Lesson-10: Fractions

12 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, Mental Maths, Quiz, Slideshow, Test Generator

Affirming better: I am kind to animals.

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to understand fractions as parts of a whole by dividing objects into equal parts (e.g., halves and quarters).
- to relate fractions to real-life situations, such as sharing food and dividing objects equally.
- to develop basic vocabulary for fractions, such as 'half', 'quarter' and 'whole.'
- to practice dividing objects (e.g., fruit, shapes) into equal parts to reinforce the concept of fractions.

Methodology

Period 1

SHOULD DO — 5 MIN.

Teacher: Good morning/afternoon, students. Let us begin our day with a few calming movements.

Teacher: Sit comfortably. Place your hands on your lap. Now, take a deep breath in. Slowly breathe out.

Teacher: Raise both your arms up gently. Stretch your fingers towards the ceiling. Now. slowly bring your arms down.

Teacher: Let us do that again. Breathe in and lift your arms. Breathe out and lower them.

Teacher: Now roll your shoulders backwards... one, two, three. And now roll them forward... one, two, three.

Teacher: Gently tilt your head to the right, now to the left, now look up and down. Very gently.

(Narrate each instruction slowly, giving students enough time to follow and complete the movement calmly.)

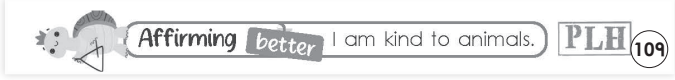
Teacher: Now, rub your palms together. Feel the warmth. Place your warm palms over your eyes. Breathe in and breathe out. Slowly open your eyes.

Teacher: Very good. You are now calm, relaxed and ready to begin learning.

Affirming better

MUST DO — 5 MIN.

Teacher: Let us start our day on a positive note. Today's affirmation is: I am kind to animals.



(Pause. Say the affirmation slowly and clearly. Ask the students to repeat it after you.)

Teacher: Now tell me, why do you think it is important to be kind to animals?

(Allow students to think. Encourage as many responses as possible.)

Teacher: Very good. Animals cannot speak like us, so they need our care and love. Now think about all kinds of animals – not just pets, but also animals we see around us like birds, cows, squirrels or even insects.

Teacher: How can we show kindness to these animals?

(Let students respond freely. Gently guide them if needed – like feeding birds, not hurting insects, not teasing animals.)

Teacher: Those are all wonderful ideas. When we treat animals kindly, we also become more thoughtful and fair in how we treat others.

MUST DO — 5 MIN.

Teacher: Now, we will learn about Fractions. 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 learnings. 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.

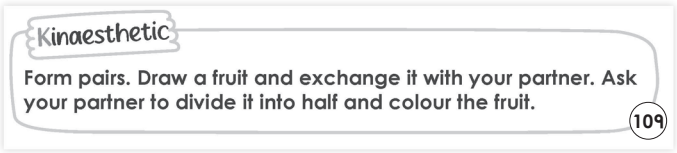
RE-KAP

Kinaesthetic

Teacher: Let us now do a kinaesthetic activity.

MUST DO
10 MIN.

(Instruct students to open their notebooks for this activity.)



Teacher: Now, form pairs with the student sitting next to you. Now, let us draw a fruit of our choice in our notebooks. You may choose an orange, a watermelon or any fruit you like.

(Give students 2–3 minutes to draw. Walk around and encourage them as they work.)

Teacher: Now, exchange your drawing with your partner. Look at the fruit your partner has drawn.

Teacher: Let us now divide the fruit into two equal parts. Use your pencil to draw a line through the middle.

Teacher: Now, colour the fruit. Take your time and enjoy doing it neatly.

(Allow time for students to finish colouring.)

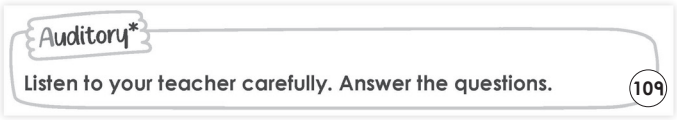
Teacher: Well done. Can you see how two equal parts together make the full fruit? That is what we call halves - two parts that are equal and together make a whole.

Teacher: Let us now use our ears and get ready for an auditory activity where we will listen and learn more about halves.

Auditory

Teacher: Let us now do an auditory activity. That means we will use our ears to listen carefully and understand better.

MUST DO
5 MIN.



Teacher: I will read a short story aloud. Listen with full attention and then we will answer a few questions together.

(Read slowly and clearly from Chapter 10, page number 136 of the Main Coursebook.)

Rohan's mother gave him fruits in the morning. He noticed that the grapes and bananas were whole, while the apples and oranges were cut into parts.

Teacher: Now, as I say each question, you will write the answer in your notebook. Let us do this together.

Teacher: Which fruits were whole?

(Pause and give students enough time to write in their notebooks. Walk around to observe.)

Teacher: Now tell me, which fruits were cut into parts?

(Allow time for students to write the answer. Then, invite a few students to share their answers aloud.)

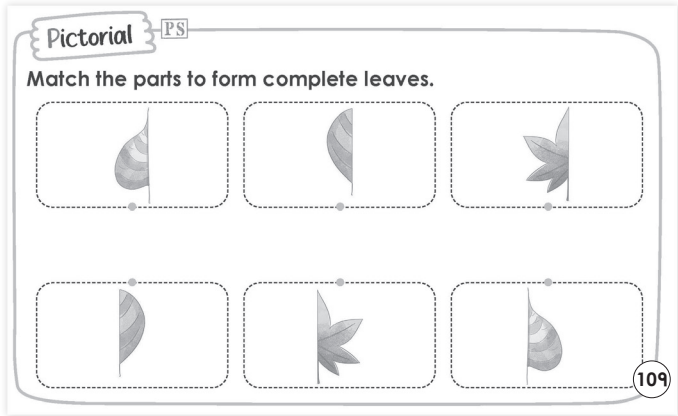
Teacher: Very good. Grapes and bananas were whole. Apples and oranges were cut into parts. That means they were divided into equal pieces.

Teacher: Excellent listening and thinking. Let us now use our eyes to learn through a pictorial activity.

Pictorial

Teacher: Let us now move to a pictorial activity. This means we will use our eyes to observe and learn through pictures.

MUST DO
10 MIN.



(Ask students to open page number 109 in the main coursebook. Point to the pictures of leaves.)

Teacher: Look at the pictures carefully. Can you see how the leaves are divided into two equal parts?

Teacher: Now, let us match the parts to make complete leaves.

(Give students time to observe, think and match the halves.)

Teacher: Well done. You all observed so carefully. When we join two equal halves, we get the whole. We saw this with fruits during our earlier activity and now we have learnt it with leaves as well.

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

Teacher: Very good. So, today we moved, we listened, we looked and we learned. Can anyone tell me what a half means?

(Let students respond.)

Teacher: That is right. Half means two equal parts of something.

Teacher: Great work, everyone. I hope you all had fun exploring a new topic today. We will learn more about it in the next period.

Differentiated Activities

110 km/hr

Look around the classroom. Think of one object you can divide into two equal parts. Draw it in your notebook and show how you would divide it.

80 km/hr

Draw a rectangle. Use a pencil to divide it into two equal parts. Colour one part.

40 km/hr

Draw a circle. Draw a line to divide it into two equal parts.

Home Task

Draw your favourite food item. Divide it into half and colour both halves using different colours.

Period 2

SHOULD DO

5 MIN.

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

(Pause and let students respond. Smile and acknowledge their answers.)

Teacher: That is lovely to hear. I see many bright and happy faces in the room. Let us wake up our minds with a quick game.

Teacher: Imagine you are sharing your food with your friend. What do we usually do with a chocolate bar or a sandwich when we want to share it?

(Allow students to respond.)

Teacher: Yes, we break it into parts. Today, we will play a game to explore that idea.

Teacher: I will name a food item. First, I will quickly draw it on the board so that you can see it clearly. Then, you will use your hands to show how to divide it into two equal parts.

(Draw each food item on the board one by one before saying it aloud. Give time for students to observe and respond with hand gestures.)

- A slice of bread
- A chapati
- A cucumber
- A bar of chocolate
- A triangle-shaped sandwich

Teacher: Wonderful. You were all able to show how different foods can be divided into equal parts using your hands.

Teacher: When something is broken into two equal parts, we call each part a half.

Teacher: Let us now do a fun activity with shapes to understand this even better.

Interacting better

COULD DO

10 MIN.

Teacher: Let us now do an activity with a partner. We will draw and complete shapes using halves.

(Instruct students to open their notebooks and take out a pencil.)

Teacher: First, draw half of any shape. It can be a circle, a triangle or a square.

(Allow students to draw more than one shape if they wish.)

Teacher: Now, give your notebook to your partner and let them draw the other half of the shape.

(Walk around silently while students work. Allow them time to observe, think and complete the drawings.)

Teacher: Well done. By working together, you have created whole shapes using two equal halves.

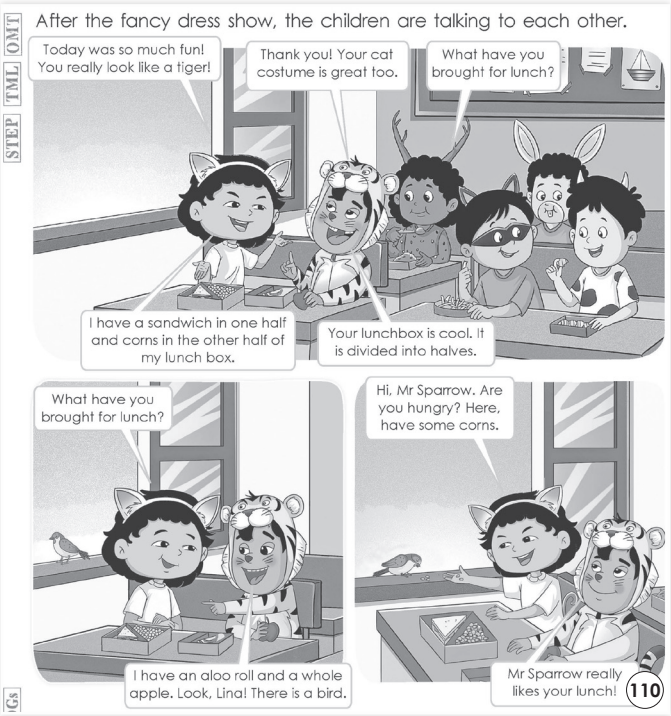
Teacher: When both halves are equal and come together, they form a complete shape, that is, a whole.

Teacher: Now let us look at a story in our main coursebook where the children are also talking about halves - just like we did.

MUST DO

10 MIN.

(Instruct students to open page number 110 of their main coursebook.)



Teacher: Now, let us observe the pictures on this page.

(Let students observe the pictures and identify the characters.)

Teacher: As I read, I want you to look carefully at the pictures and listen to what each student says.

(Point to each picture as you read the dialogues aloud slowly and with clear expression. Allow students to absorb the story and visuals.)

Teacher: Now, let us talk about what we just read.

Teacher: Can you tell me what is special about Lina's lunch box?

(Allow students to respond. Accept all relevant answers.)

Teacher: Yes, her lunch box is divided into two equal parts. She has a sandwich in one half and corns in the other half.

Teacher: Now, look at the other children. Do all of them have lunch boxes that are divided into halves?

(Encourage students to look at the lunch box of each student and let them respond.)

Teacher: Which food items are whole and which ones are cut into parts?

(Let students respond. Encourage them to point to specific items and explain their thinking.)

Teacher: You all observed very well. Some lunch boxes are divided into halves and some are in whole.

Teacher: This shows us that we can see halves not only in drawings but also in real life - like in our lunch boxes.

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

MUST DO

15 MIN.

Teacher: Now think carefully - if you had only one biscuit and you wanted to share it with your friend, how would you divide it so that both of you get a fair part?

(Encourage students to think and respond. Guide them towards the idea of dividing it into equal parts, linking back to halves and sharing equally. Let them discuss the answer with their partners.)

Teacher: Great work, everyone. Can you tell me what did we learn today?

(Let students respond. Appreciate them as they answer.)

Teacher: That is correct. Today, we explored about halves and whole.

Teacher: We saw how things around us, like food and lunch boxes can be divided into two equal parts.

Teacher: Who remembers Mr. Sparrow from the story?

(Let students raise hands and share what they remember about Mr. Sparrow.)

Teacher: Yes. Just like we are careful and fair when dividing food, we must also be gentle and kind to all living things.

Teacher: Whether it is a sparrow, a puppy or any pet, we should never scare or hurt them. They also share our space and need our care. We all must be responsible and kind human beings.

Teacher: Good job. Great learning today. Let us meet in the next period.

Differentiated Activities

110 km/hr

Draw a lunch box. Show two food items inside it placed in two equal sections. Colour both sections in different colours.

80 km/hr

Draw any food item you like to eat. Divide it into two equal parts and label each part with a different name (e.g., one part for you and one for a friend).

40 km/hr

Draw a sandwich. Draw a line through it to show how you would divide it into two equal parts.

Home Task

Draw one food item from your tiffin and show how it can be divided into two equal parts. Colour both parts neatly.

Period 3

SHOULD DO

5 MIN.

Teacher: Good morning/afternoon, students. Let us begin with a small reflection. When you ate your breakfast this morning, did you eat something whole or in parts?

(Allow a few students to share. Encourage brief responses like 'whole banana', 'half sandwich'. Encourage real-life examples of whole and half. Acknowledge all answers.)

Teacher: Great sharing. Now, let us do a fun energiser using our arms. We will act out 'whole' and 'half'. Watch me first and follow along.

(Demonstrate with actions. Let students stand up and follow along at a slow and clear pace.)

Teacher: Stretch one arm out wide. This shows a whole - something full and complete.

Teacher: Now, slowly bring the arm back near your chest and fold it. This shows a half — just one part of the whole.

(Let students do the action a couple of times to understand the concept of 'half' and 'whole'.)

Teacher: Great. Look at this water bottle. This is a whole bottle.

(Hold up a whole water bottle for the students to see. Then, place a piece of paper over the bottom half of the bottle, covering it.)

Teacher: Watch carefully. I am covering half of the bottle with this paper and now, we have just one part of the whole bottle. We call this half.

Teacher: When we say half, it means we took the whole bottle and divided it into two equal parts. We only have one part of the whole bottle, i.e., a half.

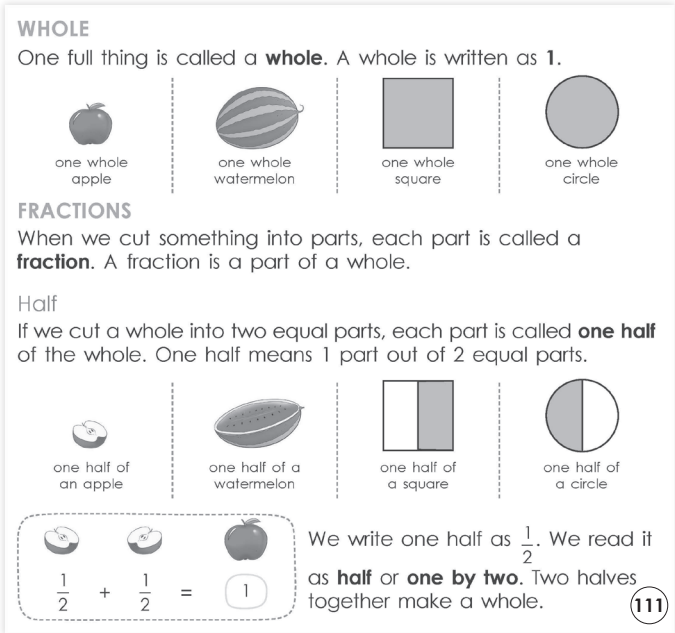
Teacher: Let us learn through another example.

(Hold up one whole apple for the students to see clearly.)

Teacher: Here is a whole apple.

(Now, show two halves of the apple to the students.)

Teacher: And here are two halves of the apple. If I put these two halves together, we get the whole apple again.
(Let students observe the two halves of the apple. Guide them to repeat the word 'half' and 'whole' after you.)
Teacher: When we say half, it means one part of the whole. We can see how the two halves together make the whole apple.Top of Form
(You may reinforce the concept of halves and whole through various items such as a sandwich, ball or even different shapes like square, rectangle etc.)


WHOLE
One full thing is called a **whole**. A whole is written as **1**.
one whole apple
one whole watermelon
one whole square
one whole circle
FRACTIONS
When we cut something into parts, each part is called a **fraction**. A fraction is a part of a whole.
Half
If we cut a whole into two equal parts, each part is called **one half** of the whole. One half means 1 part out of 2 equal parts.
one half of an apple
one half of a watermelon
one half of a square
one half of a circle
$\frac{1}{2} + \frac{1}{2} = 1$
We write one half as $\frac{1}{2}$. We read it as **half** or **one by two**. Two halves together make a whole.
111

Teacher: Now, let us open our main coursebooks to page number 111.
MUST DO
15 MIN.
(Instruct students to follow as you point to the visuals. Use clear gestures and a calm, slow voice.)
Teacher: Can one of you read the first line?
(Instruct a student to read the first line. Guide everyone to pay attention and follow along.)
Teacher: Great. Look at the first row. These are whole things - one whole apple, one whole watermelon, one whole square and one whole circle.
(Point to each image and ask questions.)

- What do you see here?
- Is this a full or a part of the object?
- How do we write a whole?

Teacher: Yes, we write a whole as 1. This means it is not divided and is complete.
Teacher: Now, let us read the line under the heading 'Half'.
(Encourage a student to read and everyone else to follow along.)
Teacher: Look at the pictures. These are halves. This means one part out of two equal parts. If we cut a whole, for example, a whole watermelon into two equal parts, each part will be called one half of the whole watermelon.
(Point to the images of half apple, half watermelon, half square and half circle.)
Teacher: What happens when we cut a whole apple into two equal parts?
(Let students think and respond.)
Teacher: How many halves make one whole?
(Let students think and respond. Use the board to show how one half plus one half equals the whole.)
Teacher: Now that we understand what whole and half mean, we can easily learn about Fractions.
Teacher: When we cut something into parts, each part is called a Fraction. A Fraction is a part of a whole. We already know that when we cut something into two equal parts, each part is called half, for example, a half apple.
Teacher: Remember, half is one part out of two equal parts.
Teacher: We write half as $\frac{1}{2}$. The 1 on top is the number of parts we have and the 2 on the bottom is the total number of parts.
Teacher: So, if I take one part of the whole apple, I write it as $\frac{1}{2}$.
Teacher: See, one half plus one half equals one whole.
We write one half like this — $\frac{1}{2}$.
Teacher: We read it as 'one by two' or 'half'.
Teacher: So, two halves together make a whole.
You may show the **I Explain** given on the digital platform.
MUST DO
10 MIN.
Teacher: Now, we will do an activity using paper shapes.
(Distribute paper cut-outs: circles, squares and rectangles - each whole. Hold up a paper circle and demonstrate the first step.)
Teacher: First, fold the circle carefully in half. Press the crease gently so we can see the two equal parts.
(Now hold up a paper square.)
Teacher: Now, fold the square in half, just like we did with the circle. Press the crease gently.
(Hold up a paper rectangle.)
Teacher: Let us fold the rectangle in half now, just like the circle and square. Make sure both parts are equal.
(Allow students time to fold their shapes. Walk around to ensure they understand the folding and can make two equal parts.)
Teacher: Now, gently unfold your shapes. What do you see?
(Let students respond.)
Teacher: Yes, two equal parts - we have two halves.
Teacher: Well done, everyone. We have created shapes that are divided into two equal parts and now we can clearly see the halves.

Teacher: Now, let us work with our partner.

MUST DO
10 MIN.

(Ask students to exchange one of their paper shapes with their partner.)

Teacher: Each of you, please take your partner's shape and carefully observe the half that is coloured. Draw a smiley face on that half.

(Let students work independently. You may walk around to observe and support if needed.)

Teacher: Well done, everyone. We've not only recognised whole and half in our own work but also in each other's work. Great job practicing halves with your partners.

Teacher: Today, we have learned about whole and half. We used paper shapes, divided them into halves and even practised identifying halves in each other's work. We explored how two halves come together to make a whole.

Teacher: You did an excellent job recognising halves and you worked well with your partners. Now, you can see how we use halves and wholes in real life - whether it's with food, shapes or any other object. I will see you all in the next period.

Differentiated Activities

110 km/hr

Draw a pizza and divide it into two equal parts. Colour one half and write the fraction of the coloured part.

80 km/hr

Write down how you would denote a whole and a half. Next, draw two objects and divide them into equal halves. Label each part as half.

40 km/hr

Draw any five objects. Divide each object into two equal halves by drawing a line down the middle. Label each half as 'half'.

Home Task

Take a piece of paper, fold it into two equal parts and cut one part. Decorate and label it as 'half'. You may use crayons, stickers or anything you like to decorate your half part.

Period 4

Teacher: Good morning/afternoon, students. Before we dive into today's lesson, let us quickly review what we have learned about whole and half.

SHOULD DO
5 MIN.

Teacher: When I say 'whole,' what do I mean? Can anyone tell me what that is?

(Allow students to respond.)

Teacher: Yes, that's right. A whole is something that is complete, with no parts missing.

Teacher: We write whole as 1. It represents one complete object.

Teacher: And what about half? If I have a sandwich and I cut it into two, what do we call each part?

(Let students answer.)

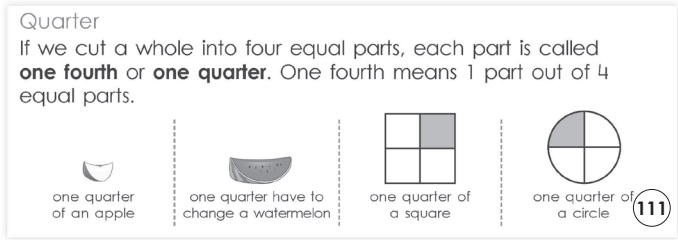
Teacher: Yes, each part is called half. We divide it into two equal parts.

Teacher: We write half as $\frac{1}{2}$. The 1 represents one part and the 2 at the bottom tells us that the whole is divided into two equal parts.

(Demonstrate with your arms and let students follow.)

- Stretch both arms wide - this shows a whole.
- Now bring both arms to the centre and fold them - this shows a half.

Teacher: Great. Now, today we are going to learn about a new concept: quarter. Let us see how we divide things into four equal parts.



Teacher: Please open your main coursebook to page number 111.

MUST DO
15 MIN.

(Instruct students to follow as you point to the visuals.)

Teacher: Let us first look at the picture of the apple. We have one quarter of an apple.

Teacher: Now, what do we notice here?

(Encourage students to observe and respond. Accept all relevant answers.)

Teacher: We have divided the whole apple into four equal parts. Each part is called one quarter.

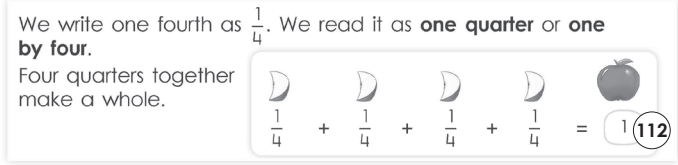
(Point to the pictures showing one quarter of a watermelon, square and circle.)

Teacher: Do you see how the watermelon, square and circle are all divided into four equal parts?

Teacher: Each of those parts is called one quarter.

We can write one quarter as $\frac{1}{4}$.

Teacher: The 1 on top represents one part and the 4 at the bottom represents the total number of equal parts the object is divided into.



(Bring students' attention to the equation on page number 112 and write it on the blackboard.)

Teacher: Look at this. $\frac{1}{4}+\frac{1}{4}+\frac{1}{4}+\frac{1}{4}=1$.

Teacher: So, if we take four quarters, we get one whole.

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

Teacher: Now that we understand quarters, let us do a hands-on activity to practise.

MUST DO
10 MIN.

(Distribute two paper cut-outs to each student: circles, squares or rectangles - each whole.)

Teacher: First, take your shapes and divide it into four equal parts by drawing lines through the middle.

Teacher: Colour one of the parts and label it $\frac{1}{4}$.

(Allow students time to divide the shapes and colour one quarter. Walk around to observe and offer support if needed.)

Teacher: Once you are done, look at your shape. You have divided it into four equal parts and each part is called one quarter.

Teacher: Now, let us practice what we have learned by drawing fractions.

SHOULD DO
10 MIN.

Teacher: Use your notebook and your pencil to complete the activity. Ready?

(Instruct students to complete the activity in their notebooks. You may write the questions on the blackboard.)

Draw the following fractions:

- $\frac{1}{2}$
- $\frac{1}{4}$
- $\frac{1}{2}$ of a rectangle
- $\frac{1}{4}$ of a Chapati

(Give students time to complete the drawing and colouring. Walk around to observe and assist if necessary.)

Teacher: Well done. You all did a fantastic job. By dividing shapes into equal parts, you are getting even better at understanding fractions. Remember, fractions help us show parts of a whole.

Teacher: Today, we learned about quarters. We saw how we can divide a whole object into four equal parts and label each part as one quarter.

Teacher: Four quarters together make one whole, just like how four equal pieces of a chocolate bar make a whole chocolate bar again.

Teacher: Great work today. You all did a fantastic job understanding quarters. I will see you all next time.

Differentiated Activities

110 km/hr

You have a chocolate bar. Think about how you would share the chocolate bar equally with three friends and yourself. Draw the chocolate bar and divide it into four equal parts. Then, colour the part of the chocolate bar that you would get.

80 km/hr

You have a pizza with three equal parts. Think about what happens if you eat one part of the pizza.

Draw the pizza and divide it into three equal parts. Write down what fraction of the pizza you have eaten.

40 km/hr

Imagine you have a whole orange. You decide to give half of it to your friend. Draw the orange and divide it equally. Write down the fraction of the orange you will get in your notebook.

Home Task

Draw a plate in your notebook and divide it into four equal parts. Now, create a balanced diet by adding one food item in each part of the plate. You can use foods like fruits, vegetables, grains and protein. Next, choose your favourite food from the plate. Write down the fraction of your favourite food.

Period 5

Teacher: Good morning/afternoon, students. Before we dive into today's lesson, let us take a moment to reflect on what we have learned so far about whole, half and quarter.

SHOULD DO
5 MIN.

Teacher: Can anyone tell me what we mean by whole?

(Allow students to respond.)

Teacher: Yes, that is right. A whole means something that is complete, with no parts missing. For example, a whole apple is not cut into any pieces, it is just one complete apple.

Teacher: Now, what about half? If I take a sandwich and cut it into two equal parts, what do we call each part?

(Allow students to respond.)

Teacher: Correct. Each part is called a half. So, when something is divided into two equal parts, we call each part a half.

Teacher: Great. Now, today we are going to learn about quarters, which is dividing something into four equal parts. Think about how we divide a pizza into four equal slices - each slice is one quarter of the pizza.

Teacher: So, let us quickly revise what we know:

- A whole is one complete object.
- A half is one part out of two equal parts.
- A quarter is one part out of four equal parts.

Teacher: Today, we will practice what we already know about fractions. Are you all ready?

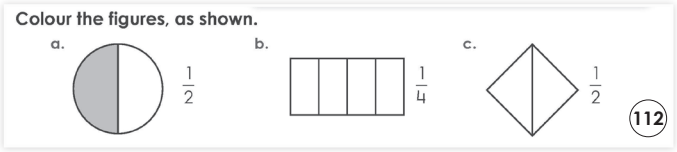
Students: Yes, teacher.

Teacher: Great, let us begin.

Teacher: Please open your main coursebook to page number 112.

Teacher: In this exercise, you will see three shapes. Let us colour the fractions of these shapes as shown in the book.

MUST DO
10 MIN.



(Guide students to complete the exercise. You may also draw a few more shapes or objects on the blackboard for them to practice. Discuss the answers.)

Teacher: Wonderful work, everyone. You have practised fractions with shapes today. Now, we can easily recognise halves and quarters and understand how we divide things into equal parts.

Recalling better

Teacher: Now, let us take a moment to recall what we have learned.

MUST DO
10 MIN.

(Bring students' attention to the 'Recalling better' section on page number 112. You may ask a student to read and all other students to carefully listen and follow along. Then, let students confirm what they learned.)

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

Teacher: Wonderful learning, everyone.

Teacher: Now, let us imagine that this circle is a pizza.

MUST DO
15 MIN.

(Let students confirm if they like pizza.)

Teacher: Great. I want you all to listen carefully to what I say and then do the task.

Teacher: Step 1: Divide the circle into two equal parts.

Teacher: Now, colour one part and think about what fraction of the pizza you have coloured. What fraction would that be?

(Guide students to complete the activity. Let them respond.)

Teacher: Step 2: Now, divide the same circle into four equal parts. Colour one part and think about the fraction for that part. What fraction of the pizza is coloured now?

(Allow students to finish dividing and colouring their pizza. Let them respond.)

Teacher: Once you have coloured and labelled your half and quarter sections, think about how you can share your pizza with friends.

- If you share half, how many people get to eat?
- If you share one quarter, how many people get to eat?

(Let students think and confirm their answers.)

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

Teacher: This is just like how we share things in real life - when we divide them into equal parts, we can share them with our friends and family.

Teacher: Well done, everyone. By colouring and sharing your pizza, you can see how fractions help us divide things equally. Keep practicing and you will get even better at recognising fractions in real life.

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

Differentiated Activities

110 km/hr

Create a shape of your own choice in your notebook. Now, divide your shape and colour it according to your following:

$\frac{1}{2}$ $\frac{1}{4}$ 1

Label the fractions clearly.

80 km/hr

You have a book with 12 pages. You decide to read half of the book today. How many pages will you read? Write the answer in your notebook.

40 km/hr

You have 4 oranges. You decide to share half with your sibling. How many oranges will your sibling get? Write the answer in your notebook.

Home Task

- You have 6 markers in your pencil box. You want to give half of them to your classmate. How many markers will you give to your classmate? Solve and write the answer in your notebook. Remember to get clay for a fun activity in the next period.

Period 6

SHOULD DO
10 MIN.

(Use CRM signs to manage the class.)

Teacher: Good morning/afternoon, students. Let us begin today with a short meditation to help us focus. Please sit comfortably, close your eyes and take a deep breath in... and slowly exhale.

(Let students repeat the exercise a few times along with you.)

Teacher: I hope you all feel relaxed now. It can be anything - something small or something big, something you enjoy doing or even just a thought that makes you smile.

(Allow students time to reflect and write about it in their notebook.)

Teacher: If anyone would like to share, feel free to do so. What makes you happy?

(Let students share if they feel comfortable.)

Teacher: Great. Thank you, everyone. It is very important to think about what makes us happy because it helps us feel good and stay positive. Remember, happiness can come from the little things, like spending time with our family and friends, learning something new or even enjoying your favourite activity.

Teacher: Well done, everyone. It is so wonderful to hear your thoughts. Let us keep these positive feelings in our hearts as we move forward with today's lesson.

Teacher: Now, let us move on to our fun clay activity. We are going to create our own vegetable pizza or cookie and learn about fractions.

MUST DO
15 MIN.

Teacher: Please take out the clay that you brought from home. We will use it to divide the pizza or cookie into equal parts.

Teacher: I want each group of 5-6 students to sit together. Your task is to divide your pizza or cookie into equal parts so that everyone in your group gets a piece.

Teacher: Remember, we want to divide the pizza or cookie into equal parts. Make sure each person in your group gets one part.

Teacher: While you divide the pizza or cookie, think about this: anything can be divided into equal parts and each part is called a fraction. The more parts you divide it into, the smaller each part will be.

(Walk around to assist the groups if needed. Make sure they are dividing the clay evenly and correctly.)

Teacher: Now that you have your clay pizzas or cookies, it is time to share them with the class.

MUST DO
15 MIN.

Teacher: Each group will show us how you divided your pizza or cookie. How many parts did you divide it into? What fraction is each part?

Let us hear from each group and see how you decided to share the pizza or cookie.

(Let students come up to the front or stand up and share. Encourage each student to share how they divided their pizza or cookie. Let them confirm the fraction.)

Teacher: Well done, everyone. It is wonderful to see how you shared and divided the pizza or cookie into equal parts. You are all learning how to divide things into fractions and share equally.

Teacher: Today, we learned how to divide things into equal parts. We saw that fractions are everywhere, whether we are sharing a pizza with our friends or dividing something into many pieces.

Teacher: Keep practising and you will get even better at understanding how fractions work.

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

Differentiated Activities

110 km/hr

Create a rectangle using your clay. Divide it into four equal parts. Now, check if you can divide it into more equal parts. Can you divide it into eight equal parts? Try it. Write the fraction that represents each part in your notebook.

80 km/hr

Create a circle using your clay. First, divide the circle into two equal parts. Then, divide the circle into four equal parts and finally, divide it into eight equal parts. For each division, write the fraction that represents each part ($\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{8}$) in your notebook.

40 km/hr

Create five shapes with your clay (e.g., a circle, square, triangle, rectangle and oval).

Divide each shape into three equal parts and write the fraction that represents each shape in your notebook.

Home Task

1. Find three different objects around your house (e.g., a clock, a door or a window). Look at each object and think about how it can be divided into equal parts. Discuss with your parent how you can divide these objects. For example, a clock can be divided into 12 equal parts (like the hours) or a window can be divided into four equal parts (like the panes). After discussing, write down the fractions you came up with (e.g., $\frac{1}{12}$ for the clock, $\frac{1}{4}$ for the window).
2. Ask your parent if they have ever noticed how fractions are used in everyday life.

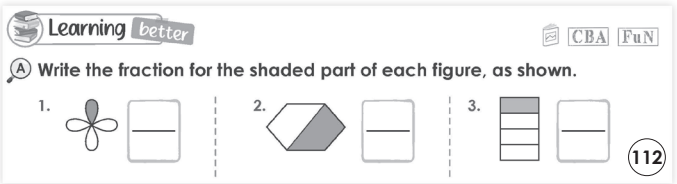
Period 7

Teacher: Good morning/afternoon, students. Let us start today's lesson with a quick game to get us moving and thinking about fractions.

SHOULD DO
5 MIN.

Teacher: We are going to play a simple game. I will call out a fraction and you will show me the corresponding fraction with your hands. For example, if I say $\frac{1}{2}$, you will show me two equal parts with your hands. Ready?

(You may say the fractions out loud or write them on the blackboard. Let students show their fractions using their hands.)

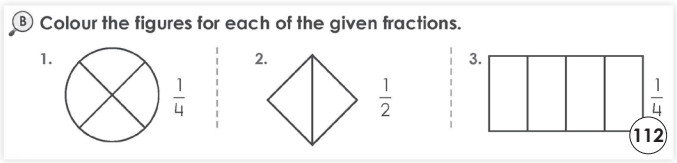

Learning better
CBA FuN
A Write the fraction for the shaded part of each figure, as shown.
1. ____ 2. ____ 3. ____
112

Teacher: Now, let us move to our Learning better exercise on fractions. Please turn to the exercise A in your main coursebook on page number 112.

MUST DO
10 MIN.

Teacher: For Exercise A, you will see figures with some parts shaded Let us write the fraction for the shaded part of each figure.

(Guide students to complete exercise A. Walk around and assist them if needed. You may give some questions of your own. Discuss the answers.)



Teacher: Wonderful. You all are learning about fractions so quickly. Now, for Exercise B, let us colour the figures for the given fractions.

(Allow students to work. Walk around to monitor their progress and assist if necessary. You can ask additional questions to deepen their understanding.)

Teacher: Wonderful. Now, raise your hands if you enjoyed the exercises.

(Let students respond.)

Teacher: Amazing. Let us do a new activity now.

Teacher: On the blackboard, I will write some questions. Look at each question and write the fraction that it represents in your notebook.

MUST DO
15 MIN.

(Write the below questions on the blackboard and let students write the answers in their notebooks.)

- one-half
- one-fifth
- one-eighth
- one-sixth
- one-ninth
- one-third
- one-seventh
- one-fourth

(Guide students to complete the activity. Assist wherever needed.)

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

Teacher: Well done, everyone. You have worked really hard today and learned a lot about fractions. Let us take a moment to think about what we've done.

Teacher: Can anyone tell me what one-half means? How about one-fourth or one-eighth?

(Allow students to respond.)

Teacher: That is right. One-half means dividing something into two equal parts, one-fourth means dividing it into four equal parts and so on. Each fraction represents how a whole is divided into equal parts.

Teacher: Now, let us see how well you remember. I am going to tell you a few situations and I want you to tell me which fraction fits.

Teacher: Imagine you have an idli in front of you. If you divide it into two equal parts, what fraction can it be represented with?

COULD DO
10 MIN.

(Allow students to respond.)

Teacher: Now, what if you divide the same idli into four equal parts? What fraction can it be represented with?

Teacher: Correct. If you divide the idli into four equal parts, it represents one-fourth or $\frac{1}{4}$.

Teacher: Let us try another. If you divide the idli into eight equal parts, what fraction can it be represented with?

(Allow students to respond.)

Teacher: Well done. Fractions help us understand how we can share things equally. We can divide different things into smaller parts and share it with others. Keep practicing and you will continue to get even better at understanding fractions.

Differentiated Activities

110 km/hr

Draw 8 different shapes in your notebook, like circles, rectangles, squares or triangles. Divide each shape into equal parts and colour them to show the following fractions. Use different colours to shade each fraction.

$\frac{1}{3}$ $\frac{3}{4}$ $\frac{2}{6}$ $\frac{6}{8}$ $\frac{4}{9}$

80 km/hr

In your notebook, draw 3 large circles. In the first circle, divide it into 2 equal parts and shade one part. In the second circle, divide it into 3 equal parts and shade two parts. In the third circle, divide it into 4 equal parts and shade two parts. Write the correct fractions below each circle.

40 km/hr

Draw a rectangle and divide it into 2 equal parts. Shade one part and write its fraction. On the same page, draw a circle and divide it into 3 equal parts. Shade one part and write its fraction.

Home Task

Make Your Own Fraction Weather chart. Think about the last 5 days of the week. Draw a row of 5 simple weather symbols (like sun, cloud, rain, wind, fog). Colour the sunny days in yellow, cloudy in grey, rainy in blue. Below the chart, write fractions:

- How many sunny days? Write as a fraction.
- How many rainy days? Write as a fraction.
- How many cloudy days? Write as a fraction.

For example: If 2 out of 5 were sunny, write $\frac{2}{5}$.

Period 8

Teacher: Good morning/afternoon, students. Before we begin our lesson today, let us do a quick activity. This will help us reflect on positive things and get ready to learn.

SHOULD DO
5 MIN.

Teacher: I want you to work with your partner. First, think of one good quality you admire in your partner. It could be something like being kind, helpful or creative. Then, draw something that represents that quality. For example, if your partner says they admire your creativity, you might draw something colourful and unique.

(Instruct students to take out their pencils and notebook.)

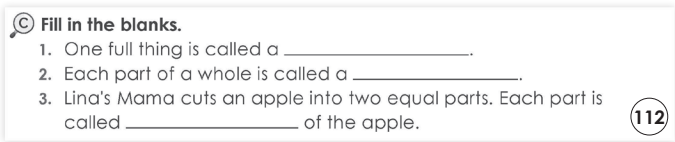
Teacher: Tell your partner what that good quality is. Then, your partner will share the same good quality about you.

Teacher: You have two minutes to do this. After that, you can share your drawings and talk about what good quality you both admire.

Teacher: Now that we are warmed up and in a positive mood, let us move on to our Learning better exercise. Please open your Main Coursebook to page 112.

Teacher: In exercise C, we will fill in the blanks. Listen carefully to the sentences and then we will write the correct answer in our notebook.

MUST DO
10 MIN.



© **Fill in the blanks.**

1. One full thing is called a _____.
2. Each part of a whole is called a _____.
3. Lina's Mama cuts an apple into two equal parts. Each part is called _____ of the apple.

112

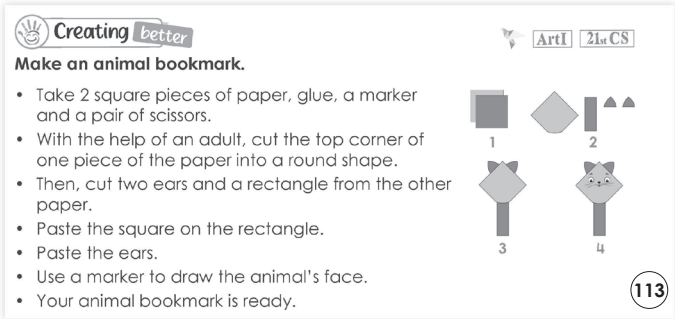
(Read the questions. Allow students to complete the exercise. Walk around to monitor their progress and assist if necessary. Then, discuss the answers.)

Teacher: Excellent work.

Creating better

Teacher: Now, let us move on to a creative and fun activity. We are going to make animal bookmarks today. Raise your hand if you are ready.

MUST DO
25 MIN.



Creating better

ArtI 2LtCS

Make an animal bookmark.

- Take 2 square pieces of paper, glue, a marker and a pair of scissors.
- With the help of an adult, cut the top corner of one piece of the paper into a round shape.
- Then, cut two ears and a rectangle from the other paper.
- Paste the square on the rectangle.
- Paste the ears.
- Use a marker to draw the animal's face.
- Your animal bookmark is ready.

1 2 3 4

113

(Let students confirm and raise their hands. Then, guide them to do the activity.)

Teacher: While working, I will be walking around to help you. If you need assistance with cutting, please ask for help. Remember, you should not use scissors on your own.

Teacher: Now that everyone has made their animal bookmarks, let us take a moment to reflect on our activity.

Teacher: I want you to talk to your partner and share what animal you made. Ask your partner, 'What animal did you make?' and listen to their answer. Then, let them tell you how they decided what animal to create.

(Give students a few minutes to share with each other. Walk around to encourage students to talk and help guide the conversations.)

Teacher: Now, I want to hear from a few of you. Who can share with the class what animal you made and how you decided on that animal?

(Encourage students to respond.)

Teacher: I am proud of all of you for your creativity today. You have made some wonderful bookmarks and have also learned how to divide objects into parts.

Teacher: Well done, everyone. Not only did we have fun being creative, but we also practiced our understanding of fractions by dividing shapes into equal parts.

Teacher: Fractions help us divide things equally, whether it's a circle, a square or even an animal bookmark. By dividing shapes into parts, we are able to share and understand the concept of fractions in real life.

Teacher: As we finish, remember that fractions are not just something we see in books - they are used every day. Whether we are sharing food, creating art or dividing something equally, we are using fractions all the time. I will see you all in the next period.

Differentiated Activities

110 km/hr

In your notebook, draw a large rectangle and divide it into 6 equal parts. Choose 3 parts and draw different animals inside those parts. Colour each of the 3 animal parts using different colours. Leave the rest uncoloured. Write the fraction of coloured parts and then simplify it. Below the drawing, write one sentence, for example, 'I coloured 3 out of 6 parts, which is the same as $\frac{1}{2}$.'

80 km/hr

In your notebook, draw a simple garden box (a big rectangle). Divide the rectangle into 4 equal parts using straight lines. In each part, draw a different flower: rose, tulip, sunflower, lily. Colour 2 out of 4 parts and write its fraction below. Now add one more flower drawing and write what the fraction becomes

40 km/hr

Draw 3 big circles in your notebook. Divide each circle into 8 equal parts. Colour a few parts of each circle. Then, write the fraction for each circle.

Home Task

Observe these 4 items at home – table, window, door and a bottle. In your notebook, draw each item and divide each item into equal parts (e.g., divide a table into 3 parts, divide a window into 6 parts etc.). Colour a few parts and write the matching fraction.

Period 9

Teacher: Good morning/afternoon, students. Let us begin today with a quick meditation exercise to help us relax and focus. Please sit comfortably and close your eyes.

SHOULD DO
5 MIN.

Teacher: Now, take a deep breath in... hold it for a moment... and slowly exhale. Let us repeat this a few times.

(Guide them through the breathing process for a few moments.)

Teacher: Now, I want you to think about something that you are thankful for. It could be a person, a memory or something special that has made you happy today. Hold that thought for a moment.

Teacher: Now, take another deep breath in... and let it go slowly. As you open your eyes, bring with you a positive feeling of gratitude.

(Give them a moment to relax and settle in.)

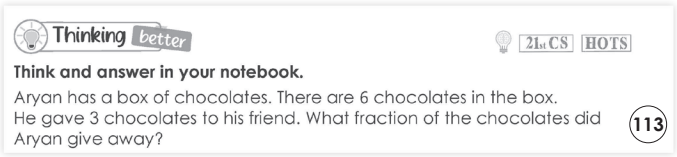
Teacher: Thank you for participating. Now we are ready to start our lesson for today. Let us keep the positive energy as we learn together.

MUST DO
10 MIN.

Thinking better

Teacher: Now, let us move on to Thinking better.

(Instruct student to quietly read the question.)



Teacher: Aryan has a box of chocolates. There are 6 chocolates in the box. He gave 3 chocolates to his friend. What fraction of the chocolates did Aryan give away?

(Pause and give students time to think and answer.)

Teacher: How many chocolates are in total?

Students: 6 chocolates.

Teacher: And how many chocolates did Aryan give away?

Students: 3 chocolates.

Teacher: Great. So, if we divide the total chocolates into equal parts, how many parts did Aryan give away?

Students: He gave away 3 out of 6 chocolates.

(You may encourage students to help you solve the question on the board.)

Teacher: Correct. The fraction is $\frac{3}{6}$, which is also the same as $\frac{1}{2}$ because both numbers are divisible by 3.

(Write the fraction on the board: $\frac{3}{6} = \frac{1}{2}$.)

Teacher: So, Aryan gave away half of the chocolates.

(Let students solve the problem in their notebook. You may give a few word problems of your own to help them practise.)

Choosing better

Teacher: Let us move on to Choosing better. This activity is going to help us think about making choices we make.

MUST DO
5 MIN.

(Instruct a student to read the question and ask others to follow along. Then, let them reflect and share their answer with a partner.)

Teacher: What do you think is the best choice? Why?

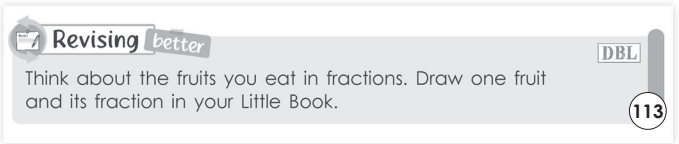
(Encourage students to share their answers aloud.)

Teacher: Well done. This is a great example of how we make choices based on what is best for the situation.

Revising better

Teacher: Now, let us move on to our Revising better activity. This will help us practice fractions through a fun drawing activity.

MUST DO
5 MIN.



Teacher: I want you to think about fruits that you have seen or eaten. Can you think of a fruit that you can divide into equal parts? For example, an apple, a watermelon or a pizza.

Teacher: In your Little Book, draw one of these fruits and divide it into equal parts. Then, label the fraction of the fruit that you have drawn

(Walk around and assist students as they draw their fruit and label the fraction.)

Teacher: Take your time to draw and colour your fruit, then make sure to write down the fraction that represents the part you divided.

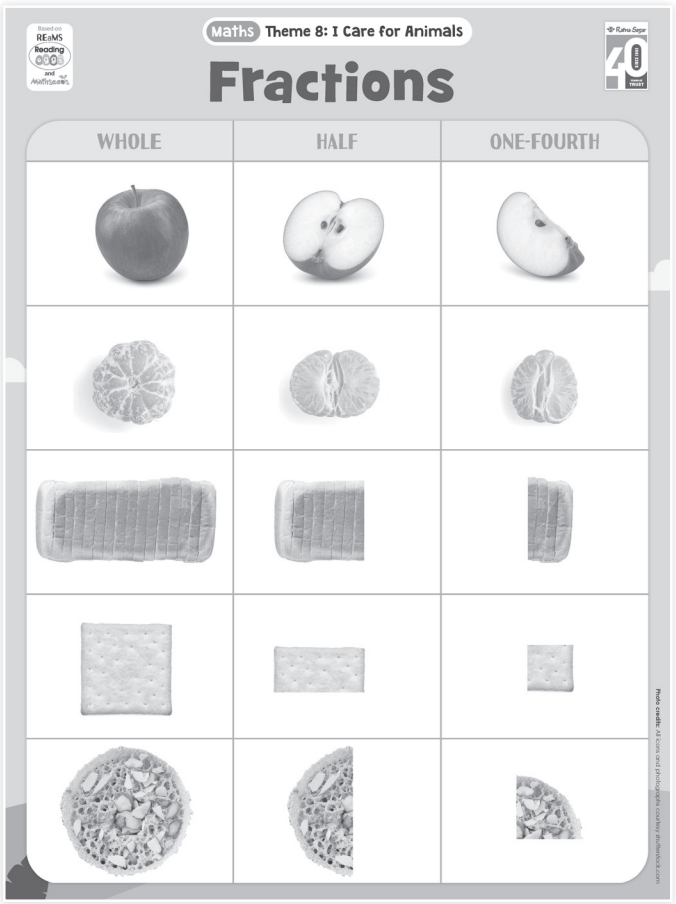
Teacher: Once you are done, we will share some of our drawings and talk about the fractions we used.

Poster

Teacher: Now, let us look at the poster on the board that shows different fractions. You will observe some whole food items, some cut into halves and others into quarters.

MUST DO
15 MIN.

(Point to the poster and give students time to look at it.)



Teacher: Take a good look at each row and the fractions represented. Notice how the whole object is in the first column, the half in the second column and the one-fourth in the third column.

(Pause and allow them time to observe.)

(You may ask some questions to the students. Encourage them to answer one by one. Guide them as necessary.)

Teacher: Excellent. This poster has helped us connect fractions to things we see every day. When we divide something into equal parts, we are creating fractions that help us share and understand portions.

Teacher: Now, take a moment to write down your observations in your notebook about fractions, including examples from the poster.

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

Teacher: Well done, everyone. Think about everything we did today. We observed, discussed and even created fractions with the things around us, like food and objects.

Teacher: Before we finish, let us take a moment to think about a fraction we use in real life. Can anyone share an example where you have seen fractions today? Maybe it was during lunch or when you divided something to share with a friend.

(Allow students to share their thoughts.)

Teacher: I am so proud of all of you. Keep practicing fractions and remember that you can find them in almost everything around you. Fractions help us divide things equally and understand parts of a whole. Keep up the good work and I look forward to seeing you in our next class.

Differentiated Activities

110 km/hr

Write three real-life examples in your notebook where you can divide something into halves or quarters (e.g., 'I can cut an apple in half').

80 km/hr

Draw a big square. Cut it with the help of your teacher. Ask yourself: 'Can I fold this two times to make four equal parts?' Try folding and opening. Shade one part and write the fraction of the shaded part in your notebook.

40 km/hr

Trace your hand in your notebook. Inside the palm, draw a big circle. Fold your paper once to show two parts. Open it. Shade one part and write - 'One part is shaded. This is half.'

Home Task

Find something at home (like a roti, toast or fruit) and ask a family member to help you cut it in half. Draw what you did. Then. write: 'I cut a ____ into two equal halves.'

Period 10

SHOULD DO
10 MIN.

Teacher: Good morning/afternoon, students. Before we start today's lesson, let us take a moment to think about something. Please close your eyes for a minute. Think about a time when you shared something with a friend or family member. How did it feel when you shared equally?

(Pause and allow students time to reflect.)

Teacher: Now, open your eyes. Let us share some thoughts. Who would like to tell us about a time when they shared something equally?

(Allow students to share. Encourage them to express their feelings about sharing.)

Teacher: Thank you all for sharing. Today, we will focus on practising some questions on fractions. Are you all ready?

Students: Yes, teacher.

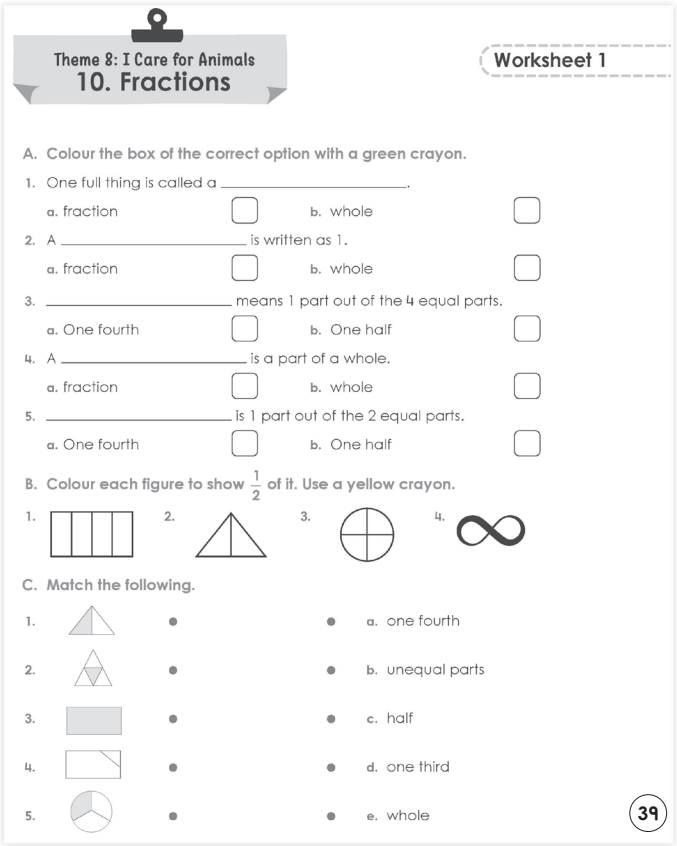
Teacher: Wonderful. We will now complete worksheet 1 in your workbook.

(Instruct students to open Worksheet 1 on page number 39.)

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

Students: Yes.

Teacher: Great. Let us begin.



Theme 8: I Care for Animals
10. Fractions

Worksheet 1

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

1. One full thing is called a _____.
   a. fraction ☐ b. whole ☐
2. A _____ is written as 1.
   a. fraction ☐ b. whole ☐
3. _____ means 1 part out of the 4 equal parts.
   a. One fourth ☐ b. One half ☐
4. A _____ is a part of a whole.
   a. fraction ☐ b. whole ☐
5. _____ is 1 part out of the 2 equal parts.
   a. One fourth ☐ b. One half ☐

B. Colour each figure to show $\frac{1}{2}$ of it. Use a yellow crayon.

1. 2. 3. 4.

C. Match the following.

1. • a. one fourth
2. • b. unequal parts
3. • c. half
4. • d. one third
5. • e. whole

39

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.

MUST DO
20 MIN.

Students: Okay, teacher.

(Allow students to think and write the answers. You may discuss the answers once each student has completed the worksheet.)

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.

Teacher: Great work, everyone. You all are such quick learners.

Doubt Session

Teacher: Does anyone have any doubts or questions about fractions or anything in the worksheet? Feel free to ask.

SHOULD DO
10 MIN.

(Listen to students' doubts and provide clear, helpful explanations as needed. Encourage students to ask questions if they are unsure.)

Teacher: Great work today, everyone. You have done fantastic work with fractions and I am proud of how well you understood and applied the concepts.

Teacher: Before we finish, let us take a moment to think about a time when you used fractions today. Can you think of any examples where you used fractions?

(Allow students to respond.)

Teacher: Excellent. Keep practicing fractions and I look forward to our next period.

and I look forward to seeing you in our next class.

Differentiated Activities

110 km/hr

You have 12 apples. Draw them in your notebook. Show how to share them equally between 2 people. How many does each person get? Write the answer.

80 km/hr

Draw 6 stars in your notebook. Share them equally between 2 boxes. Count and write how many are in each box.

40 km/hr

Draw 10 balloons in your notebook. Colour only half of the 10 balloons.

Home Task

Go to your kitchen. Find any small item like biscuits, grapes or pieces of cereal. Count 8 of them. Share them equally between 4 people (you can use plates or just draw it in your notebook. Then write:

- 'I had 8 ___.'
- 'Each person got ___. That is one (half/quarter/whole).'
- Draw what you did.

Period 11

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

SHOULD DO
10 MIN.

(Let students respond.)

Teacher: Before we begin today's lesson, let us quickly revise everything we have learned about fractions so far.

Teacher: I will ask a few questions and you will raise your hand to answer. Ready? Let us begin.

- What do we call a whole object?
- What is a half?
- How do we write one-half in a fraction?
- What fraction represents one part if we divide a chocolate bar into four equal parts?
- If we divide an apple into two equal parts, what fraction represents each part?
- How many equal parts are there in one-fourth?
- If a pizza is divided into eight equal parts and you take three parts, what fraction of the pizza do you have?
- If I divide a rectangle into four parts, what fraction represents two parts?
- What fraction represents one part when we divide a square into three equal parts?

(Let students respond. You may also ask a few of them to come and write the answer on the blackboard.)

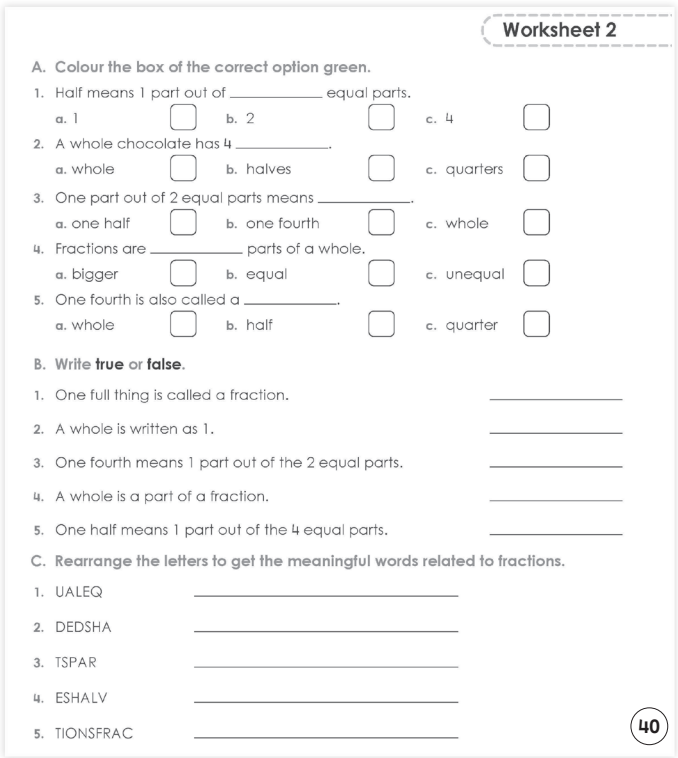
Teacher: Wonderful. You all have a great understanding of fractions. Let us keep building on that.

Teacher: Now, let us work on Worksheet 2 in your workbook.

MUST DO

20 MIN.

(Instruct students to open worksheet 2 on page number 40.)



Worksheet 2

A. Colour the box of the correct option green.

1. Half means 1 part out of _____ equal parts.
   a. 1 ☐ b. 2 ☐ c. 4 ☐
2. A whole chocolate has 4 _____.
   a. whole ☐ b. halves ☐ c. quarters ☐
3. One part out of 2 equal parts means _____.
   a. one half ☐ b. one fourth ☐ c. whole ☐
4. Fractions are _____ parts of a whole.
   a. bigger ☐ b. equal ☐ c. unequal ☐
5. One fourth is also called a _____.
   a. whole ☐ b. half ☐ c. quarter ☐

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

1. One full thing is called a fraction. _____
2. A whole is written as 1. _____
3. One fourth means 1 part out of the 2 equal parts. _____
4. A whole is a part of a fraction. _____
5. One half means 1 part out of the 4 equal parts. _____

C. Rearrange the letters to get the meaningful words related to fractions.

1. UALEQ _____
2. DEDSHA _____
3. TSPAR _____
4. ESHALV _____
5. TIONSFRAC _____

40

Teacher: Let us solve exercises A, B and C.

(Allow students to think and write the answers. Provide further instructions for any complex problems in the worksheet. Walk around to assist students Then, you may discuss the answers.)

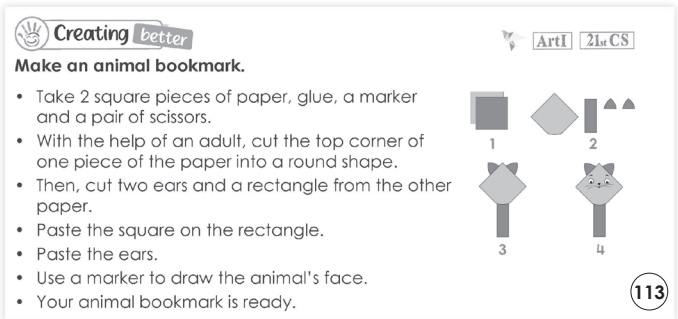
You may generate additional practice worksheets using the **Test Generator** given on digital platform.

Book of Holistic Teaching

Teacher: Today, we will see how the idea of fractions connects with different subjects - not just Maths, but also English and EVS.

COULD DO

10 MIN.



Creating better

ArtI 2LnCS

Make an animal bookmark.

- Take 2 square pieces of paper, glue, a marker and a pair of scissors.
- With the help of an adult, cut the top corner of one piece of the paper into a round shape.
- Then, cut two ears and a rectangle from the other paper.
- Paste the square on the rectangle.
- Paste the ears.
- Use a marker to draw the animal's face.
- Your animal bookmark is ready.

1 2 3 4

113

(You may write the question on the blackboard and ask the students to read.)

Teacher: I will read each sentence aloud and you will fill in the missing letters in the words. Ready?

Students: Yes.

Teacher: Here is the first sentence: 'Lina has 4 orang__s and 4 g__avas. Her Pa cuts the orang__s into four equal parts.'

(Allow students time to fill in the blanks.)

Teacher: Great. Now, let us review together. What should be the missing letters in 'orang__s' and 'g__avas'?

(Let students think and respond.)

Teacher: Yes. The correct letters are e and e. So, 'oranges' and 'guavas' are the completed words.

Teacher: Now, let us check the second part of the sentence: 'Her Pa cuts the orang__s into four equal parts.'

(Let students think and respond.)

Teacher: You are right. The correct missing letters here are also e. So, 'oranges' is the correct word.

Teacher: Good work, everyone. You are learning to work with fractions in both English and EVS.

Teacher: Now, let us move to our EVS activity. We will focus on understanding fractions through an interesting example.

Teacher: Read the following sentence and fill in the blanks: 'A farmer divided the land into two parts: one third for his farm and two thirds for farming.'

(Let students read silently. Then, reinforce on the concept of fractions.)

Teacher: What can we learn from this sentence? Right. The land was divided into three equal parts. One part is for the farm and two parts are for farming.

Teacher: Now, think about animals on a farm. Let us fill in the next part of the sentence: 'Name four farm animals he can have on his farm.'

(Allow students to share their answers aloud. Encourage them to think of farm animals they know.)

Teacher: Yes. Cows, hens, goats and horses. These are all good examples of farm animals.

Teacher: Great. Well done.

Teacher: Keep thinking about fractions as you go through your day. Whether it is sharing something with a friend or dividing a fruit into parts, you are already using fractions every day.

Teacher: Now, let us give ourselves a big round of applause for all the hard work we did today. Keep practicing and I will see you in the next class.

Differentiated Activities

110 km/hr

Read and solve the word problems in your notebook.

Out of 10 pencils, 5 are blue. What fraction of the pencils are blue?

80 km/hr

Read and solve the word problems in your notebook.

I cut a sandwich into 4 equal parts. I ate 1part. What fraction did I not eat?

40 km/hr

Read and solve the word problems in your notebook.

There are 4 balloons. 2 are red. What fraction of the balloons are red?

Home Task

Draw a big rectangle and divide it into four equal parts. Colour 1 part red, 1 part green, 1 part blue and 1 part yellow. Tell your parent which part is one-fourth, two-fourths, etc.

Period 12

Teacher: Good morning/afternoon, students. Before we dive into today's lesson, let us begin with a little movement to refresh our minds and bodies.

SHOULD DO
10 MIN.

Teacher: Stand up from your seats and let us stretch our arms and legs. First, stretch your arms up high. Reach as far as you can.

(You may demonstrate the actions for the students.)

Teacher: Now, let us bend down and touch our toes. Keep your legs straight and try to touch your toes. Hold for a few seconds.

Teacher: Great. Now, stretch to the side. Reach one arm up and lean to the side. Feel the stretch.

Teacher: Let us do the same on the other side. Reach up and stretch to the side.

Teacher: Finally, let us roll our shoulders to relax and release any tension. Great. Now we are ready for the lesson.

(Repeat the exercise if needed.)

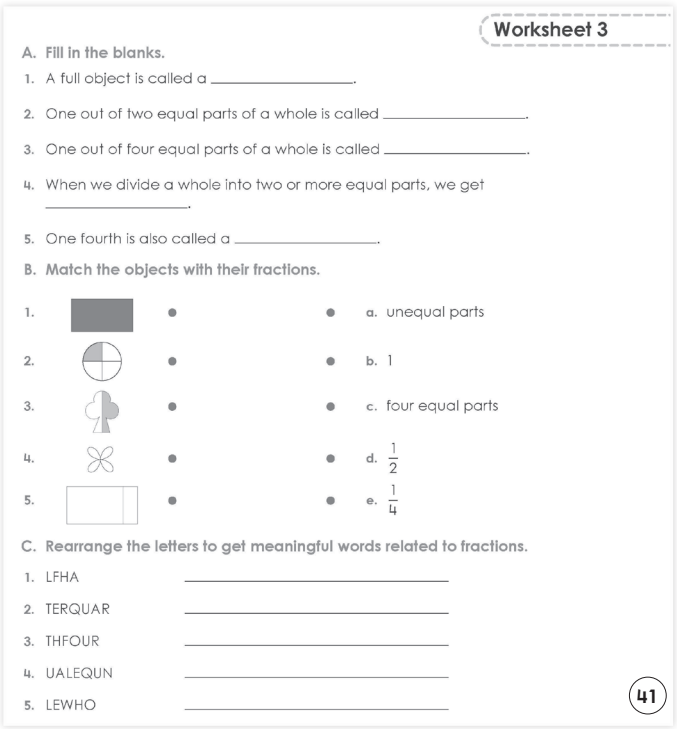
Teacher: Now, let us work on Worksheet 3 in your workbook.

(Instruct students to open worksheet 3 on page number 41.)

Teacher: Let us solve exercises A, B and C. Take your time and carefully complete each exercise.

(Allow students to think and write the answers. Provide further instructions for any complex problems in the worksheet. Walk around to assist students Then, you may discuss the answers.)

Teacher: Great work, everyone.



Worksheet 3

A. Fill in the blanks.

1. A full object is called a _____.
2. One out of two equal parts of a whole is called _____.
3. One out of four equal parts of a whole is called _____.
4. When we divide a whole into two or more equal parts, we get _____.
5. One fourth is also called a _____.

B. Match the objects with their fractions.

1.	●	●	a. unequal parts
2.	●	●	b. 1
3.	●	●	c. four equal parts
4.	●	●	d. $\frac{1}{2}$
5.	●	●	e. $\frac{1}{4}$

C. Rearrange the letters to get meaningful words related to fractions.

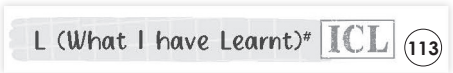
1. LFHA _____
2. TERQUAR _____
3. THFOUR _____
4. UALEQUN _____
5. LEWHO _____

41

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

MUST DO
20 MIN.

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 fractions 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.)

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

Teacher: Great job. You have all done a great job understanding the concepts of Fractions. I hope you are feeling confident about what we have learned.

MUST DO
10 MIN.

Teacher: Excellent work today, everyone.

Teacher: Remember, fractions are just a way to represent parts of a whole. Whether it is a chocolate bar, a pizza or a book, fractions are everywhere.

Teacher: I am proud of the effort you have put into this lesson and I look forward to seeing how you continue to use fractions in your everyday life.

Teacher: Give yourselves a big round of applause for all the hard work today.

Differentiated Activities

110 km/hr

Imagine you have a sandwich that you share with three friends. Draw the sandwich in your notebook. Divide it into four equal parts. Colour the part that you will get and write its fraction.

80 km/hr

Imagine you are sharing a chocolate bar with your sibling. Draw a rectangle to show the chocolate. Divide it into two equal parts. Colour the part that you will get and write its fraction.

40 km/hr

Imagine you have 1 fruit. Draw the fruit in your notebook and divide it into two equal parts. Then, write its fraction.

Home Task

Ask a family member to name a food they love to eat. Draw that food item in your notebook. Divide it into two parts and write its fraction.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	• develop fine motor skills and demonstrate coordination and control while drawing and colouring shapes like circles, squares and rectangles to represent whole, half and quarter fractions.
Socio-Emotional and Ethical Development	• show responsibility and cooperation by working in pairs or small groups to divide objects equally and discuss the importance of fairness in sharing during everyday activities.
Cognitive Development	• identify and understand fractions like $\frac{1}{2}$, $\frac{1}{4}$ and their representations in shapes and real-life objects. • apply fraction concepts to solve simple problems, like dividing objects or food into equal parts. • recognize and name fractions through activities like drawing and colouring parts of shapes.
Language and Literacy Development	• use fraction vocabulary (e.g., 'half,' 'quarter,' 'whole') in discussions and writing. • frame and solve simple fraction-based word problems in a variety of contexts, like sharing food or dividing objects. • engage in simple storytelling and writing about fractions in daily life, linking them to real-life activities like sharing snacks or dividing items.
Aesthetic and Cultural Development	• express cultural understanding by linking fractions to everyday life, such as dividing food at celebrations or festivals.
Positive Learning Habits	• show curiosity and critical thinking by solving simple problems, reflecting on fairness in sharing and making real-life connections with fraction concepts.

Starry Knights

'Teaching fractions is a challenge,' is a popular belief. After this lesson, do you still believe so? Share your views.

You DID IT... Now, give yourself a STAR.

Lesson-11: Data Handling

Theme 8: I Care for Animals

9 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, Quick Maths, Quiz, Test Generator

Confirming better: I care for my pets every day.

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to classify objects into given categories.
- to count the number of objects in each category.
- to organise, represent and interpret simple information pictorially and numerically.
- to collect organise and record information using tally marks, tables and pictorial formats.

Methodology

Period 1

SHOULD DO — 5 MIN.

Teacher: Good morning, students. How are you all today?
(Wait for students to respond.)
Teacher: Let us start today's lesson with a fun question. Imagine you have a big box filled with different types of things, like pencils, erasers and sharpeners. Now, I want to know — how would you keep track of how many pencils, erasers and sharpeners you have in the box?
(Pause to allow students to think and share their ideas.)
Teacher: Those are great ideas. Some of you might want to count each item one by one or maybe you would put the pencils in one pile, the erasers in another and so on.
Teacher: So, when you count each item or put them into groups, what are you really doing? You are organizing the information to make it easier to understand.
Teacher: Data handling means collecting organising and showing information in a simple way to understand it easily. It helps us keep track of things, see patterns and make decisions based on the information we collect.
Teacher: Today, we are going to learn more about it.

Affirming better

Affirming better I care for my pets every day. PLH 114

MUST DO — 5 MIN.

Teacher: Before we begin today's lesson, let us take a moment for a positive statement. Everyone, please say with me, 'I care for my pets every day.'
(Wait for students to repeat the statement.)
Teacher: Wonderful. Now, let us think about this statement for a moment. How do you take care of your pets every day?
(Pause for students to share their responses.)
Teacher: That is right. You might feed them, give them water or take them for walks. These are all important parts of taking care of your pets.
Teacher: By taking care of our pets, we show them love and responsibility. It helps us learn how to take good care of things that are important to us and that is a very positive thing.
Teacher: Repeat after me, 'I care for my pets every day'.
(Let students repeat after you.)
Teacher: Let us begin with our lesson. Today, we will start something new and exciting. We will learn about Data Handling. Let us start with the activity called the KWL Chart.

MUST DO — 10 MIN.

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.)

Teacher: Great work, everyone.

MUST DO
10 MIN.

Kinaesthetic

Kinaesthetic

Form groups of four. Collect all the items in your pencil box and sort them into different groups (for example, pencils, erasers, ruler, sharpener). Compare how your group sorted their items with other groups.

114

Teacher: Now, let us begin with the Kinaesthetic activity to practise sorting. Sorting helps us organise things in a way that makes it easier to understand and count

(Ensure the students are ready and prepared for the activity. Instruct them to collect different items such as pencils, erasers, rulers and sharpeners in their pencil box.)

Teacher: Let us begin by getting everyone into groups of four.

(Let students sit in groups of 4. Walk around the classroom while they are forming groups. Offer assistance if needed to make sure all students are in groups of four. Once all groups are formed, give clear instructions for the activity.)

Teacher: Let us sort the items in our pencil box into different groups based on their type. For example, you can put all the pencils in one pile, all the erasers in another pile and so on.

Teacher: Take your time to carefully look at the items and think about where they belong.

(While students are sorting, walk around the room, observing their progress and offering help if needed.)

(After a few minutes of sorting, bring the students' attention back to the group.)

Teacher: Now that you have finished sorting your items, compare how your group organised the items with another group.

(Allow time for students to compare. Encourage them to share their observations.)

Teacher: Well done, everyone. By sorting these objects, we practised Data Handling, which is all about organizing and counting things to make them easier to understand.

Auditory

Auditory*

Listen to your teacher carefully. Answer the questions.

114

Teacher: Now, let us move on to the Auditory Activity. I will tell you a short story and then we will answer a few questions based on it.

MUST DO
5 MIN.

(You may read the word problem for the students.)

Teacher: Rohan planted 5 red roses, 3 yellow roses and 4 white roses.

Teacher: Now, tell me

1. How many rose plants does Rohan have now?
2. Which colour roses are the least in number?

(Wait for students to think and answer.)

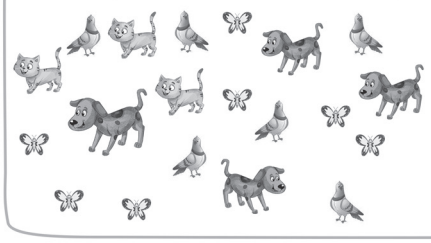
Teacher: Excellent. Rohan has 12 rose plants in total (5 red + 3 yellow + 4 white = 12) and the yellow roses are the least in number.

Teacher: This is a simple example of how we handle data by counting and comparing different categories.

Pictorial

Pictorial PS

How many of each kind of animal do you see?



cats	
dogs	
birds	
butterflies	

114

Teacher: Now, let us look at a pictorial activity. Please open your main coursebooks to page number 114.

MUST DO
5 MIN.

(Bring students' attention to the pictorial activity. Let them confirm what they see.)

Teacher: Yes, we can see pictures of some animals.

Teacher: Look at the picture and count how many animals there are of each kind. Write the number in their respective boxes.

(Guide students to complete the exercise.)

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

Teacher: Great job. This is exactly how we handle data — by organizing it into groups based on categories and then counting how many there are in each group.

Teacher: Well done, everyone. Today, we learned how to handle data by sorting and counting things.

Teacher: We sorted our pencil box items and categorized animals.

Teacher: Data handling is about organizing and understanding information in a way that makes it easier for us to work with. You all did a fantastic job today. Let us give ourselves a big round of applause for all our hard work today. You all did an amazing job. See you in the next class.

Rohan planted 5 red roses, 3 yellow roses and 4 white roses. What if he planted 2 more yellow roses and 1 more red rose? How many roses of each colour does he have now?

Differentiated Activities

110 km/hr

Rohan planted 5 red roses, 3 yellow roses and 4 white roses. What if he planted 2 more yellow roses and 1 more red rose? How many roses of each colour does he have now?

- Draw a chart with the number of red, yellow and white roses.
- Write down a sentence explaining which colour roses are the most and least.

80 km/hr

- How many roses did Rohan plant in total?
- Which colour roses does he have the least of?

40 km/hr

- How many red roses did Rohan plant?
- How many yellow roses did Rohan plant?
- Draw one red rose and one yellow rose. How many roses are there in total?

Home Task

Look around your neighbourhood and count the number of animals you see, for example cats, dogs, birds or any other animals you find. Write down how many of each animal you see and draw a picture of them in your notebook.

Period 2

SHOULD DO

10 MIN.

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

(Let students think and respond.)

Teacher: Wonderful. Let us begin with a small game. I will ask you a question and we will collect answers like detectives.

Teacher: Tell me, what is your favourite colour? I will write your answers on the board as we go. Raise your hand and tell me one by one.

(As students respond, you may write tally marks under each colour on the board – for example, red, blue, green, yellow.)

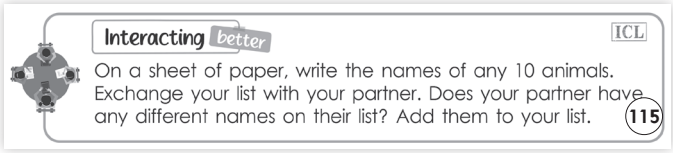
Teacher: Now, let us count how many students like each colour. Which colour got the most marks? Which one got the least?

(Encourage students to help you find out. You may also ask a few of them to help you count.)

Teacher: Wonderful. What we just did is called collecting and handling data. We asked a question, listened to the answers and wrote them down. Did you all have fun?

Students: Yes, teacher.

Interacting better



MUST DO

10 MIN.

Teacher: Great. Now, let us do the 'Interacting better' activity. Please take a sheet of paper and write the names of any 10 animals that come to your mind. You can choose any animals you like, such as pets, wild animals or birds.

(Wait for the students to write the names of animals.)

Teacher: Once you have written the names, I want you to exchange your list with your partner. Look at their list — does your partner have any different names on their list? If yes, add those animals to your own list.

(Wait for students to exchange lists.)

Teacher: Great work, everyone. This activity helps us collect information and compare it, just like we do when we handle data. Well done, everyone. Now, let us move on to the next part of the lesson.

MUST DO

20 MIN.

Teacher: Now, let us continue with the story in your main coursebook on page number 115.

(Instruct students to open their main coursebooks to page number 115.)

Teacher: Let us read the story together. I will read the first paragraph and then I will pick a few students to continue reading. Please listen carefully and follow along as I read.

(Read loud and clear. Let students follow along. Then, invite a few students to read.)

Teacher: Fantastic work, everyone. You are all following the story closely.

Teacher: Now that we have read the story, let me ask you a few questions. Listen carefully and I want you to raise your hand if you have an answer.

1. Why is Lina worried about Bruno's food?
2. What did Mama and Lina do when Bruno's food was almost finished?
3. What did Mama and Lina observe in the pet shop?
4. What are some things we can sort and organise in our classroom?

(Pause between questions to allow students to think. Encourage them to respond.)

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

Teacher: Great responses, everyone. We can see how sorting and organizing things helps us understand what we need.

Teacher: You all did an excellent job today. We learned how to organise and compare information.

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

Teacher: Remember, data handling is all about organizing and sorting information to make it easier to understand. The more we practise, the better we get at handling data.

Teacher: Keep up the great work and let us continue to practise this in the next period.

Differentiated Activities

110 km/hr

Think of a new list of 10 animals. Organise your list into two groups: land animals and water animals.

- After organizing, compare your list with a partner. Do you have more land animals or water animals?
- Write down how many animals are in each group.

80 km/hr

Write the names of 5 animals on a paper. Now organise them into two categories: pets and wild animals.

- After that, compare your list with your partner's list. Did you both put the same animals in the same categories?
- Write down how many pets and wild animals you have.

40 km/hr

Write down the names of 3 animals you know.

- Now, ask a partner to share their list with you. Add any new animals to your list.
- Draw a picture of one animal from your list.

Home Task

- Look at the water bottles at home. Count how many different coloured water bottles you have. For example, you may have red, blue and green bottles. Write down how many bottles of each colour you have, in your notebook.
- With the help of your mother, check what food item you are carrying in your lunchbox tomorrow. Write it in your notebook. We will talk about it in the next period.

Period 3

SHOULD DO 10 MIN.

Teacher: Good morning, students. How was your morning?

(Wait for responses. Encourage a few students to share. Appreciate them as they respond.)

Teacher: Great. Let us get our bodies moving before we start our lesson with a fun energiser. This one is called 'Follow the Leader.'

Teacher: I will be the leader first and you all have to follow my movements exactly. Ready?

Teacher: First, everyone stand up and follow me as I do these movements.

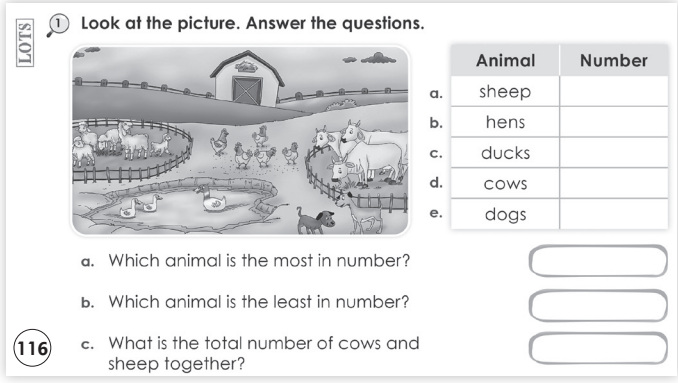
Teacher: March in place.

(Let students march in their place. You may demonstrate the action.)

Teacher: Now, let us stretch up high like we are reaching for the sky.

(Let students stretch. Then, tag a student to be the leader and encourage them to do the next action and others to follow. Repeat the activity, if needed.)

Teacher: Great job, everyone. You are all amazing at following the leader. Now that we are all warmed up and focused, let us get ready for today's lesson.


LOTS

1. Look at the picture. Answer the questions.

	Animal	Number
a.	sheep	
b.	hens	
c.	ducks	
d.	cows	
e.	dogs	

a. Which animal is the most in number?

b. Which animal is the least in number?

c. What is the total number of cows and sheep together?

116

MUST DO 15 MIN.

Teacher: Now, we will practise counting and organizing data. This activity will help us understand how we can sort and count things in real life.

Teacher: Everyone, please open your main coursebooks to page number 116. Look at the picture in question 1.

(Let students observe and share what they noticed.)

Teacher: Yes, it shows a farm with various animals like sheep, hens, ducks, cows and dogs.

Teacher: Let us carefully observe the picture of the farm and answer the questions that follow.

(Give students a moment to look at the picture and think. Let them count the total number of animals and write it in the box. Then, instruct them to answer the questions below the picture.)

- Which animal is the most in number?

(Let students refer to their answers in the box and respond.)

- Which animal is the least in number?

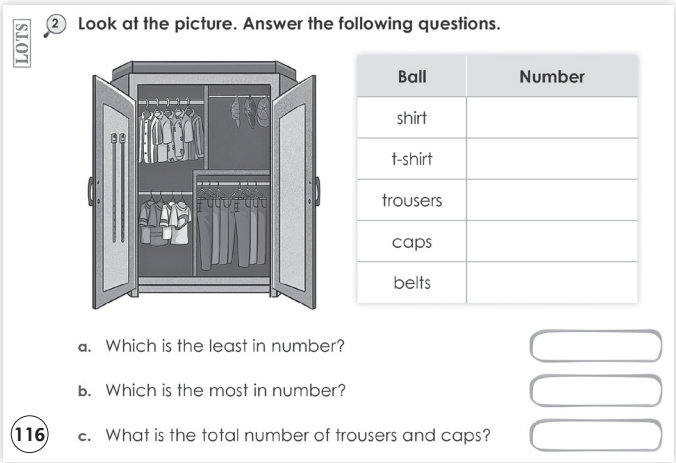
(Let students refer to their answers in the box and respond.)

- What is the total number of cows and sheep together?

(You may help students add the numbers together. Encourage them to write the answers in the book.)

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

Teacher: Well done, everyone. You all have become experts at handling data.



LOTS

2 Look at the picture. Answer the following questions.

Ball	Number
shirt	
t-shirt	
trousers	
caps	
belts	

a. Which is the least in number?

b. Which is the most in number?

c. What is the total number of trousers and caps?

116

Teacher: Now, let us move to question 2 on the same page. Let us look closely at the picture of the wardrobe.

MUST DO

15 MIN.

(Instruct students to complete the exercise. You may walk around the classroom and assist students if needed. Discuss the answers.)

Teacher: Wow, what a fantastic time today. You all did an amazing job.

Teacher: As we learned today organizing and counting things around us helps us make sense of the world. Think about it — when we count things, we learn more about them and we can see patterns or differences that we didn't notice before.

Teacher: So, just like when we counted the animals or sorted our toys, we can use this skill in many parts of our lives. Data Handling helps us with everyday tasks, like organizing our schoolwork, keeping track of our favourite things and even understanding the world around us.

Teacher: When we organise and count, we become better thinkers and learn how to handle information in a smart way.

Teacher: Keep practicing this skill and you will see how helpful it can be in many things you do.

Teacher: Now, think about one thing you could count or organise at home. Maybe it is your toys, your clothes or something else. I want you to keep practicing this skill and notice how much easier it gets.

Differentiated Activities

110 km/hr

Choose 5 different colors you see around the room or in your clothes/classmates clothes. Count how many times each color appears. Create a table in your notebook. Then, fill in the blank - 'The most common color is _____.'

80 km/hr

Think of 3 different things around you (e.g., books, shoes, buttons, windows). Count how many of each you can see. Write the item name and the number. Example:

- Shoes – 10
- Windows – 4
- Books – 6

Circle the one with the highest number.

40 km/hr

Count how many students in the class have a red bag. Show your answer in the notebook by drawing 1 smiley face for each person counted.

Home Task

Look around your house and count how many coloured pencils you can find. Write down the number of pencils for each colour. Then, sort the pencils by colour. Create a table in your notebook to organise the data. For example, you can write the colour of the pencil in one column and the number of pencils in the next column.

Period 4

SHOULD DO

10 MIN.

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

(Wait for students to respond.)

Teacher: I hope you are all ready to learn something fun and exciting today. We will begin with a quick observation activity.

(Draw different shapes on the blackboard like circles, squares, triangles and rectangles. You can add more shapes like stars, ovals or pentagons to make it interesting.)

Teacher: Now, I want you all to look carefully at the shapes I have drawn.

Teacher: (Point to each shape one by one.) Can you name these shapes?

(Pause for responses. If students are unsure, guide them.)

Teacher: Great. These are circles, squares, triangles and rectangles. Now, let us take it a step further.

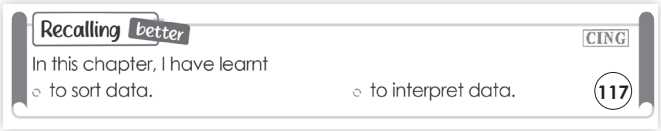
Teacher: Now, can you tell me-

- How many circles do you see?
- How many triangles are there?
- Which shape is the most in number?
- Which shape is the least in number?
- How many shapes do we have altogether?

(Guide students to count all the shapes and write the number on the board.)

Teacher: Well done. We just interpreted and understood the data of shapes. Data handling helps us to organise and count things around us to understand them better.

Recalling better



Teacher: Now, let us open our main coursebooks to the 'Recalling better' section on page number 117.

MUST DO
10 MIN.

Teacher: Now, let us read the section together.

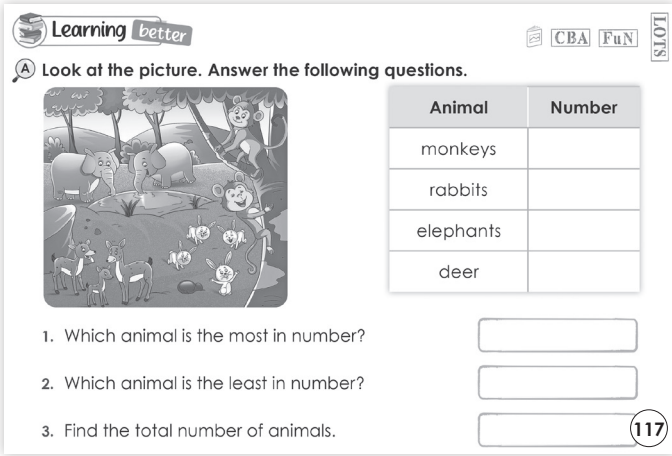
(You may read the 'Recalling better' section loud and clear. Instruct students to follow along.)

Teacher: Now, can you tell me, what have you learnt?

(Encourage students to share. Let them reflect on the different kinds of activities done in the last few periods. Accept all relevant responses.)

Teacher: Great responses, everyone. Organizing and counting help us understand how much we have and what kinds of things we have. This is how Data Handling helps us in our daily lives.

Learning better



Teacher: Now, let us move on to Question A under the 'Learning better' section.

MUST DO
20 MIN.

(Point to the picture of animals on page number 116 and let students observe it.)

Teacher: Can you tell me, what do you see in this picture?

Teacher: Yes, that is correct. In this picture, we can see monkeys, rabbits, elephants and deer. First, let us count all the animals and write the answer in the table.

Teacher: Good work, everyone. Now, let us answer the questions:

1. Which animal is the most in number?
2. Which animal is the least in number?
3. What is the total number of animals?

(Encourage students to calculate the total number of animals and share their answers.)

Teacher: Fantastic job, everyone. You have just organised and counted the animals in the picture. Did you all have fun?

Students: Yes, teacher.

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

Teacher: Great work, everyone. Data Handling is a powerful skill that we use every day without even realizing it. As we continue practicing this skill, you will see how much easier it gets to organise and understand the world around us. I will see you in the next period.

Differentiated Activities

110 km/hr

In your notebook, make a table with two columns: 'Boys' and 'Girls'. Look at your classmates and count how many boys and girls are sitting in the room. Record the numbers. After that, write which group is larger.

80 km/hr

Choose 3 letters (example: A, S, M). Write them in your notebook. Find objects in the class starting with each letter. Make a table in your notebook to show the count.

40 km/hr

List 5 things in your school bag. Write how many of each you have. Find the one you have the most of and write the answer in your notebook.

Home Task

With the help of your parents organise your wardrobe. Sort your clothes into different groups, such as t-shirts, pants and so on. Make sure they are neatly folded and placed in your cupboard. Keep your uniform in a separate place. After you have sorted your clothes, if there are any you do not wear anymore, give them to someone who needs them. This will help you practise sorting and keeping things neat.

A note for the Teacher: Please ensure that the craft materials are ready for the 'Creating better' activity with the students in the next period.

Period 5

SHOULD DO
10 MIN.

Teacher: Good morning, students. How are you all today?
(Encourage students to respond.)
Teacher: I hope you are feeling great and ready for today's lesson. Let us start with a quick reflection activity.
Teacher: I want to hear about your experience from yesterday. How did it go when you organised your wardrobe? Did you find anything new? Can you share with me how you sorted your clothes?
(Allow students to share their experiences.)
Teacher: That is wonderful. By sorting your clothes, you were practising the same skill we use in Data Handling. Sorting and organizing things helps us understand and manage information better, just like we did with our clothes.
Teacher: Did you find any clothes that you no longer wear? Could you give them to someone in need?
(Allow students to reflect and share their thoughts.)
Teacher: That is a fantastic way to practise sorting and it also helps others who may need those clothes. You're not only organizing but also sharing and helping.

Creating better


Creating better

ArtI 21st CS

Make a sheep craft

- Take a coloured sheet of paper, black sheet of paper, cotton, a pair of scissors and glue.
- Draw a sheep face and two rectangular strips on the black paper.
- With the help of an adult, cut out the sheep face and the two rectangular strips.
- Paste the two rectangular strips on the coloured paper.
- Use cotton to make sheep's body.
- Paste the sheep, face at the top of the body. Paste googly eyes on the face.
- Your sheep craft is complete!

117
118

MUST DO
30 MIN.

Teacher: Now, let us move on to a fun activity given in the 'Creating better' section. Today, we are going to make a sheep craft. This will be a great way to practise following instructions and using materials in a creative way.
Teacher: (Point to the materials on the table.) Here is what you will need:

- A coloured sheet of paper
- A black sheet of paper
- Cotton
- Scissors
- Glue

(Distribute the materials to the students. Instruct them to keep all the materials properly as they will be using it. You may read the instructions aloud, step by step, as the students work.)

- Draw the Sheep's Face:

On the black sheet of paper, draw a sheep face and two rectangular strips.
(Allow students time to draw. Walk around to ensure students are drawing the face and strips correctly.)

- Cut Out the Shapes:

Cut out the sheep face and the two rectangular strips.
(Help students to cut out the sheep face. Remind them to ask for help if they need it.)

- Paste the Rectangular Strips:

Now, paste the two rectangular strips on the coloured paper. These will be the sheep's legs.
(Walk around to ensure students are gluing the strips correctly.)

- Make the Sheep's Body:

Use cotton to create the fluffy body of the sheep. Take small pieces of cotton and glue them around the sheep's body.
(Give them time to glue the cotton onto their sheep.)

- Finish the Face:

Paste the sheep face at the top of the body. Use googly eyes to complete the face.
(Walk around and assist students as they finish the faces and glue the eyes. Encourage students to add any final details to their crafts.)
Teacher: Wonderful work, everyone. Your sheep craft is now complete.
Teacher: While you are working, remember that the process of sorting materials and following steps to create something is a form of data handling. You are organizing and managing the materials to make something meaningful.
Teacher: What a wonderful job, everyone. You all created your own sheep craft. As you worked, you practised sorting and organizing, just like we do with data.
(Let students share their experience of creating the sheep craft.)
Teacher: As you worked on your crafts, you practised important skills like sorting and organizing, just like we do with data. By organizing your materials, following steps and creating something from those materials, you applied the same principles we use in Data Handling.
Teacher: Data handling is not just about counting or sorting objects. It is about organizing things around us - whether it is materials, ideas or even information. Organizing helps us understand and work with things in a way that is easy and useful, just like you did with your craft today. I will meet you in the next period.

Differentiated Activities

110 km/hr

Observe how many chairs in the class are empty and how many are occupied. Draw a table in your notebook to record it.

80 km/hr

Observe how many classmates are writing with their right hand and how many with their left hand. Draw a table in your notebook to record it.

40 km/hr

Look around and count how many desks are there in the classroom. Draw a table in your notebook to record it.

Home Task

Ask your parent what they packed in your lunchbox for the last five days. Make a list of all the food items you had each day. Then, count how many times each food item was packed during the week. Draw a table in your notebook to organise this data clearly.

Period 6

SHOULD DO
10 MIN.

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

(Let students respond.)

Teacher: Today, we will start with a small observation activity. We are going to look at our school bags.

Teacher: What kind of bag do you have? Does it have a cartoon character, an animal, a plain colour or some other design?

(You may look at your own bag and your partner's bag to check the type of design. You may quietly turn and observe without leaving your place.)

Teacher: I will name each type. Raise your hand when I say the one that matches your bag.

- Cartoon character
- Animal picture
- Plain colour
- Stripes or patterns

(You may draw four columns on the board and use smileys for denoting each type of bag as students respond.)

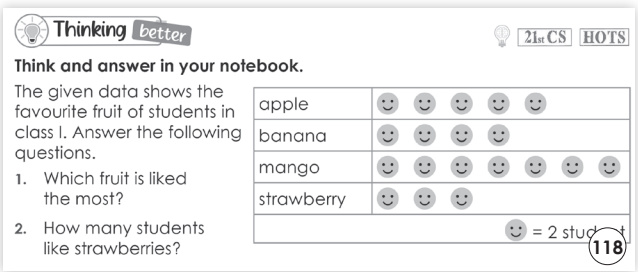
Teacher: Now let us count. Which bag type do most students have? Which is the least?

(Let students confirm the answers.)

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

Teacher: Good work. You all were so observant. Let us clap for ourselves and our partners.

Thinking better


Thinking better

21st CS HOTS

Think and answer in your notebook.

The given data shows the favourite fruit of students in class I. Answer the following questions.

1. Which fruit is liked the most?
2. How many students like strawberries?

apple	☺ ☺ ☺ ☺ ☺
banana	☺ ☺ ☺ ☺
mango	☺ ☺ ☺ ☺ ☺ ☺ ☺
strawberry	☺ ☺ ☺

☺ = 2 students

118

MUST DO
15 MIN.

Teacher: Now, let us open our main coursebook to page number 118 to the 'Thinking better' section. Can you see the data?

(Point to the data in the 'Thinking better' section and let students confirm.)

Teacher: The given data shows the favourite fruit of students in class I.

Teacher: We have apples, bananas, mangoes and strawberries. The smiley faces represent how many students like each fruit. Remember, one smiley represents 2 students.

Teacher: We will use this data to answer some questions. Are you ready? Let us think and answer together.

Students: Yes, teacher.

Teacher: Which fruit is liked the most?

(Wait for responses from the students.)

Teacher: Yes, the fruit with the most smiley faces is the one liked the most. Most students like Mango.

Teacher: Can you raise your hand if you like mango?

(Let students raise their hands to confirm.)

Teacher: How many students like strawberries?

(Wait for students to count the smiley faces for strawberries.)

Teacher: Great job. By counting the smiley faces, we can tell that 6 students like strawberries.

Teacher: Now, I want you to think and answer. Which fruit is liked the least?

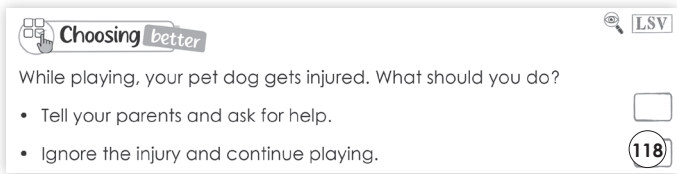
Write the answer in your notebook.

(Walk around the class to ensure that students are writing the answers in their notebooks. Discuss the answer.)

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

Teacher: Well done, everyone. You all are so good at looking at the information and counting or sorting things to understand them better.

Choosing better


Choosing better

LSV

While playing, your pet dog gets injured. What should you do?

- Tell your parents and ask for help.
- Ignore the injury and continue playing.

118

MUST DO
15 MIN.

Teacher: Now, let us move on to the 'Choosing better' section on the same page.

(You may read the scenario aloud to the class. Let them follow along.)

Teacher: While playing, your pet dog gets injured. What should you do?

- Option 1: Tell your parents and ask for help.
- Option 2: Ignore the injury and continue playing.

(Let students think and reflect.)

Teacher: I want you to think carefully about what you would do in this situation. What would be the right thing to do?

(Encourage students to share their thoughts and discuss why it is important to ask for help in situations like this.)

Teacher: Yes. The best choice is to tell your parents and ask for help. It is important to take care of our pets and make sure they are okay.

Teacher: Now, let us share one kind thing that we do every day to take care of our pets. If you don't have a pet, you can share about one kind thing you do to care for animals, like cats, dogs or other animals in your neighborhood.

(Let students reflect and share their thoughts with their partners.)

Teacher: Great work today, everyone. You learnt how to use data to answer questions and make decisions.

Teacher: Remember, sorting and counting help us understand things better and using this information helps us make good choices, just like we did in the Choosing better activity.

Teacher: Keep practicing these skills and you will see how helpful they are in many areas of our life.

Differentiated Activities

110 km/hr

Refer to the fruit chart from the 'Thinking better' section on page number 118.

- Write the number of students that like each fruit. Record the data in a table in your notebook.

80 km/hr

There are 10 red balls, 7 blue balls and 5 green balls in a basket. Record the data in a table in your notebook. Then, answer:

- Which colour ball is the least?
- If 3 more green balls are added, how many green balls will there be?

40 km/hr

On a rainy day, 5 students brought umbrellas and 2 students wore raincoats. Record the data in a table in your notebook. Then, answer:

- Which object was used more?
- Which object would you prefer in the rainy season?

Home Task

Organise your toys at home by sorting them into two groups: soft toys and hard toys. Draw a table to organise the data.

Period 7

SHOULD DO
10 MIN.

Teacher: Good morning, everyone. Let us begin today's class with something fun and interesting.

Teacher: Can you tell me which month your birthday comes in?

(Let a few students respond.)

Teacher: Great. I will call out the months one by one. If your birthday is in that month, raise your hand.

Teacher: January? February? March?

(You may continue through to December. Draw a simple table with the months of the year listed on the blackboard. As students respond, add tally marks next to each month.)

Teacher: Look around and see how many friends share the same birthday month as you.

(Inform students that each tally mark denotes 1 person. When we reach five people, we draw the fifth tally mark across the first four lines like this: one, two, three, four — and the fifth one goes across to make a group. That makes it easier to count.)

Teacher: Now, count with me as I add the tally marks.

Teacher: Now, let us look at the chart we created together. Which month has the most birthdays?

(Guide students to calculate the tally marks along with you.)

Teacher: And which month has the least?

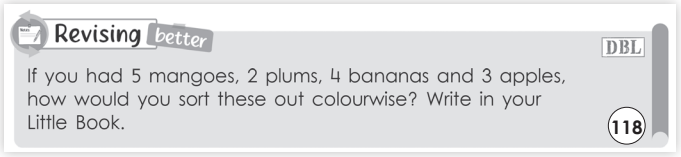
(Let students observe the table on the blackboard and answer.)

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

Teacher: Amazing work. We collected information and put it in a chart to answer questions. We will keep learning more fun ways to do this.

A note to the Teacher: Please do not erase the birthday data from the board, as students will need to analyse the data and answer questions later in the period.

Revising better



MUST DO
15 MIN.

Teacher: Let us open our main coursebooks to the 'Revising better' section on page number 118.

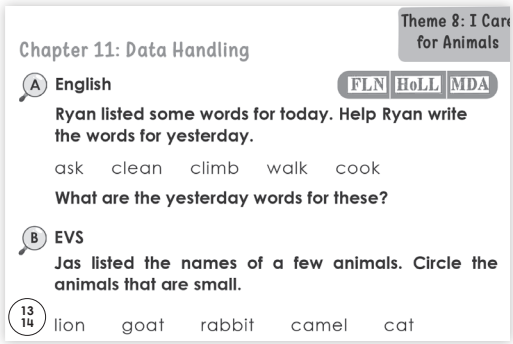
(Bring students' attention to the 'Revising better' section. Let them read it quietly.)

Teacher: Now, let us read the statement loud and clear.

(You may ask a student to read the statement. Let other students follow along. Guide them to think about how they would sort the fruits colour wise. Let them think and respond. Guide them to draw a table and organise the data in their little book. Afterward, let the students share their work with a partner.)

Teacher: Well done, everyone. By sorting and counting the fruits, we are handling data just like we did before.

Book of Holistic Teaching


Theme 8: I Care for Animals

Chapter 11: Data Handling

A English

FLN HoLL MDA

Ryan listed some words for today. Help Ryan write the words for yesterday.

ask clean climb walk cook

What are the yesterday words for these?

B EVS

Jas listed the names of a few animals. Circle the animals that are small.

13 14

lion goat rabbit camel cat

Teacher: Now, let us move to the English activity from the Book of Holistic Teaching.

COULD DO

15 MIN.

(You may write the question on the blackboard. Let students read the question. Point to the list of words for today.)

Teacher: Here is a list of words for today - ask, clean, climb, walk and cook.

Teacher: Ryan needs help writing the words for yesterday. Can you think of what the past tense of these words would be?

(Give students time to think and write their answers in their notebook.)

Teacher: Let us discuss the answers together.

- ask becomes asked
- clean becomes cleaned
- climb becomes climbed
- walk becomes walked
- cook becomes cooked

Teacher: Great job. This activity helped you practise how to form past-tense words, which is important in everyday conversations and storytelling.

Teacher: Now, let us move to the EVS activity.

(You may write the question on the blackboard. Let students read and write the question in their notebook.)

Teacher: Jas has listed the names of a few animals: lion, goat, rabbit, camel and cat. Let us circle the animals that are small.

(Let students complete the exercise in their notebook.)

Teacher: Let us check the answers together. Who would like to share the correct answer?

(Let students respond.)

Teacher: Correct. The rabbit and cat are small animals.

Teacher: Great work, everyone. By sorting and identifying the small and the big animals, you are practising data handling in a fun and interactive way.

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

Teacher: Fantastic work today, everyone. You have done a wonderful job of sorting, counting and interpreting data.

Teacher: Remember, Data Handling is not only about sorting objects, it is about organizing information in a way that helps us understand it better and make good decisions.

Teacher: Keep practicing these skills and soon you'll be experts in sorting and organizing data in many different ways.

Differentiated Activities

110 km/hr

Create your own question to ask your friends (e.g., 'Do you like apples or bananas?') and record answers of 5 friends in a table in your notebook.

80 km/hr

Sort the months of birthdays into 'First half of the year' and 'Second half of the year'. Make two lists. Record the data in a table in your notebook.

40 km/hr

Look at the birthday table on the blackboard. How many total birthdays were in January, February and March? Create a table and record it in your notebook.

Home Task

Observe the weather each day for 7 days. Write down if the day was sunny, cloudy, rainy or windy. Create a table to organise your observations. Discuss with your parents.

Period 8

Teacher: Good morning, everyone. Let us begin today's class with a quiet activity using our eyes and our minds.

MUST DO

10 MIN.

Teacher: We are going to look around the classroom and observe some common things. Be very quiet and do not get up from your seat.

(You may look carefully around the classroom and observe the number of each item I say.)

Teacher: I will name one object at a time. Count how many you see and raise your hand to tell me your answer. Remember to count each item slowly and carefully

- Fans
- Windows
- Doors
- Boards
- Tables
- Chairs

(You may draw a table on the blackboard with the names of these objects. As students raise their hands, add tally marks next to each object.)

Teacher: Now, let us count the tally marks for each object. How many students saw 4 fans? How many saw 1 board?

Teacher: Which object do we have the most of? Which object do we have the least?

(Let students confirm the answers.)

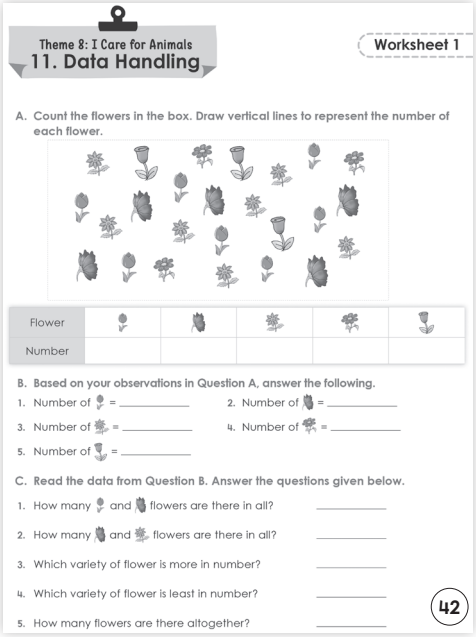
Teacher: Great work.

Teacher: Today, we will be solving some interesting worksheets. They are 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?

Students: Yes.

Teacher: Wonderful. Let us begin.



Theme 8: I Care for Animals
11. Data Handling

Worksheet 1

A. Count the flowers in the box. Draw vertical lines to represent the number of each flower.

Flower					
Number					

B. Based on your observations in Question A, answer the following.

1. Number of = _____
2. Number of = _____
3. Number of = _____
4. Number of = _____
5. Number of = _____

C. Read the data from Question B. Answer the questions given below.

1. How many and flowers are there in all? _____
2. How many and flowers are there in all? _____
3. Which variety of flower is more in number? _____
4. Which variety of flower is least in number? _____
5. How many flowers are there altogether? _____

42

(Instruct students to open Worksheet 1 on page number 42.)

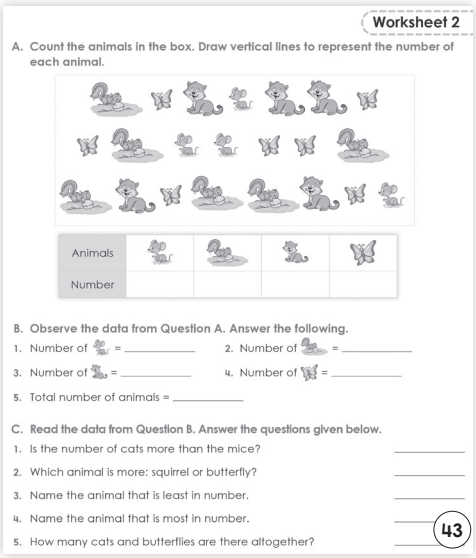
Teacher: Let us solve exercises A, B and C. I am sure you all know the answers. Read the questions carefully. Once done, we will discuss the answers.

COULD DO
15 MIN.

Students: Okay, teacher.

(Allow students to think and write the answers.)

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



Worksheet 2

A. Count the animals in the box. Draw vertical lines to represent the number of each animal.

Animals				
Number				

B. Observe the data from Question A. Answer the following.

1. Number of = _____
2. Number of = _____
3. Number of = _____
4. Number of = _____
5. Total number of animals = _____

C. Read the data from Question B. Answer the questions given below.

1. Is the number of cats more than the mice? _____
2. Which animal is more: squirrel or butterfly? _____
3. Name the animal that is least in number. _____
4. Name the animal that is most in number. _____
5. How many cats and butterflies are there altogether? _____

43

Teacher: Okay, students. Let us move to Worksheet 2 on Page 43 and solve exercises A, B and C.

MUST DO
15 MIN.

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

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

Teacher: Today, we observed real things, collected answers and found useful information. You all have understood this topic very well. Well done, students. You have worked very hard today and completed your worksheets with great focus.

Differentiated Activities

110 km/hr

Count how many classmates have water bottles placed near their seats and how many do not. Record the data in a table in your notebook. Which is more?

80 km/hr

Count how many classmates have pencil boxes open and how many have them closed. Record and compare using a table in your notebook.

40 km/hr

Count how many students are sitting in your own row. Record using a table and write the number.

Home Task

Stand near a window and observe outside. Count how many birds, trees and vehicles you can spot. Record the numbers neatly in your notebook. Write which one you saw the most.

Period 9

Teacher: Hello Students. How is everyone?

SHOULD DO
10 MIN.

(Let students respond. Encourage them to share how they are feeling.)

Teacher: Look at the calendar hanging in the room. We are going to collect data from it.

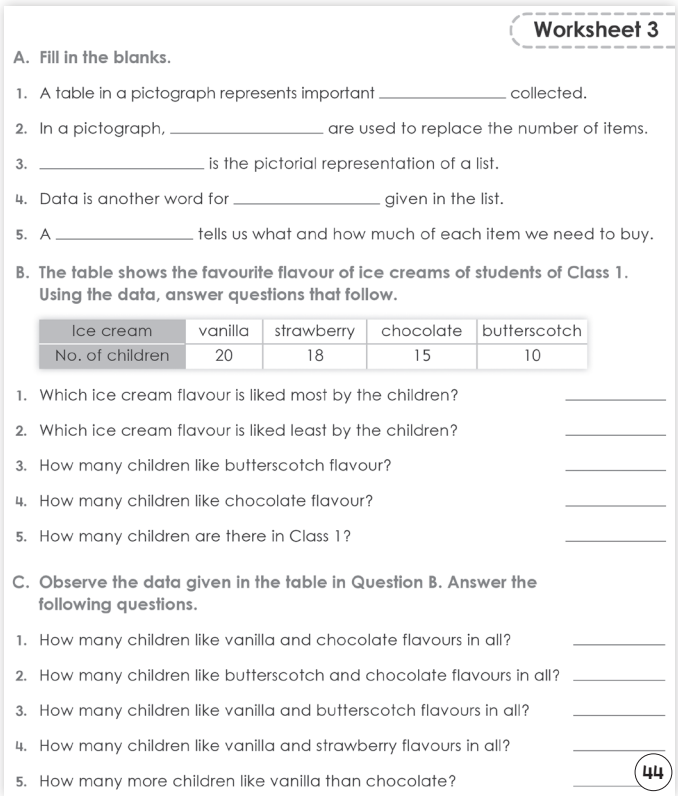
(You may show the month's calendar to the students. Ensure that each student is able to see it clearly. Then, draw a table on the board with columns for Sunday, Monday, Tuesday, etc. Fills tally marks for each as the students count together.)

Teacher: Let us closely observe the calendar and fill in the data.

Teacher: Now, let us count the tally marks for each day. Which day occurs the most this month?

(Let students confirm their answer.)

Teacher: You were quiet and observant. Wonderful work, everyone.



Worksheet 3

A. Fill in the blanks.

1. A table in a pictograph represents important _____ collected.
2. In a pictograph, _____ are used to replace the number of items.
3. _____ is the pictorial representation of a list.
4. Data is another word for _____ given in the list.
5. A _____ tells us what and how much of each item we need to buy.

B. The table shows the favourite flavour of ice creams of students of Class 1. Using the data, answer questions that follow.

Ice cream	vanilla	strawberry	chocolate	butterscotch
No. of children	20	18	15	10

1. Which ice cream flavour is liked most by the children? _____
2. Which ice cream flavour is liked least by the children? _____
3. How many children like butterscotch flavour? _____
4. How many children like chocolate flavour? _____
5. How many children are there in Class 1? _____

C. Observe the data given in the table in Question B. Answer the following questions.

1. How many children like vanilla and chocolate flavours in all? _____
2. How many children like butterscotch and chocolate flavours in all? _____
3. How many children like vanilla and butterscotch flavours in all? _____
4. How many children like vanilla and strawberry flavours in all? _____
5. How many more children like vanilla than chocolate? _____

44

Teacher: Now, let us get back to our worksheets. Let us move to Worksheet 3 on Page 44 and solve exercises A, B and C.

MUST DO

15 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.

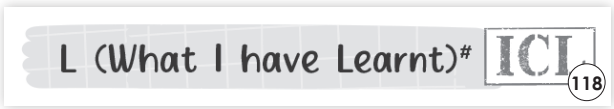
L (What Have I Learnt)

MUST DO

15 MIN.

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 data handling 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 job. You have all done a great job understanding the concepts of Data Handling. I hope you are feeling confident about what we have learnt.

Teacher: Well done, everyone. You all did an amazing job today.

Teacher: By sorting and counting, we practised Data Handling in a fun and meaningful way. You learned how to organise information and understand it better, whether it was fruits, toys or animals.

Teacher: Remember, sorting and counting are powerful tools that help us organise the world around us and make it easier to understand.

Teacher: Keep practicing these skills and you will become experts in handling data.

Teacher: Great work today. Let us give ourselves a big round of applause for all the effort and learning. See you in the next class.

Differentiated Activities

110 km/hr

In your notebook, draw a simple table with three columns: Morning, Afternoon and Evening. Think of an activity you do during each part of the day. Now, imagine how many times you did each activity in a week. Fill the numbers in your table and circle the part of the day when you were the busiest.

80 km/hr

Make a simple table in your notebook to record how many students have black water bottles and how many have any other colour. Which is more?

40 km/hr

Count how many students are sitting in each row. Write the number row-wise in your notebook and find out which row has the most students.

Home Task

Choose any room in your house. Find and count how many of each item you can see (for example, pillows, chairs, boxes). Organise the data in a table. Discuss with your parents.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	• develop fine motor skills and demonstrate coordination and control while sorting, grouping and crafting with real objects and materials during data-based activities.
Socio-Emotional and Ethical Development	• demonstrate care, empathy and responsibility while discussing how to take care of pets and animals. • show teamwork and cooperation while organising data together during class games and activities.
Cognitive Development	• classify and categorise objects, animals and other items based on countable features accurately. • organise, represent and interpret simple data using tables, tally marks and charts. • develop analytical thinking by comparing quantities, finding patterns and making decisions based on collected data.
Language and Literacy Development	• describe processes of data collection and interpretation using appropriate vocabulary, and explain choices and patterns through oral and written discussions.
Aesthetic and Cultural Development	• appreciate the beauty and diversity of animals while handling data related to living beings. • express creativity while presenting data neatly and designing pictorial representations like tables and charts.
Positive Learning Habits	• show curiosity and critical thinking by asking questions, interpreting data independently and reflecting on group tasks with focus and care.

Starry Knights

Was it fun teaching data handling to the young learners? Mention an incident that made it worth the effort.

Commendable, indeed.. Reward yourself a STAR.