr

Sarah has 2388 marbles. She buys 487 more marbles. How many marbles does Sarah have now?

40 km/hr

Add: 2345 + 1267 = ?
3459 + 2339 =?

Home Task

Practise question (b) of Exercise 4 given on page 34 in your notebook.

Period 7

Teacher: Good morning, class. How are you?

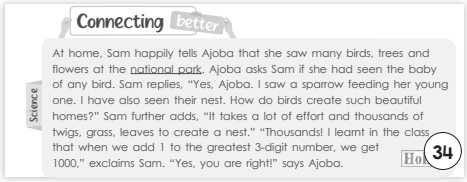
Teacher: Are you ready for another exciting maths lesson today? Before we begin, let us take a moment to relax and get our minds focused.

SHOULD DO
5 MIN.

Teacher: Please sit up straight, close your eyes and take a deep breath in... and slowly breathe out. Let us do this for two more breaths. Breathe in... and breathe out... Great. Now open your eyes and let us begin.

Connecting better

MUST DO
5 MIN.



Teacher: Who will read and explain the 'Connecting better activity' given on page 34.

Teacher: Wonderful. What will we get when we add 1 to greatest 3-digit number?

Teacher: Yes, you are right. We get 1000.

Discovering better

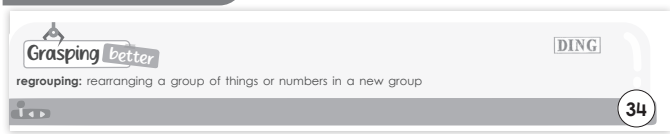
MUST DO
5 MIN.

Teacher: Have you ever visited a national park like Sam?

Teacher: Very nice. What is a national park?

Teacher: Excellent. National Park is a big area of land where wild animals and plants live

Grasping better



Teacher: Who will recall the word regrouping which we discussed in our chapter?

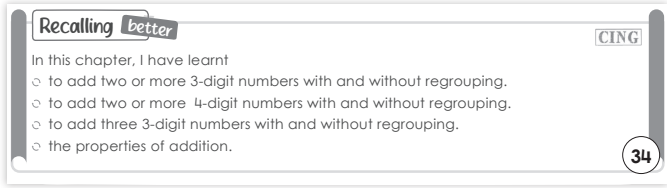
MUST DO
5 MIN.

(Encourage the students to raise their hand to answer.)

Teacher: Yes, regrouping means rearranging a group of things or numbers in a new group.

Recalling better

MUST DO
10 MIN.



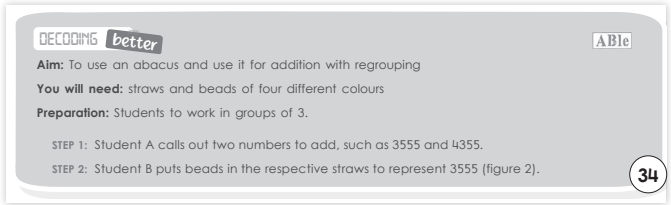
Teacher: Wonderful discussion, everyone. Let us quickly revise what we have learnt in this lesson.

Teacher: If I give you the numbers 123 and 456, can you quickly add them? Let us see who can answer quickly.

(Ask a few more addition questions to assess the students' understanding of the concept.)

Decoding better

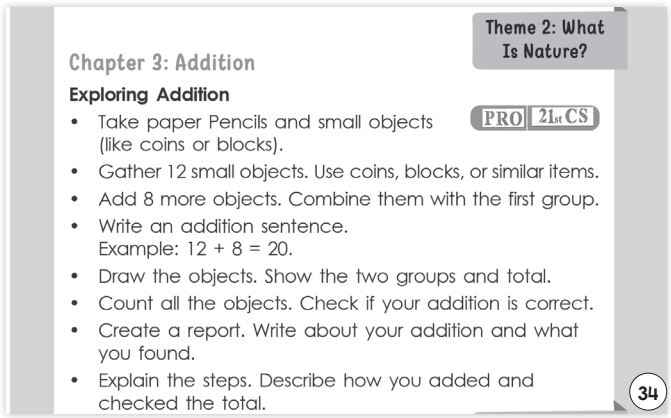
MUST DO
05 MIN.



Teacher: Everyone please open page 34 in your Main Course Book. We will do the Decoding better activity. (Guide the students to perform the activity with the reference of the steps given in Decoding better on page 34.)

Book of Project ideas

COULD DO
5 MIN.



(Explain the steps of project as per given instruction in the book of project ideas. Guide the students in writing the steps of addition.)

Teacher: Well done let us have a huge round of applause see you in the next period.

Differentiated Activity

110 km/hr

Create a short story involving the addition of three numbers. For example, if you went to a zoo, you saw 345 animals in one section, 256 in another and 678 in another section. How many animals did you see in total?

80 km/hr

In a community garden, there are 1,235 apples, 876 oranges and 1,450 bananas harvested today. How many pieces of fruit are there in total?

40 km/hr

Solve the following addition problems:

- 287 + 134
- 561 + 204

Add 10 to each of the sums and compare the results.

Home Task

Look up a word problem related to addition on the internet. Write the problem down, solve it in your notebook and bring it to class tomorrow.

Period 8

Teacher: Good morning, class. Let us begin with a fun activity to energise our bodies and minds.

Teacher: Please stand up. Today we will play a game called Number Movements. I will call out a number and each number will have a special movement.

SHOULD DO
5 MIN.

Teacher: If I say the number one, you will hop on one foot. If I say the number two, you will clap your hands twice. If I say the number three, you will spin around once. Let us practise.

Teacher: Ready? One. (Pause for students to hop.)

Teacher: Well done. Now, two. (Pause for students to clap.)

Teacher: Excellent. And three. (Pause for students to spin.)

Teacher: Great work. Now, we will combine the numbers. I will say a sequence and you will do the actions in order. Ready? One, two, three.

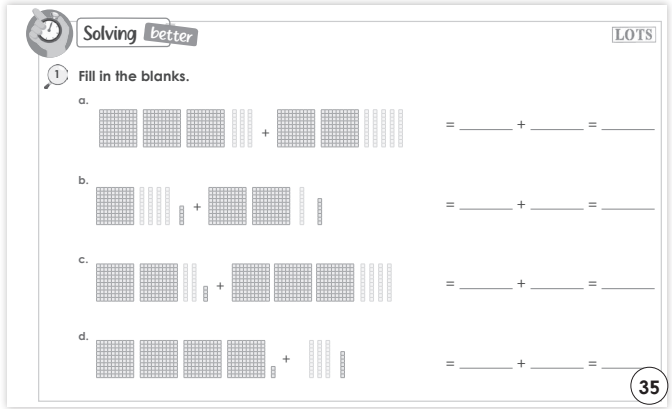
Teacher: Fantastic. Now let us try a different sequence: Two, one, three.

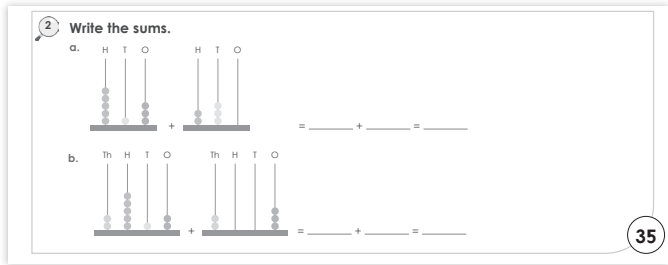
Teacher: Excellent work, everyone. Take a deep breath, sit down and get ready for our maths lesson. Everybody please open page 35 in your Main Course Book.

MUST DO
10 MIN.

Solving better

Teacher: Let us start with some block addition. Look at the blocks in your Main Course Book on page 35. How many blocks do you see in the first problem?





Teacher: Count them together: 100s, 10s and 1s. Now, write down the total in your books.

Teacher: Great. Let us solve the next one together. How many 100s do we have here?

Teacher: Wonderful. What about the 10s and 1s? Now, add them all up and write the total.

You may show the **eBook** given on digital platform.

Teacher: Alright, let us check your answers together. Who would like to share their solution?

Teacher: Now, let us look at the abacus on page 36. How many beads do we see in the Hundreds? Tens? Ones place?

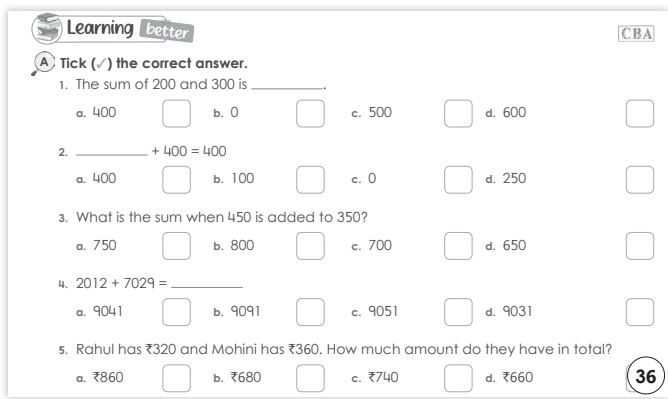
Teacher: Write the numbers down and let us add them together.

Teacher: Let us do the first one on the board together. How many do we get when we add the numbers?

Teacher: Great. Now, work on the next one by yourself and we will discuss the answers in a few minutes.

MUST DO
10 MIN.

Learning better

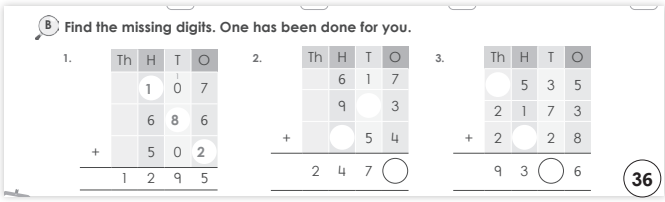


Teacher: Everyone please open page 36 in your Main Course Book. We will start Exercise A. Alright, time for some quick mental maths. I will ask you a few questions and you will pick the right answer.

Teacher: First question: What is sum of 200 and300?

Teacher: Raise your hands if you think the answer is 400, 500, 600 or something else. Great job, the answer is 500.

(Do the next questions in similar way.)


B Find the missing digits. One has been done for you.

1. Th H T O: 1 0 7 / 6 8 6 / + 5 0 2 / 1 2 9 5

2. Th H T O: 6 1 7 / 9 ◯ 3 / + ◯ 5 4 / 2 4 7 ◯

3. Th H T O: ◯ 5 3 5 / 2 1 7 3 / + 2 ◯ 2 8 / 9 3 ◯ 6

36

Teacher: Let us solve the next Exercise B by finding the missing digits. Look at the blank spaces in your book. Can you figure out what numbers should be written there?

Teacher: Work with your partner and solve these problems. Remember, you need to work backward from the sum.

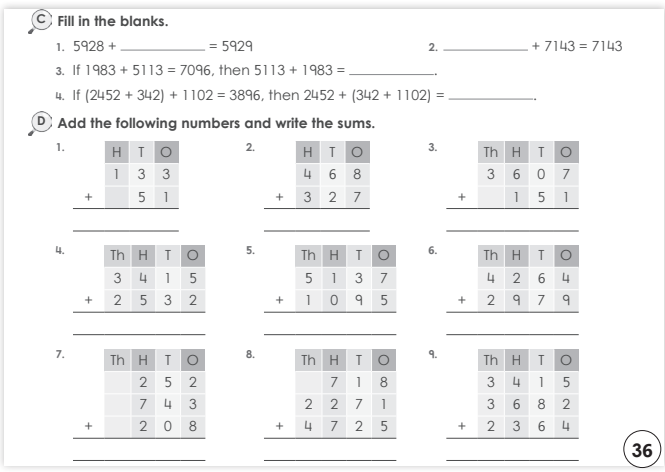
Teacher: Let us discuss the first one together. What did you get?

Teacher: Excellent, that is correct.

(Do the next questions in similar way.)

MUST DO

10 MIN.


C Fill in the blanks.

1. 5928 + _____ = 5929
2. _____ + 7143 = 7143
3. If 1983 + 5113 = 7096, then 5113 + 1983 = _____.
4. If (2452 + 342) + 1102 = 3896, then 2452 + (342 + 1102) = _____.

D Add the following numbers and write the sums.

1. H T O: 1 3 3 / + 5 1
2. H T O: 4 6 8 / + 3 2 7
3. Th H T O: 3 6 0 7 / + 1 5 1
4. Th H T O: 3 4 1 5 / + 2 5 3 2
5. Th H T O: 5 1 3 7 / + 1 0 9 5
6. Th H T O: 4 2 6 4 / + 2 9 7 9
7. Th H T O: 2 5 2 / 7 4 3 / + 2 0 8
8. Th H T O: 7 1 8 / 2 2 7 1 / + 4 7 2 5
9. Th H T O: 3 4 1 5 / 3 6 8 2 / + 2 3 6 4

36

Teacher: Everyone please solve Exercise C. Fill in the blanks.

Teacher: We have to apply addition property here. Sum will remain same regardless of the order.

Teacher: Lets check our answers.

Teacher: Now, let us work in groups for our next activity. Open your Main Course Book to page 37 and look at Exercise D.

Teacher: I will assign questions 1, 3 and 5 to each group. The first group to finish correctly will be the winners.

Teacher: Let us start now. Remember to add carefully and check your answers.

COULD DO

5 MIN.

Teacher: Finished? Great job. Let us go over the answers together.

Teacher: Time for a fun quiz. Let us form two teams. I will ask one question per team and you will have a chance to answer.

You may show the **eBook** given on the digital platform.

Question for Team 1

Question for Team 2

Teacher: Well done, everyone. Let us check the scores. Great teamwork today.

Teacher: Well done, let us have a huge round of applause see you in the next period.

You may show the **eBook** given on the digital platform.

Differentiated Activity

110 km/hr

A school has 2,348 students in total. 1,752 of them are enrolled in sports activities and 432 students participate in music clubs. How many students are enrolled in either sports activities or music clubs?

80 km/hr

Using the abacus, represent the number 2,674 in the Hundreds, Tens and Ones places. Now, add 1,238 to this number using the abacus and show your answer.

40 km/hr

What is the sum of 4.56 and 7.89? Solve and explain the steps clearly.

Home Task

Complete remaining parts of Exercise D (2, 4, 6, 7, 8, 9) given on page 37 in Main Course Book. Write the answers neatly in your notebook. We will review it tomorrow.

Period 9

SHOULD DO

5 MIN.

Teacher: Good morning, class. Let us start the day with a fun activity.

Teacher: Stand up, everyone. I will call out a maths problem and each answer will have a special movement.

Teacher: If the answer is 1, you will stomp your foot once.

Teacher: If the answer is 22, you will jump up twice.

Teacher: If the answer is 23, you will pat your head three times.

Teacher: Let us practise. What is 1 + 0?

Teacher: Yes, the answer is 1. Stomp your foot once.

Teacher: Great. Now, what is 11 + 11?

Teacher: Yes, it is 2. Jump up twice.

Teacher: Well done. Now, what is 11 + 12?

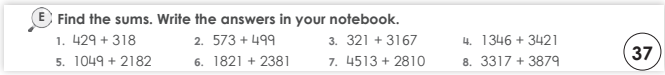
Teacher: Excellent. The answer is 3. Pat your head three times.

Teacher: Now we will combine movements. Ready for a challenge?.

Teacher: Fantastic work, everyone. Take a deep breath, sit down and get ready for our maths lesson. Open your Main Course Book to page 37.

MUST DO

10 MIN.



E Find the sums. Write the answers in your notebook.

1. 429 + 318 2. 573 + 499 3. 321 + 3167 4. 1346 + 3421
5. 1049 + 2182 6. 1821 + 2381 7. 4513 + 2810 8. 3317 + 3879

37

Teacher: Let us begin with the sums on page 37 in Exercise E. Look at the first problem.

Teacher: How many hundreds, tens and ones do we have in the numbers 429 and 318? Let us count together.

Teacher: Add the hundreds, tens and ones separately. What is the total? Write it in your Main Course Book.

Teacher: Now let us solve the second problem together. How many hundreds do we have in 573 and 499? What about the tens and ones? Add them all and write the total.

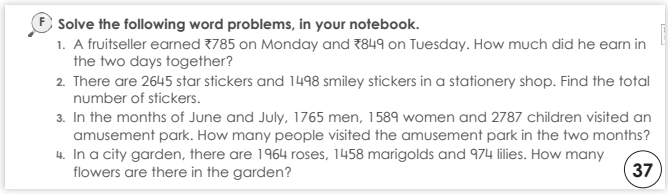
Teacher: Solve the remaining problems in Exercise E on your own. When you are done, we will check the answers together.

Teacher: Who would like to share their answer for the third sum? Well done. Let us check the next one.

MUST DO

15 MIN.

(Do the other questions in similar way.)



F Solve the following word problems, in your notebook.

1. A fruitseller earned ₹785 on Monday and ₹849 on Tuesday. How much did he earn in the two days together?
2. There are 2645 star stickers and 1498 smiley stickers in a stationery shop. Find the total number of stickers.
3. In the months of June and July, 1765 men, 1589 women and 2787 children visited an amusement park. How many people visited the amusement park in the two months?
4. In a city garden, there are 1964 roses, 1458 marigolds and 974 lilies. How many flowers are there in the garden?

37

Teacher: Open your Main Course Book to page 37 and look at Exercise F. These are word problems. I will divide you into groups of four.

You may show the **HOTS** given on the digital platform.

Teacher: Each group will solve one question of the Exercise.

Teacher: Work together to solve the problem. Once you are done, cross-check the calculations with your group members.

Teacher: The group that finishes first will come to the board and show their solution. Let us get started.

Teacher: Is group one ready? Please explain your solution to the class.

Well done.

Teacher: Group two, what answer did you get?

Good work

(Similarly do the question 2 of Exercise F.)

COULD DO

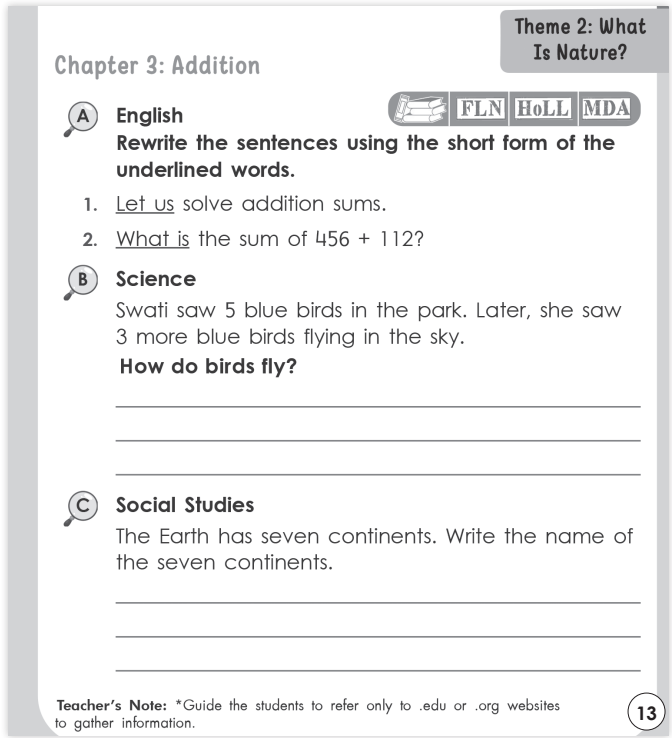
5 MIN.

Book of Holistic Teaching

Teacher: Let us do integrated learning. There are questions of English, Science and Social studies related to our maths chapter.

(Discuss he questions with students and encourage right responses.)

Teacher: Well done students let us have a huge round of applause. See you in the next period.



Theme 2: What Is Nature?

Chapter 3: Addition

A English

FLN HoLL MDA

Rewrite the sentences using the short form of the underlined words.

1. Let us solve addition sums.
2. What is the sum of 456 + 112?

B Science

Swati saw 5 blue birds in the park. Later, she saw 3 more blue birds flying in the sky.

How do birds fly?

C Social Studies

The Earth has seven continents. Write the name of the seven continents.

Teacher's Note: *Guide the students to refer only to .edu or .org websites to gather information.

13

Differentiated Activities

Teacher: Now, we will do some exciting activities at different levels. Each group will have a specific task to complete. Let us get started.

110 km/hr

Create a word problem that includes the addition of two four-digit numbers. Make the problem interesting and clear so your friends can solve it. Write it down in your notebooks.

80 km/hr

Solve the word problems created by your friends in Group one. Read their problem carefully, work out the solution step by step and write the answer in your notebooks.

40 km/hr

Check the answers provided by Group two. Look at their calculations and ensure they are correct. If you find any mistakes, explain how to correct them.

Home Task

Solve question (3) and (4) of Exercise F given in Main Course Book. Write the answers neatly in your notebook.

Bring sheets , pencil, adhesive, scissors and other stationery things to complete the 'Creating better 'activity in the next period.

Period 10

Teacher: Good morning, class. Let us start the day with a quick and fun warm-up activity.

SHOULD DO

5 MIN.

Teacher: Everyone, stand up. I will call out a maths problem and you will solve it using movements.

Teacher: If the answer is 10, you will clap your hands 10 times.

Teacher: If the answer is 20, you will tap your shoulders 10 times.

Teacher: If the answer is 30, you will march in place 10 times.

Teacher: Let us practise. What is 5 + 5? (Pause for students to clap 10 times.)

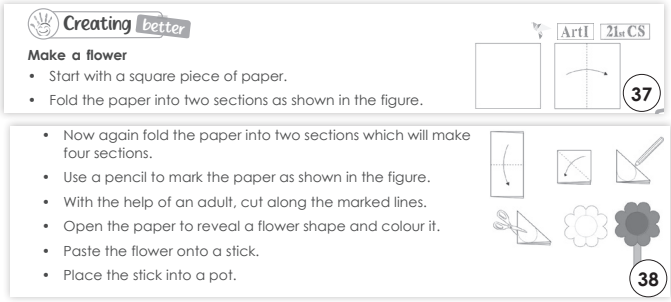
Teacher: Great. Now, what is 10 + 10? (Pause for students to tap shoulders.)

Teacher: Excellent. What is 15 + 15? (Pause for students to march in place.)

Teacher: Wonderful. Now, take a deep breath, sit down and get ready for today's maths lesson. Open your Main Course Book to page 37

MUST DO
15 MIN.

Creating better


Creating better
ArtI 2LnCS
Make a flower
- Start with a square piece of paper.
- Fold the paper into two sections as shown in the figure.

37

- Now again fold the paper into two sections which will make four sections.
- Use a pencil to mark the paper as shown in the figure.
- With the help of an adult, cut along the marked lines.
- Open the paper to reveal a flower shape and colour it.
- Paste the flower onto a stick.
- Place the stick into a pot.

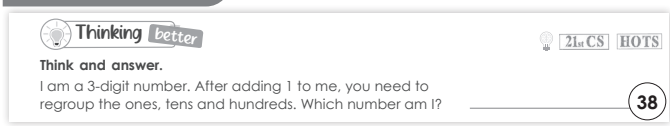
38

(Guide the students as per the steps given on page 37 and 38 in the Main Course Book.)

Teacher: Does it look nice? Great work, everyone. You are all wonderful artists.

MUST DO
5 MIN.

Thinking better


Thinking better
2LnCS HOTS
Think and answer.
I am a 3-digit number. After adding 1 to me, you need to regroup the ones, tens and hundreds. Which number am I?
_____
38

Teacher: Let us think together now. I am going to give you a riddle. Listen carefully: I am a three-digit number. After adding 1 to me, you need to regroup the ones, tens and hundreds. Which number am I?

Teacher: Take your time to think. What happens when you add 1 to a number like 999?

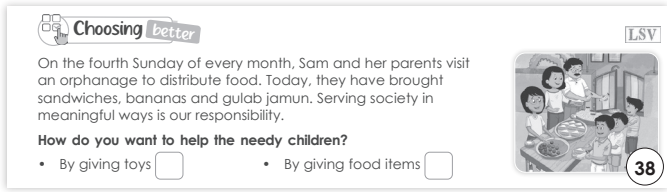
(Student responses.)

Teacher: Yes, adding 1 to 999 gives us 1,000. We regroup the ones into tens, the tens into hundreds and the hundreds into thousands.

MUST DO
5 MIN.

Choosing better

Teacher: Let us talk about something very important. On the fourth Sunday of every month, Sam and her parents visit an orphanage to distribute food. They bring sandwiches, bananas and gulab jamun.


Choosing better
LSV
On the fourth Sunday of every month, Sam and her parents visit an orphanage to distribute food. Today, they have brought sandwiches, bananas and gulab jamun. Serving society in meaningful ways is our responsibility.
How do you want to help the needy children?
- By giving toys ☐
- By giving food items ☐

38

Teacher: Have you ever thought about how you can help people in need? What are some ways we can bring happiness to others?

(Student responses, such as 'giving toys' or 'sharing food.')

Teacher: Those are excellent ideas. Giving toys or food items is a great way to help. Imagine how happy a child would be to receive your gift.

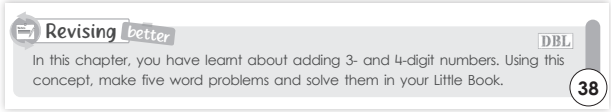
Teacher: Now, think about what you would like to give. You can choose from the list on page 37 or come up with your own ideas. Write down your choice and draw a picture of it in your notebook.

Teacher: Next time you see someone in need, remember that even small acts of kindness can make a big difference.

SHOULD DO
10 MIN.

Teacher: Now, let us take a moment to reflect on this chapter. What were some areas you found difficult or confusing when adding 3- and 4-digit numbers? (Pause for student responses.)

Revising better


Revising better
DBL
In this chapter, you have learnt about adding 3- and 4-digit numbers. Using this concept, make five word problems and solve them in your Little Book.
38

Teacher: Your home task is to revise the content which we have discussed in the class in your little book of Revision. Bring the book in the next period.

Teacher: Let us all give a huge round of applause for the fantastic effort and teamwork today. Well done, everyone. Keep up the great work

Differentiated Activity

110 km/hr

Provide a set of 3- and 4-digit numbers. Ask students to solve addition problems involving these numbers (e.g., 325 + 456). Students must show their work step-by-step and then explain the regrouping process of ones, tens, and hundreds.

80 km/hr

Give students 3-digit numbers and have them solve addition problems (e.g., 246 + 358). Focus on reinforcing the concept of carrying over and regrouping in the ones and tens places. Provide visual aids, such as number lines, for support.

40 km/hr

Provide simple addition problems using 2-digit numbers (e.g., 54 + 32). Encourage students to use counters or manipulatives to physically group ones and tens, helping them understand the concept of carrying over. Use pictorial examples for visual learning.

Home Task

In this chapter, you have learnt about adding 3- and 4-digit numbers. Using this concept, make five word problems and solve them in your Little Book

Period 11

SHOULD DO
10 MIN.

Teacher: Good morning students. How are you all?

Teacher: Today, you are all Number Detectives. Your mission is to solve a secret number puzzle.

You may show the **Animated Activities** given on the digital platform.

Teacher: Listen to the clues carefully:

- I am a two-digit number.
- I am greater than 20 but less than 30.
- If you add my digits, the sum is 9.

Teacher: Can you guess the number? (Answer: 27)

Teacher: Well done, detectives. Now, who wants to create their own clues for the class to solve?

MUST DO
15 MIN.

Worksheet 1

Theme 2: What Is Nature?

3. Addition

Worksheet 1

A. Fill in the blanks.

1. _____ tens make 1 hundred.
2. _____ hundreds make 1 thousand.
3. When there are more than _____ ones, regroup _____ ones into 1 ten.
4. When there are more than _____ tens, regroup _____ tens into 1 _____ hundred.
5. When there are more than _____ hundreds, regroup _____ hundreds into 1 thousand.

B. Write true or false.

1. 10 ones make one hundred. _____
2. When 0 is added to a number, the sum is also 0. _____
3. When we regroup 15 ones, we get 1 ten and 5 ones. _____
4. When 1 is added to a number, the sum is the predecessor of the number. _____
5. Two numbers can be added in any order. Their sum remains the same. _____

C. Add the following and write their sum.

1. 342 + 310 = _____
2. 846 + 112 = _____
3. 453 + 438 = _____
4. 656 + 228 = _____
5. 756 + 445 = _____
6. 845 + 231 = _____

Activity

Use the base 10 blocks given on page xiii to show addition with regrouping.
234 + 543
You can also make more such blocks as you will need to solve the sum given in this question.

19

Teacher: Let us solve a worksheet. Everybody please open page 10 of your workbook.

(Discuss the worksheet with students. Guide them as required.)

MUST DO
10 MIN.

Base 10 Block

Note: Cut along the dotted lines. You can make more such blocks as you need for the activities.

xiii

Teacher: Let us do the activity of forming numbers using blocks. Everyone please open page xiii.

(Give different additional sums to students and ask them to solve using base blocks. You may take the reference given on page 19 in workbook.)

COULD DO
5 MIN.

Teacher: Let us all give a huge round of applause to everyone for their hard work and creativity. Great work, everyone. See you in the next class. Have a wonderful day ahead.

Differentiated Activity

Teacher: Let us divide into three groups: Each group will form a line. The first person in the line will solve part of the problem, then pass the marker to the next teammate to continue. The team that finishes all the problems correctly and the fastest will be the winner. Let us get started.

(Make team as per different learning abilities.)

110 km/hr

4,523 + 2,689 = ?
5,824 + 1,943 = ?

3,741 + 2,897 = ?

80 km/hr

347 + 256 = ?
672 + 385 = ?

528 + 439 = ?

40 km/hr

1234 + 2451 = ? 3012 + 1423 = ?
4100 + 3200 = ?

Home Task

Revise all the content we discussed in class today. Make sure you understand the key concepts and practise the problems we worked on.

Period 12

Teacher: Good morning students. How are you?

Teacher: Today, let us play a quick game to wake up our minds. It is called Magic Numbers.

SHOULD DO
10 MIN.

Teacher: I will write a magic number on the board. You will think of two numbers that add up to the magic number.

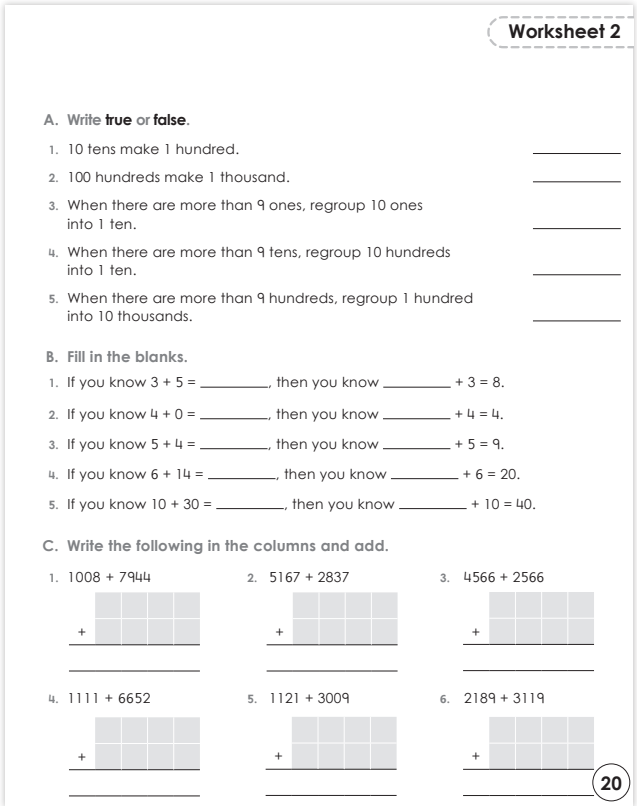
Teacher: The magic number is 10. Can you find two numbers that add up to 10? (e.g., 7 + 3, 6 + 4)

Teacher: Great work. Now let us try a larger magic number, like 20. How many pairs can we find in one minute?

Teacher: To make it more exciting, let us divide the class into two teams. The team with the most correct pairs wins a round of applause.

MUST DO
20 MIN.

Worksheet 2



Worksheet 2

A. Write **true** or **false**.

1. 10 tens make 1 hundred. _____
2. 100 hundreds make 1 thousand. _____
3. When there are more than 9 ones, regroup 10 ones into 1 ten. _____
4. When there are more than 9 tens, regroup 10 hundreds into 1 ten. _____
5. When there are more than 9 hundreds, regroup 1 hundred into 10 thousands. _____

B. Fill in the blanks.

1. If you know 3 + 5 = _____, then you know _____ + 3 = 8.
2. If you know 4 + 0 = _____, then you know _____ + 4 = 4.
3. If you know 5 + 4 = _____, then you know _____ + 5 = 9.
4. If you know 6 + 14 = _____, then you know _____ + 6 = 20.
5. If you know 10 + 30 = _____, then you know _____ + 10 = 40.

C. Write the following in the columns and add.

1. 1008 + 7944
2. 5167 + 2837
3. 4566 + 2566
4. 1111 + 6652
5. 1121 + 3009
6. 2189 + 3119

20

Teacher: Let us solve a worksheet. Everybody please open page 20 of your workbook.

SHOULD DO
10 MIN.

(Discuss the worksheet with students. Guide them as required.)

You may show the **Quiz** given on the digital platform.

Teacher: Now, let us fill in the last column of the KWL chart.

Teacher: In this column we will write what we have learned in this chapter.

Teacher: Think about the topics, have we learnt and write them in the 'L' column of the chart.

(Wait for students to fill in the chart.)

Teacher: Let us all give a huge round of applause to everyone for their hard work and creativity. Great job, everyone. See you in the next class. Have a wonderful day ahead.

Teacher: Let us all give a huge round of applause to everyone for their hard work and creativity. Great job, everyone. See you in the next class. Have a wonderful day ahead.

Differentiated Activity

110 km/hr

Solve the addition problems below and use the answers to reveal a secret word. Each number on hundreds place corresponds to a letter in the alphabet (e.g., 1 = A, 2 = B, 3 = C, etc.).

Puzzle:

- 472 + 356 = ? (Answer: 828 → 8 → H)
- 384 + 215 = ? (Answer: 599 → 5 → E)
- 659 + 124 = ? (Answer: 783 → 7 → G)
- 120 + 86 = ? (Answer: 206 → 2 → B)
- **Secret Word:** H-E-L-L-O

80 km/hr

Read and solve the word problems below. Each correct answer will give you a clue to complete the puzzle.

- I had 475 candies. My friend gave me 387 more. How many candies do I have now?
- My mom gave me 167 apples and I bought 150 more. How many apples do I have?

40 km/hr

Fill in the blanks with the correct answers.

- 23 + _____ = 45
- 16 + 12 = _____
- 30 + _____ = 50

Home Task

Revise all the content we discussed in class today. Make sure you understand the key concepts and practise the problems we worked on.

Learning Outcomes

The students will:

Domain	Developmental Area
Physical Development	• use abacus and other objects to practise addition of bigger numbers, enhancing fine motor skills and tactile learning.
Socio-Emotional and Ethical Development	• share their secret method of adding numbers in their secret journal, fostering self-expression, confidence and collaboration.
Cognitive Development	• add two or more 3-digit numbers with or without regrouping. • add two or more 4-digit numbers with or without regrouping. • add three 3-digit numbers with or without regrouping. • understand the properties of addition. • create their own word problems using the given vocabulary on addition.
Language and Literacy Development	• integrate conceptual knowledge of words beginning with 'qu' in english, home of birds and animals in science and oceans in social studies with maths to solve sums. • use addition vocabulary to formulate and solve word problems.
Aesthetic and Cultural Development	• make a project on adding 4-digit numbers, encouraging creativity and visual presentation of mathematical concepts.
Positive Learning Habits	• revise adding 3- and 4-digit numbers from the lesson in their *little book of revision*. • develop persistence and systematic approaches in solving addition problems.

Starry Knights

Could learners understood the regouping of numbers to odd-and-4 numbers, easily? Or was it a bit tricky for them? Mention the strategy you implemented to explain.

Give yourself a STAR for being on optimistic teacher!