Lesson-1: Revision

Theme 1: What is life?

9 Periods (40 minutes each)

Learn Better (MCB), Step Ahead (WB), Poster, CRM signs

eBook

Confirming better

I help my friends

MATHEMATICS

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- Add numbers up to three digits with and without regrouping. Subtract numbers up to three digits with and without regrouping (borrowing).
- Multiply two- or three-digit numbers by one-digit numbers.
- Divide two-digit numbers by one-digit numbers without remainders.
- Understand the difference between a line (infinite) and a line segment (with two endpoints).
- Recognize and extend number patterns, both increasing and decreasing.
- Recognize and convert different denominations of currency.
- Understand and apply units of measurement for length, weight, and capacity.

Methodology

Period 1

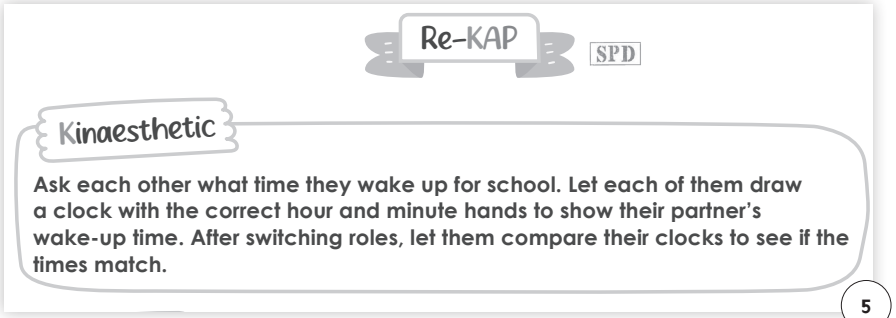
COULD DO

5 MIN.

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

Teacher: How is the weather today?

(Encourage students to respond)



Teacher: Today is our very first class together! Are you all excited?

Teacher: Oh, I love that energy! But I want to see how excited you are! Can you all show me by opening your arms as wide as you can?

(*Students open their arms wide, giggling and smiling.*)

Teacher: Very nice.

Teacher (with a smile): Today, we are going to start our class by revising the concepts we have learned before. Are you all ready for that?

MUST DO
5 MIN.

Teacher: Let us fill KWL chart, here K stands for what I know, W stands for what I want to know and last L stands for what I have Learned.

K	W	L

Teacher: Great! Open your maths books and turn to page number 5. Let me know when you are there.

Teacher: Every chapter in our calyx book begins with Re-KAP activities and stories. Do you like stories?

Teacher: Great! But let us do some Re-KAP activities. These activities are designed to help you understand concepts in different ways. Here, KAP stands for Kinaesthetic Auditory and Pictorial. Let us begin with the Kinaesthetic activity. Kinaesthetic activities are tasks where you learn by moving your body or using your hands. If you are ready, show me a thumbs up.

SHOULD DO
10 MIN.

Kinaesthetic activity

Teacher: Fantastic! For this activity, you are going to work with timer should be her, which is given above a partner.

(Read the activity from the book and explain it.)

Teacher: Ask your partner what time they wake up for school every day.

Draw a clock on your paper with the correct hour and minute hands to show your partner's wake-up time.

Once you are done, switch roles. Now your partner will draw a clock showing your wake-up time.

Finally, you will compare your clocks with your partner to see if they match.

Student: It is an interesting activity.

(After completion)

Teacher: You all did an amazing job in this activity. By drawing and comparing clocks, you just practiced telling time. Give yourselves a big round of applause!

Now let us move on to our **auditory activity**. This means you'll need to listen carefully and think quickly. Are you ready?

MUST DO

10 MIN.

Auditory activity

Teacher: I will describe something, and you have to guess the word. I will give you clues, so listen carefully to find the answer. Raise your hand when you know it. Show me a thumbs up if you are ready.

Teacher: Let us try the first one.

"These are small, round, and flat pieces of metal that are used as money."

(*Pauses to give students time to think.*)

Teacher: If you know the answer, raise your hand!

Teacher (pointing to a student): Yes, [student's name], what's your answer?

Student: Coins!

Teacher: Excellent! That is correct! Write the answer in your notebook.

Teacher: Ready for the next one? Show me a thumbs up if you are ready.

"These are pieces of paper that are used as money."

(*Pauses for students to think.*)

Teacher: Alright, who has the answer? Raise your hand!

(*Students raise their hands.*)

Teacher: Yes, [student's name].

Student: Notes! (or Banknotes!)

Teacher: That's absolutely correct! Write the answer in your notebook.

MUST DO

10 MIN.

Pictorial

Teacher: Alright, students! Now we are moving on to our pictorial activity, where you will get to use your observational skill and think critically.

Auditory*

Listen to your teacher carefully. Answer the questions.

5

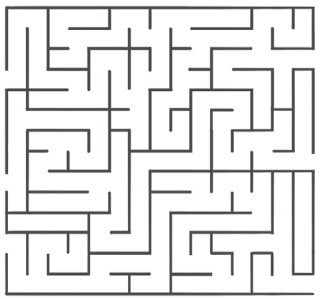
Pictorial PS

Look at the objects given below. Circle the correct unit on the left to measure the objects on the right. Then trace the path to connect the unit with the object.

cm m

mg kg

mℓ ℓ



5

Teacher: You can see three objects on the right-hand side — an umbrella, a suitcase and a bucket. On the left-hand side, you will see units of measurement: **cm, m, mg, kg,** and **mL, L**.

Teacher: Your task is to circle the correct unit of measurement for each object. Once you have circled the right unit, use the maze to connect the unit to the object it matches.

For example: Is the umbrella measured in **cm** or **m**? If you think **cm** show me your left hand up if **m**, raise your right hand up.

(Students will raise their hand. Take all relevant responses)

Teacher: Yes, we can measure the length of an umbrella in **cm**. Now circle the **cm** and connect the unit to the umbrella.

(Similarly do for next questions.)

Teacher: Well done students you have done brilliant work. Let us have a huge round of applause. I will see you in the next class.

Differentiated Activity

Topic: Currency

Provide real or play coins and notes.

110 km/hr

"You have ₹50. You bought a book for ₹25. How much do you have left?"

"You have paid ₹100 for a toy that costs ₹67. How much change will you receive?"

80 km/hr

Provide real or play coins and notes. Ask questions like:

*You **have** ₹5 and a ₹10 note. How much do you have in total?"*

"Can you use notes to make ₹20?"

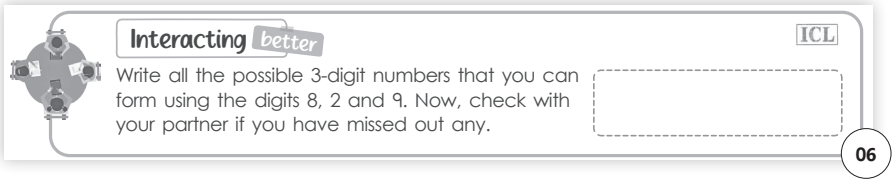
40 km/hr

Provide real or play coins and notes. Ask questions like:

"Which coin is worth 5 rupees?" or "Show me a 10 ₹ note."

Home Task

Explore the different ways to make **₹100** using **coins and notes**. Use your creativity and think of as many combinations as possible! And write them in your notebook.



Period 2

COULD DO
10 MIN.

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

Teacher: That is wonderful to hear! Let us start today with something fun. Are you ready for a quick game?

Teacher: Perfect! Here is the game. I am going to do an action, and you have to perform the same, as fast as you can. Ready? Let us warm up with a simple one: *Clap your hands three times!*

(*Students clap their hands.*)

Teacher: Awesome! Now, touch your toes and then jump up high!

(*Students follow the instructions.*)

Teacher: Wow, you are all so quick! Let us do one more: Spin around once and give your neighbor a high-five!

(*Students spin and high-five their neighbors.*)

Teacher: That was fantastic! Now that we have warmed up, let us dive into today's lesson. We will start with a quick recap of what we have learned last time.

Students: Okay, teacher!

Teacher: Great! I will ask a few questions, and if you know the answer, raise your hand. Here is the first one: *What is 245 + 157?*

Teacher: Excellent! The correct answer is 402. Let us keep going. Open your books to page 6 and let us get started!

COULD DO
5 MIN.

Interacting better

Teacher: First, you need to write all the possible 3-digit numbers using the digits 8, 2, and 9, in the given box on page no. 6. Remember you can use each digit once in each number. Give me a thumbs up, once you completed.

(*Students begin writing the possible 3-digit numbers on their notebooks.*)

Teacher: If you have completed check your answers with your partner to see, if you have missed out any.

(Discuss the answer on the boards or display them in the e-book.)

Teacher: Do you like to read or listen to stories?

(Take all the relevant responses.)

SHOULD DO
10 MIN.

Teacher: Let us read the story about our friends Sam, Jas, Maria, Maria Lina and Ryan.

(Teacher will ask the students to read roll no. wise and ask them to explain as well. Teacher can add in the explanation as per need.)

Teacher: Now, let us count the number of students present in our class. Everybody, please count the number of boys, girls, and the total number of students. Once you are done counting, raise your hand.

Teacher: I will now pick a name from the name box*.

Teacher: The chosen student is [student's name]! Please stand up and tell us the number of boys, girls, and the total number of students in the class.

Teacher: Well done, [student's name]! You have got a sharp mind!

MUST DO
10 MIN.

Teacher: Alright, everyone! Please open your books to page number 7. It is time to solve some sums.

Teacher: We are going to work in groups to solve some sums. I am dividing the class into 4 groups.

(Teacher will divide the class, each group will have equal number of students)

Teacher: Each group will get one sum to solve of question 1. Work together as a team and make sure everyone in your group understands how to solve it. Once your group has the answer, I will ask one member from each group to share it with the class, show me a thumbs up if you are ready.

Teacher: Write the answers in your notebook.

(Assign one sub-part of each question to each group. Ask each group to solve their part and raise their hand once done. Select a student from each group to share their answer, then confirm the correct response and provide feedback on their work.)

COULD DO
5 MIN.

(Summarise the key concepts learned in class and discuss the problematic part of the question and explain it to them. Ask a quick reflective question like, **"What have you learnt today?"**. Praise students for their effort and teamwork.

Differentiated Activity

Topic: Number operations.

Provide number chits from 0 to 9

Note for teachers: Refer to the definition of Name box* given in the prelims pages.

110 km/hr

Pick any 4 chits and create 2 numbers having 2 digits each. Make sums of all operations ie. addition subtraction multiplication and division. Solve the sums as well.

80 km/hr

Pick any 4 chits and create 2 numbers having 2 digits each. Add and subtract both the numbers.

40 km/hr

Pick any 2 chits and perform all the operations i.e addition, subtraction, multiplication and division.

Home task

Revise the content discussed in the class.

Period 3

Teacher: Good morning, superstars! How are you all feeling today?

Students: Good morning, teacher! We are feeling great!

Teacher: Very nice! Today, we are starting with a fun game Magic Numbers Are you ready for a challenge?

Students: Yes, teacher!

Teacher: I am thinking of a mystery number. I will give you 3 clues and you have to guess the number.

Teacher: Here we go with the first mystery number! Listen carefully.

The number is greater than 50. It is a two-digit number. The sum of its digits is 9.

(You may give students time to think and write clues on board.)

Teacher: Raise your hand you know the answer!

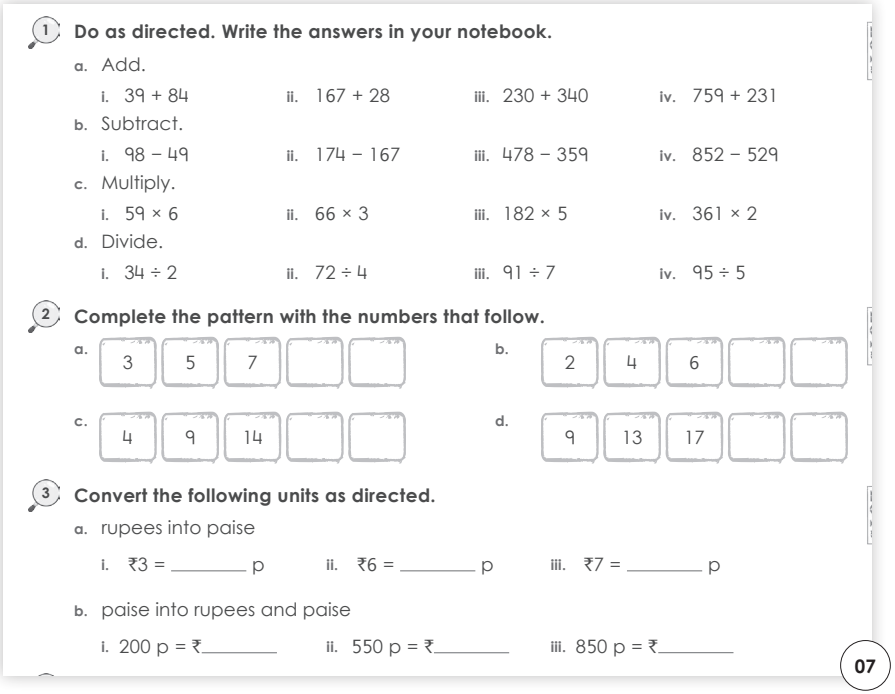
(*Students raise their hands.*)

Teacher: Yes, [student's name], what do you think the mystery number is?

Student: 63.

Teacher: Okay, let us check. Is 63 a two-digit number? Yes! Is it greater than 50? Yes! Do the digits 6 + 3 add up to 9? Yes.

(Encourage students to answer with the teacher.)



1 **Do as directed. Write the answers in your notebook.**

a. Add.

i. 39 + 84 ii. 167 + 28 iii. 230 + 340 iv. 759 + 231

b. Subtract.

i. 98 – 49 ii. 174 – 167 iii. 478 – 359 iv. 852 – 529

c. Multiply.

i. 59 × 6 ii. 66 × 3 iii. 182 × 5 iv. 361 × 2

d. Divide.

i. 34 ÷ 2 ii. 72 ÷ 4 iii. 91 ÷ 7 iv. 95 ÷ 5

2 **Complete the pattern with the numbers that follow.**

a. 3, 5, 7, ____, ____

b. 2, 4, 6, ____, ____

c. 4, 9, 14, ____, ____

d. 9, 13, 17, ____, ____

3 **Convert the following units as directed.**

a. rupees into paise

i. ₹3 = _____ p ii. ₹6 = _____ p iii. ₹7 = _____ p

b. paise into rupees and paise

i. 200 p = ₹_____ ii. 550 p = ₹_____ iii. 850 p = ₹_____

07

Teacher: You are absolutely right, [student's name]! The mystery number is 63.

Teacher: Before we begin today's lesson, does anyone have any doubts or questions about the previous class or the home task?

(*Pause and look around to give students time to think and respond.*)

Teacher: Alright! Now open the book to page 7. We will solve the next questions in groups. Each group will solve one part of the question together. Work as a team and make sure that everyone in your group understands how to solve it. Once your group gets the answer, I will ask one member from each group to share it with the class. Please give me a thumbs up if you are ready?

MUST DO

20 MIN.

(Divide the class in groups 4)

Teacher: Let us start with the first question, which is about patterns. Does anyone know what patterns are? Raise your hand if you can explain what a pattern is."

(Encourage the students to give answers. Appreciate the responses)

Teacher: Good! Patterns are things that repeat in a specific way. For example, it could be numbers, colours, shapes, or even movements that follow a particular order. Now, can anyone spot a pattern here in the classroom?

(Encourage the students to give answers. Appreciate the responses)

Teacher: Excellent observations! You all are correct.

Teacher: Complete the pattern given in question 1 on the same page 7, with the numbers that follow.

(Assign one sub-part of the question to each group. Ask each group to solve their part and raise their hand once done. Select a student from each group to share their answer, then confirm the correct response and provide feedback on their work.)

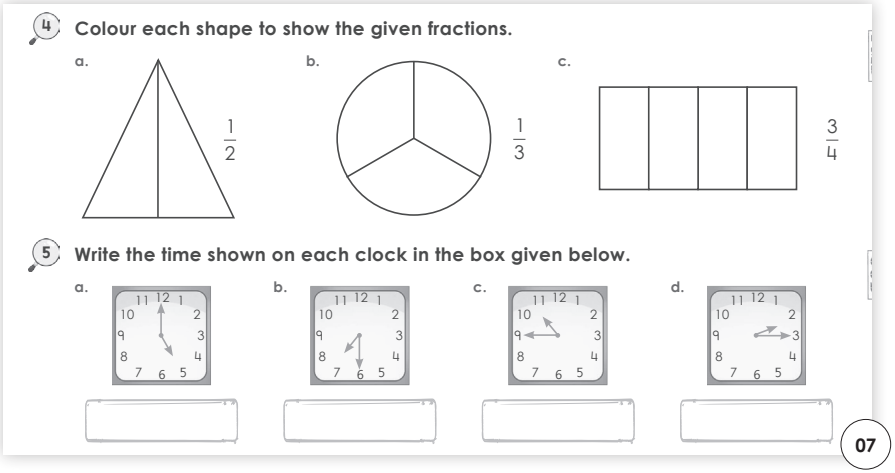
Teacher: The next question 3 about currency. Can anybody tell me which currency we use in our country?

(Pause for responses from students. Encourage students to give answer. Praise the responses.)

Teacher: Yes, correct! We use the Indian Rupee. Now, can anyone tell me how many paise make up one rupee?

(Pause for responses from students. Encourage students to give answer. Praise the responses.)

Teacher: Great! There are 100 paise in one rupee. Convert the following units as directed.



(Assign 1 part to each group, give 2 groups same part as there are only 3 subparts. Ask each group to solve their part in the notebooks and raise their hand once done. Select a student from each group to share their answer, then confirm the correct response and provide feedback on their work.)

Teacher: Wonderful! Let us move to the next question but you have to do this question individually. It is time to use your colors!

Teacher: This question is all about colouring fractions of a whole. Can anybody tell me what a fraction is? Raise your hand if you know.

(Encourage the students to respond. Appreciate the right responses)

Teacher: Good answers! A fraction shows a part of a whole. For example, if we divide a shape into two equal parts and colour one part, that is one-half or 1/2. Now, look at the shapes in your question. Read the fraction carefully and colour the correct portion of each shape. Remember, colour only the part that the fraction tells you to. Let us get started!

(*Pause to let students work on their colouring.*)

Teacher: Once you are done with your colouring, show me your work by holding your book up in your hands.

(*Walk around and observe the students' work.*)

Teacher: Great job, everyone! Your colourful fractions look amazing. Give yourselves a big round of applause!

Teacher: Now, let us move on to the next question. This one is going to be a little different, but I am sure you will enjoy it. We are going to revise how to tell the time. Tell me, who here knows how to read a clock? Raise your hand if you can read the time on a clock.

(*Pause to observe students raising their hands.*)

Teacher: That is great! Some of you already know it. But do not worry if you are not sure yet, because we will learn it together. Can anyone tell me what the two hands on the clock are called?

(Encourage the students to respond. Appreciate the right responses)

Teacher: Excellent answers! You are absolutely right. The short hand is called the **hour hand** and it points to the hour. The long hand is called the **minute hand** and it points to the minutes. Some clocks even have a **third hand** that moves very quickly. But for now, we will focus on the hour and minute hands.

Teacher: Now, take a look at the clocks in your question. Can you tell me what time it shows on the first clock? Look carefully at where the hour hand and minute hand are pointing.

(*Pause for students to think and respond. Use the name box* to choose the student. Encourage students to response. Appreciate the right responses.*)

Note for teachers: Refer to the definitions given in the prelims pages.

Teacher: Yes, that is right! Now, I want each of you to work individually to write the time for the clocks in the question. Once you are done, raise your hand and I will come to check your work.

(*Walk around and observe the students' work.*)

Teacher: Well done, everyone! You have all worked so hard today and we have successfully completed four questions together.

Teacher: We will do a short meditation to relax. Sit comfortably, close your eyes, and take a few deep breaths. Relax your body step by step—your head, shoulders, arms, chest, and legs. Focus on your breathing and let your mind feel calm. Imagine a peaceful place, such as a beach or garden. After a few moments, gently bring your attention back, wiggle your fingers, and open your eyes. Great job! Use this anytime to feel calm and focused.

Differentiated Activity

Topic: Time Clocks.

110 km/hr

Draw a large clock in your notebook with an hour hand pointing to a specific hour.

Teacher can give specific time like 3:00, 7:00, 10:00).

80 km/hr

What time does this clock show?

(Teacher can point the clock, showing different time.)

40 km/hr

Move the hour and minute hands on the clock to show the time you come to school.

Home-task

Practice the exercise E from Learning better in your notebook.

Period 4

Teacher: Good morning, bright minds! Has anyone spotted something interesting on your way to school today?

COULD DO

10 MIN.

(Pause to allow students to respond. Encourage students to respond)

Teacher: Good! Those are some great observations. I love how you are all paying attention to the world around you. let us see how well you can observe and remember in today's challenge. We are starting with a game called 'The Memory Chain!'. Are you ready for it? Show me a thumbs up if you are ready.

Students: Yes, teacher!

Teacher: Alright! I will give you a list of actions and you have to follow them exactly. I will keep adding one more action to the chain. Let us see how many actions you can remember!

Teacher: Here is the first action: Tap your shoulders twice.

(*Students tap their shoulders twice.*)

Teacher: Nice! Now let us add to the chain. Tap your shoulders twice and touch your nose once!

(*Students follow the instructions.*)

Teacher: Very good! Let us add one more action. Tap your shoulders twice, touch your nose once, and clap your hands three times!

(*Students follow the instructions.*)

Teacher: Impressive! Here is the full chain:

Tap your shoulders twice. Touch your nose once. Clap your hands three times. Spin around once. Jump up and say 'We got this!

Teacher: Amazing! Give yourselves a big round of applause. I am so proud of how well you remembered the chain.

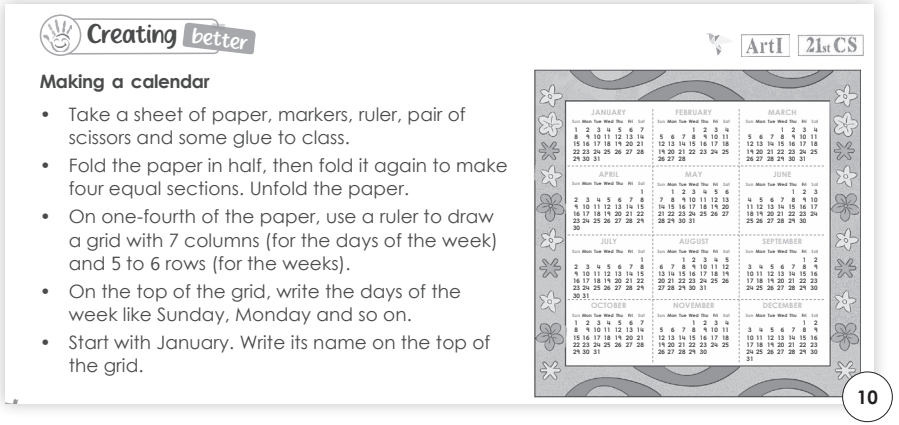
MUST DO

10 MIN.

Teacher: Before we begin today's lesson, does anyone have any doubts or questions about the previous class or the homework task?

(*Pause and look around to give students time to think and respond. Teacher clears the doubts.*)

Teacher: Alright! Please open the book to page 8. The next question is True or False activity. I will read a statement aloud. If you think the statement is false,



you will stand up. If you think it is true, you will stay seated. We will discuss and then you can write the answer in your book.

(Complete question 6)

Teacher: Let us move to the next question. It is based on measuring units. Can anybody tell me what are measuring units?

(Pause to give students time to think and respond. Teacher can use name box* to choose responder student)

Teacher: Absolutely right! Measuring units are the units we use to measure things like length, weight and capacity.

Teacher: Can anyone give me an example of a unit we use to measure length?

(Pause for students to respond.)

Teacher: Excellent! Centimetres and meters are both units of length. If we want to measure your weight, what unit should we use?

Teacher: Yes, we use kilograms to measure a person's weight because it is more than a few grams. write the answer in your book.

(Use a similar approach to complete the remaining parts of question number 7.)

Creating better

SHOULD DO
15 MIN.

(Instruct the learners as per given procedure in the activity "Making a Calendar" on the page 10.)

Teacher: Before we end today's class, let us take a moment to reflect on what we have learned. We will do a quick activity called 3-2-1 Reflection.

COULD DO
5 MIN.

Teacher: On a piece of paper, I want each of you to write: 3 things you learned today, questions you still have and 1 thing you enjoyed the most about today's lesson.

3 things I learned today	Questions I still have	1 thing I enjoyed the most

Note for teachers: Refer to the definition of namenox* given in the prelims pages.

(Students write down their reflections while the teacher walks around to offer help if needed.)

Teacher If you have completed, raise your hand, I will come to you and collect it.

(Teacher can read and scaffold learners accordingly in the following classes.)

Differentiated Activity

Topic: Patterns

Topic: Time Clocks.

110 km/hr

Draw a number pattern in your notebook like:

3, 6, 12, 24, 48, __, __

80 km/hr

Make a number pattern in your notebook like:

2, 4, 6, 8, 10, __, __

Draw a shape pattern in your notebook like:

40 km/hr

What comes next in this pattern?

2, 4, 6, 8, 10, __, __

Home-task

Collect 5 objects from your home that can be measured in centimeters. Use a ruler to measure the length, height, or width of each object. Write the name of each object and its measurement in your notebook.

Period 5

COULD DO

10 MIN.

Teacher: Good morning, bright learners! Have you eaten breakfast today?

(Encourage students to answer.)

Teacher: That is wonderful to hear! Breakfast is a very important meal of the day. It gives us energy to think, learn and play. Today, we are going to start with a fun and exciting activity called Breakfast Brain Teasers.

Teacher: I am thinking of a mystery breakfast item. I will give you 3 clues to help you guess what it is. If you think you know the answer, raise your hand. Here we go with the first mystery breakfast item. Listen carefully to the clues: It is something you drink. It is white in colour. It is rich in calcium and makes your bones strong.

(Encourage students to answer. Appreciate the right responses.)

Student: Milk!

Teacher: Let us check. Is it something we drink? Yes! Is it white in colour? Yes! Does it make our bones strong because it has calcium? Yes! You are absolutely right, [student's name]! The mystery breakfast item is milk. Well done!

(Encourage students to answer with you.)

Teacher: Let us do one more mystery item before we move to today's lesson. This one is a little tricky, so listen closely:

It is soft and fluffy. People often eat it with butter, jam, or honey. You can toast it to make it crispy.

Student: Bread!

Teacher: Let us check. Is it soft and fluffy? Yes! Can you eat it with butter, jam, or honey? Yes! Can you toast it to make it crispy? Yes! You got it, [student's name]! The mystery breakfast item is bread. Great job, everyone! We learned about some tasty breakfast items today — milk and bread. Remember, breakfast gives you the energy to think and learn, so never skip it! Now, let us move on to today's lesson. Open your books to page 8.

Teacher: Let us begin with word problems, question 8 These word problems will be based on our basic sums. Can anybody tell me what are main sums we solve in Mathematics?

(Encourage students to answer. Appreciate the right responses.)

Teacher: Absolutely correct! The main sums we solve in mathematics are addition, subtraction, multiplication, and division. We use them every day to solve problems related to money, time, distance, and more.

Teacher: Today, we will solve some fun word problems using these basic operations. I will read a problem aloud and I want you to think about which operation you would use to solve it.

(Ask students to read and explain the problem.)

Teacher: First question is "In a wedding ceremony, there are 47 men, 52 women and 33 children. How many people are there in total?"

Teacher: Which operation you would use to solve it?

Student: Addition.

Teacher: Correct! We use addition because we are adding the number of men, women and children to find the total. Let us write the statement of this word problem.

Number of men at the wedding = 47

Number of women at the wedding = 52

Number of children at the wedding = 33

Total number of people at the wedding = 47 + 52 + 33 = 132

The total number of people at the wedding ceremony are 132.

(Do the next parts of the questions in similar way. Encourage students to participate in making statements, finding solutions etc.)

MUST DO

15 MIN.

Recalling better

(Ask questions to do the recalling better in fun and interactive way. Help the students to answer.)

Teacher: In this chapter, we have revised: forming number patterns.

What are the steps to form a number pattern? Fill in the blanks: Step 1: ____, Step 2: ____.

Student: Step 1: Identify the rule (e.g., add 2, subtract 3).

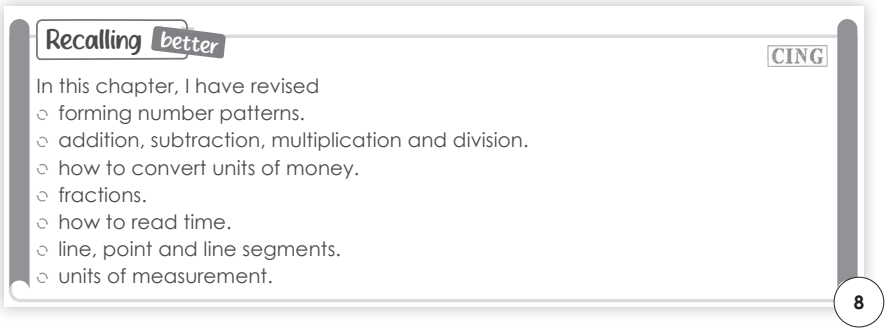
Step 2: Follow the rule and continue the pattern.

Teacher: In this chapter, we have revised: addition, subtraction, multiplication, and division.

When subtracting two numbers, which number goes on top: the bigger or smaller number?

When dividing 36 by 6, what is the answer?

Note for teacher: Read the question 8 and encourage students to answer.



Student: The bigger number goes on top. 36 ÷ 6 = 6.

Teacher: In this chapter, we have revised: how to convert units of money.

If 1 rupee = 100 paise, how many paise are in 5 rupees?

If you have 2,000 paise, how many rupees do you have?

Student: 5 rupees = 500 paise.

2,000 paise = 20 rupees.

Teacher: We have revised fractions. What is a fraction? What is numerator?

Student: A fraction is a way to show a part of something. It tells how much of a whole we have.

The numerator is the number on the top of a fraction. It tells how many parts you have

Teacher: We have revised: how to read time. How many minutes are there in an hour?

Student: 60 minutes

Teacher: We have revised: line, point, and line segments. What is the difference between a line and a line segment?

Student: A line is like a very long rope that never stops.

A line segment is like cutting a piece of that rope; it has a start and an end

Teacher: In this chapter, we have revised: units of measurement. Name one unit of measurement you learned in this chapter

Teacher: Welldone, everyone! You have all worked hard today, and I am so proud of how well you answered the questions and participated in the activities. Let us give ourselves a big round of applause!

Differentiated activities

110 km/hr

Write the number name for the largest four-digit number. Then, write the number name for half of it.

80 km/hr

Write the number name for 4,576. Then, rearrange the digits to make a new number and write the number name for it.

40 km/hr

Write the number name for 123.

Home-task

(Discuss the home task with the students in the class.)

Complete question C from Learning better on page 9.

Period 6

COULD DO

05 MIN.

Teacher: Good morning my wonderful learners! How are you all today?

Students: Good morning teacher! We are great!

Teacher: That is awesome to hear! Before we jump into today's lesson, let us get our bodies moving and our minds ready for learning with a fun activity.

Teacher: I will call out some numbers and you have to do the special movement that matches the number.

- When I say "one" put your hands on your head.
- When I say "two" clap your hands twice.
- When I say "three" jump up high!
- When I say "four" touch your toes!
- When I say "five" spin around in a circle!

Teacher: Are you ready? If you are ready, show me a thumbs up.

Teacher: One. (*Students put their hands on their head.*)

Teacher: Two. (*Students clap their hands twice.*)

Teacher: Three. (*Students jump up high.*)

Teacher: Four. (*Students touch their toes.*)

Teacher: Five. (*Students spin around in a circle.*)

SHOULD DO

5 MIN.

Teacher: Wonderful! Let us have a big round of applause for everyone. You all have so much energy!

Teacher: Alright, class! Today, we are going to revisit successor predecessor and number names. Do you remember what the **successor** means?

Teacher: Excellent (student name)! Successor is the number that comes right after a number. For example, the successor of ten is eleven. Do you remember what the predecessor means?

Teacher: Wonderful (student name)! Predecessor is the number that comes right before a number. For example, the predecessor of ten is nine. What is the successor and predecessor of the number thirty-eight (38)?

Teacher: Correct (student name)! The successor of thirty-eight (38) is thirty-nine (39), and the predecessor is thirty-seven (37). What are the number names?

Teacher: Correct (student name)! Number names are the way we say numbers in words, like "o-n-e," "t-w-o," etc.

MUST DO 5 MIN.

Learning better

Teacher: Open page 8 where we have some multiple-choice questions (MCQs) to answer. I will read each question if you think the answer is: a, show 1 finger. b, show 2 fingers. c, show 3 fingers. d, show 4 fingers.

(Ask students to help you in reading and explaining the question. Encourage students to participate. Appreciate the correct responses.)

The first question is: What is the number name for 525? Read the options in the book and show your fingers accordingly.

MUST DO 5 MIN.

(Use similar way to do the other parts.)

Teacher: Let us move to next page. (student name), can you help me to read question B from Learning better on page 9.

(Appreciate the student.)

Teacher: Yes, we read the number and write the number name in the box. First number is 309. We will write three hundred nine in the box.

(Explain by writing on board. Similarly do the other parts.)

You have already done the C question in your HW. Let us discuss it. You have written numbers for number names.

MUST DO 20 MIN.

(Discuss the answers with students. Help them if required.)

Teacher: Alright, everyone! Let us do some multiplication and division today.

Teacher: The first multiplication sum is:

24 × 9.

Let us solve this together!

Teacher: First, write the sum in your notebook. Multiply the number and tell me the answer?

(Wait for student response, guide if needed in writing or multiplying the numbers.)

Teacher: Great job! The answer is 216.

(Similarly, do the next part.)

Teacher: Let us do division now. Question 4 part a.

56 ÷ 4.

Let us solve this together!

Teacher: First, write the sum in your notebook. Divide the number and tell me the answer?

Teacher: Excellent! The answer is **14**.

(Similarly, do the next part.)

(Encourage students to do the sums on their own.)

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

Differentiated activities

110 km/hr

Word Problem Challenge: There are 12 baskets. Each basket contains 15 apples. How many apples are there in total?

Challenge: Create your own word problem involving multiplication and ask a classmate to solve it.

80 km/hr

Multiplication Fact Practice: 30 × 5 =?, 24 × 6 = ?

40 km/hr

Multiplication with Arrays: Draw an array for 3 × 4, which is 3 rows of 4 objects.

Draw an array for 2 × 5 and count the number of dots or objects to find the answer.

Home task

Practise multiplication and division by doing Question D, part 3: c, d, part 4:c, d from Learning better in your notebook.

Period 7

Teacher: Good morning, everyone! Let us begin today with some fun and energising movement exercises!

Teacher: Follow along with me:

(Model the exercises with learners)

1. Reach for the Sky!

- Stretch your hands up high like you are trying to touch the ceiling. Hold for 5 seconds.

(*Students stretch their hands up high.*)

2. Touch Your Toes!

- Now, bend down and try to touch your toes! Hold for 5 seconds.

(*Students bend down and touch their toes.*)

3. Jumping Jacks!

- Let us do **10 jumping jacks**! Ready? Go!

(*Students do jumping jacks.*)

4. Twist Your Body!

- Stand up straight and twist your body from side to side, like you are a dancing tree! Do this for 10 seconds.

(*Students twist their bodies.*)

5. Circle Your Arms!

- Now, let us make big circles with our arms. First forward for 5 seconds, then backward for 5 seconds.

(*Students make big arm circles.*)

Teacher: That was amazing! let us give a big round of applause for ourselves!

Alright, everyone! Now it is time to put on our creative hats and draw the hands of the clock. Let us start by revising how to tell the time so you can draw the clock hands correctly.

Half Past: When we say "half past," the minute hand is pointing to 6. The hour hand is halfway between two numbers on the clock. For example, at half past 3, the minute hand is on 6, and the hour hand is between 3 and 4.

Quarter Past: "Quarter past" means the minute hand is pointing to 3. The hour hand is a little past the current hour. For example, at quarter past 2, the minute hand is on 3, and the hour hand is just after 2.

Quarter To: "Quarter to" means the minute hand is pointing to 9. The hour hand is almost at the next number. For example, at quarter to 5, the minute hand is on 9, and the hour hand is close to 5.

(Demonstrate with the help of real clock, encourage students to help you in the explanation. Appreciate their efforts.)

Teacher: I want everyone to draw the hands of the clock for the given question F, in your book.

(After 2- 3 mins.)

Teacher: If you have made the hands show me a thumbs up.

Teacher: Well done! Let us get peer review on it. Show your work to your partner and give feedback to their work.

Teacher: Let us move to next question. It is to review the units of measurement. We have already revised them in previous classes. Quickly circle the unit you will use to measure the following.

Teacher: (Student name) will you read the part?

Teacher: (Student name) which unit will you use to measure it?

Teacher: why?

(Take all relevant reponses.)

Teacher: Perfect! because the weight of a water bottle less, and grams are used for measuring smaller weights.

(Ask students to read the parts of question. Ask why are you using that unit, discuss their reasoning. Add as per need. Similarly do the next parts.)

Book of Holistic teaching: Developing better

Teacher: Alright! Let us do few questions of holistic development. The term holistic means looking at something instead of focusing on just one part. It means considering all parts together to get a complete understanding. Here in this book you will find the questions integrated from your other subjects. Are you ready to dive in?

Teacher: Great! First question here is fill in the blanks with st words.

Teacher: 'There are 20 ___ in the library.'

Who can guess the missing word?

Teacher: Very good! Yes, the answer is 'students'. The complete sentence is:

'There are 20 students in the library.'

(Complete the other question in similar way.)

Teacher: Next question relates to science. Here you have to underline the living things in the sentences. After completion you will get it. reviewed by your partner. Can anyone tell me what are living thing?

Teacher: Very good! Living things can grow, move, breathe, and reproduce. Can someone give me more examples of living things?

Teacher: Excellent! Yes, humans, animals, and trees are all living things.

Teacher: Let us move to third question. It is connected with social science. (student's name) Can you read the question?

Teacher: Thankyou (student name) Well done, everyone! You have done a great job today. I am proud of your hard work and participation. Keep it up!.

Teacher: Before we end today's class, I want to talk about something very important — helping parents and others. Do you help people? Will you share your experience? How did you feel?

(Encourage learners to participate in discussions.)

Teacher: Very nice! It is wonderful to listen your experiences. Helping parents can be as simple as keeping your room clean, setting the table, or helping your younger siblings with their homework. Helping others could mean sharing your things with classmates, being kind to your friends, or assisting someone in need.

Teacher: But do you know why it is important to help others and our parents?

Teacher: Yes, absolutely! Helping others makes them happy. But it also makes you feel good too. When you help your parents at home, it makes their work easier and shows them you care. When you help friends or classmates, you create stronger friendships. It also teaches you to be a kind, responsible, and caring person. The world becomes a better place when we all help each other.

Home task

Choosing better

Help your parents complete any two tasks out of the four given below.

- Clean your room
- Water the plants
- Arrange books and magazines
- Help in making/packing the lunch.

Write the task that you have chosen, in your notebook. Write the start and end time of each task.

(Discuss the task and explain the importance of helping parents and others.)

Differentiated Activity

Topic: Division

110 km/hr

Word Problems: A school has 360 chairs. If each classroom gets 45 chairs, how many classrooms are there in total?

Challenge: Create your own 2-step division word problem for your classmates to solve.

80 km/hr

Division Dice Game.

Roll a two-digit number using two dice (for example, roll 4 and 3 to get 43). Roll another die to get the divisor (for example, if you roll a 5, divide 43 by 5). Students solve and write down the quotient. If it doesn't divide evenly, roll again.

40 km/hr

Division Matching Game: Provide a set of division flashcards (e.g., 20 ÷ 4, 15 ÷ 3, 24 ÷ 6) and a set of answer cards (5, 3, 4, etc.).

Period 8

Teacher: Good morning, my awesome learners. How are you all?

Teacher: Fantastic! Let us start the day with a superpower challenge to get our brains and bodies moving! Each of you will pick a superpower and we will do an action that matches it. Ready?

Teacher: Here we go:

1. **Flying Power:** Pretend you have wings and fly around the room for 10 seconds!

   (*Students flap arms and pretend to fly.*)

2. **Super Strength:** Pretend you are lifting a heavy object! Push your arms up and down for 10 seconds.

   (*Students pretend to lift heavy objects.*)

3. **Invisibility Power:** Freeze and stand very still, pretending you are invisible! Hold for 10 seconds.

   (*Students freeze in place.*)

SP LTL

H **Solve the following word problems, in your notebook.**

1. A poultry farm produces 479 eggs on Monday and 235 eggs on Tuesday. How many eggs in total are produced in these two days?
2. Aisha receives ₹500 from her grandmother. She spends ₹427 and saves the rest. How much money does she save?
3. Ali has 72 crayons. He distributes them equally among 9 friends. How many crayons does each friend get?

10

4. **Speed Power:** Run in place as fast as you can for 10 seconds!

   (*Students run in place.*)

5. **Teleportation Power:** Jump up and land in a new spot across the room as quickly as you can!

   (*Students jump and move across the room.*)

Teacher: That was fantastic, everyone! You all showed some amazing superpowers! Now, let us give ourselves a big round of applause.

MUST DO 15 MIN.

Learning better

Teacher: Alright, everyone! Let us revisit word problems today. We have also revised word problems in our previous class, Open page 10 of your course book. We are doing question H part 1.

(Use the name box* to choose the student to read, explain and solve the sum.)

Note for designers, write in foot notes of this page – Note for teachers – Refer to the definitions given in the prelims pages.

Teacher: (student name), would you read the question for us?

(Student reads the word problem aloud.)

Teacher: Thank you! (student name). Would you explain the question ? What is it asking?

Teacher: Correct! The question is asking us to find the total number of eggs produced on both Monday and Tuesday. Would you tell me which operation will you use to solve this problem?

Teacher: We will use addition because we need to find the total by adding the eggs produced on both days. (student name), would you solve the question on the board for us?

(Guide the learners as per need. Encourage the learners to participate in the class discussions. Appreciate the learners.)

Teacher: Number of eggs produced on Monday = 479

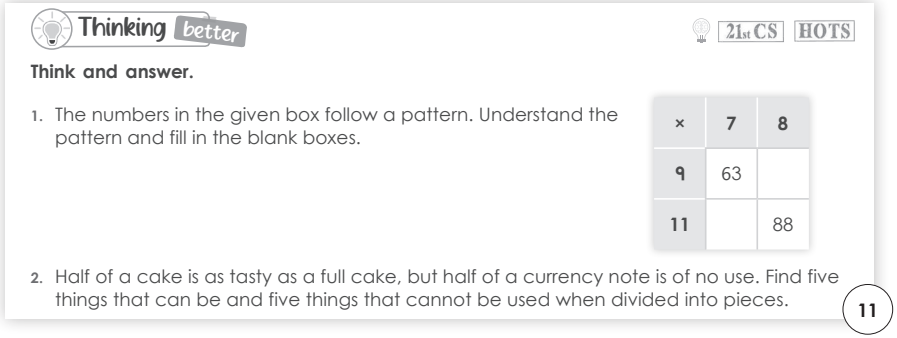
Number of eggs produced on Tuesday = 235

Total number of eggs produced on both days = 479 + 235 = 714

714 eggs are produced on both days.

(Similarly do the next parts of the question.)

MUST DO 5 MIN.



Thinking better

21st CS HOTS

Think and answer.

1. The numbers in the given box follow a pattern. Understand the pattern and fill in the blank boxes.

×	7	8
9	63	
11		88

2. Half of a cake is as tasty as a full cake, but half of a currency note is of no use. Find five things that can be and five things that cannot be used when divided into pieces.

11

Think and Answer

Teacher: Let us Raise the difficulty level .Here you have to first think and then answer.

Teacher: In the first question, you all have to observe the picture and find pattern. Understand the pattern and fill in the blanks. Look here is one symbol of one basic operation, which we have done recently. Which symbol is it?

Teacher: Correct! Its is multiplication symbol. Can you identify the pattern?

Teacher: Exactly! Numbers are getting multiplied here. 9 multiplied by 7 is 63.

Teacher: Continue the pattern, and fill box.

(Similarly do the next question.)

If you have done, get it review by your partner.

COULD DO

5 MIN.

Teacher: Excellent work today, everyone! You did a fantastic job with the word problems and activities. I am so proud of all of you for your hard work and participation! You can give yourselves a big round of applause for all your effort

Teacher: Before we end, let us take a moment to reflect. Can anyone share one thing they learned today about addition or word problems?

(Encourage the students to reflect and share their learnings.)

Teacher: It is so great to hear how much you have learned today. Have a wonderful day, and I will see you all next time!

Differentiated Activities

110 km/hr

Word Problems: A shop sold 148 sandwiches in the morning and 257 sandwiches in the afternoon. How many sandwiches were sold in total that day? If 100 more sandwiches were sold in the evening, how many sandwiches were sold altogether? (Ans. 405,505.)

80 km/hr

Adding Larger Numbers: 342 + 189 = ? (Ans:531)

40 km/hr

Use a number line to add 7 and 13.

Add: 24 + 35 = ? (Ans: 20)

Home task

Revising better

As described on page 13 of the English book, you have already learnt how to make a Little Book. Now, make another little book in the same way. Write My Little Book of Revision on the cover using your favourite colours. Decorate the cover with glitter, stars, stickers or drawings. Revise all the concepts from this lesson in your Little Book. You can keep adding more pages to your Little Book. Bring your book to you class and show it to your classmates.

Practice the addition and subtraction sum from Exercise D in your notebook form Learning better.

Period 9

COULD DO
5 MIN.

Teacher: Good morning, my brilliant learners! How are you all feeling today?

Teacher: That is awesome to hear! Let us start today with a fun activity to get our bodies moving and our brains ready for learning.

I will give you a simple addition or subtraction fact, and you have to solve it. Then, you will jump that many times! For example, if I say 2 + 3, you will jump 5 times. Ready?

Students: Yes, teacher.

Teacher: Great! Let us begin.

Teacher: The first fact is 2 + 3. What is the answer?

Students: 5. (Students jump 5 times.)

Teacher: Wonderful! Now, the next one: 4 + 1. What is the answer?

Teacher: Excellent! Let's do another one: 6 - 2. What is the answer?

Teacher: Amazing! Now, let us do 3 + 2. What is the answer?

MUST DO
20 MIN.

Teacher: You are all doing fantastic! Now that we are full of energy, let us jump into today's lesson.

(Teacher may take the worksheet as an assessment or revision sheet.)

Teacher: Alright, everyone! It is time to check our learning with the help of a worksheet. Please open your workbook to page 15.

Teacher: You will solve the worksheet on your own, but remember, if you need any help or clarity, feel free to raise your hand. I will come around and guide you where needed.

(Move around the classroom to help students as they work on the worksheet.)

COULD DO 5 MIN.

Teacher: Great work, everyone! I can see you have all put in a lot of effort while working on the worksheet. Let us quickly wrap up the session.

Teacher: Please take a moment to double-check your answers. When you are finished, you can quietly raise your hand, and I will come by to collect your worksheet.

(*Wait for students to finish and raise their hands.*)

Teacher: I am proud of all your hard work today! You have shown great progress. Before we end, let us take a quick reflection.

Teacher: Can someone tell me one thing they learned today?

(*Allow students to share their reflections.*)

Teacher: Let us fill the last column of KWL chart.

Teacher: Wonderful! I am so happy to see how much you have learned. For your homework, please review the concepts we worked on today, especially the addition and time reading.

COULD DO 10 MIN.

Teacher: I will see you all in the next class. Keep practicing and have a great day ahead!

(Discuss the difficult areas of this chapter.)

Differentiated Activities

110 km/hr

Multi-step Word Problem: A library had 547 books. 134 books were checked out in the morning, and 89 books were checked out in the afternoon. How many books are left in the library? Ans 330

80 km/hr

Subtraction with Regrouping: 672 – 487 =? Ans . 185

40 km/hr

Subtraction with Visual Aids: Use number lines or counters to subtract 12 - 4, start at 12 on the number line and count back four steps to reach the answer 8.

Learning Outcomes

The students will:

Domain	Developmental Area
Physical Development	• Measure objects using appropriate tools and units (e.g., cm, m, kg, L), demonstrating motor skills and precision in handling measuring instruments.
Socio-Emotional and Ethical Development	• Apply multiplication to real-life scenarios, such as calculating the total cost of items, fostering teamwork, responsibility, and ethical decision-making in financial transactions.
Cognitive Development	• Solve addition and subtraction problems involving two- and three-digit numbers accurately, demonstrating fluency in regrouping. • Perform multiplication of 2- or 3-digit numbers by a 1-digit number using standard algorithms. • Solve division problems involving 2-digit numbers and 1-digit divisors accurately. • Generate and extend patterns to complete missing numbers or predict future terms.
Language and Literacy Development	• Identify Indian coins and notes, and use them to make different amounts of money, enhancing vocabulary related to monetary concepts and problem-solving communication.
Aesthetic and Cultural Development	• Identify and classify lines and line segments in diagrams and real-world objects, fostering spatial awareness and appreciation of symmetry and patterns in art and environment.
Positive Learning Habits	• Develop persistence and attention to detail by solving arithmetic problems and extending patterns systematically.

Starry Knights

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

What challenges did you overcome? List them here.

If yes, give yourself a STAR

Answers

Theme 1: What Is Life?
Lesson-1: Revision

Main Coursebook

Kinaesthetic

Accept all the relevant responses.

Auditory

1. coin 2. note

Pictorial

Accept all the relevant responses.

Interacting better

i. 829 ii. 892 iii. 282 iv. 288 v. 928
vi. 982 vii. 288 viii. 822 ix. 829

1. a. Add.
   i. 123 ii. 195 iii. 570 iv. 990
   b. Subtract.
   i. 49 ii. 7 iii. 119 iv. 323
   c. Multiply.
   i. 354 ii. 198 iii. 910 iv. 722
   d. Divide.
   i. 17 ii. 18 iii. 13 iv. 19
2. a. 9, 11 b. 8, 10 c. 19, 24 d. 21, 25
3. a. rupees into paise
   i. 300 ii. 600 iii. 700
   b. paise into rupees and paise
   i. 2 ii. 5.5 iii. 8.5
4. Accept all the relevant responses.
5. a. 5 O' clock b. half past 7
   c. quarter to 11 d. quarter past 2
6. a. False b. True c. True d. False
7. a. Kilograms (kg) b. Litres (L)
   c. Metres (m) d. Litres (L)
8. a. Total people = 132
   b. Toffees left = 90
   c. Total students = 72
   d. Pages needed = 22

Learning better

A. 1. b 2. c 3. a 4. c 5. c
B. 1. 309 - Three hundred nine
   2. 564 - Five hundred sixty-four
   3. 615 - Six hundred fifteen
C. 1. 197 2. 618 3. 588 4. 803
D. Do as directed. Write the answers in your notebook.
1. a. 297 b. 633 c. 595 d. 764
2. a. 44 b. 244 c. 107 d. 354
3. a. 216 b. 882 c. 970 d. 832
4. a. 14 b. 28 c. 15 d. 23

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

F. Draw the minute and hour hand accordingly Draw the hands of the clock to show the time given below.

G. 1. mL 2. cm 3. mL 4. m
H. 1. 714 eggs
   2. ₹73
   3. 8 crayons

Thinking better

1.

x	7	8
9	63	72
11	77	88

2. Accept all the relevant responses.

Choosing better

Accept all the relevant responses.

Worksheets

Worksheet 1

A. 1. One hundred Seventy two
   2. Two hundred sixty four
   3. Five hundred seventeen
   4. Seven hundred thirty one
   5. Nine hundred eighty three
B. 1. 44 2. 90 3. 94
   4. 92 5. 123 6. 145
C. 1. c 2. d 3. e
   4. a 5. b

Worksheet 2

A. 1. 553 2. 340 3. 528 4. 928
   5. 683 6. 822
B. 1. 258 2. 391 3. 139 4. 159
   5. 089 6. 216
C. 1. quarter to 2 2. Half past 9
   3. Quarter past 7 4. Quarter to 12
   5. Quarter past 5

Book of Holistic Teaching

Developing better

A. students
B. friends
C. Indus Valley Civilization

Book of Project Ideas

Making better

Accept all relevant responses.

Lesson-2: Numbers up to 9999

Theme 1: What is life?

11 Periods (40 minutes each)

Learn Better (MCB), Stay Ahead(WB), abacus, Black Board, CRM signs

Confirming better

I am kind to everyone.

e Book

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- read 4-digit numbers as per their place values.
- find the place value and face value of each digit in a number.
- compare 3- and 4-digit numbers.
- form 4-digit numbers.
- find successor and predecessor of a number.
- identify even and odd numbers.
- understand the Roman numeral system.
- learn the life skill of waste segregation through activities.
- give water to plants.
- integrate the conceptual knowledge acquired on antonyms in English, Skeletal system in science and counting system of early humans in Social Studies with Maths and solve the given sums.
- make a project on real life experiences where the learners could use 4-digit numbers.

Methodology

Period 1

COULD DO

10 MIN.

Teacher: Good morning, my wonderful learners! How are you all today?

Teacher: Let us start today with an exciting and fun movement activity to get our bodies and minds ready for the lesson. We are going to play "Move Like a Math Master".

I will call out a multiplication fact. You have to tell the answer, by acting like an animal. If the answer is 6 or 8, you will hop like a frog. If the answer is 10 or 12, you will flap your arms like a bird. If the answer is 14 or 16, you will wiggle like a worm. If the answer is 18 or 9, you will stomp like an elephant.

Let us try it out once.

If I say "2 multiply 3", the answer is 6, so you hop like a frog!

ady to play? Let us go.

Teacher: 3 multiply 2

7 multiply 2

6 multiply 2

(Similarly give more questions.)

Teacher: Let us give ourselves a huge round of applause for all the energy you brought to the class.

(You may show Animated activities given in digital assets.)

Teacher (with a smile): We are going to begin Chapter 1 with a special activity called the KWL chart. Anybody knows what is KWL chart?

Teacher: Yes, KWL stands for Know, Want to know, and Learned. It is a fun way for us to organise our thoughts, reflect and set goals for our learning.

(Make the KWL chart on board and guide students to make it in their notebooks)

K	W	L

Kinaesthetic

MUST DO

15 MIN.

Teacher: Let us begin a new chapter today numbers up to 9999. Here we will learn and do activities with large numbers – 3 digits number. But before diving into it, we will do **Re-KAP**. Can anyone remember what **Re-KAP** means?

Re-KAP SPD

Kinaesthetic

Draw flowers you like, in even numbers. Then, draw fruits you like, in odd numbers. Colour the flowers and fruits.

Teacher: Yes, exactly! **Re-KAP** is where we **revise our previous learning** with the help of different activities. We will use **Kinaesthetic**, **Auditory**, and **Pictorial** activities to make our learning fun and interactive. Let us begin with kinaesthetic.

(Encourage students to participate in discussions.)

We can divide our numbers into two categories: odd and even. Can anybody remind me what are even numbers?

Teacher: Yes, that's right! Even numbers are numbers that can be divided by 2 without any remainder. These numbers always end in 0, 2, 4, 6, or 8. For example, 2, 4, 6, 8, 10 are all even numbers.

Teacher: Now, can anyone give me an example of an odd number?

Teacher: Yes. Odd numbers are numbers that cannot be divided by 2 evenly. They always leave a remainder of 1. Odd numbers end in 1, 3, 5, 7, or 9. For example, 1, 3, 5, 7, 9 are odd numbers.

Teacher: Does everyone now understand the difference between odd and even numbers?

Teacher: Great! Let us move to the activity. Open your notebook and draw flowers in even numbers and fruits in odd numbers, but they should be more than 4. Colour the flowers and fruits as per your choice.

Teacher: Excellent effort! I am impressed by how quickly you understood the difference between even and odd numbers. Well done on colouring them beautifully too.

Teacher: let us move to auditory activity. Think of a number. It has 6 in the hundreds place, 5 in the tens place, and the number of fingers on one hand in the ones place. What is the number?

(*Wait for students to respond. The answer is 655*.)

Teacher: Well done! The number is 655.

Teacher: Now, we are going to do a counting activity. I will show you some pictures, and you need to count the objects. Then, write E for even and O for odd next to each set of objects.

Count the number of flowers, school bags, coins and tomatoes.

(Wait for students to complete the activity.)

Teacher: If you have completed your activity, show it to your partner to get reviews.

Teacher: Excellent work today, everyone! You have all done a fantastic job. Before we end let us quickly recap: We learned how to identify even

and odd numbers. We practiced auditory activities and solved problems with 3-digit numbers. We also used our creativity in kinesthetic activity and counted objects.

(You may show the dictionary to discuss the mathematical terms.)

Home task

Count and write the following things at your home and write E for even and O for odd next to each item:

Things	Number of things	O/E
1. Glasses		
2. Pillows		
3. Doors		
4. Bowls		
5. Windows		

Differentiated Activities

110 km/hr

Write a story or word problem using odd and even numbers. For example, "There are 246 people in the park. Half of them are wearing even-numbered shirts, and half are wearing odd-numbered shirts. How many people are wearing even-numbered shirts?

80 km/hr

Circle all the even numbers in the list below: 124, 137, 151, 183, 280, 312

What is the last digit of 563? Is it odd or even?

Write two 3-digit numbers: One that is even and one that is odd.

40 km/hr

Which number is even? Circle the correct answer:

(a) 15

(b) 18

(c) 23

(d) 25

Write down 3 even numbers between 1 and 10.

Period 2

COULD DO
10 MIN.

Teacher: Good morning, my wonderful learners. How are you all today?

Teacher: Fantastic! Let us start today with a fun activity that will help us practice 3-digit numbers. Are you ready to learn and explore numbers?

Interacting Better

Teacher: Form two 3-digit numbers using the digits 3, 7, and 2, but we will use each digit only once. Let us see how many different numbers you can form. Write the responses in your notebook.

(Give time to write responses in the notebooks.)

Teacher: Compare your answers with your friend's. Are the numbers the same or different? Which is the smallest 3-digit number you formed? Which is the greatest 3-digit number?

(Use name box* to choose the student.)

Note for teachers: Refer to the definitions of name box* given in the prelims pages.

Teacher: Which is the smallest 3-digit number?

Teacher: Excellent! Yes, 100 is the smallest 3-digit number. Which is the greatest 3-digit number?

Teacher: That is right! 999 is the greatest 3-digit number. Now, let us think about what happens if we add 1 to it. Who can tell me what will happen if we add 1 to 999?

Teacher: Exactly! When we add 1 to 999, we get 1000, and it becomes a 4-digit number. Well done, everyone! You have all done a fantastic job today. In the following class, we will learn more about 4-digit numbers.

SHOULD DO
10 MIN.

(You may show the quick maths)

Teacher: It is time to listen a story. Who likes to listen stories?

(Take all relevant responses.)

Teacher: Let us again hear the story of our four friends, Sam, Jas, Lina and Ryan.

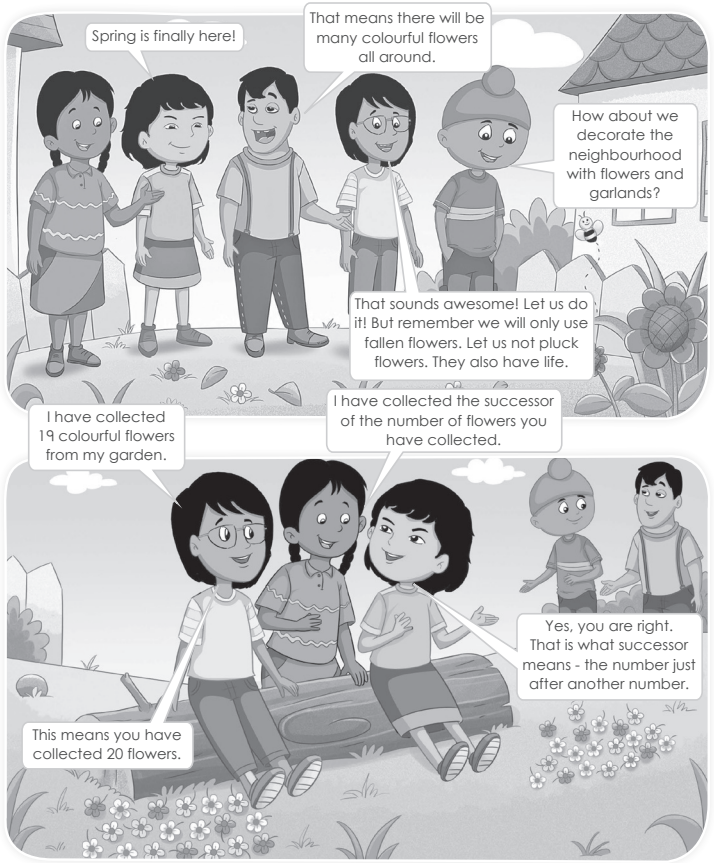
(Show the animation of the story.)

Teacher: Who liked the story?

Teacher: Great! How many flowers were collected by Sam?

Interacting better ICL

Form two 3-digit numbers using the digits 3, 7 and 2 only once. Ask your friend to also form two numbers using the same digits. Compare your answers. Are they the same?



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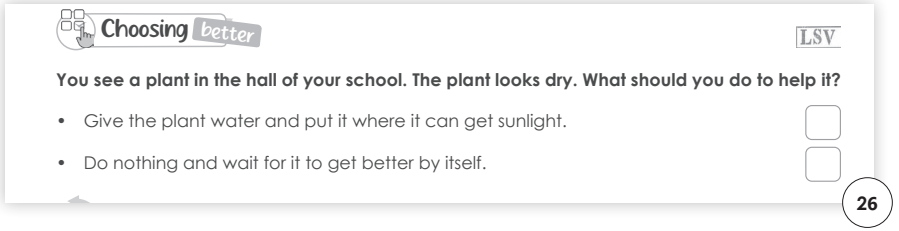

Choosing better

LSV

You see a plant in the hall of your school. The plant looks dry. What should you do to help it?

- Give the plant water and put it where it can get sunlight.
- Do nothing and wait for it to get better by itself.

26

Teacher: Yes, Sam has collected 19 flowers.

Teacher: How many flowers were collected by Maria?

Teacher: Correct! Maria has collected 20 flowers, successor of the number of flowers collected by Sam. What is successor?

Teacher: Perfect! The next number after the number is successor like 20 is successor of 19. What value message is given in the story?

Teacher: Amazing! We should not pluck flowers; they also have life. Plants and animals are very important because they give us food, oxygen and keep our environment healthy. Plants give us air to breathe and food to eat. Animals also help us in many ways, like providing milk and eggs. We need both plants and animals to live happily. Let us take a pledge to protect them.

Pledging Better

Teacher: Everyone please stand up straight and put your hands together, like you are making a promise. I will say the words of the pledge one line at a time and you will repeat after me. Remember, this is a promise to care for plants and animals, so say it with feeling and commitment.

Teacher: With all my heart, I pledge to protect and care for plants and animals.

Teacher: We have taken the pledge to protect plants and animals. But can anyone tell me how we can make this possible?

(Take all relevant responses and encourage learners to participate in the discussion.)

Teacher: Yes, absolutely. We can make a difference by doing simple things like planting trees, watering plants, feeding animals, and keeping their environment safe. Every small step counts in protecting the world around us. Your today's homework is to give water to the plants. Open page 26 Choosing Better, in your course book.

Choosing Better

You see a plant in the hall of your school or near your home. The plant looks dry. What should you do to help it?

Give the plant water and put it where it can get sunlight.

Do nothing and wait for it to get better by itself.

MUST DO

15 MIN.

(Discuss the home task with the students.)

Teacher: So far, we have learned about ones, tens, and hundreds. Let us know about thousands block. The number 1000 is made of 10 hundreds blocks.

1 thousand = 10 hundreds

This is how we will represent 1000 using blocks:

(Show visual: 1 thousands block and 10 hundreds blocks on the board or screen.)

Teacher: We can use this knowledge to form 4-digit numbers. For example, in the number 1000,

The 1 is in the thousands place. The 0 is in the hundreds place. The 0 is in the tens place.

The 0 is in the ones place.

(Discuss with the help of visual representation given in book on page 14, conversion of 999 into 1000 by adding 1.)

Teacher: Let us practice forming and reading 4-digit numbers using this method. Look at the example 1 given on page 14. Here, we have:

- 2 thousands
- 4 hundreds
- 8 tens
- 9 ones

Teacher: What number do we form with these blocks?

Students: The number is 2489.

Teacher: Well done! The number is 2489. Let us try another example using these blocks:

We have:

- 1 thousand
- 3 hundreds
- 0 tens
- 6 ones

What number do we form with these blocks?

Teacher: Excellent! The number is 1306. You are all doing a great job forming 4-digit numbers.

Teacher: Let us practice reading 4-digit numbers, start with the number 2489, which is given on page 15.

(Teacher may show e-book on the screen, and point the numbers while reading.)

Teacher: We read 2489 as two thousand four hundred eighty-nine.

Teacher: Let us try reading 1306 together.

Students: One thousand three hundred six.

Teacher: Well done! You all read the numbers perfectly!

COULD DO

5 MIN.

Teacher: Today, we learned how to form 4-digit numbers and read them. We also discussed the thousands block and how it is made up of 10 hundreds blocks.

Teacher: Who can share one thing they learned today?

Student: I learned how to form and read 4-digit numbers!

Teacher: Excellent! You all did a fantastic job today.

Differentiated activities.

110 km/hr

Form four different 4-digit numbers using the digits 3, 6, 8, and 2. Compare the numbers. Which is the largest? Which is the smallest? Write the successor of the largest number you formed.

80 km/hr

Form two 4-digit numbers using the digits 5, 7, 9, and 1. Identify the thousands, hundreds, tens, and ones places in your number.

40 km/hr

Form two 4-digit number using the digits 2, 4, 5, and 1. Once you have formed your number, say it out loud, and tell me what each digit represents.

Period 3

Teacher: Good morning, my amazing learners! How are you all today?

COULD DO

5 MIN.

Teacher: Fantastic! Let us start today's lesson with a fun and exciting movement activity.

I will call out numbers, and based on the number, you will do a movement.

If I say "1," jump up.

If I say "2," raise your hand.

If I say "3," move back three steps.

If I say "4," touch the ground and stand up.

If I say "5," spin around once.

Ready?

Teacher: "1"

(Students jump up)

Teacher: "2"

(Students raise their hands)

Teacher: "3"

(Students move back three steps)

Teacher: "4

(Students touch the ground and stand up)

Teacher: "5"

(Students spin around once)

(Repeat or mix the number as per your choice.)

MUST DO 5 MIN.

Teacher: Let us give ourselves a huge round of applause for all energy we brought into the class.

Teacher: We have learned how to make and read 4-digit numbers in the previous class. Who will help me to read the number again?

Understanding Better

Teacher: How will you read 3485?

Teacher: Thank you! (student name). You are absolutely right! We will read it as three thousand four hundred and eighty-five. How will you read 5167?

Teacher: Thank you, [student name]. You are right! We will read it as five thousand one hundred sixty-seven. How will you read 9719?

Teacher: Thank you, [student name]. You are right! We will read it as nine thousand seven hundred nineteen. Well done, everyone! You are doing an excellent job in reading 4-digit numbers.

Teacher: Quickly write all the three number names in your notebook.

MUST DO 5 MIN.

(Give example of writing the number on board.)

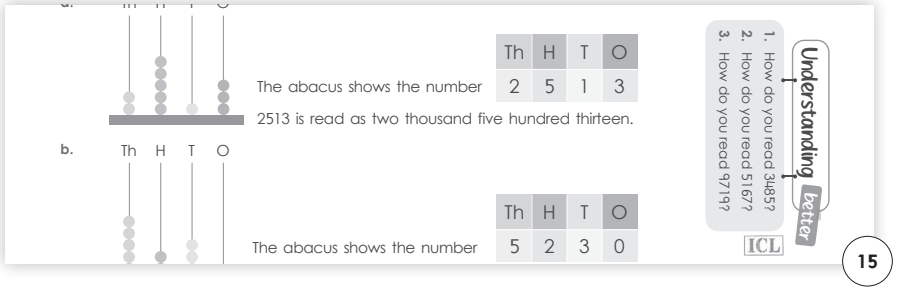
Teacher: Let us write the number names in the question given on page 15. One example is given do the next 2 parts.

(Give time to respond.)

Teacher: If you have done raise your hand, I will come to you desk to check your answers.

(Use CRM signs to maintain the decorum of the class.)

MUST DO 10 MIN.



4-digit number on Abacus

Teacher: Let us explore how we can represent these numbers on abacus. Look at the picture on page 15 in your book.

(Show model of abacus or digital version or photograph while explaining.)

The abacus has **rods** and **beads**. Each rod represents a place value. Place value tells us what a digit is worth based on where it is in a number. I will explain it later in detail.

The first rod on the right represents the ones place.

The second rod represents the tens place.

The third rod represents the hundreds place.

The fourth rod represents the thousands place.

(Demonstrates on the board with an abacus)

Let Us take the number 3,472 as an example:

Th	H	T	O
3	4	7	2

Move/draw 3 beads on the thousands rod (for 3 thousand).

Move/draw 4 beads on the hundreds rod (for 4 hundred).

Move/draw 7 beads on the tens rod (for 7 tens).

Move/draw 2 beads on the ones rod (for 2 ones).

This is how we represent the number 3,472 on the abacus.

Let us see the example given in your book.

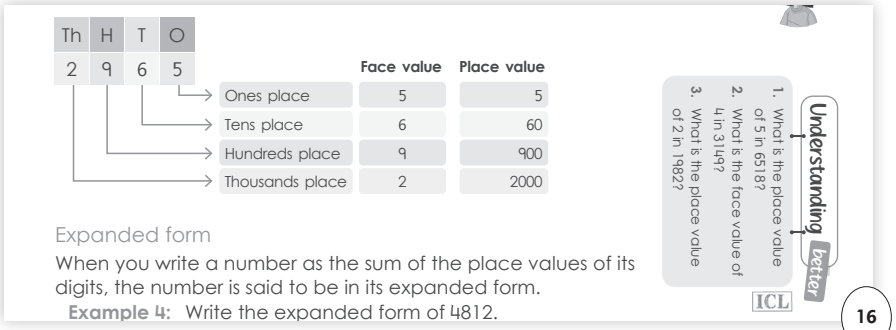
(Explain the examples in similar way, using visuals in the book.)

Place value

Teacher: As I promised, we will discuss Place Value. Can anybody guess what is place value?

Teacher: Yes, you are telling in the right direction. Place value tells us what a digit is worth based on where it is in a number. As we change places from here and there, similarly place value of digits change based on their places. For example, place value of 3 in 345 is 3 hundreds as it is on hundreds place.

H	T	O
3	4	5



Th	H	T	O
2	9	6	5

	Face value	Place value
Ones place	5	5
Tens place	6	60
Hundreds place	9	900
Thousands place	2	2000

Expanded form

When you write a number as the sum of the place values of its digits, the number is said to be in its expanded form.

Example 4: Write the expanded form of 4812.

Understanding Better

1. What is the place value of 5 in 6518?
2. What is the face value of 4 in 3149?
3. What is the place value of 2 in 1982?

ICL

16

Here, the place value of 3 in 3278 is 3 thousands as it is on thousands place. As 3 is changing places, its place vale is also changing as per its place.

Th	H	T	O
5	7	1	2

(Explain with the example given in the book of 5712 on page 16.)

Face value

Teacher: As we have only 1 face. Face value remains same for each digit, which is digit itself. For example, face value of 5 in 2354 is 5 only. Face value of 3 is 3 only.

(Explain with the example given in the book of 2965 on page 16. Demonstrate how to write place value and face value in notebook, as given in book.)

Teacher: One more important fact your friend Lina is telling you "The place value of zero is always zero". Mark it important.

Understanding Better

(Ask students to write answers in the notebook. Guide as per need.)

Teacher: Let us do few more questions. What is the place value of 5 in 6518?

Teacher: Correct! place value of 5 in 6518 is 5 hundreds or 500.

Teacher: What is the face value of 4 in 3149?

Teacher: Yes, Face value of 4 is 4 only.

Teacher: What is the place value of 2 in 1982?

Teacher: Fantastic! place value of 2 in 1982 is 2.

Home Task

Complete question 2 in exercise Solving Better on page 22.

Differentiated Activity

110 km/hr

Form the largest and smallest 4-digit numbers using the digits 3, 7, 2, and 5 (no digit repeats). Write the place value and face value of each digit in both numbers. Swap the positions of two digits in your largest number and determine how the place value changes.

80 km/hr

Write the place value and face value for all digits in the number 4829.

40 km/hr

Represent 2356 on an abacus model.

Period 4

COULD DO
5 MIN.

Teacher: Good morning, my amazing learners! How are you all today?

Teacher: Fantastic! Today, we are going to review about place value with the help of place value dance. I will say a number and you will perform a movement based on the place of the digit.

If I say 1, you will jump (since it is the ones place).

If I say 10, you will raise one hand (since it is the tens place).

If I say 100, you will clap (since it is the hundreds place).

Ready?

Teacher: The number is 3 (ones place).

(Jump)

Teacher: The number is 20 (tens place).

(Raise one hand)

Teacher: The number is 300 (hundreds place).

(Clap)

SHOULD DO
5 MIN.

(Repeat and mix the number as per your choice.)

Teacher: It is time to play with number cards. Everybody please open page i) in your workbook. Here you will see the number card. You have to match number name with numbers.

MUST DO
20 MIN.

Teacher: Alright, everyone, please stand and make a circle by joining hands. Come as close as you can to each other. Well done!

Teacher: Now everyone, please make a big circle as much as you can, but remember, do not leave your hands! We are expanding the circle.

Teacher: Just like we are expanding this circle, in numbers we also expand numbers to show the place value of each digit.

(Explain by standing in the middle of circle.)

Teacher: Let me explain this with an example. If we take the number 324, we can expand it like this:

- 3 is in the hundreds place, so we have 300.
- 2 is in the tens place, so we have 20.
- 4 is in the ones place, so we have 4.

The expanded form of 324 is: **300 + 20 + 4.**

(Show the expanded forms on cue cards or board ion written way.)

Just like our circle is expanding to get bigger, we expand the numbers to show the value of each digit in the hundreds, tens, and ones places. The bigger the number, the bigger the expansion!

Everyone please go back to your seats. Let us see one more example given in your book. Open page number 16.

(Explain the example in similar way.)

Teacher: Let us answer the question given on page 17. Who will help me to do the question?

Teacher: Correct (student name)! Let us write it.

Question	Place value	Face value
a. 3 in 6237	30	3

(student name) Is it correct?

(Do the next questions in similar way. Encourage students to participate.)

Teacher: In the next question we have to write expanded form. Try this question by your own. Raise your hand if you need any guidance.

(Give solving time to students.)

Check your answers.

a. 3165 = 3000 + 100 + 60 + 5

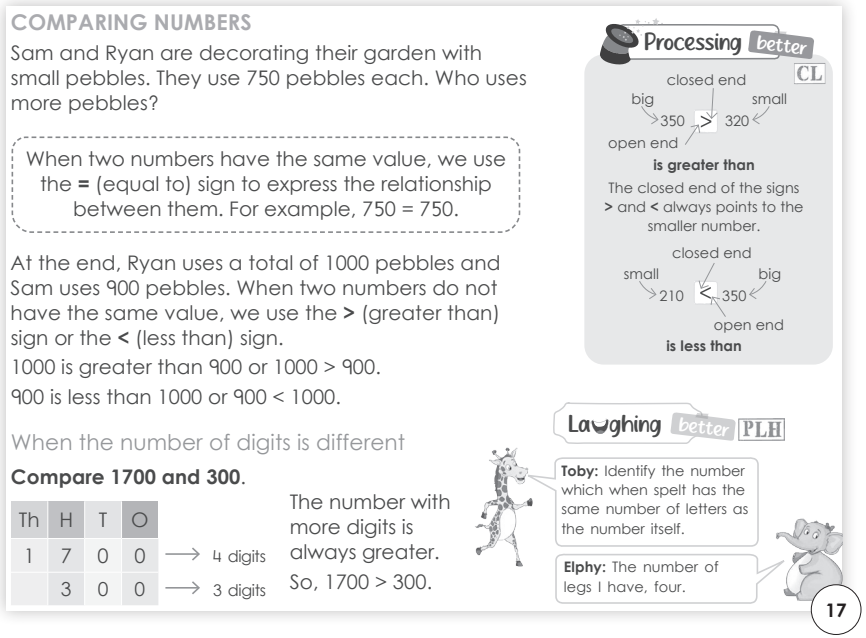
(similarly do the next questions.)

Comparing Numbers

Teacher: It is time to learn something new, but before that, let us compare your pencils. Who has the taller pencil?

Teacher: Remember, we always use **comparison signs** to compare. Who can tell me how to put the signs?

Teacher: Good! Let me also show you. I have two pencils: a red pencil and a blue pencil. When I compare them, I can see that the red pencil is taller. So, I will write: Red pencil > Blue pencil red pencil is greater than blue pencil. Try comparing your pencils. Write it down in your notebooks. Which pencil is taller? Use the signs and write your comparison.



COMPARING NUMBERS

Sam and Ryan are decorating their garden with small pebbles. They use 750 pebbles each. Who uses more pebbles?

When two numbers have the same value, we use the **=** (equal to) sign to express the relationship between them. For example, 750 = 750.

At the end, Ryan uses a total of 1000 pebbles and Sam uses 900 pebbles. When two numbers do not have the same value, we use the **>** (greater than) sign or the **<** (less than) sign.

1000 is greater than 900 or 1000 > 900.

900 is less than 1000 or 900 < 1000.

When the number of digits is different

Compare 1700 and 300.

Th	H	T	O	
1	7	0	0	⟶ 4 digits
	3	0	0	⟶ 3 digits

The number with more digits is always greater.

So, 1700 > 300.

Processing better CL

closed end

big 350 > 320 small

open end

is greater than

The closed end of the signs **>** and **<** always points to the smaller number.

closed end

small 210 < 350 big

open end

is less than

Laughing better PLH

Toby: Identify the number which when spelt has the same number of letters as the number itself.

Elphy: The number of legs I have, four.

17

Teacher: Great job! let us compare notebooks. Who has the bigger notebook? Write your comparison in your notebook. You can write something like:

Notebook A < Notebook B (if Notebook A is smaller than Notebook B).

(Change the things as per availability.)

Teacher: Next, let us compare our maths course books. Who has the bigger book? Are they the same size? If they are the same size, you can write the equal sign: Maths Book of A = Maths Book of B. Write in your notebook too.

Your friend Sam and Ryan are also here. They use 750 pebbles each in decoration. Tell me who has used more pebbles?

Teacher: Yes correct! They have used equal pebbles.

(Show in writing on board as given in book.)

At the end Ryan used 1000 pebbles and Sam used 900 pebbles. Who has used more pebbles?

Teacher: Yes correct! We use greater than sign(>). 1000 > 900. 900 is less than 1000, we can alsoi write 900 < 1000.

Should do: 05 min

Processing Better

Teacher: Everyone look at the right side of the page 17. Here you will see comparing signs are explained, which we are using to compare. Who will explain these in the class?

(Encourage students to participate. Scaffold learners as per need.)

Teacher: We can also compare numbers in the same way! Just like we compared pencils, notebooks, and books, we can use signs to compare numbers too. You will see the greater than, less than, and equal to signs when we compare numbers.

(Refer to the page 17 and 18 in the book for explanation. Explain all the 4 steps.)

Laughing Better

Teacher: (student name) Will you please read the conversation between Toby and Elphy?

COULD DO

5 MIN.

Teacher: Thank you (student name)! It is a fun maths fact.

Teacher: You all did a fantastic work today! We learned how to expand number. We also learned how to use comparison signs to compare pencils, notebooks, books, and even numbers. Remember, when we use the greater

than sign (>), it means one number is larger. When we use the less than sign (<), it means one number is smaller. If the numbers are the same, we use the equal to sign (=).

(Discuss the home task with students.)

Home Task

Book of project idea

Making Better

Take a piece of chart paper. • List any five real-life examples where you use 4-digit numbers (for example, your year of birth). • Draw or paste a picture • for each of the examples on the chart paper. • Present your findings in the class

Differentiated Activities

110 km/hr

Write down the smallest and largest 4-digit numbers you can create using the digits 5, 2, 8, and 3. Use comparison signs to compare the two numbers you created. Expand the numbers as well.

(Smallest number: 2358. Largest number: 8532. Comparison: 2358 < 8532. Expanded form: 2358= 2000 + 300 + 50 + 8, 8532 = 8000 + 500 + 30 + 2)

80 km/hr

Expand the number 5624. Compare the following pairs of numbers:

- 5624 and 6342
- 3512 and 3415

(Expanded form of 5624 is 5000 + 600 + 20 + 4. Comparison. 5624 < 6342. 3512 > 3415.)

40 km/hr

Take the number 246. Expand it using place value.

(246 = 200 + 40 + 6)

Period 5

Arranging numbers in order

Teacher: Good morning, my amazing learners! How are you all today?

Teacher: Fantastic! Today, we are going to have a fun and interactive lesson. But first, let us begin with a warm-up activity. I want everyone to line up. Start with the smallest in front and the tallest in the back. Let us make a line from the shortest height to the tallest height.

(Students form a line by height, smallest at the front, tallest at the back.)

Teacher: Fantastic! do you know secret technique to make your line straight? If you want to stay straight in the line, just imagine you are standing behind the head of the person in front of you. Keep your eyes focused on them, and it will help you stay aligned.

(Stand in front of the smallest height student, so that all can see you.)

Teacher: Well done everyone! You are arranged in a straight line. As you can observe, when we form a line with people, the smallest person stands first, followed by the next taller person and so on, until the tallest person is at the end. This is like moving ascending, from smaller to greater, just like when we arrange numbers in ascending order from the smallest number to the greatest. Stand still let me move to the other end of the line.

(Move to the other end.)

Teacher: Observe from this side the tallest person comes first, followed by the next smaller person, and so on. This is like moving descending, from the largest number to the smallest number, just like when we arrange numbers in descending order.

Teacher: Everybody please go back to you seat.

Teacher: In ascending order, the smallest number comes first, and the greatest number comes last. In descending order, the greatest number comes first, and the smallest number comes last.

Teacher: Open page 18 of your course book. Look at the table, first numbers are arranged in ascending or increasing order (smallest to greatest) and in second column numbers are arranged in descending or decreasing order (greatest to smallest). Who will explain this to the class.

Teacher: Thank you (student name)! Anyone wants to add anything? Or have any questions?

Teacher: Let us see the example 5 given in your book.

(Explain with the help of e book in the class.)

Teacher: It is time to practice questions, to check our understanding. Open page 18, question 4. Here we have to arrange the numbers in ascending

order. First we will compare the numbers with the help of place value chart and then arrange them.

a. 1256, 6123, 7189, 7122

Th	H	T	O
1	2	5	6
6	1	2	3
7	1	8	9
7	1	2	2

Ascending order: 1256, 6123, 7122, 7189.

(Do the next part in the same way.)

Teacher: In the next question 5, here we have to arrange in descending order. We will do the two parts, other two are for home task.

a. 8122 ,7764, 9332, 8422

Th	Th	T	O
8	8	2	2
7	7	6	4
9	9	3	2
8	8	2	2

Descending order: 9332, 8422, 8122, 7764.

(Do the next part in the same way.)

Forming Numbers

(Use board to explain the concept.)

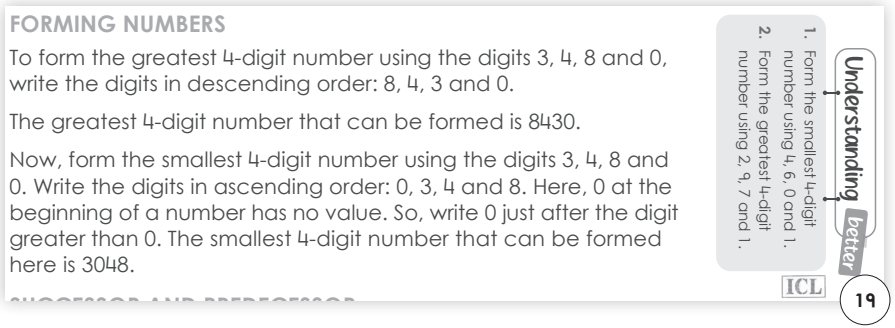
Teacher: Let us start by forming the greatest 4-digit number using the digits 3, 4, 8, and 0. First, arrange the digits in descending order from largest to smallest: 8, 4, 3, 0.

(Ask students to help.)

Teacher: So, the greatest 4-digit number we can form with these digits is 8430.

Teacher: Why is it the greatest? Because the 8 is in the thousands place, 4 in the hundreds place, 3 in the tens place, and 0 in the ones place.

Teacher: Let us try another example. If you have the digits 2, 1, 5, and 9, what is the greatest number you can form?



(Allow students to respond.)

Teacher: Yes! the greatest 4-digit number we can form with these digits is 9521.

Teacher: let us form the smallest 4-digit number using the same digits 3, 4, 8, and 0. Arrange the digits in ascending order from smallest to largest: 0, 3, 4, 8. But wait! We cannot place 0 at the beginning because it does not have any value there. So, we put 0 after the next smallest digit 3. The smallest 4-digit number we can form is 3048.

Teacher: Can anyone tell me why 3048 is the smallest number? (Allow students to respond.)

Student: Because the 0 cannot go at the beginning. It stays after the 3.

SHOULD DO
5 MIN.

Understanding Better

Teacher: Let us check our understanding. You have to write the answer in the notebook and get it reviewed by your peers.

1. Form a smallest 4 -digit number using 4,6,0 and 1.

2. Form a greatest 4 -digit number using 2,9,7 and 1.

(Ans: 1046, 9721.)

Home Task

Practice remaining part of the question 4 and 5 (c, d).

Differentiated Activities

110 km/hr

Create a 4-digit number using the digits 3, 5, 8, 1 that is greater than 5318 and smaller than 8531. What number did you create? Write the place value of each digit in place value chart.

80 km/hr

Arrange the digits 4, 3, 0, 6 in descending order to form the largest 4-digit number. Write the face value of each digit.

40 km/hr

Compare the numbers 4235 and 4532. Which number is smaller?

Period 6

Successor and Predecessor

COULD DO

5 MIN.

Teacher: Good morning, my amazing learners! How are you all today?

Teacher: I am glad to hear that! Today, we are going to play a fun game to revisit successors. Does anyone know what a successor is?

Teacher: Yes, great answers. A successor is simply the next number that comes after the one you say. For example, the successor of 2 is 3. It is like the next step up. Let us play the Successor Jump Game. I will say the starting number. You will jump forward once and say the successor! Let us see who can be the quickest to find the correct number! Ready? Let us begin

Teacher: The number is 5. What is the successor?

(Jumping and saying): 6!

Teacher: Excellent!

Teacher: The number is 18. What is the successor?

Teacher: The number is 349. What is the successor?

Teacher: The number is 7278. What is the successor?

Teacher: The number is 999. What is the successor?

MUST DO

15 MIN.

Teacher: Let us all give ourselves a huge round of applause! Well done, everyone! You all did an amazing job with the successor activity! Keep up the great work!

Teacher: Now that we have learned about successors, let us move on to the next exciting concept – predecessors! Can anybody guess, what are predecessor?

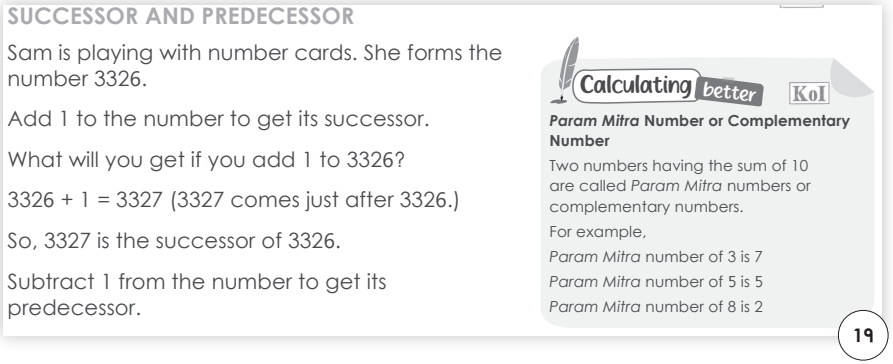
Teacher: Correct! A predecessor is simply the number that comes before a given number. It is the step back in the number line.

For example, if I say the number 5, the predecessor is 4, because 4 comes just before 5.

Teacher: Let us try it together! What is the predecessor of 10?

Teacher: Excellent job! the predecessor of 10 is 9. Now, let us try a few more. What is the predecessor of 15?

Teacher: What is the predecessor of 1000?



SUCCESSOR AND PREDECESSOR

Sam is playing with number cards. She forms the number 3326.

Add 1 to the number to get its successor.

What will you get if you add 1 to 3326?

3326 + 1 = 3327 (3327 comes just after 3326.)

So, 3327 is the successor of 3326.

Subtract 1 from the number to get its predecessor.

Calculating better KoI

***Param Mitra* Number or Complementary Number**

Two numbers having the sum of 10 are called *Param Mitra* numbers or complementary numbers.

For example,

Param Mitra number of 3 is 7

Param Mitra number of 5 is 5

Param Mitra number of 8 is 2

19

Teacher: Correct! Basically, we are subtracting 1 from the number. Let us do some written practice in your book. Everyone open page 19 and write successor and predecessor in question 6.

(Give time to learners for writing responses.)

Teacher: If you have done, get it review by your partner. Discuss it and raise hands, if you have any query.

Should do 05 min

Calculating Better

Teacher: Does anybody know what does Param mitra mean?

Teacher: Yes, Param mitra means best friend. As you have in your class, home, neighbourhood or elsewhere. Similarly in mathematics, we also have param mitras. Param Mitra Number or Complementary Number Two numbers having the sum of 10 are called Param Mitra numbers or complementary numbers. For example, Param Mitra number of 3 is 7. The Param Mitra number of 5 is 5, because 5 + 5 = 10. The Param Mitra number of 8 is 2, because 8 + 2 = 10. Anybody has any queries?

Teacher: I am writing a few numbers on the board write their complementary numbers.

Numbers	Complementary numbers
3	
6	
1	
7	
8	

MUST DO

5 MIN.

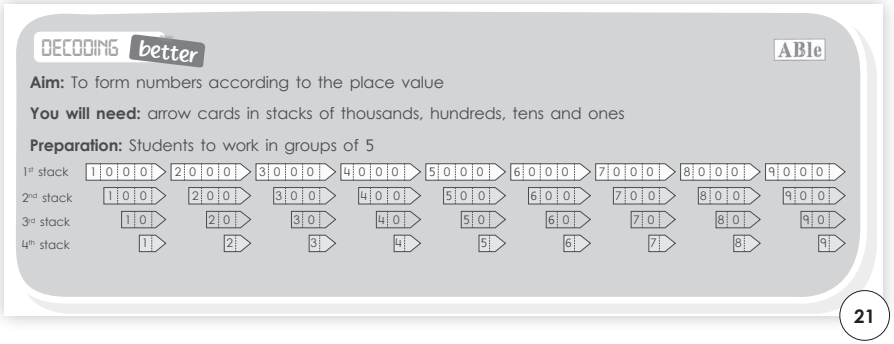
Teacher: Let us now revise the concept of odd and even numbers. Who can remind me of what an even number is?

Teacher: That is correct! Even numbers always end in 0, 2, 4, 6, or 8. For example: 6232, 5564, 3746, 8968, 6310 are all even numbers.

Teacher: Now, who can tell me what an odd number is?

Teacher: Exactly! Odd numbers always end in 1, 3, 5, 7, or 9. For example: 4561, 8973, 1235, 5467, 469 are all odd numbers.

Teacher: Let us practice classifying 4-digit numbers as odd or even. I will give you a set of 4-digit numbers, and you will classify them into even and odd.



4823, 1379, 5920, 8031, 2468, 5093, 3042, 7615

Ans:

Even Numbers	Odd Numbers
5920	4823
2468	1379
3042	8031
	5093
	7615

You did a great job classifying the numbers into even and odd columns!

SHOULD DO

15 MIN.

Decoding better

(Make the groups according to varied learning abilities of students. Refer to the page 21 for detailed instructions for the group activity.)

(After completion of the activity.)

Teacher: Well done today! You worked hard on forming numbers, classifying them as odd or even, and finding their predecessor and successor. I am impressed with how well you worked together. You are all making great progress! Keep practicing, and I will see you in the next class!

Home task

Solving Better

Practice question1 in Solving Better, given on page 22.

Differentiated Activities.

110 km/hr

Form a number using the digits 3, 7, 2, 0.

- Write the largest and smallest number you can form.
- Identify if these numbers are odd or even.
- Find the predecessor or successor of smallest number.

80 km/hr

Arrange the digits 5, 2, 8, 1 to form the largest and smallest 4-digit numbers.

- Write both numbers.
- Identify if they are odd or even.
- What is the successor of the number?

40 km/hr

Given the number 236, answer:

- Is it an odd or even number?
- What is the successor of the number?
- What is the predecessor of the number?

Period 7

SHOULD DO 5 MIN.

Roman numerals

Teacher: Good morning, my amazing learners! How are you all today?

Teacher: Wonderful to hear! Today, we are going to learn about something very interesting—Roman numerals.

Remembering Better

Teacher: Did you know that the Roman civilization existed over 2,000 years ago? Yes, and they came up with a special way of writing numbers, which we now call Roman numerals. These numerals originated in ancient Rome and were used throughout the Roman Empire for many centuries. In fact, Roman numerals are still used today in many places, such as on clocks, movie titles, and even chapter numbers in books! Isn't that cool? let us dive into how the Romans wrote their numbers! Are you ready to learn about them?

MUST DO 10 MIN.

Teacher: Great! Let us explore the magic of Roman numerals and understand how they are used to represent numbers.

(Show the roman numeral poster in the class, explain by pointing out the numeral. Demonstrate on board.)

Teacher: The Roman numeral system uses letters from the alphabet to represent numbers.

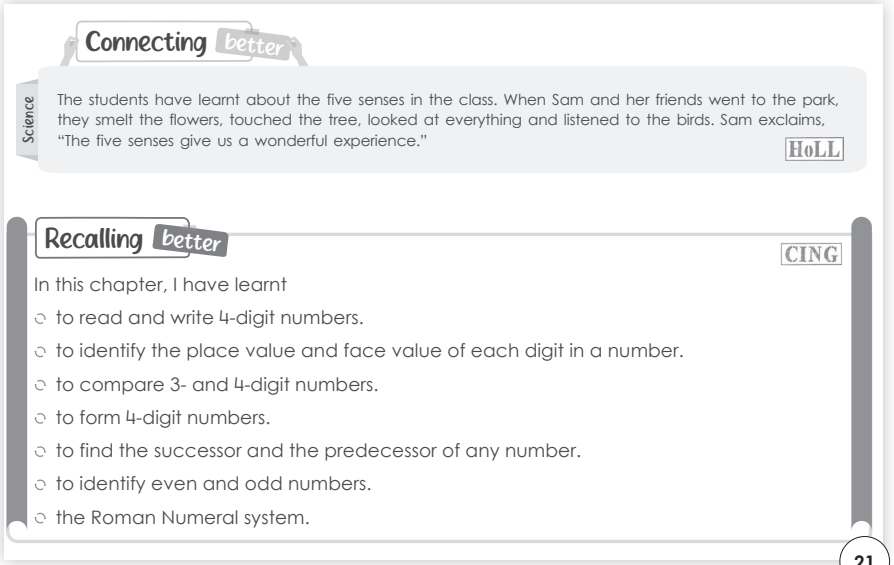
Let us look at the following:

- **I** = 1
- **V** = 5
- **X** = 10

Remembering better CL

The Roman civilization existed over 2,000 years ago. The Roman numerals originated in ancient Rome and were used throughout the Roman Empire and beyond for many centuries. Roman numerals are still used today in clocks, movie titles, chapter numbers, etc.

20



Connecting better

Science

The students have learnt about the five senses in the class. When Sam and her friends went to the park, they smelt the flowers, touched the tree, looked at everything and listened to the birds. Sam exclaims, "The five senses give us a wonderful experience."

HoLL

Recalling better

CING

In this chapter, I have learnt

- to read and write 4-digit numbers.
- to identify the place value and face value of each digit in a number.
- to compare 3- and 4-digit numbers.
- to form 4-digit numbers.
- to find the successor and the predecessor of any number.
- to identify even and odd numbers.
- the Roman Numeral system.

21

- **L** = 50
- **C** = 100

Teacher: Roman numerals follow rules to form numbers.

- **Rule 1:** If smaller numbers are added, they come after a larger numeral.

  Example: VI = V + I = 6
- **Rule 2:** If smaller numbers are subtracted, they come before a larger numeral.

  Example: IV = V - I = 4

Teacher: Let us practice this together!

1. What is **VIII**? (Add 5 + 1 + 1 + 1 = **8**)

2. What is **IX**? (Subtract 10 - 1 = **9**)

(Similarly explain the other rules. Refer to page 20 for explanation.)

Teacher: Alright, students! We are going to convert some Hindu-Arabic numerals into Roman numerals. This will help us practice using the Roman numeral system. Everyone open page 21 question 7. Let us do the question together. Are you ready?

Teacher: Let us look at the first number: 8. To write 8 in Roman numerals, we need to break it down.

8 is 5 + 3. So, 5 is V and 3 is III. 8 in Roman numerals is VIII.

(Explain the next parts in similar way.)

SHOULD DO

5 MIN.

Connecting Better

Teacher: Remember, we have learnt about the five senses in the class. When Sam and her friends went to the park. Can anyone tell me, all the five sense?

Teacher: Correct! Seeing, hearing, touching, tasting, and smelling. Can anyone tell me; how can we write 5 in roman numeral?

Teacher: Excellent! Yes, 5 in Roman numerals is written as V.

MUST DO

10 MIN.

Recalling Better

Teacher: Let us recall whatever we have done in this chapter. We learnt how to read and write 4-digit numbers. 3456 Can anyone help me to read that?

Teacher: Excellent! Yes, the number 3456 is read as three thousand four hundred fifty-six.

Teacher: We learnt how to identify the place value and face value of each digit in a number. Can anyone tell me the face value and place value of 6 in 3567?

Teacher: Well done! The place value of Well done! The place value of 6 is 60 because it is in the tens place. The face value of 6 is 6 only.

Teacher: We learnt how to compare 3- and 4-digit numbers. Can you compare 2345 and 3457 using comparison signs?

Teacher: Amazing! 2345<3457.

Teacher: We learnt how to form 4-digit numbers. Can you form the largest and smallest number using digits 3, 4,5,0?

Teacher: Fantastic! The largest number is 5430, and the smallest number is 3045.

Teacher: We learnt how to find the successor and the predecessor of any number. Can anyone tell me successor and predecessor of 4067?

Teacher: Yes, the successor of 4067 is 4068, and the predecessor is 4066.

Teacher: We learnt how to identify even and odd numbers. Can anyone tell me what are odd and even numbers?

Teacher: Great explanation! Even numbers can be divided by 2 without any remainder, while odd numbers cannot be divided evenly by 2.

Teacher: We learnt the Roman Numeral system. Can anyone tell me how can I write 14?

Teacher: Excellent! XIV is the Roman numeral for 14.

Differentiated Activities

110 km/hr

Given the number 7,349, do the following:

(a) What is the place value of 4?

(b) Write the expanded form of 7,349.

(c) What is the successor and predecessor of 7,349?

(d) If we add 1 to 7,349, what is the new number? How does the place value of the digits change?

Expected Answer:

(a) Place value of 4 is 40

(b) Expanded form = 7,000 + 300 + 40 + 9

(c) Successor of 7,349 = 7,350. Predecessor of 7,349 = 7,348

(d) Adding 1 to 7,349 = 7,350. The ones place changes from 9 to 0, and the tens place increases by 1.

80 km/hr

Given the number 4,726, do the following:

(a) What is the place value of 7?

(b) Write the expanded form of 4,726.

(c) What is the successor and predecessor of 4,726?

Expected Answer:

- Place value of 7 = 700
- Expanded form = 4,000 + 700 + 20 + 6
- Successor of 4,726 = 4,727
- Predecessor of 4,726 = 4,725

40 km/hr

Given the number 1,234, what is the place value of 2? (Place value of 2 = 200)

What is the successor and predecessor of 1,234?

(Successor of 1,234 = 1,235

Predecessor of 1,234 = 1,233)

Home task

Creating Better

Roman Numeral clock

(Discuss the procedure given on page 25 with the learners.)

Period 8

COULD DO

5 MIN.

Teacher: Good morning, my wonderful learners! Are you ready to start the day with some fun?

Teacher: Let us start today with a fun passage, and as I read it, you will need to do a specific action based on the numbers you hear. After finishing the passage I will ask a question, so be attentive!

Every time you hear the number five, jump in place five times!

Every time you hear the number two, clap your hands two times!

Every time you hear the number three, spin around three times!

And every time you hear the number seven, stomp your feet seven times!

(Teacher may write instructions on board. Guide the learner in-between the activity,)

Teacher: Listen carefully: Five birds are flying in the sky. (Jump 5 times) They are going towards the tree. After flying for a while, they rested on two trees. (Clap 2 times) They are joined by two more birds. (Clap 2 times) Now there are seven birds sitting on the trees. (Stomp 7 times) Suddenly, two birds decide to fly away, and they are left with five birds. (Jump 5 times) But then, one bird returns and joins them. Now, how many birds are sitting on the trees again?

Teacher: Great job, everyone! There are 6 birds left. You followed along really well! Now that we are all energized, let us get ready to learn more today.

Learning Better

Teacher: It is time to practise questions to check our understanding. Everybody please open page 22 in your books. The first exercise in Learning Better activity is Multiple choice question. Read the question and mark your answer, based on your understanding. Raise your hands if you got any query.

(Teacher may open the e-book on screen to show the correct answer for checking.)

Teacher: If you have done, get it review by your partner or check answers from screen.

Teacher: Let us move to the next question. Here we have dines block. We will observe the block and then write the number and number name. In the first part, how many thousands blocks are there? Show with your fingers?

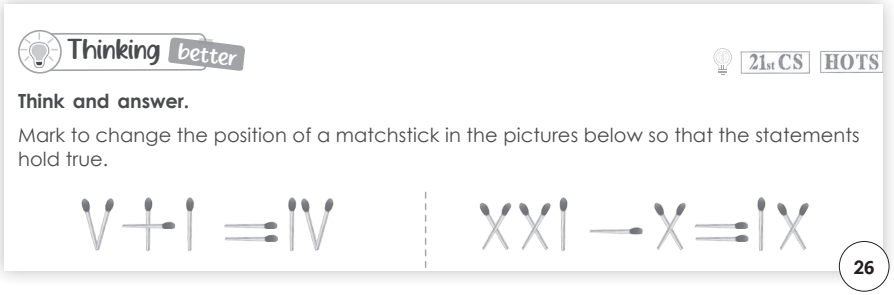
Teacher: Yes, there is only 1 thousands block. How many hundreds blocks are there ?

Teacher: Correct, there are 4 hundreds block, 3 tens and 1 ones block. Who will tell me the number?

Teacher: Yes (student name), you are correct. It is 1431 which is one thousand four hundred and thirty-one.

(Do the next part in similar way. Involve learners in the discussions.)

Teacher: Let us move to next exercise. Here we have to observe the abacus and write the number and their number names.



Teacher: Which number is in first part?

Teacher: You are correct. But will you explain to the class, how did you get to know the number?

Teacher: Yes, you are right. As we can see there is o bead in thousands rod, 6 beads in hundreds rod and nothing in following rods, which means it is 1600. Everyone please write the number and number name in specified box.

(Show the question screen. You can show slide show)

(Do the second part in same way.)

Teacher: 3rd and 4th part is you have to do as a home task I will check them in next class. Is anybody having any query?

SHOULD DO
5 MIN.

Thinking Better: Think and answer.

Teacher: Open page 26, here we have 2 pictures where something is wrong. Mark the change the position of a matchstick in the pictures below so that the statements hold true.

(Show the question on screen. Use animation to show the change given in e-book.)

Teacher: We finally found the change. Let us give a huge round of applause for our thinking.

COULD DO
5 MIN.

Teacher: It is time to watch an animated video to refresh a concept.

(Teacher can show any video, where learners need extra support. Explore the video given in elive portal.)

Teacher: Wonderful job today, everyone! You all did an amazing job with the activities and listened carefully to the passage. I hope you had fun while learning! Before we finish, let us all give ourselves a big round of applause for today's effort! I will see you all next time. Have a fantastic day!

Home task

Practice question 3,4 of the exercise C, on page 24 of coursebook.

Differentiated activities

110 km/hr

- **Add the following Roman numerals:**

  XV + X

  XX + IX

Ans. (XV + X = XXV , XX + IX = XXIX)

- **Subtract the following Roman numerals:**

  XIV - V

  XXV – X

  Ans. (XIV - V = IX, XXV - X = XV)

80 km/hr

Write the Roman numeral for the successors of the following numbers:

- 4
- 17
- 31
- 56

Ans:

- 5 = V
- 18 = XVIII
- 32 = XXXII
- 57 = LVII

40 km/hr

Write the Roman numeral for the following numbers:

- 1
- 10
- 4
- 6

Expected Answers:

- 1 = I
- 10 = X
- 4 = IV
- 6 = VI

Period 9

COULD DO

5 MIN.

Teacher: Good morning, my amazing learners! How are you all today?

Teacher: That is wonderful to hear! Let us start the day with a fun challenge. I will ask you to try a few things and let us see how many of them you can do. Are you ready?

Teacher: Can you roll your tongue? Try it!

Teacher: Great! Now, can you rub your stomach and pat your head at the same time? Try it out!

Teacher: That looks tricky, does it not? Next one—can you wiggle your ears?

Teacher: Very few people can do that one! Now, can you raise your eyebrows?

Teacher: It was easy! Can you raise only one eyebrow?

Teacher: Excellent! Here is the real challenge. Lift one foot from the ground and start drawing a circle in the air in a clockwise direction with your foot. Go ahead and try!

Teacher: As you are drawing a circle with your foot, try drawing the number six in the air with your finger. What happens?

Students: (Excitedly) Teacher, my foot changed direction!

Teacher: That is right! It is hard for your brain to manage both movements at the same time. Amazing effort, everyone! Let us give ourselves a big round of applause.

Teacher: Now that we are energized and ready to learn, let us dive into today's lesson!

Teacher: Everybody please open page 24 in your book. (student name) Can you please read the exercise D?

Teacher: Thank you! Here we have to write the face value of coloured digit. Who will help me to remember, what is face value?

Teacher: Excellent attempt! The face value of a digit is the value of the digit itself, no matter where it is placed in the number. Quickly write the face value of the digit in the box.

(Show the e-book on screen. Point the question while explaining. Guide the learners as per need.)

Teacher: Check you answers please! Is there any doubt?

Teacher: Well done ! Who will read the next question?

Teacher: Thank you! We have to write place value of digits. What is place value of a digit?

Teacher: Amazing response! The place value of a digit is the value of the digit based on its position in the number. In simple terms, the place value tells us how much a digit is worth depending on where it is in the number.

Teacher: What is the place value of 1 in 1051? (Point the digit on screen or book.)

Chapter 2: Numbers up to 9999

A English

FLN HoLL MDA

Write the antonym of the underlined words.

1. Five children are playing football in the <u>small</u> park.
2. Ten women working in the <u>old</u> factory are going back home in the bus.

12

B Science

Write the number of teeth an adult has in Roman numbers.

C Social Studies

Early humans used a different counting system. It involved wood and stone. Find out from the Internet* or from an adult, how early humans counted or used numbers.

13

Teacher: Yes, the place value of 1 in 1051 is 1000. Can anyone tell me the place value of the digit 5 in 1051?

Teacher: Well done! The place value of 5 in 1051 is 50. You all are showing very great memory. Let me show you how to write the answer for this question.

Teacher: Quickly write the answers in your book. Raise your hands if you face any difficulty in this exercise.

Teacher: If you have done get it reviewed by your partner.

(Show the answers on screen.)

Teacher: Let us move to the next exercise F. Here we have 4 cars.

Teacher: Yes, you are right. We have 4 cars here. Who will tell me what to do with these cars?

Teacher: Excellent! We have to write expanded forms for the number written on the number plate. What is the first number? What is the expanded form of this number?

Teacher: Fantastic! First number is 5122 and its expanded form is 5000+ 100 + 20 +2. Write the expanded form in the box given just below the car.

(Similarly do the next part. Demonstrate writing 1 part on screen.)

Teacher: Remaining 2 parts are your home task. I will check them in the next class.

COULD DO

5 MIN.

Book of Holistic Teaching

Teacher: Everyone please open the **book of holistic teaching**, page 12. Let us begin with English. Write antonyms of the underlined word. Who will read these lines?

Teacher: First word is small. Who will tell me the antonym of small?

(Do the next parts in similar way.)

Home task

Practice question 3.4 of exercise F given on page 25 in the course book.

Differentiated activities

110 km/hr

What are the rules of conversion, from Hindu Arabic number system to roman numerals?

(Refer to explanation given in book.)

80 km/hr

Add the following:

1. VII + III = ?
2. X + V = ?
3. IX + II = ?
4. IV + VI = ?
5. XII + III = ?

Ans. VII + III = X

X + V = XV

IX + II = XI

IV + VI = X

XII + III = XV

40 km/hr

Convert the following in roman numerals.

1. 8
2. 16
3. 35
4. 42
5. 58

Ans: 8 = VIII

16 = XVI

35 = XXXV

42 = XLII

58 = LVIII

Period 10

COULD DO

5 MIN.

Teacher: Good morning, my wonderful learners! How are you today?

Teacher: That is fantastic to hear! Let us start today with a fun game to get our minds and bodies ready for learning. We will play Fizz Buzz!

I will divide you into groups of 5 students.

(Divide the students with varied learning abilities.)

1. Each student in the group will count in turn. But here is the twist:
   - When the number is divisible by 3, means come in the table of 3, say "Fizz" instead of the number.
   - When the number is divisible by 4, say "Buzz" instead of the number.
   - If the number is divisible by both 3 and 4, say "Fizz Buzz".

(Play first game with the class, for demonstration.)

Teacher: That was fantastic, everyone! You all did an amazing job with the Fizz Buzz game! You followed the rules perfectly and had so much fun. Let us give ourselves a huge round of applause for the great teamwork and energy we brought today!

Teacher: Alright, let us dive into the next activity. Open page 25, exercise G. Who will read the question for me?

Teacher: Thank you! We have to form greatest 4-digit number. Am I correct?

Teacher: (student name) Will you tell me the greatest 4-digit number using the digits 3, 1, 2, and 0?

Teacher: Correct! By arranging the digits from largest to smallest, we get 3210. Great job! Everybody write the answer.

(Do the remaining parts in similar way.)

Teacher: Let us move to the next question who will read it ?

Teacher: Thank you! We have to write successor and predecessor here. What are successor and predecessor?

Teacher: Excellent! That is correct. The successor is the number that comes immediately after a given number. For example, the successor of 5 is 6.

Teacher: Very well said! The predecessor is the number that comes immediately before a given number. For example, the predecessor of 5 is 4. Quickly write the successor and predecessor in the caterpillar.

Teacher: Let us move to the next question. We have to make the numbers odd or even by writing the ones digit. What are odd numbers?

Teacher: Correct! Odd numbers are numbers that cannot be divided by 2 evenly. When you divide them by 2, there is always 1 left over. Odd numbers always end in 1, 3, 5, 7, or 9. We will write odd digit in ones place to make the number odd. What are even numbers?

Teacher: Great! Even numbers are numbers that can be divided evenly by 2. When you divide them by 2, there is nothing left over. Even numbers always end in 0, 2, 4, 6, or 8. Make the numbers accordingly.

Teacher: Well done! Do not worry, your answers may vary from your friend.

Teacher: Let us move to the last exercise J. We have to write Hindu- Arabic numerals for each Roman numeral given below. Complete 5 parts here, remaining will be your home-task.

Teacher: If you have done get it review by your partner.

(Show the answers on the screen.)

Teacher: Let us fill the in last column of KWL chart. Open your notebooks and start filling.

(Scaffold learners to fill the chart.)

Teacher: Before we finish, does anyone have any doubts or questions about what we learned today?

(Discuss the problematic areas.)

(You may show mental maths answers and HOTS)

Teacher: Feel free to ask if you are unsure about anything. I am here to help!

Teacher: Well done, everyone! You did a fantastic job. I am really impressed with how well you understood these concepts. Before we end the class, let us give ourselves a big round of applause for all the hard work we did today!

Home task

Practice remaining parts of exercise J (6 to 9).

Differentiated Activities

110 km/hr

1. Identify and classify the following numbers as odd or even:
   - 3,545
   - 6,482
   - 9,123
   - 7,860
   - 11,234

   If the number is odd, find its predecessor and successor. If the number is even, write it in expanded form.

80 km/hr

Identify and write whether the following numbers are odd or even:
- 15
- 88

- 23
- 60
- 42

Write the successor and predecessor for any odd number between 10 and 50. For any even number between 10 and 50, write it in expanded form.

40 km/hr

Fill in the blanks:

- The successor of 16 is _____.
- The predecessor of 27 is _____.
- 8 is an _____. (odd/ even)
- 9 is an _____. (odd/ even)

Period 11

COULD DO

10 MIN.

Teacher: Good morning, my brilliant learners! Do you like magic or mind reading?

Teacher: Great! Today, we are going to play Mind Reading game! Are you excited?

Teacher: Okay, I want 2 volunteers?

Teacher: Great! Please think of a number under 10. Add 5 to your number. Double the result.

Subtract 6 from that number. Now, half the result. Finally, subtract the number you thought of at the start.

(Pause for few seconds after telling each instruction.)

Teacher: Done? Alright, now let me read your mind... I can see that the result is 2!

Teacher: Is it correct? Yeah, I am a mind reader. You can also try this activity with your friends.

MUST DO

30 MIN.

(Show the instructions on screen for reference.)

Teacher: May I get your attention please!

Teacher: Everyone please open page 17 of your workbook. We have 2 worksheets on topic Numbers up to 9999. We will do the worksheet on our own. It will help us to know our strengths and weaknesses in this chapter. Are you ready?

Teacher: Let us start the first worksheet. In this worksheet, we have 3 exercises. We will do it one by one. Start doing the worksheet. Raise your hands if anyone is stuck anywhere.

Teacher: If you have done it, raise your hand. I will give you the next task.

(Show the worksheet on screen.)

(Do both the worksheets in a similar way.)

Differentiated activities

Number Race Challenge

Divide the students into groups of 3-4. Write 4-digit numbers on pieces of paper and place them in a box. Example numbers: 3,564, 5,672, 7,891, etc.

Students in each group take turns drawing a number from the box and:

110 km/hr

Why do you think this number is odd/even? Write 10 odd numbers in your notebook.

80 km/hr

- Create a larger or smaller number by rearranging the digits in the number they drew.

40 km/hr

- Find the successor and predecessor of the number.
- Identify whether the number is odd or even.

Learning Outcomes

The students will:

Domain	Developmental Area
Physical Development	Develop coordination through movement activities like jumping, running, and stretching (e.g., number jump activity). • Improve fine motor skills through activities like drawing, writing, and using visual aid to understand math concepts. • Understand the importance of physical exercise through daily activities like watering plants and engaging in active play.

Socio-Emotional and Ethical Development	Build empathy and teamwork skills through group activities. • Express emotions appropriately and recognize feelings of others while solving problems (e.g., addition and subtraction). • Develop fairness and respect for others through discussions and activities involving comparison of numbers and values.
Cognitive Development	Improve critical thinking and problem-solving skills through word problems, comparison of numbers, and time-related activities. • Enhance memory and attention span by practicing the identification of place and face values in 4-digit numbers. • Foster curiosity and a willingness to explore mathematical concepts like Roman numerals, number formation, and patterns.
Language and Literacy Development	Develop vocabulary and language skills by discussing number names and operations in math and using them in sentences. • Improve reading and comprehension by reading number problems aloud and explaining them in words. • Enhance writing skills through projects where students use 4-digit numbers in real-life experiences (e.g., creating stories involving math).
Aesthetic and Cultural Development	Appreciate numbers and their cultural significance by learning about the use of numbers in Roman numerals and history. • Foster creativity through artistic activities where students use numbers (e.g., forming numbers, colouring number-related charts). • Explore cultural activities like the significance of numbers in different traditions, such as in Indian festivals or traditional games.

Positive Learning Habits	Develop a love for learning by engaging actively in math activities and taking ownership of solving problems. • Understand persistence by practicing addition, subtraction, and forming numbers with perseverance. • Improve self-discipline through time management in completing worksheets, projects, and math-related tasks. • Cultivate effective learning habits through daily practices like reviewing math problems and preparing for assessments.

Starry Knights

Did learners enjoy numbers through games and activities? Which activity was difficult for you to teach and why?

_____

If yes, give yourself a STAR ☐