Lesson-1: Revision

10 Periods (40 minutes each)

Learn better (Main Course Book), Stay Ahead (Workbook), Book of Holistic Teaching, CRM signs

eBook

Affirming better
I am creative

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to understand and apply concepts such as addition, subtraction, multiplication ordering, measurement and patterns in daily life
- to develop problem-solving skills
- to engage in collaborative learning
- to strengthen their number sense and estimation skills

Methodology

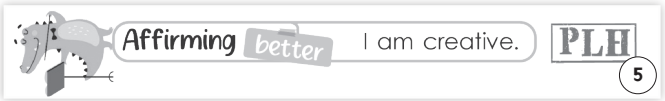
Period 1

SHOULD DO
10 MIN.

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

(Wait for their responses and acknowledge their expressions. Welcome them in the new class.)

Affirming better



Teacher: Let us start with a powerful thought: I am creative. Let us all say it together.

Students: I am creative.

Teacher: Wonderful. Now, tell me, what do you think it means to be creative?

Students: It means making new things/thinking in different ways.

(Accept all relevant responses.)

Teacher: Excellent. You all are absolutely correct. Can you give me an example of when you have been creative?

(Encourage students to think and accept all relevant responses.)

Teacher: Those are great examples. Creativity is not just about drawing or writing. It can be anything, like coming up with a new way to solve a maths problem, trying a new way to build something, helping your parent cook something or even thinking of a fun game to play with friends.

Teacher: Now, repeat after me: I am creative.

(Allow students to repeat.)

Teacher: Wonderful. Remember, creativity is inside all of us. We all are special in our own ways. Now, let us check what we remember from our last grade. Are you all ready?

SHOULD DO
05 MIN.

Students: Yes teacher.

Teacher: Great.

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.

(Recite months along 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?

(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?

(Accept all relevant responses.)

Teacher: Wow, you all remember so much. I can see that you have learned a lot in grade 1. Before we begin, what are some things you are curious to learn about related to these topics?

I have made a KWL format on the blackboard. Please take out your notebooks and draw the same format in your notebooks.

K	W	L

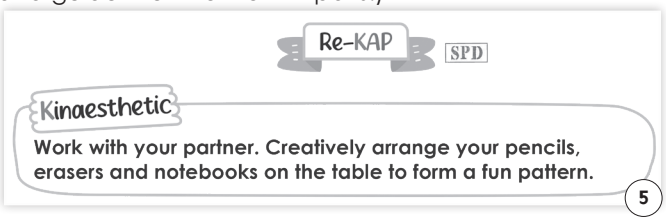
As they share, consolidate their ideas in the K (What I Know) and W (What I Want to Know) columns of the chart, respectively. Display or paste the chart in a place that is accessible for children so they can refer to and reflect on it throughout the lesson.

Kinaesthetic

SHOULD DO

05 MIN.

(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 work. Now, 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.

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 teacher.

(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.

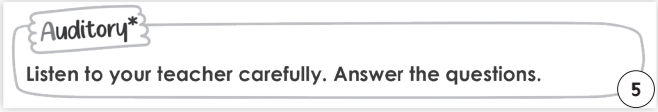
Auditory

Teacher: Great work, 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?

MUST DO

10 MIN.

Students: Yes teacher.

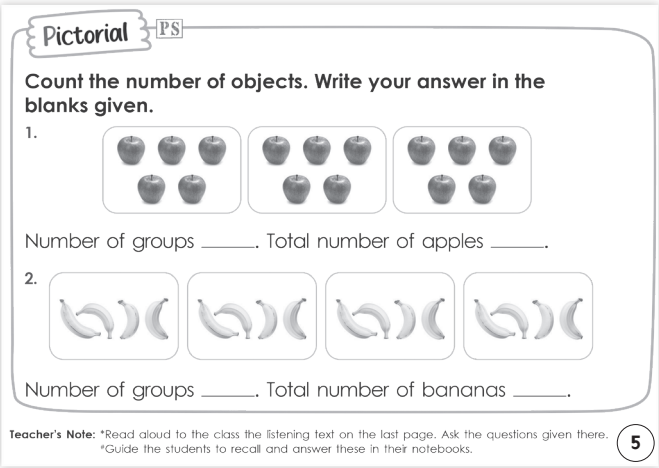


(Read the listening text given on the last page of the main course book. Ensure students are seated comfortably and can hear you clearly. Use a calm and engaging tone to maintain their attention. Then, ask the students the questions related to the text. Encourage them to take turns answering. If needed,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

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 teacher.

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).

Differentiated Activities

110 km/hr

Complete a number pattern with missing numbers, like: 5, __, 15, __, 25. Explain how you figured it out.

80 km/hr

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

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

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

SHOULD DO 05 MIN.

(Settle down students using CRM signs.)

Teacher: Hello everyone. How was your morning?

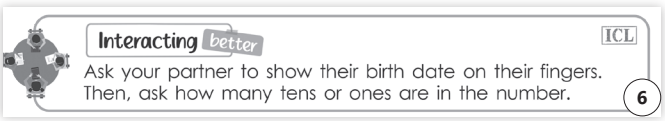
(Encourage students to respond.)

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

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 such as 12 or 25. Then, 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).

MUST DO 10 MIN.

Teacher: Now, we will read a story. But before - tell me, have you ever collected pebbles, leaves or shells while playing outside?

(Allow students to respond.)

Teacher: That sounds fun. Now, imagine you have collected lots of pebbles of different sizes. What would you do with them?

(Wait for student responses, guiding them to think about sorting or arranging.)

Teacher: That is interesting. Now, do you want to know what your friends Sam, Jas, Maria, Lina and Ryan are upto?

Students: Yes teacher.

Teacher: Great, then let us read the story .

(Instruct students to open their main coursebooks to page 6. Read the story aloud in a clear and engaging voice. Pause occasionally to ensure students are following along and looking at the text.)

Once the story is over, questions can be asked for better understanding. You may ask students:

- Where are the students playing?
- What are the students doing?
- What order are they following to arrange the pebbles?

(Encourage students to think and respond.)

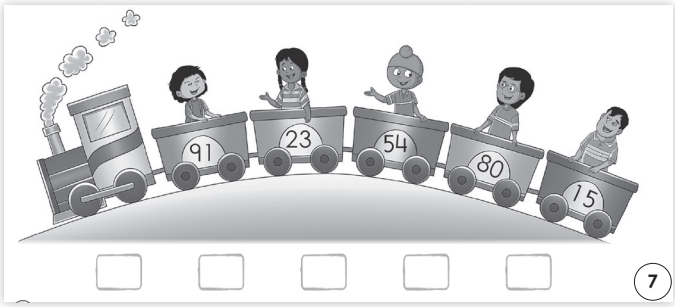
Teacher: Yes, that is right. They are arranging the pebbles in a special way. They are starting with the smallest pebbles and placing the bigger ones after. This arrangement is called ascending order.

(Reinforce the concept of ascending order through different daily-life examples and instruct students to think

of other things that be arranged in the same way. Praise them as they respond.)

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

MUST DO
15 MIN.



(Guide students to open their main coursebooks to page 7. Bring their attention to Lina and her friends sitting in the train.)

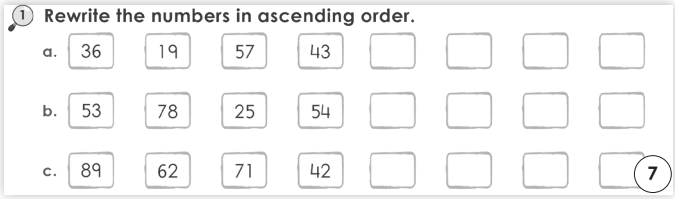
Teacher: Do you see Lina and her friends in the train?

Students: Yes teacher.

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

(You may walk around the classroom and help students complete the activity. Reinforce the concept of ascending order and prompt them to think.)

MUST DO
05 MIN.



(Instruct students to open their main coursebooks to exercise 1 on the same page.)

MUST DO
05 MIN.

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.

Differentiated Activities

110 km/hr

Form two digit numbers. Break each number into tens and ones. Find the sum or difference of the two numbers and identify tens and ones in the result.

80 km/hr

Think of a two-digit number, write it down and break it into tens and ones. Then, show the number using your fingers.

40 km/hr

Think of two digit number till 25 (e.g., 12, 15).Tap your feet for tens and tap your hands for the ones. For example, for number 12, tap your feet 2 times for tens and tap your hands one time for ones.

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

Teacher: Good morning, everyone. How are you feeling today?

(Encourage students to respond. Appreciate and thank them for sharing their feelings.)

Teacher: In our last class, we learned about ascending order. Can anyone tell me what ascending order means?

Students: It means putting numbers from small to big.

Teacher: Yes, it means arranging numbers from smallest to biggest. When we line up from shortest to tallest, it is also called Ascending order.

SHOULD DO
05 MIN.

Teacher: But today, we will do something different. Imagine you are on a slide at the playground. When you climb up the steps, you are going in ascending order, from low to high. But what happens when you slide down?

Students: We come down.

Teacher: Exactly. So that means, we go from high to low. That is called descending order. It means arranging things from the biggest to the smallest, just like coming down a slide.

(Write numbers from 10-1 on the board and ask students to observe the arrangement.)

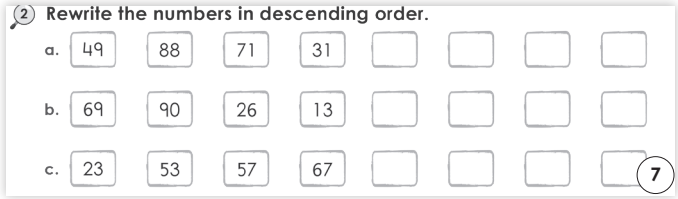
Teacher: Look at these numbers on the board. Can you see how they go from a big number to a smaller number?

Students: Yes.

Teacher: Now, let us try arranging some numbers in descending order.

(You may write a few two-digit numbers on the board and instruct students to arrange them in descending order in their notebooks.)

MUST DO
05 MIN.



(Instruct students to open their main coursebooks to exercise 2 on page number 7.)

Now, let us arrange the numbers in each question in descending order.

(You may walk around the classroom and support students wherever required.)

MUST DO 10 MIN.

Teacher: Now, 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?

Students: We make a smaller number.

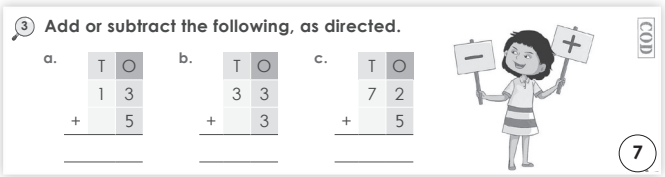
Teacher: Yes. Let us do something fun. We will play a quick relay race. We will be divided into two teams and I will write down an addition or subtraction problem on the board. The first person from each team will run to the board, write the answer and return. Ready?

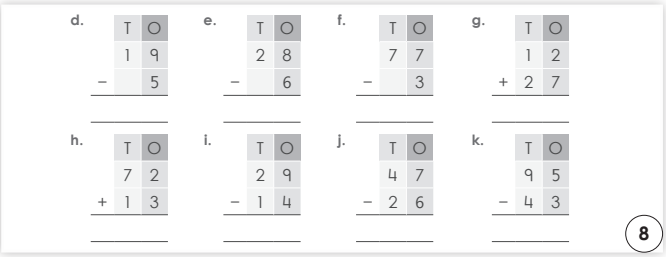
Students: Yes, teacher.

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 15 MIN.





(Instruct students to open their books to Exercise 3 on page 7 and 8.)

(Allow students to work on all the questions of exercise 3 on page 7 and 8. 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 question before moving on to the next one.)

MUST DO 05 MIN.

Differentiated Activities

110 km/hr

Look at the numbers: 23, 45, 67, 89. Arrange them in ascending and descending order. Create your own set of five two-digit numbers and repeat the process. Identify any patterns or between the numbers and explain them.

80 km/hr

Choose five different numbers between 10 and 50. Write them on pieces of paper. Arrange them in ascending order by standing in a line with your classmates, holding your numbers from smallest to biggest. Then, reverse the order to show descending order.

40 km/hr

Look at the numbers: 12, 24, 36, 48. Write them in order from the smallest to the biggest (ascending order). Then, write them again from the biggest to the smallest (descending 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: Good morning, everyone. I hope you remember what we did in the last class. Can anyone tell me?

SHOULD DO 10 MIN.

Students: Yes, addition and subtraction.

Teacher: Yes, that's right. Before we start today's lesson, let us warm up our minds with a quick addition and subtraction challenge. Are you ready?

Make the students stand in a circle. Give a ball to one student and ask them a few questions on simple addition and subtraction. Once they give the correct answer, ask them to pass the ball to another student, who will then answer the next problem. Conduct one or two rounds of this game. Once the game ends, ask students to clap for themselves and their classmates.

SHOULD DO 05 MIN.

Teacher: Now, let us move to something new and exciting - Multiplication. But first, let us recall what multiplication is.

Can you tell me, if I give you 2 stickers every day for 3 days, how many stickers will you have in total?

Students: 6.

Teacher: Yes, can you tell me how you arrived at that answer?

(Encourage students to share how they calculated the problem.)

Teacher: Yes. You are adding 2 stickers three times. That is correct. But instead of adding 2 again and again, we have a quicker way to find the total. It is called multiplication.

Teacher: Instead of saying 2 + 2 + 2, we can simply say 3 times 2, which is written as 3 × 2 = 6.

Teacher: Let us try another one. Imagine you have 4 plates and each plate has 3 biscuits. How many biscuits do you have in total?

(Allow students to respond. You may ask them more multiplication word problems to build their understanding.)

MUST DO
10 MIN.

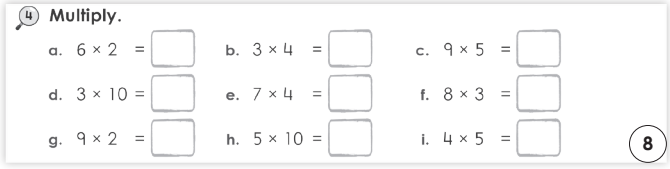
Teacher: Brilliant. So, multiplication helps us count faster when we have equal groups of things. Now, let us practise some fun exercises together.

Instruct students to open their main coursebooks to exercise 4 on page 8.)

(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 questions of the exercise as home Task if required.)

MUST DO
15 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 =

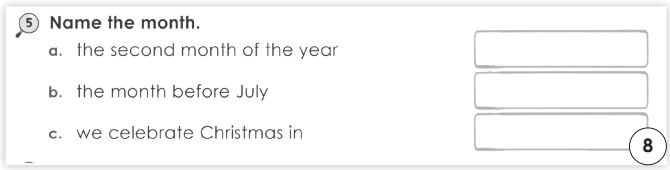
8

Teacher: Good work, students. Now, let us revise the months of the year. Tell me, how many months are there in a year?

Students: 12 months.

Teacher: That is right. Now, let us say all the months together. Ready?

(Encourage students to say all the months along with you. Then, instruct them to open their main coursebooks to exercise 5 on page number 8.)


5 Name the month.

a. the second month of the year

b. the month before July

c. we celebrate Christmas in

8

(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.)

Differentiated Activities

110 km/hr

A shop has 245 pencils. It sells 178 pencils. How many are left?

A factory makes 35 chocolates every day. How many chocolates will it make in 9 days?

80 km/hr

Subtract: 456 – 238 = ?

A baker bakes 5 cakes every day. How many cakes does he bake in a week?

40 km/hr

Add: 21 + 13 = ?

There are 5 balloons. If you get 5 more, how many do you have now?

Home Task

Complete the activity 'Creating better' on page 10 in your main coursebooks. Use cut outs of triangles to make a Christmas tree.

Teacher Note: You may give students a few days to complete the activity and ask them to bring their work to class. You may display their work in the classroom.

Period 5

SHOULD DO
05 MIN.

Teacher: Good morning, everyone. I hope you all are feeling good and healthy. Can you tell me, what did you eat in the morning?

(Encourage students to respond.)

Teacher: Great. Today, we are going to learn something very useful - measurement. But before we start, look around the classroom. Can you find things that are big and things that are small?

(Encourage students to look around and observe. Allow them to respond.)

Teacher: That is right. Some things are long, some are short, some are heavy and some are light. We use measurement to find out the size, weight or amount of things.

Teacher: Imagine you are helping your mother buy cloth for a dress. How will the shopkeeper know how much to cut?

Students: They will measure it.

Teacher: Yes. We measure the length. What if we need to fill a water bottle? How do we know how much water to pour?

Students: We will measure that too.

Teacher: Exactly. We measure many things every day. Can you think of something else we measure?

Students: Our height, weight of fruits etc.

(Encourage students to think of more examples from their daily life.)

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

Students: half bottle of water.

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

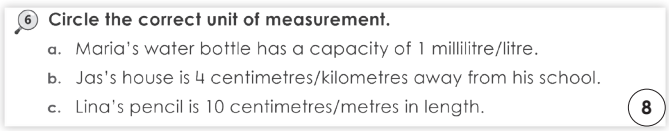
Teacher: Now, I have a pencil. How can we measure the length of this pencil?

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.)

Then, ask students to open their main coursebooks to exercise 6 on page 8.)

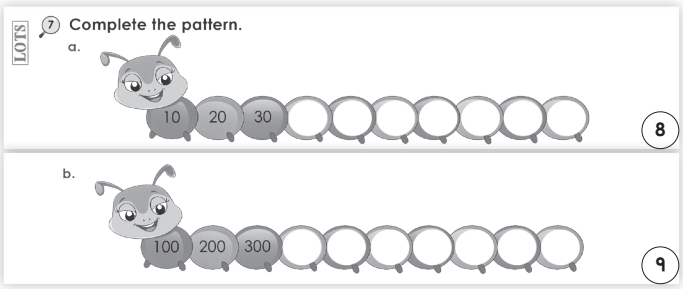
MUST DO 05 MIN.



Read the given statements for the students. Discuss the answers and ask them to tick the correct unit of measurement.)

MUST DO 10 MIN.

Teacher: Great work, everyne. Now, let us move to exercise 7 on page number 8 to complete the number sequence.



(Guide students to work in pairs to identify pattern and complete the number sequence. You may also write some questions on the board and invite students to come up and complete them.)

MUST DO 20 MIN.

Differentiated Activities

110 km/hr

Look at these speeds: 110 km/hr, 80 km/hr and 40 km/hr. Arrange them from the slowest to the fastest. Now, think of three vehicles and estimate their speeds. Write them down and compare which is the fastest and which is the slowest.

80 km/hr

Match the following objects with the correct unit of measurement:

- A car's speed (km/hr or m?)
- A pencil's length (cm or ml?)
- A bucket of water (l or km/hr?)

40 km/hr

Draw one object that can be measured in km/m and another that can be measured in l/ml. Label each drawing with the correct unit of measurement.

Home Task

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

Period 6

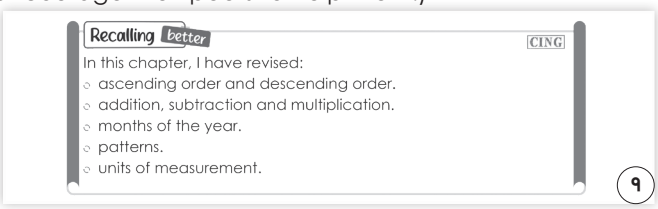
Teacher: Good Morning, class. Are you ready for a quick revision?

Students: Yes teacher.

Recalling better

MUST DO 20 MIN.

(You may write different questions for the topics in the chapter on small cue cards. Mix the cards and place them in a box or spread them out on a table. Call students one by one to pick a card. Appreciate students as they answer. If they struggle, encourage their peers to help them.)

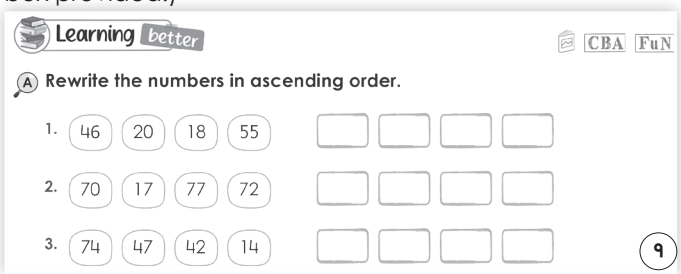


Learning better

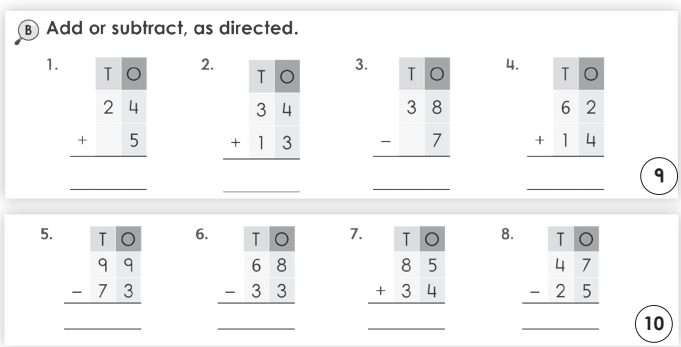
Teacher: Amazing. I hope you all had fun, Now, let us move to exercise A on page 9 on our main coursebooks.

MUST DO 10 MIN.

(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.)



Teacher: Great work. Now, let us move to exercise B on the page 9 and 10. Look at each question and observe the operation sign. Then, do as required.



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

MUST DO 10 MIN.

Differentiated Activities

110 km/hr

- A shop has 135 pens. It sells 48 in the morning and 27 in the afternoon. How many pens are left?
- A farmer plants 24 trees in one row. If he plants 5 rows, how many trees does he plant in total?

80 km/hr

- Fill in the missing number in the pattern: 10, 20, __, 40, 50.
- Add: 45 + 18 = ___
- Subtract: 72 - 39 = ___

40 km/hr

- Arrange these numbers in descending order: 15, 8, 22, 10.
- You have 3 apples and get 4 more. How many apples do you have now?

Home Task

Solve Exercise C given on page 10 in the Main Course Book.

Period 7

MUST DO
10 MIN.

Teacher: Hello students. How are you all?

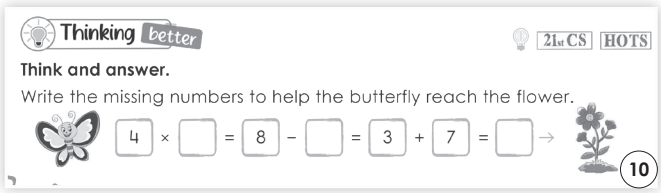
Students: We are good/fine, teacher.

Thinking better

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 work. Let us 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?

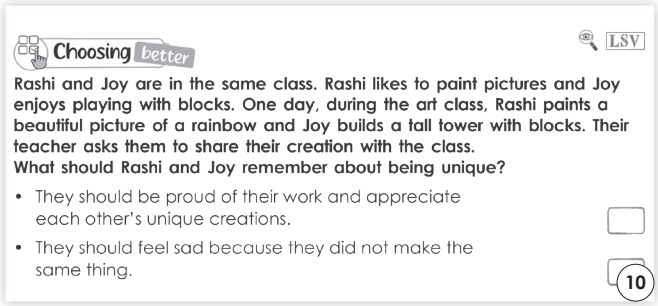
(Guide students to solve the addition problem.)

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

MUST DO
10 MIN.

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 the 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?

(Encourage students to reflect and share their thoughts.)

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?

(Encourage students to share their experiences.)

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

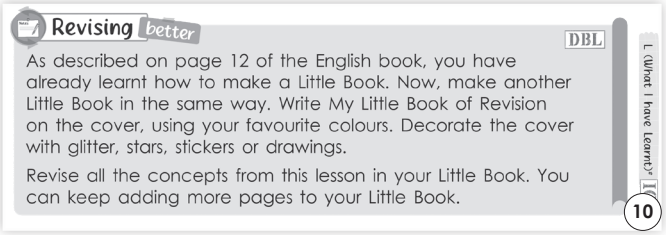
(Encourage students to share their thoughts.)

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.

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 learnt.)

MUST DO
20 MIN.



Teacher: Before we end today's session, I have an exciting home task for you. Do you remember how we made a Little Book earlier? Now, you will create another one, but this time, it will be called My Little Book of Revision.

Teacher: Take a sheet of paper and fold it as you did before to make your book. On the cover, write My Little Book of Revision in your favourite colours. You can decorate it using glitter, stars, stickers or drawings to make it look creative.

Teacher: Inside your Little Book, revise all the concepts we have learned in this lesson. You can write key points, examples or even draw diagrams to help you remember them better. The best part is that you can keep adding more pages to your book as we learn new topics.

Teacher: Make sure to bring your My Little Book of Revision in the next class. We will share and discuss how each of you made yours unique.

Teacher: Before we end today's session, I have an exciting home task for you. Do you remember how we made a Little Book earlier? Now, you will create another one, but this time, it will be called My Little Book of Revision.

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Teacher: Inside your Little Book, revise all the concepts we have learned in this lesson. You can write key points, examples or even draw diagrams to help you remember them better. The best part is that you can keep adding more pages to your book as we learn new topics.

Teacher: Make sure to bring your My Little Book of Revision in the next class. We will share and discuss how each of you made yours unique.

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

Differentiated Activities

110 km/hr

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

80 km/hr

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

40 km/hr

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

Home Task

Create your own booklet of revision. You can decorate the cover with glitter, stars, drawings or stickers. Use the little book of revision to revise the concepts from this lesson. Take help from an adult in your house and ask them to give you questions. Solve them in your revision booklet.

Period 8

SHOULD DO
10 MIN.

Teacher: Hello, students. I hope you had fun with the lesson. We are going to start with the practise 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.

Worksheet 1

MUST DO
30 MIN.

(Ask students to open their Math workbook to page 10. Guide them to complete the exercises in worksheet 1. Instruct them for each question and provide support to students wherever required.)

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 ☐

10

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

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

Differentiated Activities

110 km/hr

Skip count by 3s, 4s and 6s. Write the numbers as you count. For example, for 3s: 3, 6, 9, 12… Continue until you reach 60. Repeat the same for 4s and 6s. Look for patterns in the numbers and write down what you notice.

80 km/hr

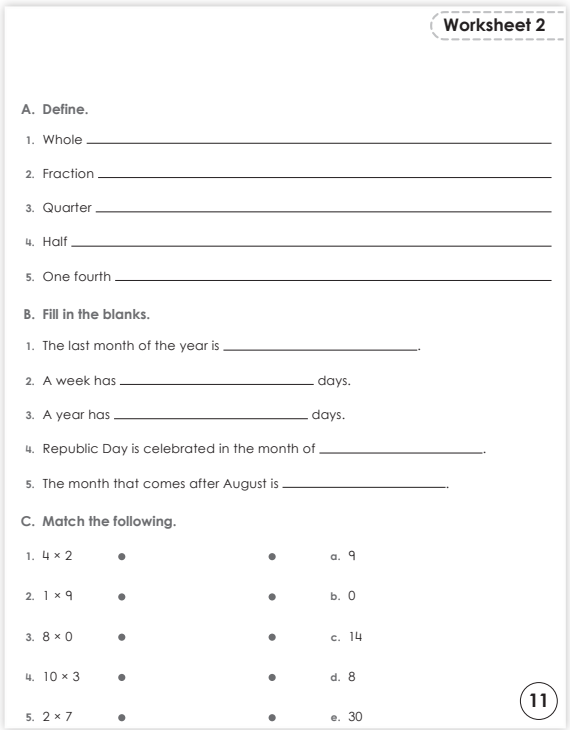
Write the multiplication tables of 4 and 5 in your notebook. After writing, read them aloud and try to find a pattern in the answers.

40 km/hr

Write the multiplication tables of 2 and 3 in your notebook. Read them aloud and use your fingers to count along.

Home Task

Complete Worksheet 2 on page 11 of your Maths workbook.



Worksheet 2

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

Period 9

SHOULD DO

10 MIN.

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.

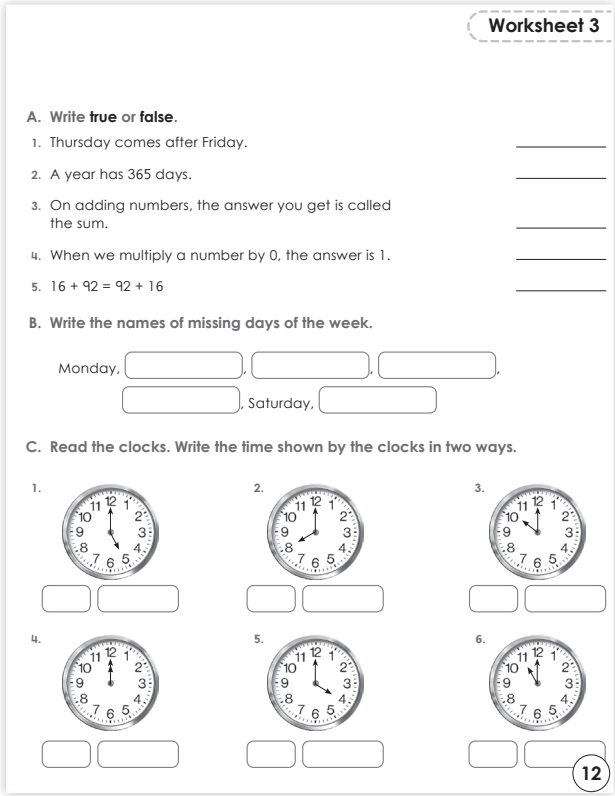
Worksheet 3

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

MUST DO

30 MIN.

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



Worksheet 3

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

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

Teacher: Good Morning, students. How is everyone?

MUST DO
10 MIN.

(Allow students to respond.)

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.

Teacher: Today we are going on a fun treasure hunt where you will solve different challenges. Are you all ready?

SHOULD DO
15 MIN.

Teacher: Let us start! I will give each of you a number. Work together to arrange yourselves in the correct order starting from the smallest. Now try doing it the other way around.

Teacher: Well done! Now I will show you some numbers. Can you quickly add or subtract and tell me the answer?

Teacher: That was great! Here is your next challenge. I will name a month and you have to tell me which one comes just before and just after it.

Teacher: Now look at these shapes and numbers. Can you guess what should come next in the pattern?

Teacher: For the final challenge I will hold up different objects and you have to tell me the best way to measure them. Think about whether we use centimetres kilograms or litres.

Teacher: Fantastic! You have completed all the challenges and found the treasure. Let us give ourselves a big round of applause.

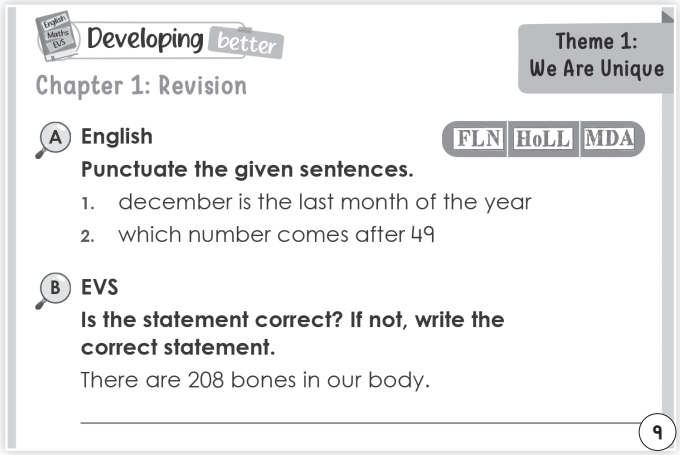
Book of Holistic Teaching

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 tell you if the statement is correct. If not, ask them to write the correct statement in their notebook. Discuss the answers.

COULD DO
15 MIN.


Developing better

Theme 1: We Are Unique

Chapter 1: Revision

A English

FLN HoLL MDA

Punctuate the given sentences.

1. december is the last month of the year
2. which number comes after 49

B EVS

Is the statement correct? If not, write the correct statement.

There are 208 bones in our body.

9

Differentiated Activities

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. Practise 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.

Lesson-2: Numbers up to 1000

14 Periods (40 minutes each)

Learn better (Main Course Book), Stay Ahead (Workbook), Book of Holistic Teaching, CRM signs, Poster

Animation, Animated Activities, Dictionary, eBook, Explainer Video, HOTS, I Explain, Mental Maths, Quiz, Slideshow, Toy from Trash

Affirming better: I listen and learn.

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to read, write and arrange numbers upto 101 to 1000.
- to apply operations in real-life contexts like shopping and arranging objects.
- to expand and break down numbers into different forms.
- to use hands-on activities like arrow cards and abacus drawings.
- to solve word problems by translating real-world scenarios into math.
- to engage in differentiated learning to support varied skill levels
- to build confidence through peer discussions and group activities.

Methodology

Period 1:

SHOULD DO — 10 MIN.

Teacher: Good Morning Students, We will begin a new chapter, Numbers up to 1000. We are going to use a KWL chart to help us organise our thoughts and learning. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same format in your notebooks.

K	W	L

Teacher: Today we are going to start with the second lesson 'Numbers up to 1000'. Before we start, Let us 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.)

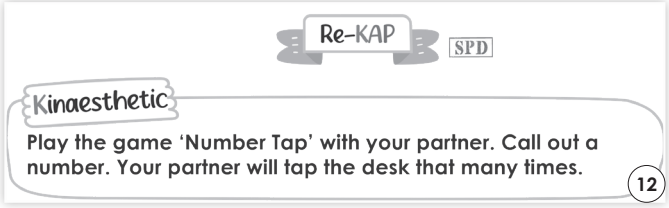
Teacher: What is the digit in the hundreds place? What about the tens place? And the ones place?

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

Students: 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.

Kinaesthetic



MUST DO — 10 MIN.

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?

Students: To count is to say numbers in order.

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

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).

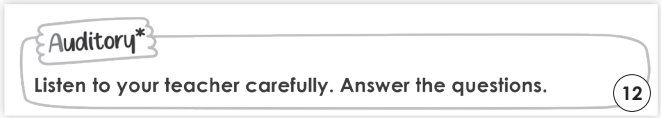
Teacher: Fantastic. Let us move to the next activity.

Auditory

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

MUST DO
07 MIN.

(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?

Students: 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?

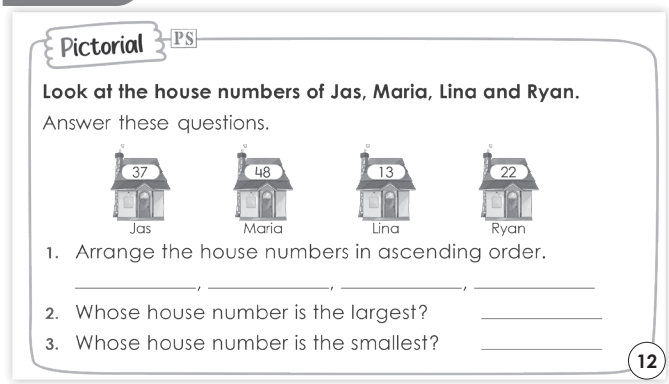
Students: One hundred nine.

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.)

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

Pictorial



Guide students to open their books to page 12.

MUST DO
08 MIN.

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?

Students: Ascending order

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

Students: 22

Teacher: Good. What comes next?

Students: 37 and then 48

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

(Give time for students to complete the Task)

Teacher: Great work. 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.)

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

Teacher: Let us play a fun number game. I will say two numbers and you will tell me which one is bigger. Ready?

COULD DO
05 MIN.

Teacher: Is 37 bigger or smaller than 22?

Teacher: Good work. 37 is bigger than 22. Now, let us try another one. Is 13 bigger or smaller than 48?

Teacher: Well done. 13 is smaller than 48.

Teacher: Now, let us make it more fun. I will mix up the house numbers and you will help me put them in the right order. Listen carefully. The numbers are 37, 48, 13 and 22.

Teacher: Which number should come first if we start from the smallest?

Teacher: That is right. What comes next?

Teacher: Wonderful. Now, can you tell me the full sequence from smallest to biggest?

Teacher: Excellent work. You have arranged the numbers in the correct order. Well done, everyone.

Differentiated Activities

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

Arrange the numbers in ascending order in your notebook.

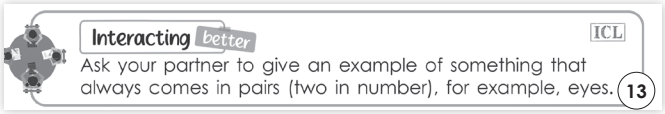
1) 6, 12, 3 and 9
2) 4, 15, 8 and 11
3) 7, 2, 10 and 5
4) 1, 14, 6 and 9
5) 3, 18, 12 and 7

Period 2

Interacting better

SHOULD DO
05 MIN.

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



Teacher: That is wonderful to hear. Now, please open your books to page 13 and look at the section 'Interacting better'.

Teacher: Let us begin with a fun game. I will give you a clue and you have to guess the answer.

Teacher: Can you think of something that always comes in pairs, just like our eyes?

Teacher: Yes, great answer. Hands also come in pairs. What else?

Teacher: Well done. Ears come in twos too. Now, can you name something we wear that always comes in pairs?

Teacher: Excellent. Shoes always come in pairs. Let us think of something animals have in pairs.

Teacher: That is right. Birds have two wings and many animals have two ears just like us.

Teacher: Well done, everyone. Let us have a huge round of applause for our hard work today. Now, let us move on to our next activity.

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

MUST DO
15 MIN.

Teacher: 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 would 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?

Students: He collected 7 big leaves

Teacher: How many small leaves did she collect?

Students: She collected 3 small leaves.

Teacher: Awesome. How many leaves were collected altogether?

Students: 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?

Students: 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?

Students: 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)

Students: Yes. We can make 2 pairs of apples.

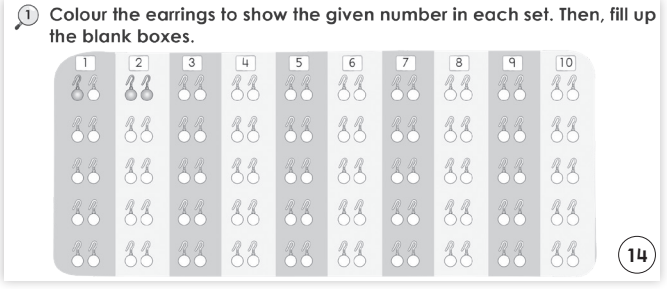
Teacher: Correct. So, 4 is an even number. Now, take the number 5. If we have 5 apples, can we make pairs of apples without any leftovers?

Students: No, there will be one apple left over.

Exercise 1

MUST DO
05 MIN.

Teacher: Look at the picture carefully on page 14. What do you see?



Teacher: Yes, there are many pairs of earrings arranged in columns. Can you see the numbers written at the top of each column?

Teacher: That is correct. Each number tells us how many pairs of earrings we need to colour. Let us start with the first column. The number on top is 3. How many pairs of earrings should we colour?

Teacher: Well done. We will colour three pairs of earrings. Now, let us move to the next column. The number is 5. How many pairs should we colour here?

Teacher: Excellent. Five pairs need to be coloured. Now, continue for the rest of the columns by following the numbers given on top.

Teacher: As you finish colouring, take a look at the blank boxes below. What do you think we should write in those boxes?

Teacher: Yes, we will write the total number of earrings in each set. That will help us check our answers.

Teacher: Fantastic work, everyone. You have understood the activity well. Let us have a huge round of applause for our hard work today. Now, let us move on to our next Task.

Even and Odd Numbers

MUST DO
10 MIN.

Teacher: Now that we have understood the concept of even and odd numbers, let us do a quick challenge. Look at the numbers on the board: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

The coloured earrings showing **2**, **4**, ☐, ☐ and ☐ are in pairs. These are **even numbers**.
Numbers that have 2, 4, 6, 8 or 0 in the ones place are called even numbers. For example, 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 and so on.
The coloured earrings showing **1**, **3**, ☐, ☐ and ☐ are not in pairs. These are **odd numbers**.
Numbers that have 1, 3, 5, 7 or 9 in the ones place are called odd numbers. For example, 1, 3, 5, 7, 9, 11, 13, 15, 17, 19 and so on.
Look at the numbers 1, **2**, 3, **4**, 5, **6**, 7, **8**, 9, **10**. What do you notice?
Even and odd numbers come one after the other. 14

Teacher: Can you see how the even numbers have pairs, like the earrings in our activity? Can you find the even numbers first?

Teacher: Yes, you are correct. The even numbers are 2, 4, 6, 8 and 10. These numbers have pairs, just like the earrings that we coloured earlier.

Teacher: Now, can anyone tell me which numbers do not have pairs? What do we call these numbers?

Teacher: That's right. The odd numbers, like 1, 3, 5, 7 and 9, do not have pairs.

Teacher: So, let us check our understanding. I will say a number and you have to hold up one finger if it is odd and two fingers if it is even. Ready?

Teacher: Well done, everyone. Great work today. We will continue with this tomorrow. See you then.

Remembering better

SHOULD DO
5 MIN.

Teacher: Look at the 'Remembering better' section on page 14. It says that 0 is neither an even nor an odd number. We know that even numbers can be divided into two equal groups and odd numbers cannot. But 0 is special. It does not have a pair and it is not odd because it does not leave a remainder. That is why 0 is in its own category.

Differentiated Activities

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 practise 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

SHOULD DO
05 MIN.

Teacher: Good morning, students. How are you?

Teacher: Let us begin with a fun Odd and Even Number Hunt. I will say a number and if it is even, you will raise both hands. If it is odd, you will touch your nose. Let us start

Teacher: 29

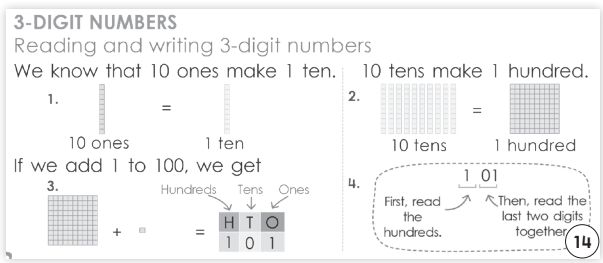
Teacher: 62

(Give more numbers in a similar way.)

3 Digit Number

MUST DO
15 MIN.

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



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 us look at the O place. What number is there?

Student 4: It is 5.

Teacher: Great work. 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.

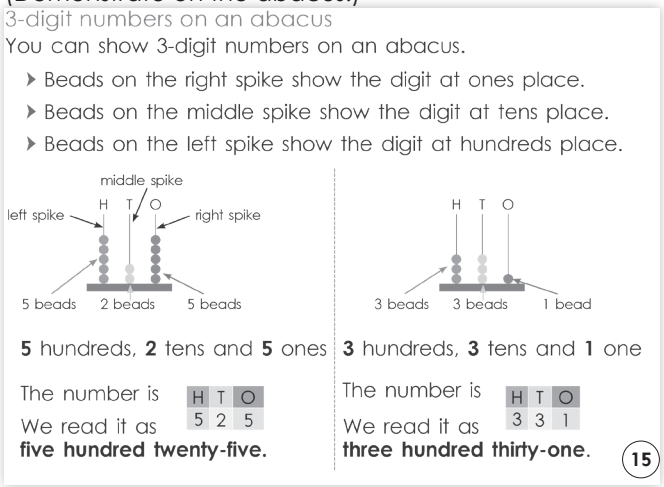
(Give a few numbers on the board for students to read out. Allow students to take turns. Then, ask them to open their books to page 14. Introduce the given examples to understand reading numbers with blocks)

MUST DO
10 MIN.

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.

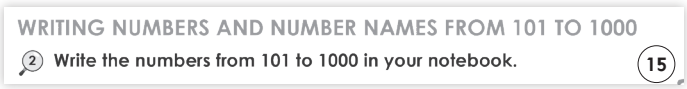
Teacher: Correct. Now, let us practise forming more numbers. Each group will use the abacus to show the numbers 102, 103, 104 and 105. Work together and take turns.

(If time permits, give more numbers to students for practising. 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
10 MIN.

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

Writing numbers and number names from 101 to 1000



Teacher: Let us move to writing numbers and their number names from 101 to 1000. Let us begin by writing the number names for 101 to 300 in class. Take out your notebooks and start writing.

(Guide students in writing the number names in the notebook.)

Teacher: Well done. Now, as a home Task, complete writing the number names for 301 to 1000 in your notebooks. Remember to write neatly and check your spellings carefully. We will discuss this in the next class.

(**Note for the Teacher:** The home Task may be too lengthy. Consider splitting it over two days (e.g., 301-650 on Day 1 and 651-1000 on Day 2) for better clarity and ease. Adjust as needed based on your class's pace.)

Teacher: Well done students. Let us have a huge round of applause for our work. See you in the next period.

Differentiated Activities

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.

HomeTask

Complete Exercise 2 given on page 15 in the Main Course Book. Write the answers neatly in your notebook.

Note for the Teacher: Arrange Ice-cream sticks to explain Place value, which will be done in the next period.

Period 4

Teacher: Let us play Guess the Number Name. I will say a number and you will say its number name.

MUST DO
10 MIN.

Teacher: 125. One hundred twenty-five.

Teacher: 208. Two hundred eight.

Teacher: 999. Nine hundred ninety-nine.

Teacher: Now, I will say a number name and you will tell me the number.

Teacher: Seven hundred forty-two. 742.

Teacher: Three hundred nineteen. 319.

Teacher: Well done. Now, let us practise writing them in our notebooks.

Teacher: Good morning, students. Today, we will play a quick game called Guess the Number Name. I will say a number and you have to say its number name. Let us begin.

SHOULD DO
05 MIN.

Teacher: 125?

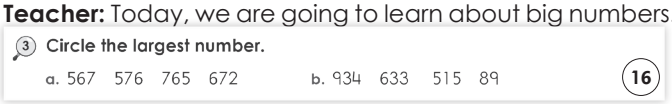
Teacher: Fantastic. The answer is one hundred twenty-five.

Teacher: 208?

Teacher: Well done. The answer is two hundred eight.

(Give more numbers in a similar way.)

Teacher: Today, we are going to learn about big numbers.



Teacher: 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 is correct. How did you know?

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

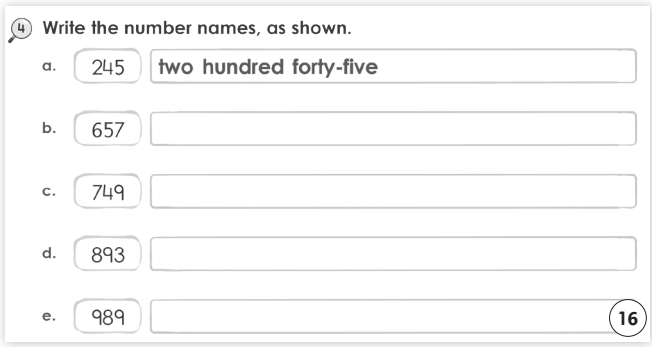
Teacher: Good work. Now it is your turn to do the next one.

MUST DO
05 MIN.

(Discuss the answer before moving to the next Exercise).

Exercise 4

Teacher: Let us move to Exercise 4 , given on page 16.

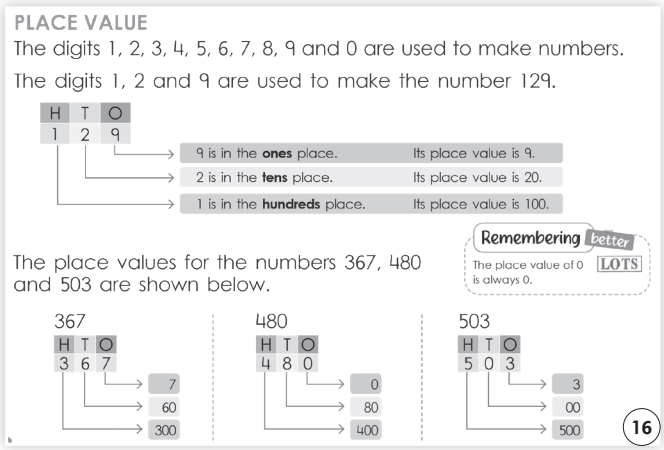


Teacher: Write the number names for the given numbers. One has been done for you as an example. Raise your hand if you need help and show a thumbs-up when you complete the Exercise.

MUST 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 work. Remember, the place a digit is in tells us its value.

MUST DO
05 MIN.

Remembering better

Teacher: Let us focus on an important fact in the Remembering better section today. The place value of 0 is always 0.

Teacher: Think about the number 105. What is the place value of 0 here?

Teacher: Fantastic. The place value of 0 is 0, even though it is in the tens place.

Teacher: Now, look at 302. What is the place value of 0 in this number?

Teacher: Well done. The place value of 0 is 0, even though it is in the tens place.

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

Differentiated Activities

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

Practise the questions discussed in the class.

Period 5

Teacher: Good morning, students. Today, we are going to do a fun warm-up activity to practise place value for numbers up to 1000. Let us begin.

SHOULD DO 05 MIN.

Teacher: I will say a number and you will tell me its place value. Are you ready?

Teacher: 534 – What is the place value of 5?

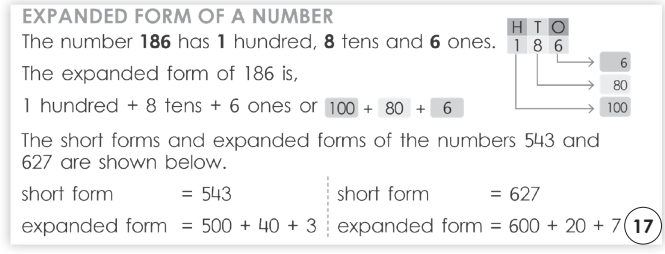
Teacher: Excellent. The place value of 5 is five hundred.

Teacher: What is the place value of 3 in 534?

Teacher: Well done. The place value of 3 is thirty.

(Give more questions in the similar manner.)

Expanded form of a number


EXPANDED FORM OF A NUMBER

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

H T O
1 8 6
6
80
100

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
expanded form = 500 + 40 + 3

short form = 627
expanded form = 600 + 20 + 7

17

Teacher: 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?

MUST DO 10 MIN.

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

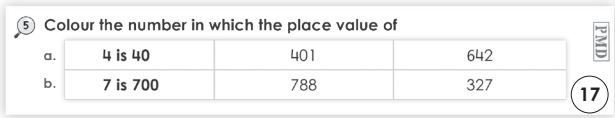
Teacher: This is called the expanded form of the number 186. It shows the value of each digit in the number.

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.

Exercise 5


5 Colour the number in which the place value of

PMD

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

17

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

MUST DO 05 MIN.

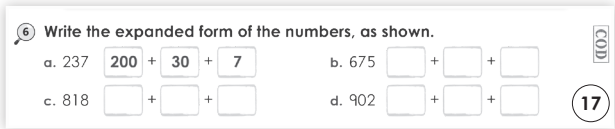
Students: It is six hundred forty-two.

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)

Exercise 6


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

COD

a. 237 200 + 30 + 7
b. 675 ___ + ___ + ___
c. 818 ___ + ___ + ___
d. 902 ___ + ___ + ___

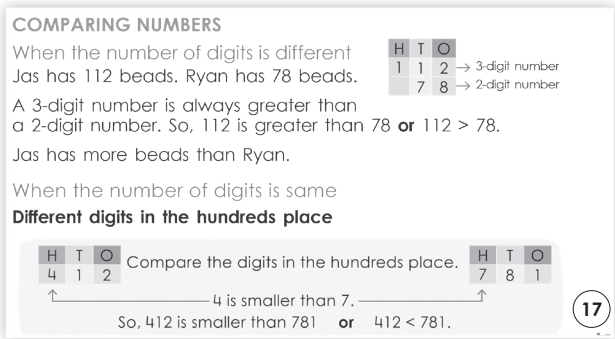
17

Teacher: Well done. Let us move to Exercise 6, write the expanded form of the given numbers. One example has been already done for you.

MUST DO 05 MIN.

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

Comparing Numbers


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

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?

MUST DO 15 MIN.

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 practise with a few more examples.

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

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

Differentiated Activities

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: Good morning, students. Today, we are going to do a fun warm-up activity to practise comparing 3-digit numbers. Let us begin.

SHOULD DO 05 MIN.

Teacher: I will say two numbers and you will tell me which one is greater. Are you ready?

Teacher: 356 or 463?

Teacher: Well done. 463 is greater than 356.

Teacher: 789 or 578?

Teacher: Excellent. 789 is greater than 578.

Teacher: 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)

MUST DO 20 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

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.)

Teacher: Great work. 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)

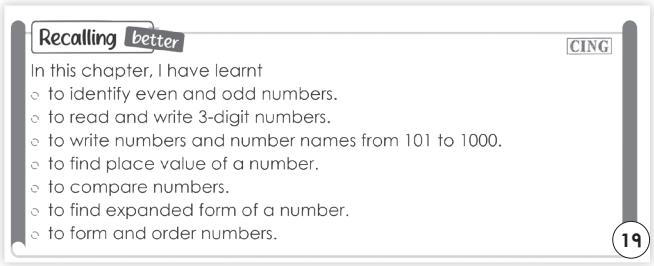
Teacher: Now that you know how to create numbers with random digits, let us practise again to understand it better. This time, we will also arrange the numbers in ascending and descending order.

Recalling better

Teacher: Let us move to the Recalling better section given on page 19. I

MUST DO 15 MIN.

will ask a few questions to revisit the concepts we have learned in this chapter.



Teacher: First, can anyone tell me what we learned about even and odd numbers?

Teacher: Fantastic. We learned that even numbers are divisible by 2 and odd numbers are not.

Teacher: Next, we learned how to read and write 3-digit numbers. Can anyone give me an example of a 3-digit number?

Teacher: Excellent. 345 is a 3-digit number.

Teacher: Now, let us talk about number names. Can anyone tell me the number name for 673?

Teacher: Wonderful. The number name for 673 is six hundred seventy-three.

Teacher: We also learned how to find the place value of a number. What is the place value of 4 in 452?

Teacher: Great work. The place value of 4 in 452 is four hundred.

Teacher: Now, let us move on to comparing numbers. Which number is greater: 756 or 675?

Teacher: Well done. 756 is greater than 675.

Teacher: We also learned about the expanded form of a number. Can anyone tell me the expanded form of 823?

Teacher: Fantastic. The expanded form of 823 is 800 + 20 + 3.

Teacher: Lastly, we learned how to form and order numbers. Let us try ordering the following numbers from smallest to largest: 341, 512, 476.

Teacher: Excellent. The correct order is 341, 476, 512.

(Give more questions in the similar manner.)

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

Differentiated Activities

110 km/hr

Roll three dice to form a 3-digit number. Repeat this process to form two more 3-digit numbers. Then, compare the numbers using greater than, less than or equal to.

80 km/hr

Roll two dice and form a 3-digit number. Write the number names and expanded form of the numbers.

40 km/hr

Roll two dice and form a 3-digit number. Write the number and then break it into its place value (hundreds, tens, ones).

Home Task

Form three 3-digit numbers using the digits 7, 2 and 9. Then order the numbers in ascending and descending order.

Period 7

Poster

Teacher: Good Morning, students. How is everyone doing?

MUST DO

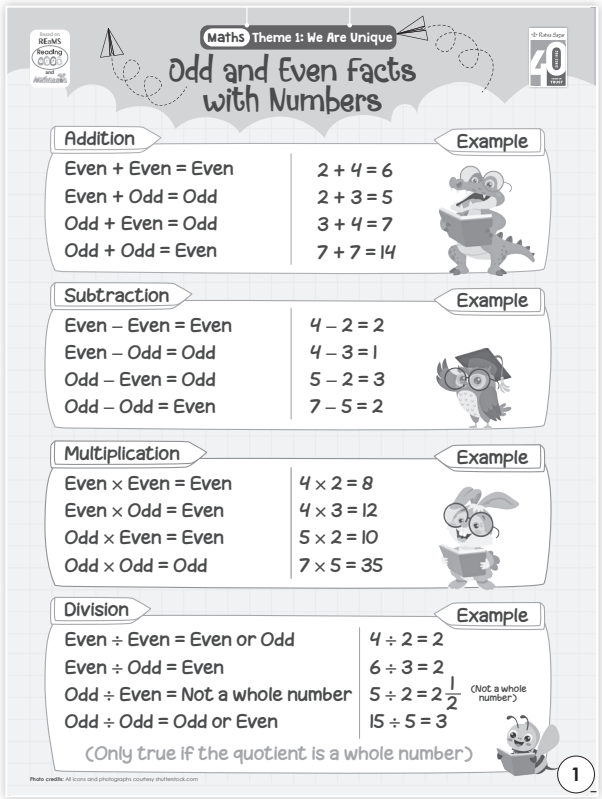
15 MIN.

(Allow students to respond.)

Teacher: Before we do some fun questions, let us revise what we did in the last class.

(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. Refer to the examples provided on the poster to explain each rule. Encourage students to come up with their own examples as well.)

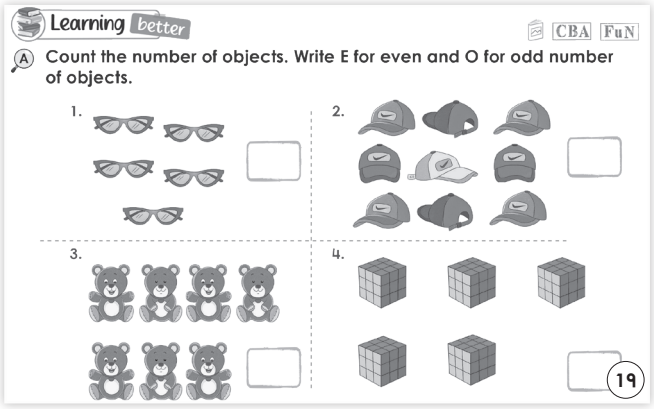
You may show the **Infographics** and **Mental Maths** given on the digital platform.

Learning better

MUST DO
10 MIN.

Teacher: Now, let us move on to do some fun activities. Are you all ready?

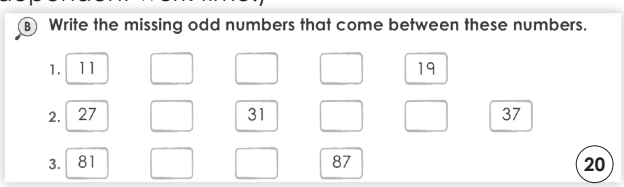
Students: Yes teacher.



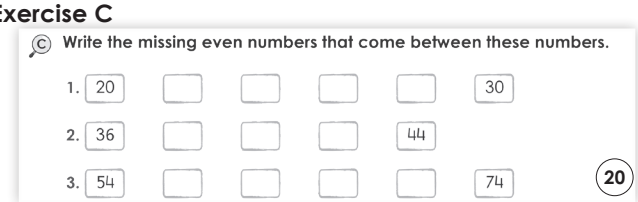
(Ask students to work in pairs to count the number of things given and write the numbers below the pictures. Then, ask them to write 'E' if the number is even and 'O' if the number is odd.)

MUST DO
05 MIN.

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



Exercise C



MUST DO
05 MIN.

(Ask students to work in pairs to find the missing even numbers. Model the first one as an example, followed by independent work time. Appreciate them as they complete the activity.)

Exercise D

D Complete the table, as shown.

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

20

MUST DO
05 MIN.

(Instruct students to fill in the table in Exercise D on page 20 by breaking each number into Hundreds, Tens and Ones. Ask them to write the correct digits in the respective columns and spell out the number name in words. Help them follow the given example.)

Differentiated Activities

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

SHOULD DO
05 MIN.

Teacher: Good morning, students. How are you?

Teacher: Today, we will do a fun warm-up activity to practise after and before. Are you ready?

Teacher: I will say a number and you will tell me the number before it and the number after it. Let us begin.

Teacher: 56

Teacher: The number before 56 is 55 and the number after 56 is 57. Excellent. Well done.

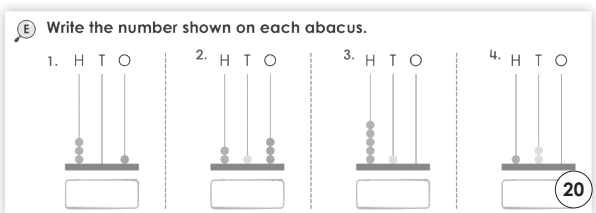
Teacher: 89

Teacher: The number before 89 is 88 and the number after 89 is 90. Fantastic. Great work.

(Give more questions in the similar manner.)

Teacher: Well done, everyone. Now, let us move to solve our Exercises.

Exercise E



MUST DO
05 MIN.

Teacher: Now, let us move to the Exercise E given on page 20. In this

Exercise, we will be working with the abacus to practise place value.

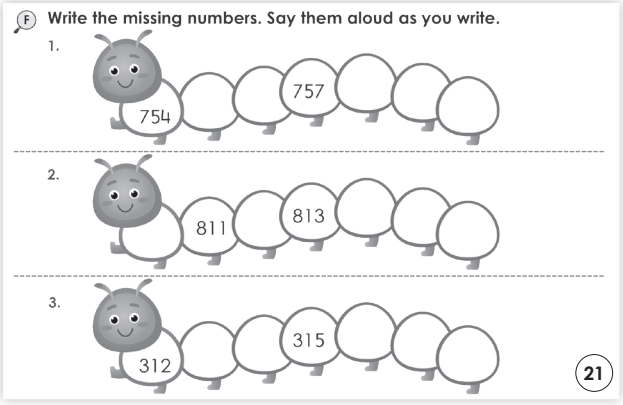
Teacher: You can see four abacuses in front of you. Your Task is to write the number shown on each abacus. The numbers on the abacus represent hundreds, tens and ones.

Teacher: Let us start with the first one. How many beads are there in the hundreds place? And how many in the tens and ones places?

Teacher: Fantastic. Now, write the number you see on the abacus in the box below.

(Guide students to complete the Exercise in a similar manner.)

Exercise F



Teacher: Now, let us move to Exercise F given on page 21. In this Exercise, we will be working with number sequences.

MUST DO
10 MIN.

Teacher: Look at the first sequence of numbers. You will notice that some numbers are missing in the sequence. Your Task is to fill in the missing numbers.

Teacher: The numbers provided are 754 and 757. Can you identify the numbers that come before 754 and after 757?

Teacher: Fantastic. Now, say the numbers aloud as you write them in the boxes.

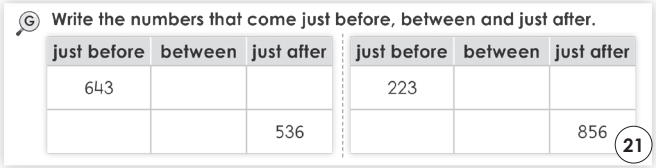
(Guide the students to complete the Exercise in a similar manner.)

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

Exercise G

Teacher: Now, let us move to Exercise G on page 21. In this Exercise, we will practise identifying the numbers that come just before, between and just after the given numbers.

MUST DO
10 MIN.



Teacher: Look at the first set of numbers. You have 643. What number comes just before 643? What number comes just after 643? And what number goes between 643 and 536?

Teacher: Fantastic. Now, let us move to the second set. You have 223. What number comes just before 223? What number comes just after 223? And what number goes between 223 and 856?

Teacher: Well done. Write the numbers in the table and say them aloud as you write. Keep practising and you will become even better at identifying numbers.

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

Exercise H

Teacher: Now, let us move to Exercise H on page 21. In this Exercise, we will write the place value of the digits highlighted in bold.

MUST DO
10 MIN.

Teacher: Let us start with the first number, 856. Look at the digit highlighted in bold. What is its place value?

Teacher: Well done. The place value of the highlighted digit in 856 is 50.

Teacher: Now, for the second number, 466. What is the place value of the highlighted digit here?

(Guide the students to complete question 2 to 4 in the same manner.)

Teacher: For your home Task, please complete questions 5 and 6 in your book.

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

Differentiated Activities

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 question (5) and (6) of Exercise H given on page 21 in the Main Course Book.

Period 9

Teacher: Good morning, students. How are you?

SHOULD DO
05 MIN.

Teacher: Today, we will do a fun warm-up activity to practise expanded form. Are you ready?

Teacher: I will say a number and you will write it in expanded form. Let us begin.

Teacher: 345, What is the expanded form of 345?

Teacher: Yes, the expanded form of 345 is 300 + 40 + 5. Well done.

Teacher: 762, What is the expanded form of 762?

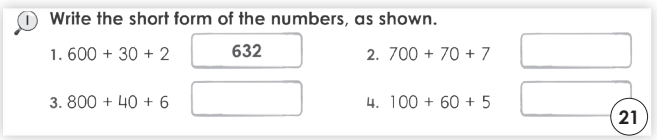
Fantastic. The expanded form of 762 is 700 + 60 + 2.

(Give more numbers in the similar manner.)

Exercise I

Teacher: Now, let us move to the next Exercise on page 21. In this Exercise, we will practise writing the short form of the numbers.

MUST DO
10 MIN.



Teacher: You will be given a number in expanded form and your Task is to write it in its short form. Let us begin.

Teacher: The first one is 600 + 30 + 2. What is the short form of this number?

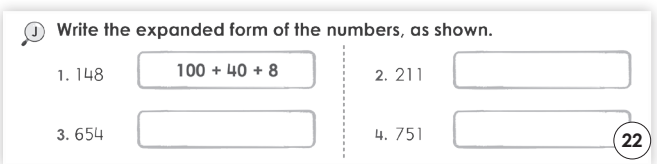
Teacher: Excellent. The short form of 600 + 30 + 2 is 632.

(Guide the students to complete all the questions in the similar manner.)

Exercise J

Teacher: Now, let us move to Exercise J given on page 22. In this Exercise, we will practise writing the expanded form of the numbers.

MUST DO
10 MIN.



Teacher: Who will read and explain the question?

Teacher: You will be given a number and your Task is to write it in its expanded form. Let us begin.

Teacher: The first number is 148. What is the expanded form of 148?

Teacher: Well done. The expanded form of 148 is 100 + 40 + 8.

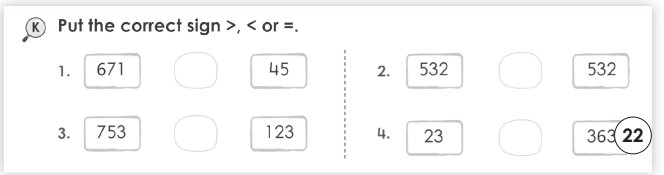
(Guide the students to solve all the question, in the similar manner.)

Teacher: For questions 3 and 4, these will be your home Task. You need to compare 753 and 123 and 23 and 363.

Exercise K

Teacher: Now, let us move to Exercise K on page 22. In this Exercise, we will be comparing numbers.

MUST DO
10 MIN.



Teacher: First, I want you to read and explain the question. What do you have to do here?

Teacher: That is correct. You need to put the correct sign greater than (>), less than (<) or equal to (=), between the two numbers.

Teacher: Let us start with the first one: 671 and 45. Which sign should go between these numbers?

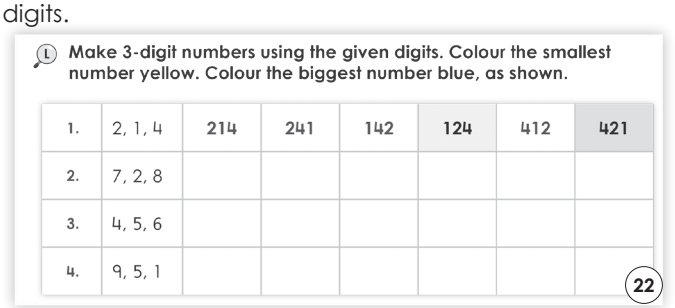
Teacher: Excellent. 671 is greater than 45, so we will write 671 > 45.

(Guide the student to solve the next question in the similar manner.)

Exercise L

Teacher: Now, let us move to Exercise L on page 22. In this Exercise, we will make 3-digit numbers using the given digits.

MUST DO
05 MIN.



Teacher: First, can anyone explain what we need to do in this Exercise?

Teacher: Great. Yes, we need to create as many 3-digit numbers as possible using the given digits. Then, we need to colour the smallest number yellow and the biggest number blue.

Teacher: Let us start with the first set of digits: 2, 1, 4. What numbers can we make using these digits?

Teacher: Can anyone explain what the smallest and biggest numbers are from these combinations?

(Guide students to complete the Exercise in the similar manner.)

Differentiated Activities

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

Solve question 3 and 4 of Exercise L given on page 22. Write the answers neatly in the book.

Bring a piece of chart paper, buttons of different colours and sizes, glue, scissors, a marker and a pencil for tomorrow's 'Creating better' activity. Make sure to have all materials ready for the activity

Period 10

SHOULD DO
05 MIN.

Teacher: Good morning, students. Today, we will do a fun warm-up activity to practise comparing numbers. Are you ready?

Teacher: Here is how we are going to do it. I will say two numbers and you will move based on the sign I give you. If the first number is greater, you will jump to the right. If the first number is smaller, you will jump to the left. If the numbers are the same, you will stay still.

Teacher: Let us begin with the first one.

Teacher: 256 and 325, Which one is greater?

Teacher: Yes, 325 is greater than 256, so everyone jump to the right. We write 325 > 256.

(Give more questions in the similar manner.)

Creating better

MUST DO
20 MIN.

Teacher: Now, let us move to the 'Creating better ' section given on page 22. In this activity, we will be making a Button Tree.

> **Creating better** ArtI 21st CS
>
> **Make a Button Tree**
> - Take a piece of chart paper, buttons of different colours and sizes, glue, a pair of scissors, marker and a pencil.
> - Draw an outline of a tree on the chart paper.
> - Paste black and brown buttons to make the trunk and branches of the tree.
>
> 22

(Guide the students to complete the activity with the reference of steps given on page 22 and 23 in the 'Creating better' section.)

Thinking better

SHOULD DO
05 MIN.

Teacher: Now, let us move to the 'Thinking better' section. I want you to carefully read the puzzle and explain it to me.

> **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?
>
> 23

Teacher: Can anyone read the riddle out loud and explain what it says?

Teacher: Great. Yes, the riddle tells us that the number we are looking for:

Is between 205 and 210.

Is less than 208.

Has an even number in the ones place.

(Encourage students to think and discuss with their classmates.)

Teacher: Well done. Keep practising and you will get even better at solving these number puzzles.

Choosing better

> **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.
>
> 23

SHOULD DO
05 MIN.

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 us 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.)

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.'

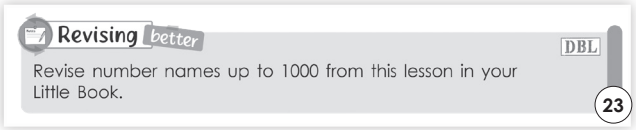
Teacher: Those are great ideas. We should always support and encourage our friends, especially when they feel different. Remember, being different makes us special.

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

Revising better

Teacher: Now, let us move to the Revising better section. Your home Task is to revise the number names up to 1000 from this lesson. Please write them down in your Little Book.

SHOULD DO
05 MIN.



Teacher: We have already practised many of these numbers, so make sure to revise them well.

Teacher: I would like you to go through the number names and ensure you can read and write them correctly. This will help you with both your writing and your understanding of numbers.

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

Differentiated Activities

110 km/hr

A factory produces 4,28,375 pencils in a month. How many will it produce in 15 months

A stadium has 85,760 seats. If 1,27,520 people attend two events how many seats remain unoccupied

80 km/hr

Multiply 3,24,678 × 23

Divide 5,76,840 ÷ 12

Add 7,86,395 + 2,49,783

Subtract 9,52,317 – 6,48,124

40 km/hr

Write the number seven lakh twenty-three thousand four hundred fifty-six in figures

Find the sum 2,34,567 + 1,23,890

Find the difference 9,85,600 – 6,73,290

Home Task

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

Period 11

Teacher: Good morning, everyone. Let us start our class with a fun question-answer game. I will give you some clues and you will try to guess the number. Ready?

SHOULD DO
10 MIN.

Teacher: Here is the first clue: This number is greater than 200 but less than 300. It ends with a 5. Can anyone guess the number?

Teacher: Great guesses. The answer is 205. Let us move to the next clue. This number is between 400 and 500 and has a 1 in the tens place. Can anyone guess?

Teacher: Wonderful. The answer is 417. Let us continue with a few more. This number is more than 600 but less than 700 and ends in 1. Who can guess?

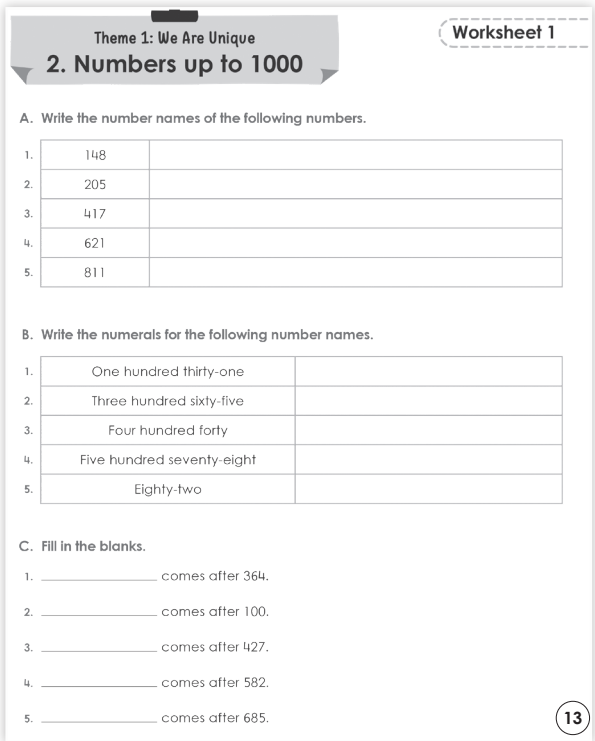
Teacher: Yes, the answer is 621. You all did a fantastic work. Before we move on to today's lesson let us talk about anything that you may find difficult regarding numbers up to 1000. Can anyone share if they have any doubts or need clarification on writing number names or numerals?

Teacher: Oh, I see. Some of you are still unsure about how to write numbers in words. Let me explain it again.

(Explain it to the class using one or two examples.)

Teacher: Now we will work on Exercises given in the workbook.

Worksheet 1


Theme 1: We Are Unique

2. Numbers up to 1000

Worksheet 1

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

Exercise A

Teacher: Open your Maths Workbook to page 13. Let us move to Exercise A. Write the number names of these numbers in your notebooks.

MUST DO
10 MIN.

Teacher: Take your time and write them down. When you are done, raise your hand and I will check your answers.

Teacher: If you are having trouble, remember that we divide the number into its place values. For example, 148 is one hundred forty-eight. Can anyone give me the number name of 205?

Exercise B

Teacher: Great work. Now, in the next Exercise, we will do the reverse. You will write the numerals for the given number names.

MUST DO
10 MIN.

Teacher: The first number name is 'One hundred thirty-one'. Can anyone tell me the numeral for that?

Teacher: Yes, it is 131. Now, Let us do the next one. 'Three hundred sixty-five'. Who can give me the numeral for that?

Teacher: Excellent. The numeral is 365. Keep going and I will check your answers one by one.

Exercise C

Teacher: Now, let us do a fill-in-the-blank activity in Exercise C. Raise your hand if you know what comes after 364?

MUST DO
10 MIN.

Teacher: Yes, it is 365. Let us continue with the next one: '_____ comes after 100'.

Teacher: Well done, 101. Keep filling in the blanks with the correct numbers. We will go over your answers after you finish.

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 the number name for 948 and 137. Then, write the numeral for 'Seven hundred twenty-three'.

80 km/hr

Write the number name for 605 and 312. Then, write the numeral for 'Four hundred fifty-eight'.

40 km/hr

Write the number names for 205 and 148. Then, write the numerals for 'One hundred thirty' and 'Two hundred fifteen'.

Home Task

Write down the number name of your house number and then write the numeral for that. After that, find out how many steps it takes to get from your front door to the kitchen. Write down the total number of steps and also write it in words.

Period 12

Teacher: Good morning, everyone. Let us start today's class with a quick number game. I will give you some clues and you will have to guess the number. Ready?

SHOULD DO
10 MIN.

Teacher: Here is the first clue: This number is between 243 and 246. Can you guess the number?

Teacher: Excellent. The number is 244. Let us move to the next one. This number is between 352 and 354. What is the missing number?

Teacher: Yes, it is 353. Let's continue with one more. This number is between 188 and 190. What do you think?

Teacher: Well done. The missing number is 189. Great start, everyone. Let us move on to the lesson now.

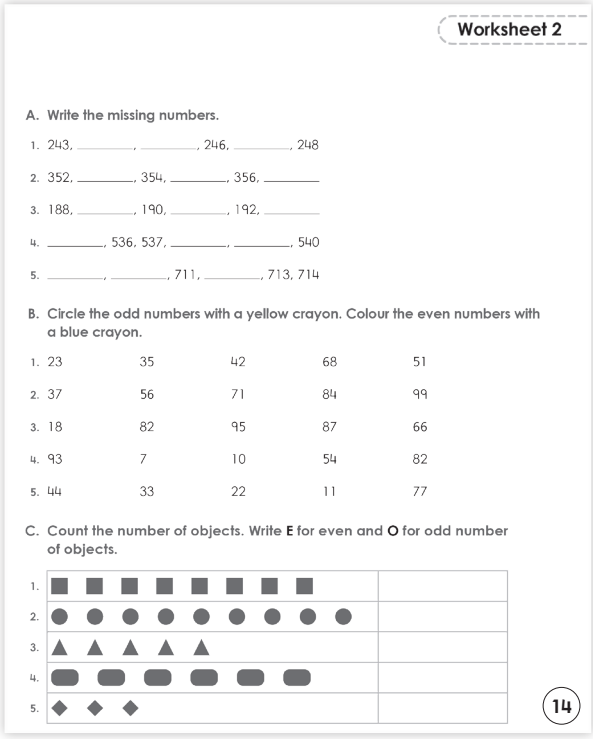
Teacher: Now, let us take a moment to discuss any doubts you may have in this chapter. Do any of you have questions or anything that you found confusing?

Teacher: Okay, I see some of you are unsure about writing the missing numbers in a sequence.

Teacher: Remember, the numbers are in order and you just have to follow the pattern. For example, after 243, the next number is 244 and then 245.

Teacher: Great, let us continue with our Exercises.

Worksheet 2



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

Exercise A

Teacher: We will start with Exercise A. Look at the questions and write the missing numbers in your notebook.

MUST DO
10 MIN.

Teacher: Can anyone tell me the missing numbers in the first sequence?

Teacher: Well done. The missing numbers are 244, 245 and 247. Let's do the next one.

Teacher: Excellent. The missing numbers are 353, 355 and 357. Keep going and fill in the missing numbers. When you are finished, raise your hand.

Exercise B

MUST DO 10 MIN.

Teacher: Fantastic work. Now let us move to Exercise B. In this Exercise, you need to identify odd and even numbers. Circle the odd numbers with a yellow crayon and colour the even numbers with a blue crayon.

Teacher: Remember, odd numbers are not divisible by 2 and even numbers are divisible by 2. Can anyone tell me which is odd and which is even?

Teacher: Great. The odd numbers are 23, 35 and 51 and the even numbers are 42 and 68. Now, go ahead and start colouring the numbers in your worksheet.

Exercise C

MUST DO 10 MIN.

Teacher: Now, let us do Exercise C. In this activity, you will count the number of objects in each row and write 'E' for even and 'O' for odd next to the number of objects.

Teacher: Let us look at the first row. How many objects are there?

Teacher: Yes, there are 6 objects and that is an even number, so you will write 'E' next to it.

Teacher: Let's try another one. How many objects are in the second row?

Teacher: Correct, there are 7 objects and that is an odd number, so write 'O'. Keep going and count the rest of the objects. Let me know if you need help.

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 the missing numbers in a sequence that goes from 341 to 350. Then, list the odd numbers between 301 and 350.

80 km/hr

Write the missing numbers in the sequence 536, _____, 538, _____, 540. Then, circle the odd and even numbers in the sequence 37, 56, 71, 84 and 99.

40 km/hr

Write the missing numbers in the sequence 243, _____, 245, _____, 247. Then, count the objects in the first row and write 'E' or 'O'.

Home Task

Find 5 even numbers and 5 odd numbers in your house. You can look at the number of chairs, windows or anything around you. Write down these numbers and also write if they are odd or even.

Period 13

SHOULD DO 10 MIN.

Teacher: Good morning, everyone. I hope you are ready for today's lesson. Let's start with a fun number game. I will say a number and you have to tell me whether it's an even number or an odd number.

Teacher: First number: 212. Is it even or odd?

Teacher: Yes, 212 is an even number. Well done. Let us try another one. What about 385?

Teacher: That's right, 385 is an odd number. Now, let us do one more. How about 620?

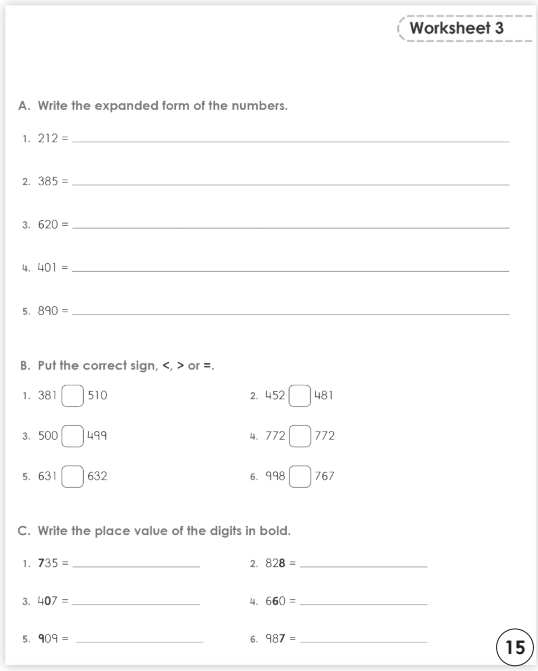
Teacher: Correct, 620 is an even number. Great start, everyone. Before we move forward, does anyone have any questions or need help with anything related to this chapter?

Teacher: I see some of you are still unsure about writing numbers in expanded form.

(Explain the concept using one or two examples to the class.)

Teacher: Great. Let us move to the next activity.

Worksheet 3



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**35 = _____
2. 8**2**8 = _____
3. 4**0**7 = _____
4. 6**6**0 = _____
5. **9**09 = _____
6. 98**7** = _____

15

Exercise A

MUST DO 07 MIN.

Teacher: Open your Maths workbook to page 15. Look at Exercise A. Write the given numbers in expanded forms. Can anyone tell me the expanded form of 212?

Teacher: Correct. The expanded form is 200 + 10 + 2.. What is the expanded form of 385?

Teacher: Excellent. Now, try writing the expanded form for 620.

Teacher: Great. Let us continue with 401.

Teacher: Well done. Lastly, what is the expanded form of 890?

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

Exercise B

MUST DO
05 MIN.

Teacher: Now, let us do Exercise B. We are going to compare some numbers using the signs <, > or =.

Teacher: The first comparison is 381 _____ 510. Can anyone tell me which sign goes here?

Teacher: Yes, it is < because 381 is less than 510. Let us try the next one.

Teacher: That is right. The sign is <. Now, let us compare 500 and 499. What sign should we use here?

Teacher: Correct. It is > because 500 is greater than 499. Keep going and fill in the correct signs for the rest of the comparisons. Raise your hand when you're finished.

Exercise C

MUST DO
08 MIN.

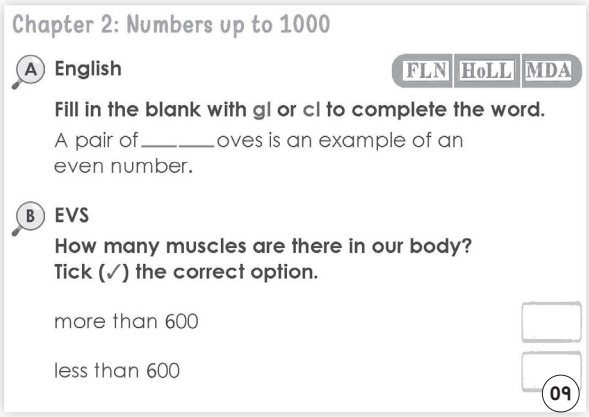
Teacher: In Exercise C, we will write the place value of the digits in bold. Can anyone tell me the place value of the digit 7 in 735?

Teacher: Yes, the place value of 7 is 700. What is the place value of 8 in 828?

Teacher: Correct. Keep going and fill in the place value of the bold digits for the rest of the numbers.

COULD DO
10 MIN.

Book of Holistic Teaching


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

09

(Show the activity on screen.)

Teacher: Let us move on to Chapter 2 page 9 in Holistic Book of Teaching.

Teacher: Read the sentence in Exercise A and fill in the blanks with 'gl' or 'cl' to complete the word.

Teacher: Yes, the answer is 'gloves.' A pair of gloves is an example of an even number.

Teacher: Let us move to the next one in Exercise B.

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

Teacher: The correct answer is more than 600. Our body has more than 600 muscles.

Teacher: Well done. Let us review everything we have done today, clap for everyone and end the session.

Differentiated Activities

110 km/hr

Write the expanded form of 746, 582 and 904. Then compare 735 and 827 using the signs <, > or =.

80 km/hr

Write the expanded form of 468, 314 and 579. Then, compare the numbers 452 and 478 using the signs <, > or =.

40 km/hr

Write the expanded form of 234, 567 and 602. Then, write the place value of the digits in bold for 485 and 300.

Home Task

Find the expanded form of your house number and write it down. Then, find the place value of the digits in your house number. After that, compare your house number with a friend's house number and use <, > or = to compare them.

Period 14

SHOULD DO
10 MIN.

Teacher: Good morning, everyone. I hope you are ready for today's lesson. Let us start with a number game. I will say a number and you need to tell me whether it is even or odd. Ready?

Teacher: 362, is it even or odd?

Teacher: Yes, 362 is an even number. Well done. Let's try another one. What about 365?

Teacher: That is right, 365 is an odd number. Now, what about finding a number between 300 and 400 that ends with 7?

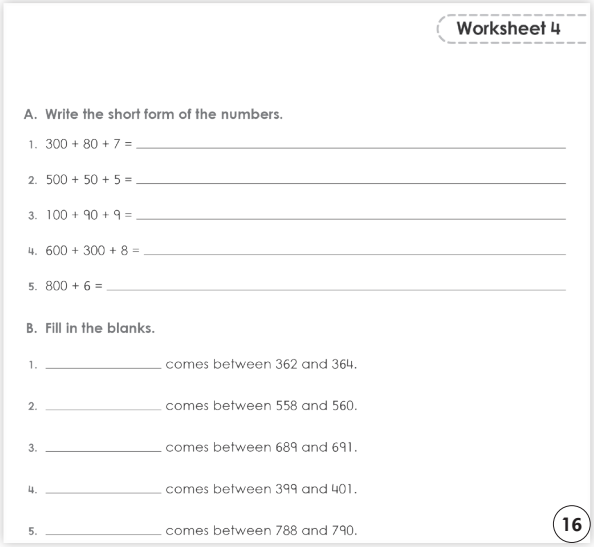
Teacher: Excellent. The answer is 387. Let us try another one. This number is between 500 and 600. It ends with 5. Can you guess it?

Teacher: Yes, it's 555. Before we begin the worksheet 4, does anyone have any questions about this chapter?

Teacher: I see some of you are still a bit unsure about writing numbers in short form. For example, 300 + 80 + 7 becomes 387. Can anyone try the short form for 500 + 50 + 5?

Teacher: Yes, it is 555. Well done. Let us move on to the Exercises.

Worksheet 4



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.

16

Exercise A

Teacher: Open your workbook to page 16. Let us work on Exercise A. Write the number given in expanded form in short form.

MUST DO 07 MIN.

Teacher: Can anyone tell me the short form of the first number?

Teacher: Correct. It is 387. Keep going and complete writing the short form of remaining numbers.

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

Exercise B

Teacher: In Exercise B, you need to fill in the blanks with the correct numbers.

MUST DO 05 MIN.

Teacher: Can anyone tell me the number that will come in the first blank?

Teacher: Yes, the correct number is 363. Let us move to the next one. What number fits here?

Teacher: Excellent. The correct number is 559. Keep going and fill in the blanks for the rest of the numbers.

Teacher: Wonderful. Let us continue with the next activity.

Exercise C

Teacher: In Exercise C, on each abacus, you can see beads that represent a number. Write down the number shown on each abacus.

MUST DO 08 MIN.

Teacher: The first abacus shows 1 hundred, 1 ten and 3 ones. What is the number?

Teacher: Yes, it is 113. Let us move to the next abacus. It shows 3 hundreds, 4 tens and 2 ones. What number is this?

Teacher: Well done. The number is 342. Now, let us move on to the next abacus. This one shows 6 hundreds, 5 tens and 7 ones. What number do we have here?

Teacher: Excellent. It is 657. Keep going and write the numbers shown on the remaining abacuses.

Teacher: Great work, everyone. You are doing an amazing work.

(Discuss the doubts of this chapter with the students.)

MUST DO 10 MIN.

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

Teacher: In this column we will write what we have learnt 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 effort. See you in the next class. Have a wonderful day ahead.

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

Differentiated Activities

110 km/hr

Write the short form of the following expanded numbers: 700 + 60 + 5, 900 + 30 + 2, 400 + 90 + 3. Then, fill in the blanks for numbers between 312 and 318, 400 and 410 and 650 and 660.

80 km/hr

Write the short form of the following expanded numbers: 200 + 40 + 6, 500 + 70 + 4, 600 + 20 + 9. Then, fill in the blanks for numbers between 150 and 160, 430 and 440 and 880 and 890.

40 km/hr

Write the short form of the following expanded numbers: 300 + 10 + 4, 500 + 20 + 3, 800 + 4. Then, fill in the blanks for numbers between 100 and 120, 250 and 260 and 500 and 510.

Home Task

Write down the expanded form of your house number and then write its short form. After that, find the number of windows in your house and write the number in expanded form.

Learning Outcomes

The students will:

Physical Development	• refine their fine motor skills by using an abacus and writing numbers in different forms.
Socio-Emotional and Ethical Development	• learn to respect their peers' perspectives while working collaboratively on number comparison and ordering Tasks.
Cognitive Development	• understand even and odd numbers, place value, expanded form and the formation and ordering of numbers up to 1000
Language and Literacy Development	• enhance their ability to read and write number names from 101 to 1000, improving numerical literacy.
Aesthetic and Cultural Development	• engage in creative activities such as the 'Button Tree' to explore mathematical patterns in an engaging way
Positive Learning Habits	• develop curiosity and confidence in working with large numbers while respecting others' interests and ideas in group activities.

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.