Lesson-11: Time

10 Periods (40 minutes each)

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

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

Confirming better: I enjoy celebrating festivals with my family.

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to understand the concept of time through meaningful and real-life situations.
- to read and represent time using analogue clocks (hour, half hour, quarter past and quarter to).
- to relate time to personal experiences such as daily routines, birthdays and festivals.
- to develop awareness of time intervals and use them to describe duration between events.
- to use time-related vocabulary confidently in oral and written communication.
- to identify and sequence days of the week and months of the year, learn to read a calendar and mark important dates or events on it.
- to develop time management skills for better planning and organisation
- to build confidence in self-expression through storytelling, partner sharing and class discussions.

Methodology

Period 1

SHOULD DO — 5 MIN.

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

(Encourage students to think and share.)

Teacher: Great. Now, we will play a quick game. Let us get our bodies moving. I want you to stand up and I will say a time. You need to show me what you are doing at that time. Ready?

Students: Yes, teacher.

Teacher: It is 7:00 in the morning. Show me how you wake up.

(Encourage students to pretend to stretch and wake up.)

Teacher: Great. Now it is 12:00 – lunchtime. Show me what you do when you eat lunch.

(Encourage students to pretend to eat.)

Teacher: Now, it is 9:00 at night. Show me how you get ready to go to bed.

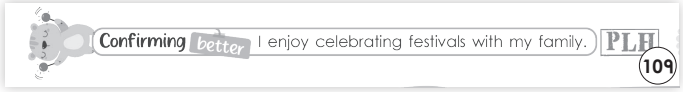
(Let students pretend to sleep.)

Teacher: Awesome. You all did a great job.

Confirming better

SHOULD DO — 5 MIN.

Teacher: Now, everyone, repeat after me – 'I enjoy celebrating festivals with my family'.



(Instruct students to repeat after you a couple of times.)

Teacher: Can you tell me which festivals do you celebrate with your family? You may raise your hand to share.

(Encourage students to raise hands and share. They may share about festivals such as Diwali, Eid, Christmas, etc. Appreciate them for responding.)

Teacher: Good. Now, I would like you to turn to your partner and talk about what you do during these festivals. What special things do you do with your family to celebrate? Do you have any favourite traditions, food or activities?

(Instruct students to pair up and discuss.)

Teacher: Wonderful. Festivals are special times. I can see that many of you enjoy celebrating festivals with your families.

MUST DO — 5 MIN.

Teacher: Let us begin with our lesson. Today, we will start something new and exciting. We will learn about time. Let us start with the activity called the KWL Chart.

Teacher: Like the last time, we are going to use a KWL chart to help us organise our thoughts and learning. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same format in your notebooks.

K	W	L

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

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

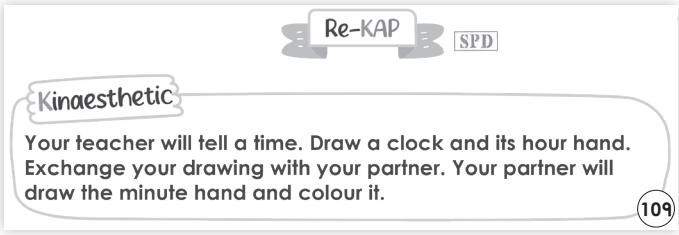
Teacher: Great work, everyone.

Kinaesthetic

MUST DO

10 MIN.

Teacher: Let us start with a fun activity. I will say a time, like '2 o'clock' and I want you to draw a clock in your notebooks with just the hour hand. After that, exchange your notebook with a partner. Your partner will draw the minute hand and colour it. Are you all ready?



Students: Yes, teacher.

Teacher: Let us try with the first time. It is 3 o'clock.

(Encourage students to draw the clock with only the hour hand at 3 o'clock)

Teacher: Fantastic. Now, swap with your partner and let them draw the minute hand.

(Instruct students to draw the minute hand in their partner's notebook and colour the clock.)

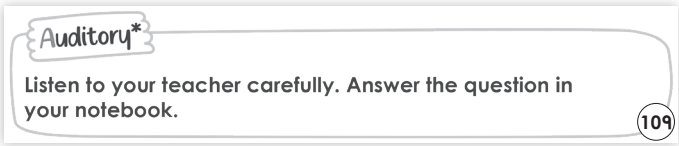
Teacher: Well done. You all did an amazing job. Give your partner a high-five.

Auditory

MUST DO

10 MIN.

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



Teacher: Listen carefully as I read the question aloud. Think and write the answer in your notebook.

I have hands but no fingers, I can tell you the time. What am I?

(Encourage students to raise their hands to answer.)

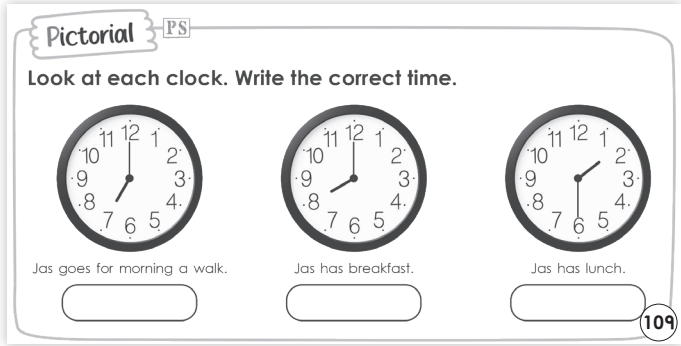
Teacher: Yes, it is a clock. Great effort, everyone.

Pictorial

MUST DO

5 MIN.

Teacher: Now, let us explore the pictorial activity. Open your main coursebooks to page 109. Look at the pictorial activity. Do you see the clocks?



Students: Yes, teacher.

Teacher: Observe the time in the first clock. Jas goes for a morning walk at this time.

(Encourage students to answer and write the correct time in the space provided. Then, guide them to complete the question in the same way. You may discuss the answer.)

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

Differentiated Activities

110 km/hr

Draw a clock in your notebook showing the time when you eat your dinner. Write the time below the clock.

80 km/hr

Look at the picture of the clock. Draw the hands to show 6:00. Label the time on the clock.

40 km/hr

Write the time for the following in your notebook:

- The time you wake up.
- The time you eat lunch.

Home Task

Draw a picture of yourself doing your favourite activity in the evening. Write the name of the activity and the time when you usually do it.

Period 2

SHOULD DO

10 MIN.

Teacher: Good morning, students. Let us begin with a movement activity. I will call out a time and you have to move like the clock hands to show that time.

Teacher: If I say '3 o'clock,' put your arms straight, like the hour hand and point your fingers at 3, while keeping the other arm in a straight line like the minute hand. Ready?

Students: Yes, we are ready, teacher.

(Instruct students to stand up and create some space for themselves to do the activity.)

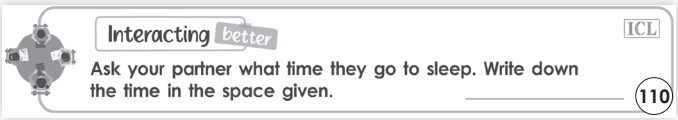
Teacher: Show me 4 o'clock.

(Continue in the same way for different timings. Let the students clap for themselves and their classmates once the activity is finished.)

Interacting better

Teacher: Let us now look at the Interacting Better section on page 110.

MUST DO
10 MIN.



Teacher: Give a fist bump to your partner. Ask them what time they go to sleep and write down the time in the space provided.

Teacher: Now, after you finish, ask your partner to do the same for you.

(Guide students to write the time in the space provided.)

Teacher: Good work, everyone. Now, let us read a short story together. Open page number 110 of your main coursebooks. Let us begin reading.

MUST DO
20 MIN.

(You may ask students to read a portion of the story one by one. Tell them to read loud and clear.)

Teacher: Wonderful reading. Now, can you tell me what is Jas doing?

(Instruct students to share their understanding of the story. You may ask them the questions below.)

- Who are Pallavi and Arjun?
- What are they doing in the story?
- What time is Jas reading the book?
- Why does Ammi tell Jas to get ready for bed?

(You may encourage students to reflect and share what they do at 9:30 every night.)

Teacher: Good job, everyone. You all are wonderful readers.

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

Teacher: Students, you must always remember that when we celebrate festivals together and live in harmony, we can make the world a better place. It is important to celebrate with joy and live peacefully with everyone.

Teacher: Let us meet in the next lesson. Good work, everyone.

Differentiated Activities

110 km/hr

Write down the time for 5 different activities you do each day (e.g., when you wake up, when you eat lunch, when you go to bed etc.) In your notebook, draw the hands of the clock to show the time for all the activities.

80 km/hr

What time do you play? Draw the time on a clock in your notebook and draw your favourite toys below it.

40 km/hr

What is the time right now? Draw a clock in your notebook to show the current time.

Home Task

Draw a large circle in your notebook to create your own clock. Use your favourite crayon to colour it. Then, draw the hands of the clock to show the time you eat dinner.

Period 3

SHOULD DO
5 MIN.

Teacher: (Energetically) Good morning, everyone. Today, we are going to learn more about time. But first, let us do a fun activity. I will show you some pictures of clocks and I want you to tell me the time. Ready?

Students: Yes, teacher.

(You may keep some pictures of clocks ready for students to identify the time.)

Teacher: Look at this clock. What time is it?

Teacher: Great job. Now, I will show a few more pictures of clocks. Can you tell me the time on this clock?

(Guide students to tell you the time. You may repeat the activity in the same way.)

MUST DO 20 MIN.

Teacher: Now, let us learn more about time. Can anyone tell me, what do you understand by time?

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

Teacher: Time is something we use every day. It helps us know when to do things, like when to wake up, when to eat and when to go to bed. But what exactly is time? Is it something we can touch? How do we know what time it is?

(Allow students to share their thoughts and discuss.)

Teacher: Great thinking, everyone. Time is something that helps us understand when things happen. it is not something we can touch or see, but we can feel it, right? For example, when we wake up in the morning, it is time to start the day.

Teacher: We use clocks to help us measure time. The clock shows us hours and minutes, so we can organize our day, know when to go to school, when to play and when to sleep. So, time is like a tool that helps us plan everything we do.

Teacher: Now, let us talk about how clocks work.

Teacher: Look at the clock face. We see the numbers 1 to 12.

(You may show students an actual clock and point out to the numbers 1-12.)

Teacher: The numbers 1 to 12 represent hours. Each hour has 60 minutes and the little marks between the numbers show the minutes.

(Point out to the little marks and let students identify them. You may encourage students to point out to the little marks on the clock.)

Teacher: The big hand is the minute hand. It tells us how many minutes have passed. The small hand is the hour hand and it tells us what hour it is.

Teacher: Let me show you an example. When the minute hand is at 12 and the hour hand is at 1, it is exactly 1 o'clock.

(Draw a clock on the board showing 1:00. Then, draw different times on the clock and let students take turns to confirm the time.)

Teacher: Now, let us say the hour hand is at 2 and the minute hand is at 12. This means the time is 2 o'clock. The hour hand moves slowly towards the next number as time passes. When school starts at 8:00, the minute hand is at 12 and the hour hand is at 8. As the day goes on, we will notice the hour hand slowly moving to the next number.

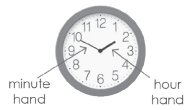
The numbers 1 to 12 on a clock face show the **hours**. The clock face is divided into 60 equal parts. Each part shows 1 **minute**.

The hand is the minute hand. It moves from one number to the next in 5 minutes.

111

The minute hand goes around the clock once in 1 hour.
So, **1 hour** = **60 minutes**.

The small hand is the hour hand. The position of the hour hand tells us what hour it is. The hour hand moves from one number to the next in 1 hour.



TELLING THE TIME

The hour hand is at 1. The minute hand is at 12.
So, the time is exactly 1 o'clock.

The hour hand is past 1, but has not reached 2. So, the hour still reads 1 o'clock. The minute hand is at 3. There are 5 minutes between every two numbers. So, the time is 15 minutes past 1 o'clock.

The hour hand is at 2. The minute hand is at 12.
So, the time is 2 o'clock.

So, we see that when the minute hand is at 12, the time is in **hours**. When the minute hand points at other numbers, the time is in **hours** and **minutes**.

111

Teacher: Let us open our main coursebooks to page 111 and read together.

(You may ask students to read one by one. Explain the concept of hour hand and minute hand as they read. Let them observe the pictures of clocks on page number 111 and confirm the time.)

Teacher: Remember, students, 1 hour = 60 minutes.

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

Teacher: Now it is your turn. Take out your notebooks and mark the different times on the clock as tell you. Make sure you place the hands on the clock for each time.

Teacher: The first one is 7:00. Draw a clock showing 7:00 in your notebook.

Teacher: Great. Now, draw 3:00.

Teacher: Lastly, let us do 9:00. Draw the clock showing 9:00.

(You may add a few questions of your own. Walk around the classroom to see if students need help.)

Teacher: Excellent work, everyone.

MUST DO 15 MIN.

Teacher: Now that we know how to read hours, let us review what we learnt today:

- The minute hand shows how many minutes have passed.
- The hour hand tells us what hour it is.
- One full circle on the clock means 1 hour and there are 60 minutes in 1 hour.
- We use clocks in our daily lives to know when to wake up, go to school and even when to go to bed.

Teacher: Can anyone tell me what time it is when the hour hand is at 4 and the minute hand is at 12?

Students: It is 4 o'clock.

Teacher: That is right. Good job. I will see you all in the next lesson.

Differentiated Activities

110 km/hr

Draw the clock showing 7:00, 12:00 and 6:00. Write the time in words below each clock. Then, write two activities you do at each of these times.

80 km/hr

Draw the clock showing 5:00 and 9:00. Write the time in words below each clock.

40 km/hr

Write the time for the following activities in your notebook:

- When you eat breakfast.
- When you go to school.

Home Task

Imagine you are telling a story about your day. Draw a clock showing the time when you are doing something important, like having dinner, playing or reading. Write a short sentence below the clock, describing what you were doing at that time. For example, 'I am having dinner with my family at 7:00'.

Period 4

SHOULD DO
5 MIN.

Teacher: Good morning, everyone. Let us start today with a quick question. Think about your morning routine. When you wake up, what is the first thing you do?

(Let students take turns to share. Accept all relevant responses.)

Teacher: It was good to learn how you all begin your morning. it is amazing how time helps us organize our day. Now, can anyone tell me what we learnt in the last lesson?

SHOULD DO
20 MIN.

(Encourage students to respond. You may ask them a few questions to help them recall and think.)

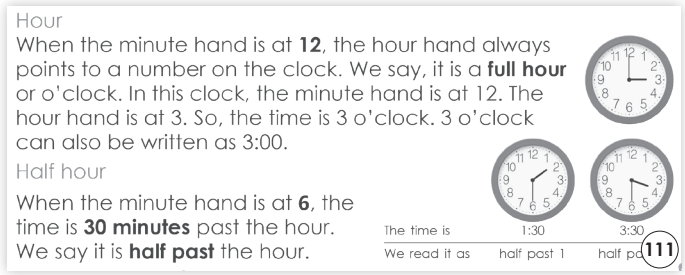
Teacher: Yes, that is right. Your memory is so sharp. Today, we will learn more about how to read time.

(Draw a clock on the blackboard and bring students' attention to the clock. Mark 3 o'clock.)

Teacher: Everyone, look at the clock on the blackboard. When the minute hand is at 12, the hour hand always points to a number on the clock. We say, it is a full hour or o'clock. In this clock, the minute hand is at 12. The hour hand is at 3. So, the time is 3 o'clock. 3 o'clock can also be written as 3:00.

Teacher: But, when the minute hand points at other numbers, the time is in hours and minutes. For example, when the minute hand is at 6, the time is 30 minutes past the hour. We say it is half past the hour.

(You may share different examples with students to help them understand better.)



Teacher: Everyone, please open your main coursebooks to page number 111.

(Bring students' attention to the clocks in the 'half hour' section. Let them observe the minute and hour hand.)

MUST DO
15 MIN.

Teacher: Now, let us open our notebooks and practice drawing the clocks showing half past the hour. Remember to draw the hands carefully on the clock.

(You may write the questions given below on the blackboard and take rounds in the classroom to guide students.)

- Half past 3
- Half past 8
- Half past 10
- Half past 5
- Half past 1
- Half past 12

(Let students draw the clocks independently. Then, instruct them to swap their notebook with their partners to check their answers.)

Teacher: Great work, all of you. I will see you all next time.

Differentiated Activities

110 km/hr

Create your schedule for the day. Write down the time for different activities you do in the day. Then, draw a clock showing each of these times.

80 km/hr

Draw half past 5 and half past 9. Write the time in words below each clock. Think about something you do at these times. Write a short sentence for each one.

40 km/hr

Draw the clock showing 7:30, 12:30 and 3:30. Write the time in words below each clock.

Home Task

Draw two clocks in your notebook: one showing the time when you play your favourite game and the other when you do your homework at home. Write the time in words below each clock and think about how time helps you balance your activities.

Period 5

Teacher: Good Morning, students. Let us begin today's lesson with a question. Tell me, what is your favourite time of the day?

SHOULD DO — 5 MIN.

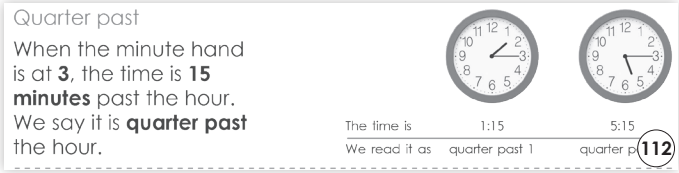
(Let students answer. Accept all relevant responses.)

Teacher: That is wonderful. Thank you all for sharing. Now, let us recall what we learnt in the last lesson.

(Encourage students to share.)

Teacher: Yes, that is right. We learnt how to tell time in half hours. We also call it as half past.

Teacher: Today, we will learn how to tell time in two new ways: Quarter past and Quarter to.



(Draw a clock on the blackboard. Bring students' attention to the clock.)

MUST DO — 10 MIN.

Teacher: When the minute hand is at 3, it means 15 minutes have passed the hour. This is called quarter past. For example, if the hour hand is between 1 and 2 and the minute hand is on 3, the time is quarter past 1.

Teacher: Everyone, please open your main coursebooks to page number 112.

(Instruct students to observe the clock in the 'Quarter past' section. You may use different examples to help them understand.)

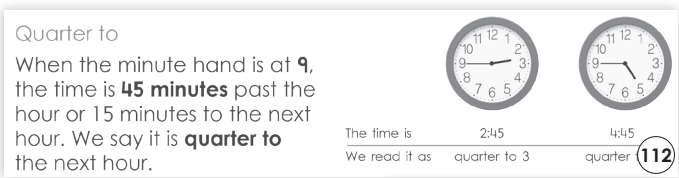
You may show the **Quick Maths** given on the digital platform.

Teacher: Now, let us practice. Look at the board. You will see some questions. In your notebook, draw the clocks and show the times based on the questions.

- Quarter past 2
- Quarter past 10
- Quarter past 5
- Half past 1
- Half past 9
- Half past 4

Teacher: Amazing. Now, let us learn about Quarter to.

MUST DO — 10 MIN.



(Draw a clock on the blackboard. Bring students' attention to the clock.)

Teacher: When the minute hand is at 9, it means 15 minutes are left to the next hour and 45 minutes have passed. For example, if the hour hand is between 2 and 3 and the minute hand is on 9, the time is 2:45. We call it as quarter to 3.

Teacher: Everyone, please open your main coursebooks to page number 112.

(Instruct students to observe the clock in the 'Quarter to section. You may use different examples to help them understand.)

Teacher: Now, let us practice. Look at the board. You will see some questions. In your notebook, draw the clocks and show the times based on the questions.

MUST DO — 5 MIN.

- Quarter to 8
- Quarter to 10
- Quarter to 2
- Quarter to 4

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

MUST DO — 10 MIN.

Teacher: Great work. So, remember students, quarter past means 15 minutes have passed the hour and quarter to means 15 minutes are left to the next hour. We use these terms to talk about time more easily.

Teacher: You all did exceptionally well today. I will see you all very soon.

Differentiated Activities

110 km/hr

Draw the clock showing quarter past 4, half past 8 and quarter to 10. Write the time in words below each clock. Then, choose your favourite cartoon character and write a short story about them. Think about what they could be doing at these times.

80 km/hr

Write about their daily routine, mentioning at least five different activities and the time you do them. Illustrate clocks showing these times and write the time in words next to each clock.

40 km/hr

Draw three clocks showing different times and write the time in words in your notebook.

Home Task

Draw a clock showing quarter past 2, half past 5 and quarter to 9. Write the time in words below each clock.

Period 6

Teacher: Good morning, everyone. I am so happy to see your bright smiles.

SHOULD DO — 5 MIN.

Today, we will play a fun game called 'Jump or Clap'. I will say something and you have to choose:

If you love it, give one big clap.

If you enjoy it a lot, give one little jump.

Teacher: Ready?

Students: Yes, teacher.

Teacher: Let us begin. Listen to me carefully and then, clap or jump.

1. Playing in the rain
2. Eating mangoes
3. Going to the playground
4. Listening to a bedtime story
5. Drawing with crayons
6. Visiting a zoo
7. Helping your friend

(Let students have fun as they do the activity.)

Teacher: That was fun to watch. Some of you jumped so high and the claps were loud and happy. Now that we are full of energy, let us start learning something new and exciting today.

Teacher: Before we begin, I have a question for you. How many days are there in one week? Raise your hands if you know.

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

Teacher: Great. That is right, there are seven days in a week.

Teacher: Can you try naming some of them? Say any day that comes to your mind.

MUST DO
10 MIN.

(Allow students to respond. If needed, gently guide them by saying, 'Think about what day you come to school after the weekend' or 'What day do we have morning assembly?')

Teacher: Lovely. You all know quite a few already. Now, let us say the days of the week out loud.

(Guide students to repeat the days of the week after you.)

Teacher: Now, let us read the story on page number 112 of your main coursebooks.

(Ask a few students to read aloud. Then, encourage them to paraphrase what they understood.)

Teacher: Yes. That is right. Jas has a new plant. He waters his new plant every other day. Look at the picture of the tree in your book.

Teacher: We are going to colour the days when Jas waters the plant. But remember, he waters it every other day. That means he skips one day and then waters the next.

Teacher: Now, tell me, which is the first day of the week?

(Wait for responses and appreciate them.)

Teacher: Yes, the first day of the week is Sunday. Let us colour Sunday in the picture on page number 112. Then, skip one day and colour the next.

(You may walk around the classroom to support students as they complete the activity. Then, discuss which days Jas waters his plant.)

Teacher: That was a fun colouring activity. We now know which days Jas waters the plant. Let us use that understanding to do a new task.

Teacher: Now, look just below the story on page number 112. We will now solve exercise 1 together.

MUST DO
10 MIN.

Teacher: You can see a table with three columns: 'yesterday', 'today' and 'tomorrow'.

Teacher: Let us look at the first row together. If today is Saturday, yesterday was Friday and tomorrow will be Sunday.

(Write 'Saturday, 'Friday' and 'Sunday' on the board to support visual understanding. Give students time to observe and think. Ask them if they have any questions.)

Teacher: Now, let us use what we have learnt to complete the rest of the rows.

(Walk around the class to monitor progress. Encourage students to say the sequence aloud if they need help. Let them check the coloured days in the tree picture if needed.)

Teacher: Once you are done, check if your days follow the correct order of the week.

(Discuss the answers with the students.)

Teacher: Excellent work, everyone. Now you know how to find out what comes before and after a day in the week. That is a very important skill that will help you plan and think clearly.

MUST DO
15 MIN.

Teacher: Let us all say the seven days of the week one more time together. Ready?

(Lead the students in saying the days of the week aloud.)

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

Teacher: Very good. I am proud of how well you worked today. Give yourselves and your classmates a big round of applause.

Differentiated Activities

110 km/hr

Jas has to water his new plant every other day, starting Thursday. Write all the days he will water the plant in the next 7 days.

80 km/hr

Priya visits her grandmother every Wednesday. What day comes just before and just after Wednesday? Write the names of both days.

40 km/hr

Ravi has a music class every Tuesday.

What day comes two days after Tuesday?

Choose the correct answer:

- Wednesday
- Thursday
- Friday

Home Task

Imagine you are planning a fun week for yourself. What is one special thing you would love to do each day? Draw a big sun with seven rays. On each ray, write one day of the week. Next to each ray, draw or write one small thing you enjoy doing or would like to do on that day.

For example: On Sunday – help my mother in the kitchen, On Wednesday – play with my pet etc.

Period 7

SHOULD DO

5 MIN.

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

(Let students answer. Appreciate them for sharing.)

Teacher: Now, tell me – who likes to celebrate their birthday? Raise your hands if you do.

(Let students raise their hands.)

Teacher: Wonderful. So, most of us enjoy celebrating our birthday. Now, think when does your birthday come? Is it during hot days when you wear cotton clothes or during cold days when you wear sweaters?

Teacher: Does anything special happen around your birthday? Like a holiday, a festival or a school event?

(Instruct students to reflect quietly.)

Teacher: Now, turn to your partner and share one fun thing about your birthday. You can tell them what season it comes in or something special your family does for your birthday.

(Allow 1 - 2 minutes for partner talk.)

Teacher: That was wonderful. Everyone has such different birthday memories. But here is something interesting – all our birthdays fall in different months. Some are early in the year, some in the middle and some at the end.

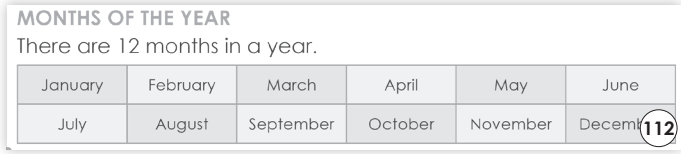
Teacher: Today, we are going to learn about these months and how they help us understand when things happen — like birthdays, festivals, school holidays and more. Let us begin.

MUST DO

10 MIN.

Teacher: Now, can you tell me how many months are there in a year?

Students: 12 months.



Teacher: That is right. There are 12 months. Let us open page number 112 of our main coursebook. Look at the blue boxes. These are the 12 months of the year.

Teacher: Now, say the names of the months with me.

(Point to each box and let students repeat after you.)

Teacher: Good job, everyone. Can someone tell me which month comes after June?

Students: July.

Teacher: And what comes before December?

Students: November.

Teacher: Well done. Now, turn to page 113. Look at the big calendar that shows all the months.

Teacher: Can you find your birthday month? Point to it and tell your partner which month it is.

(Allow 30 seconds for partner sharing.)

Teacher: Look carefully at the little boxes under each month. Do all the months have the same number of days?

Students: No.

(Let students confirm their answer and share the reasoning behind it.)

Teacher: Excellent observation. Yes, some months have 30 days, some have 31 days. February has 28 days. February is a little special. Sometimes it has 29 days too – we will learn more about it very soon.

(Bring students' attention to the top row of each month in the calendar.)

Teacher: Now, let us look at the top row of each month in the calendar. What do you see?

Students: The days of the week.

Teacher: That is right. The days of the week are written in short form – like 'Sun' for Sunday, 'Mon' for Monday, 'Tue' for Tuesday, Wed' for Wednesday, 'Thu' for Thursday, 'Fri' for Friday and 'Sat' for Saturday.

Teacher: These short forms help us read the calendar quickly and find out which day of the week any date falls on.

Teacher: Now that we have looked at the months and their days, let us do something fun and creative.

MUST DO
5 MIN.

Teacher: We are going to make a 'Month Train'. Each coach in this train will carry one month of the year.

Teacher: Open your notebooks and draw 12 small train coaches in a line. Leave space inside each coach.

(You may demonstrate the exercise for students' on the blackboard.)

Teacher: Write the name of one month in each coach, starting from January and ending with December.

Teacher: Now, look at the number of days in each month.

- Use a red crayon to colour the months with 31 days.
- Use a blue crayon to colour the months with 30 days.
- Use a green crayon to colour for February – the shortest month.

Teacher: Once you finish colouring, check with your partner. Are your trains looking similar or different?

(Allow students to respond. Walk around the class, observe students' work and encourage neatness and creativity.)

Teacher: Your trains are looking amazing. This will help you remember the months and their days very easily.

Teacher: Excellent work, everyone. Now, let us solve exercise 2 on page number 113.

MUST DO
10 MIN.

② **Look at the calendar. Answer the questions.**

How many months have only 30 days? Write their names.

How many months have 31 days? Write their names.

113

(Ask students to look at the calendar and answer the first two parts of exercise 2 in their main coursebooks. You may discuss the answers.)

Which month is missing from the above two questions?

February is the shortest month. It has 28 days for 3 years.

Every fourth year it has 29 days. Such a year is called a **leap year**.

114

Teacher: Now turn to page number 114 and read the next question.

Teacher: Which month is missing from the above two questions?

Students: February.

Teacher: Correct. February is a special month. It usually has 28 days, but in a leap year, it has 29 days.

Teacher: We will learn more about it later. For now, remember that February is the shortest month of the year.

Teacher: Now, let us do exercise 3. Look at the calendar and match the date with the day of the week it falls on.

③ **Look at the calendar on the previous page. Write which day of the week the following dates fall on.**

a. 25 February

b. 28 April

c. 29 August

d. 25 December

114

Teacher: Let us try one together. Look at 1st January – what day does it fall on?

Students: Sunday.

Teacher: Well done. Now you will try the rest on your own. Use the calendar on page 113 and the short forms for days to help you.

(Allow students to work independently. You may monitor and support as needed.)

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

Recalling better

MUST DO
10 MIN.

Teacher: Good job. Let us look at the 'Recalling better' section.

Recalling better

In this chapter, I have learnt

- how to tell the time in:
  - hours.
  - half hours.
  - quarter past.
  - quarter to.
- the days of the week and the months of the year.

114

- We learnt how to read time in hours and half hours.
- We learnt about the days of the week.
- And today, we learnt about the months of the year.

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

Teacher: You all did a wonderful job today. Now you know how many months are in a year, how many days they have and how to find dates in a calendar.

Teacher: Let us clap for ourselves and for our friends who worked hard. Great learning today.

Differentiated Activities

110 km/hr

Write all the months that come before and after your birthday month.

Circle the month that has the same number of days as your birthday month.

80 km/hr

Match the following:

• March	30 days
• April	28/29 days
• February	31 days

Draw a star next to the shortest month.

40 km/hr

Ravi's school reopens after the summer holidays in the first week of this month.

Which of these months could it be? Tick the correct answer:

- June
- December
- February

Home Task

Draw three pictures of how the park looks in three different months – one in summer, one in winter and one in the rainy season. Write the name of the month below each picture and one thing you see or do in the park during that time.

Period 8

COULD DO
5 MIN.

Teacher: Good morning, everyone. Today, we are going to become Time Detectives.

Teacher: I will describe a small scene and you have to guess what time it might be - morning, afternoon, evening or night. Ready?

Students: Yes, teacher.

Teacher: Let us begin.

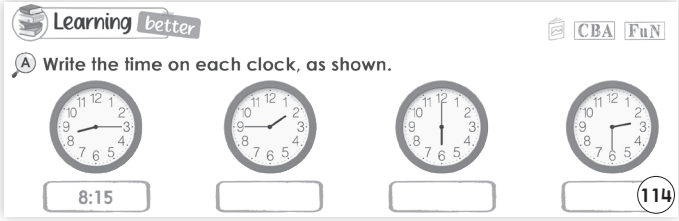
1. The birds are chirping, the sun is rising and you are getting ready for school. What time of day is it?
2. You are eating your lunch in the classroom with your friends. What time of day is it?
3. The sky is turning orange and you are playing outside after school. What time is it likely to be?
4. The stars are out and you are brushing your teeth before bed. What time is it now?

Teacher: Well done, Time Detectives.

Learning better

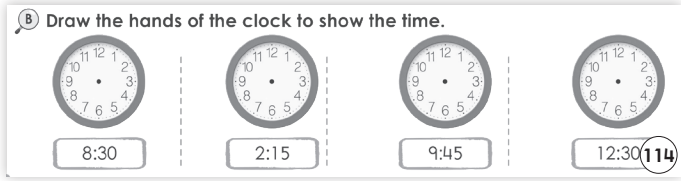
MUST DO
5 MIN.

Teacher: Now, let us open page number 114 of our main coursebooks. We will work on the 'Learning better' section. Let us begin with Exercise A.



Teacher: Look at each clock. Let us identify the small hand and the big hand, i.e., the hour and the minute hand and write the time on each clock.

(Allow students to work independently and discuss the answers. Provide support wherever required.)

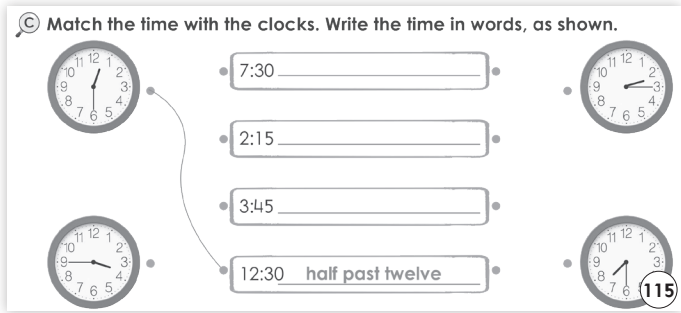


Teacher: Now, look at Exercise B. Let us draw the clock hands to show the time. You may use a ruler to draw neatly.

(Allow students to work independently and discuss the answers. Provide support wherever required.)

MUST DO
10 MIN.

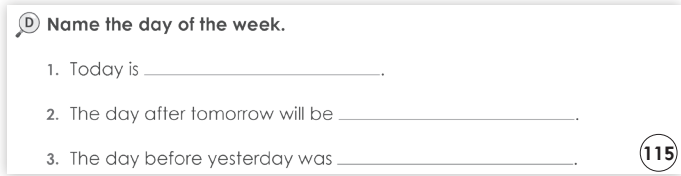
You may show the **Animated Activities** given on the digital platform.



Teacher: Now look at Exercise C. Match each time with the correct clock. Then write the time in words, like 'half past twelve'.

(Allow students to work independently and discuss the answers. Provide support wherever required.)

MUST DO
10 MIN.



Teacher: Finally, look at Exercise D.

(Encourage students to think and write the answers. Provide support wherever required. You may discuss the answers once students have completed the exercise.)

MUST DO
10 MIN.

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

Differentiated Activities

110 km/hr

Look at the calendar on page 113. Write the day of the week for these dates using the short forms:

- 1 January
- 26 January
- 15 August
- 2 October

Now draw a clock showing what time you wake up on school days.

80 km/hr

Write the names of the days in order.

Then, write what comes:

- After Monday
- Before Saturday

Now draw the hands to show 9:30 on a clock.

40 km/hr

Circle the correct option:

Which of these comes after Wednesday?

- Sunday
- Tuesday
- Thursday

Home Task

Creating better

Make a Rakhi. Complete the activity under the 'Creating better' section. Take help from an adult to cut. Bring your Rakhi to school.

Period 9

SHOULD DO

5 MIN.

Teacher: Good morning, everyone. Today, we are going to turn into clocks. Are you all ready?

(Let students' respond and share their thoughts.)

Teacher: That is right. Imagine your arms are the hands of a clock. One arm is the hour hand and the other is the minute hand.

Teacher: When I say a time, you have to move your arms to show it. Ready to become moving clocks?

Students: Yes.

Teacher: Fantastic. Let us begin.

- Show me 6 o'clock.
- Now show 9 o'clock.
- What about 3:30?
- Try 12 o'clock.
- Last one – 7:15.

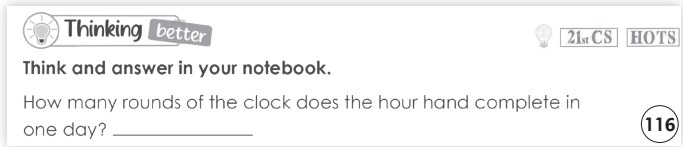
Teacher: Brilliant. You all look like real clocks ticking away. Now, let us take our seats and explore more about time together.

Thinking better

MUST DO

5 MIN.

Teacher: Now, open your main coursebooks to the 'Thinking better' section on page number 116.



Teacher: Let us read the question.

(Instruct a student to read the question loud and clear.)

Teacher: Turn to your partner and discuss. The clock shows 12 hours, but the day has 24 hours. What do you think that means?

(Allow students to think and respond.)

Teacher: That is right. The hour hand goes around the clock two times in one full day.

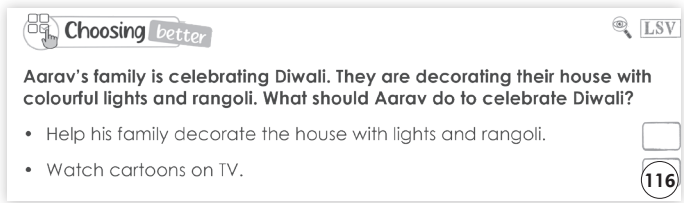
You may show the **HOTS** given on the digital platform.

Choosing better

MUST DO

5 MIN.

Teacher: Now, let us look at the 'Choosing better' question just below.



Teacher: Aarav's family is getting ready for Diwali. They are decorating their home with lights and rangoli. What should Aarav do to celebrate?

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

(Allow time for discussion.)

Teacher: Let us vote. Raise your hand if you think Aarav should help decorate.

Teacher: Very good. Celebrating festivals means being part of our family's traditions and helping each other.

Teacher: Now, who would like to share how they help their family during festivals? Let us hear some lovely examples.

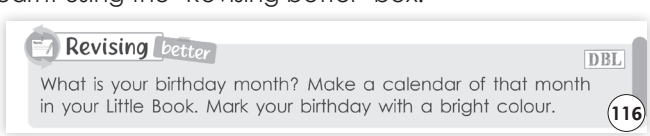
(Encourage students to share.)

Revising Better

MUST DO

5 MIN.

Teacher: Let us revise what we have learnt using the 'Revising better' box.

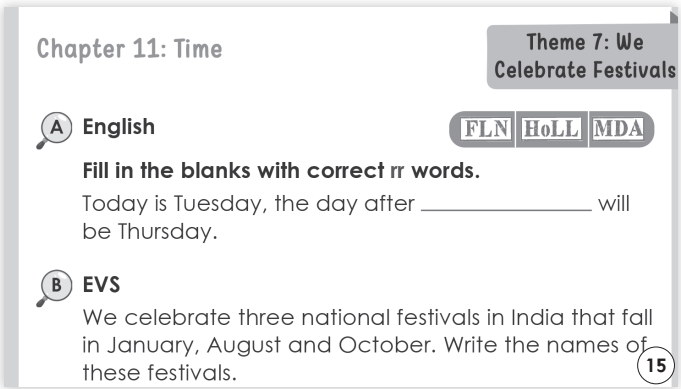


Teacher: What is your birthday month?
(Encourage a few students to share.)
Teacher: Take out your Little Book. Make a small calendar for your birthday month. Mark your birthday using a bright colour.
(Allow students to work quietly. You may walk around and guide them if required.)
Teacher: These little calendars will help you remember your special day and practise the names of months and dates too.

Book of Holistic Teaching

COULD DO
10 MIN.

Teacher: We have been learning how clocks help us tell the time and how calendars help us track days and months. But did you know that time also connects to other subjects like English and EVS?


Chapter 11: Time
Theme 7: We Celebrate Festivals
A English
FLN HoLL MDA
Fill in the blanks with correct rr words.
Today is Tuesday, the day after _____ will be Thursday.
B EVS
We celebrate three national festivals in India that fall in January, August and October. Write the names of these festivals.
15

Teacher: Let us explore how.
(Write the English question on the blackboard and draw the students' attention to it. Instruct them to write the question in their notebook. Then, you may call one student by name.)
Teacher: Please stand up and read the question on the board clearly. Everyone else, follow along as it is being read.
(Wait until the student finishes reading.)
Teacher: Now think carefully. What day comes after Tuesday?
(Let students respond.)
Teacher: Yes, it is Wednesday. And what comes after Wednesday?
(Let students respond.)
Teacher: Correct, Thursday. So what do we call the day that comes after today?
(Let students confirm the answer.)
Teacher: That is right. The answer is 'tomorrow'.
(Point to the blank.)
Teacher: Who would like to come and write 'tomorrow' here?
(Wait for students to raise their hands and invite one to write the answer on the blackboard.)

Teacher: Very good. Let us all read the full sentence together: Today is Tuesday, the day after tomorrow will be Thursday.
(Let students' repeat after you, if needed.)
Teacher: Now, everyone please write this complete sentence in your notebooks.
Teacher: Well done. Let us move to the next activity now.
Teacher: Now, let us look at this EVS question.
(You may write the question on the blackboard.)
We celebrate three national festivals in India that fall in January, August and October. Can you name these festivals?
Students: Republic Day, Independence Day, Gandhi Jayanti.
Teacher: Well done. These festivals are linked to months, which are part of our calendar. So, you see – time is not just for maths. It helps us connect to our country, our celebrations and our stories too.

L (What Have I Learnt)

MUST DO
10 MIN.

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


L (What I have Learnt)# ICL
116

Teacher: In the 'L' section of your KWL chart, I want you to write down what you have understood from this lesson. Think about the key concepts and how they connect to real-life situations. What did you find interesting?
Teacher: This is a great way to ensure that you remember everything you have learnt and to see how much you have grown in understanding time and its application in daily life.
Teacher: Sit with your partners and discuss what you have learnt from the lesson. Consolidate your ideas on the 'What Have I Learnt' part of the KWL chart. Once the chart is complete, discuss your journey, reflecting on what you initially knew, what you wanted to know and what you have learnt.
(Let the students discuss and write what they have learnt.)
Teacher: Great job. You have all done a great job understanding the concepts of Time. I hope you are feeling confident about what we have learnt.
Teacher: Today we learnt how clocks help us tell time, how calendars help us remember birthdays and festivals and how the concept of time is used in English and EVS too.
Teacher: Give yourselves a big round of applause. You were excellent learners today.

Differentiated Activities

110 km/hr

Make a small weekly calendar. Write the name and date for each day this week.
Mark two special events or things you are looking forward to.

80 km/hr

Write the name of your birthday month. Write the name of a festival that happens in that month. Then, draw a clock showing the time you wake up on holidays.

40 km/hr

Circle the correct answer:
Which day comes after Monday?

- Tuesday
- Friday
- Sunday

Home Task

- Think about three activities you do in a day — one in the morning, one in the afternoon and one at night.
- Find a small object (or draw a small picture) to represent each activity.

  For example: a toothbrush for morning, a spoon for lunch, a pillow for bedtime. Place the three items or drawings in a small paper bag or envelope.
- On the bag, write: My Time Treasure Bag and your name. Bring it to school for a classroom discussion.

Period 10

Teacher: Good morning, everyone. Let us take a moment to think about something — when you look at a clock or calendar, do you feel more confident now?

Students: Yes, teacher.

Teacher: Amazing. You have learnt how to read time, name the days of the week and remember special months. That is a lot of smart learning.

Teacher: Today, we will be solving some interesting worksheets. They are full of fun questions that will help you practise what you already know.

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

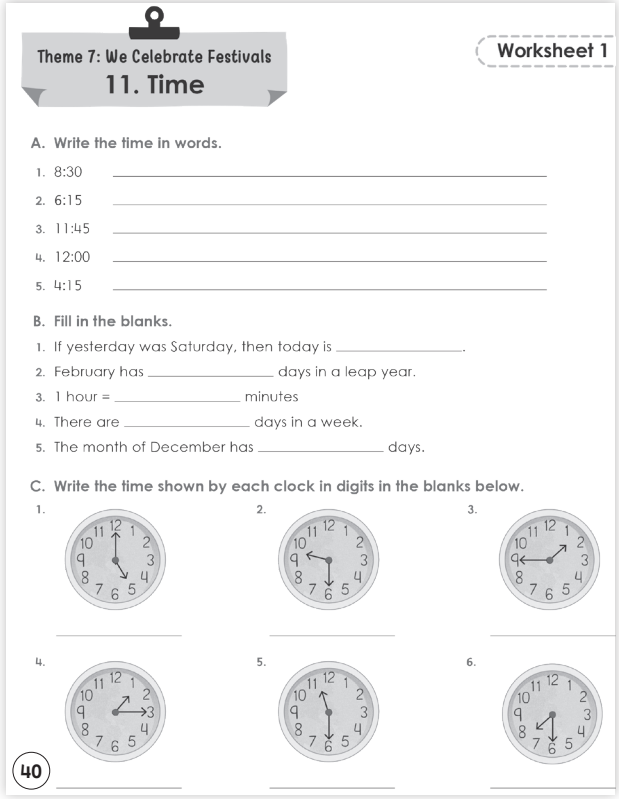
Students: Yes.

COULD DO
5 MIN.

Teacher: Wonderful. Let us begin.
(Instruct students to open Worksheet 1 on page number 40.)

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

Worksheet 1



Theme 7: We Celebrate Festivals
11. Time

Worksheet 1

A. Write the time in words.

1. 8:30 _____
2. 6:15 _____
3. 11:45 _____
4. 12:00 _____
5. 4:15 _____

B. Fill in the blanks.

1. If yesterday was Saturday, then today is _____.
2. February has _____ days in a leap year.
3. 1 hour = _____ minutes
4. There are _____ days in a week.
5. The month of December has _____ days.

C. Write the time shown by each clock in digits in the blanks below.

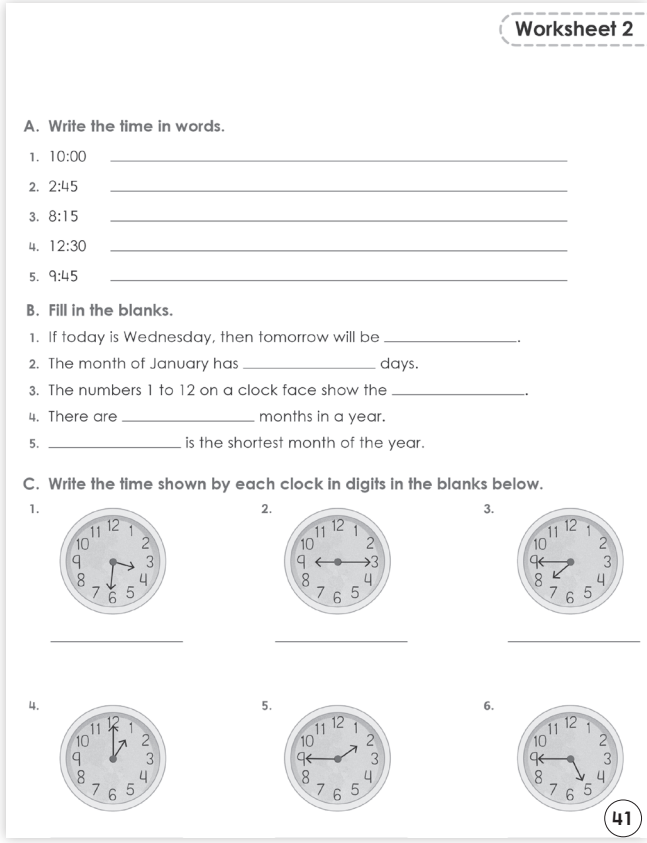
1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____

40

Students: Okay, teacher.
(Allow students to think and write the answers.)

MUST DO
15 MIN.

Worksheet 2



Worksheet 2

A. Write the time in words.

1. 10:00 _____
2. 2:45 _____
3. 8:15 _____
4. 12:30 _____
5. 9:45 _____

B. Fill in the blanks.

1. If today is Wednesday, then tomorrow will be _____.
2. The month of January has _____ days.
3. The numbers 1 to 12 on a clock face show the _____.
4. There are _____ months in a year.
5. _____ is the shortest month of the year.

C. Write the time shown by each clock in digits in the blanks below.

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

41

Teacher: Okay, students. Let us move to Worksheet 2 on Page 41 and solve exercises A, B and C.
(Allow students to think and write the answers. Then, you may discuss the answers.)

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

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

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

MUST DO
15 MIN.

Teacher: We started by learning about clocks, calendars, days and months — and now you can read time, name days in order and even talk about festivals using months.

Teacher: Give yourselves a big round of applause for becoming time experts. I am very proud of each one of you.

MUST DO
5 MIN.

Differentiated Activities

110 km/hr

Write the name of the month and day of the week your birthday falls on. Now write a short plan for how you will spend the day, using time phrases like: In the morning, by afternoon, around evening and at night. Use full sentences to show how time helps you organise your day.

80 km/hr

Fill in the blanks:

1. My birthday is in the month of _____.
2. I wake up at _____ in the morning.
3. I go to bed at _____ at night.

40 km/hr

Tick the correct option:
Which of these is a month?

- Monday
- August
- Sunday

Now draw the hands on a clock to show 10 o'clock.

Home Task

Ask two family members: What is their favourite time of the day and why? Write their answers in your notebook using this format:
My mother likes _____ because _____.
My grandfather likes _____ because _____.
Bring your answers to share with the class tomorrow.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	• draw and colour clock faces to represent different times of the day • use body movements to mimic clock hands and express time
Socio-Emotional and Ethical Development	• work in pairs and small groups to solve time-related activities with cooperation and turn-taking • respect and appreciate different routines, festivals and family practices shared by peers during discussions
Cognitive Development	• identify and read time in hour, half hour, quarter past and quarter to formats • sequence daily events, days of the week and months of the year accurately using calendars and personal routines • apply time concepts to solve simple real-life problems related to school, home and festivals
Language and Literacy Development	• use time vocabulary (e.g., morning, evening, o'clock, half past) in discussions and writing • frame and solve simple time-based word problems using appropriate terms • engage in storytelling and reflective writing based on personal schedules and festival timings
Aesthetic and Cultural Development	• design creative clocks and calendar-based artworks using drawing and colouring • express cultural understanding by linking time with festivals and seasons through visual and written activities
Positive Learning Habits	• learn to manage time effectively by planning daily routines and tracking days, weeks and months • demonstrate regularity, punctuality and responsibility in time-based tasks

Starry Knights

How important it is to teach time management to the learners? Express your views here.

Could you manage time for the activities in this unit?

Give yourself a STAR.

Lesson-12: Money

Theme 7: We Celebrate Festivals

10 Periods (40 minutes each)

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

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

Confirming better: I make new memories on festival days.

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to recognize and identify different forms of money, including coins and notes.
- to understand the concept of value and the role of money in everyday transactions.
- to learn basic addition and subtraction using money in real-world contexts.
- to engage in role-play activities (such as shopkeeper and buyer) that encourage teamwork, cooperation and understanding of social roles in a marketplace setting.
- to think critically and make decisions regarding the use of money (e.g., making purchases, saving or calculating change).

Methodology

Period 1

Teacher: Good morning/afternoon, everyone. Let us begin today's lesson with a very interesting activity. I want you to close your eyes and get ready to imagine something special. Are you ready?

Students: Yes, teacher.

Teacher: Imagine you are holding your parent's hand and walking into a bright, colourful sweet shop during Diwali. The lights are twinkling and the air smells of warm, sugary sweets. There are *laddoos, barfis,* chocolates and shiny gift boxes stacked up on the shelves.

(You may encourage the students to nod if they can smell their favourite sweet or see something they like.)

Teacher: You point excitedly at a big box of sweets and ask your parent, 'Can we buy this one?' Your parent smiles and asks the shopkeeper, 'How much does it cost?' The shopkeeper replies, 'That will be ₹100.'

Teacher: Your parent opens their purse or wallet. What do you think they might take out?

(Let students respond.)

Teacher: That is right - money. It could be a ₹100 note or two notes of ₹50. They give the money to the shopkeeper and he gives you the sweet box. You are so happy that you hug it tight.

(Pause and let students smile or react quietly to stay immersed. You may ask, 'Who hugged the sweet box like that in their mind?' to add joy.)

Teacher: Now slowly open your eyes. What you just imagined is something we all experience. We see things we need or like and we use money to get them.

Teacher: Today, we will talk about money - what it is, where it comes from and how it helps us every day.

Teacher: Let us start with a simple question. What is money?

(Let students respond. Accept all relevant responses.)

Teacher: Yes, money is what we use to buy things we need or want, like food, clothes and even toys. Money can be in the form of coins or paper notes.

Teacher: Raise your hand if you have seen coins or notes at home. What colours were they?

(Let students respond and raise hands. Accept all relevant responses.)

Teacher: Money can be coins or paper notes. Coins are round and shiny, like ₹1 or ₹5 coins. Notes are usually colourful and come in different sizes – like ₹10, ₹50, ₹100.

Teacher: Who has seen a ₹10 note? Who has seen a ₹1 coin?

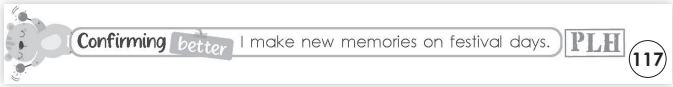
(Allow a few students to share. You may show real or dummy coins/notes to the students.)

Teacher: Wonderful. Money comes from the government. People get it when they work. Then, they use it to buy things or save it in a bank.

Confirming better

Teacher: Let us say a positive thought – 'I make new memories on festival days.'

MUST DO
5 MIN.



Teacher: Everyone, say it with me - 'I make new memories on festival days.'

(Let students repeat after you.)

Teacher: Now, think of one happy memory from a festival you celebrated. Turn to your partner and share that memory. Tell them what you did and how you felt.

(Let students discuss. Observe to make sure all students are paired and talking.)

Teacher: Thank you for sharing, everyone.

Teacher: I hope everyone had a good time sharing their best memories with their partner. Now, we will learn about Money. Let us start with the activity called the KWL Chart.

MUST DO
10 MIN.

Teacher: Like the last time, we are going to use a KWL chart to help us organise our thoughts and learnings. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same format in your notebooks.

K	W	L

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

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

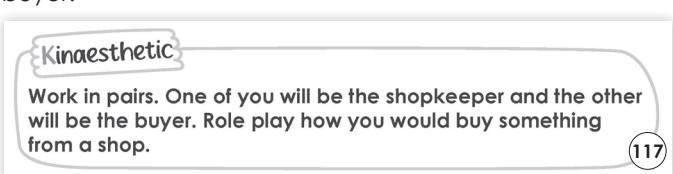
Teacher: Great work, everyone.

RE-KAP

Kinaesthetic

Teacher: Now, let us play a little game. Work in pairs. One of you will be the shopkeeper and the other will be the buyer.

MUST DO
10 MIN.



Teacher: The shopkeeper will place three items in front - a pencil, a ball and a cap. You can also think of other simple items if you like.

(You may quickly list 2–3 prices on the board such as: Pencil – ₹10, Ball – ₹30, Cap – ₹50. This gives students a reference while playing.)

Teacher: The buyer will ask the price and then try to pay. You may also tell the shopkeeper how much you are paying. For example, you can say, 'Here is ₹50' and show five fingers to represent ₹50.

(Encourage students to use their hands to show the amount, saying 'Here is ₹50' and showing five fingers for ₹50.)

Teacher: After one round, switch roles. The shopkeeper becomes the buyer and the buyer becomes the shopkeeper.

Teacher: Try to remember what you bought and how much you paid. Let us begin.

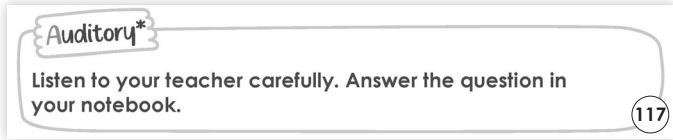
(Walk around to observe quietly but let students manage themselves. Avoid correcting in the middle of the role play.)

Teacher: Fantastic job, everyone. You all were amazing. Now, let us sit down and get ready for the next activity.

Auditory

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

MUST DO
5 MIN.



(Read the listening text on page 152 from Chapter 12.)

Rishu has five ₹10 notes. He buys a crayon box for ₹40. How many ₹10 notes will he give to the shopkeeper?

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

(Let the students answer the question. Allow them to discuss the answer with their partner.)

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

Teacher: Good job, everyone. Today, we learnt what money is and how it helps us in our daily life. We also played the role of shopkeeper and buyer, listened to a story and solved a problem. You all shared your festival memories too, which made our class even more special.

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

In your notebook, draw two coins that together make ₹20. Write their values below your drawing.

80 km/hr

Draw any two coins you have seen at home. Write the number on each coin.

40 km/hr

In your notebook, write the numbers: 1, 2, 5. Now, circle the number that shows the coin with the highest value.

Home Task

Ask your parents: What did we buy recently using money? Talk to them and find out what coins or notes were used.

Period 2

COULD DO
5 MIN.

Teacher: Good morning/afternoon, everyone. Let us quickly go back to what we did in the last period. Can what we imagined?

(Let students respond. Accept all relevant answers.)

Teacher: Yes, we imagined that we are visiting a sweet shop during a festival with our parents. We also imagined buying sweets, paying the shopkeeper and using money.

Teacher: Can anyone tell me — what do we use money for?

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

Teacher: That is right. We use money to buy things we need or want.

Teacher: Now, who remembers what forms money comes in? Raise your hand if you know.

(Let students raise hands and answer.)

Teacher: Yes, money can be in the form of coins or notes.

Teacher: And how do people get money?

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

Teacher: Very good. People earn money by working.

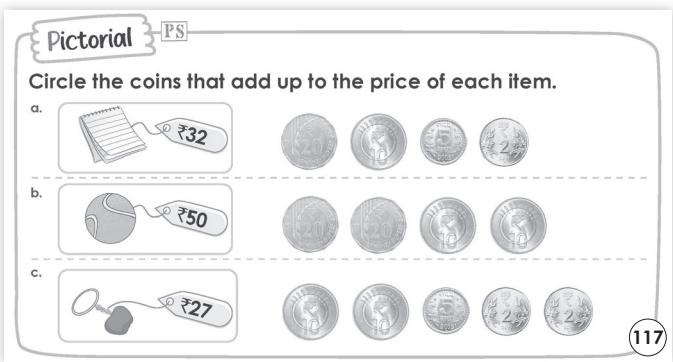
Teacher: Sometimes, we also save money in a bank or in a piggy bank at home.

Teacher: Good job, everyone. You all have such good memory.

Pictorial

MUST DO
5 MIN.

Teacher: Now, please open your main coursebook to page number 117. Let us do the pictorial activity.



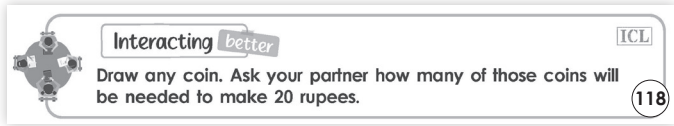
(Let students identify the different items and their prices. Then, guide them to circle the coins that add up to the price of each item. Walk around and observe. Offer prompts only if needed, such as 'Check your total again' or 'Is that more than the price?').

Teacher: Well done, everyone. You are learning how to use coins correctly. Let us continue.

Interacting better

MUST DO
5 MIN.

Teacher: Let us do the activity under the 'Interacting better' section on page number 118 of your main coursebook.



Teacher: Now, please draw any one coin that you remember seeing - ₹1, ₹2, ₹5 or ₹10 in your notebook.

Teacher: After you finish drawing, turn to your partner and let them tell you how many of those coins will you need to make ₹20?

Teacher: For example, if you drew a ₹2 coin, your partner can say, 'You will need 10 coins like that to make ₹20.'

Teacher: After that, swap roles and repeat with your partner's coin.

(Walk around the class and encourage students to talk clearly and confidently.)

MUST DO
5 MIN.

Teacher: Amazing. We all are such quick learners.

Teacher: Now, it is story time. Let us read a story about Jas. Let us open our main coursebook to page number 118.

(Let students observe the pictures and talk about what they see.)

Teacher: Now, let us read the story together. I want all of you pay attention and listen as I read.

(You may also ask a few students to read one by one. Then, let them paraphrase what they understood.)

Teacher: Wonderful reading. Now that we have read the story, let us talk about what we understood.

- Why does Jas open his money bank?
- What item does Jas want to buy?
- Who goes to the shop with Jas?
- What does the shopkeeper do after Jas gives the money?
- What does Jas plan to do with the money he has left?

Teacher: So, Jas used his saved money to buy a gift for his sister. He gave money to the shopkeeper and got some money back.

Teacher: That money he got back is called change. It is the remaining money we receive when we pay more than the cost of an item.

Teacher: Just like Jas, we can also learn to use money wisely - to buy, to save and to understand how much we give and how much we get back.

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

Teacher: Let us now try a quick activity to understand change better.

Teacher: Imagine you have ₹20. You go to the shop and buy a pencil that costs ₹12. How much money will the shopkeeper return to you?

(Let students think and answer aloud. Guide them to think and calculate. Let them confirm how they solved the problem.)

Teacher: Good. Now try this one: You have ₹50. You buy a toy that costs ₹35. What is the change?

(Let students respond.)

Teacher: Let us do one more. You have ₹100. You buy a tiffin box for ₹60. How much change will you get?

(If needed, draw on the board or use number cards for visual support. Keep the discussion lively and fun.)

Teacher: Great learning. Today, we revised what money is and we understood what 'change' means.

MUST DO
20 MIN.

Teacher: We also answered questions and thought about how we can use and save money wisely - just like Jas.

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

Differentiated Activities

110 km/hr

Think of something you want to buy for ₹30. Draw it. Now write two different ways you can make ₹30 using only coins.

80 km/hr

Draw any three coins you have seen. Then, add them together. Write the total value.

40 km/hr

Draw a coin you have seen at home. Colour it and write its value below the drawing.

Home Task

Ask your parents this question: Do you remember something you saved money for when you were a child? After your discussion, draw a small picture of something you want to save money for. Write one sentence in your notebook and complete it: 'I want to save money for _____.'

Period 3

Teacher: Good morning/afternoon, everyone. In the last period, we read about Jas and how he used his saved money. Can anyone tell me what Jas got back from the shopkeeper after buying the scarf?

Students: A change.

Teacher: Yes, he got ₹10 back. That money is called change.

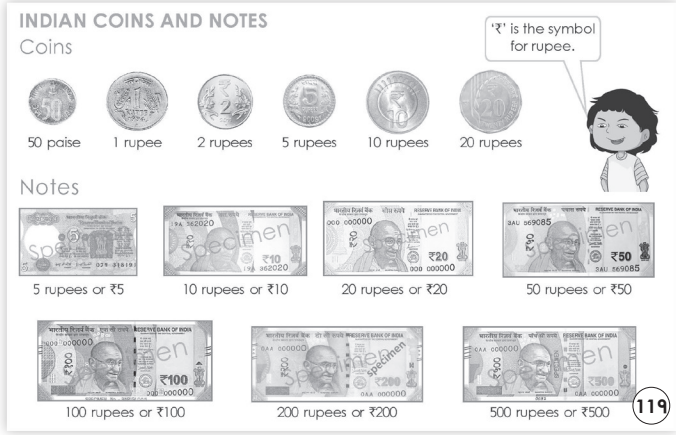
Teacher: Change is the money we get back when we pay more than the cost of an item.

Teacher: For example, if I give ₹20 to the shopkeeper for a toy that costs ₹15, how much change should I get?

(Let students respond.)

SHOULD DO
5 MIN.

Teacher: That is right. I should get ₹5 as change. Very good.



Teacher: Now, let us learn something very important about Indian money. Please open your main coursebook to page number 119.

Teacher: In India, the money we use is called the rupee. We show it using this special symbol: ₹.

(You may write the symbol on the blackboard.)

Teacher: Everyone say it with me - This is the rupee symbol - ₹.

Teacher: We always write this symbol before the amount. For example, ₹5, ₹10, ₹50.

(Write a few examples on the board like ₹5 + ₹10 = ₹15, ₹50 – ₹20 = ₹30. Have students read them aloud.)

Teacher: Now, look at the pictures of coins at the top of the page. Can someone tell me which is the smallest coin shown here?

(Encourage students to answer. Guide them to identify 50 paise.)

Teacher: Yes, 50 paise. But we do not use it much anymore. The most commonly used coins are ₹1, ₹2, ₹5, ₹10 and sometimes ₹20.

(Point to each coin in the book as you name it. If real or play coins are available, show them for better clarity.)

Teacher: Now, let us look at the rupee notes. These are the coloured notes we often see in shops or at home.

Teacher: Can someone name the smallest denomination of note we use?

(Encourage students to answer. Guide them to identify ₹5.)

Teacher: Yes, ₹5. We also use ₹10, ₹20, ₹50, ₹100, ₹200 and ₹500 notes.

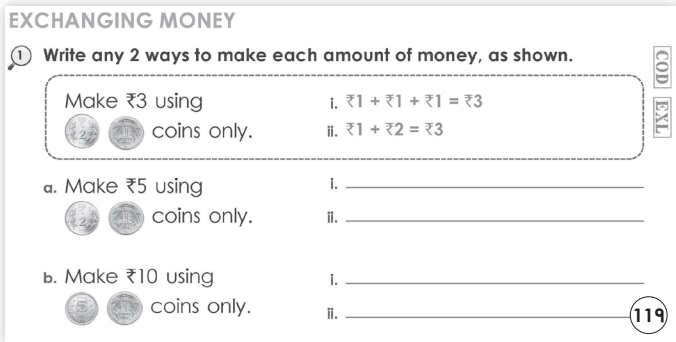
Teacher: Some notes are used every day, like ₹10 and ₹20. Some are used less often, like ₹200 or ₹500.

(Let students observe the colours and sizes of the notes on the page. You may even ask: 'Have you seen this one at home?' to build real-life connections.)

Teacher: Well done. Let us now practise using this money in our exercise.

MUST DO
15 MIN.

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


EXCHANGING MONEY

1. Write any 2 ways to make each amount of money, as shown.

Make ₹3 using coins only.
i. ₹1 + ₹1 + ₹1 = ₹3
ii. ₹1 + ₹2 = ₹3

a. Make ₹5 using coins only.
i. _____
ii. _____

b. Make ₹10 using coins only.
i. _____
ii. _____

119

Teacher: Everyone, let us do exercise 1 on page number 119 together. We are going to practise making money using coins only.

Teacher: Look at the example - how do we make ₹3?

(Let students respond. Encourage them to think.)

Teacher: Yes, we can use ₹1 + ₹1 + ₹1 or ₹1 + ₹2.

Teacher: Now let us do question (a). Who can try making ₹5 using coins?

(Encourage students to write the answers in their main coursebook. Write answers on the board as students share. Let them solve the second way on their own.)

Teacher: Now move to question (b) - make ₹10 using coins.

(Allow time for all students to think and write. You may add a few questions of your own.)

Teacher: Let us practise making different amounts.

MUST DO
10 MIN.

(You may draw a few notes on the blackboard.)

Teacher: Now, let us solve these questions in our notebooks.

SHOULD DO
10 MIN.

- ₹30
- ₹75
- ₹90
- ₹45

(You may also hand out play money if available and let students group the right notes physically in pairs or small groups.)

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

Teacher: Today, we started by revising the meaning of change. We learnt three important things about Indian money:

1. The symbol for the Indian rupee is ₹.
2. We use different coins like ₹1, ₹2, ₹5, ₹10 and ₹20.
3. We also use notes such as ₹5, ₹10, ₹20, ₹50 and ₹100.

Teacher: We practised making different amounts using coins and notes and we recalled Jas's story about how he used his money thoughtfully.

Teacher: You all participated wonderfully and I am so proud of how well you are understanding money. See you in the next period.

Differentiated Activities

110 km/hr

You are going to the market along with your parents with ₹100. Show two different combinations of notes that can make ₹100. Write both combinations clearly.

80 km/hr

Imagine you have a small coin collection. Draw any three different coins from your collection and calculate their total value. Write your answer below the drawings.

40 km/hr

At home, ask your parents which coin they used most recently. In your notebook, write the value of that coin and what it was used to buy.

Home Task

When you go home today, look around carefully. Do you see someone using money to pay for something — maybe at a small shop, vegetable stall or bus stop? Talk to your parents about what you noticed. Then, in your notebook, write one sentence about what you saw and draw the coin or note if you remember it.

Period 4

Teacher: Good morning/afternoon, everyone. Let us begin with a quick question. Do you remember some of

the coins and notes we talked about in the last period?

Teacher: Raise your hand and tell me one coin you know about.

(Let students raise their hands to respond.)

Teacher: Very good. ₹2. What about notes?

(Let students raise their hands to respond.)

Teacher: Yes - ₹10, ₹50. Excellent.

Teacher: Why do we use money?

Teacher: Now tell me - what if I want to buy two things? For example, a pen for ₹15 and a notebook for ₹25. What do I need to do?

(Accept all relevant responses.)

Teacher: That is right. I need to add both prices. Just like we add numbers, we can also add money. Today, we will learn more about it.

Teacher: Before we add money, let us revise how we add numbers. Are you all ready?

Students: Yes, teacher.

Teacher: Let us try this together on the board: 20 + 20 =?

(You may write the question on the board and ask a few students to come and solve it. Instruct others to solve it in their notebooks.)

Teacher: Yes, it is ₹40.

Teacher: Now try this one: 35 + 12 =?

(Pause while students respond.)

Teacher: Great, it is ₹47.

Teacher: Now, let us try one with money. I go to a shop and buy a pencil for ₹20 and an eraser for ₹10. How much do I need to pay in total?

(Let students confirm the answer.)

Teacher: Very good. So, the way we add numbers is the same way we add rupees.

SHOULD DO

10 MIN.

Adding rupees

₹ 16 + ₹ 32 = ₹ 48	₹ 25 + ₹ 45 = ₹ 70	₹ 35 + ₹ 20 = ₹ 55	₹ 48 + ₹ 27 = ₹ 75	₹ 66 + ₹ 31 = ₹ 97

120

Teacher: Let us now open our main coursebook to page number 120 and look at it. Let us do the first example in our notebooks.

(You may write the question ₹16 + ₹32 = ___ on the board. Let them solve in their notebooks. Discuss the answer. Confirm that rupees can be added in the same way we add numbers.)

COD

② **Add.**

a.	b.	c.	d.
₹ 13 + ₹ 25 = ₹	₹ 36 + ₹ 47 = ₹	₹ 59 + ₹ 12 = ₹	₹ 75 + ₹ 18 = ₹

120

Teacher: Now, let us complete exercise 2. Let us solve questions in our notebook.

(Let students complete exercise 2 in their main coursebook. Discuss the answers. You may also give additional practise questions to the students.)

MUST DO

15 MIN.

Teacher: So, now we know that adding rupees is just like adding numbers.

Teacher: We use addition when we want to find the total cost of two or more items. Just like we did with the pencil and eraser.

Teacher: Well done. Now, let us move on to something else we do with money - subtraction.

Teacher: Before we begin subtracting money, let us quickly revise how we subtract numbers.

Teacher: Everyone, let us try this together: 45 – 15 = ?

(You may write the question on the board and ask students to solve it in their notebooks.)

Teacher: Yes, the answer is 30.

Teacher: Let us try another: 64 – 22 = ?

(Pause and allow students to respond.)

Teacher: Very good. The answer is 42.

Teacher: Now, let us try one using money. Suppose I have ₹50 and I buy a toy for ₹20. How much money will I have left?

(Let students calculate and respond.)

Teacher: Exactly. We subtract to find out how much money is left after we spend. Remember, students, we subtract rupees in the same way as we subtract 2-digit numbers.

SUBTRACTING MONEY

We subtract rupees in the same way as we subtract 2-digit numbers.

Subtracting rupees

₹ 45 – ₹ 15 = ₹ 30	₹ 75 – ₹ 40 = ₹ 35	₹ 33 – ₹ 16 = ₹ 17	₹ 72 – ₹ 25 = ₹ 47	₹ 90 – ₹ 55 = ₹ 35

120

Teacher: Let us now open page number 120 of your main coursebook. Look at the examples shown there.

Teacher: Let us solve the one together: ₹33 – ₹16 = ₹___

(Write it on the board and solve it with the students.)

③ **Subtract.**

a.	b.	c.	d.
₹ 48 – ₹ 25 = ₹	₹ 50 – ₹ 34 = ₹	₹ 64 – ₹ 13 = ₹	₹ 82 – ₹ 27 = ₹

120

Teacher: Now, let us complete exercise 3. Solve the questions in your notebook. Take your time. Then, let your partner check your work.

(You may give additional practise questions to the students.)

Teacher: Excellent work, everyone.

Teacher: So now we know that subtraction helps us find out how much money is left after buying something.

Teacher: Just like addition helps us find the total cost, subtraction helps us know what is left.

Teacher: Let us keep practising both - it will help us become smart with money. See you all next time.

MUST DO
15 MIN.

Differentiated Activities

110 km/hr

You went to the market and bought a storybook for ₹80 and a water bottle for ₹100. How much did you spend in total?

Your parent gave you ₹200 to pay. How much money did you get back? Write both answers in your notebook.

80 km/hr

You bought a lunchbox for ₹120 and a pencil box for ₹80. What is the total cost? Solve and write your answer in your notebook.

40 km/hr

You had ₹120. You bought a toy car for ₹90. How much money is left? Write your answer.

Home Task

Ask your parents: Can you tell me two things we bought this week and how much each one cost? In your notebook, draw both items and write their prices. Then, add the prices to find the total amount spent.

Period 5

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

(Encourage students to respond.)

COULD DO
5 MIN.

Teacher: Thank you for sharing, everyone. Before we begin, let us quickly revise what we learnt in the last period. Who can tell me what we do when we want to find the total cost of two things?

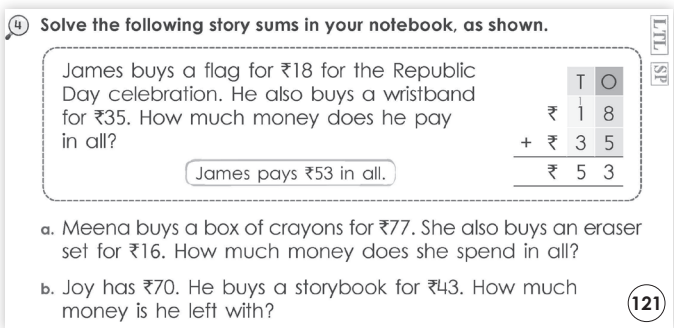
(Let students respond.)

Teacher: Yes, we add the amounts.

Teacher: And what do we do when we want to know how much money is left?

(Let students respond.)

Teacher: Right, we subtract.



④ **Solve the following story sums in your notebook, as shown.**

LTL SP

James buys a flag for ₹18 for the Republic Day celebration. He also buys a wristband for ₹35. How much money does he pay in all?

James pays ₹53 in all.

	T	O
₹	1	8
+ ₹	3	5
₹	5	3

a. Meena buys a box of crayons for ₹77. She also buys an eraser set for ₹16. How much money does she spend in all?

b. Joy has ₹70. He buys a storybook for ₹43. How much money is he left with?

121

Teacher: Now let us practise both these skills by solving story sums today.

MUST DO
15 MIN.

Teacher: Everyone, please open your main coursebook to page number 121. We are going to do exercise 4 together.

Teacher: First, let us read the example.

James buys a flag for ₹18 for the Republic Day celebration. He also buys a wristband for ₹35. How much money does he pay in all?

(You may ask a student to read out to story problem to everyone. Let students paraphrase the problem.)

Teacher: How should we solve this problem? What should we do?

(Encourage students to respond.)

Teacher: Yes, we add ₹18 and ₹35. Let us solve it together.

(Let students solve the question independently. You may discuss the answer.)

Teacher: Now, please solve part (a) and (b) in your notebook.

Teacher: Remember to write the sum vertically, just like we did before. First read the story, then decide if you need to add or subtract.

(Walk around while students solve. Encourage neatness. You may give your own simple questions if some students finish early, such as: 'A book costs ₹45 and a pen costs ₹15. What is the total cost?')

Teacher: Let us quickly discuss the answers. How much did Meena spend in total? And how much money was Joy left with after buying the book?

(Let students confirm the answers.)

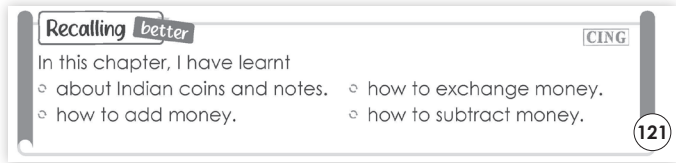
Teacher: Wonderful thinking, everyone. Let us move to the next activity.

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

Recalling better

Teacher: Everyone, please look at the 'Recalling better' section on the same page.

MUST DO
5 MIN.



Recalling better

CING

In this chapter, I have learnt

- about Indian coins and notes.
- how to add money.
- how to exchange money.
- how to subtract money.

121

Teacher: Let us read each point together. We will use this to check what we have learnt in this chapter.

Teacher: You can point to each as I read. We learnt about:

- about Indian coins and notes
- how to add money
- how to exchange money
- how to subtract money

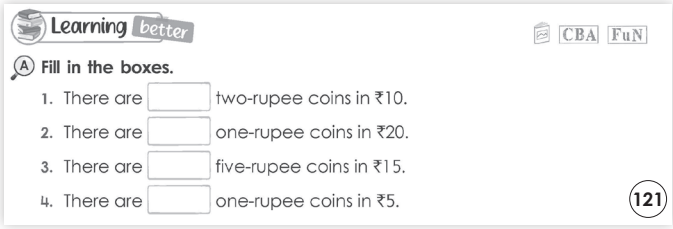
Teacher: Great. Now let us do one fun activity to revise all of it.

Learning better

MUST DO
15 MIN.

Teacher: Now look at the 'Learning better' section.

Teacher: We need to count and fill in the blanks. Let us do the first one together.


Learning better

CBA FuN

A Fill in the boxes.

1. There are ____ two-rupee coins in ₹10.
2. There are ____ one-rupee coins in ₹20.
3. There are ____ five-rupee coins in ₹15.
4. There are ____ one-rupee coins in ₹5.

121

Teacher: There are _____ two-rupee coins in ₹10. What is the answer?

(Guide students to think and confirm the answer. You may ask the to share how did they calculate.)

Teacher: Yes, 5 coins. Great thinking. Now, do the rest in your notebook.

(Allow students to solve question A independently. You may discuss the answer once everyone has completed.)

Teacher: Today we used everything we learnt about money to solve real-life problems.

Teacher: You added, subtracted, recalled facts and even counted coins.

Teacher: You all did a wonderful job. Let us give ourselves a big round of applause for thinking like smart shoppers today.

Differentiated Activities

110 km/hr

You went to a shop and bought a game for ₹65 and a puzzle for ₹48. How much did you spend in total?

If you paid with ₹120, how much did you get back? Write both answers in your notebook.

80 km/hr

You had ₹30. You bought a pencil for ₹10. How much is left with you? Write the answer in your notebook.

40 km/hr

You bought a bag for ₹50 and a water bottle for ₹25. What is the total cost? Write the answer in your notebook.

Home Task

Imagine your parents bought milk for ₹30 and bread for ₹25. They gave ₹100 to the shopkeeper. In your notebook, answer:

1. How much did they spend in total?
2. How much money did they get back?

Solve and write your answers neatly in your notebook.

Period 6

SHOULD DO
10 MIN.

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

(Encourage students to share.)

Teacher: Thank you for sharing your feeling with us. Now, let us begin with a story.

Teacher: Imagine you are at your favourite toy shop. You see a toy you really want. It costs ₹80, but you have only ₹50.

Teacher: What can you do?

(Pause for responses. You may accept all relevant answers like save more money.)

Teacher: Excellent thinking. Now, let us solve a quick question.

Teacher: If the toy costs ₹80 and you have ₹50, how much more money do you need?

(You may write ₹80 – ₹50 = _____ on the board. Encourage students to respond.)

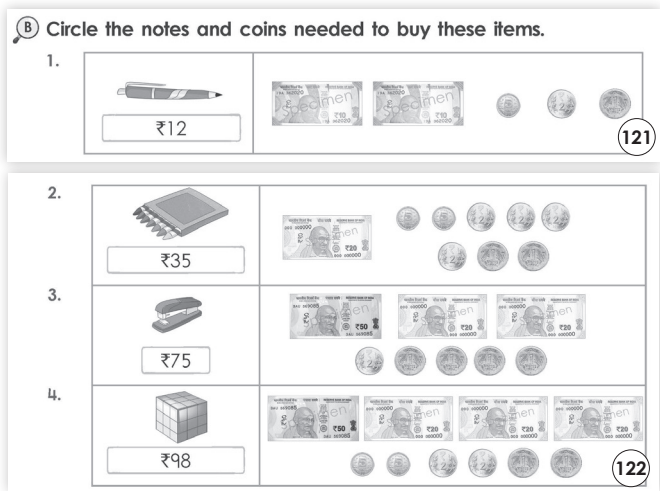
Teacher: Yes, you need ₹30 more.

Teacher: This shows us two important things:

1. We must know how to compare what we have with what we need.
2. We can also learn to save. If you save ₹10 each week, how many weeks will it take to save ₹30?
   (Let students think and answer.)

Teacher: That is right - three weeks. Good thinking.

Learning better


B Circle the notes and coins needed to buy these items.

1. ₹12

121

2. ₹35
3. ₹75
4. ₹98

122

MUST DO
15 MIN.

Teacher: Now, please open your main coursebook to page number 121, part B.

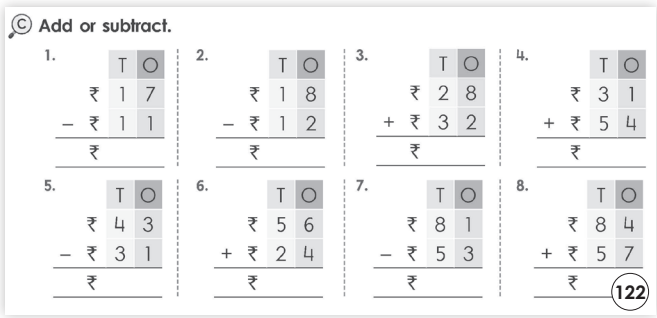
Teacher: Let us look at question 1. A pencil costs ₹12. You can see notes and coins beside it. Which of them will you need to pay exactly ₹12?

(Let students circle the correct notes and coins in the book. Guide where necessary. Encourage them to explain their thinking to a partner after completing the question.)

Teacher: Now move on to question 2 - a crayon box costs ₹35. What combination of coins and notes will give you ₹35?

Teacher: Continue the same way for question 3 and 4. Check carefully before circling. We will discuss the answers.

MUST DO
15 MIN.


Ⓒ Add or subtract.

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

122

Teacher: Now, let us move to part C on the same page.

Teacher: Let us complete the exercise by adding or subtracting money. Are you ready?

Students: Yes, teacher.

Teacher: Let us do question 1 together on the board: ₹17 – ₹11.

Ones: 7 – 1 = 6

Tens: 1 – 1 = 0

So, the answer is ₹6.

Teacher: Now, let us solve questions 2 to 8 in our notebooks. You may write the sums vertically. Use the T (tens) and O (ones) format to solve.

(Walk around as students solve. Encourage them to read the symbol carefully before solving each one. Allow them to use colour pencils to mark + or – signs if needed. You may guide them if required and give them some questions of your own for additional practise.)

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

Teacher: Today, we became smart shoppers. We selected the correct money to buy things and we also solved money sums by adding and subtracting.

Teacher: You all worked with care and did a fantastic job. Let us give ourselves a big round of applause.

Differentiated Activities

110 km/hr

You bought a box of crayons for ₹60. Your friend gave you ₹100 to pay.

How much money will you return to your friend?

Then, you decide to buy a pen for ₹15 using that change. How much is left now?

80 km/hr

You went to a shop with ₹90. You bought a notebook for ₹40. Then you bought a ruler for ₹30.

How much money do you have left?

40 km/hr

You had ₹50. You bought a chocolate bar for ₹20 and a pencil for ₹10.

How much money is left with you?

Home Task

Talk to your parents and ask them: What are two things we often buy that cost less than ₹50? In your notebook, draw both items and write how much each one costs.

Then write: Together, these cost ₹_____.

Example:

Bananas – ₹20

Biscuits – ₹25

Together, these cost ₹45.

Period 7

Teacher: Good morning/afternoon, everyone. Let us begin with an interesting question.

SHOULD DO
5 MIN.

Teacher: Imagine your mother gave you ₹100. You bought fruits for ₹45 and coconut water for ₹40.

Teacher: Can anyone tell me how much money you spent in total? And how much was left?

(Let students think, calculate and answer. Prompt them to calculate independently in their notebooks.)

Teacher: Wonderful. So, what skills did you use just now?

(Accept all relevant responses.)

Teacher: Yes, first we used addition and then we used subtraction to check how much money is still left.

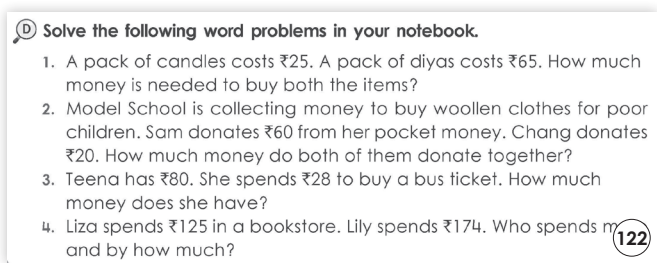
Teacher: Today, we will practise more word problems. Are you all excited?

Students: Yes, teacher.

Learning better

Teacher: Wonderful. Let us move ahead then. Open your main coursebook to page number 122, part D.

MUST DO
15 MIN.


Ⓓ Solve the following word problems in your notebook.

1. A pack of candles costs ₹25. A pack of diyas costs ₹65. How much money is needed to buy both the items?
2. Model School is collecting money to buy woollen clothes for poor children. Sam donates ₹60 from her pocket money. Chang donates ₹20. How much money do both of them donate together?
3. Teena has ₹80. She spends ₹28 to buy a bus ticket. How much money does she have?
4. Liza spends ₹125 in a bookstore. Lily spends ₹174. Who spends m and by how much?

122

Teacher: These are word problems, based on real-life situations where we use addition and subtraction with money.

Teacher: Let us read the first one together:

A pack of candles costs ₹25. A pack of diyas costs ₹65. How much money is needed to buy both?

Teacher: Should we add or subtract?

Students: Add.

Teacher: Yes, we will add. Solve it in your notebook.

(Guide students to read and solve each word problem from 1 to 4. You may call on different students to share how they solved the problem.)

MUST DO
20 MIN.

Teacher: Well done, champions. Now, let us try a few more word problems.

1. Rahul buys a toy car for ₹95 and a book for ₹55. How much does he spend in total?
2. Aarav has ₹150. He buys a gift for ₹85. How much money does he have left?
3. Lina has ₹200. She buys three things: a dress for ₹90, a pair of shoes for ₹70 and a clip for ₹10. How much money does she spend?
4. You and your friend donate ₹60 and ₹45 to a charity box. How much money goes in the box together?
5. A chocolate bar costs ₹45. You give ₹100 to the shopkeeper. What is your change?

(Let students solve independently in notebooks. You may choose a few questions to discuss with everyone.)

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

Teacher: Great work, everyone. Today, we read word problems, understood them and solved them using our knowledge of money.

Teacher: You are becoming excellent problem-solvers who think before spending.

Teacher: Let us all clap for our efforts today. Keep learning. Keep growing.

Differentiated Activities

110 km/hr

Lina buys a doll for ₹135 and a board game for ₹165. Her friend Neha buys a toy kitchen set for ₹250. Who spent more and by how much? Solve in your notebook.

80 km/hr

You had ₹150. You bought a colouring set for ₹60 and a drawing book for ₹40.

How much money do you have left? Write the total you spent and then the amount left.

40 km/hr

You had ₹70. You bought a sharpener for ₹15. Write how much money is left.

Then, you may write: 'I spent ₹___ and I have ₹___ left' in your notebook.

Home Task

Talk to your parents about which festivals we fly kites in. Ask them if they made kites as children. Then, complete the activity under the Creating better section on page number 123 of your main coursebook with the help of your parents.

In your notebook, write:

I made a kite using _____, _____ and _____.

Period 8

COULD DO
10 MIN.

Teacher: Good morning/afternoon, everyone. Let us begin with a happy little game called Festival Moves.

Teacher: We will imagine some things we see during festivals. Let us do small actions with our hands.

Teacher: So, when I say:

- 'Lantern', you may gently wave your fingers in the air, like a glowing light.
- 'Music', try tapping your shoulders softly, like dancing to a beat.
- 'Sweet', rub your tummy with a big smile.
- 'Gift', pretend you are opening a tiny box with joy.

Teacher: Would you like to try it with me? Let us begin.

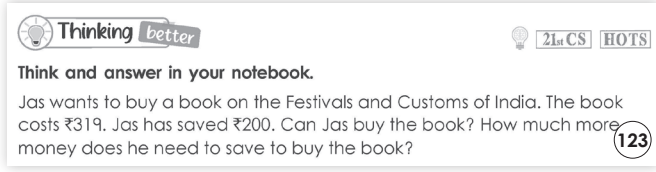
Students: Yes, teacher.

(Keep your tone cheerful and calm. Use a soft voice and a gentle rhythm. You may repeat the round, if needed.)

Thinking better

MUST DO
10 MIN.

Teacher: Now that we are refreshed, let us do some thinking. Please open your main coursebook to the Thinking better section on page number 133.


Thinking better

2LsCS HOTS

Think and answer in your notebook.

Jas wants to buy a book on the Festivals and Customs of India. The book costs ₹319. Jas has saved ₹200. Can Jas buy the book? How much more money does he need to save to buy the book?

123

Teacher: Jas wants to buy a book for ₹319 but has saved only ₹200.

Teacher: Can he buy the book yet? How much more does he need to save?

(Pause for responses. Guide students to calculate: ₹319 – ₹200 = ₹119)

Teacher: That is right - ₹119 more.

Teacher: Now think, what could Jas do to save this money?

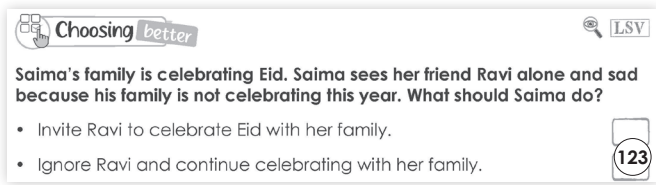
(Let a few students share their ideas.)

Teacher: That's right. Saving is a smart habit - it helps us plan for what we want.

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

Choosing better

Teacher: Now let us think about another kind of choice.


Choosing better

LSV

Saima's family is celebrating Eid. Saima sees her friend Ravi alone and sad because his family is not celebrating this year. What should Saima do?

- Invite Ravi to celebrate Eid with her family.
- Ignore Ravi and continue celebrating with her family.

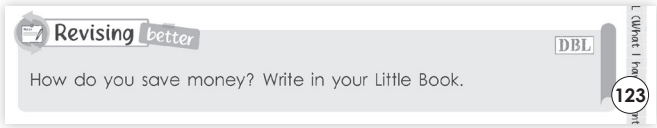
123

Teacher: Let us do an activity under the 'Choosing better' section. It is about Saima and her friend Ravi.
(You may read out the statement to the students. Instruct them to listen carefully.)
Teacher: Ravi feels sad because his family is not celebrating Eid this year. What do you think Saima should do?
(Encourage discussion in pairs. Then, invite a few responses.)
Teacher: Yes, inviting Ravi or talking to him kindly is a caring choice. Festivals become more special when we include others. Good thinking, students.

Revising better

Teacher: Now that we have thought about saving money and making kind choices, let us quickly remember everything we have learnt in this chapter.

MUST DO
10 MIN.



Teacher: Think quietly for a moment - how do you save money?
Teacher: Please write your answer in your notebook. Start with: 'I save money by...'
(Give students a few minutes to write. Invite some of them to share their answers.)
Teacher: Saving is not only about coins. It is about planning and being responsible.
Teacher: Today, you all did such thoughtful work.

MUST DO
10 MIN.

Teacher: We talked about real-life situations - like how Jas is saving for something special and how Saima chooses to be kind to her friend. We also remembered what we have learnt about money so far.
Teacher: When we save money, we are not just collecting coins or notes. We are learning to wait, to plan and to make better choices.
Teacher: Sometimes we save for something we need. Sometimes we save to help someone else. And sometimes, we just save so we feel ready for tomorrow.
Teacher: Saving is a small habit that makes us strong and smart. You are all learning to become responsible in such wonderful ways.
Teacher: Let us end today with a soft round of applause for our good thinking and kind hearts.

Differentiated Activities

110 km/hr

Jatin has ₹500. He wants to buy a cricket set for ₹300 and a ball for ₹85.
Can he buy both? If yes, how much money will be left? Write your answer in your notebook.

80 km/hr

Tina saved ₹300. She bought a dress for ₹180.
How much money does she have now? Write your answer in one sentence: Tina saved ₹_____.

40 km/hr

Ria has ₹100. She buys a storybook for ₹60. How much is left?
Write: Ria has ₹_____ left.

Home Task

Talk to your parents and ask: What do we use to keep our money safe at home? In your notebook, draw that object and complete this sentence:
We keep our money in a _____.
Example: We keep our money in a wallet.

Period 9

Teacher: Good morning/afternoon, students. Let us begin with something peaceful today.

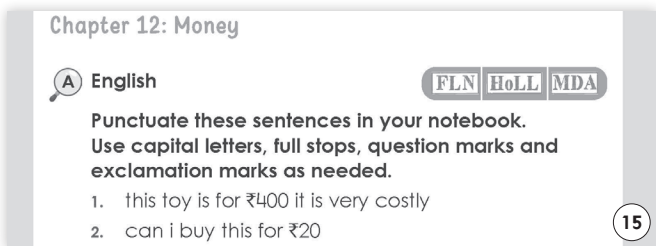
COULD DO
10 MIN.

Teacher: Sit up tall in your seat. Gently close your eyes. Take a deep breath in and let it out slowly.
Teacher: Let us do this three times. Imagine you are watching a kite flying high in the sky during a festival. With each breath, the kite goes higher and higher.
Teacher: Now, slowly open your eyes. We are calm and ready to learn. Let us begin with an interesting activity.

Book of Holistic Teaching

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

MUST DO
15 MIN.



(You may write the question on the blackboard and ask the students to read.)
Teacher: Read this sentence with me: this toy is for ₹400 it is very costly.
Teacher: What is missing?
(Let students observe and respond.)
Teacher: That's right, capital letters and full stops.
(You may write the correct sentence on the blackboard: This toy is for ₹400. It is very costly. Then, guide them to complete the next sentence independently.)

B EVS

Whose picture do you see on Indian rupee notes? When is his birthday? Write the answers in your notebook.

16

Teacher: Great job. Now, tell me whose picture do we see on Indian rupee notes?

(Let students respond.)

Teacher: Yes. We see Mahatma Gandhi's picture on the Indian rupee note. Do you know when his birthday is?

(Let students respond.)

Teacher: Great. Now, write the answers in your notebook.

(You may continue to tell students about Mahatma Gandhi and his life. Let students share what they know.)

Teacher: Very well done. Now, let us practise some questions.

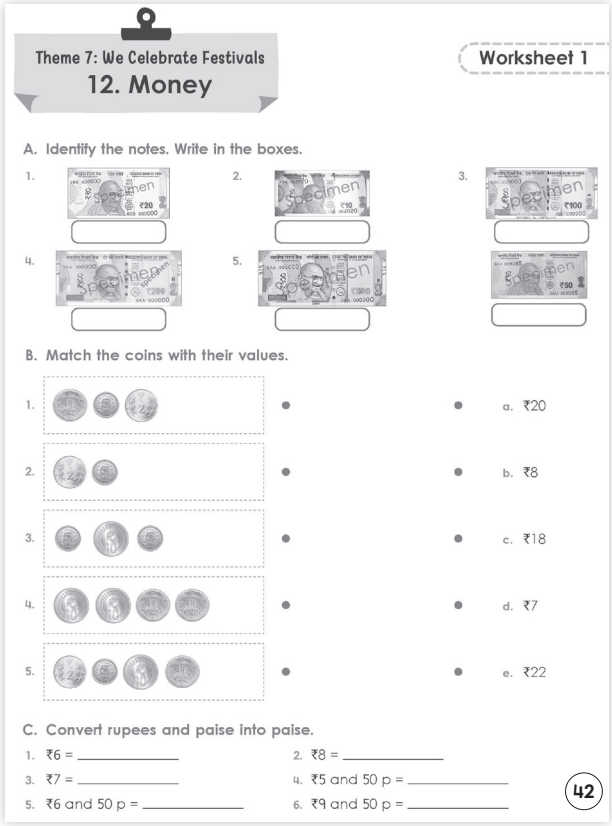
MUST DO

15 MIN.

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

Students: Yes.

Teacher: Wonderful. Let us begin.



Theme 7: We Celebrate Festivals

12. Money

Worksheet 1

A. Identify the notes. Write in the boxes.

1. 2. 3. 4. 5.

B. Match the coins with their values.

1. 2. 3. 4. 5.

a. ₹20
b. ₹8
c. ₹18
d. ₹7
e. ₹22

C. Convert rupees and paise into paise.

1. ₹6 = _____
2. ₹8 = _____
3. ₹7 = _____
4. ₹5 and 50 p = _____
5. ₹6 and 50 p = _____
6. ₹9 and 50 p = _____

42

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

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

Students: Okay, teacher.

(Allow students to think and write the answers.)

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

Teacher: Today we learnt how money helps us learn in three different subjects - English, EVS and Mathematics.

Teacher: In English, we practised writing better sentences with money.

In EVS, we learnt about Mahatma Gandhi.

In Maths, we solved real-life problems about spending and saving.

Teacher: One idea – money helped us connect everything we learnt. Let us give ourselves a round of applause. I will see you all next time.

Differentiated Activities

110 km/hr

You want to spend your ₹40 in the smartest possible way.

You can buy each item only once.

Here are the prices:

- Pencil – ₹2
- Candy – ₹8
- Ice Cream – ₹10
- Toy Car – ₹20
- What is the best combination of items you can choose?
- Show your total, coins/notes used and money left.

Write the answer in your notebook.

80 km/hr

You bought a Toy Car (₹20) and a Candy (₹8). But now, you change your mind.

You decide to return the Toy Car and want to buy 2 or more different items with that money instead.

Here are the prices:

- Pencil – ₹2
- Candy – ₹8
- Ice Cream – ₹10
- Toy Car – ₹20
- Which new items can you buy using the ₹20 you got back?
- What is your new shopping list?
- How much money do you have left now?
- Which shopping list gives you more items or better value?

Write the answer in your notebook.

40 km/hr

Your friend has ₹15 and wants to buy a pencil and one more item.

Here are the prices:

- Pencil – ₹2
- Candy – ₹8
- Ice Cream – ₹10
- Toy Car – ₹20

- Which items can your friend buy along with the pencil, without crossing ₹15?
- Write the names and prices of the items.
- Show how they can pay using coins or notes.

Write the answer in your notebook.

Home Task

Go to your kitchen or grocery shelf at home. Find 3 things that you think cost less than ₹50. Ask a parent to tell you the real price. Write the names and prices of the 3 items. Write the total amount you would need to buy them.

Period 10

SHOULD DO 5 MIN.

Teacher: Good morning/afternoon, everyone. Before we begin today's worksheet, let us quickly revise some of the important ideas we have learnt so far.

Teacher: Who can tell me - what are some coins we use in India?

(Encourage students to respond.)

Teacher: Very good. Now, what about notes?

(Encourage students to respond.)

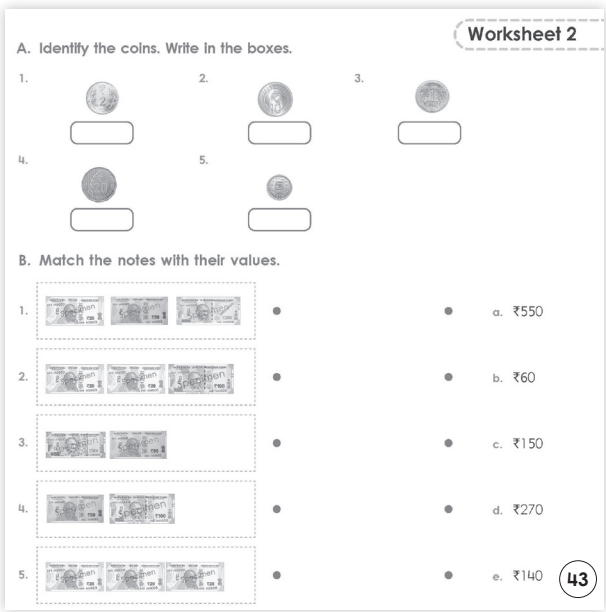
Teacher: That is right. And what do we call the extra money we get back when we give more than the cost?

Students: Change.

Teacher: Correct. For example, if I give ₹50 for something that costs ₹30, I will get ₹20 back. That ₹20 is called change.

MUST DO 15 MIN.

Teacher: So today, we will practise everything we have learnt - adding, subtracting, choosing coins and notes and finding change.


Worksheet 2

A. Identify the coins. Write in the boxes.

1. 2. 3. 4. 5.

B. Match the notes with their values.

1. 2. 3. 4. 5.

a. ₹550
b. ₹60
c. ₹150
d. ₹270
e. ₹140

43


C. Convert rupees and paise into paise.

1. ₹9 = _____
2. ₹2 and 50 p = _____
3. ₹6 and 50 p = _____
4. ₹4 and 50 p = _____
5. ₹8 and 50 p = _____
6. ₹7 and 50 p = _____

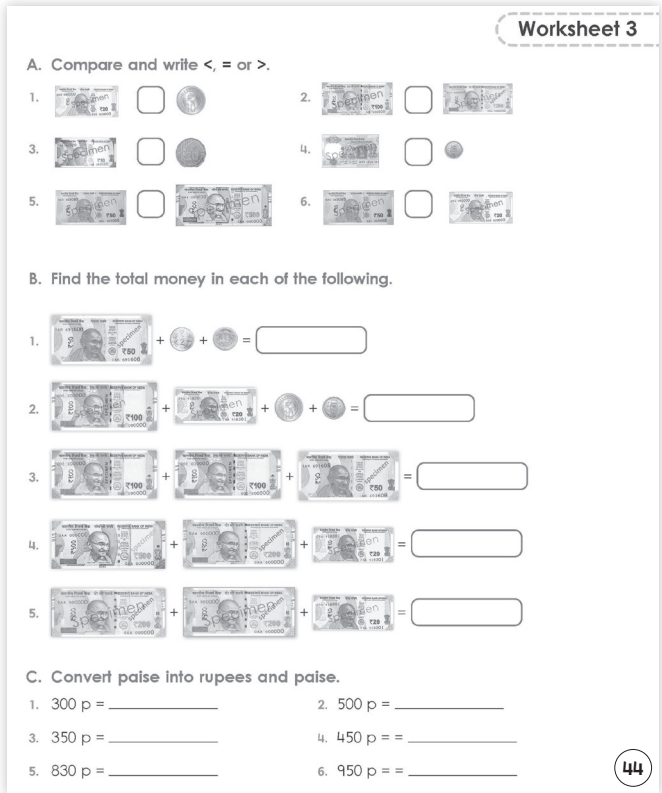
43

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

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

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

MUST DO 15 MIN.


Worksheet 3

A. Compare and write <, = or >.

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

B. Find the total money in each of the following.

1. 2. 3. 4. 5.

C. Convert paise into rupees and paise.

1. 300 p = _____
2. 500 p = _____
3. 350 p = _____
4. 450 p = = _____
5. 830 p = _____
6. 950 p = = _____

44

Teacher: Let us move to Worksheet 3 on Page 44 and solve exercises A, B and C.

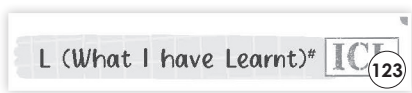
(Allow students to think and write the answers. Then, you may discuss the answers.)

L (What Have I Learnt)

MUST DO 5 MIN.

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

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



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

Teacher: Sit with your partners and discuss what you have learnt from the lesson. Consolidate your ideas on

the 'What Have I Learnt' part of the KWL chart. Once the chart is complete, discuss your journey, reflecting on what you initially knew, what you wanted to know and what you have learnt.

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

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

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

Teacher: Today we revised coins, notes, how to count money and how to get back change.

Teacher: Remember, being smart with money means knowing how much to give and how much to get back.

Teacher: Give yourselves a happy clap for being great money managers. See you in the next period.

Differentiated Activities

A note for the Teacher: Write the below question on the board.

You have ₹40 in your pocket.

Here are some items you can buy:

- Ice Cream – ₹10
- Toy Car – ₹20
- Pencil – ₹2
- Candy – ₹8

110 km/hr

Look at the question written on the blackboard. Observe the items mentioned. Choose 3 items that cost ₹38 in total. Write their names and prices. Show which coins/notes (₹1, ₹2, ₹5, ₹10, ₹20) you would use to buy them. Write the answer in your notebook.

80 km/hr

Look at the question written on the blackboard. Observe the items mentioned. Choose items that cost ₹20 in total. Write their names and prices. Show which coins/notes (₹1, ₹2, ₹5, ₹10, ₹20) you would use to buy them. Write the answer in your notebook.

40 km/hr

Look at the question written on the blackboard. Observe the items mentioned. Choose items that cost ₹10 in total. Write their names and prices. Show which coins/notes (₹1, ₹2, ₹5, ₹10, ₹20) you would use to buy them. Write the answer in your notebook.

Home Task

Have a short conversation with your parents. Ask them:

- 'What was the cost of your favourite food or toy when you were a child?'
- 'How much does the same thing cost now?'

Write down both prices and answer:

- Is it more expensive now?
- Why do you think prices change over time?

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	• use fine motor skills to handle and manipulate coins and notes accurately during activities. • develop body coordination while playing role-play activities, such as acting as a shopkeeper or buyer.
Socio-Emotional and Ethical Development	• participate respectfully in partner and group activities involving discussions on the use of money. • show responsibility in handling and using money correctly during role-playing games. • appreciate others' ideas and share their understanding of money and its role in festivals.
Cognitive Development	• identify and compare different denominations of coins and notes used in India. • understand the concept of money, including how to add, subtract and make change in real-life situations. • apply reasoning to calculate costs and determine how much money is needed or returned when making purchases.
Language and Literacy Development	• use money-related vocabulary (e.g., coin, note, rupee, change, buy, sell) accurately in both oral and written forms. • listen attentively to instructions and discussions about money and respond meaningfully during class activities. • describe money transactions using complete sentences and appropriate terminology related to money and shopping.
Aesthetic and Cultural Development	• create artistic representations of coins and notes, reflecting personal understanding and creativity.
Positive Learning Habits	• show curiosity and engagement when exploring how money is used in real-life contexts like festivals and shopping. • develop persistence and focus while practising adding, subtracting and making change with money.

Starry Knights

How important is your role as a teacher for your learners? Can you influence them? Express your views here.

Give yourself a STAR.