Lesson-1: Revision

10 Periods (40 minutes each)

Learn Better(MCB), CRM signs, Stay Ahead(WB), KWL Chart, Book of Holistic Teaching.

eBook

Affirming Better: I am creative

Curricular Goals and Objectives (NCF FS)

To enable the students:

- Complete the number sequence by arranging them in ascending and descending order.
- Recap the months of the year and events associated with them.
- Use units of measurement correctly.
- Complete the number series in given pattern.
- Make their little book of revision using A4 sheets, ruler and ribbon.

Methodology

Period 1

A Note to the teacher: Prepare a KWL chart for the class. Help students identify the concepts they already know, what they want to know, and what they learn from the lesson.

Teacher: Hello students! Welcome to the new class. How are you all?

(Wait for their responses and acknowledge their expressions)

Teacher: Alright, let's begin our new lesson for this year! Before we start, let's check what we remember from what we learned before. Ready?

Students: Yes ma'am.

Teacher: Great!

Re-KAP SPD

Kinaesthetic

Work with your partner. Creatively arrange your pencils, erasers and notebooks on the table to form a fun pattern.

5

Teacher: Can someone remind us how many months there are in a year?

Teacher: That's right—12 months! Now, let's say them together. (Recites months with the students.)

Teacher: Hmm, I wonder if we can figure out what month it is now. Can you tell me? And what month comes next? What about the one before?

Students: Accept all the relevant responses.

Teacher: Do you remember arranging numbers in a sequence based on how big or small the number is? Can you tell me what we call arranging numbers in order of small to big and big to small?

Students: Accept all the relevant responses.

Teacher: Wow, you all remember so much! I can see that you have learned a lot in grade 1. Today, we will build on all of this knowledge and dive deeper into these topics. Before we begin, what are some things you are curious to learn about related to these topics?

Pin up the KWL chart on the board. Ask students to share what all they remember from the previous year.

K	W	L

As they share, consolidate their ideas in the **K** (What I Know) and **W** (What I Want to Know) columns of the chart, respectively. Display or paste the chart in a place that is accessible for children so they can refer to and reflect on it throughout the lesson.

COULD DO

10 MIN.

Kinaesthetic

Use CRM signs to bring students' focus and guide them to work in pairs.

Teacher: Let us pair up! This means you need to find one friend to work with. (Give students some time to find and sit with their partners.)

Teacher: Great job! Here's what you will do: Take your pencils, erasers, and notebooks, and arrange them in a fun and creative pattern. You could make a shape, like a star or a house, or even something abstract, like zigzags or a spiral. The choice is yours!"

Teacher: But wait, there are some rules. Listen carefully:

1. You have to work as a team. Talk to your partner and decide together how you will arrange your items.
2. Be gentle with your things, and do not disturb others around you.
3. You will have 3 minutes to create your pattern. After that, I will ask you to stop and explain what you have made.

Shall we begin now?

Students: yes ma'am

(Walk around as students work on the task, providing support as needed. If time permits, encourage pairs to walk around the classroom to observe and appreciate their peers' creations.)

MUST DO
10 MIN.

Auditory

Teacher: Great job, everyone! Now, let us move on to the next activity. This time, I need you to listen carefully to what I say. After that, I will ask you a few questions, and you can share your answers. Are you ready to begin?

Students: Yes ma'am.

(Read the listening text given on the last page of the main course book. Ensure students are seated comfortably and can hear you clearly. Use a calm and engaging tone to maintain their attention. Then, ask the students the questions related to the text. Encourage them to take turns answering. If needed, read the text once or twice to help them understand better. Support them by repeating or rephrasing the questions and praising their efforts.)

MUST DO
20 MIN.

Differentiated Activity

110 km/hr

Create a number pattern with missing numbers, like: 5, __, 15, __, 25. Ask the students to complete the pattern and explain how they figured it out.

80 km/hr

Ask students to count the number of chairs, windows, or books in the classroom. Write the name of objects and total number counted in their notebook.

40 km/hr

Ask students to count a specific number of items and then draw them on paper. For example, Can you draw 8 stars? Or 6 apples?

Auditory*

Listen to your teacher carefully. Answer the questions.

Pictorial PS

Count the number of objects. Write your answer in the blanks given.

1.

Number of groups _____. Total number of apples _____.

2.

Number of groups _____. Total number of bananas _____.

5

Home Task

Ask students to make a note of the number of vehicles they see while going back home. They should write down the name of each vehicle and the total count in their notebook.

Period 2

Settle down students using CRM signs.

Teacher: Hello everyone! Before we explore the lesson further let us do a quick activity. I want you to take a piece of paper and draw an object using different shapes. You can be creative and use circles, squares, triangles, or rectangles in your drawing. Let us see what you can come up with.

COULD DO

10 MIN.

Pictorial

Guide students to open their books to page 5.

Teacher: Look at the picture on this page. Can you name the fruits you see?

Students: Apples and Bananas.

Teacher: Excellent! Let us read the question.

(Read out the question slowly and clearly to students)

Teacher: What do you think we should do here?

Students: We need to count the number of fruits and write them in the space provided.

Teacher: Absolutely! Let us do one together. First, let us count the total number of apples in all the boxes. How many apples are there?

Students: 15 apples

Teacher: Great! Now, do you see that the apples are arranged in groups in different boxes?

Students: Yes ma'am

Teacher: How many groups do you see?

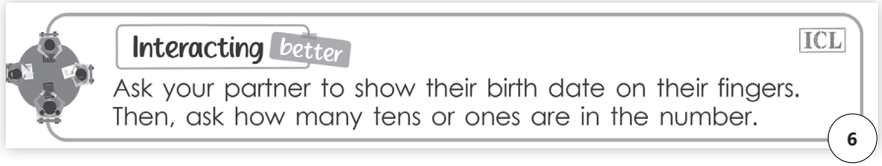
Students: 3

Teacher: Fantastic! Now it is your turn to do the next one.

(Move around the class to guide or support while students work on their book. Once students complete discuss the answers before moving to the next activity).

MUST DO

15 MIN.



Interacting Better

Teacher: Let us now recollect tens and ones using your birth dates! Does everyone know their birth date?

(Encourage students to think about the number in their date (e.g., 12, 25). Invite a student to come forward)

Teacher: Can you show me your birth date using your fingers? (If the number is 12, the student shows 10 fingers first, then 2 more fingers.)

Teacher: Now, how many tens and how many ones are in your birth date? Let us count together!

(Guide them to identify 1 ten and 2 ones.)

Teacher: Now, it is your turn to do this with your partner. Take turns showing your birth date on your fingers. Then, ask your partner how many tens and ones are in the number.

(Walk around the class to observe and support students as needed. Invite a few pairs to share their discussion to consolidate).

SHOULD DO
15 MIN.

Differentiated Activity

110 km/hr

Ask students to form new numbers using the digits of their own. Have them break each number into tens and ones. Ask them to find the sum or difference of the two numbers they created and identify tens and ones in the result.

80 km/hr

MUST DO
10 MIN.

Provide cards with two-digit numbers written on them (e.g., 14, 23, 36). Ask students to pick a card, show the number using fingers, and break it into tens and ones.

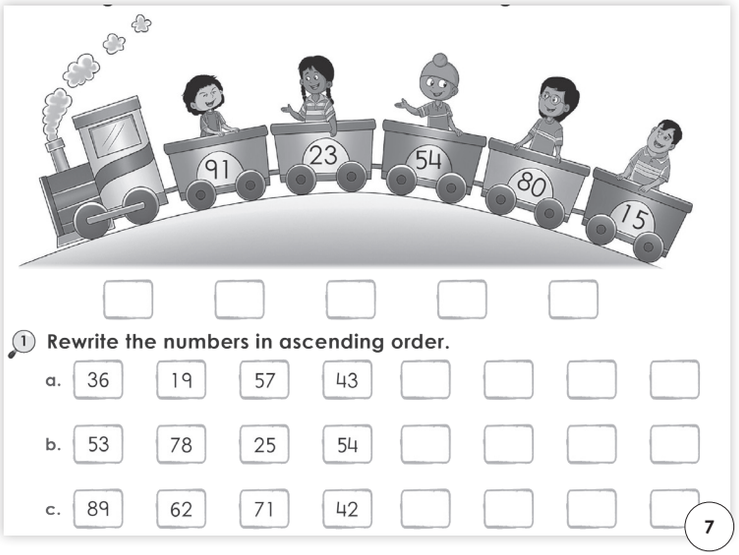
40 km/hr

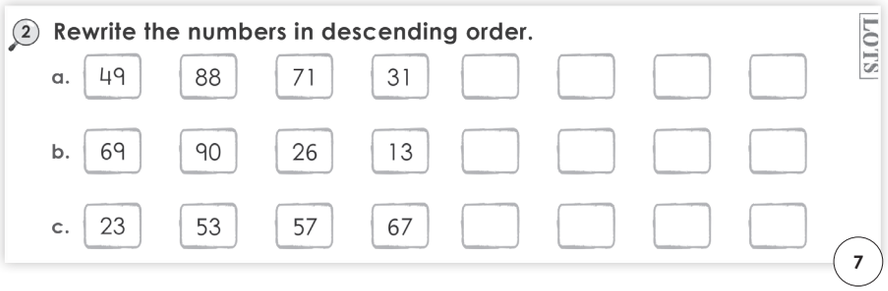
Work on smaller numbers (e.g., 12, 15) with teacher assistance. Use physical manipulatives like counters or number cards to represent tens and ones visually.

Home task

Write down the birth dates of three family members or friends. Break each number into tens and ones. Example:

- Birth date: 25





- Tens: 2
- Ones: 5

Period 3

Reading

Teacher: Open your books to page 6. Let us read the story to find out what the students are doing.

(Read the story aloud in a clear and engaging voice. Pause occasionally to ensure students are following along and looking at the text.)

Teacher: As I read, follow along in your books. After we finish, I would like you to share your thoughts about the story.

SHOULD DO
10 MIN.

(Encourage students to share their ideas and praise their efforts to express themselves.)

Teacher: Did you notice how the children collected stones of different sizes and arranged them from small to big and then big to small?

MUST DO
10 MIN.

Students: Yes, ma'am.

Teacher: Great! Now, let's try arranging stones ourselves.

(Take the students to the school ground or provide stones of different sizes in the classroom. Ask them to arrange the stones from small to big and then big to small to reinforce the concept of ascending and descending order.)

Guide students to open their book to page 7.

Teacher: Do you see Lina and her friends in the train?

Student/s: Yes ma'am

Teacher: Now arrange their boxes in ascending order and write the numbers in the given space.

MUST DO
10 MIN.

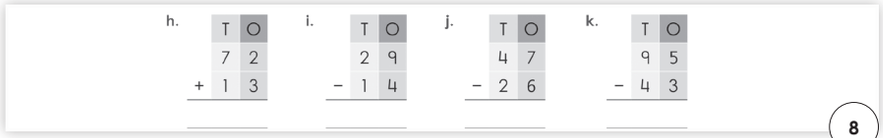
Exercise 1

Teacher: Well done! Now, let us try arranging a few more numbers in ascending order. Remember, when we arrange numbers from small to big, it is called ascending order.

Exercise 2

Teacher: Let us arrange these numbers in order from big to small. Here are the numbers: 87, 34, 24, and 98. Can anyone tell me which is the biggest?

Students: 98!



h. T O: 7 2 + 1 3 = ____

i. T O: 2 9 − 1 4 = ____

j. T O: 4 7 − 2 6 = ____

k. T O: 9 5 − 4 3 = ____

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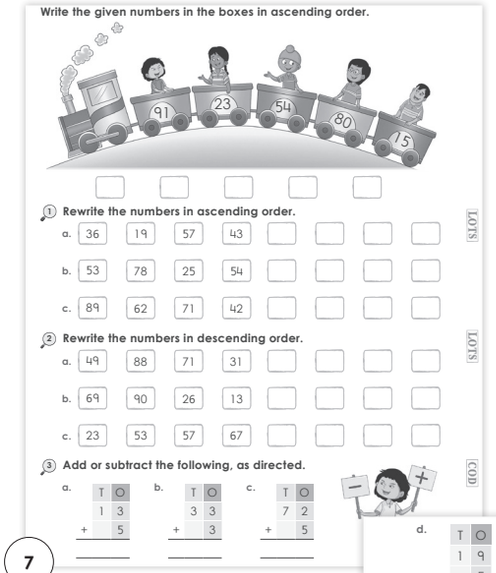


Write the given numbers in the boxes in ascending order.

LOTS ① Rewrite the numbers in ascending order.

a. 36 19 57 43 ____ ____ ____ ____

b. 53 78 25 54 ____ ____ ____ ____

c. 89 62 71 42 ____ ____ ____ ____

LOTS ② Rewrite the numbers in descending order.

a. 49 88 71 31 ____ ____ ____ ____

b. 69 90 26 13 ____ ____ ____ ____

c. 23 53 57 67 ____ ____ ____ ____

COD ③ Add or subtract the following, as directed.

a. T O: 1 3 + 5 = ____

b. T O: 3 3 + 3 = ____

c. T O: 7 2 + 5 = ____

d. T O: 1 9 − 5 = ____

e. T O: 2 8 − 6 = ____

f. T O: 7 7 − 3 = ____

g. T O: 1 2 + 2 7 = ____

h. T O: 7 2 + 1 3 = ____

i. T O: 2 9 − 1 4 = ____

j. T O: 4 7 − 2 6 = ____

k. T O: 9 5 − 4 3 = ____

COD ④ Multiply.

a. 6 × 2 = ____ b. 3 × 4 = ____ c. 9 × 5 = ____

d. 3 × 10 = ____ e. 7 × 4 = ____ f. 8 × 3 = ____

g. 9 × 2 = ____ h. 5 × 10 = ____ i. 4 × 5 = ____

LOTS ⑤ Name the month.

a. the second month of the year ____

b. the month before July ____

c. we celebrate Christmas in ____

LOTS ⑥ Circle the correct unit of measurement.

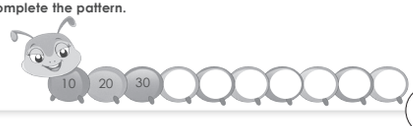
a. Maria's water bottle has a capacity of 1 millilitre/litre.

b. Jas's house is 4 centimetres/kilometres away from his school.

c. Lina's pencil is 10 centimetres/metres in length.

LOTS ⑦ Complete the pattern.

a.



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Teacher: Correct! Now, what is the next biggest number?

Students: 87!

Teacher: Great! So, we have 98, 87, 34, and 24. This is called **descending order**—arranging numbers from big to small."

Teacher: Now it is your turn to practice the same in your book.

Differentiated Activity

110 km/hr

Provide a set of 5-6 two-digit numbers (e.g., 23, 45, 67, 89, 12) and ask students to arrange them both in ascending and descending order. Encourage them to use a number line.

80 km/hr

Use visual aids, such as number cards or a number line, to help students arrange numbers in ascending and descending order. For example, show them numbers like 3, 1, 5, and 2, and guide them through ordering them.

40 km/hr

Provide 4-5 numbers (such as 12, 24, 36, 48) and ask students to arrange them in both ascending and descending order. Encourage students to write the numbers in order and explain their reasoning.

Home task

Collect 5 small items (such as buttons, pencils, or toys). Measure their lengths or heights and arrange them from the smallest to the biggest (ascending order) and then from the biggest to the smallest (descending order).

Period 4

Teacher: Hello, class! I hope you enjoyed doing the home fun yesterday! Before we start our book exercises, let us do a quick recap of addition and subtraction. Who can tell me what happens when we add?

Students: When we add, we make a number bigger!

Teacher: That is right! And when we subtract, what happens?

Student 2: We make the number smaller!

Teacher: Great job! Now, let us play a quick relay race. I will show you an addition or subtraction problem, and the first person from each team will run to the board, write the answer, and return. Ready?

Students: Yes, ma'am!

Teacher: Okay, here is your first problem: 12 + 7. Go!

(Conduct a few rounds of the activity to help students recollect addition and subtraction. Guide students to pay attention to the signs we use to differentiate between addition and subtraction)

MUST DO
10 MIN.

Exercise 3

Allow students to work on parts a to k of the exercise. Move around the class to provide support to students who need help. Early finishers can assist those who need help. Discuss the answers for each part before moving on to the next one.

SHOULD DO
30 MIN.

Differentiated Activity

110 km/hr

Provide simple word problems that involves real life situations and encourage them to do in their rough notebook.

80 km/hr

Provide addition and subtraction problems within a range of 10 to 20 (e.g., 15 + 6, 18 - 9). Have students solve these problems in their notebooks, explaining their thinking out loud.

40 km/hr

Provide simple addition and subtraction problems with smaller numbers (e.g., 6 + 3, 10 - 4) and guide them through the process step-by-step.

Home task

"Creating Better" can be assigned as a home task for students. Give them a few days to complete it and ask them to bring their work to class. You may display their work in the classroom.

Period 5

Make the students stand in a circle. Give a ball to one student and ask them a multiplication table question. Once they give the correct answer, ask them to pass the ball to another student, who will then answer the next multiplication problem. Conduct one or two rounds of this game.

COULD DO
10 MIN.

4 **Multiply.**

a. 6 × 2 =	b. 3 × 4 =	c. 9 × 5 =
d. 3 × 10 =	e. 7 × 4 =	f. 8 × 3 =
g. 9 × 2 =	h. 5 × 10 =	i. 4 × 5 =

5 **Name the month.**

a. the second month of the year

b. the month before July

c. we celebrate Christmas in

6 **Circle the correct unit of measurement.**

a. Maria's water bottle has a capacity of 1 millilitre/litre.

b. Jas's house is 4 centimetres/kilometres away from his school.

c. Lina's pencil is 10 centimetres/metres in length.

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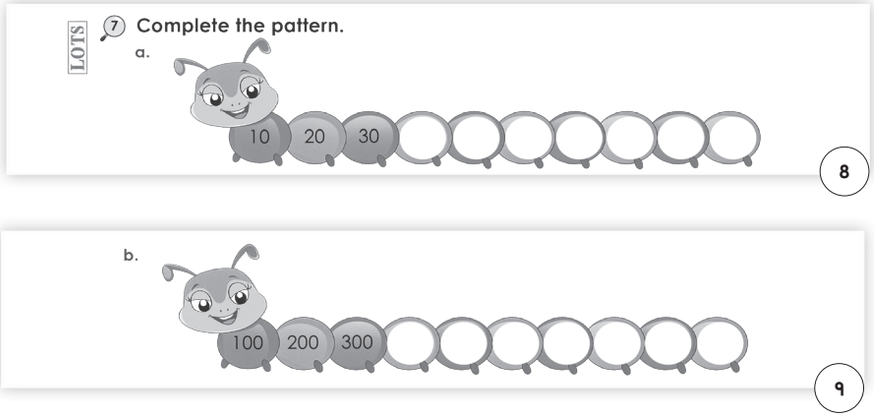


Exercise 4

Guide students to solve the multiplication problem. Move around the class to provide support to students who need help. Early finishers can assist those who need help. Discuss the answers for each part before moving on to the next one.

You may also assign some parts of the exercise as home task if required.

SHOULD DO 10 MIN.

Exercise 5

Ask students to read the given clues and write the name of the month in the box provided. You may also give a quick recap of the months of the year before doing the exercise, if needed.

SHOULD DO 10 MIN.

Exercise 6

Teacher: Alright, class! I have a water bottle here. Can anyone guess how much water is in the bottle?

Students: I think there will be half bottle of water.

Teacher: Good guess! Actually, there is 350 ml of water in the bottle.

Teacher: Now, I have a pencil. How can we measure the length of this pencil?

Students: With a ruler.

(Demonstrate measuring the pencil with a ruler and explain the units: milliliters (ml) for liquids, and meters (m) or centimeters (cm) for length.)

Teacher: Can you think of some examples for each type of measurement?

(After discussing, read the given statements for the students and ask them to tick the correct unit of measurement.)

MUST DO 20 MIN.

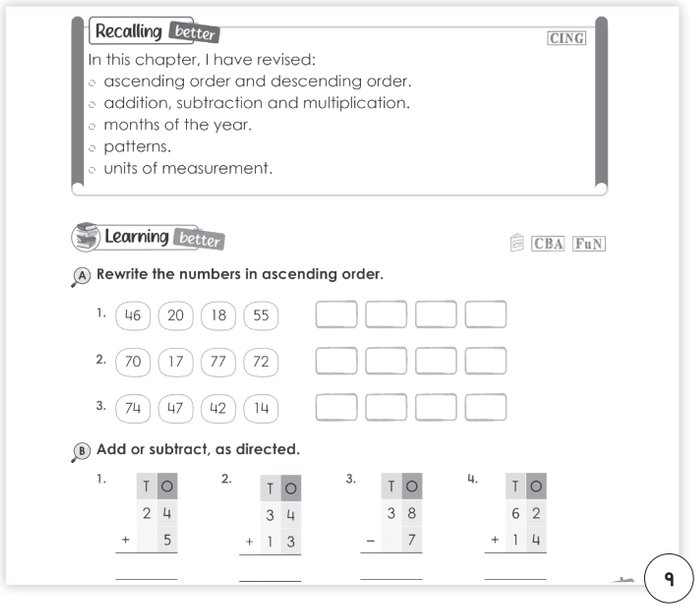
Differentiated Activity

110 km/hr

Use the given speed units (km/hr) to compare the speeds of different vehicles. For example, ask the students to look at the speeds 110 km/hr, 80 km/hr, and 40 km/hr. Then, guide them to arrange the speeds from the slowest to the fastest.

80 km/hr

Ask students to match different objects with the correct unit of measurement. Provide examples like cars, pencils, and water. Have students use the correct unit (km/hr for speed, cm or meters for length, ml for volume) to answer a few questions.



Recalling better

CING

In this chapter, I have revised:
- ascending order and descending order.
- addition, subtraction and multiplication.
- months of the year.
- patterns.
- units of measurement.

Learning better

CBA FuN

A Rewrite the numbers in ascending order.

1. 46 20 18 55 ☐ ☐ ☐ ☐
2. 70 17 77 72 ☐ ☐ ☐ ☐
3. 74 47 42 14 ☐ ☐ ☐ ☐

B Add or subtract, as directed.

1. T O: 2 4 + 5 = ____
2. T O: 3 4 + 1 3 = ____
3. T O: 3 8 − 7 = ____
4. T O: 6 2 + 1 4 = ____

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40 km/hr

Ask students to draw examples of objects that can be measure with the following measuring units km/m, l/ml

Home task

Write units of measurement for milk, pencil box, distance between home and market in notebook.

Period 6

Exercise 7

Guide students to work in pairs to identify pattern and complete the number sequence.

MUST DO 10 MIN. ☐

Recalling Better

Once students complete the exercise give them cue cards based on the concept read in the lesson (addition, subtraction, arranging numbers, measurement to solve). Reward the correct answers with a smiley.

MUST DO 10 MIN. ☐

Learning Better

Rewrite the numbers in ascending order

Read out the numbers and ask the students to repeat after you. Then, ask them to read the numbers on their own and put them in ascending order in the box provided.

MUST DO 10 MIN. ☐

Add or subtract as directed

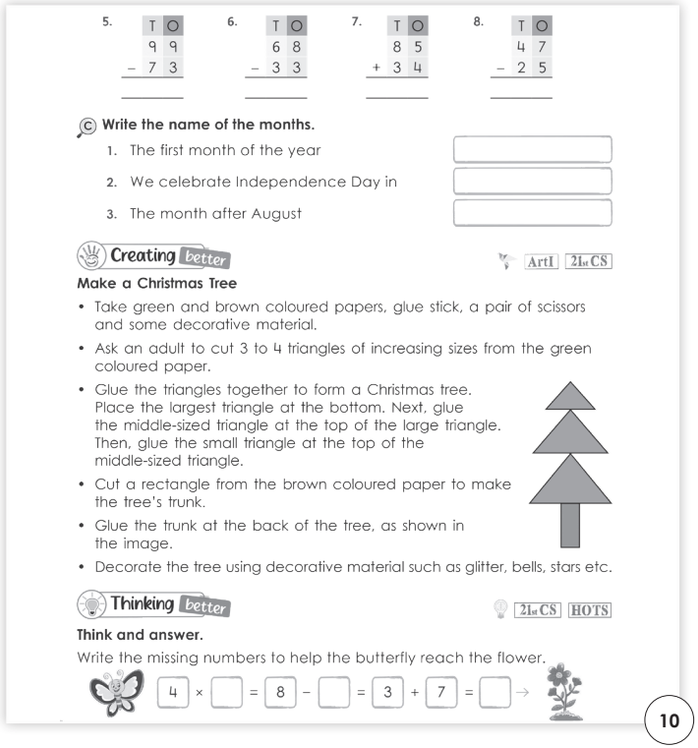
Guide students to work on the sums given. You may also assign a few as home task for students.

MUST DO 10 MIN. ☐

Differentiated Activity

110 km/hr

Provide word problems that require more than one addition step. Example: Lilly has 25 candies. She buys 12 more and her friend gives her 8. How many candies does Lilly have now?



5. T O: 9 9 − 7 3 = ____
6. T O: 6 8 − 3 3 = ____
7. T O: 8 5 + 3 4 = ____
8. T O: 4 7 − 2 5 = ____

Write the name of the months.

1. The first month of the year
2. We celebrate Independence Day in
3. The month after August

Creating better — ArtI 21stCS

Make a Christmas Tree

- Take green and brown coloured papers, glue stick, a pair of scissors and some decorative material.
- Ask an adult to cut 3 to 4 triangles of increasing sizes from the green coloured paper.
- Glue the triangles together to form a Christmas tree. Place the largest triangle at the bottom. Next, glue the middle-sized triangle at the top of the large triangle. Then, glue the small triangle at the top of the middle-sized triangle.
- Cut a rectangle from the brown coloured paper to make the tree's trunk.
- Glue the trunk at the back of the tree, as shown in the image.
- Decorate the tree using decorative material such as glitter, bells, stars etc.

Thinking better — 21stCS HOTS

Think and answer.

Write the missing numbers to help the butterfly reach the flower.

4 × ☐ = 8 − ☐ = 3 + 7 = ☐ →

10

80 km/hr

Ask students to solve problems like: 34 + 15 = ___, 27 + 13 = ___

40 km/hr

Ask students to solve problems such as: 8 + 4 = ___, 12 + 3 = ___

Encourage them to use objects, fingers, or number lines to assist with counting.

Home task

Complete exercise C on page 10.

Period 7

Thinking Better

Teacher: Hello students! Today we are going to go on a math adventure with a butterfly! Open your books to page 10. Look at picture at the bottom of the page. Do you see the butterfly and the flower? The butterfly wants to reach the flower, but it needs our help!

Teacher: We need to solve some math problems to help the butterfly fly to the flower. Look at the first problem: 4 x _ = _." What does 'x' mean?

(Guide students to understand that 'x' means multiplication.)

Teacher: What number times 4 will give us the answer?

(Allow students to brainstorm and come up with the answer.)

Teacher: Great job! Let's move on to the next problem: _ - _ = 3. This is a subtraction problem. What number minus what number equals 3?

(Guide students to solve the subtraction problem.)

Teacher: Now, let us solve the last problem: _ + 7 = _. Can you tell me what should be done here?

Students: Add

Teacher: Yes! This is an addition problem. What number plus 7 will give us the answer?

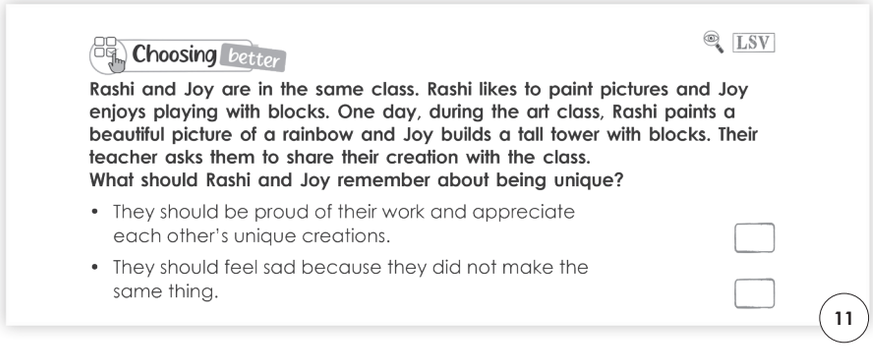
(Guide students to solve the addition problem.)

Teacher: We did it! We helped the butterfly reach the flower by solving all the problems!

MUST DO

10 MIN.

MATHEMATICS



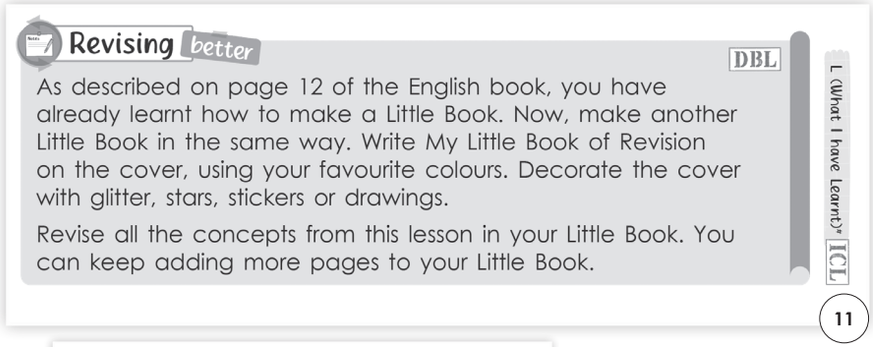
Choosing better

LSV

Rashi and Joy are in the same class. Rashi likes to paint pictures and Joy enjoys playing with blocks. One day, during the art class, Rashi paints a beautiful picture of a rainbow and Joy builds a tall tower with blocks. Their teacher asks them to share their creation with the class.
What should Rashi and Joy remember about being unique?

- They should be proud of their work and appreciate each other's unique creations. ☐
- They should feel sad because they did not make the same thing. ☐

11



Revising better

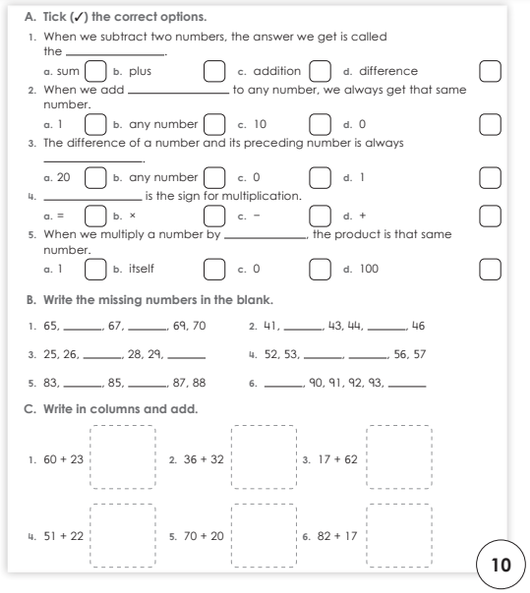
DBL

As described on page 12 of the English book, you have already learnt how to make a Little Book. Now, make another Little Book in the same way. Write My Little Book of Revision on the cover, using your favourite colours. Decorate the cover with glitter, stars, stickers or drawings.

Revise all the concepts from this lesson in your Little Book. You can keep adding more pages to your Little Book.

L (What I have Learnt)? ICL

11



A. Tick (✓) the correct options.

1. When we subtract two numbers, the answer we get is called the _____.
   a. sum ☐ b. plus ☐ c. addition ☐ d. difference ☐
2. When we add _____ to any number, we always get that same number.
   a. 1 ☐ b. any number ☐ c. 10 ☐ d. 0 ☐
3. The difference of a number and its preceding number is always _____.
   a. 20 ☐ b. any number ☐ c. 0 ☐ d. 1 ☐
4. _____ is the sign for multiplication.
   a. = ☐ b. × ☐ c. − ☐ d. + ☐
5. When we multiply a number by _____, the product is that same number.
   a. 1 ☐ b. itself ☐ c. 0 ☐ d. 100 ☐

B. Write the missing numbers in the blank.

1. 65, _____, 67, _____, 69, 70
2. 41, _____, 43, 44, _____, 46
3. 25, 26, _____, 28, 29, _____
4. 52, 53, _____, _____, 56, 57
5. 83, _____, 85, _____, 87, 88
6. _____, 90, 91, 92, 93, _____

C. Write in columns and add.

1. 60 + 23 ☐
2. 36 + 32 ☐
3. 17 + 62 ☐
4. 51 + 22 ☐
5. 70 + 20 ☐
6. 82 + 17 ☐

10

Choosing Better

Teacher: Next, we are going to talk about something very special: being unique! What does it mean to be unique?

(Allow students to share their ideas.)

Teacher: Let me read out a small story about Rashi and Joy.

(Read the context given in the coursebook and explain it to students)

Teacher: How do you think Rashi and Joy feel about their creations? Do you think they should feel sad because they did not make the same thing?

Teacher: Now, let us talk about our own unique talents and interests. What are some things you like to do? What are you good at?

Teacher: Do you think it's important to celebrate our differences?

(Encourage students to share their thoughts.)

Teacher: We should be proud of our talents and interests, and we should appreciate the talents and interests of others. Remember, being different makes us special!

SHOULD DO
15 MIN. ☐

L (What I have learnt)

Ask the students to sit with their partners and discuss what they have learned from the lesson. Then, give each pair a turn to share their points, and consolidate their ideas on a KWL chart. Once the chart is complete, discuss their journey, reflecting on what they initially knew, what they wanted to know, and what they have learned.

MUST DO
15 MIN. ☐

Differentiated Activity

110 km/hr

Provide students with multiple sets of numbers and ask them to arrange each set in ascending order.

Example: Arrange these numbers in ascending order: 67, 34, 89, 21, 54

80 km/hr

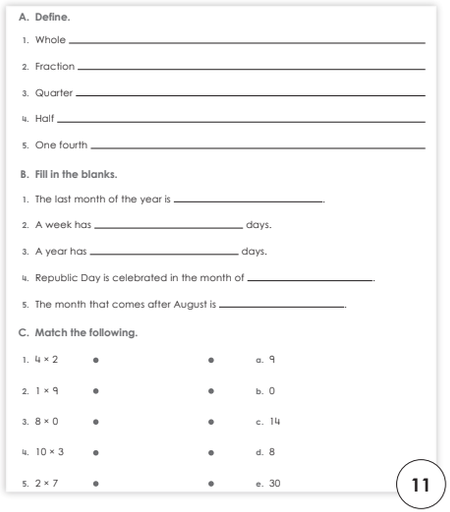
Provide sets of numbers between 1 and 100 and ask students to order them.

Example: Arrange these numbers in ascending order: 15, 42, 29, 68, 9.

40 km/hr

Provide a set of 5 or fewer numbers and ask students to order them.

Example: Arrange these numbers in ascending order: 3, 9, 2, 6, 1.



A. Define.

1. Whole _____
2. Fraction _____
3. Quarter _____
4. Half _____
5. One fourth _____

B. Fill in the blanks.

1. The last month of the year is _____.
2. A week has _____ days.
3. A year has _____ days.
4. Republic Day is celebrated in the month of _____.
5. The month that comes after August is _____.

C. Match the following.

1. 4 × 2	•	a. 9
2. 1 × 9	•	b. 0
3. 8 × 0	•	c. 14
4. 10 × 3	•	d. 8
5. 2 × 7	•	e. 30

11

Home task

Parents can help children create their own booklet of revision. You may make children to do small sums in the book to help them recap the concepts learnt in the lesson. Refer to the guidelines provided in "Revising Better" on page 11.

Period 8

Teacher: Hello, students! I hope you had fun with the lesson. We are going to start with the practice exercises, but before we begin, let us play a game. I will be calling out the numbers from 1 to 50. The challenge is that you will say the number with me, and after every 5th number—like 5, 10, 15, and so on—you will clap. Ready? Let's begin!

COULD DO
10 MIN.

Worksheet 1

Ask students to open their Math workbook to page 10. Guide the to complete the exercises in worksheet 1.

Note: You may also take up this worksheet in class for concept recap or for assessment purpose.

SHOULD DO
30 MIN.

Differentiated Activity

110 km/hr

Practice multiplication facts through skip counting. Provide different numbers to skip count (e.g., 3s, 4s, 6s).

80 km/hr

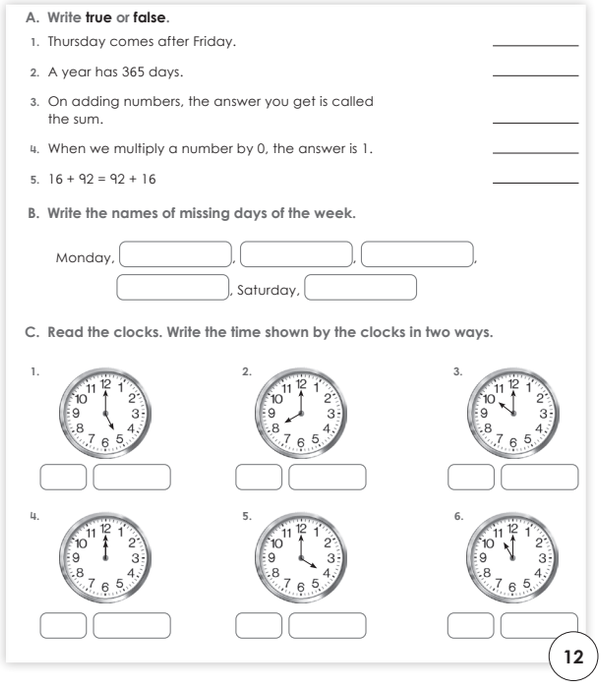
Ask students to write the multiplication tables of 4 and 5 in their notebook.

40 km/hr

Ask students to write the multiplication tables of 3 and 2 in their notebook.

Home task

Worksheet 2 can be assigned as home task for students for practice purpose.



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

1. Thursday comes after Friday. _____
2. A year has 365 days. _____
3. On adding numbers, the answer you get is called the sum. _____
4. When we multiply a number by 0, the answer is 1. _____
5. 16 + 92 = 92 + 16 _____

B. **Write the names of missing days of the week.**

Monday, _____, _____, _____, _____, Saturday, _____

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

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____
6. _____ _____

12

Period 9

Teacher: Hello, students! I hope you are all excited for today's session! Before we dive in, let us do something fun. I am going to say a number, and your challenge is to quickly draw that many objects in your rough notebook! For example, if I say '3', you could draw 3 stars, 3 apples, or anything you like. Ready? Get creative!

COULD DO
10 MIN.

Worksheet 3

Ask students to open their Math workbook to page 12. Guide the to complete the exercises in worksheet 3.

Note: You may also take up this worksheet in class for concept recap or for assessment purpose.

SHOULD DO
30 MIN.

Differentiated Activity

110 km/hr

Write a short story about a week in your life, using all seven days of the week and at least one month of the year in your story.

80 km/hr

Write the days of the week in correct order starting from Monday. Write the months of the year in correct order starting from January. Then, for each month, write one thing you like to do in that month.

40 km/hr

Write the days of the week in order (Monday, Tuesday, Wednesday, etc.). Draw a picture of something you do on your favorite day.

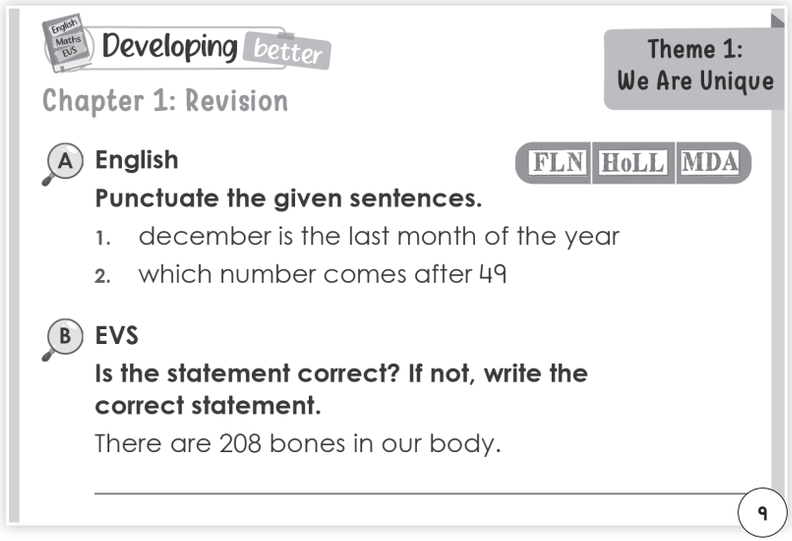
Home Task

With the help of your parent, create a month calendar with dates and days in your notebook. Write all the important activities you want to do in the month under the corresponding dates.

Period 10

Begin the session with a quick recap of the lesson. Ask students to describe in their own words of what they learnt in the lesson.

MUST DO
10 MIN.



Additional Activity

Holistic Learning

Take up the Holistic Learning Manual at page 8 with the students. Guide them through the exercises.

A. Write the given sentence on the board and ask students to re-write the sentence with appropriate punctuation in their notebook. Discuss the answers.

B. Read the given statement and ask students to write down the correct statement in their notebook. Discuss the answers.

COULD DO
30 MIN.

Differentiated Activity

110 km/hr

Create an artwork using at least 6 different shapes (e.g., triangles, circles, squares, rectangles). After completing the artwork, count how many of each shape were used and record this in your notebook.

80 km/hr

Create an artwork using at least 4 geometric shapes. Count and write how many of each shape you used.

40 km/hr

Draw a simple picture using 3 shapes (e.g., a house with a triangle roof, square body, and circle window). Count the number of shapes used and write it down.

Home Task

Ask your parents to help you learn how to read a clock and tell the time. Practice reading the time on both an analog and digital clock.

Learning Outcomes

The students will:

Physical Development	• Demonstrate fine motor skills during various hands-on activities
Socio-Emotional and Ethical Development	• Work with peers to work on given task or activity
Cognitive Development	• Recall numbers learnt from previous class • Identify the months and recall important events associated with them • Match the objects to their measurement units • Demonstrate the ability to solve operation problems (Addition, subtraction and multiplication)
Language and Literacy Development	• Reads simple instructions without teacher's help • Comprehends the task and attempts to do it independently
Aesthetic and Cultural Development	• Work well in mixed groups for an activity
Positive Learning Habits	• Follow simple instructions to start and stop an activity

Starry Knights

What techniques did you use to manage your time for the activities?

_____

What challenges did you overcome? List them here.

_____

Give yourself a STAR. 

Answers

Theme 1: We Are Unique
Lesson-1: Revision

Main Coursebook

Kinaesthetic

Accept all the relevant responses.

Auditory

Accept all the relevant responses.

Pictorial

1. 3, 15
2. 4, 16

Interacting better

Numbers in ascending order - 15, 23, 54, 80, 91.

1. a. 19, 36, 43, 57 b. 25, 53, 54, 78
   c. 42, 62, 71, 89
2. a. 88, 71, 49, 31 b. 90, 69, 26, 13
   c. 67, 57, 53, 23
3. a. 18 b. 36 c. 77 d. 24
   e. 34 f. 80 g. 39 h. 85
   I. 43 j. 73 k. 138
4. a. 12 b. 12 c. 45 d. 30
   e. 28 f. 24 g. 18 h. 50
   i. 20
5. a. February b. June c. December
6. a. litre b. kilometres c. centimetres
7. a. 40, 50, 60, 70, 80, 90, 100
   b. 400, 500, 600, 700, 800, 900, 1000

Learning better

A. 1. 18, 20, 46, 55 2. 17, 70, 72, 77
   3. 14, 42, 47, 74

B. 1. 29 2. 47 3. 45 4. 76 5. 172
   6. 101 7. 119 8. 72

C. 1. January 2. August 3. September

Thinking better

Think and answer

2, 5, 10

Mental Maths

A. 1. 125 2. 10 3. 50 4. 67
   5. 877

B. 1. 152 2. 293 3. 426 4. 566
   5. 888 6. 947

C. 1. 10 2. 32 3. 30 4. 24 5. 49
   6. 45

D. 1. $\frac{1}{2}$ 2. $\frac{1}{2}$ 3. $\frac{3}{4}$

Students' Worksheets

Worksheet 1

A. 1. d 2. d 3. d 4. b
   5. a

B. 1. 66, 68 2. 42, 45 3. 27, 30
   4. 54, 55 5. 84, 86 6. 89, 94

C. 1. 83 2. 68 3. 79 4. 73
   5. 90 6. 99

Worksheet 2

A. 1. A complete or a full object is called a whole.

A. 2. When an object is divided into parts, each part is called a fraction.

A. 3. When an object is divided into 4 equal parts, each part is called one fourth or a quarter.

A. 4. When an object is divided into 2 equal parts, each part is called a half.

A. 5. When an object is divided into 4 equal parts, each part is called one fourth.

B. 1. December 2. 7 3. 365
   4. January 5. September

C. 1. d. 2. a. 3. b. 4. e.
   5. c.

Worksheet 3

A. 1. false 2. true 3. true
   4. false 5. true

B. Tuesday, Wednesday, Thursday, Friday, Sunday

C. 1. 5:00; 5 o'clock 2. 8:00; 8 o'clock
   3. 10:00; 10 o'clock 4. 12:00; 12 o'clock
   5. 4:00; 4 o'clock 6. 11:00; 11 o'clock

Book of Holistic Teaching

A. **English:**
   1. December is the last month of the year.
   2. Which number comes after 49?

B. **EVS:** There are 206 bones in our body.

Book of Project Ideas

Making better

Accept all relevant responses.

Lesson-2: Numbers up to 1000

14 Periods (40 minutes each)

Learn Better(MCB), Stay Ahead(WB), Poster, Stay Ahead, Book of Holistic Teaching

Animation, Animated activities, explainer video, dictionary, mental maths, slide show, I explain.

Affirming Better
I listen and learn

Curricular Goals and Objectives (ECCE)

To enable the students:

- Understand even and odd numbers
- Read and write 3-digit numbers
- Practice presenting 3-digit numbers on an abacus
- Write numbers and number names from 101 to 1000
- Find the place value of numbers
- Learn and practice the expanded form of numbers
- Compare numbers (when digits in hundreds and tens places are the same/different)
- Practice formation and ordering of 3-digit numbers
- Make a game of arrow cards with paper to find the place value of numbers
- Think creatively and solve story sums
- Revise number names up to 1000 in their Little Book of Revision

Methodology

Period 1:

A Note to the teacher: Prepare a KWL chart for the class. Help students identify the concepts they already know, what they want to know and what they learn from the lesson.

Pin up the KWL chart on the board. As they share, consolidate their ideas in the K (What I Know) and W (What I Want to Know) columns of the chart, respectively. Display or paste the chart in a place that is accessible for children so they can refer to and reflect on it throughout the lesson.

K	W	L

Teacher: Hello everyone! Let us begin with our next lesson. Today we are going to start with the second lesson 'Numbers up to 1000'. Before we start, let's check what we remember from what we learned before.

Teacher: I will write a number on the board and you will tell me how to read it.

Teacher: Wonderful! I can see that you know how to read numbers. Now, I will write a number on the board, and you will tell me how to represent it using an abacus drawing.

(write a few numbers on the board and invite students to represent the digits according to their place values.)

Teacher: What is the digit in the hundreds place? What about the tens place? And the ones place?

Teacher: Great job, everyone! Are you curious to learn how to read even bigger numbers like 2,568 or 1,658?

Student/s: Yes.

Teacher: Awesome! In this lesson, we are going to learn how to read bigger numbers, represent them using an abacus drawing and write their number names.

COULD DO

10 MIN.

Kinaesthetic

Use CRM signs to bring students' focus and guide them to work in pairs.

Teacher: Let us pair up! This means you need to find one friend to work with. (Give students some time to find and sit with their partners.)

Teacher: First, let us review what counting means. Can someone tell me what it means to count?

Student/s: To count is to say numbers in order.

Teacher: Correct! We say numbers in order, like 1, 2, 3 and so on.

Re-KAP SPD

Kinaesthetic

Play the game 'Number Tap' with your partner. Call out a number. Your partner will tap the desk that many times.

12

Teacher: Now, let us learn how to play 'Number Tap'. I will call out a number and you will tap your desk that many times. For example, if I say '5', you will tap your desk 5 times.

(Do this once with the whole group then instruct students to play with their partners).

MUST DO 05 MIN.

Teacher: Fantastic! Let us move to the next activity.

Auditory

Teacher: I am going to read you a short paragraph. Listen carefully and try to remember the numbers I mention.

(Read the listening text given in the last page of the course book slowly and clearly to students. Repeat if necessary)

Teacher: Now, let us change the numbers into their number names. What was the first number you heard in the paragraph?

Student/s: Two hundred thirteen.

Teacher: Excellent! Instead of writing "213 ants," we would write "two hundred thirteen ants".

Teacher: Can someone tell me another number you heard in the paragraph?

Student/s: One hundred nine.

Teacher: Great work! Now, I will read the paragraph again. This time, listen carefully and write it in your notebooks. Make sure to write the number names whenever you hear a number.

(Move around the classroom to check on the students and help as needed.)

MUST DO 15 MIN.

Pictorial

Guide students to open their books to page 12.

Teacher: Look at the picture. We have four houses and each house has a number. The first question asks us to arrange the house numbers in order from smallest to biggest. What do we call that kind of order again?

Student/s: Ascending order

Teacher: Great! So, we write '13' first. Now, what's the next smallest number?

Student/s: 22

Teacher: Good! What comes next?

Student/s: 37 and then 48

Teacher: Wonderful! You have arranged the house numbers in ascending order. Write that down in our books.

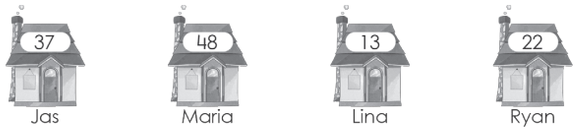
Auditory*

Listen to your teacher carefully. Answer the questions.

Pictorial PS

Look at the house numbers of Jas, Maria, Lina and Ryan.

Answer these questions.



1. Arrange the house numbers in ascending order.

   _____, _____, _____, _____

2. Whose house number is the largest? _____
3. Whose house number is the smallest? _____

(Give time for students to complete the task)

Teacher: Great job! Now that the house numbers are in ascending order, can you find out which house has the largest number and which house has the smallest number? Write their names in the space provided.

(Allow time for students to think and observe. Then, discuss the answers together and give them time to write in their notebooks.)

MUST DO 10 MIN.

Animated Activities could be shown to students on number system to explain numbers up to 1000.

COULD DO 10 MIN.

Differentiated Activity

110 km/hr

Write down three large numbers (e.g., 678, 945, 827). Represent these numbers using an abacus drawing in your notebook. Write their number names.

80 km/hr

Write down two numbers between 100 and 500 (e.g., 213, 356). Draw an abacus for each number.

Write their number names in your notebook.

40 km/hr

Write down a number between 1 and 100 (e.g., 45). Draw an abacus for the number and write its number name.

Home task

Provide worksheets with numbers and ask students to write the number names for each number.

Period 2

Interacting Better

Ask students to work in pairs and think of examples of things that come in pairs. Give them some time to discuss their ideas with their partners. After the discussion, ask each pair to share one example of something that comes in pairs with the whole class.

MUST DO 05 MIN.

Reading

Teacher: Open your books to page 13. Let us read the story to find out what the students are doing.

Teacher: As I read, follow along in your books. After we finish, I'd like you to share your thoughts about the story.

(Encourage students to share their ideas and praise their efforts to express themselves.)

Teacher: Did you notice that they are collecting leaves of different sizes. Can you tell me how many big leaves does Maria collect?

Student/s: He collected 7 big leaves

Teacher: How many small leaves did she collect?

Student/s: She collected 3 small leaves.

Teacher: Awesome! How many leaves were collected altogether?

Student/s: 45

Teacher: Great! Now, look at the bottom of the page. It says 'We have collected an odd number of leaves'.

Teacher: What does 'odd' mean? Does anyone know?

Student/s: I think it means a number that is not even.

Teacher: That is a good guess! Let's learn more about even and odd numbers. Look at the word 'pair' on the page. What does the word 'pair' mean?

Student/s: A pair is when you have two of the same thing, like two socks or two shoes.

Teacher: Exactly! A pair means two things that go together. Now, even numbers are numbers that can be made into pairs without any leftovers. Odd numbers are numbers that cannot be made into pairs without one leftover.

Teacher: Let us take the number 4 as an example. If we have 4 apples, can we make pairs of apples without any leftovers?

(To demonstrate use real objects for better understanding of the concept)

Student/s: Yes! We can make 2 pairs of apples.

Teacher: Correct! So, 4 is an even number. Now, take the number 5. If we have 5 apples, can we make pairs of apples without any leftovers?

MUST DO

15 MIN.

Student/s: No, there will be one apple left over!

Exercise 1

Guide students to colour the cherries according to the numbers given. Move around the classroom to observe their work and assist any students who need help.

After colouring, help them separate the numbers into odd and even categories and write them in the boxes provided.

SHOULD DO 15 MIN. ☐

Remembering better

Highlight that 0 is neither an even nor an odd number.

Quick Math can be shown to students to explain the concept.

SHOULD DO 5 MIN. ☐

COULD DO 10 MIN. ☐

Differentiated Activity

110 km/hr

Provide additional numbers (e.g., 65, 80, 40) and ask them to identify if the numbers are odd or even. Ask them to explain their reasoning.

80 km/hr

Provide a list of numbers between 1 and 50. Ask students to identify and colour the odd numbers in one colour (e.g., red). Identify and colour the even numbers in another colour (e.g., blue).

40 km/hr

Use concrete objects like counters or blocks to practice pairing and identifying odd/even numbers. Focus on smaller numbers (e.g., 1 to 10).

Home task

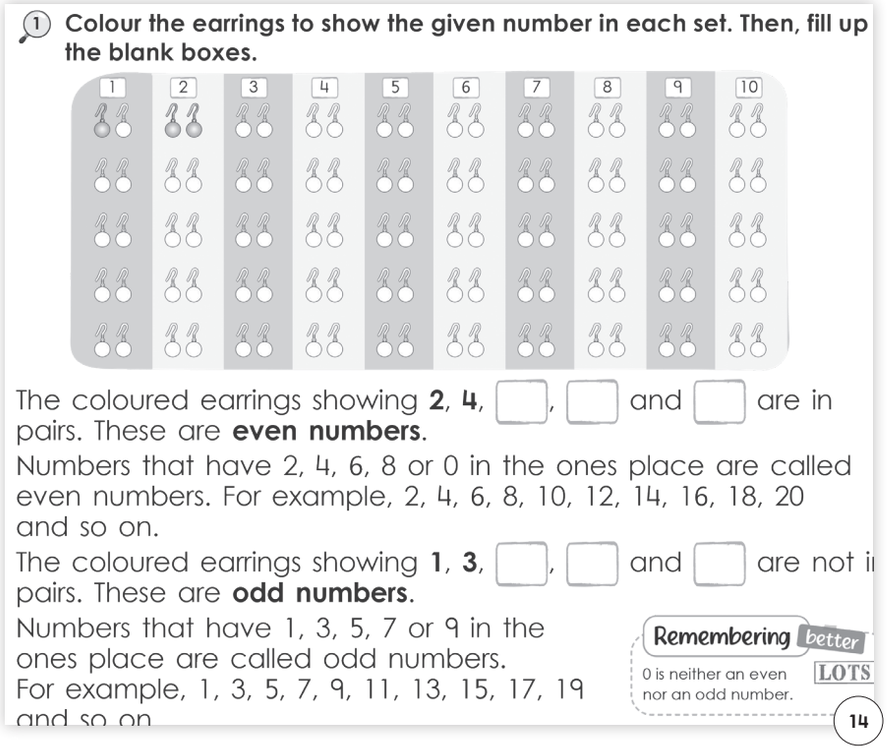
Write list of things that you see in your home that are always in pairs.

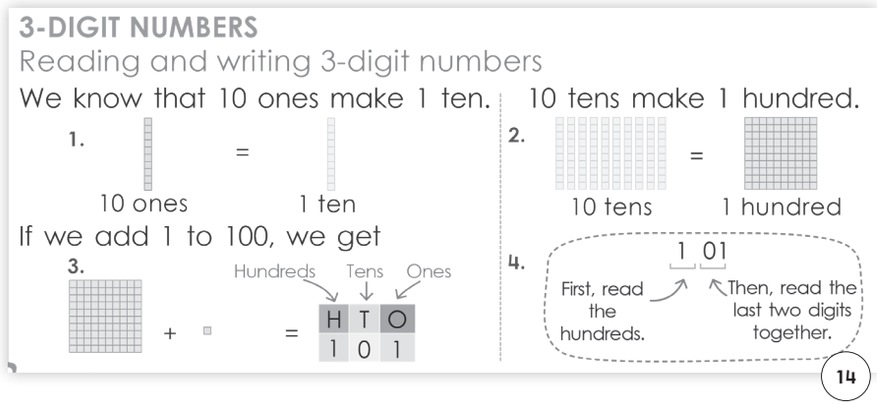
Period 3

3 Digit Number

Teacher: Today, we are going to learn how to read 3-digit numbers. Does anyone know what a 3-digit number is?

Student/s: Numbers like 123 or 456?

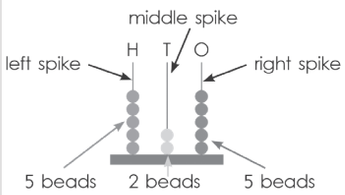




3-digit numbers on an abacus

You can show 3-digit numbers on an abacus.

- Beads on the right spike show the digit at ones place.
- Beads on the middle spike show the digit at tens place.
- Beads on the left spike show the digit at hundreds place.

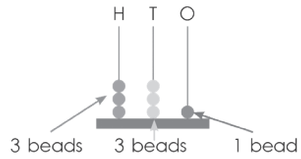


5 hundreds, **2** tens and **5** ones

The number is

H	T	O
5	2	5

We read it as
five hundred twenty-five.



3 hundreds, **3** tens and **1** one

The number is

H	T	O
3	3	1

We read it as
three hundred thirty-one.

Teacher: Exactly! A 3-digit number has three digits. Now, let us break it down into H, T, and O places. H stands for hundreds, T stands for tens and O stands for ones. Let us try with a number: 345.

Teacher: I will write this number on the board: H=3, T=4, O=5

Teacher: Now let us read it together. First, we look at the digit in the H place. What number is in the hundreds place?

Student 2: It is 3!

Teacher: Yes, 3 in the H place is read as three hundred. Next, we look at the T place. What number is there?

Student 3: It is 4!

Teacher: Correct! So, 4 in the T place is read as forty. Finally, let's look at the O place. What number is there?

Student 4: It is 5.

Teacher: Great job! The O place is read as five. Now, we combine them to say: three hundred forty-five. Everyone, let us read it together!

Students: Three hundred forty-five.

Teacher: Wonderful! Now that you have learned how to read 3-digit numbers, let me give you another example. This time, you're going to read it and show it to me.

MUST DO
10 MIN.

(Give a few numbers on the board for students to read out. Allow students to take turns. Then, ask them to open their books to page 14. Introduce the given examples to understand reading numbers with blocks)

3-digit numbers on an abacus

Teacher: Now, let us divide the class into groups. Each group will get an abacus. Watch carefully as I demonstrate how to form a 3-digit number on the abacus.

(Demonstrate on the abacus.)

Teacher: First, I will put 1 bead in the hundreds place. Remember, the spike on the far right is the ones place, the next one to the left is the tens place, and the third spike, next to the tens place, is the hundreds place.

Teacher: When I put 1 bead on the hundreds spike, the spikes now show 1, 0, 0, which represents one hundred.

Teacher: Now, I'd like a volunteer to come forward and put 1 bead in the ones place.

(Allow a student to add the bead.)

Teacher: Great! Can anyone tell me what number this represents?

Students: It is **101**!

Teacher: Correct! Now, let us practice forming more numbers. Each group will use the abacus to show the numbers 102, 103, 104 and 105. Work together and take turns.

(If time permits, give more numbers to students for practicing. You may also demonstrate this activity as a whole group exercise, ensuring that children get turns to participate. After the demonstration, guide students to open their books to page 15 to introduce reading abacus with the given example.)

MUST DO
15 MIN.

Writing numbers and number names from 101 to 1000

Have students write the numbers and their number names for numbers from 101 to 1000. You may have them write the number names for 101 to 200 in class. Assign the remaining portions of the number names to be written as a home task.

SHOULD DO
15 MIN.

Explainer Video can be shown to students.

Dictionary on odd and even numbers can be shown to explain learners.

COULD DO
10 MIN.

Differentiated Activity

110 km/hr

Ask students to write the number names for 10 three-digit numbers they choose.

Challenge: Form two different 3-digit numbers using the same digits and write their number names (e.g., using 1, 3 and 5: 135 and 153).

80 km/hr

Provide a list of 10 three-digit numbers. Ask students to write the numbers and their number names. Encourage them to identify the H, T and O places for each number.

40 km/hr

Provide 5 three-digit numbers with digits already broken into H, T and O (e.g., H = 2, T = 3, O = 5) and ask them to read and write the number names. Use a visual abacus or blocks to help them form and understand the numbers.

Home task

Complete exercise 2 in your notebook.

3 **Circle the largest number.**

a. 567 576 765 672 b. 934 633 515 89

4 **Write the number names, as shown.**

a. 245 **two hundred forty-five**

b. 657

c. 749

d. 893

e. 989

16

PLACE VALUE

The digits 1, 2, 3, 4, 5, 6, 7, 8, 9 and 0 are used to make numbers.

The digits 1, 2 and 9 are used to make the number 129.

H	T	O
1	2	9

9 is in the **ones** place. Its place value is 9.

2 is in the **tens** place. Its place value is 20.

1 is in the **hundreds** place. Its place value is 100.

Remembering better

The place value of 0 is always 0. LOTS

The place values for the numbers 367, 480 and 503 are shown below.

367

H	T	O
3	6	7

7, 60, 300

480

H	T	O
4	8	0

0, 80, 400

503

H	T	O
5	0	3

3, 00, 500

16

Period 4

Exercise 3

Teacher: Today, we are going to learn about big numbers! Look at the given numbers. What do we call them?

Teacher: Correct! These are called three-digit numbers. Let us try writing some. In your notebooks, write the numbers from 101 to 105.

Teacher: Let us read the numbers you wrote together. Who wants to start?

(Give turns for students to read out the numbers they wrote)

Teacher: Excellent! Now, look at the numbers: 567, 576, 765, 672 given in exercise 3. Can you tell me which number is the biggest?

Students: I think 765 is the biggest!

Teacher: That's correct! How did you know?

Students: Because 7 is the biggest number in the hundreds place.

Teacher: Good job! Now it is your turn to do the next one. (Discuss the answer before moving to the next exercise).

MUST DO 10 MIN. ☐

Exercise 4

Teacher: Next, write the number names for the given numbers. One has been done for you as an example. Raise your hand if you need help and show a thumbs-up when you complete the exercise.

SHOULD DO 15 MIN. ☐

Place value

Teacher: Alright! So now that you know how to read and write number names. Let us learn further to understand what is the value of each digit in a number. Let's use these ice cream sticks to help us understand.

Teacher: I have 3 ice-cream sticks in hand. Let us imagine each stick is a single unit. I write a number 129 on each of these sticks. Can you tell what each digit represents?

Students: One hundred and twenty-nine.

Teacher: Excellent! Now, look at the place value chart on the board. Can you tell me the value of each digit in the number 367?

(Accept all relevant responses from students)

Teacher: You are doing a great job! Remember, the place a digit is in tells us its value.

MUST DO 15 MIN. ☐

Slideshow can be used to recapitulate the concept of place value.

COULD DO 10 MIN. ☐

Differentiated Activity

110 km/hr

Provide numbers up to 999 and ask students to break down the numbers into their place values (hundreds, tens, and ones).

80 km/hr

Provide a set of numbers between 100 and 300 for them to identify and write the place value of each digit.

40 km/hr

Provide a set of numbers between 100 and 300. Use base-10 blocks or visual aids (such as ice cream sticks) to represent the place value of numbers.

Home task

Creating better can be assigned as home task activity.

Period 5

Expanded form of a number

Teacher: Good morning, everyone! Today we are going to learn about a special way to write numbers called the expanded form. Look at the number 186. Can you tell me how many hundreds, tens and ones are in this number?

Students: There is one hundred, eight tens and six ones!

Teacher: Excellent! So, we can write 186 as write that down as 1 hundred + 8 tens + 6 ones. We can also write it like 100 + 80 + 6

Teacher: This is called the expanded form of the number 186. It shows the value of each digit in the number.

Teacher: Now, let us look at the number 543. Can you tell me the expanded form of this number?

Students: Five hundred plus forty plus three

Teacher: Great! You got it! Now, look at the examples in your book. When we write the number as 627, it is the short form of writing the number. But if we write the number as 600 + 20 + 7, it is called the expanded form of the number.

MUST DO
10 MIN.

Exercise 5

Teacher: Now, look at the exercise 5. In which number does the four have a value of forty?

EXPANDED FORM OF A NUMBER

The number **186** has **1** hundred, **8** tens and **6** ones.

H	T	O
1	8	6

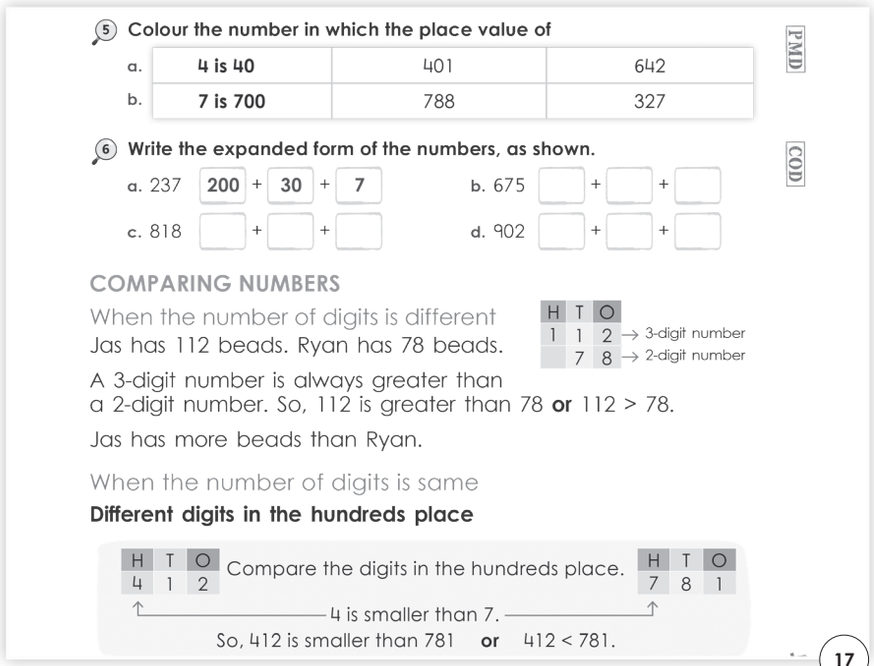
The expanded form of 186 is,

1 hundred + 8 tens + 6 ones or 100 + 80 + 6

The short forms and expanded forms of the numbers 543 and 627 are shown below.

short form = 543	short form = 627
expanded form = 500 + 40 + 3	expanded form = 600 + 20 + 7

17



5 **Colour the number in which the place value of** PMD

a.	**4 is 40**	401	642
b.	**7 is 700**	788	327

6 **Write the expanded form of the numbers, as shown.** COD

a. 237 **200** + **30** + **7** b. 675 ___ + ___ + ___

c. 818 ___ + ___ + ___ d. 902 ___ + ___ + ___

COMPARING NUMBERS

When the number of digits is different

Jas has 112 beads. Ryan has 78 beads.

H	T	O	
1	1	2	→ 3-digit number
	7	8	→ 2-digit number

A 3-digit number is always greater than a 2-digit number. So, 112 is greater than 78 **or** 112 > 78.

Jas has more beads than Ryan.

When the number of digits is same

Different digits in the hundreds place

H	T	O
4	1	2

Compare the digits in the hundreds place.

H	T	O
7	8	1

4 is smaller than 7.

So, 412 is smaller than 781 **or** 412 < 781.

17

Students: It is six hundred forty-two.

Teacher: Correct! The four in six hundred forty-two represents forty. So, you need to colour the number 642, as it has a 4 in the tens place, which means forty.

Teacher: Now it is your turn to find out the next one.

(Give time for students to complete. Discuss the answers before moving to the next exercise)

SHOULD DO 05 MIN.

Exercise 6

Teacher: Well done! Next, you need to write the expanded form of the given numbers. One example has been already done for you.

(Give time for students to complete. Discuss the answers before moving to the next exercise)

SHOULD DO 10 MIN.

Comparing Numbers

Teacher: Now that you know how to identify place value and write numbers in expanded form, let us learn how to compare numbers. Look at these numbers: 112 and 78. Which number is bigger?

Students: 112

Teacher: Good guess! How do you know that?

Students: Because one hundred twelve has three digits and seventy-eight has only two digits.

Teacher: Excellent observation! When we compare numbers, we first look at how many digits they have. A number with more digits is usually bigger. So, one hundred twelve is greater than seventy-eight.

Teacher: Now look at the next example in your book. The numbers are 412 and 781. How can we tell which one is bigger?

Students: Maybe we should look at the first digit.

Teacher: Correct! We should look at the first digit to compare. But if the first digits are the same, what should we do next?

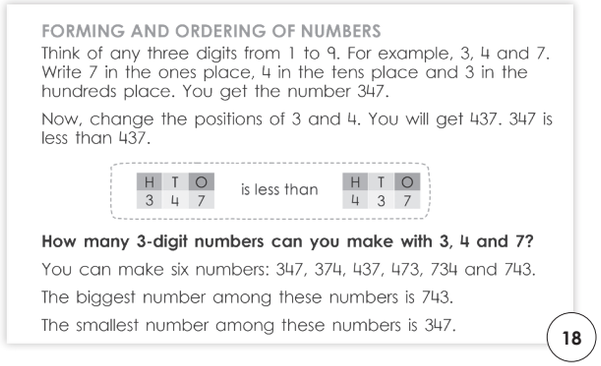
Teacher: If the digits in the hundreds place are the same, we compare the digits in the tens place. And if the digits in both the hundreds and tens places are the same, we compare the ones place. Let's practice with a few more examples.

(Provide a few more examples for students to compare and identify the bigger numbers.)

MUST DO 15 MIN.

Explainer video can be shown to students.

COULD DO 10 MIN.



FORMING AND ORDERING OF NUMBERS

Think of any three digits from 1 to 9. For example, 3, 4 and 7. Write 7 in the ones place, 4 in the tens place and 3 in the hundreds place. You get the number 347.

Now, change the positions of 3 and 4. You will get 437. 347 is less than 437.

H	T	O
3	4	7

is less than

H	T	O
4	3	7

How many 3-digit numbers can you make with 3, 4 and 7?

You can make six numbers: 347, 374, 437, 473, 734 and 743.

The biggest number among these numbers is 743.

The smallest number among these numbers is 347.

18

Differentiated Activity

110 km/hr

Provide a list of 4 numbers: 624, 893, 751 and 512. Ask the students to compare each pair of numbers (e.g., 624 vs. 893) and explain how they decided which is bigger. Students will then write the numbers in expanded form and compare them.

80 km/hr

Provide a set of 2-digit numbers: 57, 84, 39, 91. Ask students to arrange these numbers in ascending order and explain the reasoning. Then, ask them to write each number in expanded form.

40 km/hr

Provide simple two-digit numbers: 42, 55, 63, 74. Ask students to write each number in expanded form. Afterward, ask them to identify which number is bigger by comparing the digits in the tens place.

Home task

Rearrange the digits 6, 7, 8 to create numbers and find which of them is the biggest and smallest number.

Period 6

Teacher: Hello class! I hope that now you know how to find out the bigger number and smaller number by comparing their digits and its places. Today we are going to learn about forming and ordering numbers. I have these cards with numbers on them. (Shows cards with single digits 3, 4 and 7)

Teacher: I need three volunteers to come up and hold these cards.

Teacher: Now, work together to hold the cards in a way that they form a three-digit number.

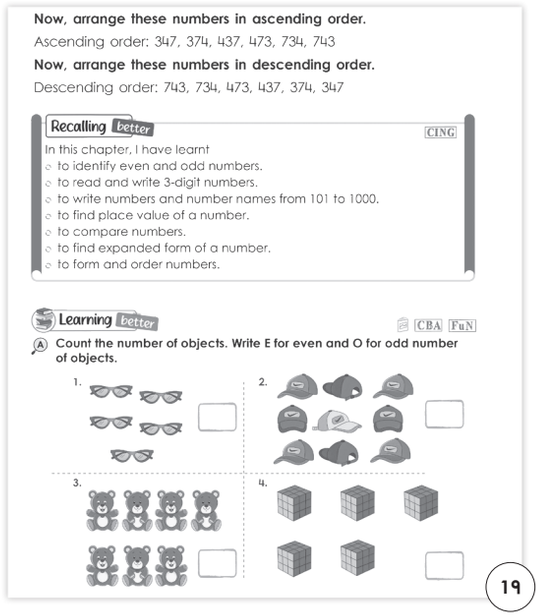
(Students rearrange themselves until they form the number 347)

Teacher: Excellent! What number have you formed?

Students: Three hundred forty-seven!

Teacher: Very good! Now, try to form different numbers using these same cards.

(Students rearrange themselves to form different numbers like 437, 734, 473, etc.)



Now, arrange these numbers in ascending order.

Ascending order: 347, 374, 437, 473, 734, 743

Now, arrange these numbers in descending order.

Descending order: 743, 734, 473, 437, 374, 347

Recalling better CING

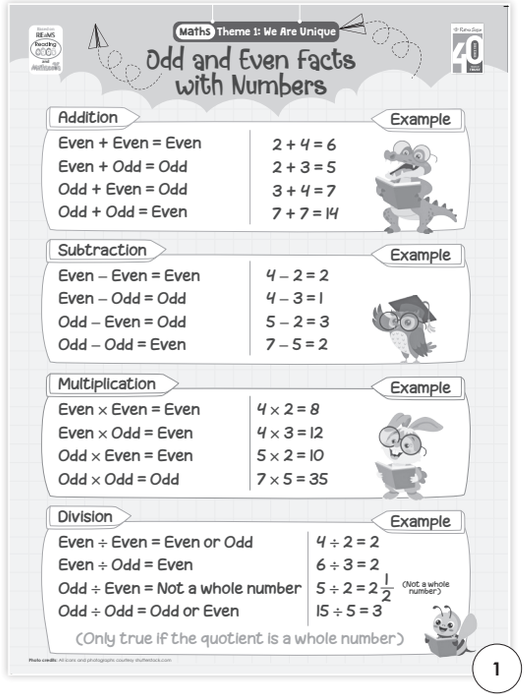
In this chapter, I have learnt
- to identify even and odd numbers.
- to read and write 3-digit numbers.
- to write numbers and number names from 101 to 1000.
- to find place value of a number.
- to compare numbers.
- to find expanded form of a number.
- to form and order numbers.

Learning better CBA FuN

A **Count the number of objects. Write E for even and O for odd number of objects.**

1. 2. 3. 4.

19



Maths Theme 1: We Are Unique

Odd and Even Facts with Numbers

Addition	Example
Even + Even = Even	2 + 4 = 6
Even + Odd = Odd	2 + 3 = 5
Odd + Even = Odd	3 + 4 = 7
Odd + Odd = Even	7 + 7 = 14

Subtraction	Example
Even – Even = Even	4 – 2 = 2
Even – Odd = Odd	4 – 3 = 1
Odd – Even = Odd	5 – 2 = 3
Odd – Odd = Even	7 – 5 = 2

Multiplication	Example
Even × Even = Even	4 × 2 = 8
Even × Odd = Even	4 × 3 = 12
Odd × Even = Even	5 × 2 = 10
Odd × Odd = Odd	7 × 5 = 35

Division	Example
Even ÷ Even = Even or Odd	4 ÷ 2 = 2
Even ÷ Odd = Even	6 ÷ 3 = 2
Odd ÷ Even = Not a whole number	5 ÷ 2 = $2\frac{1}{2}$ (Not a whole number)
Odd ÷ Odd = Odd or Even	15 ÷ 5 = 3

(Only true if the quotient is a whole number)

1

Teacher: Great job! You have formed many different numbers. Now, put these numbers in order from smallest to biggest. Which number is the smallest?

(Lead the discussion further to help students identify the smallest and biggest number from the lot)

Teacher: Now that you know how to create numbers with random digits, let us practice again to understand it better. This time, we will also arrange the numbers in ascending and descending order.

SHOULD DO 30 MIN.

Recalling Better

Give a quick recap of the topics covered in the lesson before moving to the practice exercises.

MUST DO 10 MIN.

Home task

Parents can help children create their own booklet of revision. You may make children to do write the number names of numbers from 101 to 1000 in sequence. Refer to the guidelines provided in "Revising Better" on page 23.

Period 7

Poster

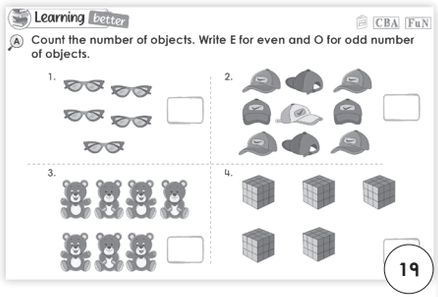
Show the poster to the class and explain that it shows some interesting rules about even and odd numbers. Point out the addition rules: "Even plus even equals even," "Even plus odd equals odd," and so on. Give a few simple examples using small numbers to illustrate these rules.

Discuss the subtraction rules similarly, emphasizing that even minus even can result in either even or odd.

Explain the multiplication rules, mentioning that "even times even" always equals even.

Explain the division rules, highlighting that the outcome can be even or odd or sometimes not a whole number. se the examples provided on the poster to explain each rule. Encourage students to come up with their own examples as well.

MUST DO 15 MIN.

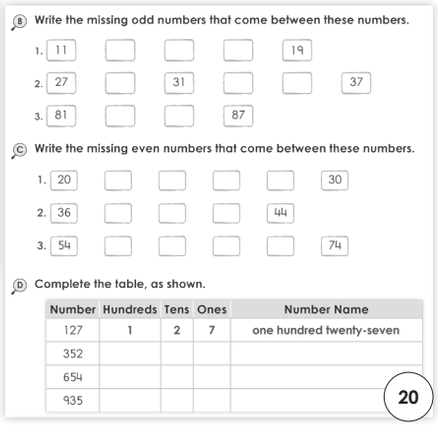

Learning better

CBA FuN

A Count the number of objects. Write E for even and O for odd number of objects.

1. 2. 3. 4.

19


B Write the missing odd numbers that come between these numbers.

1. 11 19
2. 27 31 37
3. 81 87

C Write the missing even numbers that come between these numbers.

1. 20 30
2. 36 44
3. 54 74

D Complete the table, as shown.

Number	Hundreds	Tens	Ones	Number Name
127	1	2	7	one hundred twenty-seven
352				
654				
935				

20

Learning Better

Exercise A

Ask students to work in pairs to count the number of things given and write the numbers below the pictures. Then, ask them to write 'E' if the number is even and 'O' if the number is odd.

SHOULD DO 15 MIN.

Exercise B

Ask students to work in pairs to find the missing odd numbers. Model the first one as an example, followed by independent work time.

SHOULD DO 10 MIN.

Differentiated Activity

110 km/hr

Create a list of 10 numbers. For each number, identify whether it is even or odd. Choose any 3 pairs of numbers from your list and create addition or subtraction problems. Write down the solutions and confirm whether the results are even or odd.

80 km/hr

Create a list of 5 numbers. Identify and label each number as either odd or even.

40 km/hr

Draw 3 sets of objects (e.g., apples, pencils, or stars) in even or odd quantities. Write the total number of objects in each set and identify whether the total is even or odd.

Home Task

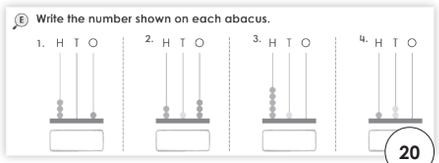
Write down the ages of 5 family members or friends. Identify whether each age is odd or even.

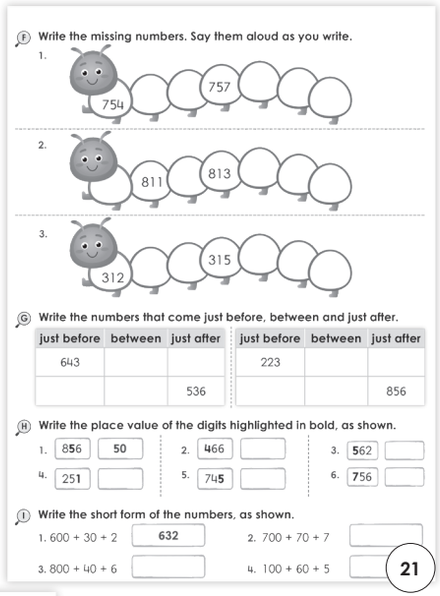
Period 8

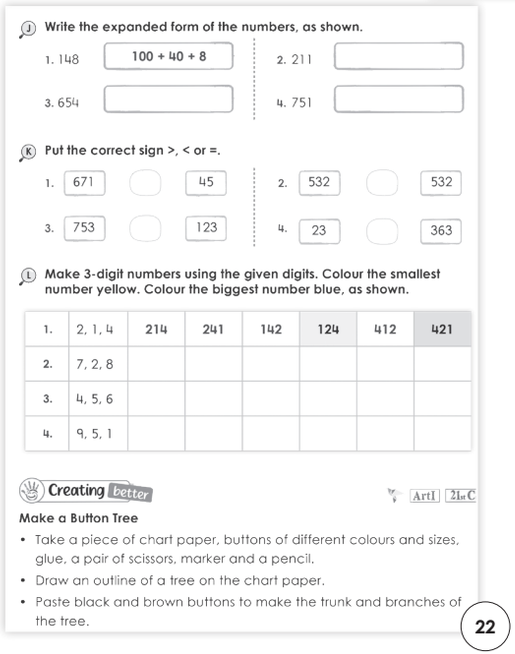
Exercise C

Ask students to work in pairs to find the missing even numbers. Model the first one as an example, followed by independent work time.

SHOULD DO 10 MIN.







Exercise E

Ask students to count the number of beads in each abacus and write the numbers in the space given below.

MUST DO — 10 MIN.

Exercise G

Point out to the numbers and ask students to say the numbers that comes after the given number and write them in the blanks given.

SHOULD DO — 10 MIN.

Exercise H

Show the given numbers as flash cards and ask students to say the place value of the numbers that are coloured. Next, ask them to work in their books to complete the exercise.

MUST DO — 10 MIN.

Differentiated Activity

110 km/hr

Ask students to write down five 3-digit numbers (e.g., 342, 485, 657, 839, 920). Then, have them write the expanded form for each number

80 km/hr

Write down 5 numbers on the board in expanded form (e.g., 400 + 20 + 3, 100 + 60 + 9).

Ask students to decode the numbers and write them in standard form (e.g., 423, 169).

40 km/hr

Provide students with a list of 3 two-digit numbers (e.g., 25, 47, 63). Ask them to write the expanded form of each number (e.g., 25 = 20 + 5). Encourage them to use colored pencils to underline the tens and ones in the number.

Home task

Complete exercise D and F in Learn Better

Period 9

Exercise I

Ask students to say the short form of the given expanded forms and write the numbers in the box provided. You

SHOULD DO — 10 MIN.

may also encourage students to add the numbers given in expanded form to check their answers.

Exercise J

SHOULD DO 10 MIN.

Ask students to write the expanded form of the given numbers in the box given.

Exercise L

Ask students to help you form all possible 3-digit numbers using the digits 2, 1, and 4. (e.g., 214, 241, 142, 124, 412, 421). Guide students to identify the smallest number and largest number. Instruct students to work independently to complete the remaining rows of the exercise. Remind them to form all possible 3-digit numbers using the given digits. Encourage them to identify and colour the smallest number yellow and the largest number blue.

SHOULD DO 10 MIN.

Dictionary on Odd and Even numbers can be shown and explained to students.

COULD DO 10 MIN.

Differentiated Activity

110 km/hr

Provide students with a set of mixed numbers (e.g., 523, 412, 761, 249, 619). Ask them to compare each pair of numbers using "greater than" or "less than." For example: 523 __ 412

80 km/hr

Provide students with a set of two-digit numbers (e.g., 45, 67, 88, 29, 51). Ask them to compare the numbers using "greater than" or "less than." For example: 67 __ 51

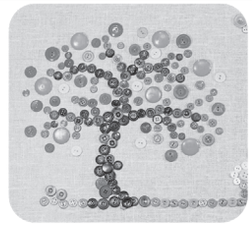
40 km/hr

Provide students with a set of numbers between 1 and 20 (e.g., 8, 5, 12, 15, 3). Ask them to circle the larger number in each pair. For example, Which number is greater: 8 or 5?

Home task

Complete exercise K in Learn Better

- Paste green buttons to represent the leaves.
- Paste colourful buttons to represent the flowers on the tree.
- Your button tree is ready!
- You can count the buttons in a sequence for fun.



Thinking better 21st CS HOTS

Think and answer.

I am a number between 205 and 210. I am less than 208. I have an even number at the ones place. Which number am I?

_____

Choosing better LSV

Aman is the only one in his class who wears glasses. He feels upset because no one else wears glasses in the class. What should he do?

- Aman should understand how glasses help him. ☐
- Aman should feel bad and stop wearing his glasses. ☐

Revising better DBL

Revise number names up to 1000 from this lesson in your Little Book.

L (What I have Learnt)* ICL

Period 10

SHOULD DO 40 MIN. ☐

Thinking Better

Teacher: Hello students! Today we are going to play a fun thinking game with numbers. I'll give you some clues, and you will try to find the answer.

Teacher: I am a number between 205 and 210. I am less than 208. I have an even number in the ones place. Which number am I?

(Let the students think for a moment.)

Teacher: Can you tell me all the number between 202 and 210?

Students: 206, 207, 208, and 209.

Teacher: Excellent! Now, the second clue says, "I am less than 208." Which numbers are smaller than 208 from our list?

Students: 206 and 207.

Teacher: Good! Now for the last clue: "I have an even number in the ones place." What do we know about even numbers?

Students: Even numbers end in 0, 2, 4, 6 or 8.

Teacher: Correct! Look at the numbers 206 and 207. Which one has an even number in the ones place?

Students: 206!

Teacher: Correct! The answer is 206. Well done, everyone! This is how we carefully read a question to look for details while solving a problem. I am sure you'll practice this kind of thinking when solving similar problems.

SHOULD DO 15 MIN. ☐

Choosing Better

Teacher: Well done everyone! Let us move to the next activity. I will read out a question and you will think and tell me what would you do.

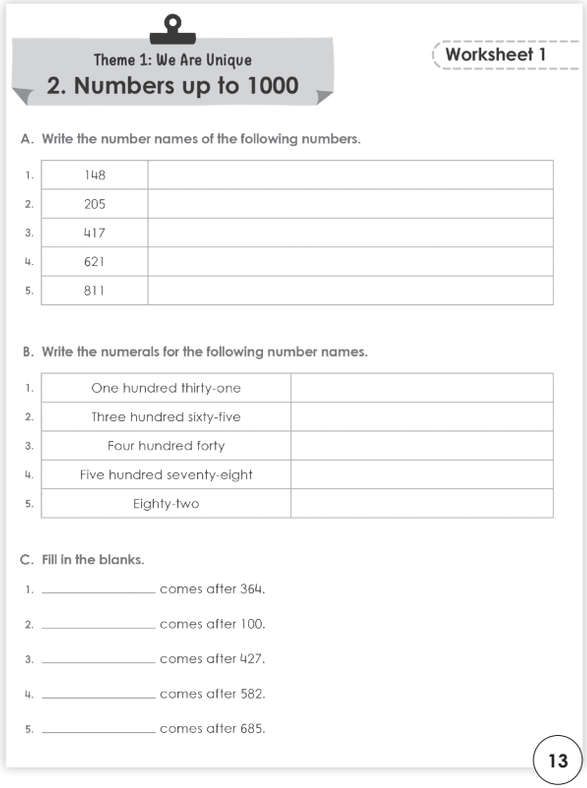
Teacher: Aman is the only one in his class who wears glasses. He feels upset because no one else in the class wears glasses. Now, let's think about what Aman should do.

Teacher: Here are two options:

- Aman should understand how glasses help him.
- Aman should feel bad and stop wearing his glasses.

Teacher: Which option do you think is the better choice and why?

(Let students think and respond.)



Theme 1: We Are Unique

Worksheet 1

2. Numbers up to 1000

A. Write the number names of the following numbers.

1.	148	
2.	205	
3.	417	
4.	621	
5.	811	

B. Write the numerals for the following number names.

1.	One hundred thirty-one	
2.	Three hundred sixty-five	
3.	Four hundred forty	
4.	Five hundred seventy-eight	
5.	Eighty-two	

C. Fill in the blanks.

1. _____ comes after 364.
2. _____ comes after 100.
3. _____ comes after 427.
4. _____ comes after 582.
5. _____ comes after 685.

13

Students: Aman should understand how glasses help him.

Teacher: That is a wonderful answer! Glasses are very helpful for people who need them to see better. It is okay to be the only one in the class wearing glasses because everyone is different. Imagine if Aman stopped wearing his glasses. What might happen?

Students: He might not see properly, and it could make things harder for him.

Teacher: Exactly! Wearing glasses helps Aman see clearly and do his best in class. Let us think of some ways we can help a friend like Aman feel better about wearing glasses. What can we say to him?

Students:

- "Your glasses look cool!"
- "Glasses make you look smart!"
- "I like how your glasses suit you!"

Teacher: Those are great ideas! We should always support and encourage our friends, especially when they feel different. Remember, being different makes us special.

SHOULD DO 15 MIN.

Slideshow can be shown to students to recapitulate the concept of place value in numbers.

COULD DO 10 MIN.

MATHEMATICS

Home task

Complete the project from Book of Project Ideas and submit in the class room after the completion the chapter.

Period 11

Worksheet 1

Ask students to open their Math workbook to page 13.

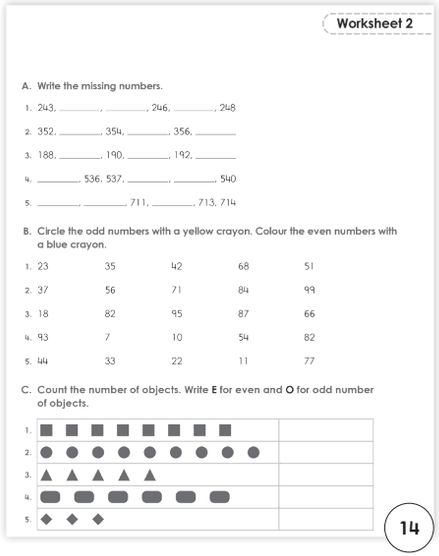
Exercise A: Read the given statements and ask students to tick the correct options.

Exercise B: Ask students to fill in the missing numbers. Once they finish, they can discuss their answers with their peers.

Exercise C: Guide students to write the given numbers in columns in the box provided and find the sum.

Note: You may also take up this worksheet in class for concept recap or for assessment purpose.

SHOULD DO 40 MIN.



Worksheet 2

A. Write the missing numbers.

1. 243, _____, _____, 246, _____, 248
2. 352, _____, 354, _____, 356, _____
3. 188, _____, 190, _____, 192, _____
4. _____, 536, 537, _____, _____, 540
5. _____, _____, 711, _____, 713, 714

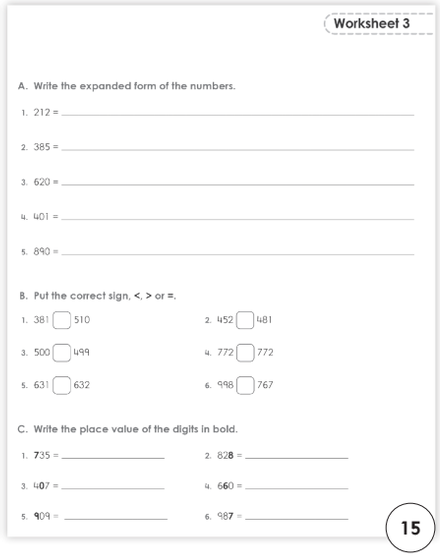
B. Circle the odd numbers with a yellow crayon. Colour the even numbers with a blue crayon.

1. 23	35	42	68	51
2. 37	56	71	84	99
3. 18	82	95	87	66
4. 93	7	10	54	82
5. 44	33	22	11	77

C. Count the number of objects. Write **E** for even and **O** for odd number of objects.

1.
2.
3.
4.
5.

14



Worksheet 3

A. Write the expanded form of the numbers.

1. 212 = _____
2. 385 = _____
3. 620 = _____
4. 401 = _____
5. 890 = _____

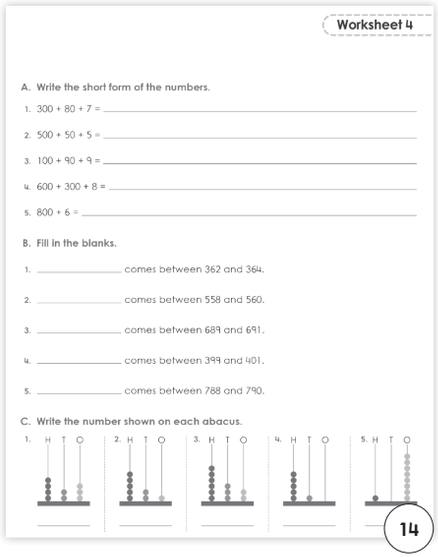
B. Put the correct sign, <, > or =.

1. 381 ☐ 510
2. 452 ☐ 481
3. 500 ☐ 499
4. 772 ☐ 772
5. 631 ☐ 632
6. 998 ☐ 767

C. Write the place value of the digits in bold.

1. 7**3**5 = _____
2. 8**2**8 = _____
3. 4**0**7 = _____
4. 6**6**0 = _____
5. **9**09 = _____
6. 9**8**7 = _____

15



Worksheet 4

A. Write the short form of the numbers.

1. 300 + 80 + 7 = _____
2. 500 + 50 + 5 = _____
3. 100 + 90 + 9 = _____
4. 600 + 300 + 8 = _____
5. 800 + 6 = _____

B. Fill in the blanks.

1. _____ comes between 362 and 364.
2. _____ comes between 558 and 560.
3. _____ comes between 689 and 691.
4. _____ comes between 399 and 401.
5. _____ comes between 788 and 790.

C. Write the number shown on each abacus.

1. H T O
2. H T O
3. H T O
4. H T O
5. H T O

14

Home task

Worksheet 2 can be assigned as home task for students for practice purpose.

Period 12

Worksheet 3

Ask students to open their Math workbook to page 15. Guide the to complete the exercises in worksheet 3.

Exercise A: Review place value concepts: hundreds, tens, and ones. Use visuals like place value charts or manipulatives to reinforce understanding.

Explain that the expanded form shows the value of each digit in a number. Encourage students to identify the place value of each digit in the number.

Guide them to write the expanded form using the place value of each digit

Exercise B: Review the symbols for greater than (>), less than (<), and equal to (=). Explain how to compare numbers by looking at the place value of each digit. Encourage students to compare the digits in each place value, starting from the leftmost digit.

Exercise C: Review place value concepts: hundreds, tens, and ones. Guide students to identify the place value of the digit given in bold in each number.

Note: You may also take up this worksheet in class for concept recap or for assessment purpose.

Period 13

Worksheet 4

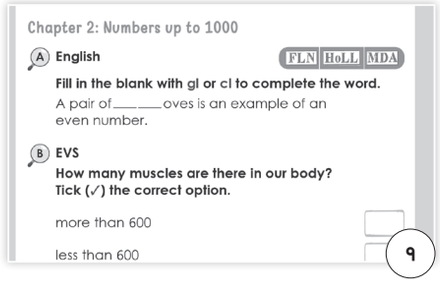
Ask students to open their Math workbook to page 16. Guide the to complete the exercises in worksheet 4.

Exercise A: Review place value concepts: hundreds, tens, and ones. Use visuals like place value charts or manipulatives to reinforce understanding.

Remind students that each digit represents a specific place value. Encourage students to identify the value of each digit and then write the number in standard form.

Exercise B: Discuss the concept of consecutive numbers (numbers that follow each other in order).

Use a number line to illustrate the concept of consecutive numbers. Encourage students to think about the pattern of numbers and identify the missing number in each sequence.


Chapter 2: Numbers up to 1000

A English

FLN HoLL MDA

Fill in the blank with gl or cl to complete the word.

A pair of ___ ___oves is an example of an even number.

B EVS

How many muscles are there in our body?
Tick (✓) the correct option.

more than 600 ☐

less than 600 ☐

9

Exercise C: Review how to read numbers represented on an abacus. Emphasize that each rod represents a different place value (ones, tens, hundreds). Encourage students to count the beads on each rod and then write the number in standard form.

Note: You may also take up this worksheet in class for concept recap or for assessment purpose.

Period 14

L (What I have learnt)

Ask the students to sit with their partners and discuss what they have learned from the lesson. Then, give each pair a turn to share their points, and consolidate their ideas on a KWL chart. Once the chart is complete, discuss their journey, reflecting on what they initially knew, what they wanted to know, and what they have learned.

MUST DO

15 MIN. ☐

Additional Activity

Holistic Learning

Take up the Holistic Learning Manual at page 8 with the students. Guide them through the exercises.

C. Read out the sentence and ask students to think of fill the word with cl- or gl-.

D. Initiate a discussion about muscles in our body. Ask students: "How many muscles do you think we have in our body?" Encourage students to find out more by discussing this topic with their science teacher. Ask them to come back and share their thoughts and findings with the class in the next lesson.

COULD DO

25 MIN. ☐

Learning Outcomes

The students will:

Physical Development	• Demonstrate fine motor skills during various hands-on activities
Socio-Emotional and Ethical Development	• Working with teams to solve problems
Cognitive Development	• Identify odd and even pairs of objects and numbers. • Represent 3-digit numbers on an abacus and read their number names. • Identify the numbers according to their groups (101-120, 121-140, etc.), and place value. • Expand the numbers and write according to their place value. • Arrange three-digit numbers in ascending order. • Identify the missing numbers.
Language and Literacy Development	• Articulate the questions and explore their answers through number activities. • Revise the number names up to 1000 by writing in their Little Book of Revision.
Aesthetic and Cultural Development	• will demonstrate an appreciation for the beauty and order found in mathematical patterns and shapes will explore the historical and cultural significance
Positive Learning Habits	• Follow classroom rules and instructions.

Starry Knights

What technique did you use to manage your time for the activities?

_____

What challenges did you overcome? List them here.

_____

Give yourself a STAR. ☐