

MATHEMATICS

Class - 3



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PREFACE

After the creation of Chhattisgarh state, the responsibility of creating new text books for children of the state has been assigned to State Council of Educational Research and Training. The books have been created by keeping in view the social, cultural and geographical background of the state.

It has also been kept in mind that the new vision which is being made in the context of the children at the national level can also benefit the children of the state.

These books were tested for two years in various areas of the state. As per the feedback of teachers, parents, children and academicians some changes were made.

At the time of creation of this mathematics text book the main thing that was put forward was that learning mathematics can be joy for children if they can relate our environment to it. Mathematics should not be confined to the text books. The knowledge of process of addition, subtraction, multiplication and division is not enough. The learner should also be able to apply these processes appropriately in real life situations. Pictorial representations have been used in the text book so that the learners easily relate mathematical concepts and process to their surroundings.

This book addresses children with easy language. It has been kept in mind while making the entire book that all the symbols and words are familiar to children. Wherever it is very necessary to use mathematical words, they are used with examples. To keep the learning process from being burdensome and boring several interesting activities have been given. By doing these activities individually or in groups, the learners will learn easily.

It has been kept in mind that the activities, examples and figures given in book are related to children's experience and interest.

According to the National Curriculum Framework-2005 the purpose of mathematics is not merely following the algorithm and getting the result. Hence in this text book, we have put emphasis on understanding, discussion and interaction of children. There are several such lessons in the book in which children have been asked to discuss many issues with their friends and teachers. We also recognize that if children use their own language to create logical framework their concepts will be strong and clear. Here the teachers are expected to create a rapport and let them speak openly about those issues. Teachers need to listen to them and if the children are having trouble to reach the conclusion then help them. Hope this text book will be helpful in keeping the environment of the school entertaining and exciting.

In preparing these books the council has got continuous cooperation from teachers, academicians and linguist of governmental and nongovernmental sector. The council is grateful to all of them.

It is our responsibility to make our future generation beautiful. We hope that we will all be able to do something good.

Director

State Council of Educational Research and
Training Chhattisgarh, Raipur

SUGGESTIONS FOR TEACHERS AND PARENTS

There have been continuous efforts to make teaching-learning processes interesting and effective. There have been efforts to understand the objects of having different disciplines in the school syllabus and to understand and explain nature of each subject. Yet in teachers and children a reflection on clarity and good understanding does seem to be evident. This is particularly true about mathematics.

If you were to pose the question, “What is mathematics?”, the answers would range from counting objects, displaying numbers, doing number operations, lines, making shapes and so on. A few answers might differ from the ones cited above, but these would be largely the things mentioned.

Before we go ahead, let us try and understand what all happens when we are attempting to solve a problem in mathematics. For example, “A bus travels a distance of 35 kilometers in 1 hour. How far will it travel in 6 hours?”

Here, time is an abstract concept. We have defined an interval as the unit of this abstract concept and expressed large time intervals in terms of these units. Similarly, for distance, we have defined a unit, which then helps us quantify it.

In the next step we explore the relationship between these two units of time and distance. We have stated, “The bus travels a distance of 35 kilometres in 1 hour”. This defines a relationship, which we translate in term of an operation-for instance, either addition or multiplication.

Let us consider another example. A kilogram of rice costs Rs. 16. How much will 54 kilograms of rice cost?

In this example, we have again defined a unit for quantity of rice, and expressed the total quantity in terms of the unit. The same can be observed while solving problems related to area, etc. It is clear from these examples that mathematics is not just limited to counting or operations on numbers. In the same way, mathematics of shapes and lines is about exploring and establishing the relationships between them. Further, while we include the concept of measurement for use, the sorting, classification searching for and establishing their properties, constitute important facets of mathematics.

When a child begins learning mathematics, in order to express abstract ideas understand operations as well as simple problems faced in daily life, it becomes necessary to use concrete (real physical) objects. However, this dependence on real objects progressively decreases as mathematical skills develop.

Children then begin to build arguments. Their ability to deal with abstractions increases. They begin to abstract arguments from their daily life, and translate abstractions into reality. They also begin to seek solutions to problems of their own accord using various methods. This whole process helps children understand how and where available information can be used to solve problems.

Therefore, it is imperative that in the teaching of mathematics children be allowed to have maximum opportunity to think and work independently. This will only happen if children are not provided with ready-made solutions, and are instead encouraged to think on their own, with guidance towards the right direction. This might seem strange in the beginning, but it is difficult to teach mathematics without developing the ability to think independently and take decisions on the basis of this thought. The development of this ability will make the children self-confident and reduce the fear of mathematics that is widely prevalent.

The class 1 textbook has been developed keeping in mind that it could be used by teachers as a guide and for self-learning by children. We have also tried to provide many opportunities for students following this textbook to think and act independently.

Beginning mathematics using concrete objects and games generates interest amongst the children. Therefore, we have also begun the book with games. The first section develops the ability to focus and concentrate, develop, eye-hand coordination, learn to sort and classify objects, and make pairs. These are through games and would help develop the abilities for sorting, classification, understanding one to one correspondence and comparing quantities.

It is expected that children will be given sufficient time to use as concrete objects while working on the materials given in the book. We have given some examples of the concrete objects that can be used for this purpose but you have to think of some more. Some suggestions can also be seen from the teachers' guide which is being published separately. The purpose of having children engaged with activities

with concrete objects and for creation of supplementary materials for games is to ensure that they work with concrete objects while learning new concepts. They should work on their own, understand operations and slowly move towards greater abstractions. In this period they should be given opportunities to use language in the context of these concepts and operations. These occasions should be both in small groups and in common situations along with teachers so that they can build their self confidence. If there is an opportunity in each chapter to do this then many difficulties that arise in learning Mathematics would be destroyed from the root. Children would develop different attitudes towards mathematics there is a need to pose for a while and think about this point.

Children love stories. One sees children completely engrossed in a story being told to them, especially, if it being related well. In order to understand mathematics because of its abstraction it is useful to have it embedded in stories or contexts, understanding and enjoying stories is a prerequisite. Keeping this in mind, some characters have been created in the textbook. Children can be encouraged to name these characters imaginatively and a short story could be woven around them at the beginning of the lesson. Problems can be posed through play, activities with concrete objects and stories, which would help children form their own base for understanding mathematics better.

No lesson or activity is complete in itself. The materials in the text are just indicative. According to the needs of your classroom and the interest of the children, develop and use new materials, new interesting activities and new games. We have given some suggestions for this purpose. Wherever extra things can be thought of symbols at the bottom of the page show what is possible according to use. The key to the symbols is given at the beginning of the book. Children could be encouraged to interpret the symbols and complete the activities on their own.

To summarise:-

- ☐ Children must be given the opportunity to flip through their books, look at the pictures given and attempt to read in an independent manner
- ☐ Every page of the textbook contains interesting activities and practice exercises. Make more such tasks, ask children to develop them and also to solve them.

- ❑ Children must be given sufficient time to understand and learn a new concept. Children develop new techniques to understand concepts, and must be encouraged in these endeavors.
- ❑ The objective of solving problems is to understand the underlying mathematical concept. Solving a select set of questions or rote learning of select solutions is not the correct way to teach mathematics. Children must, therefore, be encouraged to solve problems as well as develop new problems.
- ❑ Mistakes are a natural process of learning while learning a concept or in solving problems. Children must not be discouraged on mistakes. Instead, they should be encouraged to develop new methods and ways to solve problems.
- ❑ Children learn from their peers, and therefore, must be encouraged to indulge in conversations and group work, and then to present the work that was done in the group.
- ❑ If children have difficulty in solving a problem guidance can be provided in the form of pointed questions that help students think along a certain direction.
- ❑ The materials mentioned in the book are indicative. Please develop and use new materials, innovative games, exercises, and activities depending on the needs, interest and background of the children. The use of symbols in the book indicates the areas where this is possible. Children should be encouraged to understand the symbols independently and work according to the instructions given.

This book is an attempt to dialogue with the teachers/parents and children. All suggestions to improve the book are invaluable and you must please send these to the SCERT.

Director

State Council of Educational Research and Training
Raipur (Chattisgarh)

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