Lesson-1: Revision



8 Periods (40 minutes each)

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



Curricular Goals and Objectives (NCF)

To enable the students:

eBook

- to read, write and arrange 4-digit and 5-digit numbers in order.
- to help students perform basic operations on numbers accurately.
- to teach students to convert rupees into paise for practical understanding.
- to develop skills to convert length, weight and capacity using standard units.
- to connect math concepts to real-life situations like measurements and money.

SHOULD DO

OS MIN.

Methodology



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

(Wait for their responses and acknowledge their expressions)

Affirming better



Teacher: Let us take a moment to think about something we are thankful for.

Teacher: I want everyone to think of one thing you are thankful for and say it aloud. You can be thankful for something big or small-anything that makes you smile.

Teacher: I will go first! I am thankful for the great effort you all put in today. Now let us hear your thoughts.

(After listening everyone's gratitude.)

Teacher: Now, let us take a deep breath and reflect on how we feel after sharing what we are thankful for. Gratitude helps us feel calm and happy. Thank you all for sharing your thoughts

Mystery Numbers Activity

Teacher: I will give you a series of clues about a number

and you will figure out the mystery number. Once you know the answer, raise your hand. Are you ready?



Teacher: Here is your first clue:

- The number is a 3-digit number.
- It is an odd number.
- The digit in the hundreds place is 5.
- The digit in the tens place is 2 more than 3.
- The digit in the ones place is 1 less than 4.

What is the number?

Teacher: That is correct! Great job. The mystery number is 553. Let us try another one!

Teacher: Here is the next clue:

- The number is a 4-digit number.
- It is an even number.
- The digit in the thousands place is 6.
- The digit in the hundreds place is 1 less than 5.
- The digit in the tens place is 3 more than 2.
- The digit in the ones place is double-2.

Teacher: What is the number?

Teacher: Fantastic work! The mystery number is 6454. You are all doing an amazing work. Now that we are warmed up, let us dive into today's lesson!



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

Teacher: Yes, KWL stands for What I Know, What I want to Know and What I have Learnt. It is a fun way for us to organise our thoughts, reflect and set goals for our learning.

Theme 1: How Do We Live?



(Draw the chart on board and guide learners to make it in their notebooks.)

К	W	L

Teacher: Let us start by filling in the K section, which is for What I Know. Think about what we have already learnt in previous grade in maths. You can share any key points, ideas or concepts

Student: We know how to read 4-digit numbers.

Teacher: Great, we will write all of these things down in the K section of the chart.

(Write down all relevant answers on the board or chart.)

Teacher: Let us write in W section. What you want to learn like, I want to know how to read and write 5 digit numbers.

(Encourage students to raise their hands and share their questions or areas they are curious about. For example, the teacher could ask questions like: "What are you unsure about when it comes to comparing numbers?" or "What would you like to explore more about place value?" Write down all student responses in the W section.)

Teacher: We have filled in, what we already know and what we want to know. We will fill the last section 'learnt' after completing the chapter. Who is excited to start the chapter?

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



Teacher: Every chapter in our calyx

book begins with Re-KAP activities and stories. Do you like stories?



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

Kinaesthetic

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

Teacher: Who would like to read and explain the activity?

Teacher: Draw any shape like circle, square, rectangle. Exchange it with your partner. Colour the shape given by your partner and write its name.

Teacher: You all did fantastic work in this activity. Give yourselves a big round of applause!

Teacher: Let us move on to our auditory activity. This means you need to listen carefully and think quickly. Are you ready?



Auditory

Teacher: Maya has three cards with the numbers 715, 689 and 703. She wants to arrange them from the smallest to the largest. Arrange the numbers in ascending order. Who will help Maya in arranging the cards?



Teacher: Correct! The numbers in ascending order are: 689, 703, 715.

Teacher: Everybody please write the answer in your notebook.

Teacher: Let us move to Pictorial activity. DS MIN



Pictorial



Teacher: Let us move to Pictorial activity. This activity is based on patterns. Can anyone tell me what a pattern is?

Teacher: Yes, exactly! A pattern is something that repeats or follows a certain order. Can you think of any patterns in your surroundings? For example, does anyone see a pattern in the colours of their clothes or in the tiles on the floor?

(Discuss the patterns in the classroom.)

Teacher: We also follow patterns in our daily lives, such as coming to school on time and going home at a set time. This is a pattern because it happens every day in the same order. Can you give more examples?

Teacher: Great observation! Now, let us look at the pattern in the book on page 5. Which patterns follow in the first question?

Teacher: The first pattern is increasing pattern. The shapes are getting bigger. Can you draw the bigger square in the given space?

Teacher: Well done! Which pattern is in the next question?

Teacher: Yes, the first shape is a triangle, then a rectangle and next we have a pentagon. Number of sides in the shapes are increasing. Can anyone guess what shape will come next?

Teacher: Well done! The next shape will have 6 sides which is a hexagon. Draw hexagon in the given space.

(Show the answers in the e-book on screen.)

Teacher: Let us try the next pattern. The letters in this pattern are: AC, BD, CE, DF and EG. What do you think comes next?

Teacher: Correct! These letters are moving forward alphabetically. A, B, C, D, E, F, G and so on. The next set of letters in the pattern would be FH

Teacher: Let us see the last series. 99, 92, 85, 78, 71. Do you see a pattern in these numbers?

Teacher: Absolutely right! These numbers are decreasing by 7. Next number will be 64.

Teacher: Everyone please complete your answers in the provided space.

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

(I) You may show **eBook** given on the digital platform.

Teacher: Well done student , let us have a huge round of applause for your handwork. See you in the next period.

Differentiated Activities

110 km/hr



Create a complex number pattern with a rule that involves addition, subtraction or multiplication.

Example: 3, 8, 13, 18, 23, 28, __, __.

80 km/hr



Create a simple repeating pattern using different shapes.

40 km/hr

Complete the following number pattern:

100, 90, 80, __, 60, __ 50, 45, __, 35, __, 25

1, 3, 5, __, 9, __

Home Task

Create any 5 patterns using different shapes object or colours in your notebook.

Period 2

Teacher: Good morning, my wonderful students! Today, we are going to start the class with a fun activity called the Mystery Bag Challenge.



(Create a bag on the spot or beforehand. Add few things in the bag from classroom.)

Teacher: I have a bag and I will place some items inside it. You will not be able to see the items, but you can feel them with your hands. Your task is to pick one item from the bag without looking and try to identify it based on how it feels. I need 5 volunteers to come up and try this out. Who would like to be the first to play? Raise your hand.

(Volunteer 1 picks an item from the bag and feels it.)

Teacher: What do you think it is?

Teacher: Great guess! Let us see if you are correct. Let us check what you picked.

Teacher: You are right! It is a pencil. Let us have a

huge round of applause for (student name.)



(Similarly do with other students.)

Interacting better

Teacher: Do you play with toys?



Teacher: That is wonderful! What kinds of toys do you play with?

Teacher: Great! Now, I want you to think about your favourite toy and draw it. Add colours and other details to make it attractive.

Teacher: Show the picture to you partner and tell you like the toy most.



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

(Take all the relevant responses.)





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

(Ask students to read roll number wise and ask them to explain as well. You can add the explanation wherever required.)

Discovering better

Teacher:WhatisOppana?Remember,Maria told us about it.



Teacher: Yes, Oppana is a traditional dance form performed by people of Kerela.

Teacher: What do men and women wear in Lakshadweep?

Teacher: Absolutely correct! Men wear Mundu and women wear Kachi or chatta.

Teacher: Maria told us about converting paise into rupees. How many paise are there in 1 rupee?

Teacher: Perfect! There are 100 paise in 1 rupee.

Teacher: Let us move to exercises. Open page 7. Who will read and explain the Exercise 1?



(1	Write the numbe	r names and their expande	ed forms. Write the answers in	your notebook.
1	a. 9,649	ь. 6,011	c. 4,305	(07

Teacher: Fantastic! We have to write the number name and the expanded form. Who will tell us the number name for 9649?

Teacher: Excellent! Nine thousand six hundred forty-nine. Who will tell me the expanded form of it?

Teacher: Well done! The expanded form is 9000 + 600 + 40 + 9. Write it in your notebook.

(Demonstrate, writing answers on board. Similarly, do for other questions)

Teacher: Excellent students! How do we compare numbers?

Teacher: That is right. We use comparison signs. Who will tell me what are the comparison signs?



Teacher: Wonderful! We have 3 comparison signs Greater than (>), less than (<) and equal to (=) Let us make the signs with our hands.

Teacher: For Greater than (>), open your hands wide like a crocodile mouth.

Teacher: For Less than (<), make your hands smaller like a small crocodile mouth.

Teacher: For Equal to (=), hold both hands straight and parallel to each other. Compare the numbers given in Exercise 2.

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

(You may show answers on eBook given on the digital platform.)

Teacher: In the next Exercise, we have to arrange the numbers in ascending order and descending order. But before that, I want you to stand up and make a line in ascending order. Can anyone tell me what ascending order means?

Teacher: That is correct! Ascending means going up, like climbing stairs. So, to make our line in ascending order, you will arrange yourselves from the shortest to the tallest.

Teacher: Great effort! Please settle down.

(Use **CRM signs** to settle down the class.)



Teacher: Who will tell me, what is descending order?

Teacher: That is absolutely correct! Descending means going down, like stepping down a staircase. In descending order, the largest or tallest comes first and the smallest or shortest comes last.

Teacher: Let us arrange the numbers in ascending and descending order given in Exercise 3.

(Do first and second question in the same way.)

Teacher: You have all done an amazing work today. Let us end the day with a huge round of applause for ourselves. Have a great day and I look forward to seeing you tomorrow!

Differentiated Activities

110 km/hr



Arrange the numbers 367, 452, 298, 409 in ascending order. Expand the largest number. Write successor and predecessor of the lowest

number.

80 km/hr



Arrange the numbers 50, 70, 40, 60 in ascending order. Write expanded forms of all the numbers.

40 km/hr



Arrange the numbers 10, 20, 15 in ascending order. Write 345 in expanded form.

Home Task

Solve question (c) and (d) of Exercise 3 given on page 7 in Main Course Book. Write the answers neatly in your notebook.

Period 3

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



Teacher: Great! Let us start the day with a fun math joke. Why was the maths book sad?

Students: Why?

Teacher: Because it had too many problems!

Teacher: Do not worry, we will solve those problems together today. Do you want to tell us any joke?

(Encourage students to participate in classroom activities.)

Teacher: Very nice! Are you ready for an exciting session?



(Encourage students to raise their hands and help them to read, if required.)

Teacher: Thank you! So, we need to write the numbers in columns, making sure the digits are aligned by place value: ones under ones, tens under tens and so on. Once we do that, we will add the numbers together, column by column. Are you ready? Let us do it together.

(Demonstrate the procedure on board and guide the students as per requirement.)

Teacher: Is it correct? Can you do next questions by you own?

(Show answers on screen in e-book. Encourage students to do self-evaluation.)



Teacher: Well done! (student's name) please read and explain the Exercise 5.

Teacher: Thankyou! As the explanation given by (student's name) we have to subtract here.

Teacher: (student's name) will you solve this sum on board?

(Ask other students to check and give feedback by asking the questions like is he doing right? Is it correct? Is there any other way of doing it. Use similar way to do the other parts.)

Teacher: Let us move to the next exercise. (student's name) please read and explain the Exercise 6.

6	Multiply the follow	ving in your notebook.		\frown
1	a. 437 × 17	ь. 283 × 35	c. 345 × 25	(07)
				\bigcirc

Teacher: Thank you! As the explanation given by (student's name) we have to multiply here.

Teacher: let us do this exercise together.

(Solve the question on board and guide the students as per need.)

Teacher: Is it correct? Can you do next questions by you own?

Teacher: Help you partner. If they have any query. You can raise your hand, if you both stuck anywhere?

(Show answers on screen in e-book. Encourage students to help their mates.)

Teacher: Wonderful students! Every problem becomes easier when we solve it together. Am I right? Let us move on to the next question.



Teacher: (student's name) please read and explain the next Exercise 7.

Teacher: Thankyou! As the explanation given by (student's name) we will divide the numbers and check the answers.

		7	2
6	4	3	2
	- 4	2	\downarrow
		1	2
		1	2
			0

Q = 72, R = 0

Check: 72 × 6 + 0

= 432 (Dividend)

(Demonstrate the procedure on solving sum on board.)

Teacher: Is there any doubt in the exercises?

Teacher: Let us end our day with a short meditation activity. This will help us feel calm and focused



Teacher: Sit up straight in your seats, place your hands gently on your lap and close your eyes. Take a deep breath in through your nose, hold it for a moment and slowly breathe out through your mouth.

Teacher: Let us take three deep breaths together. Ready? Breathe in... and out... (pause for a few seconds). Again, breathe in... and out... (pause). One last time, breathe in... and out.

Teacher: Now, imagine a beautiful, peaceful place like a quiet beach, a lush green forest or a calm garden. Picture yourself there, feeling relaxed and happy. Take a moment to enjoy this place in your mind.

Teacher: Slowly open your eyes and take a moment to stretch.

Teacher: Well done students. Let us continue learning in the next class.

Differentiated activities.

40 km/hr



Write a division question of your choice on the board.

80 km/hr

Solve the division question written by your friend on the board. Show all steps clearly and verify the solution.

110 km/hr

Check the solution written by your friend on the board. Review the steps carefully and provide feedback.

Home Task

Practise questions (b) and (c) of Exercise 7 in your Notebook.

Period 4

Teacher: Good morning, my fantastic SHOULD DO students! How are you all today? What did you have in your breakfast?



Teacher: That sounds wonderful! Let us think about whether the foods we ate were healthy or not? Why do you think we should eat healthy food?

(Encourage students to share their thoughts.)

Teacher: That is absolutely right! Healthy foods give us energy, make us strong and help us grow. They also protect us from getting sick and help us do better in school and play. Let us play a fun game called 'Identify the Food?' I will describe a food and you will guess what it is. Are you ready?

Teacher: I am long, yellow and full of potassium. I am a seedless fruit. I give you quick energy and help keep your muscles strona. What am I?

Teacher: Excellent! You are correct. The answer is a banana. Bananas are a great snack to keep you active and make your muscles strong!

Teacher: I am small, round and juicy. I can be red, green or purple. I am full of vitamins that help you stay healthy. I come in bunches. What am I?

Teacher: Well done! That is correct. The answer is a grape. Grapes are a delicious way to stay hydrated and give you energy.

Teacher: I am orange in colour, sweet and full of vitamin C. I help keep your immune system strong. What am I?

Teacher: That is absolutely right! The answer is an orange. Oranges are a wonderful way to stay healthy and fight off colds.



Teacher: Great work, everyone! Let us solve a few

exercises. Open the page 7.

Teacher: Let us first revise fractions. A plate has 8 slices of cucumber and 3 are eaten. What fraction of cucumber slices is eaten?

Teacher: That is correct! The fraction is 3/8 because fractions represent parts out of equal parts. In this case, the plate is divided into 8 equal parts (the 8 slices of cucumber) and 3 parts are eaten. So, the fraction of cucumber slices eaten is 3 out of 8 equal parts, written as

<u>3</u>. Well done!

(Demonstrate the writing fractions on board.)

Teacher: Let us try one more. A bowl has 12 carrots and 5 are used to make juice. What fraction of carrots is used?

Teacher: That is absolutely correct! The fraction is

because fractions show parts out of equal parts. Here, the total number do this in fraction of carrots in the bowl is 12 equal parts and 5 of those parts are used to make juice. Therefore, the fraction of carrots used is 5 out of 12 equal

parts, written as $\frac{5}{12}$. Great work!



Teacher: (student's name) please read and explain the Exercise 8.

Teacher: Thank you, (student's name)! Write the fraction in the notebook. Raise your hands if you have done.

Teacher: Let us check the answers.

(Show the answers on the screen in e-book.)

Teacher: Well done! Let us now practise conversions into days. If you eat one orange every day, how many oranges will you eat in 2 weeks?

Teacher: That is correct! You will eat 14 oranges in 2 weeks because there are 7 days in one week and in 2 weeks. there are $7 \times 2 = 14$ days. Since you eat one orange each day, the total number of oranges is 14. Great job!

Teacher: If a farmer plants spinach seeds every day for 5 months (30 days per month), how many days will he plant seeds?

Student: 150 days.

Teacher: Fantastic! The farmer will plant seeds for 150 days because each month has 30 days and in 5 months, there are $30 \times 5 = 150$ days. Since she plants seeds every day, the total number of planting days is 150. Well done!

9	Convert into days.		
	a. 7 years = days	b. 8 weeks =	day
	c. 3 years = days	d. May to July =	(07)

Teacher: Try to do Exercise 9. Convert 7 years into days. Teacher: That is correct! There are 2,555 days in 7 years

because one year has 365 days and when you multiply 365 by 7, you get $365 \times 7 = 2,555$ days. Excellent calculation! Great job!

(Similarly do the other questions.)

Teacher: Let us revisit conversion of money. Speaking of it, who will me which currency do we use in India?

Teacher: That is correct! We use the rupee as our currency in India. Now, who will tell me how many paise there are in 1 rupee?

Teacher: Excellent! There are 100 paise in 1 rupee. Let us solve some money conversions to understand this better. Imagine we are buying healthy foods and converting their costs into paise.

Teacher: If an apple costs 3 rupees, how many paise is that?

Teacher: Well done! An apple that costs 3 rupees is equal to 300 paise because 1 rupee equals 100 paise and 3 × 100 = 300.

10	С	onvert into paise. Write the answers	in	your notebook.		
	α.	56 rupees 56 paise	b.	197 rupees	\frown	
	c.	3 rupees 15 paise	d.	89 rupees 5 paise	໌07)
				1		/

Teacher: Let us solve Exercise 10. Convert 56 rupee 56 paise into paise.

Teacher: Perfect! 56 rupees and 56 paise is equal to 5,656 paise because 56 rupees equals 5,600 paise (56×100) and adding 56 paise gives a total of 5,656 paise.

(Do the next parts in similar way.)

Teacher: Let us now focus on unit conversions. Convert 2 kilograms of rice into grams.

Teacher: Convert 2 kilograms of rice into grams.

Teacher: Correct! Two kilograms of rice is equal to 2,000 grams.

(1) Convert the following, as directed.		
a. 4 km 50 m = m	ь. 1 kg 80 g = g	
e. 3 l 75 ml = ml	d. 25 l 35 ml = ml	(07)

Teacher: Try to convert the given quantities in Exercise 11 in pairs. Write the answers in your notebook. Raise your hand if you have done.

Teacher: If you have done check your answers. Let me know if you have any query?

(Similarly do the next exercise 12. You may show the answers on e-book for checking.)

Teacher: Wonderful work, everyone! COULD DO Let us give ourselves a huge round of applause for all the hard work.



Teacher: Sit up straight in your seats, place your hands gently on your lap and close your eyes. Take a deep breath in through your nose, hold it for a moment and slowly breathe out through your mouth.

Teacher: Let us take three deep breaths together. Ready? Breathe in... and out... (pause for a few seconds). Again, breathe in... and out... (pause). One last time, breathe in... and out.

Teacher: Now, imagine a beautiful, peaceful place like a quiet beach, a lush green forest or a calm garden. Picture yourself there, feeling relaxed and happy. Take a moment to enjoy this place in your mind.

Teacher: Slowly open your eyes and take a moment to stretch. You are now ready to have a fantastic day. See vou in the next class.

Differentiated Activities

110 km/hr

Create a meal plan for one day using a variety of healthy foods. Include breakfast, lunch and dinner.

80 km/hr



List five healthy snacks and their nutritional benefits.

40 km/hr



Draw three healthy foods and write their names.

Home Task

Draw a Healthy Food Pyramid in your notebook and label the following sections: Fruits and Vegetables, Grains, Proteins, Dairy, Fats and Oils. Include at least two examples of food items in each section. For each section, count the total number of food items you have listed and write this number next to the label. Colour your pyramid to make it attractive. Share your pyramid in the next class.

Period 5

SHOULD DO

Teacher: Good morning, my fantastic students! How are you all?

OS MIN.

Teacher: Everyone please share your food pyramid with the class, which was given to you as a home task.

Teacher: Let us begin the day with an exciting activity called What is the Object? I will describe an object and you will guess what it is. Let us see how quickly you can figure it out. Are you ready?

Teacher: I am round, I have numbers on me and I help you tell the time. What am I?

Teacher: Excellent! You are correct. The answer is a clock.

Teacher: I am long, I have bristles and I help keep your teeth clean. What am I?

Teacher: Well done! That is correct. The answer is a toothbrush.

Teacher: I am sharp, I have a handle and I am used to cut things. What am I?

Teacher: Fantastic! You have guessed correctly. The answer is a knife.

Teacher: I am flat, I have pages and you can read me. What am I?

Teacher: That is absolutely right. The answer is a book. Wonderful effort, everyone. You are all so sharp!



Recalling better

Teacher: We will revise the concepts we have learned so far using some interesting questions. Let us dive into these topics one by one.



Teacher: Who can tell me the number name for 5,432?

Teacher: Correct! You are right. The number name for 5,432 is Five thousand four hundred thirty-two. Let us write the expanded form of 7,209.

Teacher: Excellent! You are absolutely correct. The expanded form of 7,209 is 7,000 + 200 + 0 + 9.

Teacher: What is the number name for 6,874?

Teacher: Perfect! You are right. The number name for 6,874 is Six thousand eight hundred seventy-four.

Teacher: If a basket has 8 oranges and 3 are eaten, what fraction of the oranges is eaten?

Teacher: Correct! You are right. The fraction is 3/8 because 3 parts out of 8 equal parts are eaten.

Teacher: If 5 apples out of 10 are eaten, what is the fraction?

Teacher: Well done! The fraction is 5/10, which simplifies to 1/2.

Teacher: If 1 rupee equals 100 paise, how many paise are there in 25 rupees?

Teacher: Correct! You are right. 25 rupees is equal to 2,500 paise.

Teacher: Convert 12 rupees into paise.

Teacher: Excellent! You are correct. 12 rupees is equal to 1,200 paise.

Teacher: Look at this pattern: 5, 10, 15, 20... What comes next?

Teacher: Correct! You are right. The next number is 25 because the pattern increases by 5 each time.

Teacher: Apple, banana, apple, banana... What comes next?

Teacher: Excellent! You are correct. The next item is an apple.

Teacher: Solve this: Add 2,145 and 432.

Teacher: Correct! You are right. The sum of 2,145 and 432 is 2,577.

Teacher: Subtract 1,156 from 4,378.

Teacher: Well done! You are correct. The result is 3,222.

Teacher: How many days are there in 2 years?

Teacher: Correct! You are right. 2 years equals 730 days because 1 year has 365 days.

Teacher: How many months are there in 3.5 years?

Teacher: Well done! You are correct. 3.5 years equals 42 months because 1 year has 12 months.

Teacher: Convert 4 kilometres to meters.

Teacher: Correct! You are right. 4 kilometres equals 4,000 meters.

Teacher: Convert 3 Liters of milk to millilitres.

Teacher: Well done! You are correct. 3 Liters equals 3,000 millilitres.

(Similarly do more questions as per requirement.)

Book of Holistic Teaching

Teacher: Let us do next activity which is interlinked with your other subjects. Let us begin with English. Write the answers in your notebooks.

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C	10	MIN.		L

MATHEMATICS

Theme 1: How Do We Live? **Chapter 1: Revision** HoLL MDA (A) English Identify and circle the ei words in the following. ascending height subtract fractions weight (B) Science Rina prepared cookies in an oven. She heated them at 175 degrees celsius for 15 minutes. Name the method used for cooking. (C) Social Studies People from this civilization were the first to divide an hour into 60 minutes and a minute into 60 seconds. They built large structures called ziggurats to worship different gods and goddesses. Name the civilization. 10

Teacher: Identify and write the 'ei' words in the following.

(Similarly do for next questions. Ask students to read and explain the question. Show the question on screen or write them on board.)

Teacher: Fantastic work today, everyone! Let us give ourselves a big round of applause for all the effort and learning. See you next time!

Differentiated Activities

110 km/hr



A farmer plants a tree every day for 4 years. How many trees will he plant in total?

80 km/hr

Convert 2.5 years into months

How many days are there in 3 years? (Assume 1 year = 365 days)

40 km/hr

Convert the following:

- 5 kilometres to meters
- 3 litters to millilitres
- 2 kilograms to grams

Home Task

Solve Exercise 12 given on page 7 in the Main Course Book.

Period 6

Teacher: Good morning students! How are you all?



Teacher: We will begin our day with solving worksheet. Please open your workbook. We will do worksheet 1 which is on page 12.

Teacher: Who will read and explain Exercise A?

Teacher: Yes, we need to write the number names for the given numerals. Let us do the first one together. Write the number name for 431.431 is written as Four hundred thirty-one.

Theme 1: How Do We Live? 1. Revision	Worksheet 1
A. Write the number names of the following numerals.	
1. 431	
2. 762	
3. 4,328	
4. 6,628	
5. 8,754	
B. Write the numerals for the following.	
1. Two hundred fifty-two	
2. Seven hundred ninety-nine	
3. Two thousand five hundred sixty-eight	
4. Five thousand twenty-seven	
5. Nine thousand nine hundred forty-three	
C. Fill in the missing numbers.	
1. 1,217 = 1,000 + + 10 + 7	
2. 3,256 = + 200 + + 6	
3. 5,648 = 5,000 + 600 + +	
4. 7,485 = 7,000 + + + 5	\frown
5. 9,984 = + + + 80 + 4	(12)

Teacher: Complete the rest of the numbers on your own. Remember to check your spelling carefully. If you have any questions, raise your hand. **Teacher:** We will move to Exercise B. Write the numerals for the given number names. Let us do the first one together. Two hundred fifty-two is written as 252. The hundreds place is 2, the tens place is 5 and the ones place is 2. Work on the rest of the questions independently.

Teacher: Well done students! Let us move to next Exercise C. Fill in the missing numbers. Numbers are written here in in expanded forms. Let us solve the first one together.

$$1,217 = 1,000 + 200 + 10 + 7$$

The missing number is 200 because 1,217 has 2 in the hundreds place. Solve the remaining questions. Remember to break each number into thousands, hundreds, tens and ones.

Teacher: Let us review the answers together. Raise your hand if you have the correct answer.

(Show the answers on screen for each section and clarify doubts.)

Learning better

Teacher: Everyone please open page 8 of your Main Course Book.



A Tick (√) the c	orrect answer.			
1. The smalles	t number in the series	7,957; 4,994; 1,116; 6,48	36; 2,306 is	
a. 2,306	ь. 1,116	c. 4,994	d. 7,957	
2. The expand	ded form of 5,642 = 5,0	+ 00 +	40 +	
a. 600, 20	ь. 60, 2	c. 2, 600	d. 600, 2	
3. 7000 m =	km			
a. 7	ь. 70	c. 700	d. 7000	
4. Sheela paid How much	d two ₹50 notes to the money will she get bo	shopkeeper. She boug ick?	ght 4 pens worth ₹20 ec	ich.
a. ₹100	b. ₹80	c. ₹20	d. ₹50	
5. A	has four side	es and its opposite side	es are equal.	-
a. circle	b. square	c. triangle	d. rectangle	08

Teacher: First Exercise A is Tick the correct answer. Read the first question.

Teacher: The smallest number in the series is? Show 1 finger if you think the answer is a, 2 fingers if it is b, 3 fingers if it is c or 4 fingers if it is d.

(Students respond by showing their fingers.)

Teacher: Correct! You are right. The smallest number in the series is 234 because it has the smallest value in the hundreds place, making it the smallest overall. Well done!

Teacher: Let us move on to the next question in Exercise A. (Similarly do the other questions.)

Teacher: Let us move on to the next Exercise B. Match the number with their number names.

B) Match th	e numbers with their n	numbe	er names.	
	1. 45	0		a. two hundred twenty-one	
	2. 96	0		b. one hundred seventy-three	
	3. 173	0		c. five hundred thirty-nine	
	4. 221	•		d. forty-five	
	5. 539	•		e. ninety-six	(08)

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

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

C Arrange the follow	ring in columns in	your notebook	. Add or subtract, as directed.	
1. 2,145 + 432	2. 4,273	+ 2,168	3. 5,527 + 3,468	
4. 4,378 - 156	5. 5,368	- 3,639	6. 9,468 - 6,485	
D Find the products.	Write the answers	in your notebo	ook.	
1. 21 by 6	2. 223 by 9	3. 12 by 11	4. 34 by 17	
E Find the quotients your notebook.	and the remainde	ers (if any) of th	e following. Write the answers in	
1. 38 by 3	2. 85 by 6	3. 145 by 7	4. 543 by 9	
				04

Teacher: For next exercises. You will work in small groups.

(Divide the class in small groups, with varied learning abilities.)



Teacher: Discuss the question

and solve it together. Make sure every group member contributes to the discussion. Every group member understands the question and the solution. If your group needs assistance, first discuss it together. If the difficulty persists, raise your hand and I will help you.

(Walk around the room, provide scaffolding if needed)

Teacher: Complete Exercise C.

(Similarly do the Exercise D and E.)

Teacher: Well done students, Let us have a huge round of applause for your team work. I look forward to seeing all of you in the next class.

Differentiated Activities

110 km/hr

If a farmer collects 2,450 apples, 1,225 oranges and 1,500 bananas, how many fruits does he have in total?

A basket has 12 apples. If 8 are eaten, what fraction of apples is left? Simplify the fraction.

80 km/hr



If a mango costs 20 rupees and a watermelon costs 50 rupees, how much money will you need to buy both? Convert the money into paise.

Arrange these numbers in ascending order: 2,345; 1,789; 3,256; 1,234.

40 km/hr



Draw a shape (e.g., a circle) and divide it into 4 parts. Colour one part to show one-fourth

Identify the smallest number: 234, 456, 123, 789.

Home Task

Make a project by following these instructions:

• Obtain a copy of this year's calendar. Mark important days such as national holidays and Indian festivals. Choose two of these marked days. Collect

detailed information about the selected days. Paste pictures and write five sentences for each day in your notebook.

- Create a presentation incorporating the collected information and visuals.
- Present your findings in your class in the last period of this chapter.

Bring coloured chart paper, matchsticks and glue for tomorrow's 'Creating better' activity. We will create a house and a tree using matchsticks in class!

Period 7



Teacher: Good morning, everyone! Are you ready for a fun activity?

Teacher: I will describe something and you will guess the

correct unit of measurement. Raise your hand when you know the answer!

Teacher: Should we measure a pencil in kilometres or centimetres?

Teacher: Correct! We use centimetres.

Teacher: What unit do we use for the distance between two cities?

Teacher: Well done! We use kilometres.

Teacher: If I buy a packet of sugar, should I measure it in litres or kilograms?

Teacher: That is right! We use kilograms.

Teacher: What about a bottle of juice—grams or litres?

Teacher: Fantastic! We use litres.

Teacher: Great work! Can you think of other objects and their units of measurement?

(Take responses.)

Teacher: Everybody please open page 9 of your Main Course Book. Who will read and explain the exercise F?



09

Teacher: Thankyou (student's name)!

Let us solve the word problem together. When you have done the solution, you can match from mine. Let me know if you have any doubts.

- F Prakash distributed 152 grapes equally among 8 children. How many grapes did each child get? Solve in your notebook
- G There are 1,045 students in the primary section, 958 students in the middle section and 1,125 students in the senior section. How many students are there in total in the school? Solve in your notebook.

(H) Sanaita's town had a population of 5.674 people. After many families moved away, the population decreased by 2,315 people. What is the current population of her town?

Total number of grapes Prakash had: 152

Number of children: 8

Number of grapes each child received: 152+8=19

Each child received 19 grapes.

(Solve the solution on board. Similarly do the next 2 exercises.)



Creating better

Teacher: Let us begin a fun activity. We will create different shapes using matchsticks. You can create



creative objects, scenery what ever you want, using these matchsticks. One sample s also given in your book on page 9.



(Guide the learners with the help of instructions given on page 9 in Creative better.)

Teacher: Amazing work, students! Let us give ourselves a huge round of applause!

Teacher: Well done everyone! Let us have a huge round of applause for our work. We are becoming strong in mathematics.

Thinking better



Teacher: It is time to use our brains. Think and write the answer in your notebook. Piya's birthday is on 15 March and her brother's birthday is



on 21st April. How many days are there between Priya's birthday and her brother's birthday?

Choosing better



Teacher: Everyone please open page 10 of your Main Course Book. We will read and discuss 'Choosing better' section.

Teacher: Aman wants your help. Will you help him?

Teacher: Great! Here is the situation—Aman finds a wallet in the playground. The wallet has some money inside. What should Aman do?

Option A: Keep the money and throw away the wallet.

Option B: Take the wallet to the school office or to a teacher.

Teacher: If you support Option A, please stand. If you support Option B, stay seated. Mark your response on page 10 as well.

Teacher: Now, let us discuss! Why do you think Aman should choose the first option?

(Encourage students to share their thoughts.)

Teacher: And why do you think Aman should choose the second option?

(Encourage students to share their thoughts.)

Teacher: Thank you, everyone, for sharing your thoughts. As we discussed if Aman chooses to keep the money and throw away the wallet, he is not being honest. The person who lost the wallet might be very worried and keeping something that does not belong to you is not fair. Am I right?

Teacher: However, if Aman chooses to take the wallet to the school office or a teacher, he is being honest, kind and responsible. Returning the wallet ensures it goes back to the rightful owner and it shows respect for others' belongings.

Teacher: In my opinion honesty is always the best choice. When we do the right thing, we build trust and set a good example for others.

Revising better



Teacher: Today we will discuss a special homework task that will help you consolidate everything you have learnt in this chapter. You will be creating your own 'My Little Book of Revision.'

Teacher: Start by crafting a small booklet. You can staple together pieces of paper or use a small notebook.

Teacher: On the cover, write 'My Little Book of Revision' using your favourite colours. This is your personal revision guide, so feel free to make it visually appealing. Decorate the cover with glitter and stars or any other materials that you like.

Teacher: Inside this book, I want you to summarise all the key concepts we've learned about fractions. Include definitions, examples and any rules about different types of fractions like proper, improper and mixed fractions.

Teacher: This book is not just for one-time use. Keep it handy and continue to add new pages or concepts as you learn more in class. It will be a great resource for you

to look back on before tests or when you need a quick review.

Teacher: Next class, I would like each of you to bring your Little Book of Revision. You will show it to your classmates and discuss what you have included.

Teacher: Any questions on how to proceed? Remember, this is a creative project as much as it is an educational one, so have fun with it!

Pledging better

Pledging better	Ibave
In my own little way, I pledge to eat healthy food and exercise to keep my body strong.	logra
SDG 3: GOOD HEALTH AND WELL-BEING	10

Teacher: Eeating healthy food is very important for our body and mind. Let us take a pledge to remind ourselves to make healthier choices every day.

Teacher: Sit up straight, place your right hand on your heart and repeat after me:

'In my own little way, I pledge to eat healthy food and exercise to keep my body strong.'

(Students repeat the pledge together.)

Teacher: Fantastic! You have all made a wonderful promise to yourselves. Remember, every healthy choice you make helps you grow stronger and feel happier. Let us give ourselves a final round of applause for all the amazing work today. Have a wonderful day and I will see you all in the next period!

Teacher: Great work, everyone! You have done an excellent work today. Let us give ourselves a big round of applause! See you the next period.

Differentiated Activities

110 km/hr



In the set of numbers 4,361; 8,604; 3,251; and 864, find the largest number and the smallest number. What is the difference between them?

Ans: Largest: 8,604, Smallest: 864, Difference: 7,740

From the numbers 7,597; 8,393; 4,728; and 8,302, identify the largest and smallest numbers and find their sum.

Ans: Largest: 8,393, Smallest: 4,728, Sum: 13,121

80 km/hr



Arrange these numbers in ascending order: 3,251; 4,361; 864.

Ans: Ascending: 864, 3,251, 4,361

Arrange these numbers in ascending order: 1,205; 5,443; 3,321

Ans: Ascending: 1,205, 3,321, 5,443

40 km/hr



Which is bigger: 342 or 512? Ans: 512 Which is smaller: 1,205 or 1,025? Ans: 1,025 Which is bigger: 7,659 or 8,302? Ans: 8,302

Home Task

Revising better

As described on page 14 of the English section, you have already learnt how to make a little book. Now, make another little book the same way and write My Little Book of Revision on the cover using your favourite colours. Decorate the cover with glitter and stars. Revise all the concepts from the lesson in your Little Book. You can keep adding more pages to your Little Book Show your book to your mates in the next class.

Bring your project in the next period. Be ready to present it in front of your classmates.

Period 8

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



Teacher: Let us start our day with some fun and exciting math shape puzzles.

Teacher: I will describe a shape or a puzzle and you will think carefully to solve it. Raise your hand if you know the answer. Are you ready?

(Draw or show the shape on the board after discussing the answer.)

Teacher: I have four sides, but not all of them are equal. Two sides are long and two sides are short. What shape am I?

Teacher: Correct! You are right. The shape is a rectangle because it has two pairs of opposite sides that are equal. Next is, I have a circular base and a pointed top. I look like an ice cream cone. What shape am I?

Teacher: Correct! You are right. The shape is cone. Let us try next. Puzzle 3: I have two circular faces and one curved surface. I look like a can. What shape am I?

Teacher: Excellent! The answer is a cylinder. A cylinder has two flat circular faces and a curved surface in between. Puzzle 4: I have six faces, but my faces are not all squares. Some are rectangles. I look like a shoebox. What shape am I?

Teacher: Well done! You are right. It is a cuboid because its faces include both rectangles and squares. Puzzle 5: I have five sides. What shape am I?

Teacher: Wonderful! The answer is a pentagon. A pentagon has five sides and five angles.

Teacher: As we continue with today's session, let us focus on the 'My Little Book of Revision' presentations.



Please come forward as I call your name to share your work and the key concepts you have revisited in your books.

Teacher: Impressive detail on the visuals! They really help clarify the concepts. Who is next?

Teacher: Well articulated. Linking revision material to practical situations is crucial for understanding. Please, can the next student prepare to present?

Teacher: That is an excellent approach, creating exercises to reinforce the material. It is your turn next, please come forward.

Teacher: Your use of colour coding and graphical representations is commendable. It appears everyone has invested significant effort into their revision books. Let us acknowledge our collective hard work with a round of applause. Well done to each of you!

Book of Project Ideas

(Discuss the project assigned in the previous period, focusing on helping students understand the objectives



MUST DO

and addressing any challenges they faced. Ask students to present heir findings in the class and encourage their efforts.)



• Present your findings in your class.

Teacher: Let us start practise in the worksheets. Open worksheet 2 in your in vour workbook

Worksheet 2



Teacher: Let us solve worksheet 2 given on page 13 in workbook.

Teacher: Who will read and explain the first exercise A?

Teacher: Yes, we will compare both the numbers from thousands digit, hundreds digit then tens digit and at last ones digit. Are you ready?

Teacher: Compare 341 and 442. Which number has the bigger hundreds digit?

Teacher: You are absolutely right. 442 is bigger, tick it. Complete the remaining questions on your own. If you need help, raise your hand.

Teacher: This time will find the smaller number in each pair. Let us try the first one together. Compare 1,025 and 1,205

Teacher: Start by comparing the thousands digit. If they are the same, move to the next digit

Teacher: Yes, the smaller number is 1,025. Now, work in pairs to complete the rest of the questions. Discuss your answers with your partner.

Teacher: In the last exercise C, we have to circle the biggest number in a set of numbers. Are you ready?

Teacher: Compare 4,361; 8,604; 3,251; 864. Compare each number based on place value.

Teacher: Excellent students! The biggest number is 8,604.

Teacher: Complete the remaining questions on your own. Once finished, exchange your worksheet with your partner and check them.

Teacher: Let us review the answers together. Raise your hand if you circled all the correct numbers.

(Show the answers on screen. Discuss any common mistakes and clarify doubts.)



Worksheet 3



Teacher: Let us move to next worksheet 3 Who will explain Exercise A?

Teacher: Yes, we need to write the fraction for the shaded parts of the given shapes. Let us do the first one together. Which shape is it?

Teacher: The first shape is a pentagon. It has 5 parts and 3 are shaded. What is the fraction?

Teacher: Correct! The fraction is $\frac{3}{5}$ because 3 parts out of 5 are shaded.

(Draw or show the shape on the do this in fraction and write the fraction.)

Teacher: Complete the rest of the shapes on your own. Remember, the numerator is the shaded parts and the denominator is the total parts of the shape.

Teacher: Check your answers from your friends. Raise your hands if anyone any doubt.

Teacher: Let us move to Exercise B. Read each statement carefully and identify the shape. We have already revised a few shapes in the beginning of periods. Let us try the first one together. Statement 1: I have three sides.

Teacher: Correct! It is a triangle because it has three sides.

(Draw a triangle on the board.)

Teacher: Work on the remaining statements with a partner. Read, discuss and write the name of the shape in the blank. Raise your hand if you need help.

Teacher: Well done everyone! Let us move to the next Exercise C. We need to add here. We have already mastered addition in previous classes. Try the questions on your own. Raise your hands if you find any difficulty.

Teacher: Great work, everyone! Let us quickly review the answers together.

(Clarify any mistakes and reinforce key concepts.)



Teacher: It is time to fill the last box of you KWL chart. Everyone please open your notebooks, where you have created the chart.

Teacher: In the last Learnt (L) column, write whatever you have learnt in the chapter.

(Show the chart on board and scaffold the learners as required.)

Differentiated Activities

110 km/hr



A shopkeeper has 6,849 apples and receives 8,011 more. How many does he have in total.

Convert 12 years 5 months and 2 weeks into total days.

80 km/hr



Subtract 4,563 from 9,231 in column format.

Multiply: 352 × 46 and 267 × 35

Convert 9 rupees 50 paise into paise.

40 km/hr



Write the number name of 8,429 and its expanded form.

Convert 3 years into days.

Home Task

Solve the Worksheet 4 given on page 15 in the Workbook.

Learning Outcomes

The students will:

Physical	 participate in hands-on activities like model-making, arranging numbers and
Development	kinaesthetic exercises.
Socio-Emotional and Ethical Development	 develop teamwork, respect and ethical awareness through group discussions and decision-making activities.
Cognitive	 strengthen problem-solving, number operations, pattern recognition and logical
Development	reasoning skills.
Language and Literacy Development	 improve mathematical vocabulary, communication and explanation of problem- solving methods.
Aesthetic and Cultural Development	• appreciate real-world applications of maths and explore cultural connections.
Positive Learning	• build confidence, perseverance and a growth mindset through affirmations and self-
Habits	reflection.

Starry Knights

How did the introductory class go?

Could you identify the strengths and weaknesses of your learners?

Give yourself a STAR for being an achiever.

Lesson-2: Large Numbers

Theme 1: How Do We Live?



9 Periods (40 minutes each)

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

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

Curricular Goals and Objectives (NCF)

To enable the students:

- to develop number sense and fluency in understanding large numbers and their place values.
- to compare, arrange and round off numbers to build logical reasoning and estimation skills.
- to apply mathematical operations like addition and subtraction to real-life situations.
- to analyse numerical patterns, identify relationships and enhance problem-solving skills.
- to use estimation and approximation strategies for making quick, practical calculations.
- to engage in collaborative discussions, explain reasoning and verify answers through peer learning.
- to develop a positive attitude towards mathematics by connecting learning with real-world applications

Methodology

Period 1

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

Teacher: Let us start today with a fun activity to get our bodies and minds active. I will call out a large number and we will break it down into parts. For each part of the number, you will perform a specific movement: For the thousands digit: Take that many giant steps backward. For the hundreds digit: Take that many big steps forward. For the tens digit: Jump that many times. For the ones digit: Clap that many times. are you ready?

Teacher: Let us practise with an example. If the number is 3245, you will do the following:

3 (thousands): Take three giant steps forward. 2 (hundreds): Take two big steps backward.

4 (tens): Jump four times. 5 (ones): Clap five times.

(Similarly do for more numbers.)

Teacher: Great work. You are now warmed up and ready for our lesson on large numbers. Let us dive into the lesson.

Teacher (with a smile): We are going to begin Chapter 2 Large Numbers with a special activity called the KWL



chart. Anybody knows what is KWL chart?

Teacher: Yes, KWL stands for What do you Know, What do you want to know and What have you Learnt. It is a fun

way for us to organise our thoughts, reflect and set goals for our learning.

(Draw the chart on board and guide students to make and complete it in their notebooks.)

К	w	L

Affirming better



Teacher: Everyone please open page 11 in Main Course Book and look at 'Affiriming better' section .Who will read the statement?

Teacher: Yes, 'I find joy in the little things in life'. This means finding happiness in small moments. Let us discuss why this is beneficial.

Teacher: Can anyone share something small that made you happy recently?

Teacher: Great examples. Small things can really make us feel good.

Teacher: Why do you think it is good to notice and enjoy small things? How does it make us feel better?

Teacher: Your answers show how noticing small joys helps us feel thankful and strong.



Teacher: What are some small things at school we could be happy about?

Teacher: Those are wonderful thoughts. Paying attention to these things makes school nicer.

Re - KAP

Teacher: Let us begin a new chapter today large numbers. Here we will learn and do activities with large numbers – 4 digits number. But before diving into it, we will do Re-KAP. Can anyone remember what Re-KAP means?

Teacher: Yes, exactly. Re-KAP is where we revise our previous learning with the help of 3 activities. We will use Kinaesthetic, Auditory and Pictorial activities to make our learning fun and interactive. Let us begin with kinaesthetic.

(Encourage students to participate in discussions.)

Kinaesthetic



Teacher: We will do a fun activity to understand place values better. I will divide you into three groups. Each group will represent a specific place val



group will represent a specific place value.

Teacher: Group 1, you will represent the ones place. Please stand in this row here.'

Teacher: Group 2, you will represent the tens place. Please stand in this row here.'

Teacher: And Group 3, you will represent the hundreds place. Please stand in this row here.'

Teacher: I will say a three-digit number out loud. When I say the number, each group will stand and represent their respective place value.

Teacher: My first number is 267.

(Similarly do for more numbers.)

Auditory



Teacher: Let us move to the auditory activity. I will give you a clue about a number and you have to guess it.



Teacher: I am a 3-digit number. If you

add 10 to me, I will become the smallest 4-digit number. Who am I?

Teacher: Well done. The number is 990.

Pictorial



Teacher: Let us do the final activity. Look at the clocks on page 11. Write the time shown on each clock in the



blanks provided. Check your answers with your partner after completing all the clocks.

Teacher: Once everyone is finished, we will discuss the answers together.

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

Differentiated Activities

110 km/hr



Create your own number riddle based on place values. For example:

I am a 4-digit number. My thousands digit is 2, my hundreds digit is half of my thousands digit and my tens and ones digits add up to 10. Who am I?

80 km/hr



Solve the following riddles created by your friends.

40 km/hr



Check if the answers to the riddles are correct.

Home Task

Draw five clocks in your notebook. Show the time at what time you:

- Wake up
- Come to school
- Go back home
- Self-study
- Sleep

Note for the Teacher: Prepare cards labeled Ones, Tens, Hundreds, Thousands and Ten Thousands for group activity. Each student in a group will hold a card to show the place value of a given number.

Period 2

Interacting better



Interacting better

Create a 4 digit number using the digits 4, 0, 5, 3 and 9. Compare your 12

SHOULD DO

NS MIN

ICL

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

(Take responses and build a positive atmosphere.)

answer with your partner. Whose number is bigger?

Teacher: Let us begin our day with a fun activity. Are you ready?

Teacher: Take the digits 4, 0, 5 and 3. Form a 4-digit number using these digits. Remember, you cannot repeat any digit.

Teacher: Once you have formed your number, write it in your notebook. Compare your number with your partner's number. Whose number is bigger?

Teacher: How did you decide which number is larger?

Teacher: Yes, we decide which number is larger by comparing digits starting from the thousands place, then hundreds, tens and ones until a



difference is found. Who likes to listen stories?



Teacher: Let us read a story about the Ima Market, a fascinating place located in Manipur. This story will also help us understand ascending order and large numbers.

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

Teacher: Which market is known as Mother's Market?

Students: Ima Market is known as Mother's Market.

Teacher: How many people visit the market every day?

Students: Around 10,000 people visit the market every day.

Teacher: Let us help Lina in understanding 5 digit numbers.



5 Digit Numbers

5-DIGIT NUMBERS We have already learnt about 4-digit numbers. When we add 1 to the greatest 4-digit number, we get the smallest 5-digit number, that is, 10,000. The fifth digit in a number takes a new position on the extreme left of the place value chart. It is called the ten thousands place and is denoted by TTh .									
Thousa	nds		Ones						
Ten Thousands (TTh)	Thousands (Th)	Hundreds (H)	Tens (T)	One	s (O)				
1	0	0	0		0				
Example 1: Represent 53,478 in a place value chart and write in words. 53,478 can be represented in the place value chart as shown below:									
Ten Thousands (TTh)	Ten Thousands Thousands Hundreds (H) Tens (T		Tens (T)	One	s (O)				
5	5 3 4 7				3				
In words, 53,478 is written as: fifty-three thousand four hundred seventy-eight.									

Teacher: I am dividing you into groups of five. Each group will get cards labeled with ones, tens, hundreds, thousands and ten-thousands.

Teacher: Let us look at the number 35,798. Can you show me the place value for each digit using your cards?

Teacher: Group 1, what is the place value of 8?

Group 1 (holding the ones card): The place value of 8 is 8.

Teacher: Excellent. Group 2, what is the place value of 5?

Group 2 (holding the thousands card): The place value of 5 is 5,000.

The fifth digit in a number takes a new position on the extreme left of the place value chart. It is called the ten thousands place and is denoted by TTh

Teacher: Wonderful. Group 3, what is the place value of 3?

Group 3 (holding the ten-thousands card): The place value of 3 is 30,000.

Teacher: Great work, everyone. Now, let us write the number name for 35,798.

Teacher: Who would like to try?

Student 1: The number name is thirty-five thousand seven hundred and ninety-eight.

Teacher: Perfect. Now, let us discuss the face value of the digits. Can anyone tell me the face value of 7 in 35,798?

Student 2: The face value of 7 is 7 because the face value is always the digit itself.

Teacher: Correct. Let us do the same for the other digits in this number.

Expanded form of a number

Expanded form of a number							
Example 2: Write 76,324 in expanded form. Also, find the place value and face value of each digit.							
76,324 can be w	ritten in expan	ded form, as	shown below	:			
76,324 = 7 Ten Th	nousands + 6 Th	nousands + 3	Hundreds + 2	Tens + 4 One	es		
= 70,000 -	+ 6,000 + 300 +	20 + 4					
Place value and	face value of	76,324:					
	Top						
Period	Thousands (TTh)	Thousands (Th)	Hundreds (H)	Tens (T)	Ones (O)		
Place value	70000	6000	300	20	4		

Teacher: Now that we understand place and face values, let us learn how to write the expanded form of a number. We will use the number 32,456 for this activity.

Teacher: I will write the number on the board and call out each digit's place value. One person from your group will come to the flannel board and place the correct card under the correct period.

Teacher: Group 1, let us start with the digit 3. What is its place value?

Group 1 (placing the card): The digit 3 is in the tenthousands place.

Teacher: Excellent. Group 2, what is the place value of 2?

Group 2 (placing the card): The digit 2 is in the thousands place.

Teacher: Great. Group 3, let us continue. What is the place value of 4?

Group 3 (placing the card): The digit 4 is in the hundreds place.

Teacher: Wonderful. Group 4, what is the place value of 5?

Group 4 (placing the card): The digit 5 is in the tens place. Teacher: And finally, Group 5, what is the place value of 6?

Group 5 (placing the card): The digit 6 is in the ones place. Teacher: Excellent teamwork. Now, let us write the expanded form of 32,456.

Teacher: 32,456 = 30,000 + 2,000 + 400 + 50 + 6

Teacher: Does everyone understand how to write the expanded form of a number?

Teacher: Fantastic. Let us practise a few questions. Everyone please open page 13 in your course book. Expand the following numbers. Write the answers in your notebook.

a. 65,283

Ans. 65,283 = 60,000 + 5,000 + 200 + 80 + 3

(Do the other questions in similar way.)

() You may show the **Dictionary** given on digital platform to discuss the key terms.

Teacher: Let us give ourselves a big COULD DO round of applause for all the hard work and effort we put in today. You all did an amazing work.



Teacher: Let us end the session with a short meditation to relax and refresh.

Teacher: Sit comfortably with your back straight, hands resting on your knees and gently close your eyes. Take a deep breath in through your nose and slowly breathe out through your mouth. Let us do this together for a few breaths.

As you breathe, imagine a calm and peaceful place, like a garden or a beach. With each breath, feel yourself letting go of any tiredness or stress.

Now, slowly open your eyes, give yourself a big smile and take this calm energy with you for the rest of the day. Well done, everyone. See you next time.

Differentiated Activities

110 km/hr



Create a 5-digit number using the digits 4, 0, 5, 7 and 3. Write the number and identify the place value for each digit. Write the expanded form.

80 km/hr



Solve the riddle: I am a 5-digit number. My tenthousands digit is 4, my thousands digit is 3, my hundreds digit is the sum of my tens and ones

digits and the sum of my tens and ones digits is 7. Who am I?

40 km/hr



Solve the riddle: I am a 4-digit number. My thousands digit is 2, my hundreds digit is 3 and my ones digit is half of my tens digit. Who am I?

Home Task

Use the digits 2, 5, 7, 3, 9 to create the smallest and largest 5-digit numbers. Write both numbers and their expanded forms.

Period 3



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

(Take responses to build a cheerful atmosphere.)

Teacher: We are going to begin with an exciting topic-6digit numbers. But before that tell me What is the largest 5-digit number you can think of?

Teacher: Great. Now, let us add 1 to 99,999 and see what we get. Take a moment to calculate.

Student: Exactly. When we add 1 to the largest 5-digit number, we get the smallest 6-digit number, which is 100,000. The new digit 1 takes the extreme left position and this position is called Lakhs (L) Let us practise with some examples.



6-DIGIT NUMBERS										
The greatest 5-digit number is 99,999. When 1 is added to 9							٩	٩	۹	
19,999, we	get the smallest	6-digit number	·	+					1	\frown
Now, the si on the extr akhs place	with digit of the r eme left of the e and is denoted	git of the number takes one more position left of the place value chart. It is called is denoted by L					0	0	0	13
Lakhs	Lakhs Thousands									
Lakhs (L)	Ten Thousands (TTh)	Thousands (Th)	Hundreds (H)	Tens (T)	C)ne:	s (C		111
1	0	0	0	0			()		<u>''</u>

Teacher: I will give you a 6-digit number and you will tell me the place value and face value of the digit in it.

Teacher: In the number 6,35,482, what is the place value and face value of 6?

Student: The place value is 6 Lakhs (6,00,000) and the face value is 6.



Teacher: Everyone, please open page 14 of your Main Course Book. Who would like to read Exercise 2?



Teacher: Excellent. The place value of 9 is 9,000 because it is in the thousands place. The face value of 9 is 9 because the face value is always the digit itself.

Teacher: Try the other questions on your own. We will discuss the answers once everyone is done.

Teacher: Let us move on to Exercise 3. Everyone, please look at the screen or open page 14 in your book. Who would like to read Exercise 3 aloud for the class?

OTS	3 Do you know the number names of the following notebook.						iollowing numbe	ing numbers? Write the answers in your				
I		a.	34,786	b.	79,217	c.	6,42,816	d.	8,52,613	(14)		

Teacher: Thank you. Let us try the first one together as an example.

For 34,786, the number name is thirty-four thousand seven hundred and eighty-six.

Write this down in your notebook as a sample. Now, try the other parts on your own:

Once you finish, we will discuss the answers.

Understanding better

Teacher: Let us move on to the next activity. Please look at the 'Understanding better' section on the screen or in your book.

	Understanding better
Ar	nswer the following questions.
1.	What is the place value of 4 in 34,562?
2.	What is the face value of 3 in 6,72,342?
3.	What is the successor of 54,257? (14

Teacher: Who would like to read the questions aloud for the class?

Teacher: Thank you. Let us solve the first question together as an example.

In 34,562, the place value of 4 is 4,000 because it is in the thousands place. Write this in your notebook.

Now, solve the next two questions on your own:

- What is the face value of 3 in 6,72,342?
- What is the successor of 54,257?

Once you have written your answers, get it reviewed by your partner.



Teacher: Let us look at Example 3 in your book. We are learning how to represent 6,31,136 on the abacus, write it in expanded form and express it in words.

Teacher: Can anyone tell me what this number looks like in expanded form? Let us break it down together.

- 6,31,136 = 6 Lakhs + 3 Ten Thousands + 1 Thousand + 1 Hundred + 3 Tens + 6 Ones
- Which is written as: 6,00,000 + 30,000 + 1,000 + 100 + 30 + 6

Write this in your notebook.

Teacher: Now, let us write this number in words. Can anyone try?

Student: It is written as six lakh thirty-one thousand one hundred thirty-six.

Teacher: Excellent. Now, look at how this number is represented on the abacus. The beads show the value of each digit in its respective place.

L (Lakhs): 6	TTh (Ten Thousands):	Th (Thousands):
beads	3 beads	1 bead
H (Hundreds): 1 bead	T (Tens): 3 beads	O (Ones): 6 beads

Teacher: Observe this carefully. Now, try representing the number 7,54,321 on the abacus on your own.

(Provide abacus models or ask learner to draw it in their notebooks.)



Predecessor and Successor

PREDE	CESSOR AN		SOR					
A pred The nu	lecessor is a mber that a	defined as comes just	the number after a give	that com	ies just b	efore a g	given number.	14
			anor a gro		10 110 000			< '' /

Teacher: Let us first learn about the predecessor and successor of a number. Everyone, think of a number.

If you subtract 1 from it, what do you get?

Teacher: That is correct. When you subtract 1, you get the predecessor of the number. For example, if the number is 56, the predecessor is 56 - 1 = 55.

What happens when you add 1 to the number?

Teacher: Exactly. Adding 1 gives you the successor. For example, if the number is 56, the successor is 56 + 1 = 57...



Comparing numbers

COMPARING NUMBERS

- The steps to be followed to compare 5- and 6-digit numbers are given below. STEP 1: If the number of digits are not equal, the number with more number of digits is greater.
 - STEP 2: If the number of digits are equal, then compare the leftmost digit.

 a. If the digits are different, then the number with the larger digit is the areater number.
 - b. If the digits are the the same, then move to the next digit from the left both the numbers. The number with the larger digit is the greater number

Teacher: Now let us move on to comparing numbers. Which number is bigger—3200 or 3200?



Student: Both are equal.

Teacher: Perfect. What about 2200 and 3200?

Student: 3200 is bigger because the first digit (3) is greater than the first digit of 2200 (2).

Teacher: Great reasoning. Remember, when comparing numbers, if the number of digits is different, the number with more digits is always greater. If the number of digits is the same, compare the digits from left to right.

For example, consider 7230 and 7330. Both have the same number of digits and start with 7. Now, look at the next digit. In 7230, the next digit is 2 and in 7330, it is 3. So, 7330 is bigger.

Teacher: Well done, everyone. You have worked so hard and done an amazing work today. Let us give ourselves a big round of applause.

Differentiated Activities

110 km/hr

Using the abacus, represent the 6-digit number 6,31,136. compare it with another 6-digit number of your choice. Write the expanded form of both numbers and compare them based on place values. Identify which one is larger. Write their difference in both numbers.

80 km/hr



Represent the number 54,827 on the abacus. Then, compare it with the number 48,263. Compare both numbers based on place value and identify which one is greater. Write down the comparison symbol (<, >, =).

40 km/hr



Represent the number 3,456 on the abacus. Then, compare it with 3,276.

Home Task

Solve Exercise 4 given on page 14 in your Main Course Book. Write the answers in your notebook.

Period 4

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



Teacher: Great. Let us begin today by making sure your notebooks are neatly arranged and in the correct order. Why do you think keeping things in order is important?

Student: So that we can find things easily and stay organized.

Teacher: Exactly. Just like organizing our notebooks helps us organizing numbers in order also makes it easier to

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understand and compare them. Today, we will learn about ordering numbers—both in ascending order and descending order.

Ordering Numbers



Teacher: Let us start with a fun activity. I am dividing you into two teams. Five students from each team will come forward and stand in a line according to their height.

- Team 1, arrange yourselves from the shortest to the tallest.
- Team 2, arrange yourselves from the tallest to the shortest.

Teacher: The smallest person gets the placard with number 1 and the tallest gets the placard with the largest number.

- When we arrange people or numbers from the smallest to the largest, we call it ascending order.
- When we arrange them from the largest to the smallest, it is called descending order.

Teacher: Now, open page 15 in your books and look at Example 5.



In ascending order, the numbers are arranged from the smallest to the largest.

For example: 6,849 < 34,161 < 6,48,282 < 9,46,433.

Next, look at Example 6.

In descending order, the numbers are arranged from the largest to the smallest.

For example: 5,82,772 > 5,23,283 > 54,725 > 4,274.

Teacher: Now, let us practise with a fun challenge. Solve Exercise 5 given on page 15.

5	Ar	range the numbers in ascending order. Write the answers in your notebook.	
-	a.	75,383; 1,213; 87,574; 7,47,474	
	b.	3,34,634; 9,70,808; 4,242; 6,47,444	(15)

Write your answers in your notebook. Once everyone is done, we will discuss the correct answers together.

(Show the answers on screen and discuss with the students.)



Forming Numbers



Teacher: Let us learn about forming numbers. Let us discover how to create the largest and smallest numbers using a set of digits.

Teacher: I will divide you into groups of five students. Each group will get number cards with the digits 4, 6, 7, 9, 1. Your task is to work together and form 5-digit numbers using these digits. Remember, no digit can be repeated in a sinale number.

Teacher: Once you have created all possible combinations, identify: The largest 5-digit number you can form. The smallest 5-digit number you can form.

Teacher: Each group will write their numbers on a sheet. Share your largest and smallest numbers with the class.

Teacher: Well done, everyone. Let us practise further. Look at the Exercise 7 and 8 given on page 16.



Teacher: Work together in your groups to solve these. Once you finish, we will have a whole-class discussion and confirm the correct answers. Great teamwork, everyone.

(喞) You may show the Explainer Video given on the digital platform.

Teacher: Well done, everyone. You all did an excellent work forming numbers, Let us give ourselves a big round of applause for all the effort and teamwork today.

Giving better

Teacher: Before we end today's SHOULD DO session, let us take a moment to discuss something important from the 'Giving better' section.



It says: 'Instead of leaving food wrappers on the playground, put them in the trash bin. Help keep the playground clean by picking up any wrappers you see.'

Giving better	Seva
Instead of leaving food wra the playground, put them ir bin. Help keep the playgrou picking up any wrappers yo	ppers on the trash und clean usee.

What do you think about this? Why is it important to keep our surroundings clean?

Student: It keeps the environment healthy and prevents pollution.

Teacher: That is absolutely right. When we keep our surroundings clean, we create a healthier and happier space for everyone. What can you do to contribute to keeping the playaround clean?

Student: We can throw our wrappers in the trash bin and even pick up wrappers we see lying around.

Teacher: Excellent answer. Let us all make a promise today to take small steps like this to care for our school and environment. Together, we can make a big difference.

Teacher: Now, let us give ourselves a big round of applause for not just our hard work today but also for being responsible and caring individuals. Great work, everyone. See you next time.

Differentiated Activities

110 km/hr

Make the smallest and largest 6-digit numbers using the digits 9, 0, 1 and 6 (0 and 9 can be repeated at most twice). Write these numbers in your notebook. After forming the numbers, write their expanded forms and number names.

80 km/hr



Make the smallest and largest 6-digit numbers using the digits 9, 0, 1 and 6 (0 and 9 can be repeated at most twice). Identify which number is the largest and which is the smallest. Write your answers in your notebook

40 km/hr



Form the smallest and largest 6-digit numbers using the digits 9, 0, 1 and 6 (0 and 9 can be repeated at most twice). Use an abacus to represent the numbers.

Home Task

Solve Exercise 6 given on page 15 in the Main Course Book. Write the answers neatly in the notebook.

Note for the Teacher: Arrange bundles of ice - cream sticks to do place value activity in the next period.

Period 5

Teacher: Good morning, everyone. Let us start the day with a little joke to brighten up our moods.



Laughing better

Teacher: Elphy says, 'Ohh. I fear 7 because '7 ate (8) 9.'

Teacher: Did you get it? Why do you think 7 is scary in this joke?

Laghing bette PLH 600 Elphy: Ohh! I fear 7 because '7 ate (8) 9' 16

(Let the students enjoy the joke and laugh together.)



Teacher: Now that we are all smiling, let us get ready for today's exciting lesson.



Round Off Numbers To The Nearest 10 And 100

ROUND OFF NUMBERS TO THE NEAREST 10 AND 100 By estimating or rounding off a number, we can arrive at an answer that is close to the accurate answer.

Teacher: Let us dive into today's activity about rounding off numbers to the nearest 10 and 100.

Rounding off to the nearest 10

Rounding off to the nearest 10 To round off a number to the nearest 10, we consider the digit at the ones place.

- If the digit at the ones place is less than 5, then the digit at the tens place remains the same and the digits at the ones place is replaced by 0.
- If the digit at the ones place is 5 or greater than 5, then we add 1 to the digit at the tens place and the digit at the ones place is replaced by 0.

Teacher: First, let us start by rounding off to the nearest 10. Open your notebooks and draw an ant hill. At the very top of the hill, mark the number 5-this is our point of consideration.

If the number at the ones place is less than 5, the ant goes back down and the ones place is replaced by 0.

If the number at the ones place is 5 or greater, the ant climbs over the hill and we add 1 to the tens place while replacing the ones place with 0.

For example:

34,563 will be rounded off to 34,560 because the digit at the ones place is 3 (less than 5).

54,677 will be rounded off to 54,680 because the digit at the ones place is 7 (greater than 5).

Rounding off to the nearest 100



Teacher: Next, let us move to rounding off numbers to the nearest 100.

Here, we look at the tens place. If the digit in the tens place is less than 5, the tens and ones places are replaced by 0 and the other digits remain unchanged.

If the digit in the tens place is 5 or greater, we add 1 to the hundreds place and the tens and ones places are replaced by 0.

For example:

6,48,226 will be rounded off to 6,48,200 because the digit in the tens place is 2 (less than 5).

3,51,471 will be rounded off to 3,51,500 because the digit in the tens place is 7 (more than 5).

Processing better

Teacher: Before we continue, let us discuss an important point from the 'Processing better' section.



If there is a 9 in the hundreds place and the digit at the tens place is greater than 5 while rounding off

the number to the nearest 100, we increase the thousands place by 1. Then, we replace the digits in the hundreds, tens and ones places with 0.

For example: 7,960 is rounded off to 8,000 because the hundreds place is 9 and the tens place is greater than 5.

Teacher: Now, round off these numbers given on page 17 in Exercise 9 to the nearest 10 in your notebook.



Teacher: Once you are done, exchange your notebooks

with a partner for review and we will discuss the correct answers together. Let us see how well you can climb the ant hill. Great work, everyone.



(Guide students to solve Exercise 10 in similar way.)

International Place Value System

INTERN The nur groups the milli a comr Let us r In the li We rea four. Le	ATIONA or perio ions peri ma. epresen nternatio id it as s t us rem	the Internation ds. It starts with iod. Three digin t 6386324 in the onal place vali ix million three member, one m	UE SYSTEM nal place val h the ones po ts come unde ne Internation- ue system, the hundred eign nillion = ten lo	lue chart c eriod, then er each pe al place va e number hty-six thou ikhs.	rre also div the thous eriod and o alue chart. 6386324 is usand three	vided into ands peric are separc written as e hundred	small od and ited by 6,386,324. twenty-	S
		1,00	00,000 = 10,00,0	000				
Periods	Millions	Thousands Ones						
Places	Millions (M)	Hundred Thousands (HTh)	Ten Thousands (TTh)	Thousands (Th)	Hundreds (H)	Tens (T)	Ones (O)	\sim
Digits	6	3	8	6	3	2	4	17)

Teacher: Let us explore the International Place Value System. In this system, the digits are grouped into periods. Each period has three digits and the periods are separated by a comma. The groups are as follows: Ones, Thousands and Millions.

(Show the chart given in book.)

Let us start with an example:

• The number 6,836,324 is written as 6 million, 836 thousand, three hundred twenty-four.

Teacher: Now, I will divide you into groups of three. Each group will get ice-cream sticks with place values written on them:

- Yellow for Ones
- Green for Tens
- Red for Millions

I will write a number on the board and you will use the ice-cream sticks to show the place values for the digits. For example, for 7,645,321, you will place the ice-cream sticks as follows:

- 7 in the millions period (Red stick)
- 645 in the thousands period (Green and Yellow sticks)
- 321 in the ones period (Yellow stick)

Teacher: Now, let us try this with the number 5,428,867. I want each group to arrange the ice-cream sticks to represent this number. Afterward, we will read it aloud together:

Five million, four hundred twenty-eight thousand, eight hundred sixty-seven.

Teacher: Let us move on to exercises. Please look at Exercise 11 on page 17.

Teacher: Once you have completed this activity, we will review and discuss the answers as a class. Make sure to place the ice-cream sticks correctly and practise reading the numbers aloud. Great teamwork, everyone.

Teacher: Let us do the Exercise 11 given on page 17. Write the answers in your notebook. Work with a partner and check each other's answers.



(Show the answers on screen to check.)

Teacher: Fantastic work, everyone. You all did an amazing work with the exercises today. Let us give ourselves a big round of applause for all the hard work and effort. Keep it up and I am proud of you all. Great work.

Differentiated Activities

110 km/hr



80 km/hr



Solve Rounding Off Questions (Nearest 100), created by your peers.

40 km/hr



Solve Rounding Off Questions (Nearest 10), created by your peers.

Home Task

Solve the Exercise 12 given on page 17 in the Main Course Book. Write the answers neatly in your notebook.

Period 6

Teacher: Good morning, everyone. SHOULD DO Let us begin the day with a moment of calm and mindfulness. Please sit



comfortably, close your eyes and take a deep breath in... and out...

Focus on the sound of your breath. Let go of any thoughts or worries. Imagine yourself in a peaceful place where you feel calm and relaxed. Take a few more deep breaths, inhaling slowly and exhaling gently.

Now, when you feel ready, slowly open your eyes and bring your attention back to the classroom. You are ready to begin the day with a clear and focused mind.

Roman Numerals

Teacher: Let us now start our lesson on Roman Numerals.

Processing better

Teacher: Do you know, who has developed Hindu- Arabic numerical system.



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Teacher: The Hindu-Arabic numeral system

was developed by Indian mathematicians and later adopted by Arab scholars. This system is the one we use today, with the digits 0, 1, 2, 3, 4, 5, 6, 7, 8, 9.

On the other hand, Roman numerals are a system of writing numbers that originated in ancient Rome. Roman numerals use letters from the alphabet to represent numbers and we will learn how to work with them today. We will be working with the seven symbols:

(Explain the steps from book or ask students to read and explain the steps.)

Teacher: Everybody, look at Example 12. Who will explain how to convert the given number into Roman numerals?

	Example 12: Convert the following Rosstem.	m	an numerals to the Hindu-Arabic number	
	a. VII	b.	XLIII	
	VII = 5 + 1 + 1 = 7		XLIII = (50 - 10) + 1 + 1 + 1 = 40 + 3 = 43	
	c. XC	d.	CXXII	\frown
,	XC = 100 - 10 = 90		CXXII = 100 + 10 + 10 + 1 + 1 = 122 (18
				<u> </u>

Poster

Teacher: Let us take a moment to look at the poster on the wall.

(Display and discuss the posters prominently in the classroom to reinforce the learning about roman numerals.)

1	MATHS	Thoma I	Haw D	o We Live?					
				P		AN	100		
					H				
					12				
				XI	30	XXX	500	D	
		I		XII	40	XL	600	DC	
				XIII	50	L	700	DCC	
		IV		xiv	60	LX	800	DCCC	
		۷		xv	70	LXX	900	СМ	
		VI		XVI	80	LXXX	1,000	м	
		VI		XVII	90	xc	2,000	ММ	
		VIII	18	XVIII	100	С	3,000	ммм	
		IX	19	XIX	200	сс	4,000	ΜV	
	10	x	20	xx	300	ccc	5,000	V	
			Â.	14	400	CD	10.000	x	
		8	36	7/	n oath from orde		n.d.cm		

Teacher: Great observation everyone.

Teacher: Yes, you are right.

(Guide the students as required)

Teacher: Now, let us move to next page, 19 Exercise 13. Write the Roman numerals for the following Hindu-Arabic numerals in your notebook.

13	Fir	nd the Roman our notebook.	numerals for th	e given Hindu-A	rabic numerals.	Write the answers in	19
	a.	6	b. 27	c . 53	d. 88	e. 119	\bigcirc

Teacher: After you complete the exercise show your answers to your partner and check each other's work.

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



Teacher: Open your books to page 19 and look at the 'Connecting better' section. Today, we will explore silent letters in English. Do you know that some letters in words are not pronounced?

Teacher: Let us read the dialogue given in the book. Who would like to read as Roshni? And who will be Maria?

(Students read the dialogue aloud.)

Teacher: Well done. Maria mentioned that the letter 'T' in 'listen' is silent. Can you think of more words where 'T' is silent?

Teacher: Yes, words like castle, hustle and bustle also have silent 'T'. Great thinking.

Teacher: Now, let us write three more words with silent 'T' in our notebooks. Raise your hand if you need help.

Teacher: Well done, everyone. You have done a great work identifying silent letters. Let us give ourselves a huge round of applause.

Recalling better

Recalling better

- In this chapter, I have learnt
- to read and write 5- and 6-digit numbers.
 to compare numbers.
- to arrange numbers in ascending and descending order.
- to form greatest and smallest 5- and 6-digit numbers using different combination of digits.
- to round off numbers to the nearest 10 and 100.
 - to convert Roman numerals to Hindu-Arabic numerals and vice-versa.

Teacher: Let us review what we have learnt in this chapter. I will ask you a few questions to help you recall the

concepts we have covered. Answer



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19

individually and we will confirm the correct responses together. Are you ready?

Teacher: Let us begin the questions:

1. Can you explain how to compare two 5-digit numbers?

2. What is the rule for rounding a number to the nearest 10?

- 3. How do you convert a number from Roman numerals to Hindu-Arabic numerals?
- 4. What is the smallest number you can form using the digits 2, 4, 5, 1 and 9?
- 5. Write the Roman numeral for 56.

(Appreciate the right responses. Encourage students to participate in the discussion.)

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

Decoding better



 Should be section 'Decoding better'.

(Explain the steps of the activity from ______ given instructions given on page 9 in course book.)

Teacher: Fantastic work, everyone. You all did an amazing work. Let us give ourselves a big round of applause for the effort and teamwork.

You may show **Quiz** and **Mental Maths** given on digital platform to reinforce the concepts.

Teacher: Let us meet in the next class to continue learning and having fun.

Differentiated Activities

110 km/hr



Addition in Roman Numerals.



80 km/hr

Write the Roman Numerals for the following Hindu-Arabic numbers.

- (a) 23
- (b) 39
- (c) 58
- (d) 72
- (e) 99

40 km/hr



Match the given Roman Numerals with their corresponding Hindu-Arabic numbers.

Roman Numerals	Hindu-Arabic Numbers
V	50
IX	20
L	5
XL	40
XX	٩

Home Task

Solve Exercise 14 given on page 19 in the Main Course Book. Write the answers neatly in the notebook.

Period 7



Teacher: Good morning, everyone.

Teacher: It is great to hear. t sounds like we have a mix of emotions in the room today. Whether you are feeling happy, sad or enthusiastic, it is all part of the learning journey. Are you ready for today's class?

Solving better



Teacher: Let us have a fun quiz to recapitulate the concepts we learnt in this lesson. I will divide the class into two teams.

Teacher: We will take turns asking each team a question. For every correct answer, your team will earn a star. At the end of the quiz, we will count the stars and see which team wins. Ready?

Team 1: Your first question is:

The smallest 5-digit number is _____.

Team 2: Your first question is:

The largest 6-digit number is ____

Teacher: Once both teams have answered, I will mark the answers. Each correct answer gets a star. Let us move on to the next round.

(Do the other parts in similar way.)

Teacher: Now let us tally up the scores and see which team wins. You both did a fantastic work. Let us discuss the answers and confirm them together.

Teacher: Let us have a huge round of applause for the winning team. You did an amazing work and I am so proud of all the effort and teamwork you put in today.

Teacher: We have already practised the questions during the quiz. It is time to write them in the book on page 20, Solving better.



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

Learning better

Ecarning better	CBA
(A) Tick (\checkmark) the correct answer.	
1. 4 in 74,365 is in the place.	
a. tens b. ones	
c. hundreds d. thousands	
2. 34,785 = 30,000 + + 700 + + 5	
а. 300; 40 ь. 4,000; 80	
c. 30; 4,000	
3. Thirty-three thousand four hundred sixty-two is written as	-
a. 33,456 b. 33,462 c. 33,426 d. 32,462	20

Teacher: Let us continue with some more engaging activities to practise the content. Everyone please open page 20 in your book. We will do Exercise A. We will use the same team format.

(Reshuffle the team as per different learning abilities.)

Teacher: We will now form two teams. Each team will take turns answering the following questions. For each correct answer, your team will earn a point. The team with the most points wins the game. Are you ready?

Teacher: First question for team A. 4 in 74,365 is in the ______ place.

(Do the other parts in similar way.)

Teacher: Now let us tally up the scores and see which team wins. You both did a fantastic work. Let us discuss the answers and confirm them together.



Teacher: Let us have a huge round of applause for the winning team. You did an amazing work and I am so proud of all the effort and teamwork you put in today.

Teacher: We have already practised the questions during the quiz. It is time to write them in the book Everyone please mark your answers in Exercise A.



Teacher: Let us now move on to Exercise B. In your notebooks, write the number names and the expanded forms for the following numbers. Afterward, you will exchange your books with a partner to check the answers.

Teacher: Moving on to Exercise C, we will compare some numbers. I will divide you into four groups. The first group to finish will earn a smiley.

Teacher: Finally, for Exercise D, I would like you to use the digits 8, 2, 9, 4, 0, 1 and 3 to form the smallest and largest 4-, 5- and 6-digit numbers. Write them in your notebook, then come to the board and share your answers. I will give a smiley for every correct answer.

Teacher: That concludes our session for today. You all did a wonderful work. I hope you had fun while learning.

Book of Project Ideas

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Teacher: We have learned about large numbers today. Now, let us

explore how they are used in real life. Can you think of where we might see large numbers around us?

Chapter 2: Large Numbers

- Browse the internet* to find large
 numbers in real life, such as the length
 of major rivers in India (in km) and the height of
 mountains (in m).
- Arrange the rivers from longest to shortest and the mountains from tallest to shortest on a piece of chart paper with pictures.
 Present your findings to the class.

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Teacher: Yes, we see them when measuring distances, counting money and even in nature, like the length of rivers and the height of mountains.

Teacher: For your homework, I want you to browse the internet or use books to find information about the length of major rivers in India (in km) and the height of mountains (in m).

Teacher: Once you have gathered the information, arrange the rivers from longest to shortest and the mountains from tallest to shortest. Write them neatly on a piece of chart paper and add pictures to make it more interesting.

Teacher: In the next class, you will present your findings. You can be as creative as you like. If you need any help, let me know before you leave.

Teacher: Keep practising what we learnt and I look forward to seeing all of you in the next class. Have a great day ahead.

Differentiated Activities

(Take the questions in quiz format.)

110 km/hr

- What is the place value of 5 in the number 63,584?
 - What is the number name for 74,563?
 - Form the smallest and largest 5-digit numbers using the digits 5, 1, 2, 4 and 8.

80 km/hr

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- What is the place value of 7 in the number 4,365?
- Write the expanded form of 4,293.
- What is the largest 6-digit number you can form with the digits 9, 1, 6 and 5?

40 km/hr



Which number is larger, 4,352 or 5,243?

Expand the number: 5,468

Home Task

Create a project by browse the internet to find large numbers in real life, such as the length of major rivers in India (in km) and the height of mountains (in m). Arrange the rivers from longest to shortest and the mountains from tallest to shortest on a piece of chart paper with pictures. Present your findings to the class.

Bring a piece of gift wrapping paper or newspaper, glue, a ruler, a pencil and two ribbons or strings for handles for the Creating Better activity. If possible, bring decorative items like stickers or colours for your paper bag activity in the next class.

Period 8

Teacher: Good morning, everyone. How are you?

Teacher: Let us discuss the project was given to you yesterday. Who would like to start?



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

Teacher: Let us begin with Exercise E, rounding numbers to the nearest 10. Everybody please open page 21 in the Main Course Book







Teacher: I will divide you into groups of three students each. Each aroup will round off the following numbers to the nearest 10. Afterward, you can cross-check your answers with each other. Remember, when you round off to the nearest 10, look at the digit in the ones place. If it is 5 or more, round up. If it is less than 5, round down.

Teacher: Let us see if you have done it correctly or there is any doubts?

(Show the answer on screen or board.)

Teacher: Next, we will round off the numbers to the nearest 100 in Exercise F. Write the answer in your notebook. Follow the same rules.

Teacher: Work in your groups, round off these numbers to the nearest 100 and then cross-check with each other.

(After completion of the activity show the answer on screen or board.)

Teacher: Now, let us move on to Exercise G. I will ask you to come to the board and rearrange these numbers in ascending order. Who will be the first to volunteer?

Teacher: Welldone. Please check, Is he/she has done correctly?

Teacher: Yes, the correct ans is 1,55,808, 2,54,685, 3,56,745, 5,34,675

Teacher: Let us solve the next Exercise I. Write roman numerals for the following Hindu-Arabic numerals. Write the answers in your notebook.

Teacher: Once you are done, exchange your books with your partner to check each other's answers. I will come around to help you if needed.

(After completion of the activity show the answer on screen or board.).

Creating better

(Guide the students to complete the activity with the reference of steps given on page 21 in the book.)

🛞 Creating better

- Make a Paper Bag
- Take a piece of aift wrapping paper.
- · Fold the bottom edge of the paper, as shown
- Draw a line in the centre with a ruler and pencil. Fold the left and right sides inwards to meet in the middle and overlap. Glue where the sides overlap and press them down.
- · Fold the bottom edge and make a crease
- Open the bottom and shape it into a rectangle
- Fold the left and right sides of the bottom down and paste them as show
- Ask an adult to help you make four holes for handles. Cut two pieces of ribbon. Tie the ribbons through the holes to make handles.
- Decorate your baa as you like!

You have a beautiful paper baa! Make sure to use paper or cloth bags instead of polythene bags to save natu



Thinking better



Teacher: Let us revisit Roman numerals and solve a little puzzle. I will give you

two tricky problems and your task is to fill in the blanks with the correct Roman numerals. Are you ready?

Thinking better		21st CS HOTS
Think and write the answer in you	r notebook.	
Solve and find the missing Roma	n numerals.	\frown
1. CCXV + = CDL	2. CCCXCVIII – CXXIX=	_ (22)

Teacher: Open page 22 in your course book. Answer the activity given in 'Thinking better.'

Teacher: We have finished the Roman numerals, let us move on to the next activities.

You may show the HOTS given on digital platform.

Choosing better

Teacher: Before we end the session, let us have a quick discussion on an important topic.

Choosing better	LSV
During lunch break, Ritu and Karan see their new classmate Aman being teased by older students. What should they do?	some
Keep eating and ignore what is happening.	
Tell a teacher about what is happening and ask for help.	(22)

Imagine this situation: During lunch break, Ritu and Karan see their new classmate Aman being teased by some older students. What should they do?

Option 1: Keep eating and ignore what is happening.

Option 2: Tell a teacher about what is happening and ask for help.

Teacher: What do you think Ritu and Karan should do?

(Encourage the students to participate in discussion. Take all the relevant responses.)

Teacher: That is right. Ignoring the situation is not the right thing to do. If we see someone being teased or bullied, it is important to help them by informing a teacher or an adult. This way, we can make sure everyone feels safe and supported.

Teacher: Everyone, please open page 22 in your book. Look at the question carefully and mark the correct option.

Revising better

Teacher: Everyone please open you 'Little book'.

Di tra	
Revising better	DBL E
Write your birthday and your family's birthdays in Roman numeral	s in your
Little Book.	1 22

Teacher: Write your birthday and your family's birthdays in Roman numerals in your Little Book.

Teacher: Let us have a huge round of applause for everyone. You all did an excellent work today. Keep up



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ArtI 21st CS

the great work and I look forward to our next class. Keep learning and growing.

Differentiated Activities

110 km/hr

Create a 6-digit number using the digits 1, 5, 8, 2, 7, 9 create a 6-digit number using the digits 1, 5, 8, 2, 7, 9

80 km/hr

Create a 6-digit number using the digits 1, 5, 8, 2, 7, 9 and write it in words and expanded form, according to Indian and international place value system.

40 km/hr



Write a 4-digit number using the digits 5, 3, 1, 8 and represent it on the abacus.

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Home Task

Solve Exercise H and I given on page 21 in Main Course. Write the answers neatly in your notebook.

Period 9

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

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Т	heme 1: How Do We Live?	Worksheet 1
2	. Large Numbers	
A. Wri	te the number names for the following nun	nerals.
1. 2,3	87	
2. 15,	638	
3. 54,	453	
4. 76,	239	
5. 1,8	8,285	
B. Wri	te the successors for the following number	s.
1. 4,5	23	
2. 8,5	62	
3. 12,	783	
4. 34,	826	
5. 5,7	6,245	
C. Fin	d the place value of 4 in the following num	nerals.
1. 4,2	76	
2. 6,3	45	
3. 27,	224	
4. 34,	067	
5. 4,2	8,652	16

Teacher: Let us begin the class with a quick activity. I would like each of you to tell me how you are feeling

today in one word. Are you feeling energetic, happy, excited or maybe a little sleepy?

Teacher: Great. Now, let us move ahead with today's lesson. We will be working on worksheets to check our



understanding of numbers, place values successors etc.

Teacher: Please open your workbook on page 16 and we will begin with Part A of the Worksheet 1. Write the number names for the following numerals.

(Similarly do the other parts of the worksheet.)

Teacher: Now that you have completed the worksheet, let us review the answers together.

Teacher: Please exchange your notebooks with your friend and check each other's answers.

(Guide students as required. Show the answers on board. Discuss the problematic part with students.)

Worksheet 2

Teacher: Let us move to the next worksheet. This will help us practise

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more on the concepts we have been learning.

	(Worksheet 2
A. Write the place va	number names for the following numerals as per the International lue system.
1. 64,813	
2. 57,297	
3. 341,747	
4. 573,974	
5. 486,083	
 B. Round of 1. 48,265 20.572 	the following numbers to nearest 100.
2. 82,572	
3. 5,82,757	
4. 8,63,603	
5. 6,80,460	
C. Write the digit, in a	following numbers in expanded forms, starting from the smallest scending order.
1. 5,678	
2. 45,763	
3. 65,258	
4. 3,45,875	
5. 5,27,954	(17
acher: F	
ngo 17 in	vour Workbook Wo will

(Guide the students to complete the worksheet 2 in similar manner.)

(💷) You may show the **Slideshow** given on digital platform.



Book of Holistic Teaching

(Refer to the Book of Holistic Teaching, page 10 and 11 under the title 'Large



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



Practise the concepts discussed in this chapter.

Teacher: Let us complete our KWL chart.

exercise.

Teacher: Well done, everyone. You have all worked very

hard today. To end the session, let us take a few moments

to calm our minds and bodies with a short calming

Teacher: Sit comfortably in your seat, close your eyes and take a deep breath in. Hold it for a few seconds and slowly

exhale. Let's do this three times to help us relax.

Learning Outcomes

The students will:

Domain	Developmental Area
Physical Development	 arrange number cards and write numbers in expanded form to demonstrate understanding of place values.
Socio-Emotional and	 participate in group activities, explaining and justifying their reasoning while
Ethical Development	collaborating with peers.
Cognitive	 correctly compare order and round off large numbers, demonstrating logical
Development	reasoning and problem-solving skills.
Language and Literacy	 use mathematical vocabulary such as place value, expanded form, estimation and
Development	rounding while explaining their work.
Aesthetic and Cultural	 create visual representations of large numbers and patterns using number games,
Development	charts and interactive models.
Positive Learning	 complete structured exercises independently, check their work for accuracy and
Habits	apply number concepts in daily situations.

Starry Knights

Did you enjoy the activities using numbers with the students?

Give yourself a STAR for being so organised.

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