Lesson-8: Measurement

Theme 7: I Grow Plants

11 Periods (40 minutes each)

Learn Better (Main Coursebook), Stay Ahead (Workbook), Book of Holistic Teaching, CRM signs

Animation, Animated Activities, Dictionary, eBook, Explainer Video, HOTS, I Explain, Infographic, Mental Maths, Quiz, Test Generator, Slideshow

Confirming better: I take good care of my plants.

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to understand that different objects have measurable attributes such as length, weight and capacity.
- to explore and measure objects using non-standard tools like handspan, cubit, foot span and pace through observation and physical interaction.
- to gradually transition from non-standard to standard units such as centimetre, metre, kilometre, gram, kilogram, millilitre and litre.
- to learn to compare, classify and record the length, weight and capacity of everyday objects in meaningful contexts.
- to develop language and reasoning skills by expressing comparisons.

Methodology

Period 1

SHOULD DO — 5 MIN.

Teacher: Good morning, everyone. Today, we are going to learn something very exciting. But first, let us do a quick fun activity. I have some ribbons of different lengths.

(You may hold up three ribbons of different lengths - short, medium and long.)

Teacher: Can you guess which ribbon is the longest?

(Encourage students to point and answer.)

Teacher: Well done! Now, can you guess which one is the shortest?

(Encourage students to point and answer.)

Teacher: Great thinking! Now, let us check. I will place them next to each other. Look carefully - does your answer still match?

(Let students observe and confirm.)

Teacher: Wonderful! We use measurement to find out how long, short, tall or wide things are. Today, we will learn all about Measurement. Are you all ready?

MUST DO — 5 MIN.

Students: Yes Ma'am/ Sir.

Confirming better

Teacher: Now, let us take a moment to say something positive. Repeat after me: I take good care of my plants.

(Encourage students to repeat after you.)

Teacher: Why do you think it is important to take care of plants?

Students: They make our surroundings beautiful! / They give us fruits and vegetables!

Teacher: That is right! Plants are living beings, just like us. When we take care of them, they grow healthy and strong. Now, repeat after me – I take good care of my plants.

(Encourage students to repeat after you.)

Teacher: Wonderful. Taking care of plants teaches us responsibility and kindness. Now, let us reflect for a moment. Imagine you have a small plant at home. What are some ways you can take care of it?

(Pause for students to think.)

Teacher: Now, turn to your partner and share one way you would take care of your plant. Listen to your friend's answer as well.

(Let students interact and discuss.)

Teacher: That was a lovely discussion. Remember, plants need sunlight, water and love to grow. Just like how we feel happy when someone cares for us, plants also thrive when we care for them. Keep this in mind as we go through our day. Taking care of nature makes our world a better place.

Teacher: Now, we will begin a new chapter, Measurement. Like the last time, we are going to use a KWL

SHOULD DO — 10 MIN.

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 in your notebooks.

K	W	L

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

(Encourage students to think and write what they already know and what they want to learn. You may also ask a few students to share with everyone.)

Teacher: Great work, everyone.

Teacher: 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
5 MIN.

Kinaesthetic

Kinaesthetic

Pick a crayon of any colour from your crayon box. Measure the length of the crayon. Now, pick your pencil and measure its length. Repeat the same with an eraser and a sharpener. Identify the longest and the shortest item.

95

Teacher: Now, let us open the Main Coursebook to page 95. Who will help us read and then, explain the activity?

(Encourage a student/s to read and help others understand the activity. Then, instruct them to measure the length of a crayon, pencil, eraser and a sharpener one by one. Tell them to use their fingers to measure each item. Let them tell you which item is the shortest and which one is the longest.)

Teacher: Measuring helps us compare sizes. Now, let us move on to the Auditory activity.

Auditory

Auditory*

Listen to your teacher carefully. Answer the questions.

95

Teacher: Listen carefully as I read the question aloud. Think and answer.

MUST DO
10 MIN.

Tuhin and Sara were filling their buckets with sand at the beach. Tuhin's bucket was half full and Sara's bucket was full.

1. Whose bucket is half full with sand?
2. Who has more sand in their bucket?

(Encourage students to think and answer the questions.)

Teacher: Great effort, everyone. Now, let us explore the pictorial activity.

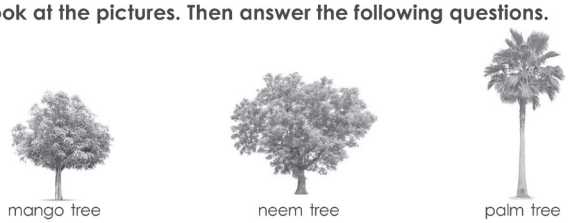
MUST DO
5 MIN.

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

Pictorial

Pictorial PS

Look at the pictures. Then answer the following questions.



mango tree neem tree palm tree

1. Which is the tallest tree? _____
2. Which is the shortest tree? _____

95

Teacher: Look at the pictures of these three trees – a mango tree, a neem tree and a palm tree. Which tree do you think is the tallest?

Students: The palm tree.

Teacher: Very good! Now, which tree looks the shortest?

Students: The mango tree.

(Ask students to write the answers on page 95 of their Main Coursebooks.)

Teacher: Well done! Trees, just like objects, come in different sizes. Some are tall and some are short. Let us give ourselves a big round of applause.

Differentiated Activities

110 km/hr

Find three objects in your classroom. Measure them using your fingers and arrange them from longest to shortest.

80 km/hr

Look at two objects on your desk. Guess which one is longer and which one is shorter. Then, check by placing them side by side.

40 km/hr

Point to an object in the classroom that is big and another that is small.

Home Task

Find two objects at home, one long and one short. Draw them and write their names in your notebook.

Period 2

SHOULD DO
5 MIN.

(Use **CRM signs** to manage the classroom.)

Teacher: Good Morning, students! How are you all feeling today?

(Encourage students to share how they are feeling.)

Teacher: Who remembers what we did in the last class?

(Let students talk about the concept of measurement.)

Teacher: That is right. We learnt about Measurement. Now, can you observe and tell me an object around you that is short and one that is long?

(Let students observe and share.)

Interacting better

Teacher: Let us open our Main Coursebooks to page 96. Look at the activity in the 'Interacting better' section. Today, we will compare objects by their weight.

MUST DO
5 MIN.

(Instruct students to place their and their partner's pencil box and water bottle on the desk. Encourage them lift them one by one and check which is heavier. Ask them to share the correct answer with their partner. You may reinforce the concept of heavy and light and ask them to share one more example of objects around them that are heavy and light.)

MUST DO
20 MIN.

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

Teacher: Look at the picture in your book. What do you see?

Teacher: Plants and students in school.

Teacher: Yes! Now, let us listen to a story. Remember to listen carefully as I read aloud.

(Read the dialogues aloud while students follow along. Tell them that the students in the story like to grow plants.)

Teacher: Do any of you grow plants at home?

(Encourage students to answer.)

Teacher: That is wonderful! Why do plants need water and sunlight?

Students: So that they can grow / Because they are living things.

Teacher: That is right. Just like how we need food and knowledge to grow, plants need sunlight and water to grow tall and strong.

Teacher: Now, can you tell me what did the children in the story use to measure objects?

Students: Handspan.

Teacher: Very good! Handspan is the distance from our thumb to our little finger when we spread our hand. Let us try it! Spread your fingers and look at the distance between them.

(Encourage students to spread their fingers and observe the distance between them.)

Teacher: Yes! That is your hand span. A handspan helps us to measure different objects because we can measure without any tools.

MUST DO
10 MIN.

Teacher: Now that we have learnt what a hand span is, let us try measuring a book.

Teacher: I will show you how to measure using a hand span. Watch carefullyObserve.

(Demonstrate to students how to measure using a handspan. Instruct them to place their hand at one end of the book and move it along, counting each span. Encourage them to record their observations and discuss it with their partner.)

Teacher: This book is about four hand spans long. Would anyone like to share their observations?

(Encourage students to share their measurements.)

Teacher: Great work, everyone. Now, tell me - Did everyone get the same number of hand spans for the same object?

(Let students think and share.)

Students: No! Some got more, some got less.

Teacher: Correct! That is because our hands are not the same size. Some people have big hands and some people have small hands. If a person with big hands measures an object, they will need fewer hand spans. But if a person with small hands measures the same object, they will need more hand spans to cover it.

Teacher: That is why we need special tools to measure accurately.

Teacher: Who will tell me what we learnt today?

(Encourage students to share their learnings.)

Teacher: Yes! That is right. We learnt how to measure objects using our hand span. We also discovered that different people can get different measurements because our hands are not the same size.

Teacher: Well done, everyone! Let us give ourselves a big round of applause. See you in the next class!

Differentiated Activities

110 km/hr

Find two objects in the classroom, such as a notebook and a pencil box. Measure both using your hand span and compare which one is longer.

80 km/hr

Measure the top of your desk using your hand span. Write down how many hand spans long it is and share your answer with your partner.

40 km/hr

Place your hand on your notebook. Count how many times you can fit your hand span along the notebook's length.

Home Task

Find two objects at home, such as a book and a pillow. Use your hand span to measure them. Write down how many hand spans long each object is and circle the longer one.

Period 3

Teacher: Good morning, everyone! Before we start today's lesson, let us play a quick game. I will say two things and you have to tell me which one is longer. Are you all ready?

SHOULD DO
10 MIN.

- A pencil or a skipping rope? (Skipping rope!)
- A pencil or a sharpener? (Pencil!)
- A water bottle or an eraser? (Water bottle!)
- A tree or a plant? (Tree!)

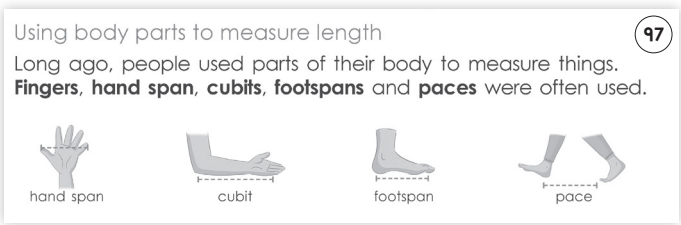
(You may ask them more questions based on the things they see in their environment daily.)

You may show the **Explainer Video** given on the digital platform.

Teacher: Great work! Everything around us has a length. Look around you. Some things are long and some are short. When we measure something from one end to the other, we call it length. Now, everyone, repeat after me, we call it Length.

(Encourage students to repeat after you. Ask students to look around the class, find any two objects and tell their partner – which one is longer.)

MUST DO
15 MIN.



Teacher: Long ago, people used their body parts to measure things. They used fingers, hand spans, cubits, foot spans and paces. But can everyone have the same measurement if we use body parts?

Students: No! Some people have big hands and some have small hands!

Teacher: That is correct! Now, let us learn about some of these body measurements.

- Hand span – It is the distance from your thumb to your little finger when you spread your hand wide.
- Cubit – It is the length from your elbow to the tip of your fingers.
- Foot span – It is the length of your foot from heel to toe.
- Pace – It is one big step you take when walking.

(Instruct students to open their Main Coursebooks to page 97 and ask them to point to each body measurement as you name them.)

Teacher: Now, let us try measuring using our body parts. First, use your hand span. Place your hand at one end of the desk and count how many hand spans it takes to reach the other end.

COULD DO
15 MIN.

(Encourage students to check how many hands spans long is their desk. Ask them to share with everyone. Then, instruct them to write their answer in the box on page 97.

Teacher: Great work, everyone. Now, let us measure the length of your desk again, but this time, using your cubit. Place your elbow at one end of the desk and stretch your fingers to the other end. That is your cubit! Count how many cubits it takes.

(Encourage students to share their observations with everyone. Then, instruct them to write their answer in the next box on page 97.)

Teacher: Now, we will measure the desk using foot spans.

(Encourage students to stand up quietly. Instruct them to place their feet at one edge, then move it forward, keeping heel to toe until they reach the other edge. Ask them to count their foot spans as they go. Then, ask them to keep standing and hold up the number of fingers quietly to show how many foot spans their desk is.)

Teacher: Amazing! Now, look around—do your classmates have the same number?

Students: No.

Teacher: That is because some feet are bigger and some are smaller! This is why we use standard tools like rulers and measuring tapes for accurate measurement.

Teacher: Fantastic work, everyone. We learnt how to measure using foot, cubit and handspan. We discovered that everyone got different measurements because our hand, feet and cubit were not the same size. This is why we need special tools to measure correctly.

Teacher: Keep observing and thinking about the sizes of things around you. You all did a fantastic work today! Let us give ourselves a big round of applause.

Differentiated Activities

110 km/hr

Measure the length of your notebook using both your hand span and cubit span. Compare which one gives a bigger number.

80 km/hr

Use your foot span to measure the length of your chair. Write down the number of foot spans.

40 km/hr

Place your foot on the ground and trace its shape in the air using your finger. Now, imagine using your foot span to measure your desk. Would it take more than one foot span or just one? Write down your answer in your notebook.

Home Task

Measure any room in your house using your pace. Count how many steps it takes to walk from one end to the other. Tell your parents the number of steps you took.

Period 4

SHOULD DO
5 MIN.

Teacher: Good morning, everyone. How are my little champions?

(Encourage students to respond. Acknowledge their thoughts.)

Teacher: Amazing!

Teacher: Let us begin with something we learnt in our last class. Can anyone tell me what we were learning about?

Students: Length.

Teacher: That is correct. We learnt that everything around us has a length. Some things are long and some are short.

Teacher: When we measure something from one end to the other, we call it length. Let us all say it together – we call it length.

Teacher: Very good. Today, we will learn some special words that we use to measure length. These special words are called units.

Teacher: Units help us know how long or short something is. The three units to measure length that we will learn today are centimetre, metre and kilometre. Are you all ready?

Students: Yes, we are ready.

Teacher: Amazing! Let us begin with something called a centimetre. Everyone, repeat after me – centimetre.

Students: Centimetre.

MUST DO
20 MIN.

Teacher: A centimetre is a small unit. We use it to measure short things like a pencil, a pen or a button. The short form of centimetre is cm. Please open your Main Coursebooks to page 97.

Metre and centimetre 97

Metre is a unit to measure length. It is used to measure the length of things, such as a blackboard or desk. The short form of metre is **m**.

A smaller unit called the **centimetre** is used to measure shorter lengths. Centimetre is written in short as **cm**.

Do you have a small ruler? Look at it. It has numbers from 1 to 15. The space between two numbers is 1 cm.

1 metre has 100 centimetres. 1 m = 100 cm.

Kilometre is a bigger unit. It is used to measure long distances, such as the distance between your house and school. Kilometre is written in short as **km**.

(Guide students to open their Main Coursebooks to page number 97.)

Teacher: Now, look at the picture of the ruler on the page. Can you see the numbers 1 to 15?

Students: Yes.

Teacher: The space between each number is 1 centimetre. That is how we measure small objects.

Teacher: Now let us try this with our own rulers.

Teacher: Everyone, please take out your ruler from your pencil box and place it on your desk.

(Wait till each student takes out their ruler.)

Teacher: I will show you how to find 1 centimetre on my ruler. Look at this – here is 0 and here is 1. The space between these two numbers is 1 centimetre.

(You may demonstrate the activity for the students. Hold up the ruler and point from 0 to 1.)

Teacher: Can everyone place their finger on the 0 of your ruler?

Students: Yes.

Teacher: Now slowly move your finger to number 1. That small space is 1 centimetre. Can you feel it?

Students: Yes, we can.

Teacher: Good. Now move your finger from 1 to 2. That is another centimetre. Now from 2 to 3. Well done. Keep going till 5.

(Encourage students to move their fingers along the ruler.)

Teacher: Great work. This is how we use a ruler to measure small things in centimetres. Now we know how long 1 centimetre is.

Teacher: Now let us learn about metre. Repeat after me – metre.

Students: Metre.

Teacher: A metre is a bigger unit than a centimetre. It is used to measure longer things like a classroom, a table or a blackboard. The short form of metre is m.

Teacher: Here is something to remember – 1 metre is equal to 100 centimetres. Say that with me.

Students: 1 metre is equal to 100 centimetres.

Teacher: Now let us think of some examples of things we measure in metres.

Teacher: The length of the blackboard is measured in metres. The height of a door is also measured in metres. So, when something is longer, like a table or a blackboard, we use metres to measure it.

Teacher: Now let us try a fun activity. Everyone, stretch both your arms wide.

(Encourage students to stretch their arms wide and long.)

Teacher: From one hand to the other is almost 1 metre for some of you. That is how long 1 metre can be.

Teacher: Very good. Now we come to the biggest unit in today's lesson – kilometre. Say it with me – kilometre.

Students: Kilometre.

Teacher: A kilometre is used to measure very long distances, like the road from your house to school or from one town to another. The short form of kilometre is km.

SHOULD DO
5 MIN.

Teacher: If you walk from your house to the park and it takes many minutes, that distance is in kilometres.

Teacher: If you go on a bus ride that takes a long time, like going to visit your grandmother in another city, we measure that distance in kilometres.

Teacher: So remember, when something is very far away, we use kilometres to measure it.

Teacher: Now, let us do an activity. I will give you some objects. You will tell me whether we will use metres, centimetres or kilometres to measure them.

Teacher: First object – a notebook.

Students: Centimetres

Teacher: Second – the distance between our school and your house.

Students: Kilometres

Teacher: Third – the length of a bed.

Students: Metres

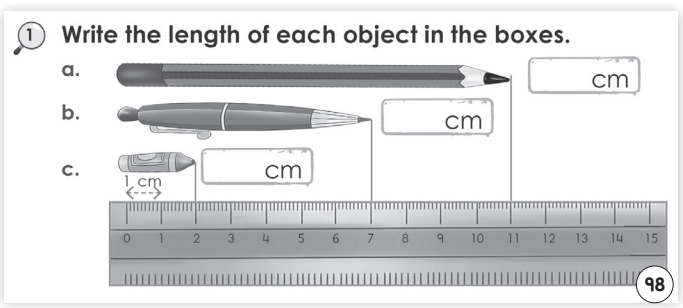
Teacher: Fourth – the distance between two cities.

Students: Kilometre

Teacher: Fifth – the length of a pencil.

Students: Centimetre

Teacher: Well done. You all understood it well.



Teacher: Now, everyone please open your Main Coursebooks to page number 98. Let us together do question 1.

MUST DO
10 MIN.

(You may assist students to open the exercise on page number 98.)

Teacher: Let us measure the length of each object.

(Guide students to identify each object and confirm that their unit is cm. Help them measure the length of each object using the given ruler.)

Mental Maths on the digital platform. Divide the class into groups and ask questions.

Differentiated Activities

110 km/hr

Write the correct unit to measure these: distance from your house to your friend's house, a bed, a book.

80 km/hr

Match the objects with the correct unit:

pencil	kms
bench	cm
playground	m

40 km/hr

Circle the correct unit of measurement for the following:

1. Book: cm or km
2. Road: m or km

Home Task

Write down the three units of length you learnt today. Then, find one thing around you for each unit and write its name.

Period 5

Teacher: Good morning, everyone. Let us begin today's class with a short quiz to revise what we learnt in our last class on the measurement of length.

COULD DO
5 MIN.

Teacher: What do we call the special words we use to measure length?

Students: Units.

Teacher: Yes! We learnt about three units of length. Can you name them for me?

Students: Centimetre, metre and kilometre.

Teacher: That is correct. Can you quickly tell me which is the smallest of the three?

Students: Centimetre

Teacher: And which is the biggest?

Students: Kilometre

Teacher: Excellent. Now, can someone tell me the short form of centimetre?

Students: cm

Teacher: Great. How many centimetres are there in 1 metre?

Students: 100 centimetres

Teacher: Perfect. Now, what is a kilometre used to measure?

Students: Long distances

Teacher: Yes. And what is the short form of kilometre?

Students: km

Teacher: Very good. What do we use to measure short things like a pencil?

Students: Centimetre.

Teacher: Excellent. What do we use to measure the length of a table?

Students: Metre.

Teacher: And what do we use to measure long distances like between two cities?

Students: Kilometre.

Teacher: Great work, everyone. Let us now begin with today's topic.

MUST DO

15 MIN.

MEASUREMENT OF WEIGHT

Comparing weights

The pencil box is **heavy**. The pencil is **light**.

The words **heavy** and **light** tell us about the **weight** of things.

The pencil box is **heavier** than the pencil.

The pencil is **lighter** than the pencil box.

To compare the weights of two objects, we use the words **heavier** and **lighter**. For example, the tree is heavier than a leaf.

To compare the weights of more than two objects, we use the words **heaviest** and **lightest**. For example, when we compare the weight of a rat, a deer and an elephant, the elephant is the heaviest and the rat is the lightest.

98

Teacher: Today, we are going to learn something new. We are going to learn how to measure weight. Repeat after me – weight.

Students: Weight.

(Encourage students to repeat the word 'weight' after you a couple of times.)

Teacher: Weight tells us how heavy or light something is. If something is hard to carry, it is heavy. If it is easy to carry, it is light.

Teacher: When we compare two objects, we say one is heavier or lighter than the other. For example, a brick is heavier than a ball.

Teacher: For example, a table is heavy, but a pencil is light. A watermelon is heavy, but a leaf is light.

Teacher: Now, tell me - if I have a book and a pencil, which one is heavier?

Students: Book.

Teacher: Which is lighter – a water bottle or a leaf?

Students: Leaf.

(Emphasise that when we compare two objects, we say one is heavier or lighter than the other.)

Teacher: When we compare many things, we use heaviest and lightest. For example, between a rat, a deer and an elephant, the elephant is the heaviest and the rat is the lightest.

Teacher: Tell me, out of a chair, a cushion and a feather, which one is the heaviest?

Students: Chair.

Teacher: Out of a tiger, a dog and a mouse, which one is the lightest?

Students: A mouse.

Teacher: Yes! So now we know – weight tells us if something is heavy or light.

SHOULD DO

5 MIN.

Teacher: Now, let us try an activity using things around us.

Teacher: I have a pencil box and an eraser. I will hold one in each hand. Which one feels heavier?

(Encourage students to observe and respond.)

Teacher: The pencil box feels heavier than the eraser. That means the pencil box has more weight.

Teacher: Now, each of you take your pencil and your book. Hold one in each hand and feel the difference.

(Guide students to do the activity and discuss the correct answer with their partner.)

Teacher: Which one is heavier?

Students: Book.

Teacher: Good. That is how we feel weight.

You may show the **I Explain** given on the digital platform.

MUST DO

15 MIN.

Teacher: Everyone, please open your Main Coursebooks to page 98. Look at the two wooden blocks and two apples on the right.

(Bring students' attention to the wooden blocks and apples on the balance. Tell them that it is called a balance scale. Encourage them to repeat after you.)

Teacher: Yes, that is right. A balance scale has two pans. We keep one object on one side and another object on the other side.

Teacher: If both sides go up and down, then one is heavier and one is lighter. But if both sides stay straight and do not move, it means both objects have equal weight.

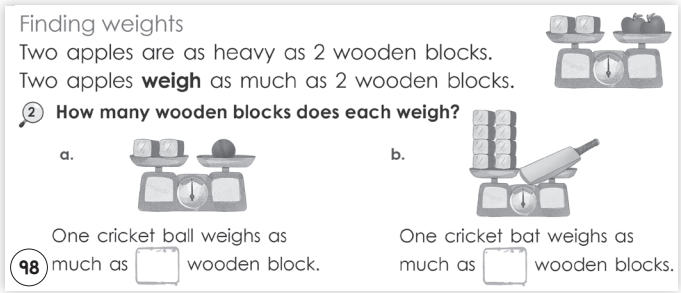
Teacher: That is called balanced. The weights are the same on both sides.

Teacher: You might have seen a balance at a vegetable shop. The shopkeeper uses it to check if both sides are equal.

Teacher: Now, let us look back at our book.

Teacher: It says, 'Two apples weigh as much as 2 wooden blocks.' That means the weight of two apples is the same as the weight of 2 wooden blocks.

(Bring students' attention to how the weight of wooden blocks and apples is balanced.)


Finding weights

Two apples are as heavy as 2 wooden blocks.

Two apples **weigh** as much as 2 wooden blocks.

(2) **How many wooden blocks does each weigh?**

a.

One cricket ball weighs as much as ___ wooden block.

b.

One cricket bat weighs as much as ___ wooden blocks.

98

Teacher: Now, look at question 2 (a). Read the sentence with me – 'One cricket ball weighs as much as ___ wooden block.'

Teacher: Can you guess the answer? Look at the picture.

Students: 2 wooden blocks.

Teacher: Very good. Now question (b) – 'One cricket bat weighs as much as ___ wooden blocks.'

Students: 8 wooden blocks.

Teacher: Excellent. Let us complete both questions in our books now.

(Instruct students to complete exercise 2 in the Main Coursebooks.)

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

Differentiated Activities

110 km/hr

Look at the objects below. Choose the heaviest and lightest from each group:

a) Ball, Pencil box, Bag of books

b) Watermelon, Apple, Banana

80 km/hr

Tick (✓) the object that is heavier in each pair:

a) Spoon ( ) Cup ( )

b) Pillow ( ) Feather ( )

c) Chair ( ) Toy car ( )

40 km/hr

Match the objects:

Match the object with the correct word:

Pillow	heavy
Table	light

Home Task

Look around your home and find:

One thing that is heavy

One thing that is light

Write their names and draw a small picture of each in your notebook.

Period 6

MUST DO

5 MIN.

Teacher: Good morning, everyone. Let us start our day with a fun activity.

Teacher: When I say a word, you have to do the action. Ready?

Students: Yes, teacher.

Teacher: If I say jump, everyone jumps once.

If I say clap, everyone claps twice.

If I say spin, everyone turns around once.

If I say freeze, you stop and stand still.

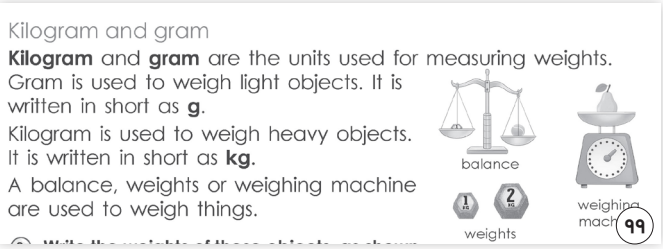
Teacher: Let us try. Jump!

(You may continue this way for different actions. Encourage students to follow instructions. Once the activity is done, encourage them to give a loud round of applause for themselves and their classmates.)

Teacher: That was fun. Now that we are all active and focused, let us begin.

COULD DO

15 MIN.


Kilogram and gram

Kilogram and **gram** are the units used for measuring weights.

Gram is used to weigh light objects. It is written in short as **g**.

Kilogram is used to weigh heavy objects. It is written in short as **kg**.

A balance, weights or weighing machine are used to weigh things.

balance

weights

weighing mach

99

Teacher: Today, we are going to learn about units used for measuring weight.

Teacher: Just like we use metre and centimetre to measure length, we use kilogram and gram to measure weight.

(Encourage students to repeat the words kilogram and gram after you.)

Teacher: Very good. A kilogram is a unit of weight. We use it to measure heavy things. For example, a watermelon, a bag of rice or a school bag. Kilogram is written as kg.

Teacher: A gram is also a unit of weight. We use it to measure light things. For example, a spoon, a piece of paper or a chocolate. Gram is written as g.

Teacher: Remember – Kilogram is used for heavy things and gram is used for light things.

Teacher: Well done. Now look at page 99 in your Main Coursebook.

(Bring students' attention to the pictures of a balance, weights and a weighing machine. Encourage them to observe.)

Teacher: These are tools we use to find the weight of things. A balance has two pans. If both sides are equal, the weights are the same.

Teacher: A weighing machine shows the number directly.

Teacher: Weights are blocks that help us know how heavy something is – like 1 kg or 2 kg.

(Point to each picture as you inform students.)

SHOULD DO

10 MIN.

Teacher: Now, let us do a fun classroom activity.

Teacher: I have a few things here – a chalk box, a book, a pencil and a bag of books.

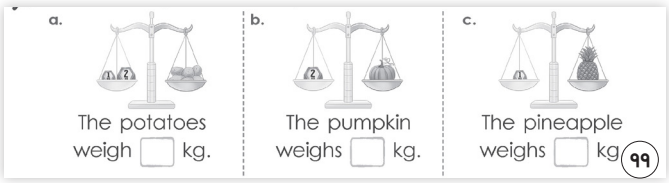
(Show each item to students one by one.)

Teacher: I will show each object and you will tell me whether we can measure it in grams or kilograms.

Teacher: Chalk box?
Students: Grams.
Teacher: Book?
Students: Kilograms.
Teacher: Pencil?
Students: Grams.
Teacher: Bag of books?
Students: Kilograms.
Teacher: Excellent. Now work in pairs. Find two things around you and guess whether they are measured in grams or kilograms. Take turns telling your partner.

MUST DO
10 MIN.

(Encourage students to interact and discuss.)



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

Teacher: Great! Now, everyone, please open your book to page 99 and look at Exercise 3.
Teacher: Look at question (a). What do you see on the balance?
(Encourage students to observe and share.)
Students: Two weights and potatoes.
Teacher: What number do you see on the weights?
Students: 1 and 2.
Teacher: So, what is the total weight?
Students: 3 kgs.
Teacher: Yes! Then, how much do the potatoes weigh?
(Emphasise how both the sides of the balance are equal. Let students confirm the answer.)
Students: That means the potatoes weigh 3 kg.
Teacher: That is right. Wonderful thinking!
Teacher: Now look at question (b). How many kilograms is the pumpkin?
Students: 2 kg.
Teacher: Very good. Now question (c). How many kilograms is the pineapple?
Students: 1 kg.
Teacher: Great. Now, everyone write the answers neatly in your books.
(Let students complete the exercise.)
Teacher: Today, we learnt two important units – gram and kilogram. Gram is used to measure light things. Kilogram is used to measure heavy things.
Teacher: We also learnt how to read a balance and understand weights like 1 kg and 2 kg.
Teacher: Well done, everyone. I am proud of your effort. Let us clap for ourselves.

Differentiated Activities

110 km/hr

Write the correct unit:
a) Bag of sugar – ___
b) Pencil – ___
c) Schoolbag – ___

80 km/hr

Tick (✓) the correct unit:
a) A watermelon – ( ) g ( ) kg
b) An eraser – ( ) g ( ) kg

40 km/hr

Match the object to the unit:

Feather	kilogram
Chair	gram

Home Task

Look around your kitchen at home. Find:
One thing that is light (measured in grams)
One thing that is heavy (measured in kilograms)
Draw them and write their names in your notebook

Period 7

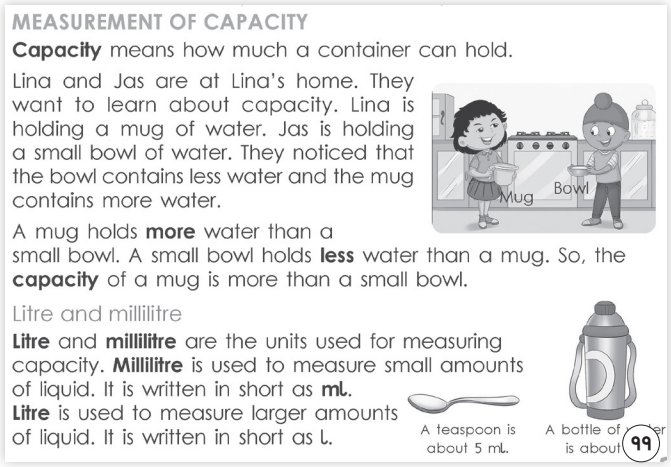
(Begin the lesson by greeting students. Instruct them to stand up from their seats and form a big circle.)

COULD DO
5 MIN.

Teacher: Good morning, everyone. Let us begin today's class with a fun movement game called 'Step Forward, Step Back.'
Teacher: I will say a sentence. If you think it is true, take one step forward. If you think it is not true, take one step back. Ready?
Students: Yes, teacher.
Teacher: Great! Let us begin.
Teacher: A watermelon is light.
(Students step back.)
Teacher: A feather is light.
(Students step forward.)
(Continue the activity in the same way using different objects.)
Teacher: A schoolbag is lighter than a pencil. A spoon is lighter than a chair.
Teacher: Great work. Now let us all return to our places and get ready to learn something new today – something called capacity. Do you know what Capacity means?

MUST DO
20 MIN.

(Encourage students to think and respond. Accept all relevant responses.)



MEASUREMENT OF CAPACITY

Capacity means how much a container can hold.

Lina and Jas are at Lina's home. They want to learn about capacity. Lina is holding a mug of water. Jas is holding a small bowl of water. They noticed that the bowl contains less water and the mug contains more water.

Mug Bowl

A mug holds **more** water than a small bowl. A small bowl holds **less** water than a mug. So, the **capacity** of a mug is more than a small bowl.

Litre and millilitre

Litre and **millilitre** are the units used for measuring capacity. **Millilitre** is used to measure small amounts of liquid. It is written in short as **mℓ**.
Litre is used to measure larger amounts of liquid. It is written in short as ℓ.

A teaspoon is about 5 mℓ. A bottle of water is about

99

Teacher: Capacity means how much a container can hold. It tells us how much water, milk or juice something can carry.

Teacher: Let us read a story from the book. Please open your Main Coursebook to page number 99.

(Bring students' attention to Lina and Jas holding the mug and the bowl. Then, you may ask some students to read the story. Instruct everyone to listen carefully.)

Teacher: Great work, everyone. Let us now talk about the story we just read. I will ask you a few questions.

(You may ask the following questions to the students once they have read the story.)

- Where were Jas and Lina?
- What were Lina and Jas holding in their hands?
- Which container had more water – the mug or the small bowl?
- Which container had less water – the mug or the small bowl?
- So, whose container had more capacity – Lina's or Jas's?
- If a bowl holds less water, does it have more or less capacity?

Teacher: Great thinking. So, when we compare two containers, we say:

- The mug holds more water.
- The small bowl holds less water.

Teacher: Now, let us learn the two special units for measuring capacity: litre and millilitre.

(Instruct students to repeat the terms litre and millilitre after you.)

Teacher: Litre is written as l. We use it to measure big amounts of liquid, like a water bottle or a bucket.

Teacher: Now look at page number 99. Can you point to the picture of the water bottle?

(Instruct students to point out to the picture of the water bottle.)

Teacher: Yes, that water bottle holds about 1 litre of water. That means it can hold a lot of water.

Teacher: Millilitre is written as mℓ. We use it to measure small amounts of liquid, like a spoon of syrup or medicine. (Instruct students to point out to the picture of the teaspoon.)

Teacher: Yes, that is a teaspoon. It holds about 5 millilitres. That is a small amount of liquid.

Teacher: So remember: litre is for big amounts, such as a water bottle and millilitre is for small amounts, for example, a teaspoon. These are the two units we use to measure capacity.

SHOULD DO

5 MIN.

Teacher: Now let us try this with real containers.

(You may place different-sized containers on the table – a spoon, cup, glass and jug etc.)

Teacher: Everyone, please look each container. Now, tell me –

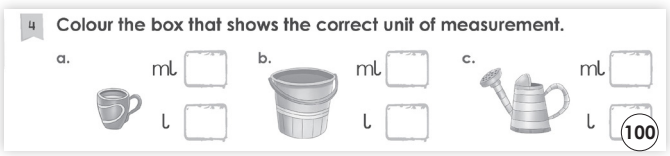
- Which one holds more water?
- Which one holds less?

Teacher: Very good. Let us now do a fun guessing game. I will hold up a container and you will guess if it holds more or less than the cup.

(Hold up items and let students respond. Reinforce the idea of comparing capacities.)

MUST DO

5 MIN.



4 **Colour the box that shows the correct unit of measurement.**

a. mℓ ℓ

b. mℓ ℓ

c. mℓ ℓ

100

Teacher: Good work, everyone. Now, turn to page 100 and look at Exercise 4.

Teacher: It says, 'Colour the box that shows the correct unit of measurement.'

Teacher: Look at question (a). It has a small cup. Should we use mℓ or ℓ?

Students: ml.

Teacher: Good. Now colour the box that says mℓ with your favourite colour.

Teacher: Now, let us solve the exercise together, step by step. We will look at each question, talk about it and think about the answer.

Teacher: I want all of you to share your thoughts and tell me why you chose a particular answer.

(Guide students to complete the exercise in a similar manner. Let them identify each object. Discuss each question and encourage students to share their reasoning behind the answer.)

Recalling better

Recalling better

In this chapter, I have learnt

○ to measure length. ○ to measure weight. ○ to measure capacity.

100

Teacher: Great effort! Now, let us look at the Recalling better box. Let us revise everything we have learnt so far.

MUST DO
5 MIN.

Teacher: First, we learnt how to measure length. Can someone tell me the units we used to measure length?

Students: Centimetre, metre, kilometre.

Teacher: Very good. Next, we learnt how to measure weight. What units did we use for weight?

Students: Gram and kilogram.

Teacher: Excellent. And today, we learnt how to measure capacity. Which two units did we use today?

Students: Litre and millilitre.

Teacher: Wonderful. You now know how to measure how long something is, how heavy something is and how much a container can hold.

Teacher: That is a lot of learning.

Give yourselves a big clap for being such smart learners.

Differentiated Activities

110 km/hr

You are going to a park for 2 hours. You need to carry water with you.

Choose one thing to carry:

- A spoon
- A cup
- A bottle

Which one will you choose and why? Write the answer in your notebook.

80 km/hr

Write the names of two things at home that hold a lot of water.

Write the names of two things that hold a little water.

40 km/hr

Draw one thing that we can measure in litres.

Home Task

Find two containers at home – one big and one small. Draw them in your notebook and write:

- 'This holds more water.'
- 'This holds less water.'

Period 8

Teacher: Good morning, everyone. How is everyone?

SHOULD DO
5 MIN.

(Let students respond.)

Teacher: That is great to know. In the last few periods, we have been learning how to measure length, weight and capacity of different objects.

Teacher: let us start with a quick review. Can someone remind me, what units do we use to measure length?

Students: Centimetre (cm), metre (m), kilometre (km).

Teacher: Good! And when we measure weight, which units do we use?

Students: Gram (g), kilogram (kg).

Teacher: Excellent! Now, what about capacity? What units do we use for capacity?

Students: Millilitre (ml), litre (l).

Teacher: Fantastic. Now, let us move ahead and practice everything we have learned.

Learning better

A **Measure the length of the following objects. Use hand spans and cubits.**

object	blackboard	teacher's table	your desk
hand span			
cubits			

100

Teacher: Let us open our Main Coursebooks to page number 100 and look at the learning better section. Are you all ready to practice some questions?

MUST DO
5 MIN.

Students: Yes, teacher.

Teacher: Great, let us get started.

(Read the question A for the students. Ask them to paraphrase and tell you what they understood.)

Teacher: Today, we will use hand spans and cubits to measure objects around the classroom. First, let us measure the blackboard, my table and your desk using your hand span and cubits. Then, we will write the answers in the book.

Teacher: Remember, your hand span is the distance from your thumb to your little finger when your hand is stretched and a cubit is the distance from your elbow to your wrist.

(Allow students to stand up in groups to measure and record their results. Guide students and provide support wherever required. Discuss the answers.)

MUST DO
15 MIN.

B **Fill in the blanks with the correct unit of capacity.**

1. The capacity of a spoon is measured in _____. (mL/L)
2. The capacity of a bucket is 20 _____. (mL/L)
3. The capacity of a water tank is measured in _____. (mL/L)

100

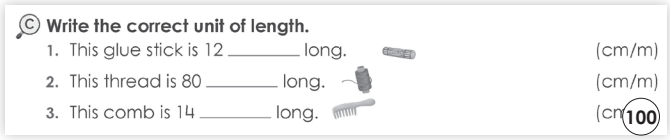
You may show **Animated Activities** given on digital platform.

Teacher: Let us move on to exercise B. Look at the following sentences and fill in the blanks with the correct unit of capacity:

Teacher: The capacity of a spoon is measured in _____ (ml/L).

(Let students respond and write their answers in their Main Coursebooks. You may complete the rest of the exercise in the same way.)

MUST DO
10 MIN.



Teacher: Great work, students. Now, let us move to the next exercise. Look at the objects in exercise B and write the correct unit of length – centimetres (cm) or metres (m) – to describe how long each object is. Let us do the first one together.

Teacher: This glue stick is 12 _____ long.

Teacher: Think carefully.

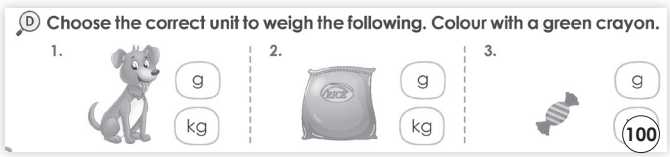
(Allow the students to think and respond.)

Teacher: That is right. A glue stick is small, so it would be measured in centimetres.

(You may complete the rest of the exercise in the same way. Then, you may ask students to find different objects in the classroom and confirm whether their unit of length is metres or centimetres.)

MUST DO

5 MIN.



Teacher: You all are such quick learners! We will now move to the next exercise.

(Read and explain the question to the students. Ask them to identify the pictures in the exercise.)

Teacher: We have learnt that small objects like candies are measured in grams (g) and larger objects are measured in kilograms (kg). Let us complete the exercise and colour the correct unit with a green crayon. Are you ready?

Students: Yes, teacher.

(Discuss the answers and encourage students to share their reasoning behind the same.)

Teacher: Today, we have learnt more about measuring length, weight and capacity using different tools and units.

Teacher: You all participated so well. Give yourselves a big round of applause. I will see you all in the next class.

Differentiated Activities

110 km/hr

You are packing a small school bag for a one-day trip.

Choose one thing to measure for length (e.g. skipping rope, pencil box).

Choose one thing to measure for weight (e.g. lunchbox, water bottle).

Choose one thing to measure for capacity (e.g. water bottle, juice box).

Answer the following in your notebook:

Which unit will you use for each – cm/m, g/kg, mL/L?

Write one sentence for each explaining why you chose that unit.

80 km/hr

Match the object with the correct unit of measurement:

- A spoon: g / kg / ml
- A dog: g / kg
- A bottle of water: mL / L
- A bag of rice: g / kg / L

40 km/hr

Match the objects with the correct unit:

- A book – cm / m
- A pencil – cm / m
- A glass of water – mL / L

Home Task

1. Choose one object at home that you use every day. Write down:
   - Its length (cm or m)
   - Its weight (g or kg)

   Draw the object and label the measurements.

   Keep this information safe. We will use it in the next period.
2. Take your weight using a weighing machine with the help of your parent/s. Then, ask each of your family members their weight. We will use this information in the next period.

Period 9

Teacher: Good morning, everyone. Today, we will play a quick game called "Guess the Object". I will give you clues and you have to guess what the object is.

COULD DO

5 MIN.

Teacher: Each object will be something we can measure – either by length, weight or capacity. Ready?

Students: Yes, teacher.

Teacher: I am small and light. You can use me to write. You can measure my length in centimetres. What am I?

Students: A pencil.

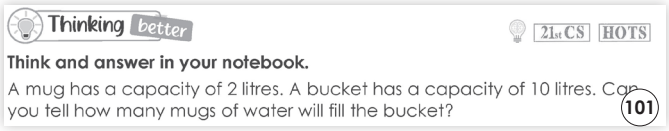
Teacher: Yes, that is right. Next, I can hold water. I am smaller than a bottle but bigger than a spoon. What am I?

(Encourage students to guess the objects. You may tell them the clues given below.)

- You carry me on your back. I can be heavy when full. What am I?
- I am used in the kitchen. I can hold many litres of water. What am I?

Teacher: Well done! You all did a great work using your clues and memory. Now that we are warmed up, let us start our work for today.

Thinking better



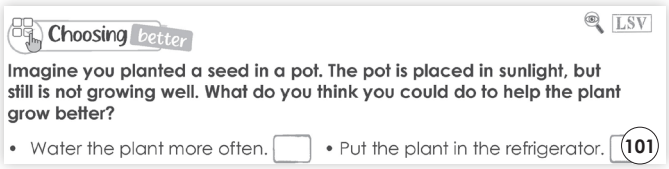
Teacher: Open your book to page 101 and look at the section called Thinking better. This activity will help us apply what we have learned.

MUST DO
10 MIN.

(Read and explain the question to the students in the Thinking better section on page 101. Let them solve the question in their notebook. Discuss the answer and appreciate students for thinking clearly.)

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

Choosing better



Teacher: Now that we have worked on some challenging questions, let us shift our focus to an important life skill in the next section.

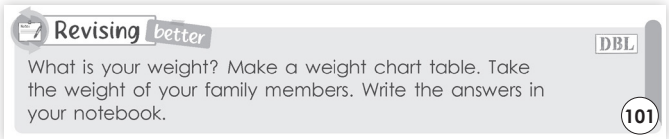
MUST DO
10 MIN.

Teacher: This exercise will help us think about how we take care of our plants. It teaches us to notice what our plant needs and to make good decisions to help it grow. It is a great way to practise being kind, responsible and careful in our lives.

(Read and explain the question to the students in the Choosing better section on page 101. Let them think and answer the question.)

Teacher: Great thought, everyone. So, thinking carefully helps us make better choices. Now, draw your plant in your notebook, name it and write one thing you would do to take care of it.

Revising better



Teacher: Now, let us do a small project in our notebook.

(Read and explain the question to the students in the Revising better section on page 101.)

Teacher: You have learnt how to measure weight using kilograms and grams.

Today, we will create a simple weight chart of your family members. Think about your own weight and recall the weight of your family members.

Teacher: In your notebook, draw a table. Write your name and the names of your family members. Next to each name, write the weight using the correct unit – kg.

(You may guide students to complete the activity.)

MUST DO
10 MIN.

Teacher: Today, we used our knowledge in new ways. We calculated, made choices and thought deeply about real-life situations.

Teacher: You all were excellent. Remember, measuring is not just about numbers – it helps us understand the world around us. Give yourselves a big round of applause.

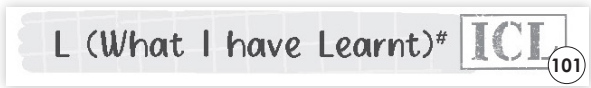
You may show the **Infographic** given on the digital platform.

L (What Have I Learnt)

Teacher: Now that we have completed the lesson, let us take a moment to reflect on what we have learned.

Teacher: In the "L" section of your KWL chart, I want you to write down what you have understood from this lesson. Think about the key concepts and how they connect to real-life situations. What did you find interesting?

COULD DO
5 MIN.



Teacher: This is a great way to ensure that you remember everything you have learnt and to see how much you have grown in understanding time and its application in daily life.

Teacher: Sit with your partners and discuss what you have learnt from the lesson. Consolidate your ideas on the "What Have I Learnt" part of the KWL chart. Once the chart is complete, discuss your journey, reflecting on what you initially knew, what you wanted to know and what you have learnt.

(Let the students discuss and write what they have learnt.)

Differentiated Activities

110 km/hr

You are helping your father in the kitchen. Choose two items – one for measuring capacity and one for measuring weight. Write the object and the unit you will use. Write one sentence explaining why you chose that unit.

80 km/hr

Match the object to what we measure:

Object	Measurement
Water bottle	Length
Rope	Weight
Bag of sugar	Capacity

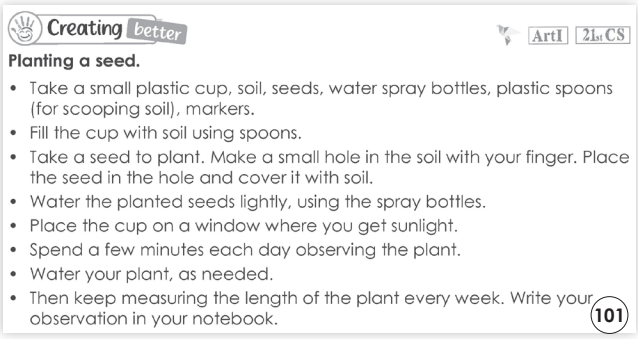
40 km/hr

Write one thing you can measure using:

- cm
- kg
- l

Home Task

Creating better



Creating better

ArtI 2LsCS

Planting a seed.

- Take a small plastic cup, soil, seeds, water spray bottles, plastic spoons (for scooping soil), markers.
- Fill the cup with soil using spoons.
- Take a seed to plant. Make a small hole in the soil with your finger. Place the seed in the hole and cover it with soil.
- Water the planted seeds lightly, using the spray bottles.
- Place the cup on a window where you get sunlight.
- Spend a few minutes each day observing the plant.
- Water your plant, as needed.
- Then keep measuring the length of the plant every week. Write your observation in your notebook.

101

Complete the activity in the Creating better section on page 100 of the Main Coursebook. Take the help of your parent/s to plant a seed. Remember to observe the plant regularly. Measure and record its growth every week. Water your plant as needed. Be kind and gentle while taking care of it. Keep writing your observations in your notebook every week.

Period 10

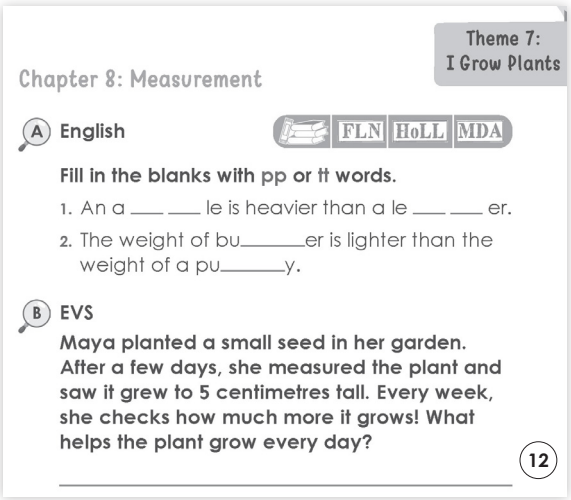
SHOULD DO 5 MIN.

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

Students: We are good, teacher.

Teacher: Great! We have now learnt how to measure length, weight and capacity. But did you know that measurement is not just a Maths topic? It connects beautifully with English, EVS and even how we understand real life. Measurement helps us read, write, observe and explore the world in a thoughtful way.

Book of Holistic Teaching



Theme 7: I Grow Plants

Chapter 8: Measurement

A English FLN HoLL MDA

Fill in the blanks with pp or tt words.

1. An a ___ ___ le is heavier than a le ___ ___ er.
2. The weight of bu_____er is lighter than the weight of a pu_____y.

B EVS

Maya planted a small seed in her garden. After a few days, she measured the plant and saw it grew to 5 centimetres tall. Every week, she checks how much more it grows! What helps the plant grow every day?

_____

12

COULD DO 15 MIN.

Teacher: Let us begin with English. In this activity, you will complete the sentences using pp or tt words. These words are part of what we have learnt about comparing weights and understanding how we describe objects.

(Write the sentences on the board.)

Teacher: Let us read the sentences together.

1. An a _ _ le is heavier than a le _ _ er.
2. The weight of bu_ _ er is lighter than the weight of a pu_ _ y.

Teacher: These sentences talk about comparing the weight of different objects. Read them carefully, fill in the blanks using 'pp' or 'tt' and write the full sentence in your notebook.

(Guide students wherever required. Encourage them to discuss their answers with their partner once they have done the exercise.)

Teacher: Good work, everyone. You all are learning so quickly! Now, let us move to EVS.

Teacher: In EVS, we learnt how plants grow and how we measure that growth. Let us listen to a story about Maya.

(Read out the story to the students. Instruct them to listen carefully.)

Teacher: This shows us how measuring helps us observe changes in the real world. Maya is using what we learnt in Maths to take care of her plant.

(Write the question on the board: What helps the plant grow every day?)

Teacher: Now, write the question in your notebook and answer it.

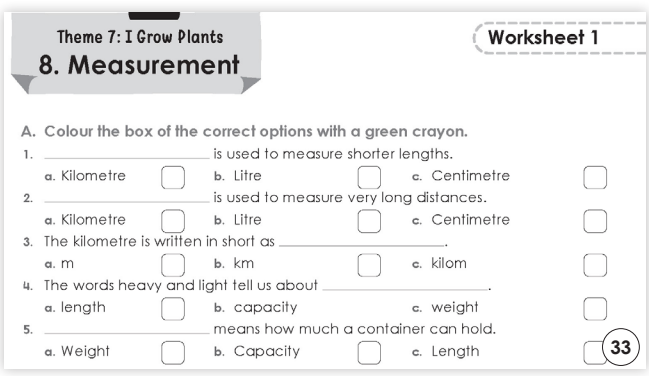
(Let the students think and write the answer in their notebook. Encourage them to share their thoughts with their classmates.)

Teacher: Kudos to you all.

MUST DO 20 MIN.

Teacher: Alright, students! We have answered some questions and solved a few exercises earlier. We will solve more such exercises. Open Worksheet 1 on Page 33 and solve exercises A, B and C. I am sure you all know the answers. Read the questions carefully. Once done, we will discuss the answers.

Students: Okay, teacher.



Theme 7: I Grow Plants

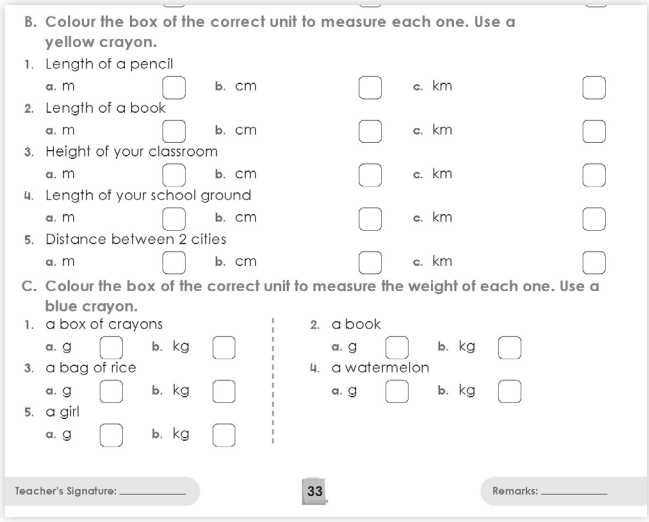
Worksheet 1

8. Measurement

A. Colour the box of the correct options with a green crayon.

1. _____ is used to measure shorter lengths.
   a. Kilometre ☐ b. Litre ☐ c. Centimetre ☐
2. _____ is used to measure very long distances.
   a. Kilometre ☐ b. Litre ☐ c. Centimetre ☐
3. The kilometre is written in short as _____.
   a. m ☐ b. km ☐ c. kilom ☐
4. The words heavy and light tell us about _____.
   a. length ☐ b. capacity ☐ c. weight ☐
5. _____ means how much a container can hold.
   a. Weight ☐ b. Capacity ☐ c. Length ☐

33



B. Colour the box of the correct unit to measure each one. Use a yellow crayon.

1. Length of a pencil
   a. m ☐ b. cm ☐ c. km ☐
2. Length of a book
   a. m ☐ b. cm ☐ c. km ☐
3. Height of your classroom
   a. m ☐ b. cm ☐ c. km ☐
4. Length of your school ground
   a. m ☐ b. cm ☐ c. km ☐
5. Distance between 2 cities
   a. m ☐ b. cm ☐ c. km ☐

C. Colour the box of the correct unit to measure the weight of each one. Use a blue crayon.

1. a box of crayons
   a. g ☐ b. kg ☐
2. a book
   a. g ☐ b. kg ☐
3. a bag of rice
   a. g ☐ b. kg ☐
4. a watermelon
   a. g ☐ b. kg ☐
5. a girl
   a. g ☐ b. kg ☐

Teacher's Signature: _____ 33 Remarks: _____

(Allow the students to think and write the answers.)

Show **Quiz** on the digital platform. Divide the class into groups and ask questions.

Teacher: Great effort, everyone. You all were so focused today. Let us meet in next period. Till then, keep your thinking caps on.

Differentiated Activities

110 km/hr

Maya measured her plant every week. If her plant was:

- 5 cm tall in Week 1
- 7 cm tall in Week 2
- 9 cm tall in Week 3

How much did the plant grow each week?

What helped the plant grow?

80 km/hr

Put these events in the correct order by numbering them 1 to 4:

- Maya watered the plant.
- Maya saw the plant had grown to 5 cm.
- Maya planted a seed in the soil.
- Maya placed the cup near the window for sunlight.

What are two things Maya did right to help the plant grow?

40 km/hr

Your plant has grown up to 5 centimetres.

- Draw your plant in your notebook.

- Now, tick (✓) the things that helped your plant grow.
  - Sunlight
  - Water
  - Toys
  - Air

Home Task

Look at a plant at home or in your neighbourhood. Write the answer to the following questions in your notebook.

- What do you see? Are there flowers, fruits or new leaves?
- Touch the leaves gently. Are they soft or rough?
- Write two sentences in your notebook about what you saw and how the plant looked.
- Measure the plant and write its length. Remember to measure the plant gently.

Period 11

COULD DO
5 MIN. ☐

Teacher: Hello everyone. How are you all?

Students: We are fine, teacher.

Teacher: Great! Let us play a quick game called 'Move If It's True'. I will say a sentence. If you think it is true, you will jump once. If you think it is not true, you will stay still. Are you ready?

Students: Yes!

(You may share the statements given below. Ask students to listen carefully.)

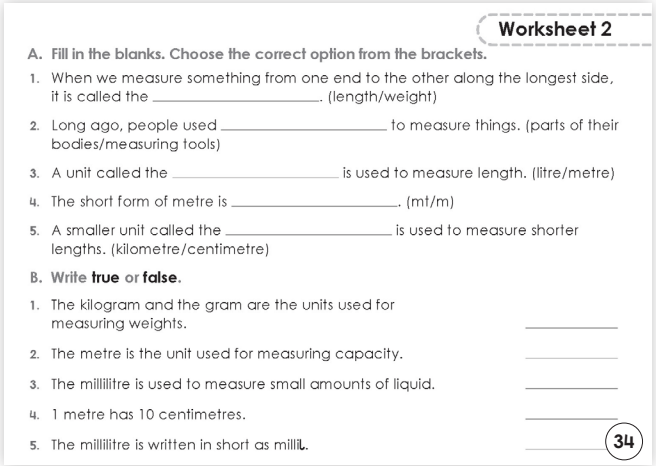
- Plants need sunlight to grow.
- We can measure water in kilograms.
- A pencil is longer than a broom.
- We measure the weight of a watermelon in kilograms.
- Leaves can talk to each other.
- A bucket can hold more water than a spoon.

Teacher: Amazing! I hope you all had fun, you all were so full of energy. Now, let us now get ready to begin our lesson.

MUST DO
15 MIN. ☐

Teacher: Just like in our last class, we will solve more worksheets. Open Worksheet 2 on Page 34 and solve exercises A, B and C. We will discuss the questions first and then you will write the answers. Are you ready?

Students: Yes, teacher.



Worksheet 2

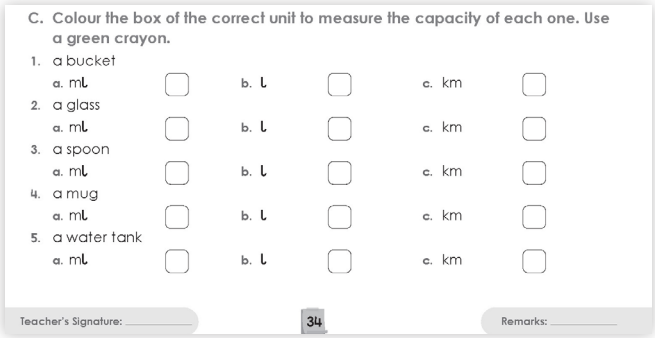
A. Fill in the blanks. Choose the correct option from the brackets.

1. When we measure something from one end to the other along the longest side, it is called the _____. (length/weight)
2. Long ago, people used _____ to measure things. (parts of their bodies/measuring tools)
3. A unit called the _____ is used to measure length. (litre/metre)
4. The short form of metre is _____. (mt/m)
5. A smaller unit called the _____ is used to measure shorter lengths. (kilometre/centimetre)

B. Write **true** or **false**.

1. The kilogram and the gram are the units used for measuring weights. _____
2. The metre is the unit used for measuring capacity. _____
3. The millilitre is used to measure small amounts of liquid. _____
4. 1 metre has 10 centimetres. _____
5. The millilitre is written in short as milli**l**. _____

34



C. Colour the box of the correct unit to measure the capacity of each one. Use a green crayon.

1. a bucket
   a. mL ☐ b. L ☐ c. km ☐
2. a glass
   a. mL ☐ b. L ☐ c. km ☐
3. a spoon
   a. mL ☐ b. L ☐ c. km ☐
4. a mug
   a. mL ☐ b. L ☐ c. km ☐
5. a water tank
   a. mL ☐ b. L ☐ c. km ☐

Teacher's Signature: _____ 34 Remarks: _____

(Discuss the questions and let the students write the answers.)

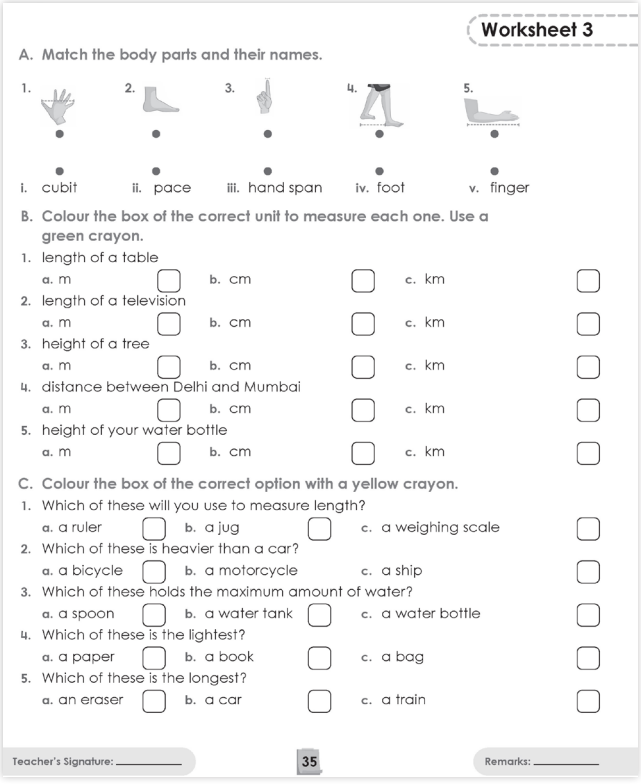
Show **Mental Maths** on the digital platform. Divide the class into groups and ask questions.

Teacher: Let us move to the next worksheet. Open Worksheet 3 on Page 35 and solve exercises A, B and C. We will again discuss the questions first and then you will write the answers. Are you ready?

MUST DO

20 MIN.

Students: Yes, teacher.



Worksheet 3

A. Match the body parts and their names.

1. ● 2. ● 3. ● 4. ● 5. ●

i. cubit ii. pace iii. hand span iv. foot v. finger

B. Colour the box of the correct unit to measure each one. Use a green crayon.

1. length of a table
   a. m ☐ b. cm ☐ c. km ☐
2. length of a television
   a. m ☐ b. cm ☐ c. km ☐
3. height of a tree
   a. m ☐ b. cm ☐ c. km ☐
4. distance between Delhi and Mumbai
   a. m ☐ b. cm ☐ c. km ☐
5. height of your water bottle
   a. m ☐ b. cm ☐ c. km ☐

C. Colour the box of the correct option with a yellow crayon.

1. Which of these will you use to measure length?
   a. a ruler ☐ b. a jug ☐ c. a weighing scale ☐
2. Which of these is heavier than a car?
   a. a bicycle ☐ b. a motorcycle c. a ship ☐
3. Which of these holds the maximum amount of water?
   a. a spoon ☐ b. a water tank ☐ c. a water bottle ☐
4. Which of these is the lightest?
   a. a paper ☐ b. a book ☐ c. a bag ☐
5. Which of these is the longest?
   a. an eraser ☐ b. a car ☐ c. a train ☐

Teacher's Signature: _____ 35 Remarks: _____

(Discuss the questions and let the students write the answers.)

You may generate additional practice worksheets using the **Test Generator** given on digital platform.

Teacher: Over the past few days, we have explored something very important – Measurement. We learnt how to measure the length of things like pencils and ribbons. We understood how to check the weight of objects like school bags and fruits. We also discovered how to find out the capacity of containers like mugs and bottles.

Teacher: We used centimetres, metres, grams, kilograms, litres and millilitres to help us describe the world around us.

Teacher: Measurement is not just about numbers. It helps us understand how tall, how heavy or how full something is. It helps us take care of plants, pack our bags and even help in the kitchen.

Teacher: Great learning, everyone. Give yourselves a big round of applause.

Differentiated Activities

110 km/hr

Think about your day from morning to night. Choose three different things you use in a day that can be measured. Write in your notebook:

1. What is the object?
2. What are you measuring – length, weight or capacity?
3. Which unit will you use and why?

80 km/hr

Draw a T-chart in your notebook with these two columns:

- Measured in centimetres
- Measured in litres

Now, sort the following into the correct column:

- Pencil
- Water jug
- Eraser
- Mug
- Spoon of syrup
- Book

40 km/hr

Imagine you are packing a small bag with three things that can be measured. Draw the bag and inside it, draw:

- One thing that we measure using length
- One thing that we measure using weight
- One thing that we measure using capacity

After drawing, use arrows to label each object with:

- cm / m for length
- g / kg for weight
- mL / L for capacity

Home Task

Think about your day today. Write (or draw) one thing you used

- that involved length
- that involved weight
- that involved capacity

Which one was most important to you today and why?

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	• use body parts such as hands, feet and arms to measure objects using non-standard units like hand span, cubit, foot span and pace.
Socio-Emotional and Ethical Development	• work collaboratively with peers in group tasks and measurement games, showing respect and turn-taking. • demonstrate responsibility and empathy while taking care of plants and classroom materials.
Cognitive Development	• classify and compare objects based on their measurable attributes (length, weight and capacity). • apply estimation and reasoning to predict which object is longer, heavier or holds more. • use standard units like centimetre, metre, gram, kilogram, litre and millilitre to measure familiar objects with guidance.
Language and Literacy Development	• use vocabulary such as 'longer', 'shorter', 'heavier', 'lighter', 'more capacity', 'less capacity', 'grams', 'litres', etc., correctly while expressing observations. • respond to oral questions and engage in classroom discussions by expressing comparisons clearly. read and interpret pictorial and textual instructions in the coursebook to complete measurement activities.
Aesthetic and Cultural Development	• observe and appreciate the form, size and growth of natural elements like plants, leaves and trees through measurement tasks. • participate in guided reflections on caring for the environment and valuing nature's growth.
Positive Learning Habits	• show persistence while engaging in multi-step tasks such as comparing, measuring and recording observations. • demonstrate curiosity and enthusiasm in exploring real-life examples of measurement.

Starry Knights

Hope the lesson started on a positive note for you and the learners.
Share some of their strengths here. Also, identify their weaknesses that you need to work on through the year.

Give yourself a STAR for being an efficient teacher!

Lesson-9: Shapes and Patterns

11 Periods (40 minutes each)

Learn Better (Main Coursebook), Stay Ahead (Workbook), Book of Holistic Teaching, CRM signs, Poster

Animation, Animated Activities, Dictionary, eBook, Explainer Video, HOTS, I Explain, Infographic, Mental Maths, Quiz, Quick Maths, Slideshow, Test Generator

Confirming better: My plants grow strong and healthy.

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- learn about flat shapes, such as triangle, rectangle, square and circle, through movement, drawing and visual exploration.
- to identify, classify and verbalise properties of solid shapes, such as cube, cuboid, sphere, cylinder and cone using real-life examples.
- to observe and identify different patterns made of shapes, colours and numbers in daily life and in nature.
- to compare shapes based on the number of sides, corners and faces and distinguish between flat and solid shapes.
- develop spatial awareness by identifying shapes in the classroom, environment and in objects around them.
- to describe, create and extend repeating patterns using shapes, movements and colours.

Methodology

Period 1

Teacher: Good morning, everyone. Are you ready for some fun today? Let us start by looking around the room. Can you spot any shapes around you?

SHOULD DO — 5 MIN.

(Encourage students to point out different shapes. Prompt them by saying: "Can you find something that looks like a rectangle?" "Is there anything circular in the room?")

Teacher: Fantastic. You all are excellent shape detectives. Now, can anyone think of an object that is a square?

(Pause and allow responses.)

Teacher: Great answers. A book can be square or rectangular. How about a triangle? Can you find anything that looks like a triangle?

(Let students look around and respond.

Teacher: Awesome work. Now, let us get moving. I want you all to become shapes.

Teacher: Stretch your arms wide like a big rectangle. Can you feel your arms getting longer? Keep them wide.

Teacher: Now, make your hands into a triangle. Touch your fingers above your head to form a point, just like the roof of a house.

Teacher: Finally, let us curl up into a circle. Pretend you are a small, cozy ball. How does it feel to be a circle?

(Let students express their thoughts.)

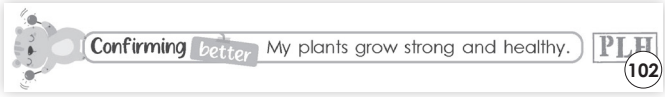
Teacher: You are all doing amazing. Now, let us try switching shapes quickly.

(Encourage students to switch between shapes and keep the energy up. Allow them to giggle and enjoy the movement.)

Teacher: Great work, everyone. You have just turned your bodies into different shapes. Now that we are all warmed up, let us dive into our lesson on shapes and patterns.

MUST DO — 5 MIN.

Confirming better



Teacher: Now, let us talk about something else that is important. Did you know that plants grow in different ways to stay healthy?

Teacher: Think about the plants outside. What do you think helps them grow strong and healthy?

(Pause for responses.)

Teacher: Yes, it is the care they get – the right amount of sunlight, water and the proper environment. Plants need these things to stay healthy and grow well.

Teacher: How do you take care of plants at home?

(Encourage students to share their experiences of looking after plants.)

Teacher: That is right. Plants grow strong when we give them what they need – sunlight, water and sometimes a little love and care.

Teacher: Let us say this together: "My plants grow strong and healthy."

(Let students repeat after you.)

Teacher: Wonderful.

MUST DO

10 MIN.

Teacher: We will learn about Shapes and Patterns. Let us start with the activity called the KWL Chart.

Teacher: Like the last time, 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 in your notebooks.

K	W	L

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

(Encourage students to think and write what they already know and what they want to learn. You may also ask a few students to share with everyone.)

SHOULD DO

10 MIN.

Teacher: Great work, everyone.

Kinaesthetic

Let us draw shapes using air tracing. Draw a big circle in the air. Use your finger and imagine you are drawing a big round circle in front of you. Start at the top and go around smoothly until you come back to the top.

Repeat the same with square and triangle.

102

Kinaesthetic

Teacher: Let us get moving. We are going to trace shapes in the air with our fingers.

(You may draw the shapes on the blackboard and let students observe them)

Teacher: First, imagine drawing a big circle. Start at the top and draw smoothly around until you come back to the top.

Teacher: Now, let us draw a square in the air.

(Guide students to trace the square. You may demonstrate the action if needed.)

Teacher: Great. Now, let us try drawing a triangle. Start at the top, draw a straight line down, then make two more straight lines from the corners to meet at the top.

(Guide students to trace the triangle.)

Teacher: Finally, let us draw a circle again. Remember, keep your hand moving smoothly all the way around.

MUST DO

10 MIN.

Auditory

Auditory*

Listen to your teacher carefully. Answer the questions.

102

Teacher: Fantastic work, everyone. You all did an amazing work tracing those shapes in the air. Now, let us sit down and get ready for the next activity.

Teacher: Now, let us give our bodies a rest and use our ears. I will read a short text. Listen carefully as you will answer a question later.

(Read the listening text on page 136 from Chapter 9.)

Sohan and Rohan were playing with their toys. Sohan had a round ball and Rohan had a square block. "Look, we have different shapes." said Sohan. Then they found a triangle puzzle piece and added it to their collection.

Answer the following questions:

1. What shape was Sohan's toy?
2. What new shape did Sohan and Rohan find in their puzzle? How many sides does it have?

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

Teacher: I hope you all listened to the text carefully. Now it is time to answer a question. You may use your notebook to solve the question.

(Let the students answer the question. Allow them to discuss the answer with their partner. Then, you may add a few more questions of your own.)

Differentiated Activities

110 km/hr

Draw a picture of your house using different shapes. Label each shape (circle, square, rectangle, triangle).

80 km/hr

Draw a house with a triangle roof, square windows and rectangular doors. Colour the shapes and label them.

40 km/hr

Draw a clock showing 12:00 and and write the time in words next to it. Write the name of the shape you used to draw the clock.

Home Task

Go on a shape hunt at home. Find 5 objects with different shapes (circle, square, triangle, rectangle). Draw each object in your notebook and write its shape next to it.

Period 2

Teacher: Good morning, everyone. Today, we are going to play a game.

SHOULD DO

5 MIN.

Teacher: I will make a shape with my hands and you have to guess what shape it is. Ready?

Students: Yes, teacher.

(Form a shape with your hands and hold the position for a few seconds. Let students observe.)

Teacher: Can anyone guess what shape I made?

(Wait for students' response and encourage them to say the name of the shape.)

Teacher: That is right. I made a circle with my hands.

Teacher: Wonderful. Now, let me try a new one.

(Form another shape with your hands or arms. You may repeat the activity in the same way for other shapes. Appreciate students as they guess,)

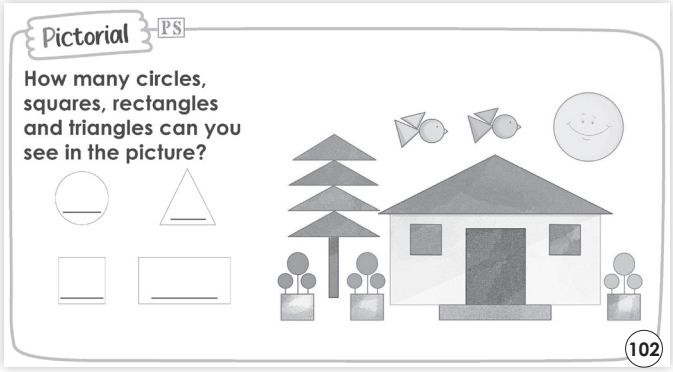
Teacher: You all did great. Now that we have had fun with shapes, let us get ready to explore more shapes and patterns in our lesson.

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

MUST DO

10 MIN.

Pictorial



Teacher: Let us now move on to the pictorial activity. Open your books to page 102.

Teacher: How many circles, squares, rectangles and triangles can you see in the picture?

(Guide students to observe the picture carefully and count the shapes.)

Teacher: Write down the answers in your notebook.

(As students work, walk around to provide support where necessary. Once everyone has completed the activity, bring the class together and discuss the answers.)

MUST DO

10 MIN.

Interacting better

Teacher: Now, let us explore something fun with shapes and patterns. We are going to make patterns using our fingerprints.

Teacher: First, colour the top part of the inside of your left thumb with a sketch pen.

(Ensure every student has their sketch pen ready and is following along.)

Teacher: Now, press it on a piece of paper. Look at the pattern you have created.

(Walk around the room to check that students are pressing their thumbs firmly on the paper.)

Teacher: What shape do you see in the pattern?

(Prompt students to look closely at their prints. Encourage them to describe the pattern they have created.)

Teacher: Discuss with your partner: How many shapes can you find in your pattern? Do you see any patterns repeating in your prints?

(Pause and give students a moment to think. Walk around and listen to their discussions. If needed, ask a few pairs to share what they talked about.)

Teacher: Great thinking. You have made fantastic patterns.

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

MUST DO

15 MIN.

Teacher: Now, open your main coursebook to page number 103. Let us look at the pictures.

Teacher: Take a moment to observe the pictures. What do you see in the pictures?

(Allow students time to observe the pictures.)

Teacher: Can anyone share their observations?

(Allow students to share. Accept all relevant responses.)

Teacher: Wonderful. Now that we have looked at the pictures, let us move on to the story. Follow along as I read.

(Narrate the story to the students. You may also ask students to come up one by one and read a few sentences aloud.)

Teacher: Now that we have read the story, let us paraphrase what we just read. Can anyone explain what Lina and her mama were talking about?

(Encourage students to paraphrase, guiding them to reflect on the key ideas in the story.)

Teacher: Excellent. Now, tell me-

- Where are Lina and Mama?
- What are they doing?
- What shape is the ball Lina is playing with?
- What shape is the bench in the park?

(Encourage students to share their ideas. Walk around to listen to their answers and guide the discussion accordingly.)

You may show the **Explainer Video** given on the digital platform.

Teacher: Great work, everyone. Let us all give ourselves a round of applause for understanding the story and shapes so well.

Teacher: Today, we explored different shapes. We also created patterns with our fingerprints and observed the shapes we see every day. You all participated wonderfully. Shapes are all around us and by observing carefully, we can find patterns too. Keep noticing these in your surroundings.

Differentiated Activities

110 km/hr

Look at any five objects around you and write the name of the shape you see in each one. Then, write one sentence describing the pattern if you notice any.

80 km/hr

Draw any three objects you see in your classroom. Write the name of the shape for each one.

40 km/hr

Match the shape to the object:

Circle	Window
Square	Door
Rectangle	Ball

Then, write the names of the shapes next to each object in your notebook.

Home Task

Draw a picture of your park or playground. Identify and label any two shapes you can see in your drawing.

Period 3

SHOULD DO

5 MIN.

Teacher: Good morning, everyone. Let us have some fun with a quick energiser. Before we begin, please ensure you have enough space around you. Stand up, move a bit if needed and make sure you're not too close to anyone else.

Teacher: Ready?

Students: Yes, teacher.

Teacher: Great. Let us go.

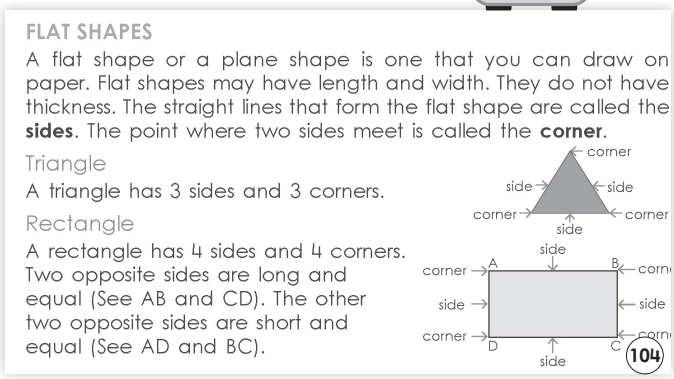
- First, hop on one foot for 5 seconds.
- Now, spin around in a circle.
- Touch your toes and stand up straight.
- Jump three times.
- Lastly, clap your hands twice.

Teacher: Fantastic. You all did an amazing work. Now that we are full of energy. Are you all ready to learn?

Students: Yes, teacher, we are.

MUST DO

15 MIN.



FLAT SHAPES

A flat shape or a plane shape is one that you can draw on paper. Flat shapes may have length and width. They do not have thickness. The straight lines that form the flat shape are called the **sides**. The point where two sides meet is called the **corner**.

Triangle

A triangle has 3 sides and 3 corners.

Rectangle

A rectangle has 4 sides and 4 corners. Two opposite sides are long and equal (See AB and CD). The other two opposite sides are short and equal (See AD and BC).

Teacher: Let us settle down and begin learning about flat shapes.

(Ensure students are seated comfortably and facing the board.)

Teacher: Look at page 104 in your main coursebook. It talks about flat shapes.

(Guide students to open their books to the correct page and point to the flat shapes.)

Teacher: A flat shape is one you can draw on paper. Flat shapes have length and width but no thickness. Can anyone give me an example of a flat shape?

(Wait for responses. Encourage students to think about shapes they already know.)

Teacher: Yes, you are right. A circle, a square, a triangle and a rectangle are all flat shapes.

Teacher: The straight lines that make the flat shape are called the sides. The point where two sides meet is called the corner.

(Show the pictures of triangle and rectangles on page number 104 and point to the sides and corners as you talk about them. Ask students to point to the sides and corners in their main coursebooks.)

Teacher: Can anyone tell me how many corners and sides a triangle has?

(Allow students to respond.)

Teacher: Yes. A triangle has three corners and sides. Now, let us talk about the rectangle. How many sides and corners does it have?

Teacher: A rectangle has four sides. Two of these sides are long and the other two are short.

(You may use your finger to highlight the long sides first and then point to the short sides. Ask students to trace the sides in their books with their fingers, ensuring they understand the difference between the long and short sides.)

Teacher: Let us try something fun now. Take your pencils and draw a rectangle. Label each corner of your rectangle as A, B, C and D, starting from one corner to another, as shown in the book. Now, let us mark the long sides and the short sides.

Teacher: Look at the sides of the rectangle. The two opposite sides are long and equal, which are AB and CD.

(Guide the students to point to the long sides AB and CD in their books. Then, ask them to mark the long sides with a red crayon.)

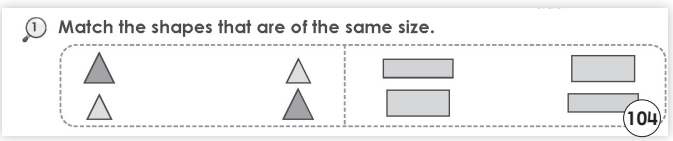
Teacher: The other two opposite sides are short and equal, which are AD and BC.

(Encourage the students to point to the short sides AD and BC. Then, ask them to mark the short sides with a blue crayon.)

(Encourage students to do this in their notebooks. Walk around to assist and ensure they understand which sides are long and short.)

Teacher: Great work. You now know how to identify, label and name the sides and corners of a triangle and a rectangle.

MUST DO
5 MIN.



Teacher: Now, let us do Exercise 1 on page number 104 of your main coursebooks.

Teacher: Match the shapes that are the same size. Look at the triangles and rectangles in the exercise.

(Allow students to complete the activity independently. Once they are done, you may discuss the answers.)

SHOULD DO
15 MIN.

Teacher: Let us now do a fun hands-on activity. We will use cut-out shapes to create something. You can make a house, a tree or even a robot. Be creative.

(Distribute cut-out shapes of triangles and rectangles to each student. Encourage them to arrange the shapes and create a picture. Walk around to monitor and assist where needed.)

Teacher: Wonderful effort, everyone. Now, let us share what we have created.

(Encourage students to share their creations with the class, explaining how they used the shapes to build their picture.)

Differentiated Activities

110 km/hr

Draw a triangle and a rectangle. Label the sides and corners of each shape. Then, draw an object at home that is shaped like a triangle or rectangle and write its name.

80 km/hr

Draw a triangle and a rectangle. Label the sides and count how many sides and corners each shape has. Write in your notebook.

40 km/hr

Draw a triangle. How many sides and corners does it have? Write the number next to your triangle.

Home Task

Look around your home and find two things that are shaped like a triangle and two things that are shaped like a rectangle. Draw them in your notebook.

Period 4

Teacher: Good morning, everyone. Before we start today's lesson, let us check in on how we are feeling.

SHOULD DO
5 MIN.

Teacher: If you are super excited to learn today, raise both your hands up high.

Teacher: If you're ready to start the lesson and jump right in, stretch your arms out wide like you're giving a big hug.

Teacher: If you're curious and ready to think deeply about today's topic, tap your finger to your chin.

(Allow students to respond and show the gestures.)

Teacher: Well done, everyone. Now,

let us get our bodies ready and start learning.

Teacher: Let us quickly review what we have learned so far about flat shapes. Can anyone name the shapes we have learned?

(Let students respond.)

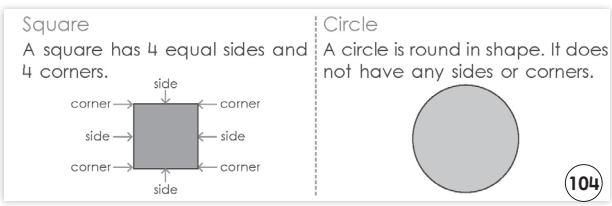
Teacher: That is right. We have learned about circles, square, rectangles and triangles.

Teacher: Let us see how well we remember the shapes we learned last time. Remember to raise your hand to respond.

- What shape has three sides?
- How many sides and corners does a rectangle have?
- What shape is like a round wheel with no corners?
- Can anyone show me a triangle with their hands?

Teacher: You all have great memory. Let us clap for ourselves and our classmates.

MUST DO
20 MIN.



Teacher: Now, let us learn about two more shapes: the circle and the square. Open your main coursebooks to page number 104 and point out to the circle and square. (You may walk around the classroom to observe and assist as needed.)

Teacher: A square has four equal sides and four corners. Look at the picture on your page, it is a perfect square.

Teacher: Now, let us take a closer look at the square. Instruct students to point to the sides and corners of the square in their book. Once you've done that, show it to your partner and let them do the same.

Teacher: A circle is round in shape. It has no corners or sides. You cannot draw a corner in a circle because it is smooth all around.

Teacher: Let us look at the pictures.

(You may point to the square and circle and instruct students to do the same.)

Teacher: See how the square has straight sides and sharp corners, while the circle is smooth and round.

Teacher: Imagine this circle as a wheel, spinning in the playground. It has no sharp edges, unlike the square, which has corners where the sides meet.

Teacher: Now, can you all think of something in the classroom that looks like a square?

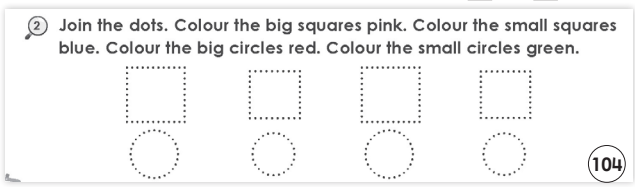
(Allow students to think, observe and point out objects.)

Teacher: That is correct. Now, tell me something that looks like a circle?

(Encourage students to respond.)

MUST DO

15 MIN.



Teacher: Now, let us complete exercise 2 on page number 104. What shapes do you see?

Students: Circle and square.

Teacher: Yes. Notice carefully, there are big and small squares. We can also see big and small circles. First, let us join the dots.

(Guide students to complete the exercise. Instruct them to colour the shapes as instructed in the book. Walk around the classroom and assist if needed.)

Teacher: Excellent. You all are becoming shape experts. Give yourselves a big round of applause for your hard work today.

Teacher: Let us remember to keep looking around for shapes in our environment. They are all around us.

Teacher: We will continue exploring more shapes in the next class. Have a wonderful day ahead.

You may show the **Quick Maths** given on the digital platform.

Differentiated Activities

110 km/hr

Draw and colour a square and a circle in your notebook. Imagine you are an architect. Use the square to design a small building and the circle to create a window or a sun. Be creative. Think about how you can combine these shapes to create a scene. Write a short sentence describing what you've built with the shapes. For example, "I built a house using a square and a circle as the window."

80 km/hr

Look around your classroom or at home. Find something that is in the shape of a rectangle. Now, draw its picture in your notebook. Lastly, write how many sides and corners a rectangle has.

40 km/hr

Draw a square and a circle in your notebook. Look around your school for objects that match the shape of a square and circle and draw them in your notebook. Add details like colour or texture.

Home Task

Find one object in your house that is shaped like a square and one shaped like a circle. Write their names in your notebook. Then, draw both shapes in your notebook and colour them.

Period 5

Teacher: Good morning, everyone. Let us begin with a quick check-in: How did you feel when you woke up this morning? Were you excited, energized or ready to start the day?

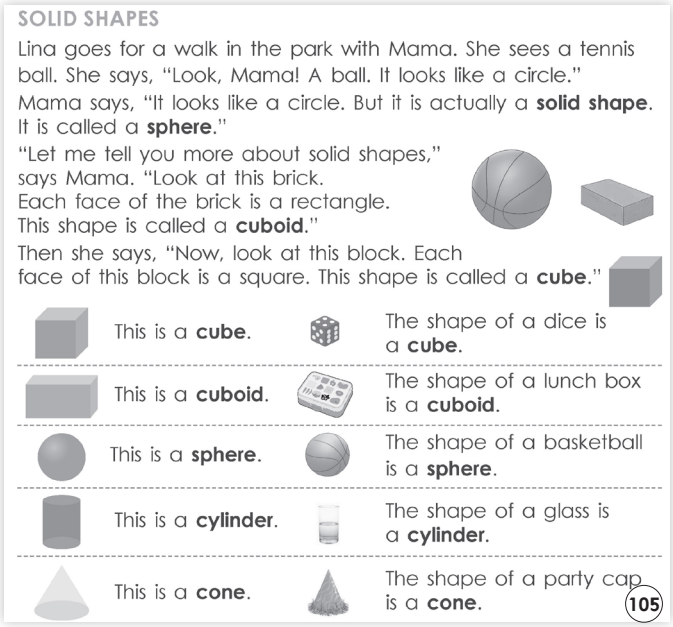
SHOULD DO

5 MIN.

(Encourage students to share their feelings and thoughts.)

Today, we are going to explore solid shapes. These shapes are not flat like the ones we learned before. They are 3D – they have depth, height and width – just like objects you see around you every day.

You may show the **I Explain** given on the digital platform.



SOLID SHAPES

Lina goes for a walk in the park with Mama. She sees a tennis ball. She says, "Look, Mama! A ball. It looks like a circle."

Mama says, "It looks like a circle. But it is actually a **solid shape**. It is called a **sphere**."

"Let me tell you more about solid shapes," says Mama. "Look at this brick. Each face of the brick is a rectangle. This shape is called a **cuboid**."

Then she says, "Now, look at this block. Each face of this block is a square. This shape is called a **cube**."

This is a **cube**.		The shape of a dice is a **cube**.	
This is a **cuboid**.		The shape of a lunch box is a **cuboid**.	
This is a **sphere**.		The shape of a basketball is a **sphere**.	
This is a **cylinder**.		The shape of a glass is a **cylinder**.	
This is a **cone**.		The shape of a party cap is a **cone**.	

105

Teacher: Let us read a story about Lina and her mama on page number 105 of your main coursebooks.

(Read the story aloud from the book. You may ask students a few questions.)

MUST DO

15 MIN.

- What are Lina and Mama doing?
- What is the shape of the tennis ball that Lina sees?
- What is the shape of the brick that Mama shows Lina?
- What is the shape of the block that Mama shows Lina?

(Let students respond.)

Teacher: From this story, we learned that solid shapes have depth and they are three-dimensional. Let us take a closer look at these shapes and understand them.

Teacher: Remember the ball Lina sees in the park? It is round, like a ball you play with. Let us now take a look at this shape.

(Point to the image of the tennis ball in the book.)

Teacher: This shape is called a sphere. It is round and smooth, just like your soccer or basketball. A sphere doesn't have any edges or corners. Can anyone think of other things at home or school that are shaped like a sphere?

(Encourage students to think creatively. Then, confirm that a marble, a ball, an orange, the moon or a clock face are all in the shape of a sphere.)

Teacher: Great ideas. Now, let us move to the next shape: the cuboid.

(Point to the image of the brick in the book.)

A cuboid has 6 rectangular faces. It is like a box, so it is longer and wider than a sphere. Think about a book – it has a rectangular shape. Or maybe a lunch box that you carry to school. Your lunch box also has sides and corners.

Teacher: Can you think of anything else around you that might be a cuboid?

(Give students time to respond and help them connect the shape to things in their life. Confirm that a shoebox, television or even their school bag are examples of a cuboid.)

Teacher: Now, let us explore a cube.

(Point to the cube image in the book.)

Teacher: A cube is just like a cuboid, but all of its 6 faces are squares and all sides are the same size. Can anyone think of something that looks like a cube? It could be a dice you play with or even a sugar cube that you use at home.

Teacher: Another example could be a toy block or a rubik's cube that you have in your classroom. It is so interesting how these shapes are everywhere.

Teacher: So, we have seen how a cube, cuboid and sphere are different. They may look like objects you see every day, from your toys to your books and even the things you use for school.

MUST DO

15 MIN.

Teacher: Now, let us put our thinking caps on and have a fun shape scavenger hunt. We are going to look around the classroom to find solid shapes.

Teacher: Let us see who can find these shapes in the classroom. I will divide you into groups. Each group will be given one solid shape to find in the classroom. Your task is to look around and find objects that resemble the shape you have.

(Divide the students into groups and assign each group a shape—sphere, cuboid, cube.)

Teacher: We will have 5 minutes to find objects that match your shape. Are you ready?

Students: Yes, teacher.

(Walk around the classroom to monitor the groups. Encourage students to be observant and help them connect objects to shapes.)

Teacher: After you share your objects, we will discuss how these shapes are used in real life. Let us see which group can find the most objects that match their shape.

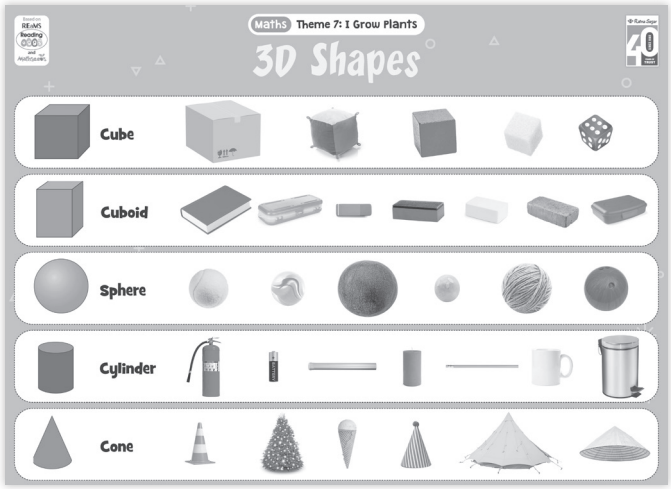
(Once the students complete the activity, ask each group to explain the objects they found and share its real-life use.)

Teacher: Excellent work, everyone. You did a wonderful work finding solid shapes in the classroom. Now, you can spot these shapes everywhere – from the juice cans to the dice. These shapes help us understand the world around us.

Poster

MUST DO

5 MIN.



Teacher: What is this shape? (pointing to first row)
Teacher: Yes, a cube. Can you name some cube objects here?
Teacher: Correct, dice and the gift box are cubes.
Teacher: Now look at the second row. What shape is this?
Teacher: Right, cuboid. Which items are cuboids?
Teacher: A book, a brick and an eraser box.
Teacher: Moving to the next row. What do you see?
Teacher: Yes, a sphere. Can you name some examples from the poster?
Teacher: Tennis ball, watermelon and onion are all spheres.
Teacher: Let us check the next row. What is this shape?
Teacher: Cylinder. Can you spot any cylinders?
Teacher: Fire extinguisher, battery, mug and dustbin are all cylinder-shaped.
Teacher: Now look at the last row. What is this shape?
Teacher: Yes, cone. Can you tell some cone-shaped objects here?
Teacher: Ice cream cone, traffic cone, party cap and tent.
Teacher: Very good. We saw different 3D shapes and many real things around us that match them. Let us clap for our good observation.
Teacher: Let us give ourselves a big round of applause for the fantastic teamwork and observations.

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

Differentiated Activities

110 km/hr

Why do you think cuboid shapes are used for storage in backpacks and other boxes? Can you think of any other uses for cuboid shapes in your daily life? Draw a cube and a cuboid in your notebook.

80 km/hr

Draw a sphere and a cube in your notebook. Write the name of each shape next to it. Think of one object that looks like each shape. Draw these objects next to their respective shapes.

40 km/hr

Draw a sphere in your notebook. Think of one thing in your classroom or home that is in the shape of a sphere. Draw the object in your notebook.

Home Task

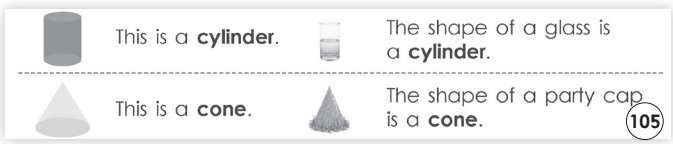
Discuss with your parents the different solid shapes you see around your home. Draw a cube, a sphere and a cuboid in your notebook. Think of one object at home that matches each of these shapes. Write the name of each object next to the shape you drew.

Period 6

MUST DO

15 MIN.

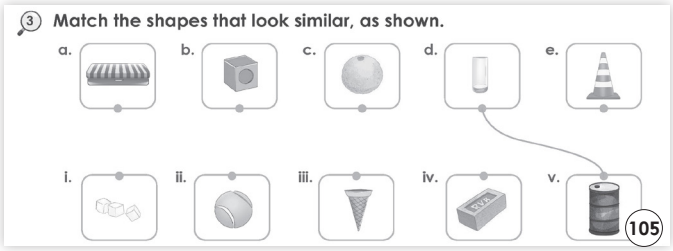
Teacher: Good morning, everyone. Before we begin today's lesson, let us quickly recall what we learned in the last lesson. Can anyone tell me which shapes we talked about last time?
(Encourage students to share their answers. Write the names of the shapes on the board as they respond.)



Teacher: That is right. Last time, we explored solid shapes like the cubes, cuboids and spheres. Today, we will continue learning about solid shapes, but we will focus on two more shapes – the cone and the cylinder.
Teacher: Now, let us dive in and see what makes these shapes different from what we learned last time. Let us go ahead and explore the cylinder and the cone.
(Instruct students to open page number 105 of their main coursebooks.)
Teacher: First, let us talk about the cylinder. Look at the image of a glass on page 105 of your main coursebook.
(Point to the image in the book).
Teacher: A cylinder has two circular faces, one on the top and one on the bottom and a curved surface around the sides. Can anyone think of something else that looks like a cylinder?
(Encourage students to think about objects like a toilet roll or a can. Help them connect these examples to the concept of a cylinder.)
Teacher: Now, let us talk about the cone. Look at the party hat on page number 105.
(Point to the image in the book).
Teacher: A cone has a circular base and comes to a point at the top, like an ice cream cone. Can anyone think of something else that looks like a cone?
(Encourage students to think about objects like an ice cream cone or a Christmas tree.)

Teacher: Great. We are learning a lot about these shapes. Let us move on and do a fun activity to help us understand these shapes better.

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



Teacher: Now, let us complete exercise 3 on page 105 of your main coursebooks. In this exercise, we will match the shapes that look similar.

Teacher: One example has already been done for us. Let us take a look. Notice how the glass is matched with the can. What shape do both of these have?

MUST DO
15 MIN.

Students: Cylinder.

Teacher: Exactly. Both the glass and the can are cylinders. Great work. Now, it is your turn to match the remaining shapes.

Teacher: Remember to carefully observe the shapes. Look at the features – do they have straight edges, are they round, do they have corners? These details will help you decide which shapes look alike.

Teacher: Take your time and match the shapes. You can refer to the pictures and think about which real-life objects resemble each shape.

(Allow students to work independently. Walk around to observe and provide assistance if needed. If a student is unsure, guide them by asking questions like, "What shape is this cone-like?" or "What does this shape remind you of in the classroom or at home?")

MUST DO
10 MIN.

Teacher: Once you are done, we will discuss your answers together.

Teacher: Now that we have learned about these shapes, let us move on to another activity to help us understand them better. I want you all to use your imagination and create a fun shape scene.

Teacher: Let us use cut-outs of cube, cuboids, sphere, cylinders and cone to create something like a house, a tree or even a fun robot.

(Distribute the cut-out shapes to the students.)

Teacher: Be as creative as you like. You can arrange the shapes however you think works best for your scene. Once you finish, we will share our creations with the class.

(Allow students to complete the activity. Walk around to assist them with the arrangement of shapes if needed. You may ask a few students to share their creations and explain how they used the shapes.)

Teacher: Well done, everyone. You have created some amazing scenes using different shapes. Now, let us take a moment to look at the shapes we have learned today: the cylinder and the cone.

Teacher: What do you remember about the cylinder and cone? Can anyone share something they learned about these shapes?

(Encourage students to share their observations. Reinforce their understanding of the cylinder and cone.)

Teacher: I am so proud of all your hard work today. Give yourselves a big round of applause for recognizing and understanding these new shapes.

Teacher: Keep practising and identifying these shapes around you and we will continue our fun learning journey in the next class.

Differentiated Activities

110 km/hr

Draw using both solid and flat shapes. Write the name of each shape in your drawing.

80 km/hr

Find objects around the house or classroom that are flat shapes and solid shapes. Draw each object you find and label whether it is flat or solid.

40 km/hr

Draw a flat shape and a solid shape that you see at home. Colour the shapes and then write down where you see each shape around your home.

Home Task

Look around your home and find two objects: one that is a solid shape and one that is a flat shape. Draw both objects and label them. Write one sentence about where you found each object. For example, "I found a ball in my toy box and it is a sphere."

Period 7

Teacher: Good morning, everyone. I hope you are ready to have some fun today. Let us begin with a quick energiser to get our brains active and ready for learning.

SHOULD DO
5 MIN.

Teacher: We are going to do a fun pattern game. Patterns are everywhere around us and we can make our own patterns with our movements.

Teacher: First, let us make sure we have enough space to move around. I want everyone to stand up and find a spot where you can move freely.

(Allow students to stand up and make space for themselves.)

Teacher: Now that we have space, I will demonstrate a pattern for you to follow. Observe, then we will do it together. I will clap my hands twice, then stomp my feet

once. It goes like this: Clap, clap, stomp. Clap, clap, stomp.

(You may demonstrate the pattern for the students to follow.)

Teacher: Now, it is your turn. Let us do it together. Ready?

Students: Yes, teacher.

(Wait for the students to follow along with you.)

Teacher: Fantastic. You're doing great. Now let us try another pattern. This time, we will use jumping and touching our toes. Watch carefully: Jump, touch your toes, jump, touch your toes.

(Demonstrate the pattern once.)

Teacher: Now, it is your turn. Let us do it together. Ready? Jump, touch your toes, jump, touch your toes.

(Wait for students to repeat the pattern with you.)

Teacher: Wow, you all look like experts.

Teacher: Excellent work, everyone. You have completed all of today's fun patterns.

MUST DO
10 MIN.

Teacher: Now that we are all warmed up, let us talk about patterns. What is a pattern? Can anyone think of a pattern they have seen?

(Allow students to share. Guide the responses to help them understand that a pattern repeats in a certain order, like red ball, blue ball, red ball, blue ball.)

Teacher: Exactly. A pattern happens when something repeats in the same order. For example, red apple, green apple, red apple, green apple – that is a pattern.

Teacher: Now, I want you to think about a pattern you see around you. You might see a pattern in the stripes of your shirt, the colours of your pencils or even in the arrangement of your toys.

Teacher: Who would like to share a pattern they see around them? Let us hear your ideas.

(Allow a few students to share.)

Teacher: Great observations, everyone. Yes, patterns are all around us, like the stripes on your shirt or the alternating colours of tiles in the classroom.

Teacher: So, you see, just like the pattern in our example (red, blue, red, blue), you can find patterns in many places.

MUST DO
5 MIN.

Teacher: Let us move on to our next activity. Please open your main coursebook to page number 106. Let us read the story about Lina.

(You may ask a few students to read the story. Ask everyone to paraphrase what they understood.)

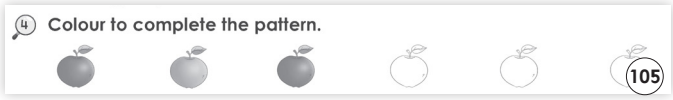
Teacher: Yes, Lina sees some flowers on the ground that form a pattern.

Teacher: What kind of pattern did Lina see in the flowers?

(Allow students to share their answers. Guide them to identify that the flowers followed a repeating pattern: red, yellow, red, yellow.)

MUST DO
5 MIN.

Bottom of Form



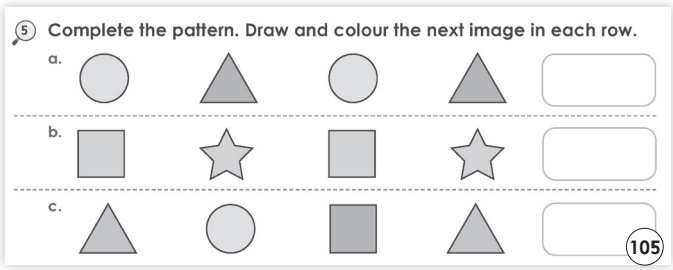
Teacher: Yes, you are absolutely right. Now, let us move to exercise 4 on page 106.

Teacher: Let us look at the apples in the exercise. They form a pattern of alternating colours.

(Point to the picture in the book.)

Teacher: There is a red apple, green apple, red apple. Can you see how the apples repeat? What do you think should come next?

(Let students respond. Guide students to complete the exercise.)



Teacher: Let us now do exercise 5.

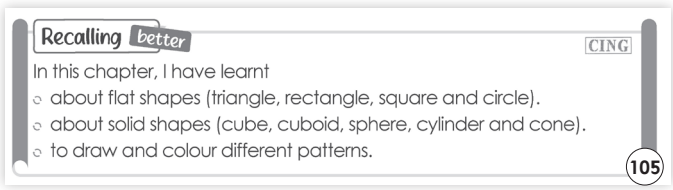
(Instruct students to read the question and complete the exercise.)

MUST DO
10 MIN.

Teacher: Great work. Patterns help us recognize things in order and predict what might come next. You can find them in nature, at home and even in your toys.

MUST DO
5 MIN.

Recalling better



Teacher: Now, let us quickly recall what we learned today.

Teacher: We learned about patterns, solid shapes like cubes, cuboids, spheres and cylinders. We also practiced completing patterns with colours and shapes.

Teacher: Can anyone tell me one thing they learned today about patterns?

(Allow students to respond. Encourage them to share their reflection and learnings.)

Teacher: Well done, everyone. Fantastic work learning about patterns and shapes.

Teacher: Let us give ourselves a big round of applause. Keep noticing patterns around you and keep practising with shapes.

Teacher: I look forward to seeing your amazing patterns in the next class.

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

Differentiated Activities

110 km/hr

Create your own pattern using shapes or numbers and explain the rule in your notebook.

80 km/hr

Look around the classroom and find an object that follows a repeating pattern. Write down the name of the object and describe the pattern you see.

40 km/hr

Draw a pattern using three shapes of your choice. Colour the shapes in an alternating pattern.

Home Task

Discuss with your parents about patterns in your home or outside. Draw one pattern you see at home or in nature, like a flower or something like stripes on your clothes. Draw it in your notebook and colour it

Period 8

Teacher: Good morning, everyone. I hope you all had fun creating your patterns at home.

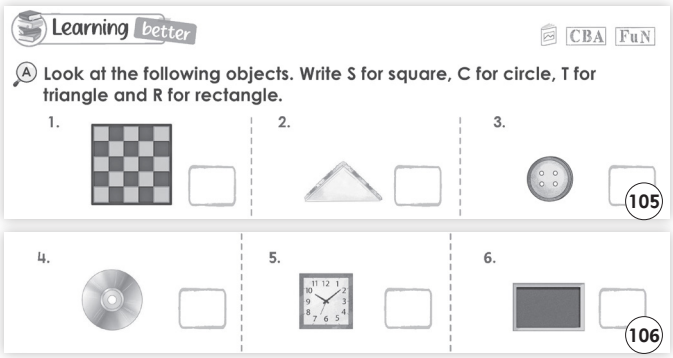
Teacher: Who would like to share the patterns they made? (Allow students to share their patterns and encourage them to explain how they made them.)

SHOULD DO
5 MIN.

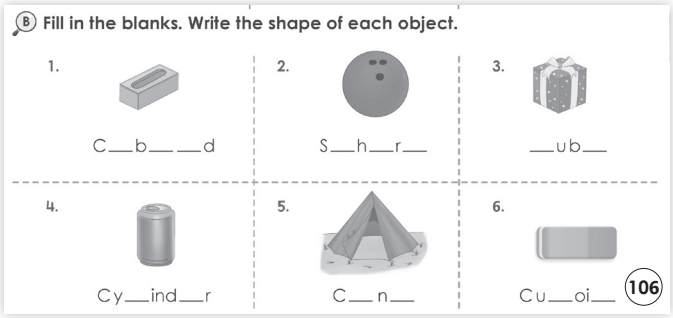
Teacher: Great. It is amazing to see how creative you all are. Now, let us move on to our lesson for today.

MUST DO
20 MIN.

Learning better



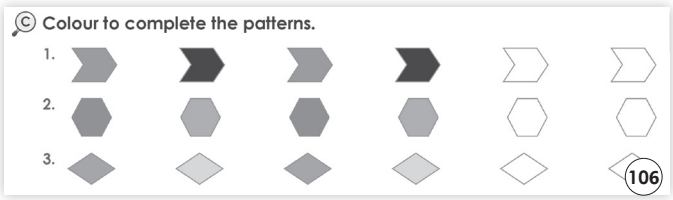
Teacher: We are going to work on some fun exercises to strengthen our understanding of patterns. Let us start with exercise A. Look at the objects and write the shape for each one.



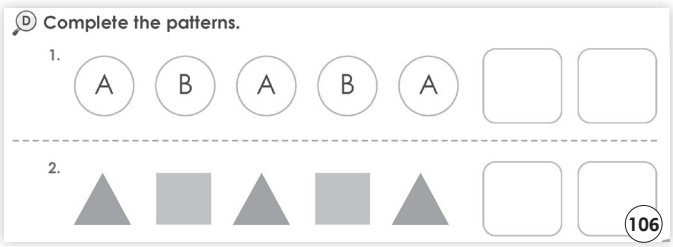
Teacher: Now, let us move on to exercise B. We will fill in the blanks with the correct shape names. It is a great way to connect shapes to everyday objects.

Teacher: In exercise C, we will complete the pattern by colouring in the correct order. Think carefully about what comes next in the pattern.

MUST DO
15 MIN.



Teacher: Lastly, in exercise D, we will continue the pattern using shapes. Look at the first few terms and figure out the repeating pattern.



(You may walk around, providing individual guidance as students work.)

Teacher: Amazing work, everyone. I can see that all of us have understood how to identify and create patterns. Remember, a pattern is when something repeats in a certain order. For example, in the pattern of flowers, you see the same set of flowers repeat again and again. Patterns can be made with shapes, colours and even numbers.

Teacher: Well done, everyone. You have done an excellent work recognizing patterns. Keep practicing and you will get better at spotting patterns in everyday life. Let us give ourselves a big round of applause for all our hard work today.

Differentiated Activities

110 km/hr

Look around the classroom or outside the window and find a pattern in nature or on an object. It

could be in a plant's leaves, the design on a curtain or a set of chairs. Draw the pattern you find in your notebook. After drawing, describe it in your own words.

80 km/hr

Draw a new pattern using any two or three shapes you like. Colour them and make a note of the order of the shapes. Explain how it repeats.

40 km/hr

Draw and colour a simple pattern with shapes, like a triangle, circle, triangle, circle.

Home Task

Think about the patterns you see in your home. Look around your house and find three patterns. It could be on your clothes, on a rug or on the walls. Draw two of the patterns and describe them. Make sure to mention what shapes or colours are repeating.

Remember to get bhindi tops (lady finger) for a fun activity in the next period.

Period 9

SHOULD DO — 5 MIN.

Teacher: Good morning, everyone. Today, we will start with a fun energiser. Let us see how well we can recognize patterns.

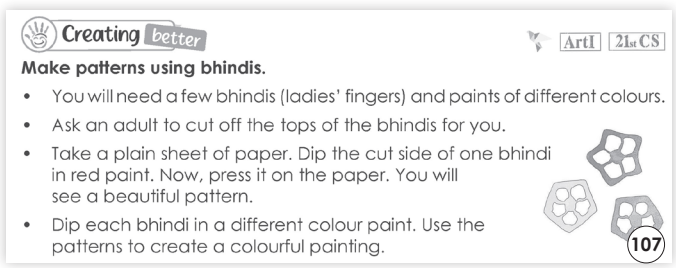
Teacher: I'm going to say a few patterns. Listen carefully and tell me what comes next. Ready?

1. Circle, Square, Circle, Square
2. Triangle, Triangle, Square, Triangle, Triangle
3. Red, Blue, Red, Blue
4. Big, Small, Big, Small

(After each pattern, pause and let the students respond.)

MUST DO — 15 MIN.

Creating better



Teacher: Great. Let us now move on to the next activity. As we continue exploring patterns, it is time for a fun, creative task. Are you ready?

Students: Yes, teacher.

Teacher: Fantastic. Today, we are going to use bhindis or lady fingers, to make patterns. First, take out the chopped bhindis that you got from home.

(You may walk around and assist students in getting their bhindis ready and set up the materials—paint, paper, etc.)

Teacher: Now, dip the cut side of the bhindi into the red paint.

(Demonstrate by dipping the bhindi in the paint.)

Teacher: Press the painted side of the bhindi onto the paper. What shape do you see?

(Walk around the classroom, checking if students are pressing the bhindi correctly and helping as needed.)

Teacher: Excellent. Now, let us try using another colour, like yellow or blue. Repeat the same step with a new colour.

(Encourage students to use different colours for their patterns and circulate to assist with the paint and paper.)

Teacher: Remember, we are creating a pattern, so think about the order. You can try repeating the colours in a sequence, like red, blue, red, blue or something else.

(Help students set up their own pattern sequence, guiding them if needed.)

Teacher: How about trying a pattern with three colours? You can be as creative as you like.

(Provide support as students explore different combinations. Walk around the room to ensure everyone is on track.)

Teacher: Now, take your time and finish your pattern. You can make it as long as you want.

(Give students time to complete their work.)

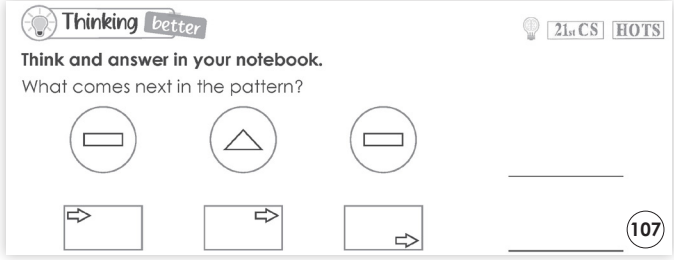
Teacher: Wonderful work, everyone. You've made some beautiful patterns. Let us take a moment to share what we have created. Who would like to show their pattern and explain how they made it?

(Encourage students to share their work and explain their pattern choices. Help them elaborate if necessary.)

Teacher: Amazing. Well done, everyone. By using the bhindis and repeating colours, we have created fantastic patterns. This shows us how patterns help us understand the world around us and how we can be creative with shapes and colours.

MUST DO — 5 MIN.

Thinking better

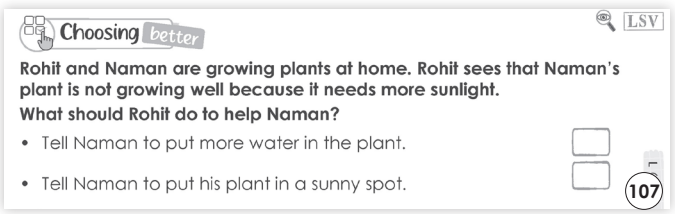


Teacher: Now, let us move to the Thinking better section. Look at the pattern. Can you figure out what comes next? Remember, patterns always follow a specific order.

(Allow students to think and respond. Walk around the classroom to observe how students are making patterns. Discuss the completed patterns with the students, reinforcing the concept of repeating sequences.)

MUST DO — 5 MIN.

Choosing better


Choosing better

LSV

Rohit and Naman are growing plants at home. Rohit sees that Naman's plant is not growing well because it needs more sunlight.

What should Rohit do to help Naman?

- Tell Naman to put more water in the plant.
- Tell Naman to put his plant in a sunny spot.

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Teacher: Now, let us connect what we are learning to real-life situations.

(Instruct students to open their main coursebooks to page number 108 and read the question in the Choosing better section.)

Teacher: What do you think Rohit should do to help Naman? Should he tell Naman to move the plant to a sunnier spot or should he tell Naman to water it more?

Teacher: Discuss with your partner. What do you think is the right choice and why?

(Allow time for students to discuss their thoughts. Walk around to guide the discussions and ensure every student participates.)

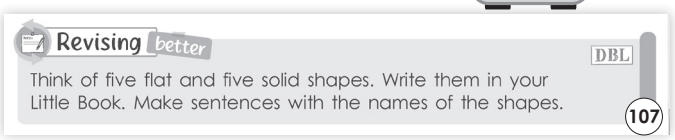
Teacher: Wonderful. Let us share a few ideas. What do you think Rohit should do to help Naman?

(Encourage students to provide reasons for their choices. Guide them to understand that sunlight is essential for plants to grow well.)

MUST DO

10 MIN.

Revising better


Revising better

DBL

Think of five flat and five solid shapes. Write them in your Little Book. Make sentences with the names of the shapes.

107

Teacher: Let us now revise everything we have learned using the 'Revising better' section. I want you to think about the shapes we have learned – both flat and solid shapes. Let us do something fun to remember them.

Teacher: Take out your Little Book and think of five flat shapes and five solid shapes. Write them down in your book.

Teacher: Now, I want you to make sentences using the names of the shapes you wrote. For example, "The box is a cube" or "The table has a rectangular shape."

(Allow students to work quietly. Walk around and help students as needed, providing encouragement and ideas for their sentences.)

Teacher: This will help you remember the shapes and understand where you see them in real life. Take your time to write your sentences carefully.

(Monitor their work and offer support where necessary.)

Teacher: Well done, everyone. You have done a fantastic work revising the shapes and creating sentences. Keep practicing these shapes and soon you will recognize them everywhere.

Differentiated Activities

110 km/hr

Create a new pattern with different numbers. Describe how your pattern repeats.

80 km/hr

Create a simple pattern using solid shapes. Draw it in your notebook and write a sentence explaining what your pattern is.

40 km/hr

Draw a simple pattern using flat shapes. Write the name of the shapes you used and colour them according to your pattern.

Home Task

Find 3 patterns around your home – they could be on your clothes, in nature or even in your kitchen. Draw each of the patterns in your notebook and explain what makes each pattern special. Don't forget to write down how the pattern repeats.

Period 10

Teacher: Good Morning, everyone. Let us begin with a quick question: What are you looking forward to today? It could be something in class or something after school. Take your time and think.

(Let students reflect and think. Then, ask them to share it with their partners.)

SHOULD DO

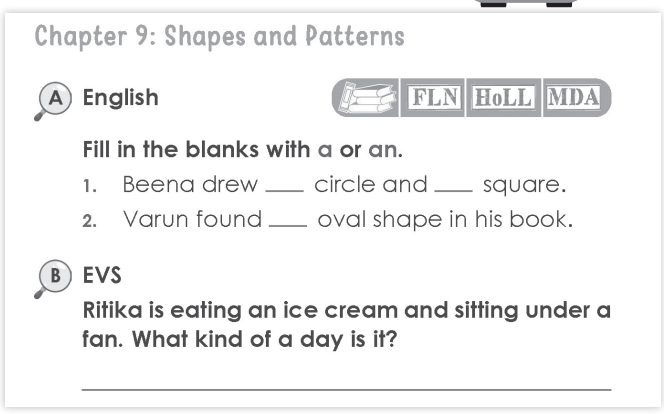
5 MIN.

Teacher: Amazing. Looks like we all are looking forward to something important and exciting.

COULD DO

10 MIN.

Book of Holistic Teaching


Chapter 9: Shapes and Patterns

A English

FLN HoLL MDA

Fill in the blanks with a or an.

1. Beena drew ___ circle and ___ square.
2. Varun found ___ oval shape in his book.

B EVS

Ritika is eating an ice cream and sitting under a fan. What kind of a day is it?

_____

Teacher: Today, we will be focusing on some fun exercises fun exercises that help us practice English and shapes together. In English, we use the words 'a' and 'an' before a noun, but do you know when to use each? Let us find out today.

(You may write the questions on the blackboard.)

Teacher: Let us begin with the English activity. We have two sentences to complete:

- Beena drew __ circle and __ square.
- Varun found __ oval shape in his book.

Teacher: Now, think carefully. When do we use 'a' and when do we use 'an'? Take a moment to remember the rule: We use 'an' when the next word starts with a vowel sound and 'a' when it starts with a consonant sound.

Teacher: Let us complete these sentences together.

(Pause and allow students to fill in the blanks.)

Teacher: Now, can anyone explain why we use 'an' before 'oval' but 'a' before 'square'?

(Encourage students to explain their reasoning and help them understand the rule. Accept all relevant responses.)

Teacher: Now, let us switch gears a little bit and dive into EVS. Let us connect what we learned in English with our understanding of the world around us.

(You may write the question on the blackboard.)

- Ritika is eating an ice cream and sitting under a fan. What kind of day is it?

Teacher: Write down the answer in your notebook.

(Pause for students to respond.)

Teacher: Let us hear some of your answers. Can anyone share what kind of day it might be?

(Encourage students to explain their reasoning.)

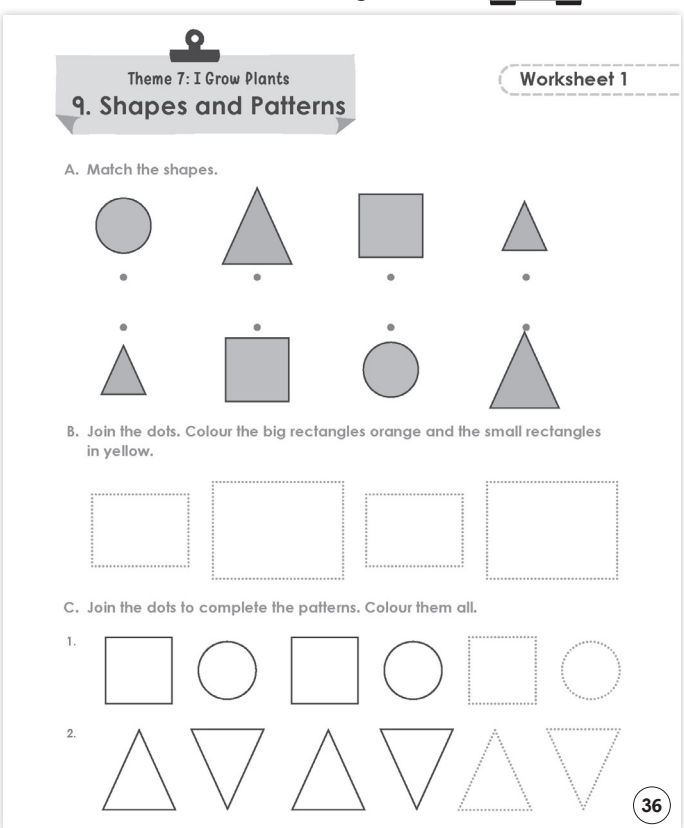
Teacher: Great work, everyone. Now, we will be solving an interesting worksheet. It is full of fun questions that will help you practise what you already know.

Teacher: You will solve them on your own and I will be here if you need any help. Are you ready?

MUST DO
15 MIN.

Students: Yes.

Teacher: Wonderful. Let us begin.



Theme 7: I Grow Plants

9. Shapes and Patterns

Worksheet 1

A. Match the shapes.

B. Join the dots. Colour the big rectangles orange and the small rectangles in yellow.

C. Join the dots to complete the patterns. Colour them all.

1.

2.

36

(Instruct students to open Worksheet 1 on page 36.)

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

Teacher: Let us solve exercises A, B and C. I am sure you all know the answers. Read the questions carefully. Once done, we will discuss the answers.

Students: Okay, teacher.

(Allow students to think and write the answers.)

Show **Quiz** on the digital platform. Divide the class into groups and ask questions.

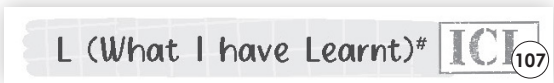
Show **Mental Maths** on the digital platform. Divide the class into groups and ask questions.

MUST DO
10 MIN.

L (What Have I Learnt)

Teacher: Now that we have completed the lesson, let us take a moment to reflect on what we have learned.

Teacher: In the "L" section of your KWL chart, I want you to write down what you have understood from this lesson. Think about the key concepts and how they connect to real-life situations. What did you find interesting?



Teacher: This is a great way to ensure that you remember everything you have learned and to see how much you have grown in understanding time and its application in daily life.

Teacher: Sit with your partners and discuss what you have learnt from the lesson. Consolidate your ideas on the "What Have I Learnt" part of the KWL chart. Once the chart is complete, discuss your journey, reflecting on what you initially knew, what you wanted to know and what you have learnt.

(Let the students discuss and write what they have learnt.)

Teacher: Great work. I hope you are feeling confident about what we have learned.

Teacher: You have worked really hard on recognizing patterns and connecting them to real-life examples.

Teacher: I'm really impressed with the creativity you showed and how you used shapes and patterns in your work today. Keep practicing what you learned.

Differentiated Activities

110 km/hr

Create two different patterns, one using numbers and another using solid shapes. Draw the pattern and explain how it repeats in your notebook.

80 km/hr

Create your own pattern using numbers and explain the rule in your notebook.

40 km/hr

Find four different coloured pencils or crayons. Arrange them in a pattern and draw it in your notebook. Then, write down the name of each colour and explain how the pattern repeats.

Home Task

Listen to a piece of music at home and try to identify a pattern in the beats or sounds. Discuss about it with your parents.

Period 11

SHOULD DO
5 MIN.

Teacher: Good morning, everyone. Before we dive into today's lesson, let us do a fun activity.

Teacher: We are going to play a Shape Detective game. I will describe a shape and I want you to guess it. Ready?

Students: Yes, teacher.

Teacher: Okay, here we go. What shape has four equal sides and four corners?

(Wait for responses.)

Teacher: Yes, it is a square. Great work. Now, what shape is round and has no corners?

(Wait for responses.)

Teacher: Exactly. It is a circle. Well done.

(You may continue the game in the same way.)

- What shape has three sides and three corners?
- What shape has no flat sides and looks like a ball?
- What shape has 6 square faces, like a dice or a box?
- What shape looks like a block, with 6 rectangular faces?

MUST DO
15 MIN.

Teacher: Well done, everyone. You all did an amazing work. Let us now sit down and move on to our learning for today.

Teacher: Today, we will be solving some interesting worksheets again.

Teacher: You will solve them on your own and I will be here if you need any help. Are you ready?

Students: Yes.

Teacher: Wonderful. Let us begin.

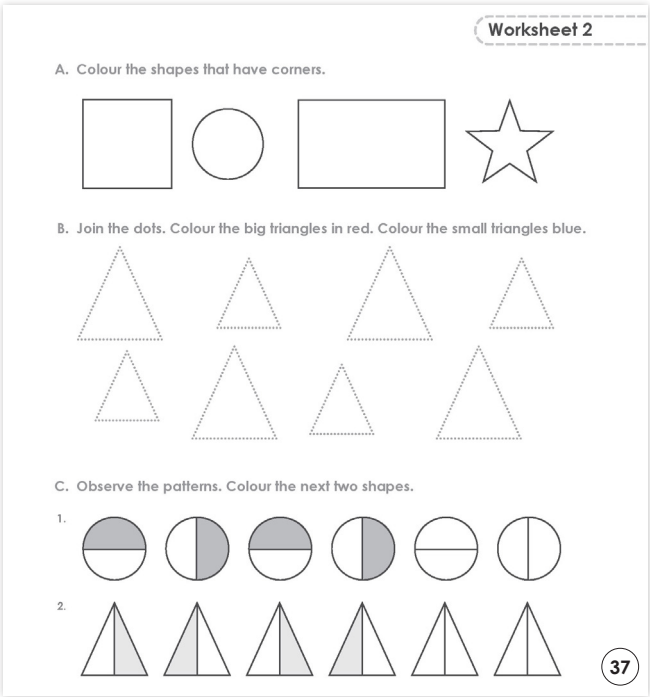
(Instruct students to open Worksheet 2 on page number 37.)

Teacher: Let us solve exercises A, B and C. I am sure you all know the answers. Read the questions carefully. Once done, we will discuss the answers.

Students: Okay, teacher.

(Allow students to think and write the answers.)

Show **Slideshow** on the digital platform. Divide the class into groups and ask questions.


Worksheet 2

A. Colour the shapes that have corners.

B. Join the dots. Colour the big triangles in red. Colour the small triangles blue.

C. Observe the patterns. Colour the next two shapes.

1.

2.

37

Teacher: Okay, students. Let us move to Worksheet 3 on Page 38 and solve exercises A, B and C.

MUST DO
20 MIN.

(Allow students to think and write the answers. Then, you may discuss the answers.)

You may generate additional practice worksheets using the **Test Generator** given on digital platform.

Teacher: You have worked very hard today and completed your worksheets with great focus.

Teacher: Let us give ourselves a big round of applause for our efforts today. Patterns are everywhere around us – in nature, in art, in clothes and even in the way we organize things. Keep an eye out for patterns and share what you find next time. See you in the next lesson.

Differentiated Activities

110 km/hr

Look around the classroom and find at least five objects with different shapes. Draw each object and write the name of the shape you see. Next, create a pattern using these shapes and explain how the pattern repeats.

80 km/hr

Draw three shapes you see around you in your notebook. Colour them and create a simple pattern using these shapes. Explain how the pattern repeats.

40 km/hr

Choose any two shapes. Draw them in your notebook and colour them. Create a make a simple pattern with your shapes.

Home Task

Find a pattern in your kitchen. Draw the pattern you find and describe it in your notebook. Write down which shapes you see and how the pattern repeats.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	• use fine motor skills to draw, trace and colour various flat and solid shapes accurately. • develop body coordination by forming shapes using body movements.
Socio-Emotional and Ethical Development	• participate respectfully in partner and group activities involving observation and discussion of shapes and patterns. • show responsibility and care in handling classroom materials and sharing space during activities. • express appreciation for others' creative work during peer sharing and display of projects.
Cognitive Development	• identify, classify and compare flat and solid shapes based on their properties like sides, corners, faces and edges. • observe, extend and create repeating patterns using shapes, colours and numbers. • apply reasoning to match shapes with real-life objects and use logical steps to complete shape-based patterns.
Language and Literacy Development	• use shape-related vocabulary (e.g., triangle, edge, corner, round, sphere, cylinder, repeating pattern) correctly in oral and written responses. • listen attentively to shape stories and instructions and respond meaningfully during discussions. • describe patterns and shapes using complete sentences and appropriate descriptive words.
Aesthetic and Cultural Development	• appreciate the beauty of patterns and symmetrical shapes found in nature, art and the environment. • create meaningful and artistic compositions using cut-outs and printed shapes, reflecting creativity and personal expression.
Positive Learning Habits	• show curiosity and engagement when exploring patterns in the environment and objects around them. • develop persistence and focus during tracing, pattern creation and classification tasks.

Starry Knights

Were you able to explain the concept of solid shapes to the learners or was it a bit tricky? Share with us.

Commendable .. Give yourself a STAR.