

## Lesson-12: Time and Money

Theme 9:  
I Keep Safe

12 Periods (40 minutes each)



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



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

Affirming better

I help my parents arrange my books.

### Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to understand time through daily routines and clocks.
- to identify and use Indian currency in real-life situations.
- to compare and sequence events using time-related vocabulary.
- to apply counting skills in the context of money.
- to express mathematical ideas through pictures and discussions.
- to develop responsibility and cooperation in daily tasks.
- to solve real-life problems using time and money concepts.

### Methodology

#### Period 1

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

SHOULD DO

5 MIN.



**Teacher:** Today we will start a new chapter 'Time and Money'.

**Teacher:** Can anyone tell me what we use to see the time?

**Teacher:** Yes, a clock or a watch.

**Teacher:** And what do we use to buy things?

**Teacher:** Correct, we use money.

**Teacher:** Well done. Let us begin with a positive thought. Please look at 'Affirming better' section given on page 119.

#### Affirming better

Affirming better I help my parents arrange my books. PLF 119

**Teacher:** Our affirmation for today is 'I help my parents arrange my books.'

SHOULD DO

5 MIN.



**Teacher:** Why do you think arranging books is important?

**Teacher:** Yes, it helps us find our books quickly.

**Teacher:** When do you arrange your books – in the morning or at night?

**Teacher:** Good. Some of us do it before school, some at night.

**Teacher:** What else do you do to help your parents?

**Teacher:** Very thoughtful answers. Let us all say the affirmation together, 'I help my parents arrange my books.'

**Teacher:** We will begin a new chapter, Time and Money. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same format in your notebooks.

SHOULD DO

10 MIN.



K	W	L

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

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

#### Kinaesthetic

##### Kinaesthetic

Work in groups of 3. One student will say 'January,' the next will say 'February' and so on. Take turns saying the names of the months in order.

119

**Teacher:** Open your Main Coursebook to page 119. Look at the kinaesthetic activity.

**MUST DO**


10 MIN.

**Teacher:** Form groups of three. Take turns to say the names of months in order.

**Teacher:** For example, one of you will say 'January', the next will say 'February' and so on.

**Teacher:** Let us see which group remembers all the months correctly.

**Teacher:** Excellent effort, everyone. Let us move to Auditory activity.

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

### Auditory

#### Auditory\*

Listen to your teacher carefully. Answer the questions.

119

**Teacher:** Now, listen carefully as I read out a set of questions.

**MUST DO**

5 MIN.

**Teacher:** Sam had a small jar with 50 rupees inside. She wants to buy a toy car at the store, but the toy car cost 200 rupees. Sam decided to save money. After a few months she counted the amount again. Finally, she had enough to buy the toy car she wanted. Answer the following questions.

1. How much money did Sam have in total after saving for months?
2. How much money did Sam save for her car?

### Pictorial

#### Pictorial PS

Match the activities with the time when they happen.



morning

night

119

**Teacher:** Open your books to page 119 and look at the pictures of Lina in the Pictorial activity.

**Teacher:** Let us match the pictures to the time when the activity happens.

**Teacher:** Is Lina brushing her teeth in the morning or at night?

**Teacher:** Yes, morning. We should brush our teeth twice a day, once in the morning and once in the night.

**Teacher:** What do you think—is the Leena sleeping at night or in the morning?

**MUST DO**

5 MIN.

**Teacher:** Right, night.

**Teacher:** Now, match the remaining two pictures with the correct time in the same way.

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

**Teacher:** Well done, everyone. Let us have a huge round of applause for your hard work today. See you in the next class

### Differentiated Activities

#### 110 km/hr



Draw four activities you do from morning to night. Write the time for each activity.

#### 80 km/hr



Draw and label two activities you do before going to school and two activities you do after coming back.

#### 40 km/hr



Write one activity you do in the morning and one you do at night. Write the time for each activity.

### Home Task

Draw two activities you do during the day and label them with the correct time.

### Period 2

**SHOULD DO**

5 MIN.

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

**Teacher:** Let us begin today's class with a fun activity. I will say something, and you tell me when you do it – in the morning, afternoon or night. Ready?

**Teacher:** You brush your teeth. When do you do it?

**Teacher:** Yes, we brush our teeth in the morning and at night.

**Teacher:** You eat lunch. When do you do it?

**Teacher:** Correct, we eat lunch in the afternoon.

**Teacher:** You go to sleep. When do you do it?

**Teacher:** Right, we go to sleep at night.

**Teacher:** Well done. We all do different things at different times of the day. That is why knowing about time is important.

### Interacting better

#### Interacting better

ICL

At what time do you wake up in the morning? Discuss with your partner. Do you both wake up at the same time?

120

**Teacher:** Everyone please look at the 'Interacting better' section.

**Teacher:** At what time do you wake up in the morning? Think for a moment.

**Teacher:** Now, turn to your partner and share your answers.

**Teacher:** Do you both wake up at the same time? Discuss.

**MUST DO**

5 MIN.

**Teacher:** Now, raise your hand if you and your partner have different times.

**Teacher:** Very nice. We all have different routines, and that is perfectly fine.



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

**Teacher:** Let us now read a story about some of our friends enjoyed their play time and also used their time wisely.

**Teacher:** Before we begin, think and tell me—if you have one hour to play, which game or activity will you choose to do first?

**Teacher:** Yes, some children might play running games, while others may choose to read or draw.

**Teacher:** Why do you think it is important to know how much time we have?

**Teacher:** Correct, because it helps us plan what we can do and enjoy our time fully.

**Teacher:** Please open your Main Coursebook to page 120.

**Teacher:** Read the story silently. Take your time. If you find any new words, raise your hand and I will help you.

**Teacher:** What game did the children play?

**Teacher:** Yes, hide and seek.

**Teacher:** How long did they play?

**Teacher:** Good, one hour.

**Teacher:** What happened after the game?

**Teacher:** They had snacks.

**Teacher:** If they had spent too long playing, what could they have missed?

**Teacher:** Yes, they might have missed the snack break or become tired. Very thoughtful answer.

**Teacher:** Let us do an activity now.

Draw a clock in the notebook that shows the time you go out to play.

**COULD DO**

10 MIN.

**Teacher:** Inside the clock, draw what you usually play at that time. You may discuss it with your partner.

**Teacher:** Then, next to it, draw a second clock showing the time you come back inside.

**Teacher:** Below both clocks, write one sentence each about why you like that time of the day.

**Teacher:** Use colours and be creative. I will walk around and see your work.

**Teacher:** Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next class.

### Differentiated Activities

**110 km/hr**



Write four sentences about what you do in the morning, afternoon, evening, and night. Use the words 'In the morning', 'In the afternoon', etc., to begin each sentence.

**80 km/hr**



Complete the sentences using the correct part of the day – morning, afternoon, evening, or night.

1. I go to school in the \_\_\_\_\_.
2. I eat lunch in the \_\_\_\_\_.
3. I watch television in the \_\_\_\_\_.

**40 km/hr**



Circle the correct time of day for each action:

- You
- Morning / Afternoon
- You go to sleep. (Evening / Night)

### Home Task

Draw one clock showing 4 o'clock. Next to it, draw an activity you usually do at that time. Below the drawing, write one sentence explaining why that activity is important to you.

### Period 3

**Teacher:** Good morning students.

How are you all today?

**SHOULD DO**

5 MIN.

**Teacher:** Today we will learn how to read the time on a clock.

**Teacher:** Can anyone tell me why it is important to learn how to read a clock?

**Teacher:** Yes, very good! Knowing the time helps us plan our day and know when to do things like eat, study or play.

**Teacher:** If you do not know the time, it becomes hard to manage your activities, like getting to school or sleeping on time.

**Teacher:** So, learning to read a clock helps us be on time for everything important. Now, let us get started.

## Reading Time

### READING TIME

A **clock** tells us the **time**. The numbers 1 to 12 are written on the face of the clock. A clock has two hands.

The **long hand** is the **minute hand**.

The **short hand** is the **hour hand**.

The hour hand moves from one number to the next in 1 hour.

The minute hand completes one round of the clock in 1 hour.



Look at the clock. Both the hour and minute hands are on 12. The time is 12 o'clock.

In this clock, the minute hand is at 12. The hour hand is at 5. So, the time is 5 o'clock.

**5 o'clock can also be written as 5:00.**



**Teacher:** Look at the clock shown here. This is a clock with two hands.

The minute hand is the long hand, and the hour hand is the short hand.

**Teacher:** When the minute hand is on 12 and the hour hand is on a number, that tells us the time.

**Teacher:** For example, if the hour hand is on 5 and the minute hand is on 12, the time is 5 o'clock.

**Teacher:** Can anyone tell me what time it is if the minute hand is on 12 and the hour hand is on 3?

**Teacher:** Yes, that is correct. The time is 3 o'clock. (Discuss more examples with students.)

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

### MUST DO

10 MIN.



### 1 Lina does different activities at different times of the day.

a. Write the time in two different ways, as shown.

i. gets up

ii. goes to school

iii. returns from school



6 o'clock  
6:00



b. Draw the hands of the clock, as shown.

i. goes to play

ii. eats dinner

iii. goes to bed



4 o'clock  
4:00



9 o'clock  
9:00



10 o'clock  
10:00

121

**Teacher:** Now, open your books to page 121. Let us solve Exercise 1.

**Teacher:** First, look at the clocks shown. For each clock, you need to write the time in two different ways:

- In words (for example: 6 o'clock)
- In numbers (for example: 6:00)

**Teacher:** Start with the first clock. What time does it show?

### MUST DO

10 MIN.



**Teacher:** Yes, it is 6 o'clock or 6:00. Now try the other clocks by yourself.

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

**Teacher:** Now, let us do a fun activity where you will practise drawing the clock.

### SHOULD DO

15 MIN.




**Teacher:** I will give you a few different times, and you need to draw the clock showing that time.

**Teacher:** For example, if I say '3 o'clock,' draw a clock with the minute hand on 12 and the hour hand on 3.

**Teacher:** Now, I want you to draw the time for the following:

1. 7 o'clock
2. 9 o'clock
3. 2 o'clock
4. 10 o'clock

**Teacher:** After drawing each clock, write the time in both words and numbers below each drawing.

 You may show the **Know it Right** given on the digital platform.

**Teacher:** Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next class.

## Differentiated Activities

### 110 km/hr



Create your own daily timetable. Choose any five times from your day (e.g., 7 o'clock, 8 o'clock, 10 o'clock, 1 o'clock, 8 o'clock) and write what you do at each time. Use both numbers and words in your sentences. For example:

At 7 o'clock in the morning, I wake up. At 1 o'clock in the afternoon, I eat lunch.

### 80 km/hr



Write three sentences to describe what you do at 8 o'clock, 12 o'clock, and 6 o'clock. For example: At 8 o'clock, I go to school.

### 40 km/hr



Fill in the blanks with the correct time.

1. I go to school at \_\_\_\_\_.
2. I eat lunch at \_\_\_\_\_.
3. I go to sleep at \_\_\_\_\_.

(Options: 8 o'clock, 12 o'clock, 9 o'clock).

(Modify the options as required.)

## Home Task

Imagine you are planning a fun day with your family. Draw a picture of your family doing four different activities during the day (e.g., playing, eating, studying or resting). For each activity, draw a clock showing the time and write the time in both words and numbers.



## Period 4

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

**Teacher:** Today, we are going to talk about the days of the week.

**Teacher:** Can anyone tell me which is the first day of the week?

**Teacher:** Yes, Monday is the first day of the week.

**Teacher:** Now, which is the last day of the week?

**Teacher:** Correct, Sunday is the last day of the week.

**Teacher:** Let us all sing the days of the week song to help us remember them.

**Teacher:** Start with Monday, and keep going till Sunday.  
Ready? Let us sing together:

There are seven days in a week,

Let us all give them a peek.

Monday's first, then comes Tuesday,

Wednesday, Thursday, and Friday's play!

Saturday is fun, and Sunday's rest,

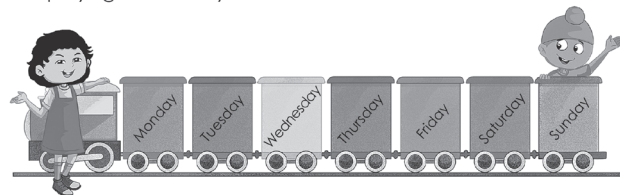
These are the days we love the best.

**Teacher:** Well done. This will help us remember the days of the week.

### Days of the Week

#### DAYS OF THE WEEK

Today is Sunday. Lina and her friends are at Lina's house. They are playing with a day-train.



There are 7 days in a week.

**Monday** is the **first day** of the week.

**Sunday** is the **last day** of the week.

Monday to Friday are weekdays. Saturday and Sunday are the weekend.

Sunday is named after me. It is a fun day.



122

**Teacher:** Now, look at the picture on page 122. We can see a colourful train, where each train car has a different day written on it.

**Teacher:** We will learn the names of the days.

**Teacher:** Can anyone tell me what day comes after Monday?

**Teacher:** Yes, Tuesday.

**Teacher:** What day comes before Sunday?

**Teacher:** Yes, Saturday.

**Teacher:** So, the days of the week go in this order: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday.

**Teacher:** Let us now look at the exercise in the book. Write the names of the days based on the clues given.

SHOULD DO

5 MIN.



LOTS

② Write the names of the following days of the week.

a. first day \_\_\_\_\_ b. sixth day \_\_\_\_\_

c. third day \_\_\_\_\_ d. seventh day \_\_\_\_\_

122

e. second day \_\_\_\_\_ f. fifth day \_\_\_\_\_

**Teacher:** Open your books to page 122 and look at the exercise titled 'Write the names of the following days of the week.'

**Teacher:** Fill in the blanks with the correct days of the week based on the clues given.

**Teacher:** For example: The first day is Monday. The second day is Tuesday, and so on.

**Teacher:** Complete this exercise by yourself, and I will walk around to help if needed.

**Teacher:** Imagine each day of the week have special characteristics.

For example, Monday might love to plan and get ready for the week, while Saturday might love to play and relax.

**Teacher:** Pick a day and create your own day character.

**Teacher:** Draw your character, give them a name, and tell me what they love to do on their special day. For example: Monday loves to study and prepare for the week ahead.

**Teacher:** Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next class.

MUST DO

15 MIN.



COULD DO

10 MIN.



### Differentiated Activities

110 km/hr



Create a week-long schedule where you list one special activity for each day of the week. Write a short description for each activity and draw an image for each day.

80 km/hr



Design a 'days of the week' chart on a piece of paper. Label each day of the week and write about one fun activity you do on that day. Add a picture to show the activity.

**Teacher:** Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next class.

40 km/hr



Write the days of the week in your notebook.

### Home Task

Draw 7 ships, one for each day of the week. For each ship, draw an activity you do on that day and write the name of the activity next to it. Use colours and make each ship unique.

## Period 5

**Teacher:** Good morning students.  
How are you?

**Teacher:** Let us revise 'Days of the Week' as a quick warm-up.

**Teacher:** I will ask some questions about the days of the week, and you will answer. Ready?

**Teacher:** What is the first day of the week?

**Teacher:** Yes, Monday.

**Teacher:** What is the last day of the week?

**Teacher:** Correct, Sunday.

**Teacher:** Great. Let us now move on to learning about the months of the year.

### Months the Year

#### MONTHS OF THE YEAR

Maria sees a big calendar in Lina's living room. She asks Lina, "What are these?"

Lina's Aita says, "These are the months of a year. There are **12 months** in a year."

- There are 365 days in a year.
- January, March, May, July, August, October and December have 31 days each.
- April, June, September and November have 30 days each.
- February has either 28 or 29 days.

<p>&lt; JANUARY &gt;</p> <p>S M T W T F S</p> <p>1</p> <p>2 3 4 5 6 7 8</p> <p>9 10 11 12 13 14 15</p> <p>16 17 18 19 20 21 22</p> <p>23 24 25 26 27 28 29</p> <p>30 31</p>	<p>&lt; FEBRUARY &gt;</p> <p>S M T W T F S</p> <p>1 2 3 4 5</p> <p>6 7 8 9 10 11 12</p> <p>13 14 15 16 17 18 19</p> <p>20 21 22 23 24 25 26</p> <p>27 28</p>	<p>&lt; MARCH &gt;</p> <p>S M T W T F S</p> <p>1 2 3 4 5</p> <p>6 7 8 9 10 11 12</p> <p>13 14 15 16 17 18 19</p> <p>20 21 22 23 24 25 26</p> <p>27 28 29 30 31</p>	<p>&lt; APRIL &gt;</p> <p>S M T W T F S</p> <p>1 2</p> <p>3 4 5 6 7 8 9</p> <p>10 11 12 13 14 15 16</p> <p>17 18 19 20 21 22 23</p> <p>24 25 26 27 28 29 30</p>
<p>&lt; MAY &gt;</p> <p>S M T W T F S</p> <p>1 2 3 4 5 6 7</p> <p>8 9 10 11 12 13 14</p> <p>15 16 17 18 19 20 21</p> <p>22 23 24 25 26 27 28</p> <p>29 30 31</p>	<p>&lt; JUNE &gt;</p> <p>S M T W T F S</p> <p>1 2 3 4</p> <p>5 6 7 8 9 10 11</p> <p>12 13 14 15 16 17 18</p> <p>19 20 21 22 23 24 25</p> <p>26 27 28 29 30</p>	<p>&lt; JULY &gt;</p> <p>S M T W T F S</p> <p>1 2 3 4 5</p> <p>6 7 8 9 10 11 12</p> <p>13 14 15 16 17 18 19</p> <p>20 21 22 23 24 25 26</p> <p>27 28 29 30 31</p>	<p>&lt; AUGUST &gt;</p> <p>S M T W T F S</p> <p>1 2 3 4 5 6</p> <p>7 8 9 10 11 12 13</p> <p>14 15 16 17 18 19 20</p> <p>21 22 23 24 25 26 27</p> <p>28 29 30 31</p>
<p>&lt; SEPTEMBER &gt;</p> <p>S M T W T F S</p> <p>1 2 3</p> <p>4 5 6 7 8 9 10</p> <p>11 12 13 14 15 16 17</p> <p>18 19 20 21 22 23 24</p> <p>25 26 27 28 29 30</p>	<p>&lt; OCTOBER &gt;</p> <p>S M T W T F S</p> <p>1</p> <p>2 3 4 5 6 7 8</p> <p>9 10 11 12 13 14 15</p> <p>16 17 18 19 20 21 22</p> <p>23 24 25 26 27 28 29</p> <p>30 31</p>	<p>&lt; NOVEMBER &gt;</p> <p>S M T W T F S</p> <p>1 2 3 4 5</p> <p>6 7 8 9 10 11 12</p> <p>13 14 15 16 17 18 19</p> <p>20 21 22 23 24 25 26</p> <p>27 28 29 30</p>	<p>&lt; DECEMBER &gt;</p> <p>S M T W T F S</p> <p>1 2 3</p> <p>4 5 6 7 8 9 10</p> <p>11 12 13 14 15 16 17</p> <p>18 19 20 21 22 23 24</p> <p>25 26 27 28 29 30 31</p>

**Teacher:** Everyone please open your Main Coursebook to page 122.

**Teacher:** We are going to learn about the months of the year.

**Teacher:** There are 12 months in a year. Can anyone tell me one month?

**Teacher:** Yes, January.

**Teacher:** What is the last month of the year?

**Teacher:** Correct, December.

**Teacher:** January, March, May, July, August, October and December have 31 days each.

**Teacher:** April, June, September and November have 30 days each.

**Teacher:** February has either 28 or 29 days.

**Teacher:** Now, we will discuss what we know about these months.

**Teacher:** Let us write the names of the months of the year in the notebooks.

SHOULD DO

5 MIN.

## Poster

Maths Theme 9: I Keep Safe

# Days and Months

Days of the Week

Monday	Tuesday	Wednesday
Thursday	Friday	Saturday
Sunday		

Months of the Year

January 31 days	February 28/29 days (leap year)	March 31 days
April 30 days	May 31 days	June 30 days
July 31 days	August 31 days	September 30 days
October 31 days	November 30 days	December 31 days

Photo credits: All icons and photographs courtesy Shutterstock.com

**Teacher:** Now, let us take a look at the months and their days again from the poster.

**Teacher:** Notice the months listed along with the number of days. Let us say the months together: January, February, March and so on.

(Point to the months on the poster)

**Teacher:** Can you recall which months have 31 days?

**Teacher:** Good. January, March, May, July, August, October and December.

**Teacher:** Now, which months have 30 days?

**Teacher:** Correct, April, June, September and November.

**Teacher:** Now, let us do a meaningful activity. Think about the months of the year. Which month do you like the most and why?

**Teacher:** Draw a picture of what you like to do during that month.

**Teacher:** For example, if you like summer, you may draw a picture of yourself playing outside or swimming.

**Teacher:** Write a short paragraph below your drawing explaining why you like that month and what activities you enjoy doing during it.

**Teacher:** Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next class.

MUST DO

10 MIN.

MUST DO

15 MIN.

COULD DO

10 MIN.

## Differentiated Activities

110 km/hr



Write a paragraph about your favourite month and explain why you like it. Include the number of days it has and what you usually do during that month.

80 km/hr



Draw a calendar for any month. Write the name of the month and number of days it has.

40 km/hr



Write down the names of your friends and the months in which their birthdays fall. You can list as many friends as you like and write their birthdays next to their names.

## Home Task

Write down the names of your family members and the months in which their birthdays fall. You can list as many family members as you like and write their birthdays next to their names.

## Period 6

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

**Teacher:** Today, we are going to explore the fascinating world of money.

**Teacher:** Before we begin, let us do something fun. I will mention a month, and you will quickly tell me if it is the first or the last month of the year. Ready?

**Teacher:** January – Is it the first or the last month of the year?

**Teacher:** Yes, January is the first month of the year!

**Teacher:** December – Is it the first or the last month?

**Teacher:** That is correct! December is the last month of the year.

**Teacher:** Great job! Now that we have refreshed our memory about the months of the year, let us dive into today's lesson on money. Everyone please open page 123 in the Main Coursebook.

## Money

**MONEY**  
Lina's Mama takes Lina and her friends out for ice cream. What do they need to buy ice creams? Circle your answer with a green crayon.

- paper
- money

We need **money** to buy things.

Indian coins

1 rupee or ₹1	2 rupees or ₹2	5 rupees or ₹5	10 rupees or ₹10

Indian notes

5 rupees or ₹5	10 rupees or ₹10	20 rupees or ₹20
50 rupees or ₹50	100 rupees or ₹100	

₹ is the symbol for rupee.

123  
124



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

**MUST DO**

15 MIN.



**Teacher:** Today, we will learn all about money – how we use it, and the different types of coins and notes.

**Teacher:** Let us start by asking, what do we use money for?

**Teacher:** Yes, we use money to buy things like food, clothes, toys and more.

**Teacher:** What do we call the small coins used for buying things?

**Teacher:** Yes, those are called coins.

**Teacher:** Can anyone tell me the names of the coins we use in India?

**Teacher:** Correct! We have coins of 1 rupee, 2 rupees, 5 rupees, 10 rupees and more.

**Teacher:** Now, what do we call the bigger pieces of money that are made of paper?

**Teacher:** Yes, they are called notes.

**Teacher:** What are the different notes we use in India?

**Teacher:** Right, we have 5 rupees, 10 rupees, 50 rupees, 100 rupees and more.

**Teacher:** The symbol ₹ is used to represent rupees, which is the currency used in India.

**Teacher:** So, now we know about coins and notes. Coins are smaller and used for buying smaller items, while notes are bigger and used for bigger purchases.

**Teacher:** Now, let us look at some different coins and notes.

**SHOULD DO**

20 MIN.



**Teacher:** Can anyone tell me what this is?

**Teacher:** Yes, this is a 1-rupee coin.

**Teacher:** Now, let me show you a 10 rupee note. What is this?

**Teacher:** Correct! This is a 10 rupee note.

**Teacher:** I will show you some coins and notes. Your task is to identify them and tell me their value.

**Teacher:** For example, if I show you a 5 rupee note, you will say '5 rupees.'

**Teacher:** Let us start identifying the money. Take your time to look at the coins and notes.

**Teacher:** Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next class.

## Differentiated Activities

110 km/hr



Identify the different coins and notes. Write their value next to each one. Then, think of an item you can buy with each coin or note and explain why. For example, you might buy a pencil with a 2-rupee coin.

80 km/hr



Draw 3 different coins (1 rupee, 2 rupees, and 5 rupees) and beside each coin, write one item you could buy with it. For example, I can buy a snack with a 2-rupee coin.'

40 km/hr



Draw 2 coins and 1 note in your notebook. Write the value next to each coin or note. For example, next to the 1-rupee coin, write 1 rupee.

## Home Task

Draw 3 different coins and 2 notes in your notebook. Trace the coins and notes carefully. Write the value of each coin or note next to it. For example, write 1 rupee next to the 1-rupee coin, and 5 rupees next to the 5-rupee note.

## Period 7

**Teacher:** Good morning, students.

How are you all today?

**Teacher:** Let us begin with a quick warm-up. You all go to the shops with your parents, right?

**Teacher:** If your mother gives you a ₹2 coin to buy a pencil that costs ₹2, do you have enough money?

**Teacher:** Yes, you do.

**Teacher:** Now, imagine you want to buy a balloon for ₹7. Which coins can you use?

**Teacher:** That is right, you can use a ₹5 coin and a ₹2 coin or you can use ₹1 coins. There can be multiple combinations.

**Teacher:** If you find a ₹10 note and a ₹1 coin in your school bag, how much money do you have?

**Teacher:** Yes, ₹11.

**Teacher:** Wonderful. In real life, we often need to count different coins to buy things. Today we will learn how to count money easily.

## Counting Money

### COUNTING MONEY

To count money\*, we can:

1. **Multiply** when the notes or coins are of same value.

$$1 + 1 + 1 + 1 + 1 = 5 \times 1 = ₹5$$

2. **Add** when the notes or coins are of different values. Start by counting the notes with the highest value. Then, count from big to small to the lowest value. Add the values.

$$10 + 5 + 2 + 1 = ₹18$$

124

**Teacher:** Please open your Main Coursebook to page 124. Look at the heading

'Counting Money'.

**Teacher:** First, look at the top row. We see 5 coins of ₹1. All coins are of the same value.

**Teacher:** What is an easy way to count them?

SHOULD DO

5 MIN.



**Teacher:** Yes, we can multiply. 5 coins of ₹1 means 5 times 1, so it is ₹5.

**Teacher:** Now look at the next picture. We have ₹10, ₹5, ₹2 and ₹1.

**Teacher:** Can we multiply these?

**Teacher:** No, because they are of different values. We will add them.

**Teacher:** Start from the biggest value and go to the smallest: ₹10 + ₹5 + ₹2 + ₹1 = ₹18.

**Teacher:** Now I will draw some coins on the board. Count them and tell me the total value.


**Teacher:** If you are at a fruit shop and the apple costs ₹9, and you have ₹5, ₹2, ₹2 – can you buy the apple?


**Teacher:** Yes, because ₹5 + ₹2 + ₹2 = ₹9.


**Teacher:** Look at the coins in your book again. Think of something you can buy with ₹5. Share your ideas.


**Teacher:** Great. Let us now practise how to count coins in different ways.

**LOTS** 3 Circle the coins that add up to the price of the objects.

a.  ₹15

b.  ₹7

c.  ₹22

d.  ₹11

**Teacher's Note:** "Explain to the students the values of various notes and coins."

124 125

**Teacher:** Now look at Exercise 3 on the same page.

**Teacher:** In question (a), how much does the kite cost?

**Teacher:** ₹15. Now look at the coins. Which ones will add up to ₹15?

**Teacher:** Yes, ₹10 and ₹5. Circle them.

**Teacher:** In question (b), the balloon costs ₹7. Which coins will you choose?

**Teacher:** ₹5 and ₹2. Circle those coins.

**Teacher:** Solve these questions on your own. I will come and check your work.

**Teacher:** Let us play a fun coin puzzle using the classroom board.

**Teacher:** I will draw three boxes on the board. Each box will have a total amount written inside – for example ₹6, ₹9 and ₹12.

**Teacher:** Now, you will come one by one and draw coins under the box to match the total using ₹1, ₹2, ₹5, and ₹10 coins.

**Teacher:** You can draw coins like circles and write their value inside – for example, draw two ₹2 coins and two ₹1 coins for ₹6.

**Teacher:** Your classmates will check if your coins add up to the correct total.

MUST DO

10 MIN.



COULD DO

10 MIN.





**Teacher:** Then the next student will come and try for the next box.

**Teacher:** You can also work in teams of two and take turns drawing the correct combinations.

**Teacher:** Great teamwork. You are solving like money masters.

**Teacher:** Let us all give ourselves a big round of applause for today's hard work. See you in the next class

### Differentiated Activities

**110 km/hr**



You have ₹10. Match the following items to your budget: A pen ₹6, A balloon ₹4, A small toy ₹7.

Which two can you buy together without crossing ₹10?

**80 km/hr**



Write two different ways to make ₹12 using any combination of ₹10, ₹5, ₹2 and ₹1 coins. Write the coins used in each way clearly.

**40 km/hr**



Draw 3 coins: one ₹2, one ₹1 and one ₹5 coin. Add and write the total value.

### Home Task

Find any three items at home (like pencil, eraser, sharpener). Ask your parents the price of each. Write their names and how much each cost.

### Period 8

**Teacher:** Good morning, students.

How are you today?

**Teacher:** Let us begin with a quick warm-up called Calendar Walk.

**Teacher:** If today is Monday, what day will it be tomorrow?

**Teacher:** Yes, Tuesday.

**Teacher:** And what day comes after Friday?

**Teacher:** Correct, Saturday.

**Teacher:** What comes before Wednesday?

**Teacher:** Yes, Tuesday.

**Teacher:** You are walking very smartly through the week. Well done.

### Recalling better

#### Recalling better

In this chapter, I have learnt

- how to read time.
- about days of the week and months of the year.
- about money, Indian notes and coins.

125

**Teacher:** Everyone please open page 125 in your Main Coursebook and look at the 'Recalling better' section.

**Teacher:** Can anyone tell me how we read time on a clock?

**Teacher:** Yes, by looking at the hour and minute hands.

**Teacher:** What are the days of the week?

**Teacher:** Well said – Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

**Teacher:** What are the months of the year?


**Teacher:** Excellent. Now tell me, which Indian coins and notes do we use?


**Teacher:** We use ₹1, ₹2, ₹5 and ₹10 coins. We also use ₹10, ₹20, ₹50, ₹100, ₹200, ₹500 and ₹2000 notes. Very good.


**Teacher:** You all remembered so much. That is excellent. Let us practise some exercises now.


Learning better

Write the time shown on each clock.

1. 

2. 

3. 

4. 


125

**Teacher:** Let us now move to the 'Learning better' section. Exercise A on page 125.


**Teacher:** You have to write the time shown on each clock. The first one shows at 9 o'clock.


**Teacher:** Complete all four clocks on your own. I will come around to help you if needed.


**Teacher:** You are working quietly and carefully. That is excellent.


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

B Draw the hands of the clock to show the time.


1.  8 o'clock

2.  10 o'clock

3.  6 o'clock

4.  2 o'clock

125

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

**Teacher:** Now let us move to Exercise B in the same section.


**Teacher:** This time you will work in pairs.

**Teacher:** The first clock says 8 o'clock. Where should the hands go?

**Teacher:** Yes, hour hand at 8 and minute hand at 12.

**Teacher:** Work together and draw all the clocks.

**Teacher:** Very good teamwork. You are helping each other beautifully.

 Fill in the blanks with the correct words from the brackets.

1. Thursday comes after \_\_\_\_\_ (Wednesday/Friday).
2. Friday comes before \_\_\_\_\_ (Thursday/Saturday).
3. Sunday comes between Saturday and \_\_\_\_\_ (Monday/Tuesday).
4. \_\_\_\_\_ and \_\_\_\_\_ come between Monday and Thursday. (Friday/Wednesday/Tuesday).

125

199

**Teacher:** Now let us move to Exercise C.

**Teacher:** Think and fill in the blanks with the correct days.

**Teacher:** Read the sentence aloud, discuss the options in your group, and then write your answer.

**Teacher:** Example: Thursday comes after \_\_\_\_\_. Yes, it is Wednesday.

**Teacher:** Excellent work today. You all showed wonderful memory and teamwork.

**Teacher:** Let us give ourselves a big round of applause for such amazing learning. See you in the next class.

### Differentiated Activities

**110 km/hr**



Make a timetable for your Sunday. Write three things you do and draw a clock showing the time for each.

**80 km/hr**



Write two things you do in the evening. Draw a clock for them.

**40 km/hr**



Write the name of any one day of the week. Then, draw a clock showing the time you eat your lunch on that day.

### Home Task

Write the names of any two days of the week. For each day, draw a clock showing the time you do one activity like playing or eating lunch.

### Period 9

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

**Teacher:** Let us play a quick game called Month Ladder.

**Teacher:** I will say a month and you will tell me what comes after it.

**Teacher:** January – what comes next?

**Teacher:** Yes, February. Now March?

**Teacher:** Yes, April. Great.

**Teacher:** What month comes after August?

**Teacher:** Correct, September.

**Teacher:** Wonderful memory. Let us now practise with our books.

**CODE** Fill in the blanks.

1. February comes after \_\_\_\_\_.
2. The last month of the year is \_\_\_\_\_.
3. \_\_\_\_\_ comes between May and July.
4. Our Independence Day is in the month of \_\_\_\_\_.
5. Teacher's Day is in the month of \_\_\_\_\_.

126



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

**Teacher:** Let us move to Exercise D on page 126 of your Main Coursebook.

**MUST DO**

5 MIN.



**Teacher:** Read the first sentence. February comes after \_\_\_\_\_. What is the answer?

**Teacher:** Yes, January.

**Teacher:** Complete each of the five blanks one by one. Let us discuss each before writing.

**Teacher:** What is the last month of the year?

**Teacher:** Yes, December.

**Teacher:** Excellent. You are all doing excellent work.

**LOTS** E Add the coins. Find the price of the items given below, as shown.

1.  ₹35	2.	3.
4.	5.	6.

7. Which item costs the most? \_\_\_\_\_

8. Which item costs the least? \_\_\_\_\_

9. What is the total price of the notebook and the pencil? \_\_\_\_\_

10. Which two items do you want to buy? Write their names. What is the total price of the two items? \_\_\_\_\_

126



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

**MUST DO**

10 MIN.



**Teacher:** Let us now move to Exercise E on the same page.

**Teacher:** You will work with your partner to add the coins shown for each item.

**Teacher:** Look at item 1. How much is the pen? What coins are shown?

**Teacher:** Yes, ₹35.

**Teacher:** Now do the same for items 2 to 6 with your partner. Add the coins carefully and write the cost.

**Teacher:** Then solve questions 7 to 10 together. Choose your favourite items and calculate the total.

**Teacher:** Well done. Many of you are adding coins very accurately.



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

**Teacher:** Let us now do a fun group activity called My Mini Stationery Shop.

**COULD DO**

15 MIN.



**Teacher:** I will divide you into small groups. Each group will be a shop.

**Teacher:** Choose 3 items like pencil, eraser, sharpener, or notebook. Decide a price using coins – ₹1, ₹2, ₹5 or ₹10 only.

**Teacher:** One of you will be the shopkeeper and the others will be customers. Ask the price and give the correct coins to buy the item.

**Teacher:** Switch roles after each round. You can use paper coins if you like.

**Teacher:** This will help you practise buying and selling with real money examples.

**Teacher:** You all did excellent work today. You worked in pairs, groups, and on your own.

**Teacher:** Let us all give ourselves a big round of applause for our wonderful efforts. See you in the next class.

### Differentiated Activities

**110 km/hr**



Write the names of any three items you would like to buy from a shop. Write your chosen price for each using only ₹10, ₹5, ₹2 or ₹1 coins. Add and write the total amount.

**80 km/hr**



Write the names of any two items you use at school. Choose a price for each and add to find the total.

**40 km/hr**



Write the name of one item you use every day and write its price. Draw coins to show that price.

### Home Task

Look at your pencil box. Write the names of any two items inside it. Ask your parents to help you guess their price. Then write the total price.

For the Creating better activity, bring one empty box, colourful paper, glue or tape, crayons, and stickers or glitter. We will use these to make a donation box in class.

### Period 10

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

**Teacher:** Today, we will begin with a thinking game. Imagine this—you find a jackpot, a big box full of money. What would you do?

**Teacher:** Would you use it to buy something, or do something else with it?

**Teacher:** Some of you might say you will buy toys. That is okay.

**Teacher:** But let us think deeper. Could you use some money to help someone?

**Teacher:** Maybe feed a street dog, help your parents at home, buy books for someone who cannot afford, or give them to a hospital.

**Teacher:** Would you like to do something that makes others happy?

**Teacher:** That is right. Money is not just for spending. It can be used to do good work, care for animals, or help people around us.

**Teacher:** You are thinking so kindly. Now let us begin our lesson and explore more.

### Creating better



#### Creating better

Art1 2L CS

##### Make a donation box.

You will need an empty container (like a shoebox, cereal box, or any small box), paper, markers, crayons or coloured pencils, glue or tape, pair of scissors, decorative items (stickers, glitter, etc.)

##### Steps:

- Pick an empty box to use.
- With the help of an adult, cut a slit in the top for donations.
- Cover with colourful paper.
- Write a message on the box about the cause.
- Use stickers or glitter to decorate the box.
- Put it where people can see it.



**Teacher:** Let us move to the 'Creating better' section on page 127. Today we will create a donation box.

**MUST DO**

20 MIN.



**Teacher:** Each group will plan and design a donation box using classroom materials.  
(Guide the students to complete the activity.)

### Thinking better

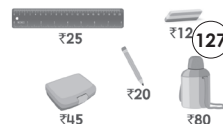


#### Thinking better

2L CS HOTS

##### Think and answer in your notebook.

Dolly has ₹50 with her. If she buys only two items from the given items, which two items can they be? Write all the possible answers in your notebook.



**Teacher:** Let us now move to the 'Thinking better' section.

**Teacher:** Dolly has ₹50. If she wants to buy two items from the list, which combinations can she choose?

**Teacher:** Look at all the items and write all possible correct answers in your notebook.

**Teacher:** Remember, she cannot spend more than ₹50.

**Teacher:** I see some of you have written 3 or 4 correct combinations. Very good thinking.

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

**MUST DO**

5 MIN.



### Choosing better



#### Choosing better

LSV

Veena's parents buy groceries from the market. She helps them arrange the groceries. Why is it important for us to help our parents with household duties?

- It makes the work more fun and interesting.
- It means we don't have to do our schoolwork.



**Teacher:** Now look at the 'Choosing better' section.

**Teacher:** Veena helps her parents with groceries. Why is it important to help at home?

**MUST DO**

5 MIN.



**Teacher:** Discuss with your partner which option is correct and why.

**Teacher:** Which one do you choose—because it makes work fun or because it means no homework?

### Revising better

#### Revising better

If you had to design your own currency, what would you make? Draw in your Little Book.

**Teacher's Note:** \*Guide the students to recall and answer this in their notebooks.

127

**Teacher:** Let us move to the 'Revising better' section.

**MUST DO**

5 MIN.

**Teacher:** Imagine you are making your own money. What will it look like?

**Teacher:** Draw your own currency note or coin in your 'Little Book'. Give it a name and a value.

**Teacher:** I see very imaginative currency – some with stars and some with animals. Very creative work.

**Teacher:** Today you all showed your creativity, thinking, and teamwork in every activity.

**Teacher:** Let us give ourselves a big round of applause for all the wonderful work. See you in the next class.

### Differentiated Activities

**110 km/hr**



Write names and prices of any three items you want to buy from a stationary shop. Calculate the total amount.

**80 km/hr**



Write the names of any two useful things you can buy with ₹20.

**40 km/hr**



Write one item you use every day and its price. Draw a picture of that item.

### Home Task

Design your own coin or note at home. Give it a name, a colour, and a value. Bring it to class and share its use with your friends.

### Period 11

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

**SHOULD DO**

5 MIN.

**Teacher:** In the previous period, I asked you to design your own coin or note. Let us begin today by sharing it.

**Teacher:** Who would like to come and show what they have drawn?

**Teacher:** Tell us the name of your coin or note, its colour, and its value.

**Teacher:** You all have such creative ideas. Very well done.

**Teacher:** Let us now move to today's worksheet practice.

### Worksheet 1

Theme 9: I Keep Safe

## 12. Time and Money

Worksheet 1

A. Write the names of missing days of the week.

Monday, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, Saturday, \_\_\_\_\_

B. Colour the box of the correct option green.

1. How many days make a week?

a. 7 ☐ b. 12 ☐ c. 365 ☐

2. Which is the last day of the week?

a. Friday ☐ b. Sunday ☐ c. Saturday ☐

3. Which day comes after Tuesday?

a. Monday ☐ b. Saturday ☐ c. Wednesday ☐

4. How many months are there in a year?

a. 7 ☐ b. 12 ☐ c. 365 ☐

5. How many days are there in a year?

a. 7 ☐ b. 12 ☐ c. 365 ☐

C. Read the clocks. Write the time shown by the clocks in two ways.

1.



2.



3.



4.



5.



45

**Teacher:** Everyone, please open page 45 in the Workbook. We will Worksheet 1.

**MUST DO**

15 MIN.

**Teacher:** Let us start with Exercise A. Who will read and explain it?

**Teacher:** Yes, here we have to fill in the missing days. Look at question 1 – Monday, \_\_\_\_\_, Wednesday.

**Teacher:** What comes between Monday and Wednesday?

**Teacher:** Yes, Tuesday. Good job.

**Teacher:** Let us move to Exercise B. Who can read question 1?

**Teacher:** How many days make a week?

**Teacher:** Yes, 7 days. Very good.

**Teacher:** Now let us look at Exercise C. Who can read question 1?

**Teacher:** We need to read the time shown on the clock. The hour hand is at 7 and the minute hand is at 12.

**Teacher:** So, the time is 7 o'clock. Well done.

**Teacher:** Now complete the rest of the worksheet on your own. I will come around and check your work.

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



## Worksheet 2

Worksheet 2

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

- Thursday comes after \_\_\_\_\_. (Wednesday/Friday)
- Friday comes before \_\_\_\_\_. (Thursday/Saturday)
- Sunday comes between Saturday and \_\_\_\_\_. (Monday/Tuesday)
- Wednesday comes after \_\_\_\_\_. (Tuesday/Saturday)
- \_\_\_\_\_ and \_\_\_\_\_ come between Monday and Thursday. (Friday/Wednesday/Tuesday)

B. Fill in the blanks.

- The first month of the year is \_\_\_\_\_.
- A year has \_\_\_\_\_ months.
- A year has \_\_\_\_\_ days.
- Christmas is celebrated in the month of \_\_\_\_\_.
- The month that comes after May is \_\_\_\_\_.

C. Match the following.

	7:00	
	1:00	
	5:00	
	6:00	
	11:00	
	4:00	

46

**Teacher:** Let us begin Worksheet 2 now. Sit with your partner.

**Teacher:** Let us start with Exercise A. Who will read question 1?

**Teacher:** Thursday comes after \_\_\_\_\_. The options are Wednesday and Friday.

**Teacher:** Yes, Thursday comes after Wednesday. Excellent.

**Teacher:** Now Exercise B. Who can read the first question?

**Teacher:** The first month of the year is \_\_\_\_\_. What is the answer?

**Teacher:** Yes, January. Good remembering.

**Teacher:** Now let us move to Exercise C. Look at the first clock.

**Teacher:** The hour hand is at 6 and the minute hand is at 12.

**Teacher:** That means it is 6 o'clock. Great.

**Teacher:** Complete the rest of the worksheet with your partner. Discuss and solve together.

### Doubt Session

**Teacher:** Now let us take some time to clear any doubts you may have from the whole chapter.

**Teacher:** You can ask questions about days of the week, months of the year, reading time on clocks, or Indian coins and notes.

**Teacher:** Who has a doubt about reading time? Let us look at the clock and practise it together.

**Teacher:** Anyone confused about which day comes after or before a certain day?

**Teacher:** What about months? Do you remember which one comes after August?

**Teacher:** Let us revise the coins we use in India. Who can name any three?

**Teacher:** Excellent. I am glad you are asking and sharing. This helps everyone understand better.

**Teacher:** Now that we have cleared our doubts, let us finish the class with a smile.

### Differentiated Activities

**110 km/hr**



Imagine you found ₹100. Write one thing you would do with it to help someone.

**80 km/hr**



Write one fruit you like and the month it comes in. Write whether it is a summer or winter fruit.

**40 km/hr**



Draw your favourite fruit. Write the month when you eat it.

### Home Task

Check a calendar at home. Write the current month and one festival or special day you find in that month.

## Period 12

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

**Teacher:** Today is our last day with the chapter Time and Money.

**Teacher:** Let us begin by thinking back. What is one thing you remember learning from this chapter?

**Teacher:** Who would like to share something they found fun or interesting?

**Teacher:** Did you enjoy learning about the days and months?

**Teacher:** Did you like working with coins and notes?

**Teacher:** What were your favourite parts: reading clocks, counting coins or drawing your own currency?

**Teacher:** Thank you for sharing. You have learned many new things. Let us now start our final worksheet together.

### Worksheet 3

Worksheet 3

A. Fill in the blanks.

- August comes after \_\_\_\_\_.
- November comes before \_\_\_\_\_.
- The second month of the year is \_\_\_\_\_.
- The last month of the year is \_\_\_\_\_.
- Independence Day is celebrated in the month of \_\_\_\_\_.

B. Count and write the total money.

- = ₹ \_\_\_\_\_
- = ₹ \_\_\_\_\_
- = ₹ \_\_\_\_\_
- = ₹ \_\_\_\_\_
- = ₹ \_\_\_\_\_

C. Write the time shown by the given clocks.

- 
- 
- 
- 
- 

47

**Teacher:** Please open Worksheet 3 on page 47.

**Teacher:** Let us start with Exercise A. Who will read the first question?

**Teacher:** Yes, August comes after which month? That is right, July.


**Teacher:** Now move to Exercise B. Count the coins in the first question. What is the total?

**Teacher:** Yes, five ₹1 coins makes ₹5.

**Teacher:** Now look at Exercise C. What time is shown on the first clock?

**Teacher:** The hour hand is at 8, minute hand at 12. So, it is 8 o'clock.

**Teacher:** Complete the remaining questions on your own. I will walk around to help you.

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

**MUST DO**

15 MIN.



(Refer to the Book of Holistic Teaching, page 15 under the title 'Time and Money.' Complete the activities mentioned in this section and ensure that the students complete them.

These activities are designed to enhance their holistic understanding and engagement with the topic. Provide any necessary support and materials to help the students successfully finish the activities.)

**COULD DO**

15 MIN.



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

**SHOULD DO**

5 MIN.



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

**Teacher:** Think about the topics, have we learnt and write them in the 'L' column of the chart. (Wait for students to fill in the chart.)

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

## Book of Holistic Teaching

### Chapter 12: Time and Money

Theme 9:  
I Keep Safe

#### A English

FLN HoLL MDA

Circle the fr word.

Monday Wednesday  
Friday Saturday

#### B EVS

Why should we eat fruits and vegetables every day?  
How many times a day should we eat them to stay healthy?

14

## Differentiated Activities

110 km/hr



Imagine you are a teacher. Write two questions you would ask your class about time or money.

80 km/hr



Write two things you use at home that help you know the time. Draw one of them.

40 km/hr



Write the names of any three days of the week. Choose one day and draw a clock showing something you do on that day.

## Home Task

Practise the questions discussed in this chapter.

# Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"><li>• trace and draw different coins and clocks with correct shapes and labels.</li></ul>
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"><li>• work in pairs and groups to complete tasks by taking turns and showing respect for others.</li></ul>
Cognitive Development	<ul style="list-style-type: none"><li>• sequence daily events in correct order and solve money-related problems using counting strategies.</li></ul>
Language and Literacy Development	<ul style="list-style-type: none"><li>• use appropriate vocabulary to describe days, months, time, and currency in oral and written form</li></ul>
Aesthetic and Cultural Development	<ul style="list-style-type: none"><li>• create drawings or visual displays to represent daily routines and cultural events using time concepts.</li></ul>
Positive Learning Habits	<ul style="list-style-type: none"><li>• follow classroom routines related to time and complete learning activities with responsibility.</li></ul>

## Starry Knights

List the best moments you had while teaching this unit.

Commendable!!! Give yourself a STAR.



## Lesson-13: Numbers 101–1000

Theme 9:  
I Keep Safe

13 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, Slideshow, Quiz, Test Generator

Confirming better

I love counting.

### Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to explore and understand numbers from 101 to 1000 in fun and meaningful ways.
- to build place value understanding using hands-on and visual activities.
- to count, read and write three-digit numbers confidently.
- to compare and arrange numbers through games and group work.
- to use numbers in everyday situations and safety-related tasks.
- to work together with peers while solving number puzzles and activities.
- to express mathematical ideas through talking, drawing and writing.

### Methodology

#### Period 1

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

SHOULD DO

5 MIN.

**Teacher:** Let us begin with a quick and fun number game to refresh our memory.

**Teacher:** I will call out a number and you have to tell me if it is a one-digit, two-digit or three-digit number.

**Teacher:** Let us start. What about 7?

**Teacher:** Yes, it is a one-digit number. Now, 48?

**Teacher:** Correct, it is a two-digit number. And what about 345?

**Teacher:** Yes, that is a three-digit number.

**Teacher:** Wonderful thinking. Today, we will begin learning numbers from 101 to 1000.

#### Confirming better

**Teacher:** Today's thought is 'I love counting'.

SHOULD DO

5 MIN.

**Teacher:** Why do you think counting is important?



Confirming better I love counting.

PLH

128

**Teacher:** Yes, it helps us know how many things we have.

**Teacher:** Can you share something you counted today?

**Teacher:** That is wonderful. Keep loving to count.

**Teacher:** We will begin a new chapter, Numbers 101–1000. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same format in your notebooks.

SHOULD DO

10 MIN.

K	W	L

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

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

#### Kinaesthetic

**Teacher:** Open your Main Coursebook to page 128. Look at the kinaesthetic activity.

MUST DO

10 MIN.

#### Kinaesthetic

Form two groups. One student from the first group starts by saying a two-digit number. The next student from the other group adds one. Continue till everyone gets a chance.

128



**Teacher:** Let us form two groups. One student from Group A will say a two-digit number. A student from Group B will then say the next number.

**Teacher:** For example, if one says 54, the next will say 55. Continue until everyone gets their turn.

**Teacher:** Excellent teamwork. You are getting better at saying numbers in order.

**Teacher:** Excellent effort, everyone. Let us move to Auditory activity.

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

### Auditory

**Teacher:** Now, listen carefully as I read out a set of questions.

**MUST DO**

5 MIN.

☐

#### Auditory\*

Listen to your teacher carefully. Answer the questions.

128

**Teacher:** Tanya has a small garden. In her garden, there are 45 roses, 32 tulips and 22 marigolds. She loves taking care of her flowers. Answer the following questions.

1. How many tulips does Tanya have?
2. Which flower does Tanya have the most?

**Teacher:** You all listened very carefully. Well done. Let us move to Pictorial activity.

### Pictorial

**Teacher:** Now, let us look at the picture of fruits on page 128.

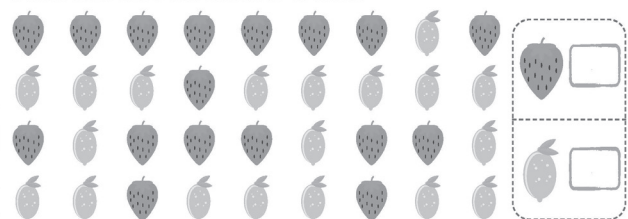
**MUST DO**

5 MIN.

☐

#### Pictorial PS

Count and write the number of fruits.



Total = \_\_\_\_\_

128

**Teacher:** How many strawberries do you see? Count them.

**Teacher:** Now, how many green fruits do you see?

**Teacher:** Let us write the total.

**Teacher:** Wonderful counting, everyone.

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

**Teacher:** Well done, everyone. Let us have a huge round of applause for your hard work today. See you in the next class.

## Differentiated Activities

**110 km/hr**



Write the number names for 63, 74, 85, 91 and 99.

**80 km/hr**



Write the expanded form of 48, 59 and 67.

**40 km/hr**



Circle the numbers less than 30 from: 12, 34, 25, 61, 28.

### Home Task

Draw three circles and write 36, 54 and 77 on them. Write their number names below.

## Period 2

**SHOULD DO**

5 MIN.

☐

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

**Teacher:** Let us start by revising what we learnt in the last class.

**Teacher:** I will say two numbers. You will tell me which one is greater. Ready?

**Teacher:** 56 and 72 : which is greater?

**Teacher:** Yes, 72 is greater.

**Teacher:** What about 89 and 65?

**Teacher:** Correct, 89 is greater.

**Teacher:** Last one 99 and 100?

**Teacher:** Yes, 100 is greater. Excellent. Let us move on to the Interacting better section, given on page 129 in the Main Coursebook.

### Interacting better

**Teacher:** Who will read and explain the activity?

**MUST DO**

5 MIN.

☐

**Teacher:** Can you find a number that is bigger than 30 but smaller than 40?

#### Interacting better

Can you find a number that is bigger than 30 but smaller than 40? Ask your friend to identify a number too and read aloud. Now compare your numbers to determine which one is bigger.

ICL

129

**Teacher:** Yes, 34 is one such number.

**Teacher:** Now, ask your partner to choose a number in that range.

**Teacher:** Compare both your numbers. Which one is bigger?

**Teacher:** Good work. You are learning to compare numbers correctly. Earlier we were using numbers till 100, today we will learn and use numbers more than 100.



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

**MUST DO**

20 MIN.

**Teacher:** Do you remember Ryan, Jas, Maria, Sam and Lina from our previous chapters?

**Teacher:** What do they usually enjoy doing together?

**Teacher:** Yes, they like playing games and solving number puzzles.

**Teacher:** Today, they are playing a number game again. Let us see what numbers they pick.

**Teacher:** Open your books to page 129 and look at the story.

**Teacher:** Who will start reading the story aloud?

**Teacher:** Who can tell me what they do with the numbers?

**Teacher:** Yes, they arrange them in order.

**Teacher:** Which number came first?

**Teacher:** Correct, 235. Then 472, 689 and 820.

**Teacher:** Why did they need to arrange the numbers?

**Teacher:** Yes, to find the correct order from smallest to greatest.

**Teacher:** Can you arrange these numbers now: 36, 28, 91, 65?

**Teacher:** Yes, 28, 36, 65, 91. Very good.

**Teacher:** This helps us understand number value better.

**Teacher:** Now we will do a number line activity together using our imagination.

**SHOULD DO**

10 MIN.

**Teacher:** I will write some numbers on the board: 121, 144, 118 and 132.

**Teacher:** Let us pretend these numbers are standing in a line and we have to help them get into the correct order.

**Teacher:** Look at these numbers again: 121, 144, 118 and 132.

**Teacher:** Which one is the smallest?

**Teacher:** Yes, 118 is the smallest.

**Teacher:** So, it will come first in the number line.

**Teacher:** Which number is next after 118?

(Continue the activity interactively.)

**Teacher:** Now, I will write them in the correct order on the board: 118, 121, 132, 144.

**Teacher:** Let us all say these numbers together from left to right.

**Teacher:** Well done. Now I will call out four new numbers and you will help me arrange them aloud. Ready?

**Teacher:** The numbers are 139, 127, 150 and 133.

**Teacher:** Think quietly and raise your hand if you know which number comes first.

**Teacher:** You are learning to compare and arrange numbers correctly. Very good work.

**Teacher:** Well done, everyone. You all showed great focus and thinking today. Let us have a huge round of applause for our hard work. See you in the next class.

## Differentiated Activities

110 km/hr



Write the numbers 119, 131, 145 and 122 in your notebook. Now rewrite them in ascending order, starting from the smallest and ending with the greatest

80 km/hr



Write the numbers 115, 134 and 128 in your notebook. Compare the numbers and colour the one that is the greatest using a crayon or pencil of your choice.

40 km/hr



Write the numbers 39 and 41 in your notebook. Think about what number comes in between. Write all three numbers in a line.

## Home Task

Write the numbers 38, 21, 47 and 98 in your notebook. Arrange them from the smallest to the greatest.

## Period 3

**SHOULD DO**

5 MIN.

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

**Teacher:** Let us begin by moving and thinking together. We will revise the numbers we learnt yesterday using our hands.

**Teacher:** If the number I say is smaller than 100, show me a left thumbs up.

**Teacher:** If it is greater than 100, show me a right thumbs up.

**Teacher:** And if it is equal to 100, stretch both arms wide open.

**Teacher:** Ready? Here comes the first number.

**Teacher:** 92?

**Teacher:** Yes, show me left thumbs up.

**Teacher:** 129?

**Teacher:** Correct, right thumbs up.

**Teacher:** 100?

**Teacher:** Excellent, both arms wide open.

**Teacher:** Let us try two more.

**Teacher:** 85?

**Teacher:** Good, left thumbs up.

**Teacher:** 137?

**Teacher:** Right again, right thumbs up.

**Teacher:** Very nice responses. Let us now begin today's lesson.

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

(Use **CRM signs** to settle the class.)

### Numbers Bigger Than 100

**Teacher:** Open your books to page 130. Look at the picture with grapes.

**MUST DO**

10 MIN.

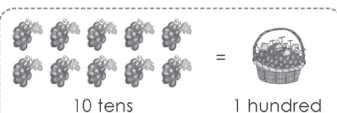
#### NUMBERS BIGGER THAN 100

Tim likes grapes. Lina has a bunch of 10 grapes. She shares the grapes with Tim.

We know that 10 ones = 1 ten.



We know that 10 tens together make one hundred. We write it as 100.



Let us learn to make 101.



H	T	O
1	0	0

+



1 one

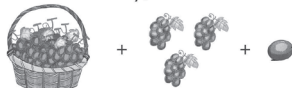
=

H	T	O
1	0	1

Hundreds	Tens	Ones
H	T	O
1	0	0
+	0	1
1	0	1

We write this as **one hundred one**.

In the same way, let us learn to make 131.



H	T	O
1	0	0

+



3 tens

+



1 one

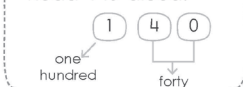
=

H	T	O
1	3	1

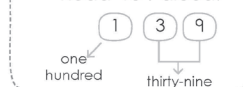
H	T	O
1	3	1

We write this as **one hundred thirty-one**.

Read 140 aloud.



Read 139 aloud.



10 hundreds together make one thousand. We write it as 1000.

130

**Teacher:** Lina and Tim are sharing grapes. Do you see how they grouped the grapes?

**Teacher:** 10 grapes make 1 bunch or 1 ten.

**Teacher:** And 10 such tens make a hundred. This is how we get 100.

**Teacher:** Now, look at how we make 101. There is one bunch of 100 grapes and one loose grape.

**Teacher:** 100 plus 1 makes 101.

**Teacher:** Can someone explain how is 131 made?

**Teacher:** Yes, 1 hundred + 3 tens + 1 one = 131.

**Teacher:** Very good. Now, let us read the numbers 139 and 140 together.

**Teacher:** Excellent. This is how we build and read numbers greater than 100.

**Teacher:** Now let us play a number-building game.

**Teacher:** I will say a number and you will break it into hundreds, tens and ones.

**SHOULD DO**

10 MIN.

**Teacher:** Ready? Let us try 124.

**Teacher:** Think. 1 hundred, 2 tens and 4 ones.

**Teacher:** Now do the same for 143, 115 and 138.

**Teacher:** Write each of them in HTO columns in your notebook.

**Teacher:** Use coloured pencils if you like to show hundreds, tens and ones in different colours.

**Teacher:** This helps us see the parts clearly. Well done.

**Teacher:** Now let us play a number-building game.

**Teacher:** I will say a number and you will break it into hundreds, tens and ones.

**Teacher:** Ready? Let us try 124.

**Teacher:** Think. 1 hundred, 2 tens and 4 ones.

**Teacher:** Now do the same for 143, 115 and 138.

**Teacher:** Write each of them in HTO columns in your notebook.

**Teacher:** Use coloured pencils if you like to show hundreds, tens and ones in different colours.

**Teacher:** This helped us to see the parts clearly. Well done.

**MUST DO**

15 MIN.

 Write the numbers from 101 to 1000 in your notebook.

131

**Teacher:** Now we will practise counting numbers from 101 to 200.

**Teacher:** Take out your notebook and begin writing the numbers starting from 101.

**Teacher:** Write slowly and neatly till 120 first.

**Teacher:** Now pause and check. Let us read these together.

**Teacher:** Continue from 121 to 140.

**Teacher:** Then complete till 200 if time permits.

**Teacher:** I will walk around and help you if needed.

**Teacher:** Excellent work today, everyone. You all learnt how to build and read big numbers very well. Let us have a huge round of applause for our wonderful effort. See you in the next class

### Differentiated Activities

**110 km/hr**



Write and read aloud any five numbers between 150 and 170. Show how each number is made using HTO columns.

80 km/hr



Pick any three numbers between 110 and 130. Draw coloured boxes to show hundreds, tens and ones for each.

40 km/hr



Write the numbers 101 to 110 neatly in your notebook. Say each number aloud as you write.

### Home Task

Write numbers from 200 to 400 neatly in your notebook.

### Period 4

**Teacher:** Good morning, students.

How are you today?

**Teacher:** Let us start with a game called Guess the Number. I will give you clues. You have to guess the number.

**Teacher:** This number is more than 420 but less than 430. It has a 2 in the ones place. What number is it?

**Teacher:** Yes, 422.

**Teacher:** This number has 5 hundreds and no tens or ones. What is it?

**Teacher:** Yes, 500.

**Teacher:** This number is less than 600 and more than 580. It ends in 8.

**Teacher:** Correct, 588.

**Teacher:** Very good thinking. You are using place value to guess. Now let us start today's work.



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

**Teacher:** Take out your notebooks.

Today we will practise writing numbers from 400 to 600.

**Teacher:** Start from 400 and go up to 420. Let us read them aloud.

**Teacher:** Continue from 421 to 550.

**Teacher:** If you finish, go till 700. Try your best.

**Teacher:** Everyone, please open page

131 in the Main Coursebook.

**Teacher:** Let us solve Exercise 2.

2 Complete the table, as shown. Read the number names aloud.

	Number	Hundreds	Tens	Ones	Number Name
a.	129	1	2	9	one hundred twenty-nine
b.	248				
c.	385				
d.	559				
e.	682				

**Teacher:** Look at number 129 in the table. It is split into hundreds, tens and ones.

**Teacher:** Let us complete the rows for 248, 385, 559 and 682.

**Teacher:** Write them in your book. Write the number name too.



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

**Teacher:** Let us now move to Exercise

3. You will see a number in the green box.

**MUST DO**

10 MIN.

3 Colour the numbers that are bigger than the numbers given in the boxes.

a.

113



b.

708



131

**Teacher:** You need to look at all the apples and colour only those apples that have numbers greater than the number in the box.

**Teacher:** For example, in question (a), the number is 113.

**Teacher:** So, you will colour 351 and 401.

**Teacher:** Do this carefully. Excellent thinking by those who got it already.

**Teacher:** You did a fantastic work today with counting, comparing and number names. Let us have a big round of applause for our hard work. See you in the next class.

### Differentiated Activities

110 km/hr



Write any four numbers between 500 and 600. For each number, write a clue riddle using hundreds, tens and ones. For example, 'I have 5 hundreds, 4 tens and 3 ones. Who am I?'

80 km/hr



Pick any five numbers between 450 and 550. Write each number in an expanded form. For example,  $476 = 400 + 70 + 6$ .

40 km/hr



Write numbers from 410 to 420 in your notebook. Say each number aloud while writing. Underline the tens place in each number.

### Home Task

Write numbers from 700 to 1000 in your notebook.

### Period 5

**Teacher:** Good morning, students.

How are you today?

**Teacher:** Let us begin with a fun game called Which One is Bigger?

**Teacher:** I will say two numbers.

- If the first number is bigger, show your right hand up.
- If the second number is bigger, show your left hand up.
- If both are equal, stretch both arms out wide.

**Teacher:** Ready?

**SHOULD DO**

5 MIN.



**Teacher:** 240 and 320?

**Teacher:** Yes, 320 is bigger, so left hand up.

**Teacher:** 450 and 450?

**Teacher:** Right, both arms out wide.

**Teacher:** 389 and 276?

**Teacher:** Correct, right hand up.

**Teacher:** Very good. You are using your body and brain together. Let us begin with today's topic.

### Bigger Numbers on the Abacus

**Teacher:** Open your books to page 131.

**Teacher:** Today, we will learn how to use a new tool called an abacus to show numbers.

**MUST DO**

10 MIN.



**BIGGER NUMBERS ON THE ABACUS**

We can show 100 on the abacus. There is one bead in the hundreds place. There are no beads in the tens and ones place.

We show 101 on the abacus as 1 hundred, 0 tens and 1 one.

We show 254 on the abacus as 2 hundreds, 5 tens and 4 ones.

131

**Teacher:** An abacus has three rods—one each for hundreds, tens and ones.

**Teacher:** Beads are placed on these rods to show numbers. Each bead has a value.

**Teacher:** For example, 1 bead on the 'H' rod means 100. If we have 2 beads on 'H', 5 on 'T' and 4 on 'O', the number is 254.

**Teacher:** Look at the examples on the page—100, 101, 254.

**Teacher:** These help us understand how to break numbers into hundreds, tens and ones.

**Teacher:** Great attention. Now let us move to our next task.

**Teacher:** Let us solve Exercise 4 together.

**Teacher:** In question (a), count the beads: 1 on 'H', 2 on 'T' and 3 on 'O'.

**MUST DO**

10 MIN.



4 Count the numbers on the abacus. Write the answers.

a. H T O

b. H T O

c. H T O

d. H T O

131

**Teacher:** Yes, the number is 123.

**Teacher:** Now do question (b)—count the beads and write the number.

**Teacher:** Continue for (c) and (d).

**Teacher:** Write neatly in the boxes.

**Teacher:** Excellent work. I can see many of you getting the right answers. Let us move to the next activity.

**Teacher:** Imagine each number is a house made of three parts—the top floor for hundreds, the middle for tens and the ground floor for ones.

**SHOULD DO**

15 MIN.



**Teacher:** I will give you a number and you will draw a house in your notebook with three sections:

- Write the hundreds digit on the top floor
- The tens digit in the middle floor
- And the ones digit on the bottom floor.

**Teacher:** Let us try it with the number 254.

**Teacher:** What goes on the top floor?

**Teacher:** Yes, 2—for hundreds.

**Teacher:** In the middle?

**Teacher:** 5—for tens.

**Teacher:** And on the ground floor?

**Teacher:** Yes, 4—for ones.

**Teacher:** Now do the same for 316 and 472. You can decorate your number house using colours.

**Teacher:** Very creative work.

**Teacher:** You all did an amazing work today. I am so proud of how well you learnt and participated in every task. Let us have a huge round of applause for our hard work. See you in the next class.

### Differentiated Activities

**110 km/hr**



Draw two abacus models in your notebook to show the numbers 392 and 617. Show the correct number of beads in each H, T and O column.

**80 km/hr**



Write the numbers 265, 370 and 489. For each number, break it into hundreds, tens and ones and colour the digits using three different colours.

**40 km/hr**



Write numbers from 301 to 310. Say each number aloud as you write. Circle the digit in the hundreds place.

### Home Task

Pick any three numbers between 600 and 800. Write each number in your notebook and create a simple riddle or clue for it using its digits. For example, I have 6 hundreds, 4 tens and 2 ones. Who am I?

### Period 6

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

**SHOULD DO**

5 MIN.



**Teacher:** In the last class, your home task was to write clues for numbers between 600 and 800.

**Teacher:** Let us listen to your riddles.

**Teacher:** Can anyone guess the number?

**Teacher:** Excellent. That was a fun way to think in digits. Let us now revise what we have learnt.

### Recalling better

**Teacher:** Now, look at the 'Recalling better' section, given on page 132. Who will read and explain it?

**MUST DO**

20 MIN.



Recalling better

In this chapter, I have learnt

- numbers bigger than 100.
- writing numbers 101–1000.
- to read bigger numbers on the abacus.

CING

132

**Teacher:** What did we use to understand place value in big numbers?

**Teacher:** Yes, the abacus.

**Teacher:** What do the three columns in HTO stand for?

**Teacher:** Hundreds, Tens and Ones. Very good.

**Teacher:** What does the number 254 mean in HTO form?

**Teacher:** That is right, 2 hundreds, 5 tens and 4 ones.

**Teacher:** Can you give me one number between 401 and 420?

**Teacher:** Great, 417. Now tell me its H, T, O.

**Teacher:** What was one activity you liked the most in this chapter?

**Teacher:** Thank you for sharing. You all remembered the learning very well.

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

(Use CRM signs to settle the class.)

### Learning better

**Teacher:** Let us move to Exercise A in the 'Learning better' section.

**MUST DO**

10 MIN.



Learning better

**A** Look at the order of numbers below. Find the mistake in each row and colour it. Write the correct number above it.

1. 231 232 233 234 235 236 247 238 239 240

2. 351 352 353 354 355 356 357 358 359 350

3. 671 672 647 674 675 676 677 678 679 680

CBA FUN

132

**Teacher:** In each row, you have to find the number that is out of order.

**Teacher:** Circle that number and write the correct number above it.

**Teacher:** Let us do the first row together. 231, 232, 233, 234, 235, 236... then suddenly 247?

**Teacher:** That is the mistake. What should be there?

**Teacher:** Yes, 237. Write it above 247.

**Teacher:** Now do the second and third rows on your own. I will help anyone who needs it.

**Teacher:** Lovely work. You are learning to find patterns quickly. Let us move to the next activity.

(Use CRM signs to settle the class.)

**Teacher:** I have written five numbers on the board, but one of them is not in the correct order.

**SHOULD DO**

5 MIN.



**Teacher:** Work with your partner and find the odd number out.

**Teacher:** When you find it, raise your hand and write the correct number.

**Teacher:** Excellent team effort.

**Teacher:** You have done great work today. I saw excellent thinking and cooperation. Let us give ourselves a big round of applause. See you in the next class.

### Differentiated Activities

#### 110 km/hr



Write three rows of numbers from 701 to 710, 801 to 810 and 901 to 910. Make one mistake in each row. Exchange with your partner to find and correct the mistakes.

#### 80 km/hr



Write the numbers from 451 to 460. Underline the number that does not fit the order (make one mistake on purpose).

#### 40 km/hr



Write numbers from 601 to 610 in order. Circle the last number.

### Home Task

Draw an abacus to show the number 346. Write its number name neatly below it.

### Period 7

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

**SHOULD DO**

5 MIN.



**Teacher:** Let us begin with a quick game called HTO Quick Pick.

**Teacher:** I will say a number and you will quickly tell me how many hundreds, tens and ones it has.

**Teacher:** 205, H? 2, T? 0, O? 5.

**Teacher:** 148, H? 1, T? 4, O? 8.

**Teacher:** Great work. You are ready for today's work.

**Teacher:** Now, everyone please open your books to page 132. Let us begin our new work.

**MUST DO**

10 MIN.



**Teacher:** Look at Exercise B on page 132.

B Draw coloured beads on the abacus to show the numbers.

1. H T O

2. H T O

3. H T O

2 5 3

4 1 1

5 2 3

132

**Teacher:** HTO values are given for the numbers like 253, 411 and 523 on the abacus.

**Teacher:** Your task is to draw coloured beads on the abacus to show each number.

**Teacher:** For example, 253 means 2 blue beads in H, 5 yellow in T and 3 pink in O.

**Teacher:** Complete all three abacus diagrams.

**Teacher:** I will come around to see your bead colours and help if needed. Good effort, everyone.

**Teacher:** Let us move to Exercise C just below Exercise B.

**MUST DO**

10 MIN.



© Complete the table, as shown.

	Number	Hundreds	Tens	Ones	Number Name
1.	148	1	4	8	one hundred forty-eight
2.	205				
3.	600				
4.					three hundred forty-two
5.					nine hundred eighty-three

132

**Teacher:** In Exercise C you have to complete the table. You have to fill in the number names for some numbers and numbers for some number names. Also, you have to fill HTO boxes for each number. One has been done for you.

**Teacher:** First, fill in the Hundreds, Tens and Ones for each number.

**Teacher:** Then write the number name if it is missing.

**Teacher:** For example, 205 – H is 2, T is 0, O is 5.

**Teacher:** For 342, write the number and then break it into HTO.

**Teacher:** Excellent. I can see many of you getting it right.

### Doubt Session

**Teacher:** Now, if you have any doubts from this chapter—it can be about number names, place value, writing numbers, abacus drawing or finding numbers in order, raise your hand.

**SHOULD DO**

10 MIN.



**Teacher:** You can also discuss with your partner and check your answers together.

**Teacher:** It is absolutely fine to ask questions. That is how we learn and grow.

**Teacher:** I am proud of how confidently you are all thinking and helping one another.

**Teacher:** You all did a fantastic work today. I saw clear writing, colourful beads and confident answers. Let us all clap for our efforts. See you in the next class.

### Meditation

**Teacher:** Now close your books and sit quietly.

**COULD DO**

5 MIN.



**Teacher:** Close your eyes and take a deep breath in and out.

**Teacher:** Feel your body becoming still and your mind becoming calm.

**Teacher:** Think of something that makes you happy, like your family or a sunny day.

**Teacher:** Now slowly open your eyes and stretch your arms. You are calm and refreshed.

### Differentiated Activities

#### 110 km/hr



Write five number names between 800 and 900. Draw an abacus for each with the correct bead colours.

#### 80 km/hr



Write the numbers 320, 405 and 519 in your notebook. Draw three boxes next to each number and write the digit in the hundreds, tens and ones place in each box.

#### 40 km/hr



Write any two numbers between 500 and 600. Break them into H, T, O and use colours to highlight each place.

### Home Task

Write any two numbers between 600 and 700, write their number names, break them into Hundreds, Tens and Ones, and colour-code Hundreds in blue, Tens in yellow, and Ones in pink.

Please bring one thick sheet of paper, crayons and sketch pens for the 'Creating better' activity.

We will use these to make safety helpline number cards in class.

### Period 8

**SHOULD DO**

5 MIN.



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

**Teacher:** Let us begin with a game called Secret Number Clue.

**Teacher:** I will give you a clue and you will guess the number.

**Teacher:** I am greater than 300 but less than 310. I have 0 in the ones place. What number am I?

**Teacher:** Yes, 300 or 310.

**Teacher:** I have 2 hundreds, 5 tens and 4 ones. What is the number?

**Teacher:** Correct, 254.

**Teacher:** You are using your thinking skills very well. Let us now begin our activity.

### Creating better

**Teacher:** Now open your book to the 'Creating better' section given on page 133 in the Main Coursebook.

**MUST DO**

30 MIN.



**Creating better**

**ArtI 2LCS**

**Make safety helpline number circles.**

To create and display important phone number cards for safety.

**Steps:**

- Take a thick sheet of paper, crayons and markers.
- Ask an adult to help cut rectangle shapes from the thick sheet of paper.
- On each shape, write the name and phone number of your parents, grandparents, etc.
- Use crayons and markers to decorate the edges of the shapes.
- Paste these in your school bag.

133

**Teacher:** Today we will make safety number cards to carry with us.

(Guide the students to complete the activity.)

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

Thinking better

**Teacher:** Let us move to the 'Thinking better' section.

**Teacher:** Read this aloud: If five 10s make 50, what will five 100s make?

MUST DO

5 MIN.

**Thinking better**

**2LCS HOTS**

**Think and answer in your notebook.**

If five 10s make a 50, what will five 100s make?

133

**Teacher:** Think quietly and write the answer in your notebook.

**Teacher:** Yes, it is 500. Very well done.

**Teacher:** You were all so focused and creative today. You not only used numbers but also made something useful. Let us clap for our efforts. See you in the next class.

Differentiated Activities

- 110 km/hr

Create your own number riddle using H, T and O. For example, I have 4 hundreds, 2 tens and 3 ones. Who am I?
- 80 km/hr

Write three numbers between 300 and 400. Show each number in H, T and O.
- 40 km/hr

Choose any two numbers between 101 and 110. Write them and draw small boxes under each digit to show H, T and O.

Home Task

Draw a bus or a train. Choose any number between 300 and 900 to write on it as its number. Write its number name below the drawing.

Bring your 'little Book' for the 'Revising better' activity.

Period 9

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

SHOULD DO

5 MIN.

**Teacher:** Let us play a gam' Number Ladder'. I will say a number and you will tell me what comes just before and just after.

**Teacher:** What comes before and after 148?

**Teacher:** Yes, 147 and 149.

**Teacher:** What about 199?

**Teacher:** Great, 198 and 200.

**Teacher:** Very good. You are all ready to begin. Now, open your books to page 133 in the Main Coursebook. (Use CRM signs to settle the class.)

Choosing better

**Teacher:** Now, everyone please look at the 'Choosing better' section.

MUST DO

5 MIN.

**Choosing better**

**LSV**

You see water on the floor. What should you do to keep everyone safe?

- Run through it quickly.
- Walk around it and tell a teacher.

133

**Teacher:** It says, you see water on the floor. What should you do to keep everyone safe?

**Teacher:** Let us think together. What happens if someone runs through water on the floor?

**Teacher:** Yes, they might slip and fall. Can someone get hurt?

**Teacher:** Absolutely and it could also cause others to fall if they do not see it.

**Teacher:** Now look at the two choices:

- Run through it quickly.
- Walk around it and tell a teacher.

**Teacher:** Which one do you think is the safe choice?

**Teacher:** Yes, walk around it and tell a teacher. That way, others will not slip and the water can be cleaned up.

**Teacher:** Why should we tell a teacher?

**Teacher:** Right, because teachers can help and make sure everyone is safe.

**Teacher:** Thank you for thinking carefully. You made the right choice by keeping yourself and others safe.

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

Revising better

**Teacher:** Now, let us begin the 'Revising better' activity.

MUST DO

20 MIN.

**Revising better**

**DBL**

Revise the number names up to 1000 from this lesson in your Little Book.

133

**Teacher:** I will give you ten numbers between 1 and 1000. You will write the number names for each one in your Little Book



**Teacher:** The numbers are: 48, 136, 209, 315, 427, 508, 622, 749, 856, 999.

**Teacher:** Say each number aloud as you write its number name.

**Teacher:** Write neatly and leave space between each word.

**Teacher:** If you are unsure, you may ask your partner.

**Teacher:** Once done, raise your hand. I will come around to check your work.

**Teacher:** Great effort. This will help you revise number names up to 1000.

## Book of Holistic Teaching

### Chapter 13: Numbers 101–1000

#### A English

FLN HoLL MDA

Underline the describing words in the given sentences.

1. Rohit brushes his teeth two times in a day.
2. Money is useful to buy clothes.

#### B EVS

Germes can double in number every 30 minutes. Why is it important to wash your hands before you eat? How can germes make you feel sick?

14

(Refer to the Book of Holistic Teaching, page 15 under the title 'Numbers 101 - 1000.' Complete the activities mentioned in this section and ensure that the students complete them. These activities are designed to enhance their holistic understanding and engagement with the topic. Provide any necessary support and materials to help the students successfully finish the activities.)

COULD DO

10 MIN.

## Differentiated Activities

110 km/hr



Create a number puzzle. Choose any five numbers between 901 and 1000. Write their number names with missing letters. Exchange your puzzle with a friend to solve.

80 km/hr



Write numbers 871 to 880. Next to each number, write the number that comes just before and just after it.

40 km/hr



Colour five circles. Inside each circle, write a number from 501 to 505. Below each circle, write the number name.

## Home Task

Design a Secret Code. Choose one number between 201 and 300 and draw a secret symbol for each digit.

## Period 10

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

SHOULD DO

5 MIN.

**Teacher:** Let us begin with a game called 'Number Maze Clue'.

**Teacher:** I will give you a clue and you will guess the number.


**Teacher:** I come after 119 and before 121. Who am I?

**Teacher:** Yes, 120.

**Teacher:** I come between 147 and 149.

**Teacher:** Correct, 148.

**Teacher:** Great thinking. Now open your books. Let us begin with a real-life safety choice.

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

### Worksheet 1

**Teacher:** Now open your Workbooks to page 48. Let us begin today's worksheet.

MUST DO

30 MIN.

## 13. Numbers 101 – 1000

Worksheet 1

A. Write the number names of the following numbers.

1. 118
2. 148
3. 192
4. 150
5. 179

B. Write the numbers for the following number names.

1. one hundred thirty-one
2. five hundred fifty
3. two hundred sixty-five
4. seven hundred eighty-eight
5. three hundred seventy-two

C. Fill in the blanks.

1. \_\_\_\_\_ comes after 100.
2. \_\_\_\_\_ comes after 191.
3. \_\_\_\_\_ comes after 160.
4. \_\_\_\_\_ comes after 129.
5. \_\_\_\_\_ comes after 99.

48

**Teacher:** Let us start with Exercise A, Write the number names of the following numbers.

**Teacher:** Let us do Question 1 together—the number is 118.

**Teacher:** What is the number name?

**Teacher:** Yes, one hundred eighteen.

**Teacher:** Now complete the rest of the questions in this Exercise on your own.

**Teacher:** Let us start with Exercise A—Write the number names of the following numbers.

**Teacher:** Let us do Question 1 together— the number is 118.

**Teacher:** What is the number name?

**Teacher:** Yes, one hundred eighteen.

**Teacher:** Now complete the rest of the questions in this Exercise on your own.

**Teacher:** Next is Exercise C—Fill in the blanks.

**Teacher:** Let us read Question 1, \_\_\_\_ comes after 100.

**Teacher:** What is the answer?

**Teacher:** Yes, 101 comes after 100.

**Teacher:** Complete the rest of the questions quietly.

**Teacher:** If you need help, raise your hand. I will come to you.

**Teacher:** Let us do a quick activity.

**Teacher:** I will say a number name. You write the numeral in the air with your finger.

**Teacher:** Two hundred twenty.

**Teacher:** Yes, 220.

**Teacher:** Five hundred ten.

**Teacher:** Right, 510.

**Teacher:** You are listening well and thinking quickly.

**Teacher:** You all did great work today. You solved, wrote and shared confidently. Let us clap for ourselves. See you in the next class.

### Differentiated Activities

#### 110 km/hr



Choose any four numbers between 900 and 1000. Write their number names. Next to each number, draw something related to real life or your imagination.

#### 80 km/hr



Choose any three numbers between 400 and 500. Write their number names and group them as even or odd.

#### 40 km/hr



Colour and write three numbers from 101 to 110 in your notebook. Write their number names next to them.

### Home Task

Choose any one number between 600 and 800. Write its number name and make a fun sentence using that number.

### Period 11

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

**SHOULD DO**

5 MIN.



**Teacher:** Let us begin with a game called Number Train.

**Teacher:** I will say a number and you will tell me what comes just before it, like the coach behind the engine.

**Teacher:** What comes before 200?

**Teacher:** Yes, 199.

**Teacher:** What comes before 1000?

**Teacher:** Correct, 999.

**Teacher:** Well done. Now open your Workbook to page 49. Let us begin Worksheet 2

### Worksheet 2

**Teacher:** Let us begin with Exercise A: Write the number names of the following numbers.

**MUST DO**

30 MIN.



**Worksheet 2**

A. Write the number names of the following numbers.

1.	186	
2.	364	
3.	416	
4.	592	
5.	823	

B. Write the numbers for the following number names.

1.	one hundred twenty-one	
2.	four hundred sixty-six	
3.	two hundred ninety-seven	
4.	eight hundred eighty-nine	
5.	one thousand	

C. Fill in the blanks.

1.	_____ comes before 200.
2.	_____ comes before 829.
3.	_____ comes before 651.
4.	_____ comes before 550.
5.	_____ comes before 990.

49

**Teacher:** Question 1 is 186.

**Teacher:** What is the number name?

**Teacher:** Yes, one hundred eighty-six.

**Teacher:** Now complete the rest of the numbers on your own.

**Teacher:** Now look at Exercise B. Write the numbers for the following number names.

**Teacher:** Question 1 is 'one hundred twenty-one'.

**Teacher:** What is the number?

**Teacher:** Yes, 121.

**Teacher:** Please complete the other number names by yourself.

**Teacher:** Now move to Exercise C – Fill in the blanks.

**Teacher:** Let us solve Question 1 : \_\_\_\_ comes before 200.

**Teacher:** What is the answer?

**Teacher:** Yes, 199.

**Teacher:** Now finish the remaining questions on your own. Keep your work neat.

**Teacher:** Now close your workbook and take out your notebook.

**Teacher:** Write any one number from the worksheet and its number name.

COULD DO

5 MIN.

**Teacher:** Now, exchange notebooks with your partner and check if it is correct.

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

## Differentiated Activities

### 110 km/hr



Create a street of five houses using rectangles. Write any five numbers between 901 and 1000 as house numbers. Below each house, write the number name and draw a small mailbox showing the number that comes before.

### 80 km/hr



Draw three balloons. On each balloon, write a number between 401 and 500. Below the balloon, write its number name and colour the balloon that has the smallest number.

### 40 km/hr



Make three stepping stones using circles. Write numbers from 301 to 303 on them and write the number names beside each stone. Colour the stone with the smallest number in blue.

## Home Task

Think of three things in your home that have numbers on them (like a TV remote, wall clock or packaging). Choose any three numbers between 151 and 300 from what you saw. Write their number names and draw a picture of where you saw each one.

## Period 12

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

SHOULD DO

5 MIN.

**Teacher:** Let us play Number Clue Train. I will give you a clue and you will tell me the number that comes next.

**Teacher:** 407, 408, \_\_\_\_.

**Teacher:** Yes, 409.

**Teacher:** 997, 998, \_\_\_\_.

**Teacher:** Correct, 999.

**Teacher:** Wonderful. Now open your Workbook to page 50. Let us begin with Worksheet 3.

## Worksheet 3

### Worksheet 3

A. Write the number names of the following numbers.

1.	450	
2.	940	
3.	657	
4.	219	
5.	1000	

B. Write the missing numbers.

- 405, 406, 407, , 409, 410
- 251, , 253, 254, 255, 256
- 915, 916, 917, 918, 919,
- 183, 184, 185, , 187, 188
- , 500, 501, 502, 503, 504

C. Write three numbers that comes after the following numbers.

1.	199	<input type="text"/>	<input type="text"/>	<input type="text"/>
2.	252	<input type="text"/>	<input type="text"/>	<input type="text"/>
3.	997	<input type="text"/>	<input type="text"/>	<input type="text"/>
4.	769	<input type="text"/>	<input type="text"/>	<input type="text"/>
5.	877	<input type="text"/>	<input type="text"/>	<input type="text"/>

50



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

MUST DO

30 MIN.

**Teacher:** Look at Exercise A – Write the number names of the following numbers.

**Teacher:** Question 1 is 450. What is the number name?

**Teacher:** Yes, four hundred fifty.

**Teacher:** Now complete the rest of the questions in this Exercise on your own.

**Teacher:** Now come to Exercise B – Write the missing numbers.

**Teacher:** Question 1 shows: 405, 406, 407, \_\_\_\_, 409, 410.

**Teacher:** What is missing?

**Teacher:** Yes, 408. Well done. Now do the rest on your own.

**Teacher:** Next is Exercise C – Write three numbers that come after the given number.

**Teacher:** Question 1 is 199. What comes after?

**Teacher:** 200, 201, 202. Good. Now complete the rest.

**Teacher:** If you have a doubt, raise your hand. I will come and help.

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

SHOULD DO

5 MIN.

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

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

(Wait for students to fill in the chart.)

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

## Differentiated Activities

### 110 km/hr



Draw three balloons. Inside each balloon, write a number between 801 and 900. Under each balloon, write the number name. Next to each balloon, write the number that comes just before.

### 80 km/hr



Draw three gift boxes. Inside each box, write a number between 501 and 600. Below each box, write its number name

### 40 km/hr



Draw a tree with three apples on it. Write numbers from 201 to 203 on them and their number names below. Colour the apple that has the smallest number in green.

## Home Task

Create a ladder with five steps. On each step, write a number between 601 and 700. Write the number names beside each step and draw an arrow pointing to the number that comes just before the top step.

## Period 13

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

**Teacher:** Today, we will do some quick mental maths to refresh our memory.

**Teacher:** I will ask you some questions. Think carefully and answer in full sentences.

**Teacher:** What number comes before 18?

**Teacher:** Yes, the number that comes before 18 is 17.

**Teacher:** What is 10 plus 20?

**Teacher:** Good, 10 plus 20 is 30.

**Teacher:** Which number is smaller, 12 or 21?

**Teacher:** Excellent, 12 is smaller than 21.

**Teacher:** What number comes between 7 and 9?

**Teacher:** Yes, the number that comes between 7 and 9 is 8.

**Teacher:** What is 30 plus 40?

**Teacher:** Good, 30 plus 40 is 70.

**Teacher:** Well done, everyone. You are answering very smartly. Now, let us open our worksheets and continue practising mental maths.

**Teacher:** Now, we will refresh our memory by solving a Mental Maths worksheet in a fun way. Everyone please open page 9 in the workbook.

SHOULD DO

10 MIN.

### Mental Maths

**A. Tick (✓) the group that has more.**

1. <input type="checkbox"/>	<input type="checkbox"/>
2. <input type="checkbox"/>	<input type="checkbox"/>
3. <input type="checkbox"/>	<input type="checkbox"/>
4. <input type="checkbox"/>	<input type="checkbox"/>

**B. Write the correct number in the ☐.**

1. What comes before 16?
2. Which is greater: 7 or 9?
3. What comes after 19?
4. Which is smaller: 11 or 14?
5. What comes between 17 and 19?

**C. Fill in the blanks.**

1. $20 + 10 =$ _____	2. $30 + 40 =$ _____	3. $50 + 40 =$ _____
4. $80 - 10 =$ _____	5. $90 - 70 =$ _____	6. $60 - 20 =$ _____

**Teacher:** Our worksheet has three sections: A, B and C. Let us do each section like a small game.

**Teacher:** First, look at Section A.

**Teacher:** We will play 'Spot the Winner'.

**Teacher:** In each pair of pictures, you have to find which group has more and tick it.

**Teacher:** I will give you 30 seconds for each set. Ready?

**Teacher:** Look carefully, count quickly and tick the bigger group.

**Teacher:** Good work. I see many bright eyes finding the winners.

**Teacher:** Now, let us move to Section B.

**Teacher:** We will play 'Quick Thinkers'.

**Teacher:** I will read each question aloud. You will think fast and write the answer.

**Teacher:**

- What comes before 16? (Yes, it is 15.)
- Which number is greater, 7 or 9? (Good, it is 9.)
- What comes after 19? (Excellent, it is 20.)
- Which number is smaller, 11 or 14? (Yes, it is 11.)
- What comes between 17 and 19? (Good, it is 18.)

**Teacher:** Write neatly. No need to rush.

**Teacher:** Now, Section C is 'Magic Sums'.

**Teacher:** Let us see how fast you can solve these simple additions and subtractions.



**Teacher:** If you are done early, double-check your answers. Give yourselves a big round of applause.

**Teacher:** Now, we will continue practicing more mental maths.

**Teacher:** We will solve the worksheets on page 51 and page 52 together in a fun way.

**MUST DO**

20 MIN.



**Mental Maths**

**A. Add the following.**

1.  $2 + 3 =$
2.  $1 + 8 =$
3.  $0 + 4 =$

**B. Cross out (X) the number of items taken away. Count the items left. Write the answer.**

1.  $5 - 0 =$
2.  $7 - 2 =$
3.  $6 - 1 =$
4.  $8 - 4 =$

**C. Write the number names for the following.**

1.  $32$  \_\_\_\_\_
2.  $47$  \_\_\_\_\_
3.  $64$  \_\_\_\_\_
4.  $79$  \_\_\_\_\_

51

**D. Find.**

1.  $5 \times 2 =$
2.  $3 \times 2 =$
3.  $4 \times 2 =$
4.  $8 \times 2 =$
5.  $2 \times 3 =$
6.  $6 \times 3 =$
7.  $5 \times 3 =$
8.  $9 \times 3 =$
9.  $3 \times 4 =$
10.  $7 \times 4 =$
11.  $1 \times 4 =$
12.  $5 \times 4 =$

**E. Fill in the blanks with the correct unit of measurement.**

1. The capacity of a glass of water is measured in \_\_\_\_\_. (g/mL)
2. The weight of a boy is measured in \_\_\_\_\_. (kg/km)
3. The length of a pencil is measured in \_\_\_\_\_. (cm/g)

**F. Complete the patterns. Draw and colour the next three for each.**

- 1.
- 2.
- 3.
- 4.

**G. What fraction of each shape is coloured?**

- 1.
- 2.

52

**Teacher:** Let us start with Section A: Add the following.

**Teacher:** Look at the elephants. Each elephant is showing a sum.

**Teacher:** Quickly add the numbers and write the answer in the box.

**Teacher:** Let us see who can finish neatly and correctly.

**Teacher:** Now, let us move to Section B: Cross out and count.

**Teacher:** Look at the pictures. Cross out the number you are asked to.

**Teacher:** Then count how many are left and write the answer.

**Teacher:** It is like playing a little crossing-out game. Let us do it carefully.

**Teacher:** Now, we jump to Section C: Write the number names.

**Teacher:** Look at the apples with numbers inside.

**Teacher:** Write the number names next to each apple.

**Teacher:** Make your writing neat like a superstar.

**Teacher:** Now, let us solve Section D: Find.

**Teacher:** These are small multiplication sums.

**Teacher:** Think of tables or skip counting. Say it in your mind and write it fast.

**Teacher:** Moving on to Section E: Fill in the blanks with the correct unit of measurement.

**Teacher:** Read the sentence carefully. Choose the correct unit like g/mL, kg/km or cm/g.

**Teacher:** Think about what we use in real life.

**Teacher:** Now, time for some shapes in Section F: Complete the patterns.

**Teacher:** Look carefully at the shapes.

**Teacher:** Draw the next three shapes in the pattern and colour them beautifully.

**Teacher:** Finally, let us do Section G: What fraction of each shape is coloured?

**Teacher:** Look at how many parts are coloured and how many parts are in total.

**Teacher:** Write the fraction smartly.

**Teacher:** Well done, everyone. Keep working happily and smartly.

**Teacher:** If you are stuck somewhere, just raise your hand and I will come to help you.

**Teacher:** You all are doing fantastic work.

**Teacher:** Let us end today's session with a fun Mental Maths clap game.

**Teacher:** When I say a number sentence, you clap once if the answer is correct and clap twice if the answer is wrong.

**Teacher:** Let us begin.

**Teacher:**  $5 + 5 = 10$ . (Clap once.)

**Teacher:**  $7 + 2 = 8$ . (Clap twice.)

**Teacher:**  $6 - 1 = 5$ . (Clap once.)

**Teacher:**  $9 - 4 = 6$ . (Clap twice.)

**Teacher:** Great energy, everyone. You all are Mental Maths Champions. Give yourselves a big round of applause.

**COULD DO**

5 MIN.



## Differentiated Activities

**110 km/hr**



Create your own pattern using shapes like circles, squares and triangles. Draw and colour the next five shapes.

**80 km/hr**



Write the number names for any five numbers between 60 and 70 in your notebook.

**40 km/hr**



Draw three apples. Write a number between 30 and 50 inside each apple and write the number name below it.

## Home Task

Complete any remaining questions of the Mental Maths worksheet given on page 53.

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>demonstrate control and coordination while writing three-digit numbers clearly, drawing number lines and colouring number visuals such as number houses and abacus models.</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>show responsible behaviour by following classroom rules during partner and group activities and by making safe choices in tasks related to real-life number situations such as water spills or safety cards.</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>accurately count, read, compare, order and write three-digit numbers (101–1000) using place value understanding and problem-solving strategies, including estimation and number riddles.</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>use appropriate vocabulary to read aloud number names, describe number-related clues and explain reasoning during number games with confidence and clarity.</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>create colourful number-based crafts such as number cards, trains, ladders and rockets, using numbers between 101 and 1000 while showing creativity, neatness and an understanding of visual patterns.</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>create colourful number-based crafts such as number cards, trains, ladders and rockets, using numbers between 101 and 1000 while showing creativity, neatness and an understanding of visual patterns.</li> </ul>

### Starry Knights

List the strategies you used to engage the learners in this unit? Mention here.

Give yourself a STAR.

