Lesson-1: Revision



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I help my

friends

Confirming b



9 Periods (40 minutes each)

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



Curricular Goals and Objectives (NCF)

To enable the students:

eBook

- to develop understanding of mathematical operations through hands-on activities.
- to apply maths in real-life situations like money, time and measurements.
- to enhance problem-solving and critical thinking through logical reasoning.
- to promote peer learning with group discussions and collaborative tasks.
- to improve numerical fluency with mental math and arithmetic practice.
- to build confidence and a positive attitude towards mathematics.

Methodology

Period 1

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?



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.

(Guide students to fill in the chart in their notebooks.)

К	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.

Kinaesthetic



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Teacher: Fantastic. For this activity, you are going to work with a partner.

Kinaesthetic Ask each other what time they wake up for school. Let each of them draw a clock with the correct hour and minute hands to show their partner's wake-up time. After switching roles, let them compare their clocks to see if the times match.

(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 work in this activity. By drawing and comparing clocks, you just practised telling time. Give yourselves a big round of applause.

Now let us move on to 'Auditory'. This means you will need to listen carefully and think quickly. Are you ready?



Auditory

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.

E Auditory* 3	
Listen to your teacher carefully. Answer the questions.	5

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.)

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Teacher: Yes, [student's name].

Student: Notes. (or Banknotes.)

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



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



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.)

Confirming better

Teacher: Everyone, please open your books to page 5 and look at the Confirming better section – I help my friends.

Teacher: Why is it important to help our friends?

Teacher: Yes, when we help others, we make them happy and build strong friendships. Can you share a time when you helped a friend?

Teacher: Wonderful! Helping a friend can be as simple as sharing a pencil, explaining a lesson, or comforting them when they are sad. How do you feel when someone helps you?

Teacher: That is right! It makes us feel supported and cared for. So, let us always be kind and helpful to our friends.

Teacher: Now, take a moment to think – how will you help a friend today?

(Guide students to have a meaningful discussion.)

Confirming I help my friends. PLH

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 Activities

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



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.

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 mea 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.)

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: 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.	MUST DO	
feacher: Well done, [student's name]. You got a sharp mind.	20 MIN.	

	Do	as directed. Write t	he	answers in your n	ote	ebook.			Į
	α.	Add.							1
		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	\frown
\bigcirc	-								(07)
									\smile

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.

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

Teacher: Each group will get one sum to solve of Exercise 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.)

(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.

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

Differentiated Activities

Provide number chits from 0 to 9

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.

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Home Task

Revise the content discussed in the class.



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.)

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? (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 Exercise 2 on the same page 7, with the numbers that follow.

(Assign one sub-part of the Exercise 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 Exercise 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 Exercise but you have to do this question individually. It is time to use vour colors.

Teacher: This Exercise 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 $\frac{1}{2}$. 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 work, 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. Encourage students to response. Appreciate the right responses.)

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 work. Use this anytime to feel calm and focused.

Differentiated Activities

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



(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

Complete the remaining question of Exercise 4 and 5 given on page 7 in the Main Course Book.

Period 4

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Teacher: Good morning, bright minds. Has anyone spotted something

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interesting on your way to school today? (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.





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 Exercise 6 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.

(Guide students to complete Exercise 6)

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

(Pause to give students time to think and respond.)

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 Exercise 7.)



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) SHOULD DO Well done, everyone. You have done a great work 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 students 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.

Differentiated Activities

110 km/hr

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

Home Task

Find 3 objects at home, write their names and shapes. Think and write how their shape help in their usage.

Period 5

Teacher: Good morning, bright students. 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 work, 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.

8 Solve the following word problems, in your notebook.

- a. In a wedding ceremony, there are 47 men, 52 women and 33 children. How many people are there in total?
- b. A shopkeeper has 132 toffees. He sold 42 toffees. How many toffees are left
- with him? c. There are 6 queues in a school assembly. Each queue has 12 students. How many
- students are there in the assembly?
- d. Sam draws 4 butterflies on one page. How many pages will she need to draw 08 88 butterflies?

Teacher: Let us begin with word problems, Exercise 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 question (b) and (c) of Exercise 8 in similar way. Encourage students to participate in making statements, finding solutions etc.)



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Recalling better

Recalling better

- In this chapter, I have revised
- forming number patterns.
- addition, subtraction, multiplication and division.
 how to convert units of money.
- e fractions.
- how to read time.
- line, point and line segments.
- o units of measurement.

(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?

Student: The bigger number goes on top. $36 \div 6 = 6$.

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

Solve question (d) of Exercise 8 given on page 8 in the Main Course Book.

Period 6



Teacher: Good morning my wonderful students. 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.)

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 thirtyeight (38) is thirty-nine (39) and the predecessor is thirtyseven (37). What are the number names?

Teacher: Correct (student name). Number names are the way we say numbers in words, like MUST DO

'o-n-e,' 't-w-o,' etc.



Learning better

Teacher: Open page 8 where we have some multiplechoice 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. (Use similar way to do the other questions.)



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

B Write the number name for each number.	
1. 309	
2. 564	
3. 615	٩

(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 questions of the Exercise B.)



(Discuss Exercise C with the students)

C	Write the numbers.				
•	1. one hundred ninety-seven		2. six hundred eighteen		\frown
	3. five hundred eighty-eight	\bigcirc	4. eight hundred three	\bigcirc	(9)

Teacher: Alright, everyone. Let us move to Exercise D given on page 9.

_				
D Do as directed. Wr	ite the answers in yo	ur notebook.		
1. Add.				
a. 262 + 35	ь. 371 + 262	c. 431 + 164	d. 527 + 237	
2. Subtract.				
a. 97 – 53	ь . 397 — 153	c. 624 - 517	d. 813 - 459	
3. Multiply.				
a. 24 × 9	ь. 126 × 7	c. 194 × 5	d. 208 × 4	\frown
4. Divide.				(9)
a. 56 ÷ 4	ь. 84÷3	c. 75 ÷ 5	d. 92÷4	\smile

(Ask each student to solve part (a) and (b) of questions 1, 2, 3 and 4 from Exercise D individually. Then, have them discuss their answers in groups and resolve any differences. One student from each group will present the final answers to the class. Guide the discussion, ensuring clarity and conclude by addressing any doubts. Encourage teamwork and active participation.)

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

Solve questions (c) and (d) of Exercise D given on page 9 in the Main Course Book.

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 students)

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 Exercise E. 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 question? **Teacher:** (Student name) which unit will you use to measure it?

Teacher: why?

(Take all relevant responses.)

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.)



Learning better

- \overbrace{H}^{H} Solve the following word problems, in your notebook.
- A poultry farm produces 479 eggs on Monday and 235 eggs on Tuesday. How many eggs in total are produced in these two days?
 - Aisha receives ₹500 from her grandmother. She spends ₹427 and saves the rest. How
 much money does she save?
 All her 22 acroups the distributer than acrually append 6 friends. How many areas
 - Ali has 72 crayons. He distributes them equally among 9 friends. How many cr does each friend get?

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.

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 students as per need. Encourage the students to participate in the class discussions. Appreciate the students.)

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 questions of the question.)



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.

Teacher: On a piece of paper, I want each of you to write:

3 things you learned today, questions COULD DO you still have and 1 thing you enjoyed the most about today's lesson.



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

(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 students accordingly in the following classes.)

Differentiated Activities

110 km/hr

Draw a number pattern in your notebook like:



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



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 8



Teacher: Good morning, my awesome students. 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 vou are invisible. Hold for 10 seconds. (Students freeze in place.)
- 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.



ArtI 21st CS

1 2 1 4 5 6 7 8 9 1 11 12 12 14 15 16 1 18 19 20 21 22 23 2

Creating better

Creating better

Making a calendar

- Take a sheet of paper, markers, ruler, pair of scissors and some glue to class Fold the paper in half, then fold it again to make
- four equal sections. Unfold the pape
- On one-fourth of the paper, use a ruler to draw a grid with 7 columns (for the days of the week)
- and 5 to 6 rows (for the weeks).
- On the top of the arid, write the days of the week like Sunday, Monday and so on
- Start with January. Write its name on the top of the grid.

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



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Thinking better

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

Thinking Detter	21st CS HOTS			
Think and answer.				
 The numbers in the given box follow a pattern. Understand the pattern and fill in the blank boxes. 	×	7	8	
	٩	63		
	11		88	
 Half of a cake is as tasty as a full cake, but half of a currency note things that can be and five things that cannot be used when divide 	is of n ded int	o use o piec	. Fin	11)

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.

Teacher: Excellent work today, everyone. You did a fantastic work 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

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

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.)



Teacher: Good morning, my brilliant SHOULD DO students. 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 beain.

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: Amazina. Now, let us do 3 + 2. What is the answer?

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: Alriaht, 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.

COULD DO (Move around the classroom to help students as they work on the 5 MIN worksheet.)

Theme 1	What Is Life? Revision	2	Workst	Worksheet 2
A. Write	the number nar	mes of the following nu	mbers.	A. Add.
1.	172			1. <u>1</u> 5 1 2. <u>1</u> 1 1 3. <u>3</u> 7 1
2.	264			+ 4 0 2 + 2 2 9 + 1 5 7
3.	517			
ч.	731			^{44.} 5 5 2 ^{5.} 5 7 0 ^{6.} 6 9 5
5.	983			+ 3 7 5 + 1 1 3 + 1 2 7
B. Add.				
1. 2	5	2. 3 7	3. 4 6	B. Subtract.
+ 1	9	+ 5 3	+ 4 8	1. 3 6 7 2. 5 1 1 3. 14 1 3
				- 1 0 9 - 1 2 0 - 2 7 4
4. 6	5	5. 7 8	6. 8 8	
* 2	7	+ 4 5	+ 5 7	4. 7 2 3 5. 8 3 7 6. 8 7 4
C Subtro	et and match i	the aprware		- 5 6 4 - 7 4 8 - 6 5 8
1. 46 - 3	1 •	• a. 59		
2. 87 - 5	9	• b. 36		C. Write the time on each clock in words in the blanks below.
3. 66 - 4	4 e	• c. 15	\bigcirc	$\begin{bmatrix} 1. & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & & \\ & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & &$
4. 86 - 2	7 .	• d. 28	(15)	
5. 57 - 2	1 +	• e. 22	\bigcirc	

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 guietly 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.

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



Teacher: In this column we will write

what we have learned in this chapter.

Teacher: Think about the topics, have we learnt and write them in the 'L' column of the chart.

(Wait for students to fill in the chart.)



Teacher: Do you remember learning how to make a Little Book in your English book?

Teacher: Great! Now, you will create another one the same way. What do you think we will use it for?

Teacher: Yes, this will be your Little Book of Revision to note down key concepts from today's lesson. How can we make it look interesting?

Teacher: Right! You can decorate it with glitter, stickers, or drawings. What will you write inside?

Teacher: Correct! All the important points from the lesson. You can add more pages anytime.

Teacher: For home Task, make your Little Book of Revision and bring it to class.

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

Differentiated Activities

110 km/hr

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



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.

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.

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

Lesson-2: Numbers up to 9999

11 Periods (40 minutes each)

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

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

Curricular Goals and Objectives (NCF)

To enable the students:

- to develop number sense by recognising numbers up to 9999, identifying place values.
- to strengthen problem-solving by arranging numbers in ascending and descending order and estimating their values.
- to enhance computational fluency by identifying odd and even numbers, finding successors and predecessors and rounding numbers.
- to apply numerical concepts in real-life scenarios like counting household objects, comparing prices and understanding measurements.
- to foster collaboration through peer discussions, hands-on activities like drawing number representations and group problem-solving.
- to cultivate a growth mindset by engaging in affirmation-based activities, celebrating small achievements and reinforcing confidence in number operations.

Methodology

Period 1

Teacher: Good morning, my wonderful students. 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 from 1 to 10 you will hop like a frog. If the answer is from 11 to 20 you will flap your arms like a bird, If the answer is from 20 to 30 you will stomp like an elephant.

Let us try it out once.

If I say '2 multiply by 3', the answer is 6, so you hop like a frog.

Teacher: Ready to play? Let get started.

ady to play? Let us go.

Teacher: 3 multiply by 2, 7 multiply by 3, 6 multiply by 4 (Similarly give more questions.)

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

Teacher: We will begin a new chapter, Numbers upto 9999. We are going to use a KWL chart to help us organise our thoughts and learning. I have made a KWL format on the blackboard. Please take out your notebooks and draw

the same format in your notebooks. We will fill first two columns of the chart today.

K	W	L

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

Kinaesthetic

Teacher: We will 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.	(12)

per te I am kind to everyone.



SHOULD DO

5 MIN.



Theme 1: What



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 is 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.





Auditoru	
Listen to your teacher carefully. Answer the questions.	(12

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.

MUST DO





Teacher: Let us move to Pictorial activity. Everyone please complete the activity given on page 12.

(Wait for students to complete the activity.)

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



Confirming better



Teacher: Let us move to 'Confirming better' section. Teacher: Who will read and explain the statement? Teacher: What does it mean to be kind?

Teacher: Yes, helping others, speaking politely and treating everyone with respect.

Teacher: Why is kindness important?

Teacher: Correct. It makes people feel happy and builds good friendships.

Teacher: Can you share a way you showed kindness? **Teacher:** That is wonderful. Small acts like sharing or using kind words make a big difference.

Teacher: Now, let us all say together—'I am kind to everyone.'

Teacher: How do you feel when someone is kind to you? **Teacher:** Yes, happy and valued. Let us promise to spread kindness every day.

Teacher: Excellent work today, everyone. You have all done a fantastic work. Before we end let us quickly recap: We learnt 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** given on the digital platform.

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.

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		

Period 2



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

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

Interacting better



Teacher: Everyone please open page 12 in the Main Course Book.

Teacher: Who will read and explain the activity?

(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?

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 work today. In the following class, we will learn more about 4-digit numbers.

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



(Take all relevant responses.) **Teacher:** Let us again hear the story of our four friends,

Sam, Jas, Lina and Ryan.

() You may show the **Animation** of the story.



Teacher: Who liked the story?

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

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.

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.

9

4 Diait Numbers



Teacher: So far, we have learnt about ones, tens and hundreds. Let us know about MUST DO

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.)

Forming 4-digit numbers



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

2 thousands

8 tens

4 hundreds 9 ones

3 hundreds

6 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:

0 tens

•

- 1 thousand

What number do we form with these blocks?

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

Reading 4-digit numbers



Teacher: Let us practise 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.

Teacher: Today, we learnt 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 learnt today? Student: I learnt how to form and read 4-digit numbers.

Teacher: Excellent. You all did a fantastic work today. Let us have a huge round of applause. See you in the next period.

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.

Home Task

Revise the concepts discussed in the class.

Period 3

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



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.)

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

MUST DO

Teacher: We have learnt how to

make and read 4-digit numbers in the previous class. Who will help me to read the number again? Everyone please open your books to page 15 and look at 'Understanding better'.

Understanding better

Teacher:

Teacher: How will you read 3485?

(student name). You are

Thank



absolutely right. We will read it as three thousand four hundred and eighty-five. How will you read 5167?

you.

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 work in

reading 4-digit numbers. **Teacher:** Quickly write all the three number names in your notebook.



(Give example of writing the number on board.)

Teacher: Everyone please write number name in Exercise 1 given on page 15.



(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.)



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.)

Teacher: 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.

Teacher: The first rod on the right represents the ones place.

Teacher: The second rod represents the tens place.

Teacher: The third rod represents the hundreds place.

Teacher: 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	Н	T	0
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 And Face Value

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.



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	н	Т	0
5	7	1	2

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

Face value

Ecropy volume

he vhe	fac ere t	e vo he	alue digit	of is	a digit is the d placed in the r	igit itself. It number.	does not r
Th	Н	Т	0				
2	9	6	5			Face value	Place value
	Т			\rightarrow	Ones place	5	5
				\rightarrow	Tens place	6	60
				\rightarrow	Hundreds place	٩	900
				\rightarrow	Thousands place	2	2000

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 auestions. 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. Teacher: Well done students, let us have a huge round of applause for your hard work. See you in the next class.

Differentiated Activities

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.

Home Task

Solve Exercise 2 given on page 17 in Main Course Book. Write the answers neatly in your notebook.

Period 4



Teacher: Good morning, my amazing students. 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)

(Give more numbers in similar way.)



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.

Expanded form



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. (Write expanded form on board.)

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 Exercise 2 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 Exercise 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.)



MUST DO

ID MIN.

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.

Teacher: Great work. 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.

(Discuss the siltation of Sam and Ryan given in the book.) 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 also write 900 < 1000.



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 students 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.)

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

Laughing better



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

Teacher: Thank you (student name). It is a fun maths fact. Teacher: You all did a fantastic



work today. We learnt how to expand number. We also learnt 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.)

Teacher: Let us have a hue round of applause. See you in the next period.

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



CL

17

small

big

open end

320≮

Processing better

closed end

is areater than

The closed end of the signs

> and < always points to the

smaller number.

closed end

>210 ₹ 350 <

is less than

big

open end

small

>350

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

• 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)

Home Task

Create a project by following the given instructions: 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. Be ready to present your findings in the class

Period 5

Arranging numbers in order

• 5624 and 6342

Teacher: Good morning, my amazing students. 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.

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 Main 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). Any wants to add anything?

Teacher: Thank you (student name).

Teacher: Let us see the example 5 given in your book. (Explain with the help of e book in the class.)

4	Ar	range	the nu	mbers	in ascen	iding orde	r, in yo	our note	ebook.	
	a.	1256	6123	7189	7122	b.	5090	2282	9873	9642
	c.	1678	1532	1022	1761	d.	4352	6729	2359	3 18

Teacher: It is time to practise questions, to check our understanding. Open page 18, Exercise 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	Н	Т	0
1	2	5	6
6	1	2	3
7	1	8	٩
7	1	2	2

Ascending order: 1256, 6123, 7122, 7189. (Do the next question (b) in the same way.)

5	Ar	range	the nu	mbers	in desc	ending ord	er, in y	our no	tebook	κ.
	a.	8122	7764	9332	8422	b.	2322	5431	3312	3422
	c.	6542	6535	6565	7653	d.	1547	7633	3196	(18)

Teacher: In the next Exercise 5, here we have to arrange in descending order. Everyone try question(b).Raise your hand if you face any difficulty.

a. 8122 ,7764, 9332, 8422



8	8	2	2
7	7	6	4
٩	٩	3	2
8	8	2	2

Descending order: 9332, 8422, 8122, 7764. (Explain question (b) in the similar 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

SHOULD DO

5 MIN.

number? (Allow students to respond.) **Student:** Because the 0 cannot go at the beginning. It stays after the 3.

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

Understanding better



Teacher: Let us move to 'Understanding better' section. 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.

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

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?

Home Task

Solve questions (c) and (d) of Exercise 4, 5 given on page 18 in Main Course Book. Write the answers neatly in your notebook.

Period 6

Successor and Predecessor



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

MUST DO

5 MIN.



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?

Teacher: Let us all give ourselves a huge round of

applause. Well done, everyone. You all did an amazing work with the successor activity. Keep up the great work.



Teacher: Now that we have learnt 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 work. the predecessor of 10 is 9. Now, let us try a few more questions. What is the predecessor of 15?

Teacher: What is the predecessor of 1000?



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

(Give time to students for writing responses.)

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

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

Two numbers having the sum of 10 are called <i>Param Miltra</i> numbers or complementary numbers. For example, Param Miltra number of 3 is 7	^p aram Miti Number	a Numbe	er or Com	olemer	ntary
For example, Param Mitra number of 3 is 7	íwo numb are called compleme	ers havin Param N entary nu	g the sum 1 <i>itra</i> numb mbers.	of 10 bers or	
Param Mitra number of 3 is 7	or examp	le,			
	Param Miti	a numbe	er of 3 is 7		
Param Mitra number of 5 is 5	Param Miti	a numbe	er of 5 is 5		\frown

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	

Even And Odd Numbers



 Even numbers end with 2, 4, 6, 8 or 0.
 Even 7510
 Odd
 Odd with 1, 3, 5, 7 or 9.

 4752
 5243
 6024
 1005
 20

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

numbers.

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

Teacher: Let us practise 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 work classifying the numbers into even and odd columns.

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

Teacher: Well done today. 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.

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



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

40 km/hr

Answer the following questions for the given number 236:

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

Home Task

Practise the questions discussed in the class.

Note for the Teacher: Arrange arrow cards in stacks of thousands, hundreds tens and ones for 'Decoding better' activity to be done in the next period.

Period 6

Roman numerals

Teacher: Good morning, my amazing students. 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?





Poster



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.)

We use the digits 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9 to write numbers. Ancient Indian mathematicians developed this numeral system and introduced it to the rest of the world. It is called the Hindu-Arabic numeral system. Long ago, the Romans used 7 letters of the alphabet to write numbers.							
Roman numerals	1	V	Х	L	С	D	М

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

(Discuss the rules with the students with the reference of the explanation given on page 20 in the book.)

Teacher: Let us practise this together.

- 1. What is VIII? (Add 5 + 1 + 1 + 1 = 8)
- 2. What is IX? (Subtract 10 1 = 9)



Teacher: Alright, students. We are going to convert some Hindu-Arabic numerals into Roman numerals. This will help us practise using the Roman numeral system. Everyone open page 21 Exercise 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 questions in the similar way.)



Connecting better

Connecting better



Teacher: Let us move to 'Connecting better' section given on page 21 in the Main course Book.

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 senses?

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.

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.

	Recalling better	CING
I	In this chapter, I have learnt	
I	\odot to read and write 4-digit numbers.	
I	${\ensuremath{ \circ }}$ to identify the place value and face value of each digit in a number.	
I	o to compare 3- and 4-digit numbers.	
	o to form 4-digit numbers.	
I	© to find the successor and the predecessor of any number.	
	o to identify even and odd numbers.	
2	o the Roman Numeral system.	(21)

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.

Decoding better

Teacher: Let us move to 'Decoding better' section given on page 21. We



will form numbers, according to their place value.

(Guide the students to complete the activity given in this section with the reference of steps given on page 21 and 22.)

Teacher: Well done, everyone. Let us give ourselves a huge round of applause for our hard work today.

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

Practise the questions discussed in the class.

Period 8

Teacher: Good morning, my wonderful SHOULD DO students. 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 student 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 work, 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.

Solving better

Teacher: Let us practise comparing numbers and identifying place values. Open your books to the 'Solving better' section. Let us begin with the first Exercise..



Teacher: Look at question (a). We have two abacus representations. What do we do while comparing numbers?

Teacher: Yes. We check the digits from the leftmost place value. Which number is greater?

Teacher: Correct. Now, write the correct symbol > or < in the box.

(Guide students to complete the exercise in a similar way.) Teacher: In Exercise 2, we need to circle the number where the given digit has the specified place value. Let us do the first one together.

(Guide students to complete the exercise in a similar way.)



Teacher: It is time to practise questions to check our understanding. Everybody please open page 22 in your books. We will begin with Exercise A of 'Learning better.' It 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 Exercise B. Here we have dienes blocks. We will observe the blocks 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 questions in similar way. Involve students in

Image: Second state and their number names.

Image: Second state and their number names.

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Image: Second state and the numbers and the number names.

Image: Second state and the number names.



Teacher: Let us move to Exercise C. 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 0 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.

(Discuss the following questions in the similar way.)

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

Book Of Holistic Teaching

(Refer to the Book of Holistic Teaching, pages 12 and 13 under the title 'Numbers up to 9999.' Complete the



activities mentioned in this section and ensure that the students complete them. These activities are designed to enhance their holistic understanding and engagement with the topic. Provide any necessary support and materials to help the students successfully finish the activities.)



B Science

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

Social Studies (C) Early humans used a different counting system.



You may show the Slideshow given on the digital platform.

Teacher: Wonderful work today, everyone. You all did an amazing work 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 dav.

Home Task

Solve question (3) and (4) of Exercise C given on page 23 in the Main Course Book. Write the answers neatly in your book.

Differentiated Activities

110 km/hr

 Add the following Roman numerals: 			
1. XV + X	2. XX + IX		
Ans. 1. $XV + X = XXV$	2. $XX + IX = XXIX$		
• Subtract the following	Roman numerals:		
1. XIV – V	2. XXV – X		
Ans. 1. $XIV - V = IX$	2. $XXV - X = XV$		

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:

10 = X

6 = VI

•	1	•	10
•	4	•	6
A	ns.		

- 1 = |
- 4 = IV

Period 9

An



Teacher: Good morning, my amazing students. 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: 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.

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

(D) Write the face value of the coloured diait in each number.

1. 2231	2. 5000	
3. 6040	4. 7521	
5. 8179	6. 8456	24

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 students as per need.)

Teacher: Check you answers please. Is there any doubt? Teacher: Well done. Let us move to Exercise E.

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.)

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 questions are your home task. I will check them in the next class.

G Form these numbers.



Teacher: Alright, let us move to 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 work. Everybody write the answer.

(Do the remaining questions in similar way.)

Teacher: Let us move to the Exercise H who will read it ?

(H) Write the predecessor and successor of each of the following numbers.



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.

You may show the the **Infograpics** and **Maths Lab** given on digital platform.

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

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. X + = ?		4.	V + V = ?
5. XII + III = ?			
Ans.			
1. VII + III = X		2.	X + V = XV
3. X + = X		4.	$ \vee + \vee = X$
5. X + = XV			

40 km/hr

Convert the following in roman numerals.				
1. 8	2.16	3. 35		
4. 42	5. 58			
Ans.				
1. 8 = VIII	2. 16 = X∨I	3. 35 = XXX\		
4. 42 = XLII	5. 58 = LVIII			

Home Task

Solve question (3) and (4) of Exercise F given on page 25 in the Main Course Book.

Bring a paper plate, coloured paper, a ruler, markers and a board pin for the 'Creating better' activity in the next class. Bring your 'Little book' for 'Revising better' activity.

Period 10



Teacher: Good morning, my wonderful students. 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 for better understanding.)



Teacher: That was fantastic, everyone. You all did an amazing work 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.



(1) Fill in a digit to make even or odd numbers.

even	3	odd	829
odd	475	even	817
odd	752	odd	70
even	630	even	41 <u>(</u> 25)
			\bigcirc

Teacher: Alright everyone, open your book to page 25. We will practise some questions.

Teacher: Who will read and explain Exercise I?

Teacher: Yes, here 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.

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

(J) Write the Hindu-Arabic numerals for each Roman numeral given below.					
1. VII	=	2. XVI	=	3. XIX	=
4. XXIII	=	5. XXV	=	6. XXIV	=
7. XXII	=	8. XXXI	=	9. XXIX	=(25)
					\bigcirc

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

Teacher: If you have done get it review by your partner. (Show the answers on the screen.)

Creating better

Teacher: Let us move to 'Creating better' on page 25. Today, we will make a Roman numeral clock.

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(Guide the students to complete the 'Creating better' activity with the help of instruction given on page 25 and 25 in the book.)

Creating better	ArtI 21st CS
 Roman Number Clock Take a paper plate. This will be the base of your clock. Using a ruler and marker, draw lines to divide the plate into 12 equirepresenting the clock hours. 	al sections, 25

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

Thinking better

Thinking better

Think and answer.

Mark to change the position of a matchstick in the pictures below so that the statements hold true.

Teacher: Let us move to 'Thinking better'. Look at the matchstick equations. Our task is to change the position of a matchstick so that the statements become correct.



21st CS HOTS

25

Teacher: In the first equation, V + I = IV. Does this look correct?

Teacher: No, because V + I equals VI, not IV. Can you think of how we can shift a matchstick to make it true? (Guide the students to complete the activity in the similar way.)

Choosing better

Teacher: Let us move to 'Choosing better' on page 26. Read the question - what should we do if we see a dry plant in our school?

Choosing better	LSV
You see a plant in the hall of your school. The plant looks dry. What should you c	to to help it?
• Give the plant water and put it where it can get sunlight.	\square
• Do nothing and wait for it to get better by itself.	(25)

Teacher: Should we give it water and place it in sunlight or should we do nothing and wait for it to recover on its own?

Teacher: Yes, plants need water and sunlight to grow. They cannot get better on their own without care.

Teacher: Now, mark your answer on page 26.

Teacher: Well done. Taking care of plants is an important responsibility. Let us all remember to be kind to nature.

Revising better



In this chapter, you have learnt about forming numbers using 3 and 4 digits. Using this concept, form 3- and 4-digit numbers in your Little Book.

Teacher: Let us move to 'Revising better'. We have learned how to form numbers using 3 and 4 digits in this chapter.



DBL

Teacher: Now, open your Little Book. Use the digits of your choice to form different 3-digit and 4-digit numbers.

Teacher: Write at least three 3-digit numbers and three 4-digit numbers in your Little Book.

Teacher: Once you have written them, read them aloud to your partner.

You may show the Animated Activities given on digital platform.

Pledging better Pledging better With all my heart, I pledge to protect and care for plants and animals around us

SDG 15: LIFE ON LAN 25

SDGs

Teacher: Let us move to 'Pledging better'. Today, we will take a pledge to protect and care for plants and animals around us.

Teacher: Stand up straight, put your hands together and repeat after me—'With all my heart, I pledge to protect and care for plants and animals around us."

Teacher: Why is it important to protect them?

Teacher: Yes, they help maintain balance in nature and provide us with food, oxygen and shelter.

Teacher: Let us always remember this pledge and take small steps every day to care for our environment. Well done, everyone.

Teacher: Let us give ourselves a huge round of applause for our commitment and effort today. See you in the next class.

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:

• 2301

- 1570 • 887
- 5990 • 421

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)

Home Task

Solve question (6) to (9) of Exercise J given on page 25 in the Main Course Book.

Bring your project in the class. Be ready for presenting it, in front of your classmates.

Period 11

Teacher: Good morning, my brilliant COULD DO students. 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.

(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. They will help us to know our strengths and weaknesses in this chapter. Are you ready?

Theme 1: What Is Life?	Worksheet 1
A. Write the number names for each number.	
1. 2850	
2. 7654	
3. 9845	
4. 1007	
5. 8653	
B. Write the Roman number for each Hindu-Arabic number.	
1. 12 . 25	
3. 20 4. 32	
5. 15 6. 23	
C. Fill in the boxes to complete the expanded form of the	given numbers.
1. 1235 = 1000 + + 30 + 5	
2. 9845 = 9000 + 800 + + 5	
3. 8988 = + 900 + 80 + 8	
4. 3452 = 3000 + + 50 + 2	
5. 9901 = 9000 + 900 + + 1	

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 1. 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.)

						Worksheet 2
λ.	Write th	ie face v	alue for	the give	n digit in eac	h number.
1.	2 in 15L	12				
2.	8 in 258	34				Activity
3.	0 in 102	25				Match the number cards with
4.	4 in 425	5				the colour code. Please refer to the last section
5.	3 in 365	58				of the book (page i and ii).
6.	5 in 265	58				
Β.	Rearra	nge the i	numbers	in ascer	iding order.	
1.	7298	729	298	2987		
2.	3256	283	1005	3654		
3.	6871	3294	4467	8080		
4.	2933	9124	1126	5676		
5.	5656	5565	5665	5556		
с.	Rearrai	nge the	numbers	in desce	ending order	
1.	1205	250	502	1893		
2.	7852	785	758	7582		
3.	3654	3896	4569	7520		
4.	8965	8659	8956	8596		
5.	7421	7124	7412	7241		

Teacher: Today, we will work on Worksheet 2. Let us begin with section A.

Teacher: In this section, we need to find the face value of the given digit in each number. Who can remind me what face value means?

Teacher: Yes. The face value of a digit is the digit itself, no matter where it is placed. Let us do the first one together. What is the face value of 2 in 1542?

(Guide the students to complete the worksheet in similar way.)

Teacher: Once you are done, check your answers with your partner. Let us give ourselves a huge round of applause for our hard work.

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

Book of Project ideas

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Making better

Chapter 2: Numbers up to 9999

What Is Life?

Theme 1:

- 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.

Teacher: Let us move to presentations of your project.



Teacher: All of you will present our Making better project on real-life examples of 4-digit numbers. Who would like to go first?

Teacher: Great (student name) please come forward and present your work.

Teacher: Well explained. Now let us hear from the next student.

(Appreciate students for their work and presentations. Guide students to have discussions on their project.)

Teacher: Now, let us fill in the last column of the KWL chart. **Teacher:** In this column we will write what we have learned in this chapter.

Teacher: Think about the topics, have we learnt and write them in the 'L' column of the chart.

(Wait for students to fill in the chart.)

Teacher: This brings us to the end of our class. Let us give ourselves a huge round of applause for our hard work today. Enjoy the rest of your day.

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 you drew.

40 km/hr

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

Home Task

Pracitse the concepts discussed in this chapter.

Learning Outcomes

The students will:

Domain	Developmental Area
Physical Development	 engage in hands-on activities like drawing number representations, using an abacus and arranging objects to strengthen fine motor skills.
Socio-Emotional and Ethical Development	 develop confidence in mathematical abilities through group discussions, peer learning and affirmation-based activities.
Cognitive Development	• identify, compare and arrange numbers up to 9999, estimate values and apply place value understanding in real-life situations.
Language and Literacy Development	 use mathematical vocabulary accurately while explaining place value, number comparisons and rounding concepts in discussions.
Aesthetic and Cultural Development	 appreciate numbers in cultural contexts, such as using Roman numerals and understanding numbers in traditional measurement systems.
Positive Learning Habits	 demonstrate perseverance in solving numerical problems, check answers independently and develop a growth mindset towards learning mathematics.

Starry Knights

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

26

If yes, give yourself a STAR