Lesson-9: Money

13 Periods (40 minutes each)

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

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

Confirming better: I am always positive and hopeful.

Curricular Goals and Objectives (NCF)

To enable the students:

- to convert rupees into paise and vice versa accurately.
- to develop an understanding of the value and importance of money in real-life situations.
- to perform basic arithmetic operations (addition, subtraction, multiplication and division) involving money.
- to compare prices, calculate change and understand transactions in a shopping scenario.
- to recognise the importance of saving money and making financial decisions.
- to apply problem-solving strategies to word problems involving money.
- to develop logical reasoning, critical thinking and mental calculation skills in handling money.
- to enhance their socio-emotional and ethical understanding of financial responsibility.
- to improve communication skills by discussing money concepts using mathematical vocabulary.
- to engage in hands-on activities and project-based learning to reinforce mathematical concepts related
- to money.

Methodology

Period 1

SHOULD DO — 5 MIN.

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

Teacher: Let us play a game and guess the coin in my hand. I will give you clues and you have to figure out which coin it is. Ready?

Teacher: The coin is multiple of 5 but bigger than ₹2 coin and smaller than ₹10 coin. What coin am I holding?

Teacher: Yes, it is a ₹5 coin.

Teacher: Now, look at the 'Confirming better' section given on page 110 in your Main Coursebook.

Confirming better

Confirming better I am always positive and hopeful. PLH 110

MUST DO — 5 MIN.

Teacher: It says, "I am always positive and hopeful." Let us say it together.

Teacher: Imagine, we studied hard for a test, but we didn't get full marks. How would we feel?

Teacher: True. We would feel sad. It is okay to feel sad. But what would a positive and hopeful person say?

Teacher: Exactly. She/he will say, "I will do better next time."

Teacher: That is a positive and hopeful attitude, we should carry. With this we focus on what we can improve and keep trying.

Teacher: We will begin a new lesson, Money. 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 in your notebooks.

SHOULD DO — 10 MIN.

K	W	L

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

Teacher: You all did an amazing work in this activity. We can now move to Re-KAP activities. We will use Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting. Let us start with the Kinaesthetic activity.

Kinaesthetic

Kinaesthetic

Create your own paper money by drawing and cutting out notes of different denominations. Then, make labelled boxes with various amounts (for example, ₹5, ₹10, ₹20). Drop the paper money in the correct boxes. 110

Teacher: Open your books to page 110. Who's ready to create their own money?

MUST DO
10 MIN.

Teacher: Great. Here's what we will do. First, take a piece of paper and draw different notes—₹5, ₹10 and ₹20. Make sure to write the numbers clearly. You can also colour them to make them look real.

Teacher: Now, I will place some labelled boxes in front of the class—one for ₹5, one for ₹10 and one for ₹20. Your task is to drop your paper money into the correct box.

Teacher: Let's get started. I'm excited to see your creative notes.

(Where required guide students to perform the activity.)

Teacher: Excellent work, let us proceed to the auditory activity.

Auditory

Auditory*

Listen to your teacher carefully. Answer the questions in your notebook. 110

Teacher: Listen carefully as I read the questions aloud. Think and answer.

MUST DO
5 MIN.

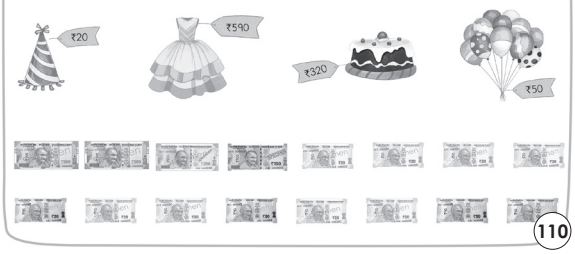
Teacher: Aanya earned ₹100 by helping her father with chores. She also saved ₹60 from her pocket money. After saving carefully, she finally bought a colourful puzzle she had wanted for a long time. How much money did Aanya save in total?

Teacher: That's correct. Let us explore the pictorial activity now.

Pictorial

Pictorial PS

Joy has some money, as shown. Circle the notes he would need to buy the given items.



110

Teacher: Look at the picture on page 110. Joy has different notes and he wants to buy a party hat, a dress, a cake and balloons.

MUST DO
5 MIN.

Teacher: Circle the notes he would need to buy the given items.

Teacher: Excellent. You all did a great work helping Joy. It teaches us how to choose the right money while shopping.

Teacher: Let us end with a big smile and a round of applause for everyone's effort.

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

Differentiated Activities

110 km/hr

Create a pretend shopping bill using at least 5 different items. Write the price of each item. Calculate the total amount spent. If you have ₹1000 how much money will be left after shopping?

80 km/hr

Look at different coins and notes around you (or draw them). Sort them into two groups - Coins (₹1, ₹2, ₹5, ₹10) and Notes (₹10, ₹20, ₹50, ₹100). Write 3 simple addition sums using these coins and notes.

40 km/hr

Draw or cut out pictures of different notes and coins from magazines or old newspapers. Match them to the correct price tags (e.g., ₹5 note with an item costing ₹5). Practise saying: "This is a ₹ _____ note. I can use it to buy _____."

Home Task

Think of 3 things you would like to buy. Write their prices (use whole numbers like ₹10 ₹50 ₹100 etc.). Draw or stick pictures of the items. Write the total amount of money you would need.

Period 2

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

SHOULD DO
5 MIN.

Teacher: Imagine you are a shopkeeper. I am a customer. I want to buy a pencil for ₹10 and a rubber for ₹5. How much do I need to pay in total?

Teacher: Yes. ₹15. Now, if I give you ₹20, how much change will you give me?

Teacher: Well done. You will give ₹5 as change. Let us see what more we will learn about money in today's class.

Interacting better

Interacting better ICL

Geeta purchases a pack of colours. The price of the pack is ₹36. She has two 10-rupee notes, two 20-rupee notes, six 2-rupee coins, one 5-rupee coin and two 1-rupee coins. How can she pay ₹36 in notes and coins to the shopkeeper? Discuss possible ways to pay the shopkeeper with your partner. 111

Teacher: Look at the 'Interacting better' section in your book on page 111.

MUST DO
10 MIN.

Teacher: We will help Geeta find different ways to pay ₹36 for her pack of colours using the money she has. Ready?

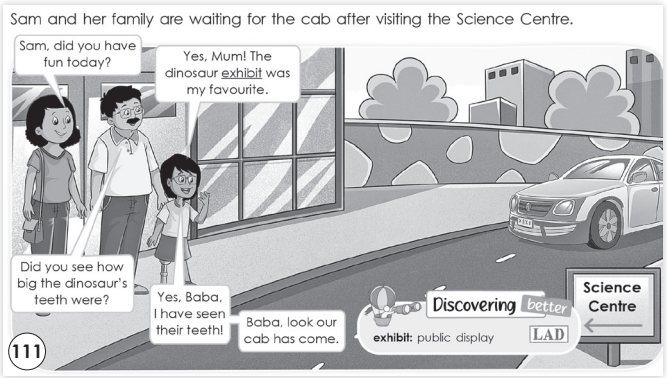
Teacher: Geeta has two ₹10 notes, two ₹20 notes, six ₹2 coins, one ₹5 coin and two ₹1 coins. Think about how she can make ₹36 using these notes and coins.

Teacher: Let us try this together. If she gives one ₹20 note and one ₹10 note how much does that make?

Teacher: That makes ₹30. Now she needs ₹6 more. What can she add to make ₹6?

Teacher: Yes, she can add three ₹2 coins. Now discuss with your partner and find another way to make ₹36.

Teacher: Now, let us read a story about money in real life.



Teacher: Turn to page 111 and look at the comic-style conversation in your book.

MUST DO
15 MIN.

Teacher: What do you think Sam and his family did today?

Teacher: Yes, they visited the Science Centre. What do you think they saw there?

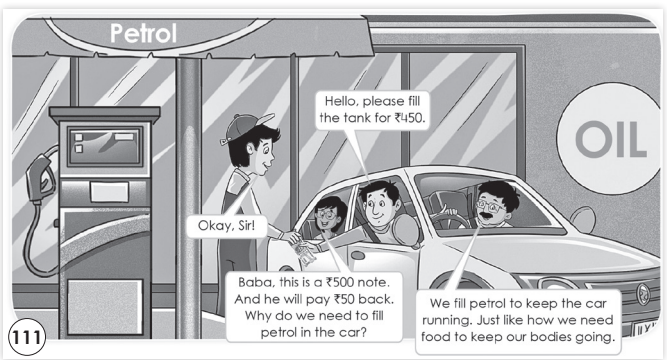
Teacher: Sam said the dinosaur exhibit was his favourite. What is an exhibit?

Teacher: That is right. An exhibit is a public display of objects or information.

Teacher: Have you ever visited a place where you saw an exhibit? What did you see there?

(Encourage students to participate and answer.)

Teacher: That sounds exciting. Exhibits help us learn new things in an interactive way.



Teacher: Now, look at the next part of the story on the same page 111.

Teacher: What do you think they are doing?

Teacher: Yes, filling petrol. We use petrol to keep the car running just like how we need food to keep our bodies working.

Teacher: Can you think of some healthy foods that give us energy?

Teacher: Well done, look at the picture again. Who is paying for the petrol and how much is he giving?

Teacher: Yes, Baba is giving ₹500. How much change will he get back?

Teacher: That is correct. Now, let us look deeper into the basic form of money— writing rupees and paise.

Writing Rupees and Paise

Teacher: Read the 'Writing Rupees and Paise' section in your book on page 112.

MUST DO
10 MIN.

Teacher: If I say ten rupees twenty-five paise, how will you write it in figures?

Teacher: Correct, ₹10.25. Remember, if there are no paise, we still write '.00' to indicate that there are no paise.

Teacher: Now, write thirty-five rupees five paise in your notebook.

Teacher: Excellent, ₹35.05. Always remember to write two digits for paise.

Teacher: So, if I say ninety rupees, how will you write it?

Teacher: Well done, ₹90.00.

Teacher: Now, we will explore some new words that are important for this chapter. Let us go through the words given in the dictionary section on the digital platform.

(Explain the words mentioned in the dictionary section on the digital platform. Or write it down on the blackboard and explain it to the students)

Teacher: Let us end with a round of applause for everyone's effort.

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

Differentiated Activities

110 km/hr

Create a small conversation between a shopkeeper and a customer using money-related transactions.

80 km/hr

Practise writing these amounts in figures: Twelve rupees twenty-five paise and forty-seven rupees ten paise.

40 km/hr

Write only the rupees for these amounts. If you see ₹17.50, write how many rupees it has. Do the same for ₹39.25.

Home Task

Give student some coins and notes and ask her/him to make different combinations such as - finding two different ways to make ₹27 using ₹10 notes, ₹5 coins, ₹2 coins and ₹1 coins.

Period 3

SHOULD DO
5 MIN.

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

Teacher: Today, we will learn how to convert rupees into paise and paise into rupees. Let us begin with a quick warm-up. Can you tell me how many paise make one rupee?

Teacher: That is correct, 100 paise make one rupee. If I have 2 rupees, how many paise do I have?

Teacher: Good, 200 paise. What if I have 500 paise, how many rupees do I have?

Teacher: Correct, I have 5 rupees. Now, let us learn how to convert rupees into paise step by step.

Converting Rupees and Paise

CONVERTING RUPEES AND PAISE

Rupees into paise

1 rupee = 100 paise

To convert rupees and paise into paise, multiply the rupees by 100 and then add the paise amount.

Example 1: Convert the following into paise.

a. 6 rupees 50 paise
= ₹6.50 = 650 p

b. 22 rupees 50 paise
= 22 × 100 p + 50 p
= 2200 p + 50 p
= 2250 p

112

MUST DO
10 MIN.

Teacher: To **convert rupees into paise,** we multiply the rupees by 100. If there are extra paise given, we simply add them. For example - If we have 6 rupees 50 paise, we multiply 6 by 100. How much is that?

Teacher: Yes, 600 paise. Now, we add the extra 50 paise. What is the total?

Teacher: Excellent, the total is 650 paise. Let us try another one. Convert 8 rupees 75 paise into paise.

Teacher: Well done. Now, let us practise with a few more questions together.

Paise into rupees

To convert paise into rupees, divide by 100. The quotient is rupees and the remainder is paise.

350 p = 350 ÷ 100; Q = 3 and R = 50

350 p = 3 rupees 50 paise = ₹3.50

112

MUST DO
10 MIN.

Teacher: Now, we will learn how to **convert paise into rupees**. To do this, we divide paise by 100. The quotient is rupees and the remainder is paise. For example, if we have 350 paise, we divide it by 100. What is the quotient and remainder?

Teacher: Yes, the quotient is 3 and the remainder is 50.

Teacher: So, 350 paise is written as 3 rupees 50 paise. Let us try another one. Convert 725 paise into rupees.

Teacher: Well done. Let us practise a few more questions together.

Remembering better

Remembering better

To convert rupees and paise into paise, remove the rupees symbol (₹) and the dot (.). Write p for paise at the end. LOTS

112

SHOULD DO
5 MIN.

Teacher: Here is an easy way to remember conversions. Can anyone read it aloud for the class?

Teacher: Excellent reading. So, to convert rupees into paise, remove the rupee symbol and the decimal point, then add 'p' for paise.

Teacher: If we have ₹4.25, we remove ₹ and the decimal point. We will get 425 p. What about ₹12.75?

Teacher: Excellent. Keep this trick in mind whenever you need to convert quickly.

Understanding better

Understanding better

Answer in one word.

1. Convert 500 p into rupees.
2. Convert 2 rupees 30 paise in paise.

ICI

112

SHOULD DO
10 MIN.

Teacher: Now, let us answer the two questions to check our understanding given in 'Understanding better' section given on page 112 in your book.

Teacher:

1. Convert 500 paise into rupees
   (Students respond: 5 rupees)
2. 2 rupees 30 paise into paise
   (Students respond: 230 paise)

Teacher: Great job. Let us do a fun exercise where I will say a number in rupees and you will write its value in paise on your notebook. Ready?

Teacher: Okay, write the paise value of ₹15.40.

Teacher: Fantastic. Let us practise a few more questions together.

Teacher: Let us end with a round of applause for everyone's effort.

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

Differentiated Activities

110 km/hr

Express the answer in paise. If Riya has ₹15.50 and Raj has ₹12.75, how much money do they have in total?

80 km/hr

Complete the following conversion:

₹6.80 into paise

₹9.45 into paise

430 paise into rupees

790 paise into rupees

40 km/hr

Participate in a role-play activity where students use play money to exchange rupees for paise. For example:

Teacher gives a student ₹5 and asks how many paise it is. Students practice exchanging pretend rupees and paise in pairs.

Home Task

Write the amount in figures and words in Exercise 1 given on page 112 Main Coursebook.

Period 4

SHOULD DO

5 MIN.

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

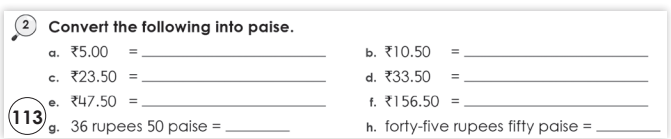
Teacher: Imagine you are at an ice cream shop. A chocolate cone costs ₹15 and a vanilla cone costs ₹12. If you buy both, how much will you have to pay in total?

Teacher: Think carefully and add the amounts together. What is ₹15 + ₹12?

Teacher: Fantastic. Now, if I give ₹30 to the shopkeeper, how much money will I get back?

Teacher: Excellent thinking. We will learn more about adding money in today's session. However, we will first complete the Exercises 2 and 3 given on page 113 in your Main Coursebook.

Exercise 2



MUST DO

10 MIN.

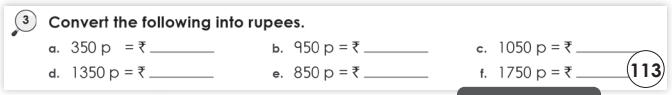
Teacher: We are going to start with Exercise 2. The task is to convert rupees into paise. Remember, 1 rupee equals 100 paise. Can you answer the question 2 (a)?

Teacher: Let us try the next one. What is ₹23.50 in paise?

Teacher: That is right. We multiply 23 by 100. That gives us 2300. Then add the 50 paise and we get 2350 paise.

Teacher: Great work. Let us continue with the rest of the questions. You can solve them on your own now.

Exercise 3



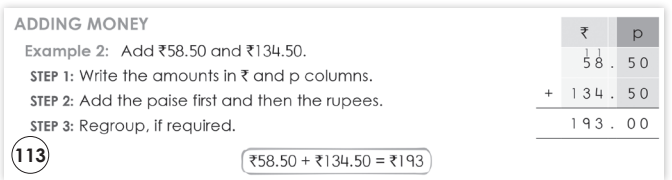
MUST DO

10 MIN.

Teacher: Now, let us move on to Exercise 3. This time we will convert paise into rupees. Remember, to do this, we divide paise by 100. Let us start with 350 paise. What is that in rupees?

Teacher: Excellent. 350 ÷ 100 = 3 rupees and 50 paise. Continue with the other questions in the exercise. I will come around to check your progress.

Adding Money



MUST DO

5 MIN.

Teacher: Look at the 'Adding Money' section given on page 113 in your Main Coursebook.

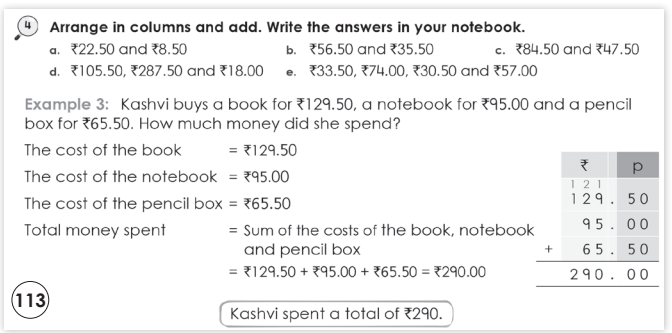
Teacher: We will learn how to add money. When we add amounts of money, we need to make sure we align the rupees and paise correctly. Let us start with Example 2: ₹ 58.50 + ₹134.50. Can anyone tell me how we would do this?

Teacher: Great. We first, add the paise. 50 + 50 equals 100 paise, which is 1 rupee. Then, we add the rupees: 58 + 134 = 192 rupees. Adding the 1 rupee from the paise gives us ₹193.

Teacher: Let us try another one together. Add ₹25.50 and ₹9.05.

Teacher: Great. Now, we will complete Exercise 4 for better understanding of addition.

Exercise 4



MUST DO

10 MIN.

Teacher: Look at the questions given in Exercise 4 on page 113. You will need to arrange the amounts in columns and add them.

Teacher: Let us solve the question 4 (e) together where we add ₹33.50, ₹74.00, ₹30.50 and ₹57.00. How would we do that?

Teacher: First, align the rupees and paise. Then, add paise to paise and rupees to rupees as shown below.

Rupees (₹)		Paise (p)
11	.	50
33	.	00
30	.	50
57	.	00
195	**.**	**00**

Teacher: Excellent. Now, you can continue with the remaining questions in Exercise 4 and solve them on your own. You may also refer to Example 3 which is solved in your book.

(Guide/help students to solve the remaining questions and complete the exercise.)

Teacher: Excellent participation. Let us end the session with a round of applause for everyone's effort.

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

Differentiated Activities

110 km/hr

Give them a set of word problems where they need to calculate the total cost of multiple items. For example - Riya buys a pencil for ₹12.75, a notebook for ₹23.50, and a ruler for ₹6.50. What is the total cost in rupees and paise?

80 km/hr

Provide a worksheet where they convert various amounts of money from rupees to paise and paise to rupees. For example - Convert ₹5.75 to paise and 4065 paise to rupees.

40 km/hr

Use visual aids such as play money or coins. Ask students to physically count the coins to match the rupees and paise values. For example - Give them pretend money for ₹1.50 and ₹2.75 and have them exchange it for coins (paise).

Home Task

Write the amount of money your parents spent on buying groceries for the week or month in the notebook.

Period 5

SHOULD DO 5 MIN.

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

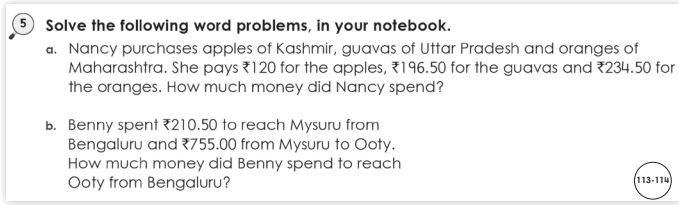
Teacher: Imagine you went to a bookshop with ₹150. You bought a storybook for ₹82. How much money do you have left?

Teacher: Think carefully. What should we do to find out how much money is left?

Teacher: That's right. We need to subtract. Can someone try to solve ₹150 − ₹82?

Teacher: Well done. Today we will learn more about subtracting money. Before that, let us quickly solve the two words problems of addition given in Exercise 5.

Exercise 5



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

a. Nancy purchases apples of Kashmir, guavas of Uttar Pradesh and oranges of Maharashtra. She pays ₹120 for the apples, ₹196.50 for the guavas and ₹234.50 for the oranges. How much money did Nancy spend?

b. Benny spent ₹210.50 to reach Mysuru from Bengaluru and ₹755.00 from Mysuru to Ooty. How much money did Benny spend to reach Ooty from Bengaluru?

113-114

MUST DO 10 MIN.

Teacher: Let us begin with Exercise 5 (a). To solve the first question, we write all the money spent by Nancy to buy apples, guavas and oranges in tow columns – rupees and paise (as shown in the book on page 113).

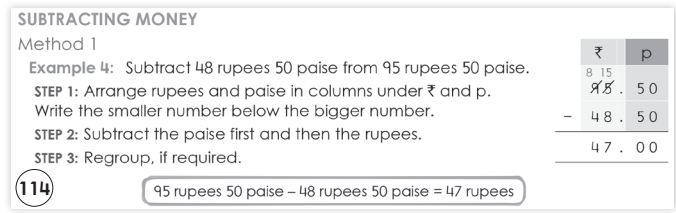
Teacher: Add paise to paise and rupees to rupees to get the total money spent by Nancy.

Teacher: Well done. Now, let us move to the second problem. Similarly, write all the money spent by Benny to reach Mysuru from Bengaluru and from Mysuru to Ooty in two columns - rupees and paise (as shown in the book on page 113).

Teacher: Add paise to paise and rupees to rupees to get the total money spent by Benny.

Teacher: Great work. Let us now proceed to subtracting money.

Subtracting Money



SUBTRACTING MONEY

Method 1

Example 4: Subtract 48 rupees 50 paise from 95 rupees 50 paise.

STEP 1: Arrange rupees and paise in columns under ₹ and p. Write the smaller number below the bigger number.

STEP 2: Subtract the paise first and then the rupees.

STEP 3: Regroup, if required.

₹	p
8 15	
9 5 .	5 0
− 4 8 .	5 0
4 7 .	0 0

95 rupees 50 paise – 48 rupees 50 paise = 47 rupees

114

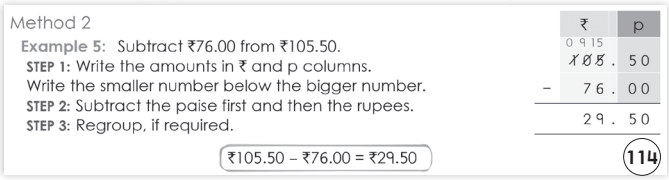
MUST DO 10 MIN.

Teacher: Read the steps given in the **Method 1** of subtraction. To subtract ₹ 48.50 from ₹95.50, what is the first step?

Teacher: Yes, first, we arrange the numbers in columns. What do we do next?

Teacher: Correct, next we subtract the paise first and then the rupees.

Teacher: Well done. So, the total is ₹47. Let us look at another example given in Method 2.


Method 2

Example 5: Subtract ₹76.00 from ₹105.50.

STEP 1: Write the amounts in ₹ and p columns.
Write the smaller number below the bigger number.

STEP 2: Subtract the paise first and then the rupees.

STEP 3: Regroup, if required.

	₹	p
	0 9 15	
	~~1~~ ~~0~~ ~~5~~ .	50
−	76 .	00
	29 .	50

₹105.50 – ₹76.00 = ₹29.50

114

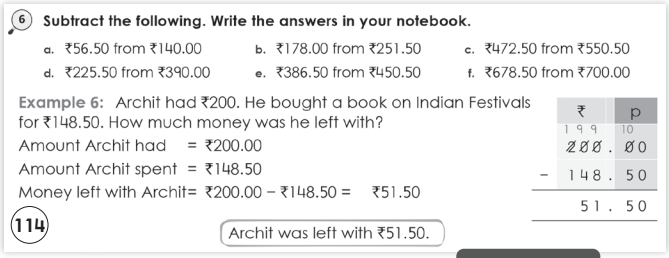
Teacher: In **Method 2,** we follow the same steps, but we make sure to align the rupees and paise separately.

Teacher: Write ₹105.50 and ₹76.00 in columns. Then, subtract the paise first. 50 paise minus 00 paise gives us 50 paise.

Teacher: In the next step, subtract ₹105 − ₹76, which gives ₹29.

Teacher: Excellent. Now, let us practise a few more examples for better understanding of the concept. We will subtract ₹56.50 from ₹140. Please work on this example.

Exercise 6


6 **Subtract the following. Write the answers in your notebook.**

a. ₹56.50 from ₹140.00 b. ₹178.00 from ₹251.50 c. ₹472.50 from ₹550.50

d. ₹225.50 from ₹390.00 e. ₹386.50 from ₹450.50 f. ₹678.50 from ₹700.00

Example 6: Archit had ₹200. He bought a book on Indian Festivals for ₹148.50. How much money was he left with?

Amount Archit had = ₹200.00

Amount Archit spent = ₹148.50

Money left with Archit= ₹200.00 – ₹148.50 = ₹51.50

	₹	p
	1 9 9	10
	~~2~~ ~~0~~ ~~0~~ .	~~0~~ 0
−	148 .	50
	51 .	50

114

Archit was left with ₹51.50.

Teacher: Let us now complete Exercise 6. You will subtract the given amounts of money.

MUST DO

10 MIN.

Teacher: Remember the steps learnt to do subtraction and follow them. You may also refer to Example 6 solved in your book.

(Guide/help students to solve the questions and complete the exercise.)

Teacher: Great work. We have competed the Exercise 6.

Giving better


Giving better

Seva

Collect foods from each home in the locality. Donate them to families in need. Take the help of an adult.

114

Teacher: There are many families who do not have enough food to eat. Imagine if each of us contributes a little, we can make a big difference.

SHOULD DO

5 MIN.

Teacher: One simple way is to collect food from our homes and donate it to families who need it. But we must always take the help of an adult while doing this.

Teacher: You can plan and organize a food collection in your locality on coming weekends with the help of elders.

Teacher: Let us end the session with a round of applause for everyone's effort. Do remember that when we help others without expecting anything in return, we spread kindness and happiness.

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

Differentiated Activities

110 km/hr

Provide multi-step word problems involving both addition and subtraction of money. For example: Arvind buys 2 books for ₹120.50 each and a pen for ₹15.25. How much money does he spend in total? Then, if he pays ₹500, how much change does he get?

80 km/hr

Provide a worksheet with simple subtraction problems involving money. For example: Subtract ₹56.50 from ₹100 and ₹72.00 from ₹150.

40 km/hr

Use visual aids like coins or notes for subtraction. Have students physically count the coins to represent the amount of money being subtracted. For example: Give students pretend money and ask them to subtract ₹10.50 from ₹20.

Home Task

At home, ask your parents how much money they spend on groceries. Help them subtract the total amount from ₹500. Write the calculation and the remaining amount in your notebook.

Period 6

SHOULD DO

5 MIN.

Teacher: Good morning/afternoon students. Let us quickly recall what we learned in the last class.

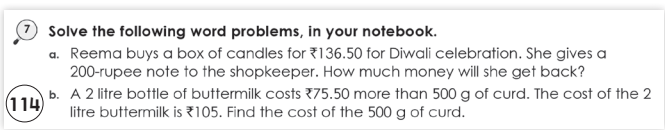
Teacher: Yes, we learnt about subtraction of money. We will begin with a quick recap. Imagine you go to a shop with ₹500. You buy a toy for ₹230.50. How much money do you have left?

Teacher: Great. ₹500 − ₹230.50 = ₹269.50. Now, if you buy an ice cream for ₹69.50 from this remaining money, how much do you have left?

Students:

Teacher: Well done. ₹269.50 − ₹69.50 = ₹200. Let us move on to solving more word problems.

Exercise 7


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

a. Reema buys a box of candles for ₹136.50 for Diwali celebration. She gives a 200-rupee note to the shopkeeper. How much money will she get back?

b. A 2 litre bottle of buttermilk costs ₹75.50 more than 500 g of curd. The cost of the 2 litre buttermilk is ₹105. Find the cost of the 500 g of curd.

114

Teacher: Let us solve the first problem from Exercise 7. Can anyone read it for me?

MUST DO
10 MIN.

Teacher: Excellent. What does Reena buy and how much does she give to the shopkeeper?

Teacher: That is right. She buys a box of candles for ₹136.50 and gives a ₹200 note to the shopkeeper. What is the first step?

Teacher: Yes, we subtract ₹136.50 from ₹200 to know how much money she will get back.

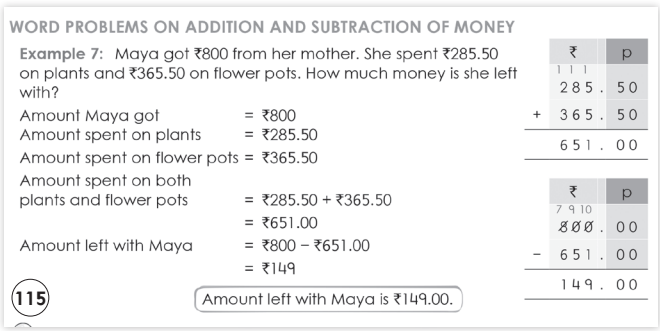
Teacher: Correct. ₹200 - ₹136.50 = ₹63.50. Now, let us move to the second question. What are the two items bought in the question?

Teacher: Yes, a 2-litter bottle of buttermilk and a 500 g of curd.

Teacher: If the cost of 2 litres of buttermilk is ₹105, how much does 500 g of curd cost?

Teacher: Excellent. The cost of 500 g of curd will be ₹105 − ₹75.50 = ₹29.50. Let us move to understanding how to solve these problems step by step.

Word Problems on Addition and Subtraction of Money



WORD PROBLEMS ON ADDITION AND SUBTRACTION OF MONEY

Example 7: Maya got ₹800 from her mother. She spent ₹285.50 on plants and ₹365.50 on flower pots. How much money is she left with?

Amount Maya got = ₹800
Amount spent on plants = ₹285.50
Amount spent on flower pots = ₹365.50
Amount spent on both plants and flower pots = ₹285.50 + ₹365.50
= ₹651.00
Amount left with Maya = ₹800 − ₹651.00
= ₹149

	₹	p
	285	50
+	365	50
	651	00

	₹	p
	800	00
−	651	00
	149	00

115

Amount left with Maya is ₹149.00.

Teacher: Can anyone read the question given in example 7?

MUST DO
15 MIN.

Teacher: Good reading skills. To understand word problems, we should start with identifying and writing what all are given and what needs to be found.

Teacher: What is the total money Maya has?

Teacher: That is right, ₹800. What is the total money she has spent?

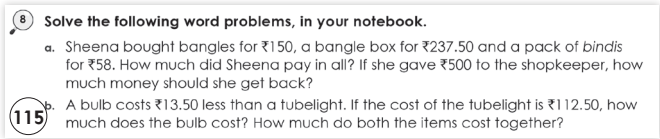
Teacher: Correct. She has spent ₹285.50 for plants and ₹365.50 for flowers which is ₹651.00 in total.

Teacher: Now the next step is to find out the money left with Maya. How can we find it?

Teacher: Great. ₹800 − ₹651 = ₹149 is the amount of money she is left with. Let us try another example together before we move on to our next exercise.

(Give one more word problem to the class and guide them to solve the question in steps.)

Exercise 8



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

a. Sheena bought bangles for ₹150, a bangle box for ₹237.50 and a pack of *bindis* for ₹58. How much did Sheena pay in all? If she gave ₹500 to the shopkeeper, how much money should she get back?

b. A bulb costs ₹13.50 less than a tubelight. If the cost of the tubelight is ₹112.50, how much does the bulb cost? How much do both the items cost together?

115

Teacher: Look at the problems in Exercise 8. Read the first one and try to solve it in your notebook.

MUST DO
10 MIN.

The first one says, Sheena bought bangles for ₹150, a bangle box for ₹237.50 and a pack of bindis for ₹58. How much did she pay in total?

Teacher: First, we will write down the things Sheena bought along with their price.

Teacher: Correct. ₹150 for bangles + ₹237.50 for bangle box + ₹58 for a pack of bindis.

Teacher: Good job. The next step is to find out the total money spent by her.

Teacher: Now, if she gave ₹500 to the shopkeeper, how much should she get back?

Teacher: Well done. ₹500 − ₹445.50 = ₹54.50. Now, let us try the second question.

Teacher: First, we will find out the cost of the bulb.

Teacher: That is right. We subtract ₹13.50 from ₹112.50 to get the cost of the bulb which is ₹99.

Teacher: The next step is to find out the price of both items (a bulb and a tube light) bought together.

Teacher: Great work. Together, they will cost ₹99 + ₹112.50 = ₹211.50. Let us end the session with a round of applause for everyone's effort.

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

Differentiated Activities

110 km/hr

Give them complex multi-step word problems involving both addition and subtraction of money. For example: Riya bought 4 books for ₹120.50 each and a diary for ₹85.25. She gave ₹600 to the cashier. How much change did she get back?

80 km/hr

Provide structured problems where they solve step by step, with one operation at a time. For example: Subtract ₹78.50 from ₹200. Then, add ₹55.25 to the result.

40 km/hr

Use visual aids such as real or play money to help them physically count out rupees and paise when solving problems. For example: If a student has ₹100 and buys a toy for ₹45.50, they will count and remove ₹45.50 to see how much remains.

Home Task

At home, ask your parents how much they spent on groceries. Write down the total and the amount they gave to the shopkeeper. Then, calculate how much change they received and write it neatly in your notebook.

Period 7

SHOULD DO
5 MIN.

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

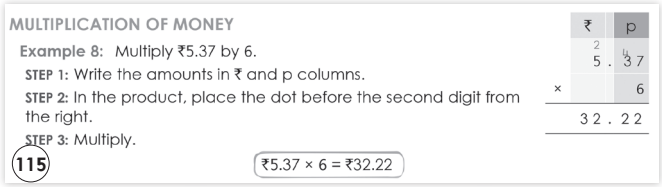
Teacher: Today, we will learn how to multiply money. To start, let us play a quick game. I will say a price of an item and you have to quickly multiply it by a number I give.

Teacher: If a chocolate costs ₹5.50, how much will 4 chocolates cost?

Teacher: Excellent. ₹5.50 × 4 = ₹22.00. What if a book costs ₹12.25, what will be the cost of 3 books?

Teacher: Great work. ₹12.25 × 3 = ₹36.75. Now, let us understand how to multiply money step by step.

Multiplication of Money


MULTIPLICATION OF MONEY

Example 8: Multiply ₹5.37 by 6.

STEP 1: Write the amounts in ₹ and p columns.

STEP 2: In the product, place the dot before the second digit from the right.

STEP 3: Multiply.

	₹	p
	5	37
×		6
	32	22

₹5.37 × 6 = ₹32.22

115

MUST DO
5 MIN.

Teacher: Everyone please open page 115 in the Main Coursebook. Let us read Example 8 and follow the steps for multiplying money.

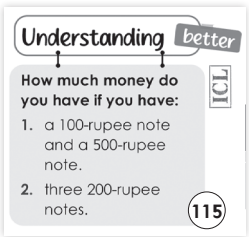
Teacher: First, we will write the amount in rupees '₹' and paise 'p' in columns as shown in the table. What is the next step?

Teacher: Exactly. Next, we will multiply as we do with normal numbers and place the decimal point before the second digit from the right.

Teacher: Very good. ₹5.37 × 6 = ₹32.22. Let us try another example and multiply ₹3.50 by 9.

Teacher: Excellent. Now let us move to the next activity.

Understanding better


Understanding better

How much money do you have if you have:

1. a 100-rupee note and a 500-rupee note.
2. three 200-rupee notes.

ICL

115

SHOULD DO
5 MIN.

Teacher: Look at the section 'Understanding better' on page 115. Try to solve them mentally. They have given money combinations, and you have to tell the total amount. '

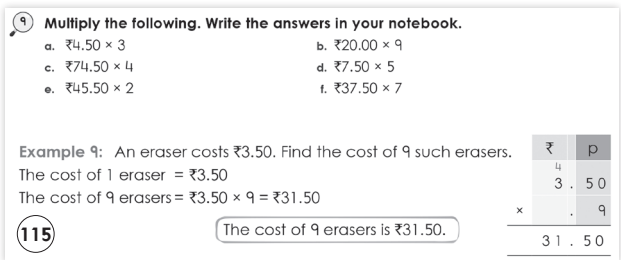
Teacher: The first one says, "If you have a 100-rupee note and a 500-rupee note, how much money do you have in total?"

Teacher: Excellent. ₹100 + ₹500 = ₹600. Now, what if you have three 200-rupee notes?

Teacher: Very well done. Now, think carefully. If you had both amounts together, the ₹600 from the first question and the ₹600 from the second question, how much money would you have in total?

Teacher: Fantastic. You all did an excellent job adding up money. Always remember to count notes carefully when handling money. Now, let us move on to our next activity.

Exercise 9


9 Multiply the following. Write the answers in your notebook.

a. ₹4.50 × 3
b. ₹20.00 × 9
c. ₹74.50 × 4
d. ₹7.50 × 5
e. ₹45.50 × 2
f. ₹37.50 × 7

Example 9: An eraser costs ₹3.50. Find the cost of 9 such erasers.

The cost of 1 eraser = ₹3.50

The cost of 9 erasers = ₹3.50 × 9 = ₹31.50

The cost of 9 erasers is ₹31.50.

	₹	p
	3	50
×		9
	31	50

115

MUST DO
10 MIN.

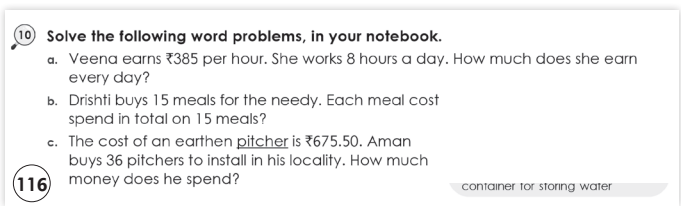
Teacher: Look at the questions given in Exercise 9. Let us do the first question together. We will write the given amount amount (₹4.50) in ₹ and p columns and then multiply it by 3.

Teacher: Now, we will multiply as we do with normal numbers and place the decimal point before the second digit from the right. Correct. What is the answer?

Teacher: Correct. We get, ₹4.50 × 3 = ₹13.50. Now solve the remaining questions on your own.

(Let students solve the questions independently. Help them as/when required.)

Exercise 10


10 Solve the following word problems, in your notebook.

a. Veena earns ₹385 per hour. She works 8 hours a day. How much does she earn every day?
b. Drishti buys 15 meals for the needy. Each meal cost spend in total on 15 meals?
c. The cost of an earthen pitcher is ₹675.50. Aman buys 36 pitchers to install in his locality. How much money does he spend?

116

container for storing water

MUST DO
10 MIN.

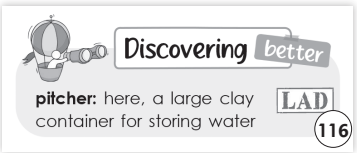
Teacher: Now, we will solve word problems. Can anyone read the first question for me?

Teacher: Excellent reading. What should we do get her daily earning?

Teacher: Correct. We should multiply ₹385 by 8.

Teacher: Well done. She earns ₹3080 every day. Now read, understand and solve the remaining questions on your own.

Discovering better



SHOULD DO
5 MIN.

Teacher: Look at the 'Discovering better' section in your book. Have you ever seen a clay pitcher at home or in the market?

Teacher: That is great. Can anyone tell me what a pitcher is used for?

Teacher: Correct. A pitcher is a large clay container used for storing water. Do you know why people prefer using clay pitchers instead of plastic bottles?

Teacher: Exactly. Clay pitchers keep water naturally cool without using electricity. They are also good for health and eco-friendly.

Teacher: Well done, everyone. Great effort today. See you in the next class.

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

Differentiated Activities

110 km/hr

Give them complex multi-step problems such as: A pen costs ₹56.75 and a notebook costs ₹92.50. If Riya buys 5 pens and 3 notebooks, how much does she spend in total?

80 km/hr

Provide structured problems where they solve one step at a time. For example- Multiply ₹45.25 by 4 and write the answer neatly.

40 km/hr

Use hands-on activities with play money. Ask them to multiply small values using real objects like coins or pretend grocery bills.

Home Task

Ask your parents about their monthly electricity bill. Multiply it by 12 to calculate the yearly expense. Write your answer neatly in your notebook.

Period 8

SHOULD DO
10 MIN.

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

Teacher: Before we start today's lesson, let us play a quick game that will help us connect language and money. I will give you two challenges—one related to silent letters and one related to money. Are you ready?

Teacher: I will say a word, and you have to tell me if it has a silent letter. If it does, you must say the silent letter out loud. For example, if I say **'knight'**, you will say **'silent k'**. Let us try.

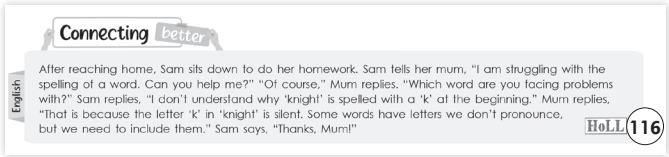
Knife, Hour, Write, Table, Ghost

Teacher: Excellent. Silent letters are tricky but fun to learn. Let us try to answer money question as fast as you can.

1. If you have ₹200 and give ₹50 to your friend, how much do you have left?
2. What is ₹7.25 into paise?
3. If you multiply ₹4.50 by 3, what is the answer?

Teacher: Well done. That was a great warm-up.

Connecting better



MUST DO
5 MIN.

Teacher: Can anyone read and explain the 'Connecting better' section given on page 116 of your Main Coursebook?

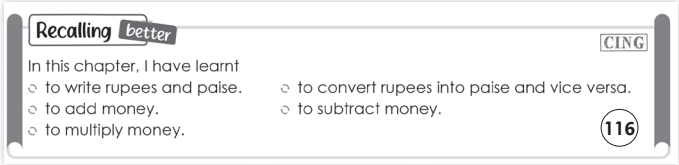
Teacher: Excellent. It talks about silent letters in words. Have you ever come across a word where a letter is written but not pronounced?

Teacher: That is absolutely right. What do you think Sam's mother replied?

Teacher: Yes, exactly. Some words have silent letters. They are written but not spoken. For example, 'knee', 'write' and 'comb' all have silent letters. Can anyone think of more examples?

Teacher: Great work. Understanding silent letters helps us improve our spelling and pronunciation. Keep looking for such words as you read and write.

Recalling better



MUST DO
5 MIN.

Teacher: Now, let us recall everything we have learned in this chapter. Can anyone tell me one important concept we discussed?

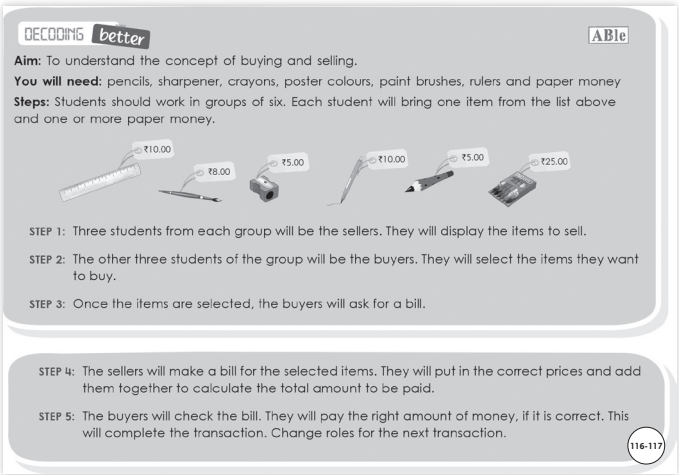
Teacher: Very good. We learned how to write rupees and paise. What else?

Teacher: That is right. We also learned how to add, subtract and multiply money. What about conversions?

Teacher: Fantastic. We learned how to convert rupees into paise and vice versa too. Keep practising these calculations in daily life when you go shopping or manage your pocket money.

(You may ask some oral questions to check students' understanding.)

Decoding better


DECODING better

ABIe

Aim: To understand the concept of buying and selling.

You will need: pencils, sharpener, crayons, poster colours, paint brushes, rulers and paper money

Steps: Students should work in groups of six. Each student will bring one item from the list above and one or more paper money.

STEP 1: Three students from each group will be the sellers. They will display the items to sell.

STEP 2: The other three students of the group will be the buyers. They will select the items they want to buy.

STEP 3: Once the items are selected, the buyers will ask for a bill.

STEP 4: The sellers will make a bill for the selected items. They will put in the correct prices and add them together to calculate the total amount to be paid.

STEP 5: The buyers will check the bill. They will pay the right amount of money, if it is correct. This will complete the transaction. Change roles for the next transaction.

116-117

MUST DO

20 MIN.

Teacher: Now, we are going to experience the real-world concept of buying and selling. Have you ever gone to a shop to buy something?

Teacher: That is nice. What do you do when you go to a shop?

Teacher: Exactly. We look at the items, choose what we want, check the price and then pay the money. That is how buying and selling work.

Teacher: Today, we will create our own classroom shop. Some of you will be shopkeepers, and some will be customers. Let us see how this works.

(Guide the students to complete the given activity on page 116-117.)

Teacher: Well done. Let us practise the concepts we learnt.

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

Differentiated Activities

110 km/hr

As an extension, they can create a similar buying and selling scenario at home with their siblings or friends and prepare a bill.

80 km/hr

Provide a worksheet where students list five common items they use at school (e.g., pencil, eraser, notebook) along with estimated prices. They will then create a mock bill by selecting three items and adding their prices.

40 km/hr

Use play money and real objects (e.g., stationery items) in class to help them understand buying and selling. Encourage them to count and identify different notes and coins they use in the transaction.

Home Task

Book of Project Ideas

Theme 7: What Keeps Us Going?

Chapter 9: Money

PRO 21st CS

To help you understand how to earn, save, and spend money through a fun activity.

- Think about different ways people can earn money. Draw or write about these ideas.
- Pick something you want to save for. Paste or draw a picture of it and add it to your project.
- Use play money to show how much you have saved. Stick it on a paper or a poster board.
- Find pictures of things you want to buy. Cut them out and keep them for your project.
- Compile all your work together on a poster. Show how you earn, save, and spend money.
- Share your collage with the class. Explain how you earn money, what you are saving for, and what you might spend on.
- After presenting, think about what you learned and what you enjoyed about the project.

9

Ask students to complete this project at home with parental guidance. Think and discuss with parents about ways people earn money and how they save or spend it. They should choose something they want to save for and find or draw a picture of it. Using play money, they will show their savings and stick them onto a poster or chart. They should also cut out or draw pictures of things they want to buy. Once completed, they will present their collage, explaining how they earn, save and spend money. Encourage reflection by asking what they learnt and enjoyed in this activity. Provide guidance and ensure creativity.

(Remind them to review their work and practise presenting. Each student will get 3-5 minutes to present. Ensure they understand deadlines and provide assistance as needed.)

Period 9

SHOULD DO

10 MIN.

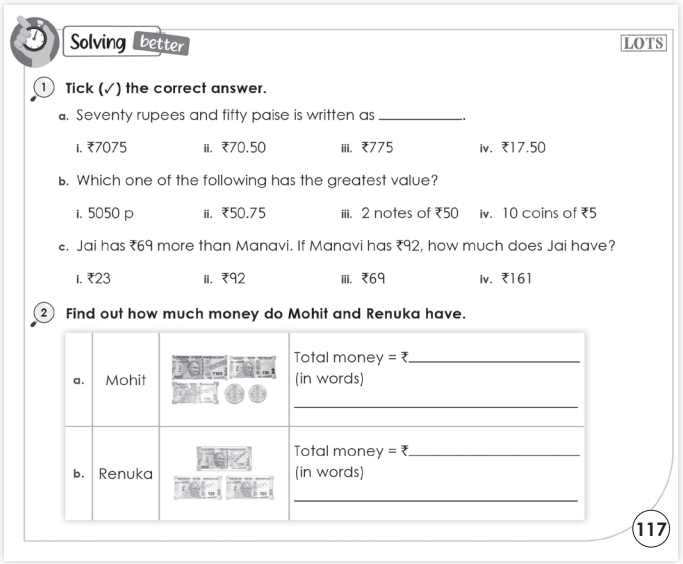
Teacher: Good morning/afternoon students. How are you today?

Teacher: Imagine you are in a shop and I am the cashier. I will tell you the items and prices and you must quickly tell me the total cost.

1. A notebook costs ₹45.50 and a ruler costs ₹25.00. What is the total?
2. If you have ₹500 and buy an item for ₹275.75, how much money do you have left?
3. A packet of crayons costs ₹120.25. If you buy three of them, what is the total?

Teacher: Excellent. This was a great revision of what we have learned. Now, let us complete the exercises based on these concepts.

Solving better



Solving better LOTS

1. Tick (✓) the correct answer.

a. Seventy rupees and fifty paise is written as _____.

i. ₹7075 ii. ₹70.50 iii. ₹775 iv. ₹17.50

b. Which one of the following has the greatest value?

i. 5050 p ii. ₹50.75 iii. 2 notes of ₹50 iv. 10 coins of ₹5

c. Jai has ₹69 more than Manavi. If Manavi has ₹92, how much does Jai have?

i. ₹23 ii. ₹92 iii. ₹69 iv. ₹161

2. Find out how much money do Mohit and Renuka have.

a.	Mohit		Total money = ₹_____ (in words) _____
b.	Renuka		Total money = ₹_____ (in words) _____

117

Teacher: Turn to Exercise 1 in the 'Solving better' section given on page 117. Let us solve and tick the correct option.

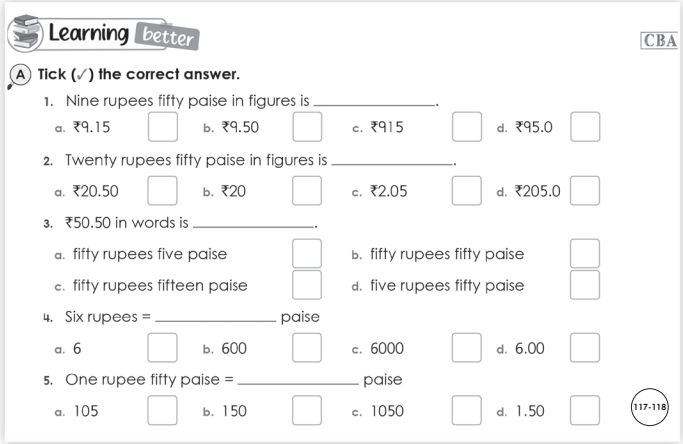
MUST DO 10 MIN.

Teacher: Read each question carefully and solve them one by one.

(Discuss every question with the students and guide them to solve wherever required.)

Teacher: Great work. Now let us solve Exercise 2 and find out how much money do Mohit and Renuka have.

Exercise A



Learning better CBA

A Tick (✓) the correct answer.

1. Nine rupees fifty paise in figures is _____.
   a. ₹9.15 ☐ b. ₹9.50 ☐ c. ₹915 ☐ d. ₹95.0 ☐
2. Twenty rupees fifty paise in figures is _____.
   a. ₹20.50 ☐ b. ₹20 ☐ c. ₹2.05 ☐ d. ₹205.0 ☐
3. ₹50.50 in words is _____.
   a. fifty rupees five paise ☐ b. fifty rupees fifty paise ☐
   c. fifty rupees fifteen paise ☐ d. five rupees fifty paise ☐
4. Six rupees = _____ paise
   a. 6 ☐ b. 600 ☐ c. 6000 ☐ d. 6.00 ☐
5. One rupee fifty paise = _____ paise
   a. 105 ☐ b. 150 ☐ c. 1050 ☐ d. 1.50 ☐

117-118

Teacher: Open Exercise A in the 'Learning better' section. Read each question carefully and tick the correct answer.

MUST DO 10 MIN.

Teacher: Let us do the first one together.

Teacher: Now, complete the rest of the questions on your own. Raise your hand if you need help.

Exercise B

B Complete the table, as shown.

	amount (paise)	amount (rupees)	total amount in words
1.	150 p	₹1.50	One rupee fifty paise
2.	2150 p		
3.		₹4.50	
4.			Thirty rupees fifty paise
5.	8150 p		

118

Teacher: Open your books to Exercise B on page 118. Study the table, understand the amounts given and complete the table. The first question is already done for you.

MUST DO 10 MIN.

Teacher: Once you are done, check with your partner to confirm your answers.

(Discuss every question with the students and guide them to solve wherever required.)

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

Differentiated Activities

110 km/hr

If a notebook costs ₹78.75 and a pen costs ₹42.50, what is the total cost in paise? Write the final answer in words.

80 km/hr

Ask students to complete a similar table to Exercise B on page 118 but with different values.

40 km/hr

Give students different money values (₹1.50, ₹20.75, ₹9.25) and ask them to match them with their paise equivalents (150p, 2075p, 925p).

Home Task

Complete Exercises C, D and E given on page 118 in the Main Coursebook.

Period 10

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

SHOULD DO 5 MIN.

Teacher: Let us begin by recalling our last lesson. We completed Exercises A and B from Learning better in the classroom. Exercises C, D and E were supposed to be done at home. Have you all done your homework?

(Check their notebook and appreciated their effort for completing the homework.)

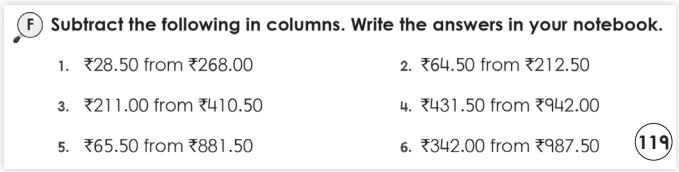
Teacher: Good work everyone. Can anyone give me an example of addition of money?

Teacher: Excellent. What about giving an example of subtracting money in daily life?

Teacher: Superb. How can we use multiplication of money in real-life?

Teacher: Great. Let us move forward and complete other exercises. Open your books to Exercise F on page 119.

Exercise F



F Subtract the following in columns. Write the answers in your notebook.

1. ₹28.50 from ₹268.00
2. ₹64.50 from ₹212.50
3. ₹211.00 from ₹410.50
4. ₹431.50 from ₹942.00
5. ₹65.50 from ₹881.50
6. ₹342.00 from ₹987.50

119

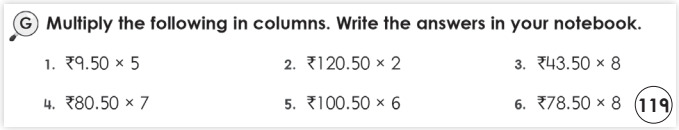
Teacher: Look at questions given in Exercise F on page 119. Read each question carefully and solve them in columns in your notebook.

MUST DO
10 MIN.

Teacher: Compare your answers with a partner. If you have any doubts, feel free to ask.

Teacher: Well done. Let us move on to the next exercise.

Exercise G



G Multiply the following in columns. Write the answers in your notebook.

1. ₹9.50 × 5
2. ₹120.50 × 2
3. ₹43.50 × 8
4. ₹80.50 × 7
5. ₹100.50 × 6
6. ₹78.50 × 8

119

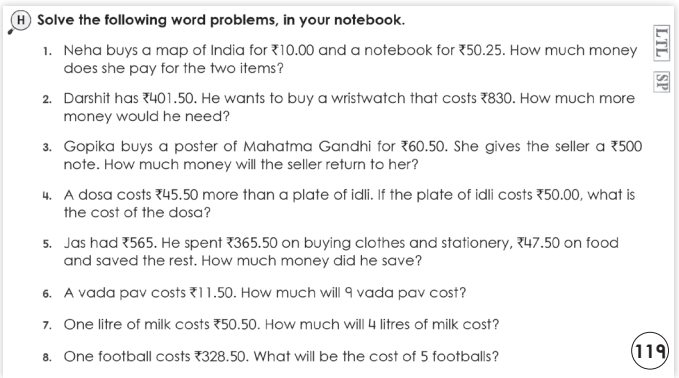
Teacher: Look at questions given in Exercise G on page 119. Read each question carefully and solve them in columns in your notebook.

MUST DO
10 MIN.

Teacher: Complete the exercise and compare your answers with a classmate. If you have any doubts, feel free to ask.

Teacher: Well done. Let us move on to the next exercise.

Exercise H



H Solve the following word problems, in your notebook.

1. Neha buys a map of India for ₹10.00 and a notebook for ₹50.25. How much money does she pay for the two items?
2. Darshit has ₹401.50. He wants to buy a wristwatch that costs ₹830. How much more money would he need?
3. Gopika buys a poster of Mahatma Gandhi for ₹60.50. She gives the seller a ₹500 note. How much money will the seller return to her?
4. A dosa costs ₹45.50 more than a plate of idli. If the plate of idli costs ₹50.00, what is the cost of the dosa?
5. Jas had ₹565. He spent ₹365.50 on buying clothes and stationery, ₹47.50 on food and saved the rest. How much money did he save?
6. A vada pav costs ₹11.50. How much will 9 vada pav cost?
7. One litre of milk costs ₹50.50. How much will 4 litres of milk cost?
8. One football costs ₹328.50. What will be the cost of 5 footballs?

LTL SP

119

Teacher: Look at questions given in Exercise H on page 119. Read each word problem carefully and solve them in steps in your notebook.

MUST DO
15 MIN.

Teacher: Complete till Exercise H (5) and compare your answers with a classmate. If you have any doubts, ask me.

Teacher: Well done, everyone. Great effort today. See you in the next class.

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

Differentiated Activities

110 km/hr

A bookstore sells one novel for ₹215.75. If a customer buys 12 novels, how much does he spend in total?

80 km/hr

If a schoolbag costs ₹450.50 and a lunchbox costs ₹125.75, how much do both items cost together?

40 km/hr

If a chocolate costs ₹15.50 and you buy 2 chocolates, how much do you need to pay?

Home Task

Complete questions 6, 7 and 8 of Exercise H from Learning better given on page 119 in the Main Coursebook.

Period 11

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

SHOULD DO
5 MIN.

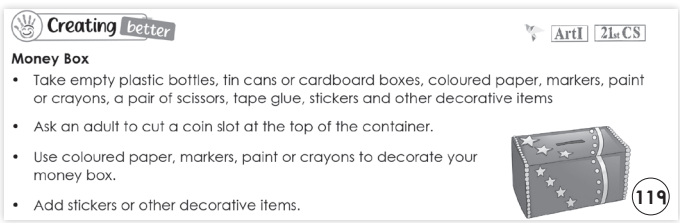
Teacher: We will continue learning about money in a fun way. Before we begin, let us play a quick game.

Teacher: I will describe a situation, and you have to quickly tell me how much money is involved. Ready?

1. I have 2 fifty-rupee notes and 3 twenty-rupee notes. How much money do I have?
2. If I spend ₹40 from ₹200, how much is left?
3. A chocolate costs ₹25. How much will I pay for 4 chocolates?
4. If I save ₹100 every day for 5 days, how much will I have saved?

Teacher: Well done. Now, let us begin with our next activity.

Creating better



Creating better

Art Integrated 21st CS

Money Box

- Take empty plastic bottles, tin cans or cardboard boxes, coloured paper, markers, paint or crayons, a pair of scissors, tape glue, stickers and other decorative items
- Ask an adult to cut a coin slot at the top of the container.
- Use coloured paper, markers, paint or crayons to decorate your money box.
- Add stickers or other decorative items.

119

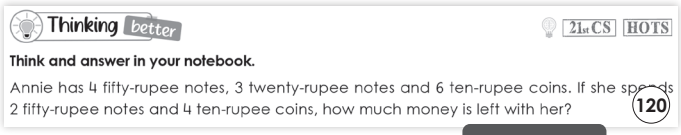
Teacher: Now, we are going to make something special—a "Money Box." This will help us learn about saving money.

MUST DO
15 MIN.

(Guide them to follow the steps given in the book to complete the activity.)

Teacher: This money box will remind us to save instead of spending carelessly. Let us now move on to our next activity.

Thinking better



MUST DO
5 MIN.

Teacher: Look at 'Thinking better' on page 120. Let us solve the problem together.

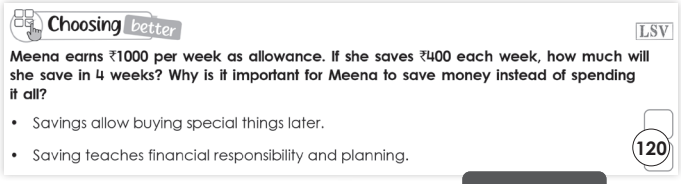
Teacher: Annie has 4 fifty-rupee notes, 3 twenty-rupee notes and 6 ten-rupee coins. How much money does she have in total?

Students: ₹50 × 4 = ₹200, ₹20 × 3 = ₹60, ₹10 × 6 = ₹60. The total is ₹320.

Teacher: Very good. She has ₹50 × 4 = ₹200, ₹20 × 3 = ₹60, ₹10 × 6 = ₹60. The total is ₹320. If, Annie spends 2 fifty-rupee notes and 4 ten-rupee coins. How much money does she have left?

Teacher: Excellent. ₹320 - ₹140 = ₹180. Always remember to count and check how much money you have before spending.

Choosing better



MUST DO
5 MIN.

Teacher: Look at the 'Choosing better' on page 120. Let us think about saving.

Teacher: It says, "Meena earns ₹1000 per week as an allowance. If she saves ₹400 each week, how much will she save in 4 weeks?"

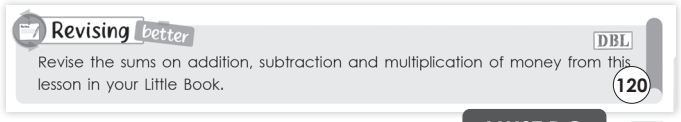
Teacher: Yes, she will save ₹400 × 4 = ₹1600 in 4 weeks. Why is it important for Meena to save money instead of spending it all?

Teacher: Does saving allow buying special things later, or does it teach financial responsibility and planning?

(Let them write responses in their notebook and discuss reasons.)

Teacher: That is absolutely right. Saving money helps us in the future.

Revising better



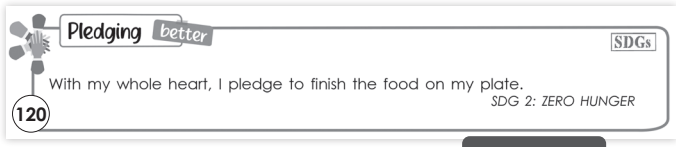
MUST DO
5 MIN.

Teacher: Now, let us quickly revise what we have learnt by answering some questions mentally:

1. How do we write ₹3.50 in paise?
2. What is ₹150.75 in words?
3. What is the total of ₹75 + ₹125?
4. If you multiply ₹9.50 by 6, what is the answer?

Teacher: Excellent revision. Your home task is to revise the concepts which we have discussed in the class in your little book of Revision. Bring the book in the next Period.

Pledging better



MUST DO
5 MIN.

Teacher: Before we end today's lesson, let us take a pledge together. Ask students to repeat it after you.

(Pledge: With my whole heart, I pledge to finish the food on my plate.)

Teacher: Why is this pledge important?

Teacher: That is right. Because wasting food is not good. Many people do not have enough food to eat. We should always take only what we need and avoid wasting food.

Teacher: Let us give ourselves a big round of applause. See you in the next class.

Differentiated Activities

110 km/hr

Ask students to prepare a monthly budget plan. Give them ₹5000 and a list of expenses (rent, food, travel, shopping). They must decide how much to spend and how much to save.

80 km/hr

Give students different amounts of rupees and paise. Ask them to add or subtract the amounts and write the final amount in words.

40 km/hr

Use play money. Let them count different combinations of rupee notes and coins and say the total aloud. Guide them to subtract amounts to see how much money is left after spending.

Home Task

With the help of your parents, create a shopping list for the next visit to the market. Write down 5 items with their estimated prices. Add the prices to find the total money needed. After shopping, check the bill and see if your calculation was correct.

Period 12

SHOULD DO
10 MIN.

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

Teacher: Let's play a quick quiz on money. I will ask you some questions and you must answer as fast as you can. Ready?

(Writes a few amounts on the board: ₹38.25, ₹124.50, ₹ 76.10)

Teacher: Who can tell me how to write ₹124.50 in words?

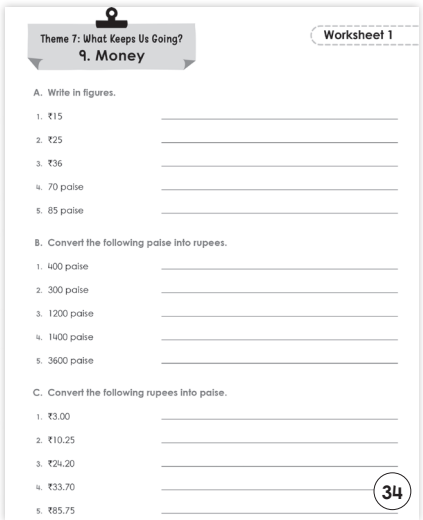
Teacher: Great. Now, if you add ₹38.25 and ₹76.10, what will be the total amount?

Teacher: Well done. Now, if you subtract ₹50 from ₹124.50, what is the remaining amount?

Teacher: Perfect. Let's take it up a notch. If I buy 4 notebooks, each costing ₹18.75, how much will I pay in total?

Teacher: Excellent thinking. You are all doing a great work with money calculations. Great, Let us now apply our knowledge to solve the worksheets.

Worksheet 1



Theme 7: What Keeps Us Going?
9. Money

Worksheet 1

A. Write in figures.
1. ₹15
2. ₹25
3. ₹36
4. 70 paise
5. 85 paise

B. Convert the following paise into rupees.
1. 400 paise
2. 300 paise
3. 1200 paise
4. 1400 paise
5. 3600 paise

C. Convert the following rupees into paise.
1. ₹3.00
2. ₹10.25
3. ₹24.20
4. ₹33.70
5. ₹85.75

34

Teacher: Open your Maths Workbook to Worksheet 1 on page 34. Solve Exercise A by writing them in words.

MUST DO
10 MIN.

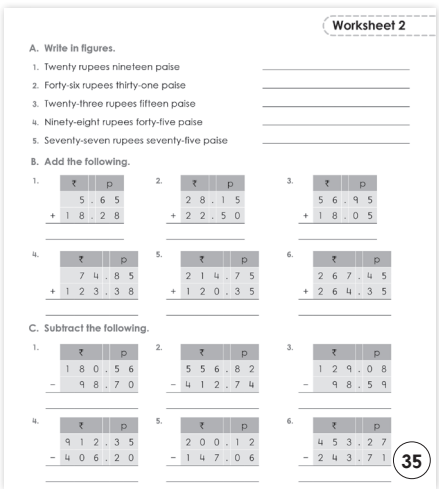
Teacher: In Exercise B, convert paise into rupees.

Teacher: In Exercise C, convert rupees into paise.

Teacher: Work individually and write your answers neatly. If you have any doubts, raise your hand.

Teacher: Once done, check your answers with a partner.

Worksheet 2



Worksheet 2

A. Write in figures.
1. Twenty rupees nineteen paise
2. Forty-six rupees thirty-one paise
3. Twenty-three rupees fifteen paise
4. Ninety-eight rupees forty-five paise
5. Seventy-seven rupees seventy-five paise

B. Add the following.

	₹	p
1.	5	65
+	18	28

	₹	p
2.	28	15
+	22	50

	₹	p
3.	56	95
+	18	05

	₹	p
4.	74	85
+	123	38

	₹	p
5.	214	75
+	120	35

	₹	p
6.	267	45
+	264	35

C. Subtract the following.

	₹	p
1.	180	56
−	98	70

	₹	p
2.	556	82
−	412	74

	₹	p
3.	129	08
−	98	59

	₹	p
4.	912	35
−	406	20

	₹	p
5.	200	12
−	147	06

	₹	p
6.	453	27
−	243	71

35

Teacher: Open your Maths Workbook to Worksheet 2 on page 35. Solve Exercise A by writing them in figures.

MUST DO
10 MIN.

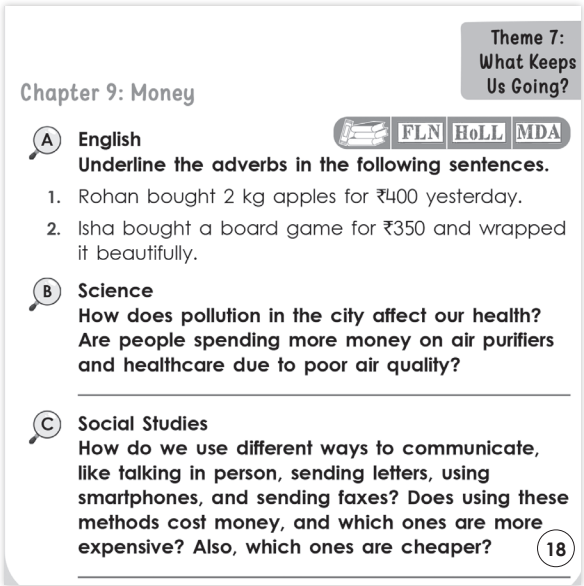
Teacher: In Exercise B, do the addition.

Teacher: In Exercise C, do the subtraction.

Teacher: Work individually and write your answers neatly. If you have any doubts, raise your hand.

Teacher: Once done, check your answers with a partner.

Book of Holistic Teaching



Theme 7: What Keeps Us Going?

Chapter 9: Money

FLN HoLL MDA

A **English**
Underline the adverbs in the following sentences.
1. Rohan bought 2 kg apples for ₹400 yesterday.
2. Isha bought a board game for ₹350 and wrapped it beautifully.

B **Science**
How does pollution in the city affect our health? Are people spending more money on air purifiers and healthcare due to poor air quality?

C **Social Studies**
How do we use different ways to communicate, like talking in person, sending letters, using smartphones, and sending faxes? Does using these methods cost money, and which ones are more expensive? Also, which ones are cheaper?

18

Teacher: Let us open the Book of Holistic Teaching and refer to Chapter 9: Money on page 18.

COULD DO
10 MIN.

(Ensure that the mentioned activities are completed by the students. 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.)

Teacher: Let us clap for everyone's hard work and creativity. See you in the next class. Have a wonderful day ahead.

You may conduct the **HOTs** given on digital platform.

Differentiated Activities

110 km/hr

Ask students to create three-word problems involving addition, subtraction, and multiplication of money. They must then exchange their problems with a partner and solve each other's questions.

80 km/hr

Provide students with cut-out price tags (e.g., ₹ 150.50, ₹237.25, ₹499.90) and operation signs (+, −, ×). They need to match the correct price tags with the right operation and solve the sum.

40 km/hr

Give students play money (notes and coins). Call out an amount (e.g., ₹7.50, ₹32.25), and students must count and show the correct combination using the play money.

Home Task

Remember to bring your completed project to the next Period for presentation.

Period 13

SHOULD DO 10 MIN.

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

Teacher: Imagine you are going shopping with ₹150. You need to buy a few things. I will write some prices (₹45.75, ₹ 99.50, ₹10.25, ₹5.00) on the board and you will note them down.

Teacher: Now, who can tell me how to write ₹45.75 in words?

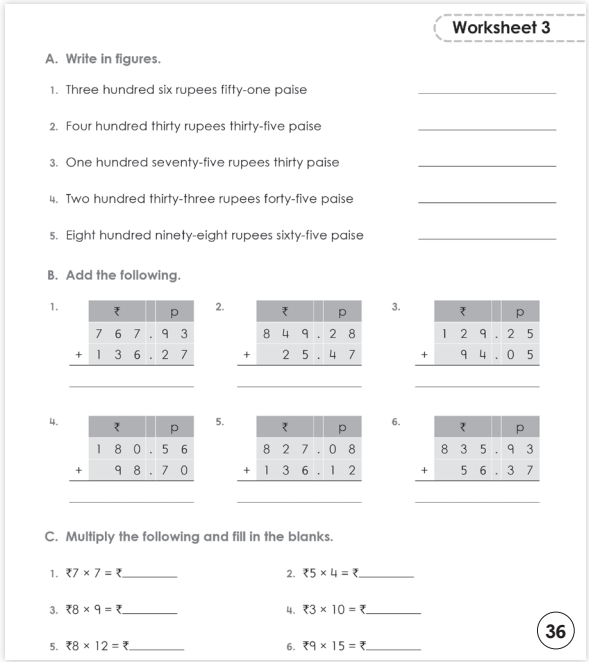
Teacher: Great. Let's do the same for the other amounts.

Teacher: What if you had ₹200 instead of ₹150? How much money would you have left after buying everything?

Teacher: Excellent work. If you wanted to buy 3 packets of biscuits that cost ₹15.50 each, how much would you spend in total?

Teacher: Well done. Now that we have practised writing money and doing calculations, let us move on to worksheets.

Worksheet 3



Worksheet 3

A. Write in figures.

1. Three hundred six rupees fifty-one paise _____
2. Four hundred thirty rupees thirty-five paise _____
3. One hundred seventy-five rupees thirty paise _____
4. Two hundred thirty-three rupees forty-five paise _____
5. Eight hundred ninety-eight rupees sixty-five paise _____

B. Add the following.

	₹	p
1.	767	93
+	136	27
2.	849	28
+	25	47
3.	129	25
+	94	05
4.	180	56
+	98	70
5.	827	08
+	136	12
6.	835	93
+	56	37

C. Multiply the following and fill in the blanks.

1. ₹7 × 7 = ₹_____
2. ₹5 × 4 = ₹_____
3. ₹8 × 9 = ₹_____
4. ₹3 × 10 = ₹_____
5. ₹8 × 12 = ₹_____
6. ₹9 × 15 = ₹_____

36

MUST DO 15 MIN.

Teacher: Open your Maths Workbook to Worksheet 3 on page 36. Solve Exercise A by writing them in figures.

Teacher: In Exercise B, do the addition.

Teacher: In Exercise C, do the multiplication.

Teacher: Work individually and write your answers neatly. If you have any doubts, raise your hand.

Teacher: Once done, check your answers with a partner.

Book of Project Idea

COULD DO 10 MIN.

(Discuss the project assigned in the previous Period, focusing on helping students understand the objectives and addressing any challenges they faced.)

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

SHOULD DO 5 MIN.

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: Let us all give a huge round of applause to everyone for their effort. See you in the next class. Have a wonderful day ahead.

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

Differentiated Activities

110 km/hr

Provide students with a mock shopping receipt with multiple items and prices (e.g., ₹245.75 for a bag, ₹120.50 for a book, ₹89.90 for a pen). They must calculate the total bill amount and determine how much change they would get from ₹1000.

80 km/hr

Prepare two sets of cards:

- One with rupee amounts in figures (e.g., ₹305.75, ₹429.50, ₹199.25).
- Another with the same amounts in words (e.g., Three hundred five rupees seventy-five paise).

Students must match the correct pair within a time limit.

40 km/hr

Set up a mini-classroom shop where students act as buyers and sellers. They must read price tags, count money and pay the correct amount using real or play money.

Home Task

With the help of parents, find a household bill e.g. electricity, water or gas. Write the amount in rupees and paise. If last month's bill was higher or lower, find the difference.

Learning Outcomes

The students will:

Domain	Learning Outcomes
Physical Development	• use fine motor skills to write, draw and manipulate real or play money during hands-on activities.
Socio-Emotional and Ethical Development	• understand the importance of saving, spending wisely and making responsible financial decisions through role-play activities.
Cognitive Development	• perform arithmetic operations (addition, subtraction, multiplication and division) involving money and apply logical reasoning in financial transactions.
Language and Literacy Development	• use appropriate mathematical vocabulary to describe money-related concepts, communicate solutions and explain their reasoning.
Aesthetic and Cultural Development	• explore how money is used in different cultural contexts, understand the significance of historical currencies and appreciate the role of financial literacy in daily life.
Positive Learning Habits	• develop problem-solving skills, perseverance and curiosity while working on money-based challenges, real-life applications and collaborative activities.

Starry Knights

Is learning about the states of matter in their surroundings interesting for the learners? Share one of the anecdotes here.

Give yourself a STAR.

Lesson-10: Time

Theme 7: What Keeps Us Going?

14 Periods (40 minutes each)

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

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

Confirming better: I am confident.

Curricular Goals and Objectives (NCF)

To enable the students:

- to understand and apply the concepts of time, including reading clocks, using a.m. and p.m. and converting between different units of time.
- to develop skills in reading and interpreting calendars, recognising leap years and calculating days, weeks and months.
- to enhance real-life application skills by managing daily routines, estimating durations and understanding the importance of time management.

Methodology

Period 1

SHOULD DO — 5 MIN.

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

Teacher: Today, we are going to talk about something very important that helps us every day—Time.

Teacher: Can you tell me what you did after waking up today?

Teacher: That's great. Now, imagine if we didn't know the time—what would happen?

Teacher: Yes. Time helps us plan our day and do things in time.

Teacher: Let us play a quick game. I will say some activities and you tell me if we do them in the morning, afternoon or night. Ready?

(Give a few examples like eating lunch, going to school, sleeping, etc.)

Teacher: Wonderful. Now, look at the 'Confirming better' section given on page 121 in your Main Coursebook.

Confirming better

Confirming better I am confident. PLH 121

MUST DO — 5 MIN.

Teacher: It says, "I am confident." Let us say it together.

(You may repeat it 2-3 times with the students.)

Teacher: Why is it important to believe in yourself?

Teacher: Yes, because when we believe, we try harder and improve.

Teacher: What do you do when something is difficult?

Teacher: Correct, we ask for help, practise and stay patient.

Teacher: Think of one thing you learned recently. Keep it in your mind.

Teacher: Let us say it again: 'I am confident.'

Teacher: Well done. Now, let us begin our lesson.

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

SHOULD DO — 10 MIN.

K	W	L

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

Teacher: You all did an amazing job in this activity. We can now move to Re-KAP activities. We will use Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting. Let us start with the Kinaesthetic activity.

Kinaesthetic

Kinaesthetic

"Peter picked some pickled peppers."

Your teacher will ask each of you to say this sentence aloud five times. After you have said it, your teacher will note the time to see who said it fastest. 121

Teacher: Who will read and explain the activity?

MUST DO 10 MIN.

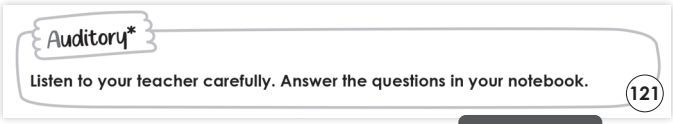
(Give students time to perform the activity and provide assistance as needed.)

Teacher: Well done, we will have a fun challenge using the given tongue twister. You need to say it as clearly and quickly as possible. I will note the time to see who can say it the fastest. Are you all ready?

Teacher: Great. Let us begin. I will call your names one by one. Remember to focus on clear pronunciation while maintaining speed.

Teacher: That was fantastic. Now, let us see who had the fastest time. Congratulations to our quickest speaker (student's name). Let us all give a big round of applause.

Auditory



Teacher: Now, let us move to the auditory activity. Listen carefully and solve the question.

MUST DO 5 MIN.

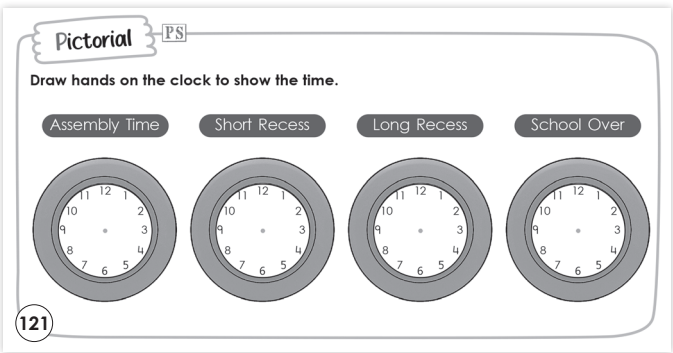
Teacher: Ravi wakes up at 7 a.m., goes to school and plays with his friends in the afternoon. He finishes his homework at 8pm before dinner.

1. What time does Ravi wake up in the morning?
2. What time does Ravi finishes his homework?

Teacher: Great work. Now, let us check our answers together.

Teacher: Let us explore the pictorial activity now.

Pictorial



Teacher: Look at these clocks given on page 121 in pictorial activity. What do you notice about them?

MUST DO 5 MIN.

Teacher: Yes, it represents different parts of our school day. The first clock is for Assembly Time, the second is for Short Recess, the third is for Long Recess and the fourth is for School Over.

Teacher: Your task is to draw the hour and minute hands on each clock to show the correct time. Think about when each of these events usually happens in our school.

Teacher: Fantastic work, everyone. Let us check our answers together. This activity helps us understand how to read and show time correctly.

Teacher: Let us end today's session and give ourselves a big round of applause for the effort.

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

Differentiated Activities

110 km/hr

Create a daily schedule for a famous personality (e.g., a scientist, an athlete or a leader). Write down their morning, afternoon and evening activities with approximate times.

80 km/hr

Make a timetable for your school day. Write what you do in the morning, afternoon and evening and note down the time.

40 km/hr

Draw three clocks and show the time for three simple activities (e.g., waking up, eating lunch, going to bed). Label each clock correctly.

Home Task

With the help of your parents, observe the time when you do three activities at home (e.g., brushing your teeth, eating dinner, going to sleep). Write the time for each and discuss why it is important to follow a schedule in daily life.

Period 2

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

SHOULD DO 5 MIN.

Teacher: That is wonderful to hear. Before we begin, let us play a quick game. I will say a time duration and you have to think of one activity that can be done within that time.

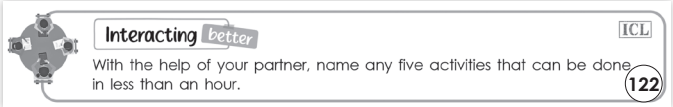
Teacher: For example, if I say 10 minutes, you might say brushing your teeth. Let us try a few.

Teacher: First, what is an activity you can do in 5 minutes?

Teacher: Great answer. Now, what is something you can do in 30 minutes?

Teacher: Excellent thinking, everyone. Now, let us move on to today's main activity.

Interacting better



Teacher: Look at the Interacting better activity on page 122 of your Main Coursebook. It asks us to name five activities that can be done in less than an hour.

MUST DO 10 MIN.

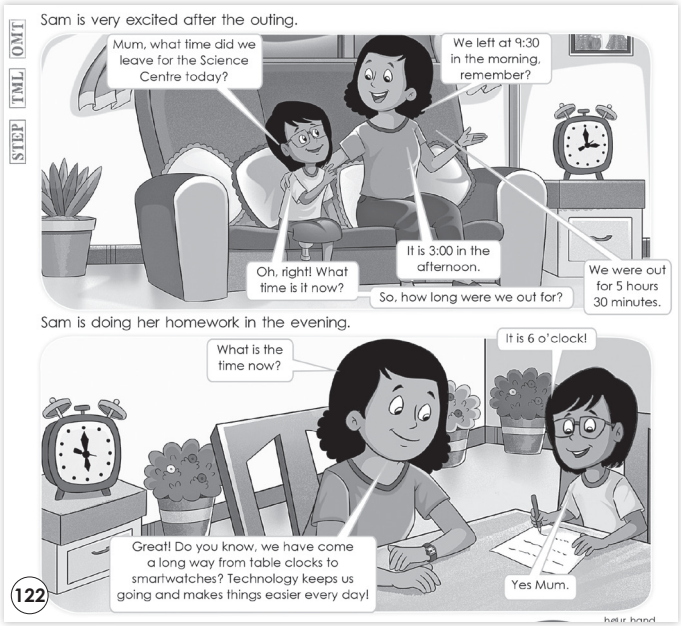
Teacher: Work with your partner and list five different activities that can be completed in under an hour. You have five minutes to discuss it with your partner.

Teacher: Time is up. Let us hear some of your ideas. Who would like to share their five activities?

Teacher: Those are great responses. Did anyone come up with something different?

Teacher: Wonderful work, everyone. This activity helps us understand how we use time in our daily lives.

Teacher: Let us give ourselves a big round of applause and move on to read the story where Sam is very excited after the outing.



Teacher: Let us read and discuss the story of Sam and how she learns about time. Look at the images in your book on page 122. Can you tell me where Sam and her mother went?

MUST DO
10 MIN.

Teacher: Yes, they visited the Science Centre. What time did they leave for the Science Centre?

Teacher: Correct, they left at 9:30 in the morning. Now, look at the clock. What time is it in the afternoon?

Teacher: That is right. It is 3:00 PM. So, can you calculate how long they were out for?

Teacher: Excellent. They were out for 5 hours and 30 minutes. Now, look at the second part of the story. What time is it in the evening and what is Sam doing?

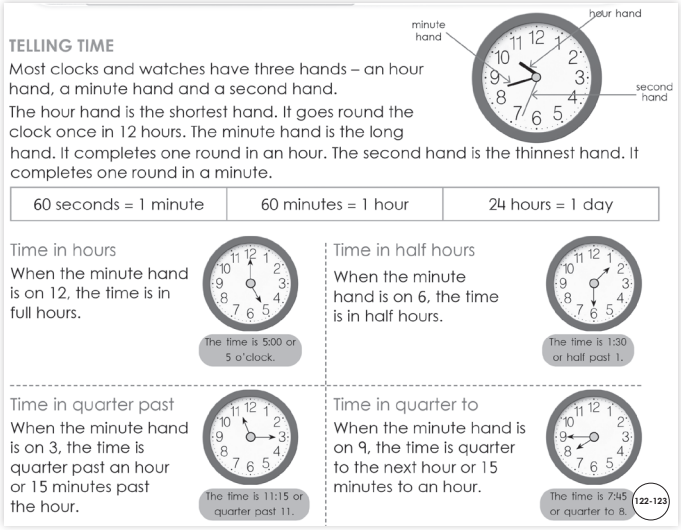
Teacher: Correct, it is 6:00 PM and Sam is doing her homework. Her mother then talks about how timekeeping has changed over the years. Can you name some different ways people used to tell the time in the past?

Teacher: Great. People also used sundials and hourglasses before modern clocks were invented. Today, we have shifted from table clocks to smartwatches and digital clocks. Can you tell me how a smartwatch is different from a table clock?

Teacher: Very good. Smartwatches do more than just tell time—they can track health, send messages and even set alarms. Time is important in our daily lives. It helps us plan our day and be punctual.

Teacher: Let us give ourselves a big round of applause for this great discussion and end today's session. We can now move on to our next activity.

Telling Time



Teacher: Look at 'Telling time' section on page 122 of your Main Coursebook. We are going to learn how to tell time using a clock. Look at the clock in the picture. Can anyone tell me how many hands a clock has?

MUST DO
10 MIN.

Teacher: That's right. A clock has three hands – an hour hand, a minute hand and a second hand. Which hand is the shortest?

Teacher: Correct. The hour hand is the shortest and it moves around the clock once in 12 hours. What about the minute hand? How long does it take to go around once?

Teacher: Yes. The minute hand takes one full hour to go around the clock. What about the second hand?

Teacher: Exactly. The second hand moves the fastest and takes only one minute to complete a full round. Can you tell me how many seconds make a minute?

Teacher: That is right. 60 seconds make 1 minute. How many minutes make an hour?

Teacher: Correct, 60 minutes make 1 hour. And how many hours do we have in a day?

Teacher: Excellent, 24 hours make a full day. Let us understand different ways to read time. Look at the first clock under 'Time in hours'. What time is it?

Teacher: Well done. It is 5 o'clock. When the minute hand is on 12, we read the time as full hours. Look at the second clock under 'Time in half hours'. What time is it?

Teacher: Yes, it is 1:30 or half past 1. When the minute hand is on 6, we say half past the hour. Look at the third clock under 'Time in quarter past'. What time is it?

Teacher: That is right. It is 11:15 or quarter past 11. When the minute hand is on 3, we say quarter past the hour.

Look at the last clock under 'Time in quarter to'. What time is it?

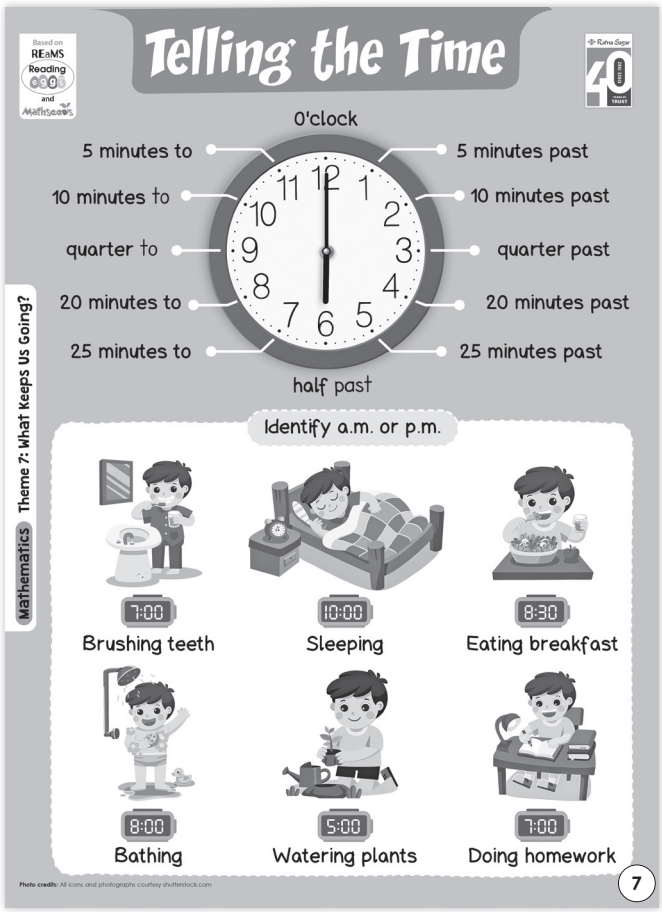
Teacher: Fantastic. It is 7:45 or quarter to 8. When the minute hand is on 9, we say quarter to the next hour. You have understood how to read the time in different ways. Let us try a question. Ready?

Teacher: If the minute hand is on 6 and the hour hand is between 4 and 5, what time is it?

Teacher: Correct, it is 4:30 or half past 4. Now, let us have a look at the poster on the wall.

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

Poster



Teacher: (Display and discuss the poster prominently in the classroom to reinforce the learning about telling the time.)

SHOULD DO 5 MIN.

Teacher: Great observation everyone. You all did a fantastic job today. Give yourselves a huge round of applause. See you in the next class.

Differentiated Activities

110 km/hr

Create a daily timetable for your father or mother. Think about their morning, afternoon and night routines. Write the time for each activity and compare it with your own daily routine.

80 km/hr

Make a timeline of your day. Draw a simple chart and write five activities you do in the morning, afternoon and evening along with the time.

40 km/hr

Cut out pictures of different daily activities (such as waking up, eating lunch or playing outside) and arrange them in order based on time. Write the time below each picture.

Home Task

With the help of your parents, observe the time at which you do five different activities at home (e.g., waking up, having breakfast, watching TV, going to bed). Write down the time for each activity and discuss with your parents how following a schedule helps in daily life.

Period 3

SHOULD DO 5 MIN.

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

Teacher: That is nice to hear. Before we begin today's lesson, let us play a quick game about time. I will say a daily activity and you have to guess what time it usually happens.

Teacher: For example, if I say school starts, you might say 8 o'clock. Let us try a few. What time do we usually eat lunch?

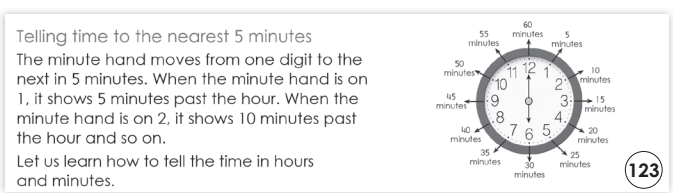
Teacher: Good. Now, what time do we go to bed at night?

Teacher: Excellent. Let us add something more to our game. Instead of whole hours, we can think about time in five-minute intervals.

Teacher: If I say you start getting ready for school at 7:05, what is five minutes later?

Teacher: Well done. It is 7:10. We can now move on to today's lesson, where we will learn to tell time to the nearest 5 minutes.

Telling Time to the Nearest 5 Minutes



MUST DO 20 MIN.

Teacher: Look at the large clock given on page 123. The clock shows how the minute hand moves in 5-minute intervals.

Teacher: The minute hand moves from one number to the next every five minutes. Can you see the numbers around the clock? They help us read the time easily.

Teacher: If the minute hand is on 1, how many minutes past the hour is it?

Teacher: That is right. It is 5 minutes past the hour. What if the minute hand is on 2?

Teacher: Excellent. It is 10 minutes past the hour. Let us look at the smaller clocks below and read the time together.

Teacher: Look at the first clock. The minute hand is on 12 and the hour hand is on 6. What time is it?

Teacher: Correct. It is 6 o'clock. What about the next clock, the minute hand is on 1. What time is it?

Teacher: Yes, it is 5 minutes past 6. Now, look at the third clock. The minute hand is on 2. What time is it?

Teacher: Well done. It is 10 minutes past 6. Now, look at the clock where the minute hand is on 3. How do we read it?

Teacher: That is correct. It is 15 minutes past 6 or quarter past 6. When the minute hand is on 3, we say quarter past.

Teacher: Now, let us move further. What time is it when the minute hand is on 6?

Teacher: Exactly. It is 6:30 or half past 6. When the minute hand is on 6, we say half past the hour.

Teacher: Now, let us look at the last few clocks where the time is moving towards the next hour. If the minute hand is on 9, what time is it?

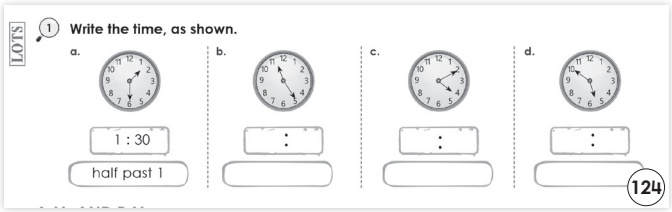
Teacher: Correct. It is quarter to 7 or 6:45. When the minute hand is on 9, we say quarter to the next hour. Let us try a question to know our understanding.

Teacher: If the minute hand is on 11 and the hour hand is near 9, what time is it?

Teacher: Yes. It is 8:55 or 5 minutes to 9.

Teacher: Fantastic work, everyone. You have learned how to tell time in five-minute intervals. We can now solve Exercise 1 given on page 124.

Exercise 1



Teacher: Look at the first clock in Exercise 1 (a) on page 124 which is solved for you.

MUST DO
5 MIN.

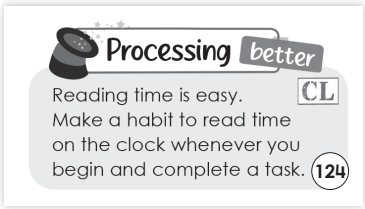
Teacher: Now, try question (b) on your own. What do you see?

Teacher: Yes. The hour hand is between 11 and 12 and the minute hand is on 5. What time is it?

Teacher: Good. It is 11:25 or 25 minutes past 11. Similarly, look carefully at the clock and write answers for questions (c) and (d) in the boxes.

Teacher: Well done. You are all getting better at reading the time. Keep practising.

Processing better



SHOULD DO
5 MIN.

Teacher: Look at the 'Processing better' section in your book on page 124. Can anyone read it for me?

Teacher: Excellent reading. Why do you think it is important to check the time before and after doing something?

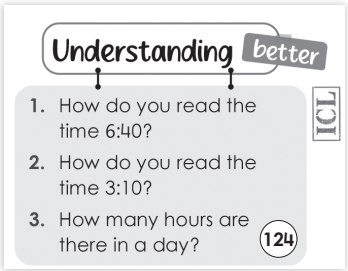
Teacher: Yes, that is right. It helps us stay organised and complete our work in time. Imagine if we did not keep track of time—what could happen?

Teacher: Correct. We might spend too much time on one task and not have enough time left for other important things.

Teacher: From now on, try to check the time before starting your homework, playing outside or even eating dinner. This habit will help you manage your time wisely.

Teacher: We can move on to our next activity 'Understanding better'.

Understanding better



MUST DO
5 MIN.

Teacher: Look at the 'Understanding better' section in your book on page 124. There are three questions for us to discuss.

Teacher: Let us try the first question. Look at the clock in your mind. The hour hand is between 6 and 7 and the minute hand is on 8.

Teacher: Yes, we read the time as 6:40 or 20 minutes to 7. How about the second question?

Teacher: That is correct. We read the time as 3:10 or 10 minutes past 3. Let us try the last question.

Teacher: Excellent. There are 24 hours in a day. Can you tell me how many hours are in the morning before noon?

Teacher: That is right. From midnight to noon, we count 12 hours and from noon to midnight, we count another 12 hours. Together, they make 24 hours in a day.

Teacher: Well done, everyone. You have understood how to read the time correctly. Let us clap for everyone's effort and end today's session.

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

Differentiated Activities

110 km/hr

Create a timetable for a train journey. Choose a starting time, add five-minute intervals to show different station stops and calculate the total duration of the journey.

80 km/hr

Write down five activities you do every day and estimate how long each takes. Then, check a clock while doing those activities and note the actual time taken. Compare the estimated and actual time.

40 km/hr

Use a printed or drawn clock to set different times given by the teacher (e.g., 3:15, 7:30, 10:45). Move the hour and minute hands to match the time.

Home Task

With the help of your parents, observe the time at which you start and finish three different household activities (e.g., brushing teeth, having dinner, watching TV). Write the start and end time for each activity and calculate how long each activity took.

Period 4

SHOULD DO
10 MIN.

Teacher: Good morning/afternoon class. How are you all today?

Teacher: That is great to hear. Let us do a quick warm-up on telling time to the nearest 5 minutes. Ready?

Teacher: If the minute hand is on 12 and the hour hand is on 3, what time does the clock show?

Teacher: Correct. If the minute hand moves to 1, how many minutes past the hour is that?

Teacher: Very good. What if the minute hand moves to 6? How would we say that time?

Teacher: Excellent. What if the minute hand is on 10, how would we say the time?

Teacher: Superb. Imagine a clock shows 4:23. If we round it to the nearest 5 minutes, what time would it be?

Teacher: That is right. Now, let us play a quick game about time. I will say an activity, and you have to tell me whether it happens in morning, afternoon or evening.

Teacher: The first one— school assembly or prayer.

Teacher: Correct. It happens in the morning. When do we leave from the school?

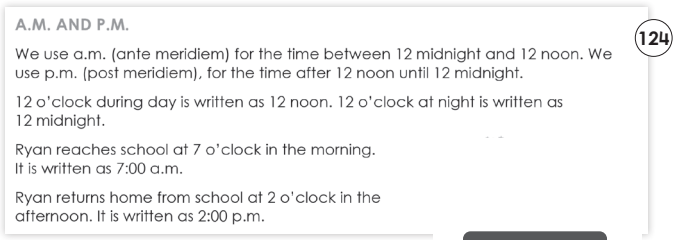
Teacher: Yes, in the afternoon. What about watching the sunset?

Teacher: Well done. It is in the evening.

Teacher: Do you know, instead of writing or telling morning, afternoon and evening we can also write or say A.M. and P.M.?

Teacher: Do not worry, we will learn about A.M. and P.M. and how they help us understand time better in today's class.

A.M. and P.M.


A.M. AND P.M.

We use a.m. (ante meridiem) for the time between 12 midnight and 12 noon. We use p.m. (post meridiem), for the time after 12 noon until 12 midnight.

12 o'clock during day is written as 12 noon. 12 o'clock at night is written as 12 midnight.

Ryan reaches school at 7 o'clock in the morning. It is written as 7:00 a.m.

Ryan returns home from school at 2 o'clock in the afternoon. It is written as 2:00 p.m.

124

MUST DO
10 MIN.

Teacher: Look at the page 124 in your book. It explains how we use A.M. and P.M. to tell time. Can anyone read and explain it to the class?

Teacher: Excellent. We use A.M. (ante meridiem) for the time between 12 midnight and 12 noon. However, P.M. (post meridiem) is used for the time after 12 noon until 12 midnight.

Teacher: Can you tell me how we write 7 o'clock in the morning?

Teacher: That is right. We write it as 7:00 A.M. What about 2 o'clock in the afternoon?

Teacher: Correct. It is written as 2:00 P.M.

Teacher: There are two special times we need to remember. 12 o'clock during the day is called 12 noon. 12 o'clock at night is called 12 midnight.

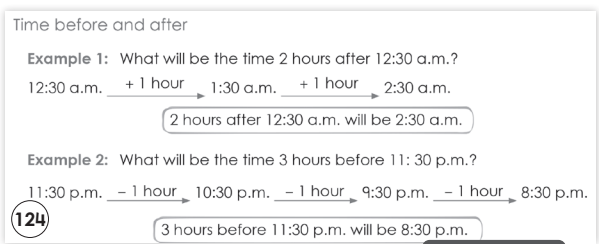
Teacher: If it is 10 o'clock in the morning, how do we write it?

Teacher: Well done. It is 10:00 A.M. What about 09:30 at night?

Teacher: Yes. It is 09:30 P.M. Now, write time using A.M. and P.M. for when you reach school and when you return from school in your notebook.

Teacher: Excellent. Let us learn how to find the time before and after a given time.

Time before and after


Time before and after

Example 1: What will be the time 2 hours after 12:30 a.m.?

12:30 a.m. —+ 1 hour→ 1:30 a.m. —+ 1 hour→ 2:30 a.m.

2 hours after 12:30 a.m. will be 2:30 a.m.

Example 2: What will be the time 3 hours before 11: 30 p.m.?

11:30 p.m. —– 1 hour→ 10:30 p.m. —– 1 hour→ 9:30 p.m. —– 1 hour→ 8:30 p.m.

3 hours before 11:30 p.m. will be 8:30 p.m.

124

MUST DO
10 MIN.

Teacher: Sometimes, we need to calculate what the time will be before or after a certain number of hours. Let us look at the example in your book on page 124 under 'Time before and after' section.

Teacher: The first example asks, "What will be the time 2 hours after 12:30 A.M.?"

Teacher: We start from 12:30 A.M. and add 1 hour, which gives us 1:30 A.M. Adding another hour gives us 2:30 A.M.

Teacher: So, 2 hours after 12:30 A.M. is 2:30 A.M.

Teacher: Now, look at the second example. It asks, "What will be the time 3 hours before 11:30 P.M.?"

Teacher: We start from 11:30 P.M. and move backwards by 1 hour. What time do we get?

Teacher: Correct. It is 10:30 P.M. Now, move another hour backward? What time do we get?

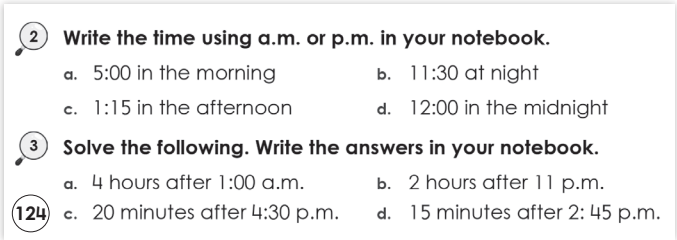
Teacher: Yes, 9:30 P.M. What time one more hour backward will give?

Teacher: Well done. 8:30 P.M. So, 3 hours before 11:30 P.M. is 8:30 P.M. Let us try another question to check our understanding. What is the time 4 hours after 10:00 A.M.?

Teacher: Good effort. Addition is correct. What about A.M. and P.M.? Re-check your answers.

Teacher: That is right. It will be 02:00 PM. We can now move to the next activity and solve questions given in Exercises 2 and 3.

Exercise 2, 3



2 **Write the time using a.m. or p.m. in your notebook.**

a. 5:00 in the morning
b. 11:30 at night
c. 1:15 in the afternoon
d. 12:00 in the midnight

3 **Solve the following. Write the answers in your notebook.**

a. 4 hours after 1:00 a.m.
b. 2 hours after 11 p.m.
c. 20 minutes after 4:30 p.m.
d. 15 minutes after 2: 45 p.m.

124

Teacher: Look at questions in Exercise 2. Write the time using a.m. or p.m. in your notebook.

MUST DO
10 MIN.

(Move around and check their notebook to appreciate their effort for completing the task.)

Teacher: Now, look at questions in Exercise 3. Solve and write the answers in your notebook.

(Move around and check their notebook to appreciate their effort for completing the task.)

Teacher: Let us all give a huge round of applause to everyone for their effort and end today's session. See you in the next class. Have a wonderful day ahead.

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

Differentiated Activities

110 km/hr

Create a travel itinerary for a day trip. List the activities in the correct sequence with start and end times using a.m. and p.m. For example, depart from home at 8:30 a.m., visit a museum at 10:15 a.m., have lunch at 1:00 p.m., return home at 6:45 p.m.

80 km/hr

Make a simple timeline of your daily routine. Divide your day into morning, afternoon and night and write at least five activities with their corresponding times in a.m. or p.m.

40 km/hr

Use a printed or drawn clock face to set different times based on instructions given by the teacher (e.g., move the hands to show 8:15 a.m. or 5:45 p.m.). Then, write the time in words.

Home Task

With the help of your parents, observe and record the time for 3-5 different activities you do at home (e.g., having breakfast, watching television, going to bed). Write each time in both digital and a.m./p.m. format and discuss with your parents why knowing time helps in managing daily activities.

Period 5

SHOULD DO
5 MIN.

Teacher: Good morning/afternoon class. How are you all today?

Teacher: That is good hear. Before we start today's topic, let us have a quick recap of what we studied in the last session.

Teacher: Imagine you have an important event at 3:00 in the afternoon, how would you write that using a.m. or p.m.?

Teacher: Good. What if it was 9:00 in the morning instead? How would you write that?

Teacher: Nice. Let us now think about time calculations. If you have lunch at 1:00 p.m. and your lunch break is of 45 minutes, what time will your lunch break end?

Teacher: That is right. Let us try one more — if a movie starts at 3:30 p.m. and lasts for 2 hours and 15 minutes, what time will it finish?

Teacher: Excellent. We can now move to our today's topic and learn about calendar.

Calendar

CALENDAR

A year has 12 months or 365 days.
Each month is divided into weeks.
A week has 7 days.
A month has 4 weeks and 2 or 3 more days. So, 30 or 31 days in total.
Only February has 28 days (except in a leap year which has 29 days).

Every fourth year is a leap year. A leap year has 366 days. February has 29 days in a leap year.

125

Teacher: Open your book to page 125 and read the 'Calendar' section. Have you seen calendar at home or in school?

MUST DO
15 MIN.

Teacher: That is nice. What is the usage of calendar?

Teacher: Yes, it helps us keep track of time throughout the year—the calendar.

Teacher: Look at the information in your book. Can anyone tell me how many months are there in a year?

Teacher: That is right. There are 12 months in a year. How many days do we have in a year?

Teacher: Excellent. A year has 365 days. But do all months have the same number of days?

Teacher: Correct. Some months have 30 days and some have 31 days. Only February is different. Can you tell me how many days February has?

Teacher: Yes. February usually has 28 days, but sometimes it has 29 days. We will learn why this happens in a moment.

Teacher: A month is divided into weeks. How many days make a week?

Teacher: That is right. A week has 7 days. Can anyone name the days of the week?

Teacher: Well done. Now, let us learn about a special year called a leap year, which affects the number of days in February.

Teacher: Look at the information given in the box. It says every fourth year is a leap year. Can anyone tell me what is different about a leap year?

Teacher: Yes. A leap year has 366 days instead of 365. Can you tell me which month gets an extra day in a leap year?

Teacher: That is correct. Do you know why we have leap years?

Teacher: Well try. A leap year happens because the Earth does not take exactly 365 days to go around the Sun. It takes 365 days and 6 hours. These extra hours add up and every four years, we add one extra day to make up for the extra time. That is why we have 29 days in February.

Teacher: Now, tell me if this year is a leap year, when will the next leap year be?

Teacher: Yes, the next leap year will be four years later.

Teacher: Fantastic. You have learnt about the calendar, months and leap years. Let us try solving Exercise 4 now.

Exercise 4

4 **Look at the calendar of this year. Answer the following questions. Write the answers in your notebook.**

a. What is the date on the sixth Saturday of the year?

b. What is the date on the sixth day of the fourth month of the year?

c. How many Fridays are there in June?

d. On which day will the year end?

125

Teacher: Let us begin with the first question. What is the date on the sixth Saturday of the year?

MUST DO 10 MIN.

(You may open calendar of this year and show it on the screen or use table calendar available in the school.)

Teacher: Open your calendar and find the first Saturday. Now, count six Saturdays forward. What date do you get?

Teacher: Well done. Now, let us move to the next question. What is the date on the sixth day of the fourth month of the year?

Teacher: First, what is the fourth month of the year?

Teacher: That is correct. April is the fourth month. Now, find the sixth day of April. What is the date?

Teacher: Excellent. Now, let us check the next question. How many Fridays are there in June?

Teacher: Open your calendar to June. Look at the Fridays in the month. Count them carefully. How many do you see?

Teacher: That is right. Some months have four Fridays and some have five, depending on the year.

Teacher: Now, let us solve the last question. On which day will the year end?

Teacher: To find this, go to the last day of the year in your calendar. What is the date and day of the week?

Teacher: Well done. Now, write down all your answers in your notebook and try questions in 'Understanding better' section.

Understanding better

Understanding better

1. How many days are there in the month of February this year?
2. How many days are there in a leap year?

ICL

125

SHOULD DO 5 MIN.

Teacher: Look at the 'Understanding better' section in your book on page 125. There are two questions for us to answer.

Teacher: Let us start with the first question. How many days are there in the month of February this year?

Teacher: First, let us check whether this year is a leap year or not. Does anyone know how to find out?

Teacher: That is right. A leap year comes every four years. If this year is a leap year, February will have 29 days. If it is not a leap year, February will have 28 days. Now, check your calendar and tell me how many days February has this year.

(A year is a leap year if it is divisible by 4. But if the year ends in 00, it must also be divisible by 400.)

Teacher: Well done. Now, let us move to the next question. How many days are there in a leap year?

Teacher: That is correct. A leap year has 366 days. We have already discussed why the leap year has an extra day. Let us move on to the next activity.

Writing the date

Writing the date

We write the date in the following manner:
Date/Month/Year
For example, 24/02/2024 tells us that

- the date is the 24th
- the month is February
- the year is 2024

125

Teacher: Look at the 'Writing the date' section in your book on page 125. We write the date in a specific format: Date/Month/Year. Can anyone read the example given in the book?

MUST DO 5 MIN.

Teacher: Well done. The example shows 24/02/2024. Let us break it down. What does 24 represent?

Teacher: That is correct. It represents the 24th day of the month. What does 02 stand for?

Teacher: Yes. It represents the month of February. Now, what does 2024 indicate?

Teacher: Excellent. It tells us the year. So, when we see 24/02/2024, we read it as 24th February 2024.

Teacher: Let us try another example. If I write 15/08/2025, how would you read it?

Teacher: That is right. It is 15th August 2025.

Teacher: Now, take out your notebooks and write today's date using the Date/Month/Year format.

Teacher: Great work, everyone. From now on, whenever you write the date, make sure to follow this format. Let us give ourselves a big round of applause and end today's class.

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

Differentiated Activities

110 km/hr

Create a personalised calendar for an upcoming month. Mark important dates such as birthdays, festivals or school events. Use the Date/Month/Year format for each entry and indicate whether the date falls in A.M. or P.M.

80 km/hr

Fill in a blank monthly calendar with the correct days and dates. Then, highlight five dates and write them in the Date/Month/Year format.

40 km/hr

Match the written date format (e.g., 10/03/2024) with the corresponding full date (e.g., 10th March 2024). Then, practice writing today's date in the Date/Month/Year format.

Home Task

With the help of your parents, check a calendar at home and find three important dates (e.g., birthdays, holidays or family events). Write these dates in the Date/Month/Year format and discuss why keeping track of dates is important in everyday life.

Period 6

SHOULD DO

10 MIN.

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

Teacher: That is wonderful to hear. Before we start today's topic, let us play a quick game about time. I will ask you a few questions and you have to think quickly and answer.

Teacher: How many days do we have in a week?

Teacher: Excellent. Now, can you tell me how many weeks are in a month?

Teacher: That is right. It is approximately four weeks. What about the number of months in a year?

Teacher: Well done. There are 12 months in a year. How many hours are in a day?

Teacher: Great. A day has 24 hours. What about minutes in an hour?

Teacher: Yes. 60 minutes. And how many seconds make a minute?

Teacher: Fantastic. 60 seconds make a minute. Do you remember the format of writing a date? Can anyone tell me how many parts there are in a date format?

Teacher: Great. Which part comes first when we write the date?

Teacher: Yes. And what comes after the date?

Teacher: Correct. What is the last part of the format?

Teacher: Let us try an example. If I say 10/03/2024, can you tell me the date, the month and the year?

Teacher: Good. what is today's date? Can someone say it out loud in the correct format?

Teacher: "Awesome. Now, let's move on to today's lesson."

Conversion of Time

CONVERSION OF TIME 125

To convert one unit of time into another, we may use the following:

1. 1 year = 12 months
2. 1 year = 365 days
3. 1 year = 52 weeks
4. 1 month = 30 days
5. 1 month = 4 weeks (approximately)
6. 1 week = 7 days
7. 1 day = 24 hours
8. 1 hour = 60 minutes
9. 1 minute = 60 seconds

MUST DO

5 MIN.

Teacher: Look at the 'Conversion of Time' section in your book on page 125. It helps us change one unit of time into another. Let us go through them one by one.

Teacher: A year has 12 months. But in terms of days, a normal year has 365 days and a leap year has 366 days. Now, how many weeks do we have in a year?

Teacher: Correct. A year has 52 weeks. What about a month? How many days does a month usually have?

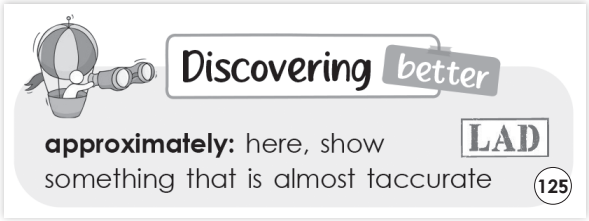
Teacher: Yes. A month has 30 or 31 days, except for February which has 28 or 29 days in a leap year.

Teacher: Now, let us look at weeks and days. How many days make up a week? And how many hours are there in a full day?

Teacher: Yes. 7 days make 1 week, and there are 24 hours in a day. Can anyone tell me how many minutes are in an hour and seconds in a minute?

Teacher: Excellent. There are 60 minutes in an hour and 60 seconds in a minute. Let us now look at 'Discovering better' section to understand the word—approximately.

Discovering better



Discovering better

approximately: here, show something that is almost taccurate

LAD

125

MUST DO

5 MIN.

Teacher: Look at the 'Discovering better' section in your book on page 125. It introduces a very useful word—approximately. Can anyone read the definition?

Teacher: Great reading. The word approximately means something that is almost accurate but not exact.

Teacher: Let us understand this with an example. We say that one month is four weeks. Is this always exactly correct?

Teacher: No. Some months are longer than four weeks because they have 30 or 31 days. So, we say one month is approximately four weeks. Similarly, we say, there are 365 days in a year but in a leap year, it has 366 days.

Teacher: From now on, try to notice where we use the word approximately in daily life. Let us move on to our next activity.

Years, months, weeks and days


Years, months, weeks and days

Example 3: Convert 2 years into months.

1 year = 12 months. So, 2 years = 2 × 12 months = 24 months.

2 years = 24 months

Example 4: Convert 4 years into days (assuming no leap year).

1 year = 365 days. So, 4 years = 4 × 365 days = 1460 days.

4 years = 1460 days

Example 5: Convert months from January to March into days.

Here, January = 31 days, February = 28 days, March = 31 days

Days from January to March = 31 + 28 + 31 = 90 days

Example 6: Convert 7 weeks into days.

1 week = 7 days. So, 7 weeks = 7 × 7 days = 49 days.

7 weeks = 49 days

125-126

Teacher: Let us looks at examples – 3, 4, 5, 6 given on page 125-126 to learn converting time from one unit to another. This will help us understand how many months are in years, how many days are in months and how many weeks are in days.

MUST DO

10 MIN.

Teacher: Look at Example 3 in your book. It shows how to convert 2 years into months.

Teacher: We know that 1 year = 12 months. So, how do we find out how many months are in 2 years?

Teacher: That is right. We multiply 2 by 12, which gives us 24 months. So, we can say 2 years = 24 months.

Teacher: Let us try one together. How many months are in 5 years?

Teacher: Excellent. 5 × 12 = 60 months.

Teacher: Now, look at **Example 4** in your book. This time, we are converting years into days.

Teacher: We know that 1 year has 365 days. If we want to find out how many days are in 4 years, what should we do?

Teacher: Yes. We multiply 4 by 365, which gives us 1460 days.

Teacher: Now, let us try one more. How many days are there in 3 years?

Teacher: Well done. 3 × 365 = 1095 days.

Teacher: Now, let us see how to convert months into days. Look at **Example 5** in your book.

Teacher: The question asks us to find the total number of days from January to March. We will add the number of days from each of these three months.

Teacher: January has 31 days; February has 28 days and March has 31 days. Let us add them together. 31 + 28 + 31 = 90 days.

Teacher: So, from January to March, there are 90 days in total. Now, let us try a different question. How many days are there from July to September?

Teacher: Good effort. July has 31 days; August has 31 days and September has 30 days. So, the total is 31 + 31 + 30 = 92 days.

Teacher: Look at **Example 6** in your book. This time, we are converting weeks into days.

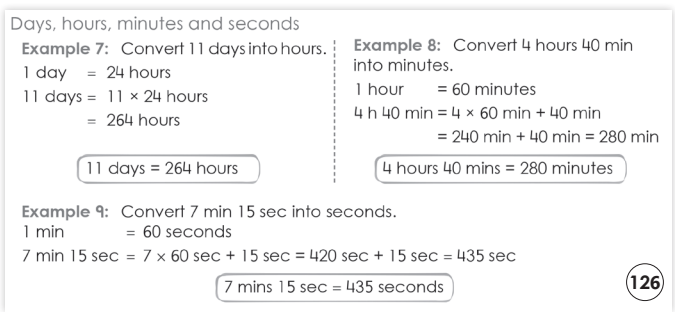
Teacher: We know that 1 week has 7 days. So, if we want to find out how many days are in 7 weeks, what should we do?

Teacher: Yes. We multiply 7 by 7, which gives us 49 days.

Teacher: Let us try another one. How many days are in **5 weeks?**

Teacher: Well done. 5 × 7 = 35 days. Let us now move on to our next activity.

Days, hours, minutes and seconds


Days, hours, minutes and seconds

Example 7: Convert 11 days into hours.

1 day = 24 hours

11 days = 11 × 24 hours

= 264 hours

11 days = 264 hours

Example 8: Convert 4 hours 40 min into minutes.

1 hour = 60 minutes

4 h 40 min = 4 × 60 min + 40 min

= 240 min + 40 min = 280 min

4 hours 40 mins = 280 minutes

Example 9: Convert 7 min 15 sec into seconds.

1 min = 60 seconds

7 min 15 sec = 7 × 60 sec + 15 sec = 420 sec + 15 sec = 435 sec

7 mins 15 sec = 435 seconds

126

Teacher: Let us looks at examples – 7, 8, 9 given on page 126 to learn converting days into hours, hours into minutes and minutes into seconds.

MUST DO

10 MIN.

Teacher: Look at **Example 7** in your book. It shows how to convert 11 days into hours.

Teacher: We know that 1 day = 24 hours. So, how do we find out how many hours are in 11 days?

Teacher: That is correct. We multiply 11 by 24, which gives us 264 hours.

Teacher: Now, let us try another one together. How many hours are in 6 days?

Teacher: Well done. 6 × 24 = 144 hours.

Teacher: Now, let us move to **Example 8** in your book. This example shows how to convert 4 hours 40 minutes into minutes.

Teacher: We already know that 1 hour = 60 minutes. So, how do we find out how many minutes are in 4 hours?

Teacher: Yes. We multiply 4 by 60, which gives us 240 minutes. Now, we add the extra 40 minutes.

Teacher: So, the total time is 240 + 40 = 280 minutes.

Teacher: Let us try one together. How many minutes are in 2 hours 30 minutes?

Teacher: Excellent. 2 × 60 = 120 minutes. Now, add 30 more minutes. The answer is 150 minutes.

Teacher: Now, look at **Example 9** in your book. This example shows how to convert 7 minutes 15 seconds into seconds.

Teacher: We know that 1 minute = 60 seconds. So, how do we find out how many seconds are in 7 minutes?

Teacher: That is correct. We multiply 7 by 60, which gives us 420 seconds. Now, we add the extra 15 seconds.

Teacher: So, the total time is 420 + 15 = 435 seconds.

Teacher: Let us try another one. How many seconds are in 5 minutes 30 seconds?

Teacher: Well done. 5 × 60 = 300 seconds. Now, add 30 seconds. The answer is 330 seconds.

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

Differentiated Activities

110 km/hr

Create a timeline of a historical event or a personal routine (e.g., a day at school). Convert all times into different units (e.g., convert hours into minutes or days into hours).

80 km/hr

Prepare a weekly schedule with five activities per day. Convert the total time spent on each activity in a week into minutes.

40 km/hr

Provide students with a set of time conversion questions using simple multiplications (e.g., Convert 3 days into hours or Convert 5 hours into minutes). Use a table or chart to guide them.

Home Task

With the help of your parents, note down the start and end time of three different activities at home (e.g., watching TV, cooking dinner, reading a book). Calculate how long each activity lasted and convert the time into minutes or seconds. Write your answers in your notebook.

Period 7

SHOULD DO
5 MIN.

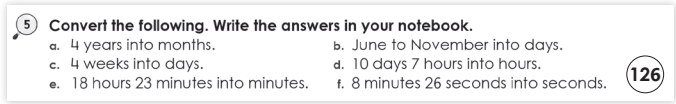
Teacher: Good morning/afternoon students. How are you all today?

Teacher: That is nice to hear. Let us have some quick warm-up questions before we start learning today's topic. Think carefully before answering the questions.

1. If 1 year has 12 months, how many months are there in 4 years?
2. How many weeks are there in one month approximately?
3. What is the total number of days in June, July and August combined?
4. If your birthday is in June, how many months are left until the end of the year?
5. Can you think of an event that happens once every four years?

Teacher: Great. Now let us move on to Exercise 5 and convert the time as per the questions.

Exercise 5


5 **Convert the following. Write the answers in your notebook.**

a. 4 years into months. b. June to November into days.
c. 4 weeks into days. d. 10 days 7 hours into hours.
e. 18 hours 23 minutes into minutes. f. 8 minutes 26 seconds into seconds.

126

MUST DO
15 MIN.

Teacher: Look at Exercise 5 on page 126. Convert the following and write the answers in your notebook. Let us try the first one together.

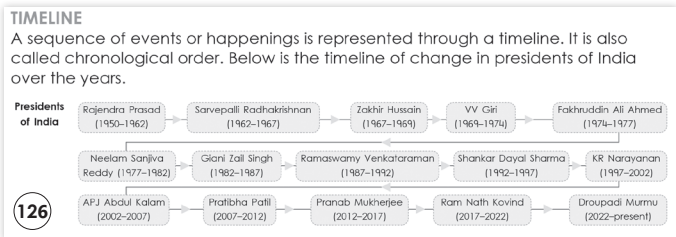
Teacher: To convert 4 years into months, what should we do?

Teacher: Yes. Since 1 year has 12 months, we will multiply 4 by 12 and get the total number of months which is 12 x 4 = 48 months.

Teacher: Great work. Let us continue with the rest of the questions. You can solve them on your own now.

(Let students solve the questions independently. Help them as/when required.)

Timeline


TIMELINE

A sequence of events or happenings is represented through a timeline. It is also called chronological order. Below is the timeline of change in presidents of India over the years.

Presidents of India

Rajendra Prasad (1950–1962) → Sarvepalli Radhakrishnan (1962–1967) → Zakhir Hussain (1967–1969) → VV Giri (1969–1974) → Fakhruddin Ali Ahmed (1974–1977) → Neelam Sanjiva Reddy (1977–1982) → Giani Zail Singh (1982–1987) → Ramaswamy Venkataraman (1987–1992) → Shankar Dayal Sharma (1992–1997) → KR Narayanan (1997–2002) → APJ Abdul Kalam (2002–2007) → Pratibha Patil (2007–2012) → Pranab Mukherjee (2012–2017) → Ram Nath Kovind (2017–2022) → Droupadi Murmu (2022–present)

126

MUST DO
15 MIN.

Teacher: Look at the 'Timeline' section on page 126. We are going to learn about it. Does anyone know what it is?

Teacher: Well try. A timeline is a way of showing events in the order they happened. It helps us understand history better. Look at the timeline of Presidents of India. Can you see how each President is shown with the years they served?

Teacher: The first President of India was Dr. Rajendra Prasad. Can you tell me how long he served?

Teacher: Great. After him, Dr. Sarvepalli Radhakrishnan became the President. What years did he serve?

Teacher: Yes. And after him, we had Dr. Zakir Hussain. But his term was short. Do you see why?

Teacher: Right. He passed away in office and then VV Giri became President. This is an example of how unexpected events can change the timeline.

Teacher: Now, let us move forward. Look at Dr. APJ Abdul Kalam. Many of you might have heard about him. Do you know why he is so famous?

Teacher: Yes. He was also known as the Missile Man of India and played an important role in India's space and defence programs.

Teacher: Look at the most recent President. Who is the current President of India?

Teacher: Correct. Droupadi Murmu became the President in 2022. She is the first tribal woman to hold this position.

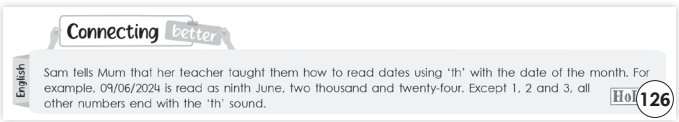
Teacher: Now, can anyone tell me why a timeline is useful?

Teacher: Yes. It helps us see history clearly and understand which events happened first and which happened later.

Teacher: Let us try a fun activity. Imagine you are making a timeline of your life. What are three important events you would include?

Teacher: Excellent. You may write it in your notebook in the same way as shown in the book. We can now move to the next activity.

Connecting better


Connecting better

English

Sam tells Mum that her teacher taught them how to read dates using 'th' with the date of the month. For example, 09/06/2024 is read as ninth June, two thousand and twenty-four. Except 1, 2 and 3, all other numbers end with the 'th' sound.

Hol 126

Teacher: Look at the 'Connecting better' on page 126 in your book. Can anyone read it aloud to the class?

MUST DO

5 MIN.

Teacher: Excellent reading. We are going to learn how to read dates correctly.

Teacher: When we read a date, we use the 'th' sound for most numbers. For example, 09/06/2024 is read as ninth June two thousand and twenty-four.

Teacher: However, there are three special numbers - 1, 2 and 3 which do not follow this pattern. Instead, we read them as first, second and third.

Teacher: Let us try reading a few dates together. How would you read 01/05/2024?

Teacher: That is right. It is first May two thousand and twenty-four. What about 02/10/2024?

Teacher: Well done. It is second October two thousand and twenty-four.

Teacher: From now on, whenever you read a date, remember to use 'st' for 1, 'nd' for 2, 'rd' for 3 and 'th' for all other numbers. Let us give ourselves a big round of applause and end today's session.

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

Differentiated Activities

110 km/hr

Make a timeline of your own life, marking five key events such as birth, first day of school, first trip or any personal achievement. Write the dates in both numerical and word formats and calculate how many years or months have passed since each event.

80 km/hr

Create a timeline of your school day by marking key events such as arrival at school, morning assembly, lunch break, playtime and home time. Write the dates in both numerical and word formats.

40 km/hr

Provide students with five given dates (e.g., 04/07/2024, 15/08/2025, 23/01/2023). Ask them to write these dates in words using the correct st, **nd**, **rd** or **th** format. Then, ask them to arrange the dates in the correct order to form a simple timeline.

Home Task

With the help of your parents, create a small family timeline by writing down the birth years of your family members. Arrange them in order and calculate the number of years between each person's birth. Also, write your own birthdate in both numerical (DD/MM/YYYY) and word format (e.g., Tenth March Two Thousand and Twelve).

Period 8

SHOULD DO

10 MIN.

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

Teacher: That is nice to hear. Let us have a quick recap on what we learnt in our last class. Can anyone tell me what a timeline is and why we use it?

Teacher: Great. Now, think about history books—why do they always present events in chronological order?

Teacher: If I ask you to make a timeline of your daily routine, what are the key events you would include?

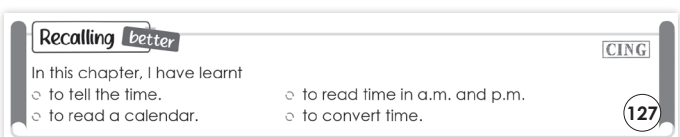
Teacher: Fantastic. We also discussed how to read dates correctly. How do we say the date 05/08/2023? Say it aloud.

Teacher: Right. Why do we add 'th' to most dates but not to 1, 2 and 3?

Teacher: Imagine today is your best friend's birthday. How would you say the full date of their birthday correctly in words?

Teacher: Wonderful. That was a great warm-up. Let's now dive into our session and explore timelines and dates in more detail.

Recalling better


Recalling better

CING

In this chapter, I have learnt

- to tell the time.
- to read a calendar.
- to read time in a.m. and p.m.
- to convert time.

127

Teacher: Look at 'Recalling better' section on page 127 to review what all we have learnt in this chapter. (Use examples to check students' understanding of the concepts.)

SHOULD DO

15 MIN.

Teacher: Can anyone tell me the different things we learnt about time?

Teacher: Yes. We learnt how to tell the time. But can you explain what it means to read time in a.m. and p.m.?

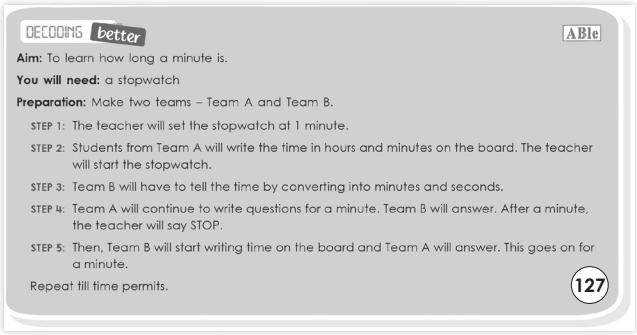
Teacher: Great. Why do we need to convert time? Where do we use this in real life?

Teacher: Good observation. Now, think about reading a calendar. Why is it important to know how to read dates properly?

Teacher: Yes, exactly. If you had to explain to a younger student how to read time and dates, how would you do it?

Teacher: Well done. Let us now move to the next activity.

Decoding better



DECODING better ABIe

Aim: To learn how long a minute is.

You will need: a stopwatch

Preparation: Make two teams – Team A and Team B.

STEP 1: The teacher will set the stopwatch at 1 minute.

STEP 2: Students from Team A will write the time in hours and minutes on the board. The teacher will start the stopwatch.

STEP 3: Team B will have to tell the time by converting into minutes and seconds.

STEP 4: Team A will continue to write questions for a minute. Team B will answer. After a minute, the teacher will say STOP.

STEP 5: Then, Team B will start writing time on the board and Team A will answer. This goes on for a minute.

Repeat till time permits.

127

Teacher: Look at 'Decoding better' section on page 127. The aim is to understand how long a minute is. Before we start, can anyone guess how many seconds are in a minute?

SHOULD DO

15 MIN.

Teacher: Yes, that is correct. Now, to do this activity we need a stopwatch. Let us divide the class into two teams—Team A and Team B.

Teacher: First, I will set the stopwatch for one minute. Team A will write the time in hours and minutes on the board while I start the stopwatch.

Teacher: Once the time is written, Team B will convert it into minutes and seconds. Let us see how quickly you can do it.

Teacher: Now, Team A will continue writing questions for one minute and Team B will answer them. When I say "STOP" we will switch roles. Team B will now write the time on the board and Team A will answer.

Teacher: This will go on for a few rounds. Pay close attention to how fast a minute passes and how accurately you can calculate the time.

Teacher: Does anyone have any doubts before we begin?

Teacher: That is a good question. Let me clarify. When we convert time, we need to remember that 1 hour = 60 minutes and 1 minute = 60 seconds. Keep that in mind while answering.

Teacher: (After completing the activity) well done everyone. Let us clap for everyone's effort and end our today's session.

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

Differentiated Activities

110 km/hr

Create a timeline of five important events in your life (e.g., first day at school, first lost tooth, first vacation). Write the date of each event in numerical and word format and calculate the time duration between events in years and months.

80 km/hr

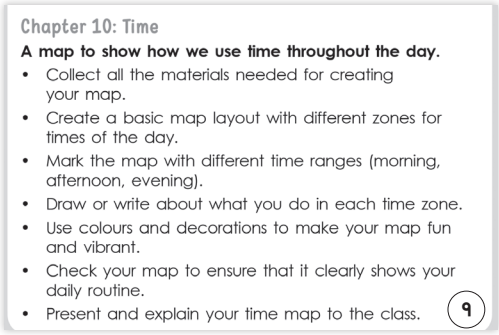
Can solids change their shape? Give an example. Estimate the duration of three daily activities (e.g., brushing teeth, eating lunch) in minutes and seconds. Convert each duration into seconds.

40 km/hr

Prepare flashcards with different dates and times in numerical format (e.g., 12/04/2024, 3:30 PM) and word format (e.g., twelfth April two thousand and twenty-four, half-past three in the afternoon). Then, arrange them in chronological order.

Home Task

Book of Project Ideas



Chapter 10: Time

A map to show how we use time throughout the day.

- Collect all the materials needed for creating your map.
- Create a basic map layout with different zones for times of the day.
- Mark the map with different time ranges (morning, afternoon, evening).
- Draw or write about what you do in each time zone.
- Use colours and decorations to make your map fun and vibrant.
- Check your map to ensure that it clearly shows your daily routine.
- Present and explain your time map to the class.

9

Complete this project at home with the help of your parents. Create a Time Map to show how you use time throughout the day. Take a sheet of paper or a chart and divide it into three sections—morning, afternoon and evening. Write or draw the activities you do in each time zone. Use colours and decorations to make your map creative. Ensure it clearly shows your daily routine. Once finished, check your work and be ready to present it in class.

(Encourage reflection by asking what they learnt and enjoyed in this activity. Remind them to review their work and practise presenting. Each student will get 3-5 minutes to present. Ensure they understand deadlines and provide assistance as needed.)

Period 9

SHOULD DO

5 MIN.

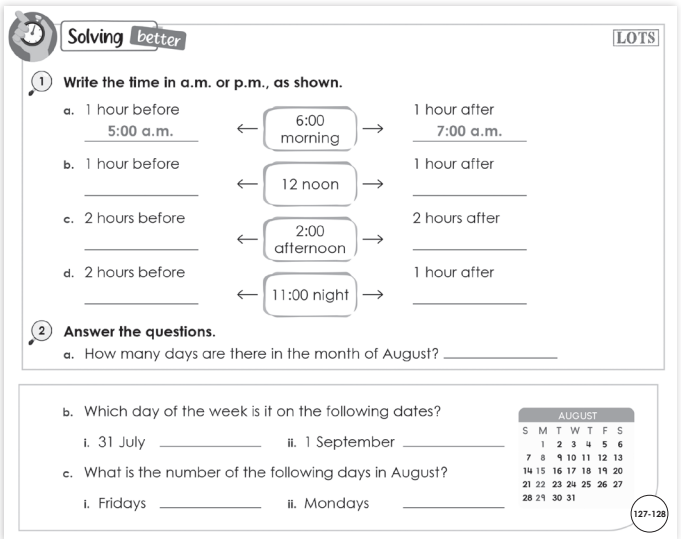
Teacher: Good morning/afternoon students. How are you all today?

Teacher: That is nice to hear. Before we begin today's lesson, let us have a quick recap about time and calendars. I will ask some questions and you have to answer quickly.

1. If it is 3:00 p.m., what time will it be one hour later?
2. If it is 10:00 a.m., what time was it two hours ago?
3. How many hours are there from 9:00 a.m. to 12:00 noon?
4. How many days are there in the month of August?
5. Which month comes after July?

Teacher: Great answers. Let us now move on to Exercise A and learn how to write the time correctly in A.M. and P.M.

Solving better


Solving better

LOTS

1 Write the time in a.m. or p.m., as shown.

a. 1 hour before 5:00 a.m. ← 6:00 morning → 1 hour after 7:00 a.m.

b. 1 hour before _____ ← 12 noon → 1 hour after _____

c. 2 hours before _____ ← 2:00 afternoon → 2 hours after _____

d. 2 hours before _____ ← 11:00 night → 1 hour after _____

2 Answer the questions.

a. How many days are there in the month of August? _____

b. Which day of the week is it on the following dates?

i. 31 July _____ ii. 1 September _____

c. What is the number of the following days in August?

i. Fridays _____ ii. Mondays _____

AUGUST

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

127-128

Teacher: Look at Exercise 1 in your book under the 'Solving better' section on page 127. We need to write the time correctly in A.M. or P.M. The first one is already done for you.

MUST DO

10 MIN.

Teacher: Let us try the second question. It asks: 1 hour before and after 12 noon. What time is it?

Teacher: Well done. It is 11:00 AM and 1:00 PM respectively. Now, complete remaining questions on your own. Let me know once done.

Teacher: Well done, everyone. Let us now move on to **Exercise B**.

Teacher: Look at the calendar of August given on the next page (128). Let us try the first question together. How many days are there in the month of August?

Teacher: Yes. There are 31 days in August. Now, let us check the next question.

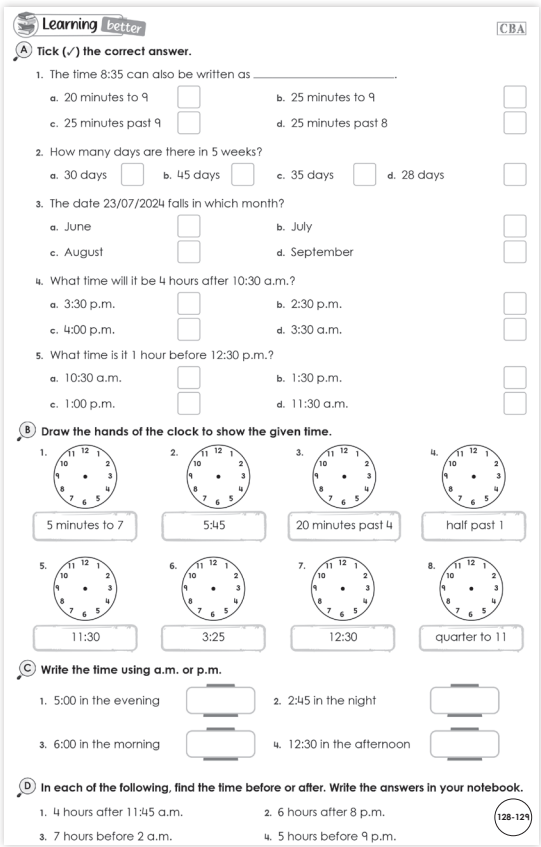
Teacher: Look at the calendar carefully and answer on which day does 31st July fall?

Teacher: That is right. It is a Monday. Now, check 1st September. What day is it?

Teacher: Well done. It is a Friday. Let us try the next question. Look at the calendar and count the Fridays and Mondays in August.

Teacher: Correct. There are 4 Fridays and 4 Mondays. With this, we have successfully completed both the exercises. We can now move to next activity and solve more questions.

Learning better


Learning better

CBA

A Tick (✓) the correct answer.

1. The time 8:35 can also be written as _____.
   a. 20 minutes to 9 ☐ b. 25 minutes to 9 ☐
   c. 25 minutes past 9 ☐ d. 25 minutes past 8 ☐
2. How many days are there in 5 weeks?
   a. 30 days ☐ b. 45 days ☐ c. 35 days ☐ d. 28 days ☐
3. The date 23/07/2024 falls in which month?
   a. June ☐ b. July ☐
   c. August ☐ d. September ☐
4. What time will it be 4 hours after 10:30 a.m.?
   a. 3:30 p.m. ☐ b. 2:30 p.m. ☐
   c. 4:00 p.m. ☐ d. 3:30 a.m. ☐
5. What time is it 1 hour before 12:30 p.m.?
   a. 10:30 a.m. ☐ b. 1:30 p.m. ☐
   c. 1:00 p.m. ☐ d. 11:30 a.m. ☐

B Draw the hands of the clock to show the given time.

1. 5 minutes to 7
2. 5:45
3. 20 minutes past 4
4. half past 1
5. 11:30
6. 3:25
7. 12:30
8. quarter to 11

C Write the time using a.m. or p.m.

1. 5:00 in the evening _____
2. 2:45 in the night _____
3. 6:00 in the morning _____
4. 12:30 in the afternoon _____

D In each of the following, find the time before or after. Write the answers in your notebook.

1. 4 hours after 11:45 a.m.
2. 6 hours after 8 p.m.
3. 7 hours before 2 a.m.
4. 5 hours before 9 p.m.

128-129

Teacher: Look at 'Learning better' section on page 128. Let us complete Exercise A, B, C and D on pages 128-129.

MUST DO

25 MIN.

Teacher: Read the instruction and questions carefully to answer them. Complete Exercise A by ticking the correct answers and Exercise B by drawing the hands of the clock to show the given time.

(Give time to the students to complete the exercises.)

Teacher: Now, let us complete Exercise C by write the time using a.m. or p.m. and Exercise D by finding the time before or after the given time.

Teacher: Take your time and once you are done, compare your answers with a partner. If you have any doubts, raise your hand and we will discuss them together.

(Discuss the doubts of students and guide them to complete the exercises.)

Teacher: Excellent work today, let us end the session with a huge round of applause.

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

Differentiated Activities

110 km/hr

Create a weekly schedule of your daily activities with the exact start and end times. Convert the duration of each activity into hours and minutes. Write the total time spent on each activity in a week and compare it with other activities.

80 km/hr

Given a list of daily activities (e.g., waking up, lunch break, bedtime), write their time in both a.m. and p.m. format. Then, draw clock hands for at least five of these times on a blank clock template.

40 km/hr

Match given times (e.g., 6:30 a.m., 2:45 p.m.) with their correct clock face. Then, arrange a set of time-related flashcards (morning, afternoon, night) in the correct order and practice reading them aloud.

Home Task

With the help of your parents, write down three important events in your daily routine along with their time (e.g., breakfast at 7:30 a.m., bedtime at 9:00 p.m.). Convert these times into minutes and seconds and write them in both numerical and word format.

Period 10

SHOULD DO

10 MIN.

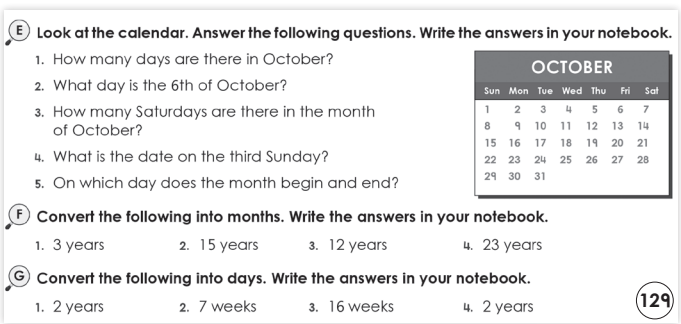
Teacher: Good morning/afternoon students. How are you all today?

Teacher: That is great to hear. Let us have a quick recap about time conversions and calendars. I will ask some questions and you have to answer quickly.

1. How many months are there in 2 years?
2. If today is 1st October, what will be the date after two weeks?
3. How many days are there in a leap year?
4. How many minutes are in an hour?
5. Convert 3 hours into minutes.

Teacher: Well done, everyone. Now, let us move on to our exercises for today.

Learning better



E Look at the calendar. Answer the following questions. Write the answers in your notebook.

1. How many days are there in October?
2. What day is the 6th of October?
3. How many Saturdays are there in the month of October?
4. What is the date on the third Sunday?
5. On which day does the month begin and end?

OCTOBER

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

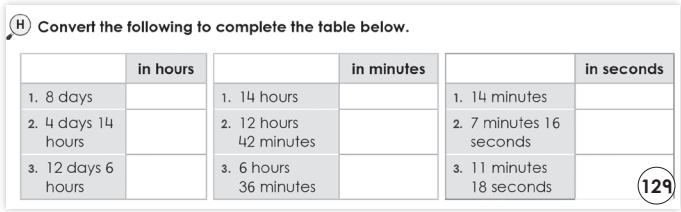
F Convert the following into months. Write the answers in your notebook.

1. 3 years
2. 15 years
3. 12 years
4. 23 years

G Convert the following into days. Write the answers in your notebook.

1. 2 years
2. 7 weeks
3. 16 weeks
4. 2 years

129



H Convert the following to complete the table below.

	in hours		in minutes		in seconds
1. 8 days		1. 14 hours		1. 14 minutes	
2. 4 days 14 hours		2. 12 hours 42 minutes		2. 7 minutes 16 seconds	
3. 12 days 6 hours		3. 6 hours 36 minutes		3. 11 minutes 18 seconds	

129

MUST DO

30 MIN.

Teacher: Look at 'Learning better' section on page 129. Let us complete Exercise E, F, G and H on page 129.

Teacher: Read the instruction and questions carefully to answer them. Complete Exercise E by referring the given calendar and Exercise F by converting the given years into months.

(Give time to the students to complete the exercises.)

Teacher: Now, let us complete Exercise G by converting years and weeks into days and Exercise H by converting them into hours, minutes and seconds to complete the table.

Teacher: Take your time and once you are done, compare your answers with a partner. If you have any doubts, raise your hand and we will discuss them together.

(Discuss the doubts of students and guide them to complete the exercises.)

Teacher: Excellent work today, let us end the session with a huge round of applause.

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

Differentiated Activities

110 km/hr

Create a mini calendar for any two months of the year. Mark important dates such as festivals, family birthdays, or school events. Convert selected dates into different formats (numerical and word format) and calculate the number of days between two given dates.

80 km/hr

Given a random selection of years (e.g., 3 years, 7 years, 12 years), convert them into months and days. Then, answer real-life-based questions such as How many months are there in 5 years? How many days are in 2 years?

40 km/hr

Match given times and dates with their correct conversions. For example, match 2 years with 24 months, 7 days with 1 week, and 12 months with 1 year. Use flashcards or a simple worksheet with multiple-choice options to reinforce learning.

Home Task

With the help of your parents, write down three important family events (e.g., birthdays, anniversaries). Write the dates in numerical (DD/MM/YYYY) and word format.

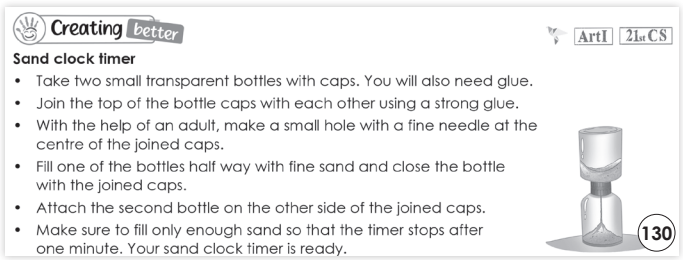
Then, calculate how many days, weeks, and months remain until each event.
(Brief them to bring necessary materials for 'Creating better' activity in the next session.)

Period 11

SHOULD DO
10 MIN.

Teacher: Good morning/afternoon students. How are you all today?
Teacher: That is great to hear. Before we begin our activities, let us play a quick thinking game related to today's lesson. I will ask some questions and you have to answer quickly.
Teacher: If you do not have a clock, how can you estimate the time of the day?
Teacher: That is right. We can look at the position of the sun, listen for school bells or prayers to estimate the time.
Teacher: If today is Monday, what day will it be six weeks later?
Teacher: Yes, six weeks later, the day will still be Monday, because each week has seven days and after six weeks, we land on the same weekday.
Teacher: What is the importance of a calendar in daily life?
Teacher: Exactly. It helps us plan events, remember important dates like birthdays and holidays and keep track of days, weeks and months.
Teacher: Fantastic. Now, let us explore today's activities.

Creating better

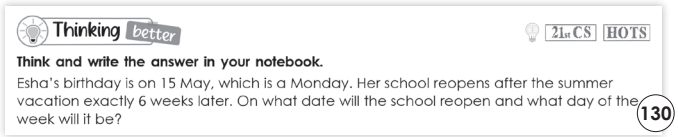

Creating better
ArtI 21stCS
Sand clock timer
- Take two small transparent bottles with caps. You will also need glue.
- Join the top of the bottle caps with each other using a strong glue.
- With the help of an adult, make a small hole with a fine needle at the centre of the joined caps.
- Fill one of the bottles half way with fine sand and close the bottle with the joined caps.
- Attach the second bottle on the other side of the joined caps.
- Make sure to fill only enough sand so that the timer stops after one minute. Your sand clock timer is ready.

130

MUST DO
15 MIN.

Teacher: Look at 'Creating better' section in your book on page 130. We will learn how to make a sand clock timer. Does anyone know what a sand clock is used for?
Teacher: That is right. It helps measure time, just like a regular clock, but in a different way. It is used in board games, cooking and even in some competitions.
Teacher: Now, let us go through the steps to create one. You will need two transparent bottles, glue, a fine needle and some sand. Carefully follow the instructions given in the book.
(Guide the students to complete the creating better activity.)
Teacher: What do you think will happen if we put too much sand in the timer?
Teacher: That is right. It will take longer than one minute. The amount of sand controls the time measurement.
Teacher: Once you finish making your sand clock, test it and see if it measures exactly one minute. We can now move on to our next activity.

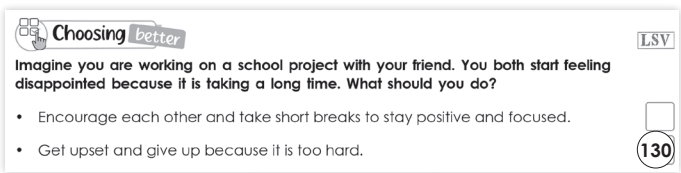
Thinking better


Thinking better
21stCS HOTS
Think and write the answer in your notebook.
Esha's birthday is on 15 May, which is a Monday. Her school reopens after the summer vacation exactly 6 weeks later. On what date will the school reopen and what day of the week will it be?
130

SHOULD DO
5 MIN.

Teacher: Look at the 'Thinking better' section in your book on page 130. This question is about calculating dates using the calendar. Can anyone read the question aloud to the class?
Teacher: Excellent reading. It says, Esha's birthday is on 15 May, which is a Monday. Her school reopens six weeks later. Can you calculate the date and the day of the week?
Teacher: Let us break it down. One week later would be 22 May, two weeks later would be 29 May and continuing this pattern, six weeks later would be 26 June.
Teacher: Now, what day of the week will it be?
Teacher: Yes. Since 15 May is a Monday, adding six Mondays ahead brings us to another Monday.
Teacher: Well done. Let us move on to the next activity.
(You may ask students to solve a similar question by choosing a different starting date and adding six weeks to find the new date and day.)

Choosing better


Choosing better
LSV
Imagine you are working on a school project with your friend. You both start feeling disappointed because it is taking a long time. What should you do?
- Encourage each other and take short breaks to stay positive and focused.
- Get upset and give up because it is too hard.

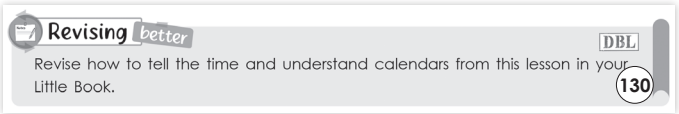
130

MUST DO
5 MIN.

Teacher: Look at the 'Choosing better' section on page 130. It is about making the right choices when working on a long project.
Teacher: Imagine you are working on a school project with your friend, but it is taking a long time. How would you handle the situation?
Teacher: There are two choices given in your book. Read them carefully. Which one do you think is the best?
Teacher: Yes. Encouraging each other and taking short breaks is the correct answer. Why is giving up not a good option?
Teacher: That is right. Success takes effort and staying positive helps us complete tasks better.
Teacher: Next time you feel a project is too long, remember

this lesson and take short breaks to stay motivated. Let us now look at the next activity.

Revising better



Teacher: Finally, look at the 'Revising better' section on page 130. This is where we review what all we have learnt in this chapter.

SHOULD DO
5 MIN.

Teacher: Can anyone summarise the main topics or concepts that we learnt?

Teacher: Excellent. We learnt about telling time, understanding calendars and conversion of time along with creating a sand clock and making good choices.

Teacher: Before we finish, take two minutes to write down one new thing you learnt today in your notebook.

Teacher: Excellent. Your Home Task is to revise the concepts which we have discussed in the class in your little book of Revision. Bring the book in the next period.

Teacher: Let us give ourselves a big round of applause and end today's session. See you in the next class.

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

Differentiated Activities

110 km/hr

Draw and colour a sand clock timer. Write five simple sentences explaining how it works. For example - A sand clock has two bottles. Sand moves from one bottle to the other.

80 km/hr

Imagine your school day does not have clocks. Write a short paragraph explaining how you would guess the time for different activities like waking up, recess, lunchtime, and going home.

40 km/hr

Create a simple timeline of your daily routine, marking the important times such as waking up, going to school, having lunch and bedtime. Write whether these times are in A.M. or P.M.

Home Task

With the help of your parents, chec the calendar for this month. Mark three important family events (e.g., birthdays, festivals, or school holidays). Write the date in numerical and word format. Also, calculate how many days and weeks remain until each event.

Period 12

SHOULD DO
10 MIN.

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

Teacher: That is wonderful to hear. Before we begin working on the worksheet, let us play a quick game to refresh our memory about time. I will ask you a few questions and you have to answer quickly.

Teacher: How many days are there in a leap year?

Teacher: Very good. A leap year has 366 days. How many weeks do we have in a year?

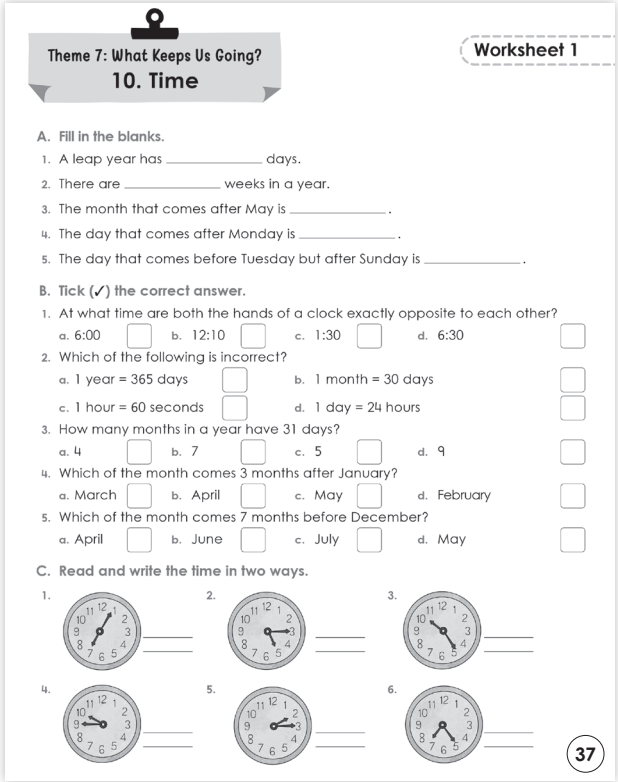
Teacher: Well done. A year has 52 weeks. Now, if today is the 15th of March, what will be the date 20 days later?

Teacher: That is correct. 4th April. Let us try a question based on time. If a train journey starts at 11:45 a.m. and takes 3 hours and 50 minutes, what time will it arrive?

Teacher: Fantastic. The train will arrive at 3:35 p.m. If a clock shows 7:20, how many minutes are left until it reaches quarter past 9?

Teacher: Outstanding. From 7:20 to 9:15, we count 1 hour 40 minutes to 9:00, then 15 more minutes, which totals 1 hour 55 minutes. Now, let us begin working on our worksheet.

Worksheet 1


Theme 7: What Keeps Us Going?
10. Time
Worksheet 1

A. Fill in the blanks.
1. A leap year has _____ days.
2. There are _____ weeks in a year.
3. The month that comes after May is _____.
4. The day that comes after Monday is _____.
5. The day that comes before Tuesday but after Sunday is _____.

B. Tick (✓) the correct answer.
1. At what time are both the hands of a clock exactly opposite to each other?
a. 6:00 b. 12:10 c. 1:30 d. 6:30
2. Which of the following is incorrect?
a. 1 year = 365 days b. 1 month = 30 days
c. 1 hour = 60 seconds d. 1 day = 24 hours
3. How many months in a year have 31 days?
a. 4 b. 7 c. 5 d. 9
4. Which of the month comes 3 months after January?
a. March b. April c. May d. February
5. Which of the month comes 7 months before December?
a. April b. June c. July d. May

C. Read and write the time in two ways.
1. 2. 3. 4. 5. 6.

37

Teacher: Look at **Exercise A** of Worksheet 1 on page 37 in your Maths workbook. Read each sentence carefully and think about what we have learnt about time and fill in the blanks.

MUST DO
20 MIN.

Teacher: Let us do the first one together. How many days a leap year has?

Teacher: That is correct. It has 366 days.

Teacher: Now, complete the remaining four questions on your own. Once you are done, we will discuss the answers together.

(Give students time to complete the exercise. Then, discuss the correct answers.)

Teacher: Well done. Now, look at **Exercise B**. This section has multiple-choice questions. Read each question carefully and tick the correct answer.

Teacher: Let us try the first question together. It asks, "At what time are both the hands of a clock exactly opposite to each other?"

Teacher: Yes, the correct answer is 6:30 because at this time, the hour hand is at 6 and the minute hand is at 12, making them exactly opposite.

Teacher: Now, solve the remaining questions on your own. If you need help, raise your hand.

(Give students time to complete the exercise. Then, discuss the correct answers.)

Teacher: Excellent. Now, look at **Exercise C** where we will read the time shown on the clocks and write it in two different ways.

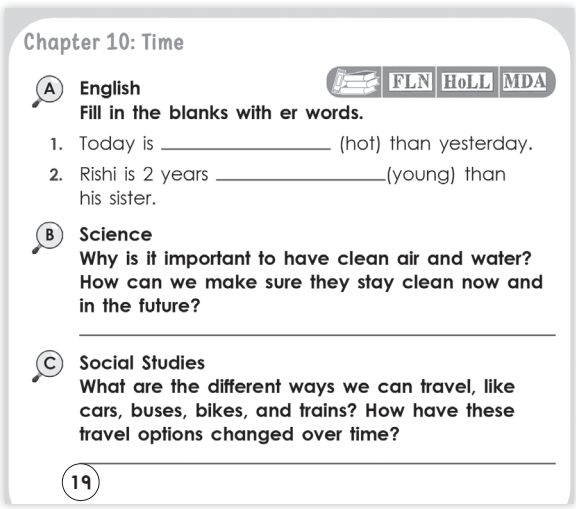
Teacher: Let us do the first one together. Look at the first clock. What time does it show?

Teacher: Good observation. The hour hand is on 10 and the minute hand is on 30. So, we write it as 10:30 or Half past 10.

Teacher: Now, complete the remaining clocks by writing the time in two ways.

(Give students time to complete the section. Then, discuss the correct answers.)

Book of Holistic Teaching



Chapter 10: Time

FLN HoLL MDA

A **English**

Fill in the blanks with er words.

1. Today is _____ (hot) than yesterday.
2. Rishi is 2 years _____(young) than his sister.

B **Science**

Why is it important to have clean air and water? How can we make sure they stay clean now and in the future?

C **Social Studies**

What are the different ways we can travel, like cars, buses, bikes, and trains? How have these travel options changed over time?

19

Teacher: Let us open the Book of Holistic Teaching to Chapter 9: Money on page 18.

COULD DO

10 MIN.

(Ensure that the mentioned activities are completed by the students. These activities are designed to enhance their holistic understanding and engagement with the topic. Provide any necessary support and/or materials to help them successfully finish the activities.)

Teacher: Let us clap for everyone's effort and end today's session. See you in the next class. Have a wonderful day ahead.

Differentiated Activities

110 km/hr

Provide students with a jumbled timeline of daily events (e.g., waking up at 7:30 a.m., lunch at 1:00 p.m., bedtime at 9:15 p.m.) and ask them to rearrange the events in chronological order. Then, they must calculate the time difference between each event and present it in hours and minutes.

80 km/hr

Give students a random date (e.g., 14th May 2024) and ask them what day of the week it will be 45 days later. How many weeks and days are there between today's date and that date?

40 km/hr

Provide clock flashcards with different times shown (e.g., 3:15, 5:45, 7:30). Ask students to match the correct time with a daily activity (e.g., 7:30 a.m. - Breakfast, 3:15 p.m. - School Ends). Guide them to read the time aloud and then write the digital format.

Home Task

Discuss with parents how time management helps in daily life and write a short reflection on what you have learnt.

Period 13

SHOULD DO

10 MIN.

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

Teacher: That is wonderful to hear. Before we start the next worksheet, let us have a quick recap. I will ask some questions and you have to answer quickly. Ready?

Teacher: If it is 10:30 in the evening, how would you write it using a.m. or p.m.?

Teacher: That is right. We write it as 10:30 p.m. How many days are there in 10 weeks?

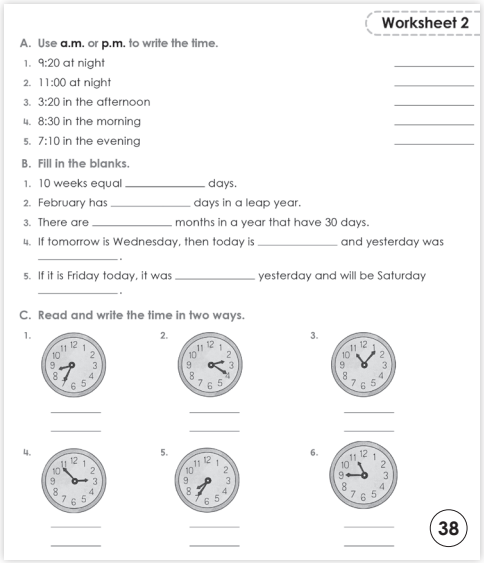
Teacher: Well done. It is 70 days. If today is Monday, what day was it four days ago?

Teacher: Good. It is Thursday. Next, how many months in a year have 30 days?

Teacher: Correct. There are four months - April, June, September and November that have 30 days.

Teacher: Excellent. Now let us move on to Worksheet 2.

Worksheet 2



Worksheet 2

A. Use **a.m.** or **p.m.** to write the time.

1. 9:20 at night _____
2. 11:00 at night _____
3. 3:20 in the afternoon _____
4. 8:30 in the morning _____
5. 7:10 in the evening _____

B. Fill in the blanks.

1. 10 weeks equal _____ days.
2. February has _____ days in a leap year.
3. There are _____ months in a year that have 30 days.
4. If tomorrow is Wednesday, then today is _____ and yesterday was _____.
5. If it is Friday today, it was _____ yesterday and will be Saturday _____.

C. Read and write the time in two ways.

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

38

Teacher: Look at **Exercise A** of Worksheet 2 on page 38 in your Maths workbook. We need to write the correct time using a.m. or p.m. Let us try the first one together. It says, 9:20 at night.

MUST DO 30 MIN.

Teacher: Well done. We write it 9:20 p.m. Now, complete the rest on your own. If you need help, raise your hand.

(Give students time to complete the section. Then, discuss the correct answers.)

Teacher: Now, look at **Exercise B**. Let us try the first one together. We need to convert 10 weeks into days.

Teacher: That is right. It is 70 days. Complete the rest of the blanks on your own. Read carefully and think before writing.

(Give students time to complete the section. Then, discuss the correct answers.)

Teacher: Now, look at **Exercise C**. We need read the clocks and write the time in two ways. Let us do the first one together. In the first clock, the hour hand is on 10 and the minute hand is on 15. What time is it?

Teacher: Excellent. It is 10:15 or quarter past 10. Complete the rest on your own. Look at the position of the hour and minute hands carefully before writing the time.

(Give students time to complete the section. Then, discuss the correct answers.)

Teacher: Let us clap for everyone's effort and end today's session. See you in the next class. Have a wonderful day ahead.

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

Differentiated Activities

110 km/hr

Calculate the date exactly 100 days from today. Identify the day of the week that falls on that date. Explain how you used the calendar to find the answer.

80 km/hr

Find the date 45 days after today. Check your answer using a calendar. Write the name of the month and the day of the week.

40 km/hr

Find the date one month after today. Write down the month and date. Use a calendar to confirm your answer.

Home Task

Check your family calendar for an upcoming event (birthday, festival, or school holiday). Write the event's date in Date/Month/Year format. Count and record the number of days from today until that event. Write the day of the week on which the event falls.

Period 14

SHOULD DO 5 MIN.

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

Teacher: That is wonderful to hear. Before we begin, let us quickly answer some questions about days of the week and time.

Teacher: If today is Friday, what day will it be 15 days later?

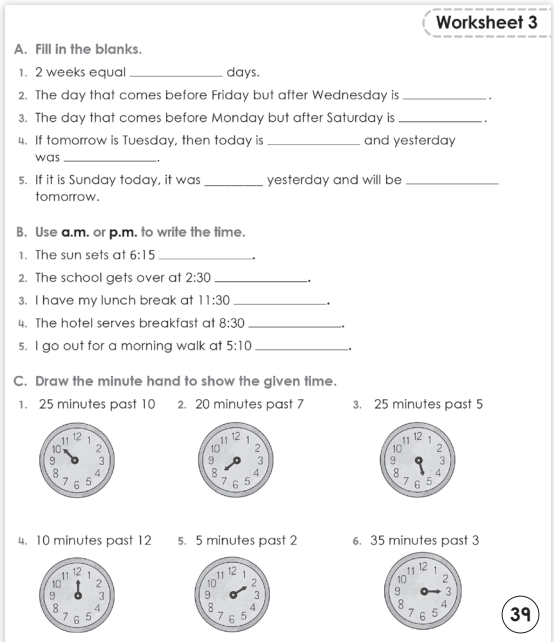
Teacher: If a train departs at 11:45 p.m. and takes 8 hours and 30 minutes to reach its destination, what time will it arrive?

Teacher: If your school gets over at 3:30 p.m. and you take 1 hour and 45 minutes to reach home, what time will you reach home?

Teacher: If your favourite TV show starts at 9:10 p.m. and ends at 10:05 p.m., how long does the show last?

Teacher: Well done. Now, let us complete the worksheet by solving the exercises one by one.

Worksheet 3



Worksheet 3

A. Fill in the blanks.

1. 2 weeks equal _____ days.
2. The day that comes before Friday but after Wednesday is _____.
3. The day that comes before Monday but after Saturday is _____.
4. If tomorrow is Tuesday, then today is _____ and yesterday was _____.
5. If it is Sunday today, it was _____ yesterday and will be _____ tomorrow.

B. Use **a.m.** or **p.m.** to write the time.

1. The sun sets at 6:15 _____.
2. The school gets over at 2:30 _____.
3. I have my lunch break at 11:30 _____.
4. The hotel serves breakfast at 8:30 _____.
5. I go out for a morning walk at 5:10 _____.

C. Draw the minute hand to show the given time.

1. 25 minutes past 10
2. 20 minutes past 7
3. 25 minutes past 5
4. 10 minutes past 12
5. 5 minutes past 2
6. 35 minutes past 3

39

Teacher: Look at **Exercise A** of Worksheet 2 on page 39 in your Maths workbook. You have to fill in the blanks using your knowledge of time and days of the week.

MUST DO
20 MIN.

Teacher: Let us do the first question together. Two weeks equal how many days? Think about how many days are in one week and multiply it by two.

Teacher: Very good. Now, complete the remaining blanks on your own. If you need help, raise your hand and I will guide you.

Teacher: Well done. Now, let us move to the next exercise.

Teacher: Look at **Exercise B**. You have to decide whether the given times should be written with a.m. or p.m.

Teacher: Let us try the first one together. The sun sets at 6:15. Is this a.m. or p.m.?

Teacher: That is correct. The sun sets in the evening, so we write p.m.

Teacher: Now, complete the remaining questions on your own. Think about when each activity happens in your daily life. If you are unsure, ask me for help.

Teacher: Great job, everyone. Now, let us move on to the last exercise.

Teacher: Look at **Exercise C**. You have to draw the minute hand on the clocks to show the correct time.

Teacher: Let us do one together. The first clock shows 25 minutes past 10. Where should we draw the minute hand?

Teacher: That is right. The minute hand should be on 5 because each number on the clock represents 5-minute intervals.

Teacher: Now, complete the rest of the clocks on your own. Take your time and check your answers carefully.

Teacher: Well done. Let us now try an additional activity to reinforce what we have learned.

Book of Project Idea

COULD DO
10 MIN.

(Discuss the project assigned in the previous period, focusing on helping students understand the objectives and addressing any challenges they faced.)

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

SHOULD DO
5 MIN.

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: Let us all give a huge round of applause to everyone for their effort. See you in the next class. Have a wonderful day ahead.

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

Differentiated Activities

110 km/hr

Imagine you are planning a trip with your family. You need to check in at the hotel at 3:45 p.m. and the journey takes 6 hours and 15 minutes. What time should you leave home to reach on time?

80 km/hr

If your favourite TV show starts at 7:15 p.m. and lasts for 45 minutes, what time will it end?

40 km/hr

If you wake up at 6:30 a.m. and take 30 minutes to get ready, what time will you be ready for school?

Home Task

For your home task, ask your parents to tell you what time they wake up and what time they go to bed. Write the time in a.m. and p.m. in your notebook and bring it to class tomorrow.

Learning Outcomes

The students will:

Domain	Learning Outcomes
Physical Development	• develop fine motor skills by drawing clock hands, writing times and creating a timeline or calendar.
Socio-Emotional and Ethical Development	• understand the importance of punctuality and time management in daily life, fostering discipline and responsibility.
Cognitive Development	• apply logical reasoning to read clocks, calculate time intervals, interpret calendars and convert units of time accurately.
Language and Literacy Development	• enhance their ability to express time-related concepts verbally and in written form using appropriate vocabulary such as 'quarter past,' 'half past,' 'a.m.,' and 'p.m.'.
Aesthetic and Cultural Development	• appreciate different ways of measuring time across cultures, including historical methods such as sundials and water clocks.
Positive Learning Habits	• develop organisational skills by planning their daily activities, setting schedules and adhering to timelines in academic and personal life.

Starry Knights

Could learners read the time and calendar independently? Was it easy teaching conversion of time to the learners?.

Did they learn the importance of time management?

Give yourself a STAR for being a punctual teacher.