Lesson-11: Time

10 Periods (40 minutes each)

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

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

Confirming better: My work is neat and organised.

Curricular Goals and Objectives (NCF)

To enable the students:

- to understand the concept of time and its importance in daily life.
- to recognise and read time in both 12-hour and 24-hour formats.
- to calculate the duration of time between different activities.
- to learn to convert time between hours, minutes and seconds.
- to understand and use calendars to track days, weeks, months and years.
- to calculate time durations in days, months and years
- to apply time-related concepts to real-life situations.
- to make a Season Clock to understand the passage of time across seasons.
- to develop time management skills for better planning and organisation.
- to integrate knowledge of time with other subjects such as English and Science to solve practical problems.

Methodology

Learn Better (Main Coursebook)

Period 1

Confirming better

MUST DO

10 MIN.

Teacher (with a smile): Good morning/afternoon, everyone. How are you all?

Students: We are good/fine.

Teacher: Before we dive into today's lesson, let us start with a quick activity to help us focus and get ready. Repeat after me: My work is neat and organised.

Teacher: Now, I want you to take a moment and think about what we already know about Time. Are you ready?

Students: Yes, teacher.

Teacher: Great. Let us start with the activity called the KWL Chart.

Teacher: KWL stands for What I Already Know, What I Want To Know and What I Have Learnt. It helps us organise our thoughts and set goals for our learning.

K	W	L

Teacher: Let us begin with the K section—What I Know. Think about what you already know about this lesson's concepts, such as units of time and calendar.

Teacher: Now, let us move to the W section—What You Want to Know. For example, you could say, about changing the formats of time, time duration. What are your questions?

(Encourage students to share their ideas. Record responses on the chart.)

Teacher: We will complete the 'What You Have Learnt' section after the end of the lesson.

Re-KAP

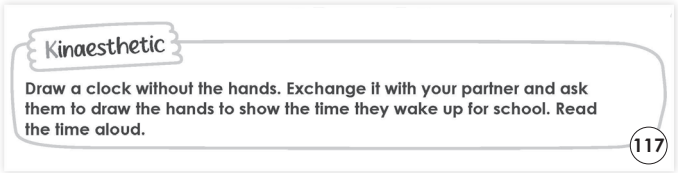
Teacher: Today, we are going to do some fun activities to practise our skills with time. Let us begin.

MUST DO

10 MIN.

Kinaesthetic

Teacher: (Use **CRM signs** to settle the class) Today, we will do a fun activity with clocks. Take out your notebook and turn to a fresh page. Draw a big clock face. But you will only draw the numbers, not the hands.
(Students draw the clock face in their notebooks.)



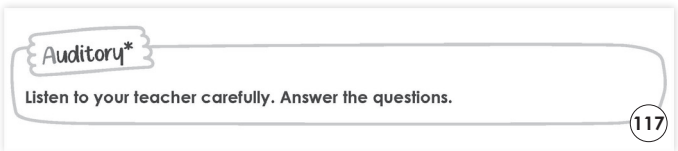
Teacher: Well done. Now, exchange your notebook with your partner. Your partner will now draw the clock hands to show the time they wake up for school. Take your time and place the hands carefully.
(Students exchange notebooks and draw the clock hands.)
Teacher: That was great. Now, read the time aloud.
(Every student talks about their wake-up time.)
Teacher: Did anyone find out that they wake up at the same time as their partner?
(Students respond.)
Teacher: Excellent work, everyone.

Auditory

Teacher: Now, let us give our bodies a rest and use our ears. I will read a short text to check your prior understanding of time. Listen carefully as you will answer a question later.

MUST DO
10 MIN.

(Read the listening text on page 168 from Chapter 11.)

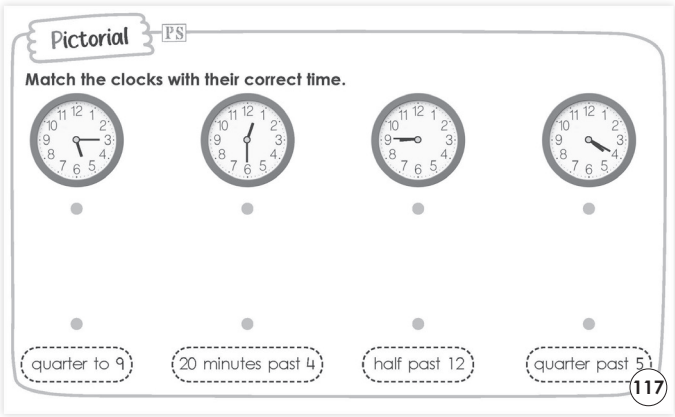


Teacher: I hope you all listened to the text carefully. Now it is time to answer a question. You may use your notebook to solve the question.
(Read the question after the listening text on page 168. Let the students respond. You may add a few more questions of your own.)

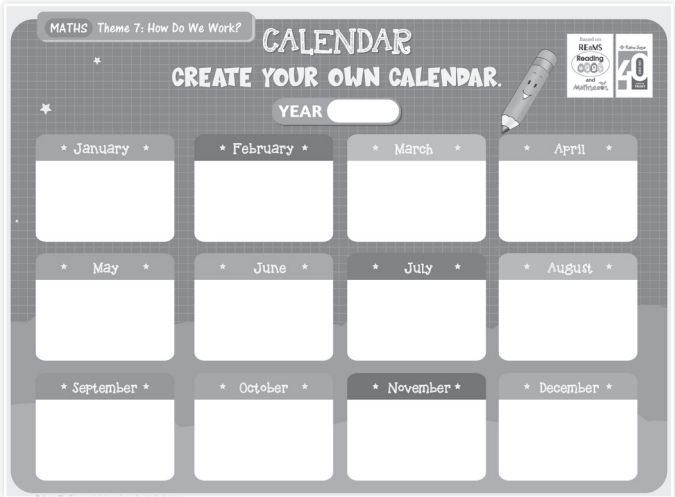
Pictorial

Teacher: Before we start today's lesson, let us do a quick activity to check how well we can read clocks. Look at the worksheet in front of you. It has four clocks, each showing a different time. Below the clocks, you can see four time labels. Your task is to match each clock to the correct time.

MUST DO
10 MIN.



(Students look at the worksheet and begin matching the clocks with the given times.)
(In the meantime, paste the poster on the wall for Theme 7: Calendar.)



Teacher: Now, let us check your answers. Look at the first clock. What time does it show?
Students: Quarter past 5.
Teacher: Good. Now, look at the second clock. What time does it show?
Students: Half past 12.
Teacher: Well done. Let us check the third and fourth clocks in the same way.
(Students take turns sharing their answers.)
Teacher: Excellent work. You have matched all the clocks correctly.

Differentiated Activities

110 km/hr

Ask the students to write about their daily routine, mentioning at least five different activities and the time they do them. Tell them to illustrate clocks showing these times and write the time in words next to each clock.

80 km/hr

Ask the students to draw three clocks showing different times and write the time in words.

40 km/hr

Tell a time (e.g., 10:30) to the students and ask them to write down the time that will be reflected an hour later and one hour earlier.

Home Task

Observe the clocks in your home. Find two different types of clocks (analogue, digital or wall clocks) and note how they display time differently. Write two sentences about what you observed in your notebook.

Period 2

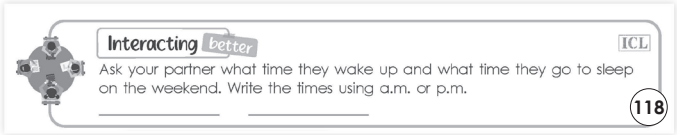
Interacting better

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

MUST DO

15 MIN.

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



Teacher: For our next activity, let us quickly understand the difference between a.m. and p.m.

(Write on the board: 'a.m. – Midnight to Noon' and 'p.m. – Noon to Midnight'.)

Teacher: a.m. is used for times between midnight (12:00 a.m.) and noon (11:59 a.m.), including the early morning and late morning hours.

Teacher: p.m. is used for times between noon (12:00 p.m.) and midnight (11:59 p.m.), including the afternoon, evening and night.

Teacher: Can anyone tell me when a.m. changes to p.m.?

Students: 12:00 noon.

Teacher: That is correct. At 12:00 noon, a.m. changes to p.m. and the afternoon begins. Now, what happens at 12:00 midnight?

Students: p.m. changes back to a.m.

Teacher: Well done. That is when a new day starts. Now, let us do an activity to practise asking and writing times correctly.

Teacher: You will pair up with your partner. One of you will ask, 'What time do you wake up?' and write your partner's answer using a.m. Then, ask, 'What time do you go to sleep?' and write their answer using p.m. Then, switch roles. Make sure to write down your partner's answers correctly using a.m. or p.m.

(Let the students interact, asking and writing responses. Move around to observe and assist.)

Teacher: Once you have both asked and answered, check each other's work. Make sure that morning times are written with a.m. and afternoon, evening or night times are written with p.m.

(After students complete the activity, lead a short discussion.)

Teacher: Who would like to share what time their partner wakes up and goes to sleep?

(Let the students respond.)

Teacher: Great. Now, let us review. If someone wakes up at 7:00 in the morning, how should we write it?

Students: 7:00 a.m.

Teacher: Good. And if someone goes to sleep at 9:30 at night, how should we write it?

Students: 9:30 p.m.

Teacher: Excellent. Remember, p.m. includes both afternoon and night and a.m. is from m[illegible]oon.

SHOULD DO

10 MIN.

Teacher: Today, we will read a story about Maria. Let us look at the pictures and see what is happening.

Teacher: What do you see in the first picture?

Students: Maria woke up late. Her dad came to the room to wake her up. (Accept all relevant responses)

Teacher: Yes. Maria's father is waking her up because she is late for school. Look at the clock. What time is it?

Students: 4.30 a.m.

Teacher: Good observation. What do you think happened?

Students: It is broken. That is why she is late.

Teacher: Now, let us look at the second picture. What is Maria doing?

Students: She is eating breakfast.

Teacher: That is right. Her mother is telling her to eat quickly because she needs to be on time. And what is her father saying?

Students: The school bus has already left, so he will drop her off at the school.

Teacher: Good thinking. So, in this story, Maria wakes up late, quickly gets ready, eats her breakfast and goes to school with her father. Now, let us read and find out how everything happens.

(Read and explain the story on Page 118.)

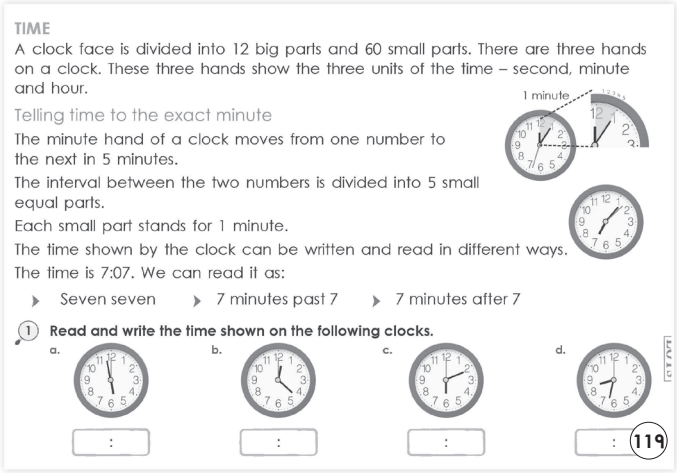
You may show **Animation** from the digital platform.

Teacher: Today, we will learn how to read time on a clock in more detail. Can you tell me how many numbers we see on a clock?

SHOULD DO 10 MIN.

Students: 12.

Teacher: Exactly. A clock has three hands – the second hand, the minute hand and the hour hand. The clock is divided into 12 big parts and 60 small parts. Each small part between the numbers on the clock stands for 1 minute. Let us read more about Time and focus on reading the time to the exact minute.



TIME

A clock face is divided into 12 big parts and 60 small parts. There are three hands on a clock. These three hands show the three units of the time – second, minute and hour.

Telling time to the exact minute

The minute hand of a clock moves from one number to the next in 5 minutes.

The interval between the two numbers is divided into 5 small equal parts.

Each small part stands for 1 minute.

The time shown by the clock can be written and read in different ways.

The time is 7:07. We can read it as:

- Seven seven
- 7 minutes past 7
- 7 minutes after 7

1 Read and write the time shown on the following clocks.

a. b. c. d.

119

(Tell the students to open page 119. Read and explain Time.)

Teacher: Let us read the time shown on different clocks and practise writing them in different ways. Take the example of 5:15. It can be written in three different ways:

- Five fifteen
- 15 minutes past 5
- 15 minutes past 5

Teacher: Let us solve question 1. Read and write the time shown on the clocks

(Guide the students to solve question 1 on page 119.)

Laughing better

Teacher: Alright, class. You've been doing an amazing job with your lesson so far. Now, let us take a fun little break from all the hard work and enjoy a joke from our friends, Elphy and Roli.

SHOULD DO 5 MIN.

Teacher: Let us read what they said.

(Read Laughing better to the students on page 119.)

Differentiated Activities

110 km/hr

Calculate the total number of hours between different activities in your timetable. For example, if you are up at 6:30 and sleep at 10:00, you will calculate the number of hours you are awake.

80 km/hr

Observe the set of activities with incomplete times (e.g., 9:00 - _____ starts, __:00 - Lunch). Students will complete the times by filling in the gaps appropriately. They will also describe which activities happen in the morning or afternoon.

40 km/hr

Observe the set of simple times (e.g., 6:12, 3:20, 8:00, 7:30). Write the times in three different ways.

Home Task

Create a timetable for a typical day. Include at least 10 activities (e.g., waking up, school, lunch, sports, studying, bedtime). Write each time in three different ways that you learnt in class.

Period 3

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

Students: We are good/fine.

Teacher: In our previous class, we learnt how to write or tell about time to the exact minute in three different ways. We will discuss more about time today. Can you tell me how many hours are there in a day?

SHOULD DO 20 MIN.

Students: 24 hours.

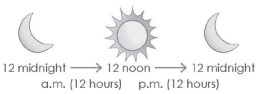
Teacher: Well done. But in a clock, we only see 12 numbers. So, we divide the 24 hours into two segments. The first segment is divided from 12 midnight to 11:59 in the morning. We use a.m. (ante meridiem) for this time. The second segment is divided from 12 noon to 11:59 at night. We use p.m. (post meridiem) for this time. Let us read further about it.

(Read 12-hour clock and 24-hour clock on page 119 and explain the image. Then explain how to change 12-hour clock time to 24-hour clock time and 24-hour clock time to 12-hour on page 120.)

12-HOUR CLOCK AND 24-HOUR CLOCK (ONLY FOR DIGITAL CLOCKS)

12-Hour clock

There are 24 hours in a day. In a 12-hour clock format, we divide the 24 hours into two segments.



The first time segment is divided from 12 midnight to 11:59 in the morning. We use a.m. (ante meridiem) for this time. For example, 8:15 in the morning is represented as 8:15 a.m.

The second segment is divided from 12 noon to 11:59 at night. We use p.m. (post meridiem) for this time. For example, 5:50 in the evening is represented as 5:50 p.m.

24-Hour clock

Time can also be expressed in the 24-hour clock format. It does not require the use of a.m. or p.m. In this format,

The time from 0000 to 1159 represents the period from midnight to just before noon.

The time from 1200 to 2359 represents the period from noon to just before midnight.

119

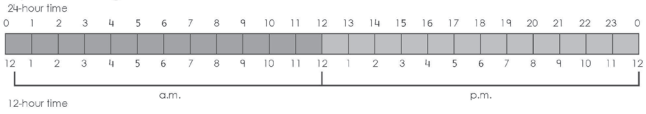
Teacher: Now that you know how to change the 24-hour and 12-hour formats, let us solve a few questions. Are you ready?

Students: Yes, teacher.

You may show the **Explainer Video** from the digital platform.

The 24-hour clock always uses four digits to tell the time. The first two digits show the hours and the last two show the minutes.

The relation between the time expressed using a.m. and p.m. and the time expressed using the 24-hour clock is shown below.



Changing 12-hour clock time to 24-hour clock time

If the time is between

- 1:00 a.m. and 12:59 p.m., there will be no change in figures. Remove the a.m./p.m. and write hours after the given time.
- 1:00 p.m. and 11:59 p.m., add 12 hours to the given time.
- 12 midnight and 12:59 a.m., subtract 12 hours from the given time.

Example 1: Change to 24-hour clock time.

a. 3:20 a.m. b. 7:40 p.m. c. 12:20 a.m.

a. 3:20 a.m. → 0320 hours b. 7:40 p.m. → 7:40 + 12:00 → 1940 hours

c. 12:20 a.m. → 12:20 – 12:00 → 0020 hours

Changing 24-hour clock time to 12-hour clock time

If the time is between

- 0000 and 0059 hours, add 12 hours and write a.m.
- 0100 and 1159 hours, there will be no change in figures. Just write a.m. after the given time.
- 1200 and 1259 hours, there will be no change in figures. Write p.m. after the given time.
- 1300 and 2359 hours, subtract 12 hours and write p.m.

Example 2: Change to 12-hour clock time.

a. 0034 hours b. 0640 hours c. 1225 hours

a. 0034 hours → 00:34 + 12:00 → 12:34 a.m.

b. 0640 hours → 6:40 a.m. c. 1225 hours →12:25 p.m.

2 **Convert the given time in the 24-hour clock format. Write the answers in your notebook.**

a. 11:05 a.m. b. 12:00 p.m. c. 7:42 p.m. d. 7:30 p.m.

3 **Convert the given time in the 12-hour clock format. Write the answers in your notebook.**

a. 0735 hours b. 2120 hours c. 1515 hours d. 0024 hours

120

(Guide the students to solve questions 2 and 3 on page 120.)

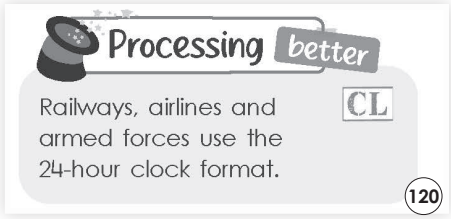
Processing better

Teacher: Now, let us move on to something new. We are going to learn about the 24-hour clock format, which is used by railways, airlines and the armed forces.

SHOULD DO

5 MIN.

Teacher: Unlike the 12-hour clock format that we use every day, the 24-hour clock format runs from 00:00 (midnight) to 23:59. This is useful for keeping track of time more precisely, especially in schedules like train departures, flight times and military operations.



Teacher: Let us take a look at how times are written in the 24-hour format and how we can use this knowledge in our daily lives.

Teacher: Does anyone know why the 24-hour clock format might be important for trains or planes?

Students: It helps avoid confusion between morning and evening times. (Accept all relevant responses)

Teacher: Exactly. The 24-hour format makes it clear whether the time is during the day or at night.

(Read and explain the section Processing better on page 120.)

Teacher: Next, we will read about the conversion of units of time on page 121. You will learn how to convert hours into minutes, minutes into hours, minutes into seconds and seconds into minutes. By understanding these conversions, you will be able to easily manage and calculate different units of time.

MUST DO

15 MIN.

CONVERSION OF UNITS OF TIME

Time is measured in seconds, minutes and hours. Bigger units of time are days, weeks, months and years.

1 minute = 60 seconds 1 hour = 60 minutes 1 day = 24 hours

Hours into minutes

To convert hours into minutes, multiply the number of hours by 60.

Example 3: Convert 3 hours 40 minutes into minutes.

3 hours 40 minutes = 3 × 60 minutes + 40 minutes = 180 minutes + 40 minutes
= 220 minutes

Minutes into hours

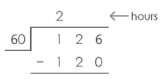
To convert minutes into hours, divide the number of minutes by 60.

Example 4: Jas takes 126 minutes to complete his Maths homework. How many hours and minutes does he take to complete his homework?

126 minutes = 126 ÷ 60 hours

126 divided by 60 gives quotient 2 and remainder 6.

So, 126 minutes = 2 hours 6 minutes.



Minutes into seconds

To convert minutes into seconds, multiply the number of minutes by 60.

Example 5: Lina covers 500 m distance in 3 minutes. How many seconds does she take to cover 500 m?

1 minute = 60 seconds

3 minutes = 3 × 60 seconds= 180 seconds

So, Lina takes 180 seconds to cover 500 m.

Seconds into minutes

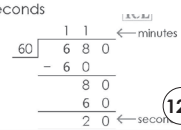
To convert seconds into minutes, divide the number of seconds by 60.

Example 6: Convert 680 seconds into minutes.

680 seconds = 680 ÷ 60 minutes

680 divided by 60 gives quotient 11 and remainder 20.

So, 680 seconds = 11 minutes 20 seconds.



121

Teacher: Let me ask you some questions before we start. Can anyone tell me how many minutes are there in an hour?

Students: 60.

Teacher: Correct. Now, tell me how many seconds are there in a minute?

Students: 60.

Teacher: Exactly. We already know the units of time. Let us learn further how to convert the units of time.

You may show **Learn Better** (**ebook**) from the digital platform.

You may show **Dictionary** from the digital platform.

Differentiated Activities

110 km/hr

You are planning a trip that involves a 7-hour 45-minute flight. Convert the total flight time into minutes. How many seconds is that in total? If you are taking a round-trip flight, what is the total duration for both flights?

80 km/hr

You are planning a one-day trip. The first activity is breakfast at 8:00 a.m., lasting 45 minutes. Convert 45 minutes into seconds. If you then have a 30-minute activity, how many total minutes do you have planned so far for the morning? How many hours is this in total?

40 km/hr

A bus leaves at 9:15 a.m. and arrives at 11:45 a.m. How many minutes is the bus journey? Convert this time into hours and minutes.

Home Task

Convert the following times into different units. Write the answers in your notebook.

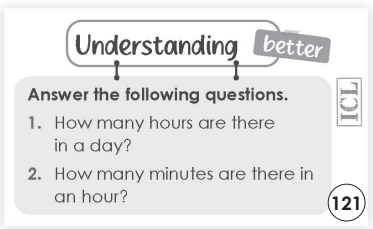
1. 4 hours into minutes
2. 120 minutes into hours.
3. 15 minutes into seconds.
4. 500 seconds into minutes.

Period 4

Teacher: (Use **CRM signs** to settle the class) Good morning/ afternoon, students. How are you all feeling today?

Students: We are good/fine.

Understanding better



Teacher: Alright, students. In our last class, we learnt to convert units of time. Based on your understanding, you will now answer the questions under the Understanding better section on page 121. I know you all would be able to answer both questions correctly. Are you ready?

SHOULD DO
5 MIN.

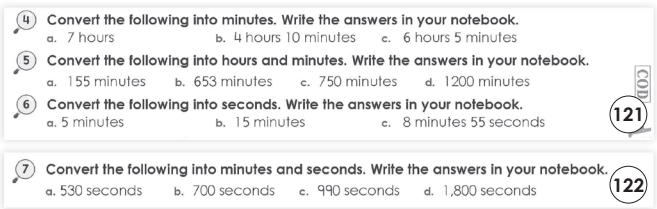
Students: Yes, teacher.

(Read the questions under the Understanding better section on page 121 and let the students answer.)

Teacher: Well done. Let us now answer the questions 4, 5, 6 on page 121 and 7 on page 122. These questions will also check your understanding of 'conversion of units of time'. Are you all ready?

MUST DO
10 MIN.

Students: Yes, teacher.



(Let the students read and answer questions 4 to 7 on pages 121 and 122. Tell the students to solve the questions in their notebooks.)

You may show **HOTS** from the digital platform.

Teacher: Let us quickly get our minds ready for today's lesson. I am going to say a number of days and you will tell me how many weeks or months that would be. Are you ready?

MUST DO
15 MIN.

Students: Yes, teacher.

Teacher: If I say 7 days, how many weeks is that?

Students: 1 week.

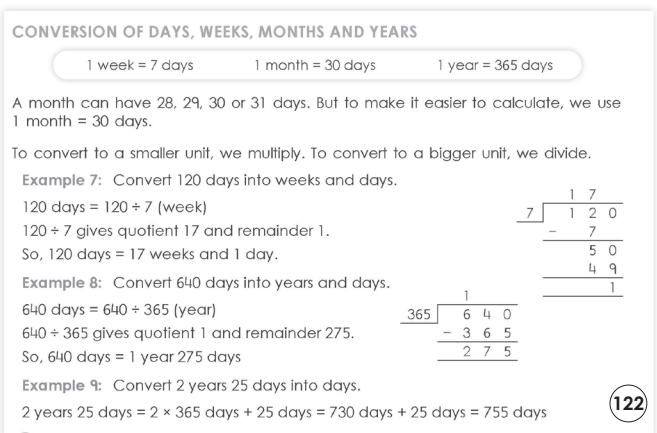
Teacher: That is correct. How many months is 30 days?

Students: 1 month.

Teacher: Now, if I say 365 days, how many years is that?

Students: 1 year.

Teacher: Well done. Let us understand how to convert days into weeks, months and years.

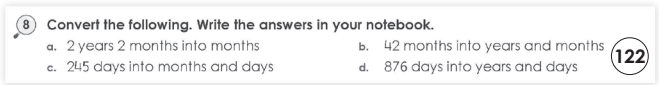


(Read and explain the Conversion of Days, Weeks, Months and Years on page 122.)

Teacher: Alright, class. Now that we have learnt how to convert days, weeks, months and years, it is time to check your understanding with a little practise. Are you ready?

COULD DO
10 MIN.

Students: Yes, teacher.


8 **Convert the following. Write the answers in your notebook.**
a. 2 years 2 months into months
b. 42 months into years and months
c. 245 days into months and days
d. 876 days into years and days
122

Teacher: Great. There are some conversion problems for you to solve on page 122. These will help you apply what you have learnt so far. Write down the answers in your notebooks and we will review them together once you are done.

Teacher: Let us get started.

(Let the students read and answer questions on page 122.)

(You may show **Animated Activities** from the digital platform.)

Differentiated Activities

110 km/hr

Imagine you are planning a trip. You have 1 year and 4 months to prepare. How many months do you have in total?

80 km/hr

If it takes 15 days for a flower to bloom, how many weeks does it take?

40 km/hr

- Convert 12 months into years and months.
- Convert 150 days into months and days.

Home Task

Point at the Theme 7 poster and ask the students to create a similar calendar at home and write the highlights for every month. They can mention the important events that happened in the months that have passed and important events for upcoming months.

Period 5

Teacher: (Use **CRM signs** to settle the class) Good morning/afternoon, students. How are you all feeling today?

MUST DO
15 MIN.

Students: We are good/fine.

Teacher: Alright. In our previous classes, we learnt about the conversion of units of time and the conversion of days, weeks, months, years. Let us try a Time Conversion Challenge. I will give you a word problem and you need to solve it in your notebooks. Are you ready?

Students: Yes, teacher.

Teacher: I have 3 months of vacation. How many weeks is that?

(Let the students solve the question in their notebooks.)

Teacher: Well done. 3 months is 12 weeks.

Teacher: Next, if I work for 4 years, how many days do I work if we consider each year has 365 days?

(Let the students solve the question in their notebooks.)

Teacher: Great. 4 years is 1,460 days.

Teacher: In today's class, we will learn to add and subtract time. Let us begin with an example. I will give you a few scenarios and we will calculate the total time or subtract time. Are you ready?

Students: Yes, teacher.

Teacher: Let us start with the first one:

Riya took 2 hours 45 minutes to finish her homework in the morning and 3 hours 30 minutes in the afternoon. How much time did she spend in total?'

(Give students time to solve.)

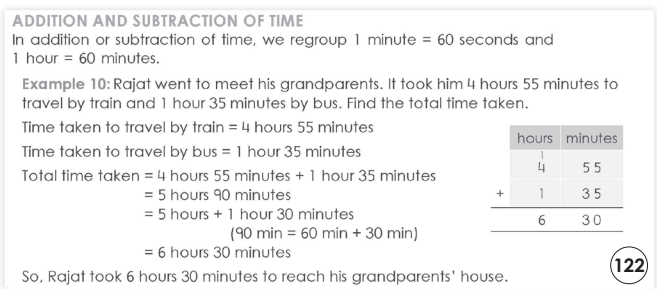
Teacher: We have 2 hours 45 minutes and 3 hours 30 minutes. Add the minutes first. 45 minutes + 30 minutes = 75 minutes, which is 1 hour and 15 minutes. Now, add the hours: 2 hours + 3 hours = 5 hours. So, the total time is 5 hours 75 minutes, which is 6 hours 15 minutes when we convert the 75 minutes into an hour and 15 minutes.

Teacher: Now, let us move on to the next one:

Anya took 4 hours and 30 minutes to clean the house. She spent 1 hour and 45 minutes organizing her room. How much time did she spend on other tasks?

(Give students time to solve.)

Teacher: Well done. Let us now read more about the Addition and Subtraction of Time on pages 122 and 123.


ADDITION AND SUBTRACTION OF TIME

In addition or subtraction of time, we regroup 1 minute = 60 seconds and 1 hour = 60 minutes.

Example 10: Rajat went to meet his grandparents. It took him 4 hours 55 minutes to travel by train and 1 hour 35 minutes by bus. Find the total time taken.

Time taken to travel by train = 4 hours 55 minutes

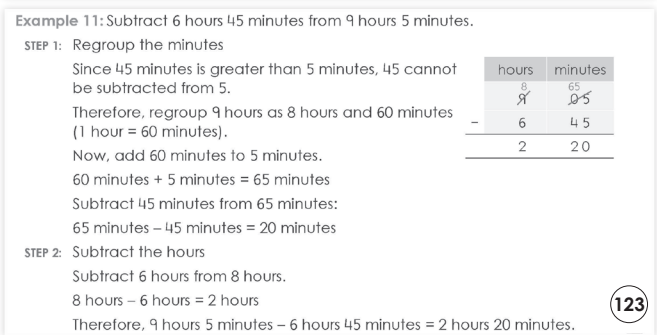
Time taken to travel by bus = 1 hour 35 minutes

Total time taken = 4 hours 55 minutes + 1 hour 35 minutes
= 5 hours 90 minutes
= 5 hours + 1 hour 30 minutes
(90 min = 60 min + 30 min)
= 6 hours 30 minutes

	hours	minutes
	1 4	5 5
+	1	3 5
	6	3 0

So, Rajat took 6 hours 30 minutes to reach his grandparents' house.

122


Example 11: Subtract 6 hours 45 minutes from 9 hours 5 minutes.

STEP 1: Regroup the minutes

Since 45 minutes is greater than 5 minutes, 45 cannot be subtracted from 5.

Therefore, regroup 9 hours as 8 hours and 60 minutes (1 hour = 60 minutes).

Now, add 60 minutes to 5 minutes.

60 minutes + 5 minutes = 65 minutes

Subtract 45 minutes from 65 minutes:

65 minutes – 45 minutes = 20 minutes

STEP 2: Subtract the hours

Subtract 6 hours from 8 hours.

8 hours – 6 hours = 2 hours

Therefore, 9 hours 5 minutes – 6 hours 45 minutes = 2 hours 20 minutes.

	hours	minutes
	~~9~~ 8	~~05~~ 65
–	6	4 5
	2	2 0

123

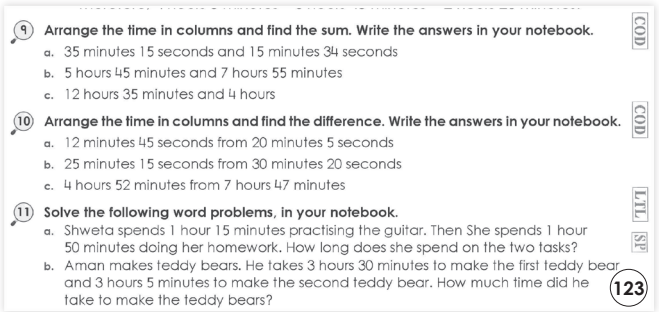
(Read and explain the Addition and Subtraction of Time on page 122. Explain the examples 10 and 11 on pages 122 and 123.)

You may show **I Explain** from the digital platform.

Teacher: Alright, class. Now that you have learnt addition and subtraction of time, let us check your understanding with a little practise. Are you ready?

SHOULD DO 15 MIN.

Students: Yes, teacher.



9 **Arrange the time in columns and find the sum. Write the answers in your notebook.**
a. 35 minutes 15 seconds and 15 minutes 34 seconds
b. 5 hours 45 minutes and 7 hours 55 minutes
c. 12 hours 35 minutes and 4 hours

10 **Arrange the time in columns and find the difference. Write the answers in your notebook.**
a. 12 minutes 45 seconds from 20 minutes 5 seconds
b. 25 minutes 15 seconds from 30 minutes 20 seconds
c. 4 hours 52 minutes from 7 hours 47 minutes

11 **Solve the following word problems, in your notebook.**
a. Shweta spends 1 hour 15 minutes practising the guitar. Then She spends 1 hour 50 minutes doing her homework. How long does she spend on the two tasks?
b. Aman makes teddy bears. He takes 3 hours 30 minutes to make the first teddy bear and 3 hours 5 minutes to make the second teddy bear. How much time did he take to make the teddy bears?

123

Teacher: Great. There are some problems on Addition and Subtraction of Time for you to solve on page 123. These will help you apply what you have learnt so far. Write down the answers in your notebooks and we will review them together once you are done.

Teacher: Let us get started.

(Let the students read and answer questions 9 to 11 on page 123. Tell the students to solve the questions in their notebooks.)

Teacher: Now, let us do a fun activity. I want you to close your eyes for a moment and imagine you are going on a holiday. Think about the time you wake up, the time you eat and the time you come back home.

MUST DO 10 MIN.

Teacher: Now, open your eyes. Tell me, what is the first thing you do when you wake up in the morning?

Students: Brush our teeth. (Accept all relevant responses)

Teacher: Great. And what time do you usually wake up?

Students: At 7 a.m. (Accept all relevant responses)

Teacher: Perfect. Now, what do we do next after waking up?

Students: Eat breakfast. (Accept all relevant responses)

Teacher: Wonderful. Can you guess how long it takes from waking up to eating breakfast?

(Accept all relevant responses)

Teacher: Excellent. Now, let us do something fun. I will name different activities and you guess how long each activity takes. Ready?

Students: Yes, teacher.

Teacher: First, you wake up and brush your teeth. How long do you think that takes?

Students: 10 minutes. (Accept all relevant responses)

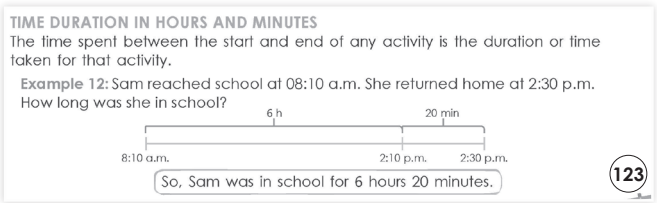
Teacher: Great. Now, you eat breakfast. How long do you think it takes?

Students: 20 minutes. (Accept all relevant responses)

Teacher: Perfect. Now let us add the times. You wake up at 7 a.m., brush your teeth and finish breakfast at 7:30 a.m. How long did that take in total?

Students: 30 minutes. (Accept all relevant responses)

Teacher: Awesome. Today, we are going to learn how to calculate time and find out the total duration of activities. This is called time duration. Let us explore more about it.



TIME DURATION IN HOURS AND MINUTES

The time spent between the start and end of any activity is the duration or time taken for that activity.

Example 12: Sam reached school at 08:10 a.m. She returned home at 2:30 p.m. How long was she in school?

6 h 20 min

8:10 a.m. 2:10 p.m. 2:30 p.m.

So, Sam was in school for 6 hours 20 minutes.

123

(Read and explain Time Duration in hours and minutes on page 123 and explain the example.)

You may show **Infographic** from the digital platform.

Teacher: Fantastic work today, everyone. You have all done an excellent job understanding the concepts we have covered. We have explored Time Duration in hours and minutes today and I hope you are feeling confident about what we have learnt.

Teacher: As we move forward, keep revisiting these concepts. Let us continue this journey of learning together. See you in the next class.

Differentiated Activities

110 km/hr

Solve the following problems:

1. A train leaves the station at 8:15 a.m. and reaches its destination at 11:45 a.m. How long did the train travel?
2. The total time for the trip is 5 hours 50 minutes. After finding the train's travel time, subtract it from the total time to find out how much time was spent at the destination.

80 km/hr

Add the time taken for two activities. How much time was spent in total?

Activity 1: 2 hours 25 minutes

Activity 2: 1 hour 40 minutes

40 km/h

Add the following times:

30 minutes + 1 hour 15 minutes

Home Task

Write down three activities you did today, along with the start and end times for each. Calculate the duration of each activity (in hours and minutes).

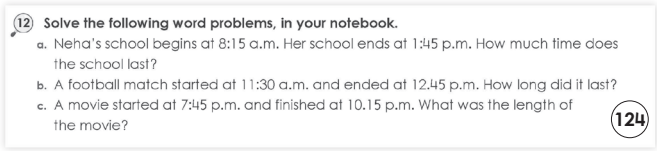
Period 6

Teacher: (Use CRM signs to settle the class) Good morning/afternoon, students. How are you all feeling today?

COULD DO — 5 MIN.

Students: We are good/fine.

Teacher: Alright. In our previous classes, we learnt about the time duration in hours and minutes. Let us check your understanding before proceeding to the next part.



12 Solve the following word problems, in your notebook.

a. Neha's school begins at 8:15 a.m. Her school ends at 1:45 p.m. How much time does the school last?

b. A football match started at 11:30 a.m. and ended at 12.45 p.m. How long did it last?

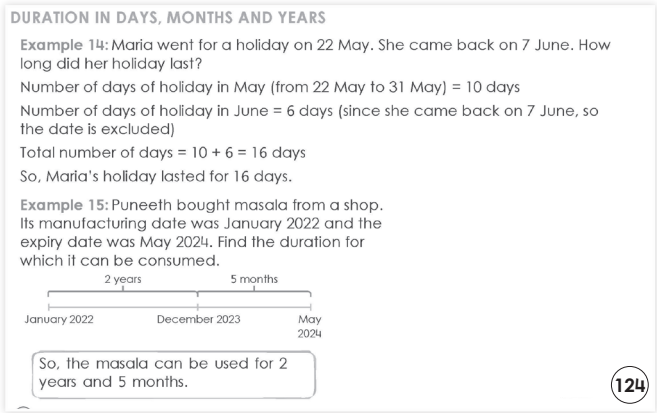
c. A movie started at 7:45 p.m. and finished at 10.15 p.m. What was the length of the movie?

124

(Instruct the students to take out their notebooks and solve question 12 on page 124. Help the students understand the word problems.)

Teacher: Fantastic. Before we start today's lesson, let us recall what we have learnt about days, months and years. Remember when we calculated how many days are in a month and how many months are in a year? Let us see if you can answer a few quick questions. Are you all ready?

SHOULD DO — 10 MIN.



DURATION IN DAYS, MONTHS AND YEARS

Example 14: Maria went for a holiday on 22 May. She came back on 7 June. How long did her holiday last?

Number of days of holiday in May (from 22 May to 31 May) = 10 days

Number of days of holiday in June = 6 days (since she came back on 7 June, so the date is excluded)

Total number of days = 10 + 6 = 16 days

So, Maria's holiday lasted for 16 days.

Example 15: Puneeth bought masala from a shop. Its manufacturing date was January 2022 and the expiry date was May 2024. Find the duration for which it can be consumed.

So, the masala can be used for 2 years and 5 months.

124

Teacher: How many days are in a week?

Students: 7 days.

Teacher: Excellent. Now, how many days are in a month on average?

Students: About 30 days.

Teacher: Great job. And how many days are in a year?

Students: 365 days.

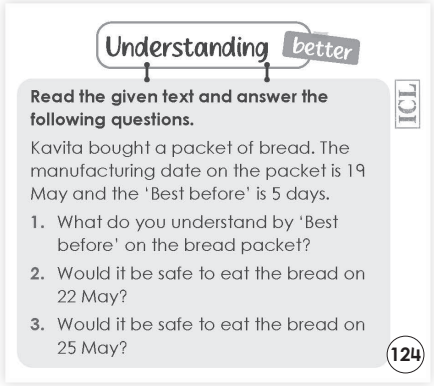
Teacher: Wonderful. Now, let us take this a step further.

(Read and explain examples 14 and 15 on page 124 to the students.)

Understanding better

Teacher: Now, let us move on to the 'Understanding Better' section. In this part, we will look at examples of how we can calculate the duration between two events. It is important because we often need to know how much time has passed between activities, like how long a holiday is or how long something can be used before it expires.

SHOULD DO — 10 MIN.



Understanding better

ICL

Read the given text and answer the following questions.

Kavita bought a packet of bread. The manufacturing date on the packet is 19 May and the 'Best before' is 5 days.

1. What do you understand by 'Best before' on the bread packet?
2. Would it be safe to eat the bread on 22 May?
3. Would it be safe to eat the bread on 25 May?

124

Teacher: We already know how to convert between days, months and years. In this section, we will apply that knowledge to real-life situations, such as finding out how long something lasts or how long it takes for something to happen.

(Read and explain Understanding better on page 124. Guide the students to solve the questions and write them in their notebooks.)

Teacher: Now, let us move to the next part of the lesson, where we will work through some word problems. These problems will help us understand how to calculate durations based on real-life scenarios. You will get a chance to apply what we have learnt about the duration of time in days, months and years.

MUST DO — 10 MIN.

Teacher: Take a moment to read through the word problems carefully. The first one talks about Rahul's trip to Delhi and the second one is about Deepa's adventure tour. The last one asks us to calculate the number of days between two dates. All of these questions require us to count the days between two points in time.

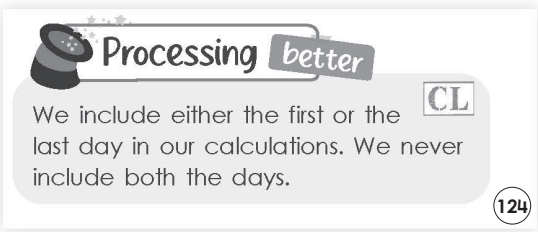
Teacher: Let us solve these together.

(Tell the students to take out their notebooks and solve the word problems in question 13 on page 124.)

Processing better

Teacher: Now, let us take a moment to understand an important concept we need to keep in mind while calculating durations.

SHOULD DO — 5 MIN.



Processing better

CL

We include either the first or the last day in our calculations. We never include both the days.

124

Teacher: When calculating the duration between two dates, remember that we only include either the first or the last day, but not both. This is a common rule when finding out how long something lasts.

Teacher: Let me first give you an example to make this concept clearer.

Teacher: Suppose I want to know how many days Rahul stayed in Delhi. Rahul reached Delhi on 12th March and left on 11th April.

Teacher: According to the rule, we include either the first day, which is 12th March or the last day, which is 11th April, but we do not include both. That means we count the days from 12th March to 11th April, excluding one of those days. Can anyone tell me the total number of days Rahul stayed in Delhi?

Students: 30 days.

Teacher: That is correct. Well done.

(Read and explain Processing better on page 124.)

Teacher: Great job, everyone. You have all done an excellent job understanding the concepts of Time duration, along with duration in days, months and years. We have explored the concepts further today and I hope you are feeling confident about what we have learnt.

Teacher: Keep revisiting these concepts. Let us continue this journey of learning together. See you in the next class.

Differentiated Activities

110 km/hr

Plan a fictional trip with a travel time, a rest time and an activity time. Calculate how long the entire trip will take by adding the travel, rest and activity times together. Convert the total duration into days, hours and minutes. Describe how much free time you would have if your trip lasted 3 days.

80 km/hr

Create your daily schedule using real or imagined activities (e.g., wake-up time, school, playtime, bedtime). Write down the start and end times for each activity. Add the total time spent and see if you can fit all your activities into the day.

40 km/hr

Write a short story about a character who needs to complete a series of tasks within a day. Calculate how long each task will take and check if the character can finish everything before bedtime.

Home Task

Book of Project Ideas

(For project Ideas, please refer to the book of Project Ideas, page 11 under the title 'Time'. This project should be assigned to the students to work on. Ensure that the students understand the project requirements and provide any necessary guidance or materials they might need. Encourage them to explore and learn about birds through this engaging project.)

Track your daily activity.

- On a piece of chart paper, create columns for activities, start, time, end time and duration.
- List activities such as school assembly, lunch break, game period, homework and sleeping.
- Write the start and end times of each activity in the 12-hour format.
- Calculate the duration using the formula: end time – start time.
- Present your daily routine in the classroom.

Example:

Activities	Start time	End time	Duration
School assembly			
Lunch break			
Game period			
Homework			
Sleeping			

Period 7

COULD DO

5 MIN.

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

Students: We are good, teacher.

Teacher: Have you all completed your project? I hope you are ready to present your daily routine.

Students: Yes, teacher.

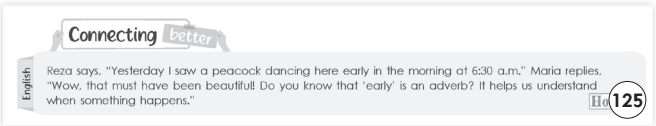
(Allow all the students to present their projects in the class.)

Connecting better

SHOULD DO

5 MIN.

Teacher: Great. Today, we will begin by understanding a simple concept about words that tell us when something happens.


Connecting better

English

Reza says, "Yesterday I saw a peacock dancing here early in the morning at 6:30 a.m." Maria replies, "Wow, that must have been beautiful! Do you know that 'early' is an adverb? It helps us understand when something happens."

125

Teacher: I want you all to think about the word 'early'. Can anyone tell me what it means?

(Let the students respond)

Teacher: 'Early' tells us when something happens. It helps us understand the timing of events. Now, let us look at this conversation between Reza and Maria.

(Read and explain Connecting better on page 125.)

Teacher: Reza says, 'Yesterday I saw a peacock dancing here early in the morning at 6:30 a.m.' Maria replies, 'Wow, that must have been beautiful. Do you know that 'early' is an adverb? It helps us understand when something happens.'

Teacher: So, 'early' in this sentence helps us understand when the peacock was dancing.

Teacher: In English, we use words like 'before,' 'after,' 'early,' and 'late' to talk about time. These words help us understand when things happen, which is very important in Maths too. For example, when we solve problems related to time, like how long it takes to travel or how much time has passed, we need to use words like 'before' or 'after' to explain the steps or calculate the duration.

Recalling better

Teacher: Now that we have learnt a lot about the time, it is also important to revise the facts.

MUST DO
5 MIN.


Recalling better

CING

In this chapter, I have learnt

- to convert 12-hour clock time to 24-hour clock time and 24-hour clock time to 12-hour clock time.
- conversion of days, weeks, months and years.
- how to add and subtract time.
- how to find time duration in hours and minutes.
- how to find time duration in days, months and years.

125

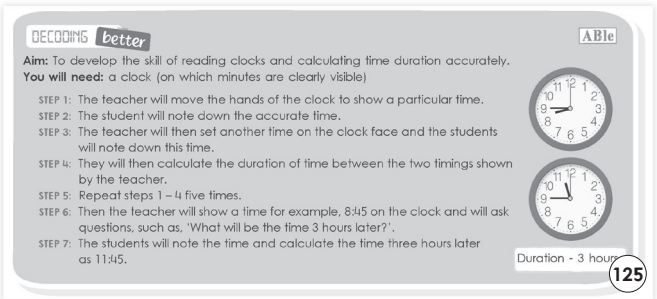
(Tell the students to look at the section Recalling better on page 125. Read and explain the points.)

You may show **Slideshow** from the digital platform.

Decoding better

Teacher: Now, we will learn something interesting and fun—how to read clocks and calculate time duration. Have you ever wondered how much time passes between two specific moments? Let us explore this together today.

SHOULD DO
5 MIN.


DECODING better

ABIe

Aim: To develop the skill of reading clocks and calculating time duration accurately.
You will need: a clock (on which minutes are clearly visible)

STEP 1: The teacher will move the hands of the clock to show a particular time.
STEP 2: The student will note down the accurate time.
STEP 3: The teacher will then set another time on the clock face and the students will note down this time.
STEP 4: They will then calculate the duration of time between the two timings shown by the teacher.
STEP 5: Repeat steps 1 – 4 five times.
STEP 6: Then the teacher will show a time for example, 8:45 on the clock and will ask questions, such as, 'What will be the time 3 hours later?'.
STEP 7: The students will note the time and calculate the time three hours later as 11:45.

Duration - 3 hours

125

Teacher: Before we begin, let us take a quick review of reading clocks. What is the time shown on this clock?

(Point to the clock showing a particular time and wait for the students to respond.)

Teacher: Fantastic. Now, we will be working on calculating time duration accurately. Let us start with an activity called Decoding Better. In this activity, we will practise moving the hands of the clock and calculating the duration between two times.

Teacher: For this activity, you will need a clock that clearly shows minutes. I will move the clock hands and you will have to note down the time and calculate the duration. Are you all ready?

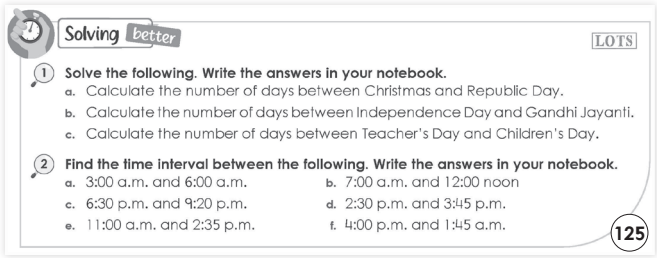
Students: Yes, teacher.

(Follow the steps to conduct the activity.)

Solving better

Teacher: We have been exploring the concept of time in great detail. It is time to check how well we understand it. Let us begin by answering some questions to see how much we have learnt so far. Are you ready?

MUST DO
10 MIN.


Solving better

LOTS

1. Solve the following. Write the answers in your notebook.
   a. Calculate the number of days between Christmas and Republic Day.
   b. Calculate the number of days between Independence Day and Gandhi Jayanti.
   c. Calculate the number of days between Teacher's Day and Children's Day.
2. Find the time interval between the following. Write the answers in your notebook.
   a. 3:00 a.m. and 6:00 a.m.
   b. 7:00 a.m. and 12:00 noon
   c. 6:30 p.m. and 9:20 p.m.
   d. 2:30 p.m. and 3:45 p.m.
   e. 11:00 a.m. and 2:35 p.m.
   f. 4:00 p.m. and 1:45 a.m.

125

Students: Yes, teacher.

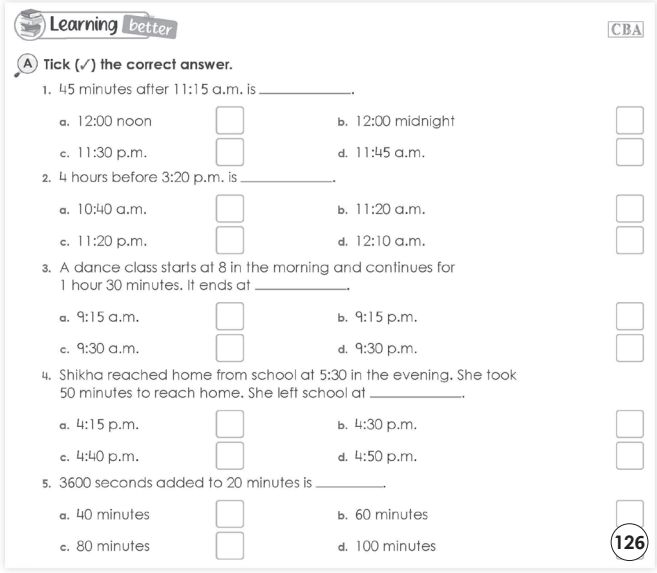
(Tell the students to open page 125 and look at exercises 1 and 2 of the section Solving better. Ask them to read the questions carefully and answer. Discuss every question and the correct answer once done).

You may show the **Maths Lab** from the digital platform.

Learning better

Teacher: Now that we have explored different aspects of time, let us put our understanding to the test.

MUST DO
10 MIN.

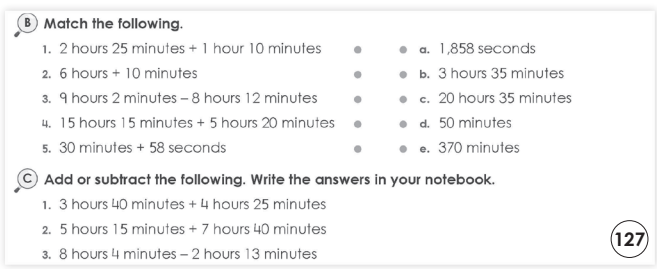

Learning better

CBA

A. Tick (✓) the correct answer.

1. 45 minutes after 11:15 a.m. is _____.
   a. 12:00 noon ☐ b. 12:00 midnight ☐
   c. 11:30 p.m. ☐ d. 11:45 a.m. ☐
2. 4 hours before 3:20 p.m. is _____.
   a. 10:40 a.m. ☐ b. 11:20 a.m. ☐
   c. 11:20 p.m. ☐ d. 12:10 a.m. ☐
3. A dance class starts at 8 in the morning and continues for 1 hour 30 minutes. It ends at _____.
   a. 9:15 a.m. ☐ b. 9:15 p.m. ☐
   c. 9:30 a.m. ☐ d. 9:30 p.m. ☐
4. Shikha reached home from school at 5:30 in the evening. She took 50 minutes to reach home. She left school at _____.
   a. 4:15 p.m. ☐ b. 4:30 p.m. ☐
   c. 4:40 p.m. ☐ d. 4:50 p.m. ☐
5. 3600 seconds added to 20 minutes is _____.
   a. 40 minutes ☐ b. 60 minutes ☐
   c. 80 minutes ☐ d. 100 minutes ☐

126


B. Match the following.

1. 2 hours 25 minutes + 1 hour 10 minutes	a. 1,858 seconds
2. 6 hours + 10 minutes	b. 3 hours 35 minutes
3. 9 hours 2 minutes – 8 hours 12 minutes	c. 20 hours 35 minutes
4. 15 hours 15 minutes + 5 hours 20 minutes	d. 50 minutes
5. 30 minutes + 58 seconds	e. 370 minutes

C. Add or subtract the following. Write the answers in your notebook.

1. 3 hours 40 minutes + 4 hours 25 minutes
2. 5 hours 15 minutes + 7 hours 40 minutes
3. 8 hours 4 minutes – 2 hours 13 minutes

127

Teacher: We have already worked through some examples in the lesson. Now, let us solve a few more questions to reinforce our understanding. Are you ready to begin?

Students: Yes, teacher.

(Tell the students to open page 126 and look at exercises A, B and C of the section Learning better. Ask them to read the questions carefully and answer. Discuss every question and the correct answer once done.)

Teacher: Well done, everyone. You have all done a great job understanding the concepts of Time. We have answered questions related to time and I hope you are feeling confident about what we have learnt.

Teacher: Keep revisiting the concepts. See you in the next class.

Differentiated Activities

110 km/hr

Use a calendar to find out how many days there are in one month. Convert the days into hours and then find out how many hours are in one week. Write your answers.

80 km/hr

If a class starts at 9:15 a.m. and ends at 11:45 a.m., how long is the class in total? Convert this duration to minutes and find out how many minutes remain until the next class if it starts at 12:30 p.m.

40 km/hr

Solve the following:

Add: 1 hour 10 minutes + 30 minutes

Subtract: 1 hour 15 minutes from 2 hours

Convert: 1 week into days and then into hours

Home Task

Think about a recent event, such as a family outing, a birthday celebration or a school event. Write down the start and end times for each part of the event (e.g., arrival time, lunchtime, games, etc.). Calculate the total time spent on the event. Then, answer the following questions in your notebooks:

1. How much time was spent on each activity?
2. What is the total duration of the event?

Period 8

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

Students: We are good, teacher.

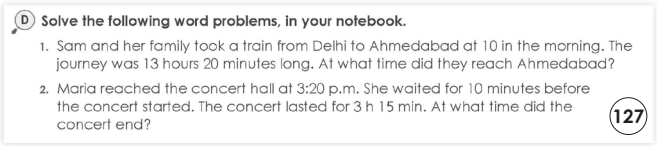
Learning better

Teacher: We have covered a lot of interesting concepts related to time. Today, you will solve some word problems, create your season clock and think critically about time in real-life scenarios. Are you ready?

SHOULD DO

5 MIN.

Students: Yes, teacher.


D Solve the following word problems, in your notebook.

1. Sam and her family took a train from Delhi to Ahmedabad at 10 in the morning. The journey was 13 hours 20 minutes long. At what time did they reach Ahmedabad?
2. Maria reached the concert hall at 3:20 p.m. She waited for 10 minutes before the concert started. The concert lasted for 3 h 15 min. At what time did the concert end?

127

Teacher: Let us begin with the word problems of exercise D on page 127. Read and solve the questions in your notebooks.

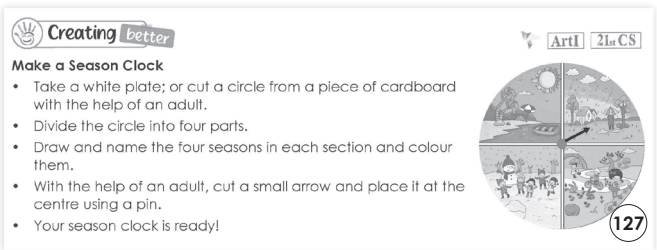
(Let the students read the questions and solve them on their own.)

Creating better

Teacher: Great. Let us now move to the next activity. As we continue exploring time, it is time for a fun, creative activity.

MUST DO

15 MIN.


Creating better

Art | 21st CS

Make a Season Clock

- Take a white plate; or cut a circle from a piece of cardboard with the help of an adult.
- Divide the circle into four parts.
- Draw and name the four seasons in each section and colour them.
- With the help of an adult, cut a small arrow and place it at the centre using a pin.
- Your season clock is ready!

127

Teacher: We will now create a 'Season Clock', where you can bring your understanding of seasons into art. This activity will help us connect our learning with a visual representation. By making this clock, you will understand how seasons change throughout the year. Let us begin.

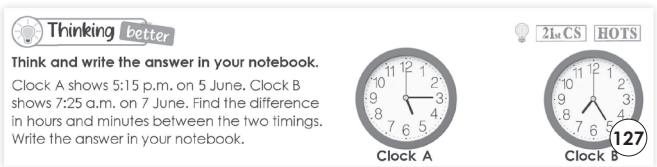
(Read and explain the steps to the students in the Creating better section. Let them create their season clocks. Help the students cut the arrow and place it at the centre using a pin.)

Thinking better

Teacher: Now that we have covered the concept of time, let us take it a step further with an exciting challenge.

SHOULD DO

5 MIN.


Thinking better

21st CS | HOTS

Think and write the answer in your notebook.

Clock A shows 5:15 p.m. on 5 June. Clock B shows 7:25 a.m. on 7 June. Find the difference in hours and minutes between the two timings. Write the answer in your notebook.

Clock A

Clock B

127

Teacher: Look at the activity in the Thinking better section on page 127. This activity will test your skills in calculating both time and dates, as you work to find the difference between two given timings and dates. It is an excellent opportunity to apply what we have learnt in real-life situations.

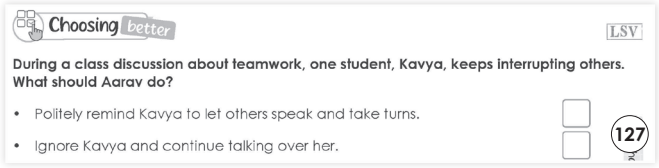
(Read and explain the question to the students in the Thinking better section on page 127. Let them solve the question.)

You may show the **Toys from Trash** from the digital platform.

Choosing better

Teacher: Now that we have worked on some challenging time calculations, let us shift our focus to an important life skill in the next section.

SHOULD DO
5 MIN.


Choosing better
LSV
During a class discussion about teamwork, one student, Kavya, keeps interrupting others. What should Aarav do?
- Politely remind Kavya to let others speak and take turns.
- Ignore Kavya and continue talking over her.
127

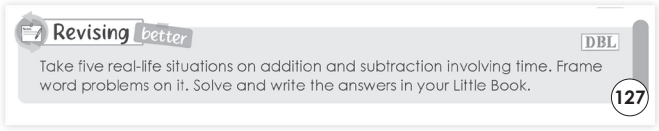
Teacher: This exercise will help us think about how we handle situations that involve teamwork and respect for others. It is a great way to practise making thoughtful decisions in real-life scenarios. Let us work through this activity and reflect on how we can choose the best actions in our daily lives.

(Read and explain the question to the students in the Choosing better section on page 127. Let them think and answer the question.)

Revising better

Teacher: Now, we will move on to the next section, where we will get an opportunity to apply what we have learnt so far.

SHOULD DO
5 MIN.


Revising better
DBL
Take five real-life situations on addition and subtraction involving time. Frame word problems on it. Solve and write the answers in your Little Book.
127

Teacher: This activity is a fun and interactive tool that will help us revisit addition and subtraction with time. You will think of five real-life situations involving time, frame your word problems, solve them and write the answers in your Little Book.

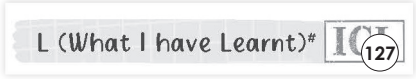
Teacher: This is a great way to reinforce your understanding of time and challenge yourself with some creative problem-solving. Let us get started.

(Read and explain the question to the students in the Revising better section on page 127. Let them frame word problems and solve.)

L (What Have I Learnt)

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

MUST DO
5 MIN.


L (What I have Learnt)* ICT
127

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

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

Teacher: Sit with your partners and discuss what you have learnt from the lesson. Consolidate your ideas on the 'What Have I Learnt' part of the KWL chart. Once the chart is complete, discuss your journey, reflecting on what you initially knew, what you wanted to know and what you have learnt.

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

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

Teacher: Keep revisiting the concepts. See you in the next class.

Differentiated Activities

110 km/hr

Imagine you are an astronaut on a mission that lasts for 15 hours and 45 minutes. You start your mission at 9:30 a.m. What time will you return to Earth? After landing, it takes 30 minutes to complete your checks. What time did you complete the checks?

80 km/hr

You're at a zoo and the feeding time for the lions is at 2:00 p.m. The zookeeper then feeds the tigers for 45 minutes and finishes at 2:45 p.m. How much time did the zookeeper spend feeding the tigers?

40 km/hr

You are baking cookies. The baking time is 45 minutes. You put the cookies in the oven at 4:15 p.m. What time will the cookies be ready?

Home Task

Draw or write two different activities that you do each day, like watching TV or having dinner. Write down the starting and ending time of each activity and then calculate the total duration spent on each one in hours and minutes.

Note: Tell the students to bring their Mathematics workbook (Stay Ahead) in the next class.

Period 9

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

Students: We are good, teacher.

MUST DO
10 MIN.

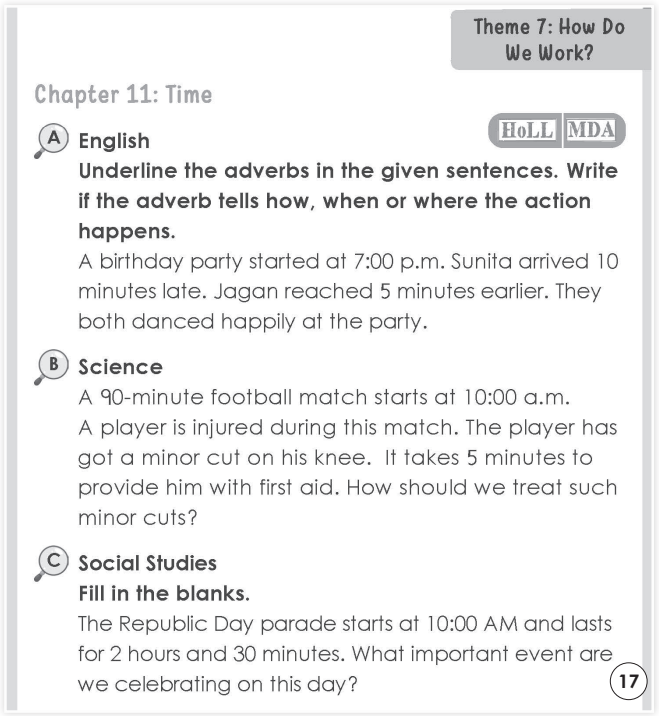
Book of Holistic Teaching

Teacher: We have explored different concepts of time. Time is not just an important concept in Maths – it is the thread that ties together English, Science and Social Studies. Understanding time helps us see how everything around us fits together, from stories and events to experiments and history.

Teacher: Let us start with English. In this activity, you will underline the adverbs in the sentences. These adverbs tell us how, when or where something happens, helping us understand time better in the context of language. Are you ready?

Students: Yes, teacher.

(Refer to the Book of Holistic Teaching, page 17 under the title 'Time'. 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.)



Theme 7: How Do We Work?

Chapter 11: Time

HoLL MDA

A **English**

Underline the adverbs in the given sentences. Write if the adverb tells how, when or where the action happens.

A birthday party started at 7:00 p.m. Sunita arrived 10 minutes late. Jagan reached 5 minutes earlier. They both danced happily at the party.

B **Science**

A 90-minute football match starts at 10:00 a.m. A player is injured during this match. The player has got a minor cut on his knee. It takes 5 minutes to provide him with first aid. How should we treat such minor cuts?

C **Social Studies**

Fill in the blanks.

The Republic Day parade starts at 10:00 AM and lasts for 2 hours and 30 minutes. What important event are we celebrating on this day?

17

Teacher: Alright, class. Take out your notebooks and write the answers to the following question: A birthday party started at 7:00 p.m. Sunita arrived 10 minutes late. Jagan reached 5 minutes earlier. They both danced happily at the party.

(Let the students write and solve the question.)

Teacher: Next, we will explore Science. Time plays a critical role in many events, like a football match. A player may get injured during a match. You will answer about first aid and how time impacts helping others. Write the question in your notebook. Think and write the answer:

A 90-minute football match starts at 10:00 a.m. A player is injured during this match. The player has got a minor cut on his knee. It takes 5 minutes to provide him with first aid. How should we treat such minor cuts?

(Let the students think and write the answer.)

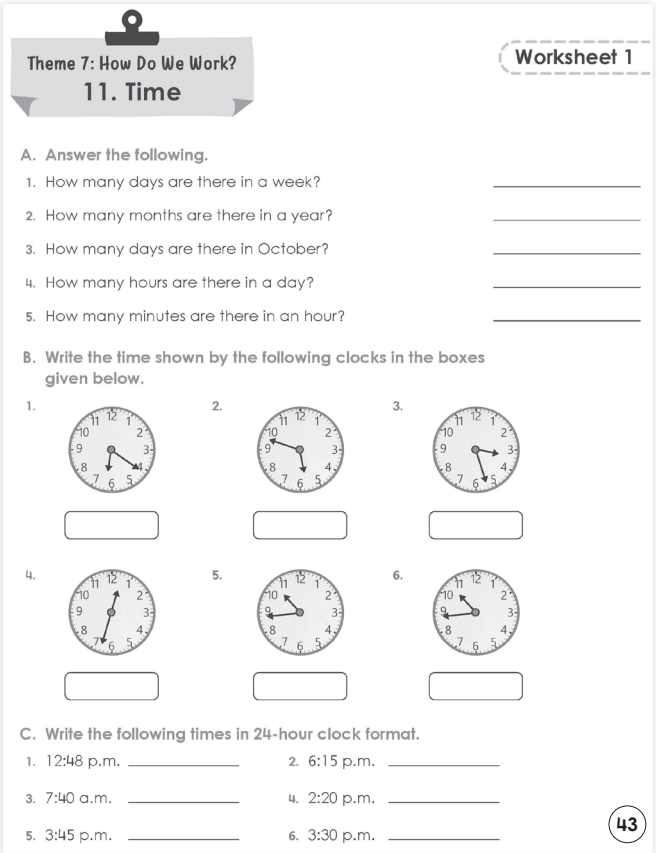
Teacher: Finally, let us look at Social Studies. The Republic Day parade starts at 10:00 a.m. and lasts 2 hours and 30 minutes. You will learn why this event is so important and how time helps us understand its significance.

The Republic Day parade starts at 10:00 a.m. and lasts for 2 hours and 30 minutes. What important event are we celebrating on this day?

(Let the students think and write the answer.)

Teacher: Alright, students. We have answered some questions and solved a few exercises earlier. We will solve more such exercises. Open Worksheet 1 on Page 43 and solve exercises A, B and C. I am sure you all know the answers. Read the questions carefully. Once done, we will discuss the answers.

Students: Okay, teacher.



Theme 7: How Do We Work?

11. Time

Worksheet 1

A. Answer the following.

1. How many days are there in a week? _____
2. How many months are there in a year? _____
3. How many days are there in October? _____
4. How many hours are there in a day? _____
5. How many minutes are there in an hour? _____

B. Write the time shown by the following clocks in the boxes given below.

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

C. Write the following times in 24-hour clock format.

1. 12:48 p.m. _____
2. 6:15 p.m. _____
3. 7:40 a.m. _____
4. 2:20 p.m. _____
5. 3:45 p.m. _____
6. 3:30 p.m. _____

43

(Allow the students to think and write the answers.)

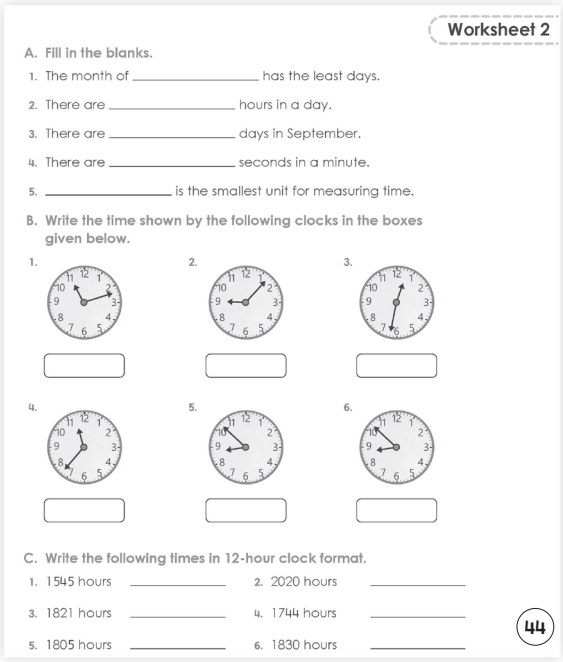
You may show **Quiz** on the digital platform. Divide the class into groups and ask questions.

Teacher: Okay, students. Let us move to Worksheet 2 on Page 44 and solve exercises A, B and C. We will discuss the questions first and then you will write the answers.

MUST DO

15 MIN.

(Discuss the questions and let the students write the answers.)



Worksheet 2

A. Fill in the blanks.

1. The month of _____ has the least days.
2. There are _____ hours in a day.
3. There are _____ days in September.
4. There are _____ seconds in a minute.
5. _____ is the smallest unit for measuring time.

B. Write the time shown by the following clocks in the boxes given below.

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

C. Write the following times in 12-hour clock format.

1. 1545 hours _____
2. 2020 hours _____
3. 1821 hours _____
4. 1744 hours _____
5. 1805 hours _____
6. 1830 hours _____

44

Teacher: Well done. We have almost reached the end of the lesson. We covered different concepts of time and answered a lot of questions. I hope you are feeling confident about what we have learnt.

SHOULD DO 15 MIN.

Teacher: Keep revisiting the concepts. See you in the next class.

Differentiated Activities

110 km/hr

You are planning a day trip and need to create a schedule. Use different ways of writing time, such as 12-hour clock, 24-hour clock and in words (e.g., 3:00 p.m., 15:00, Three o'clock in the afternoon).

- Start with an activity at 8:00 a.m. and end the day at 7:00 p.m.
- Include travel time, break time and activity time.
- After creating the schedule, calculate the total time spent on activities and represent it using different time formats.

80 km/hr

A movie starts at 1:30 p.m. and ends at 3:15 p.m.

1. Convert these times into the 24-hour format.
2. Calculate the total time spent watching the movie and write the duration in both the 12-hour and 24-hour formats.

40 km/hr

Draw a clock showing the current time.

- Label the time in both 12-hour and 24-hour formats.
- Next, draw another clock showing the time 2 hours later.
- Then, draw a clock showing the time 45 minutes earlier.
- Write the time in both formats (12-hour and 24-hour) for each clock you have drawn.

Home Task

Create a timeline of your school day, including at least three activities you do (e.g., study, play, lunch).

- Write the start and end times for each activity in both 12-hour and 24-hour formats.
- Then, calculate the total time you spend on those activities.

Period 10

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

COULD DO 10 MIN.

Students: We are good, teacher.

Teacher: Before we begin with the worksheets, let us do a small warm-up activity to reinforce the concept of time.

Teacher: To do this activity, pair up with your partner. I have a set of cards with different times written in 12-hour and 24-hour formats. I will call a pair. One of you will pick a card and say the time aloud in a 12-hour format. The other must convert it to the 24-hour format and vice versa. Are you all ready?

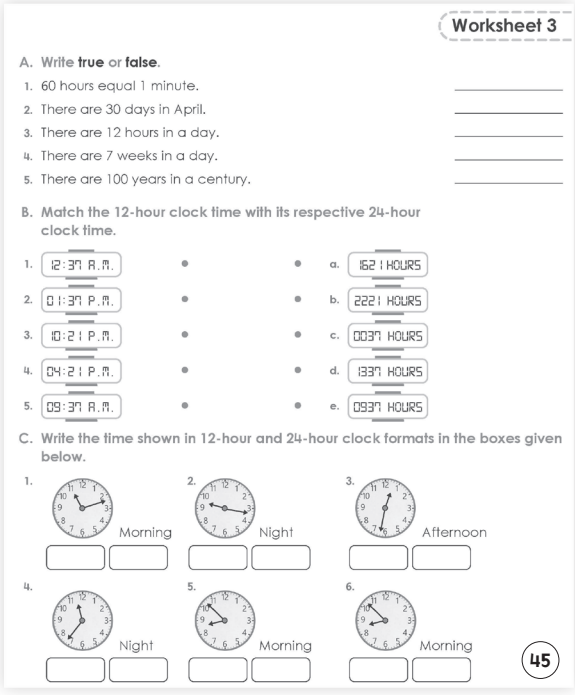
Students: Yes, teacher.

Teacher: Alright, students. Just like in our last class, we will solve more worksheets. Open Worksheet 3 on Page 45 and solve exercises A, B and C. We will discuss the questions first and then you will write the answers. Are you ready?

SHOULD DO 15 MIN.

Students: Yes, teacher.

(Discuss the questions and let the students write the answers.)



Worksheet 3

A. Write **true** or **false**.

1. 60 hours equal 1 minute. _____
2. There are 30 days in April. _____
3. There are 12 hours in a day. _____
4. There are 7 weeks in a day. _____
5. There are 100 years in a century. _____

B. Match the 12-hour clock time with its respective 24-hour clock time.

1. 12:30 A.M.		a. 1621 HOURS	
2. 01:30 P.M.		b. 2221 HOURS	
3. 10:21 P.M.		c. 0037 HOURS	
4. 04:21 P.M.		d. 1337 HOURS	
5. 09:30 A.M.		e. 0937 HOURS	

C. Write the time shown in 12-hour and 24-hour clock formats in the boxes given below.

1. Morning 2. Night 3. Afternoon
4. Night 5. Morning 6. Morning

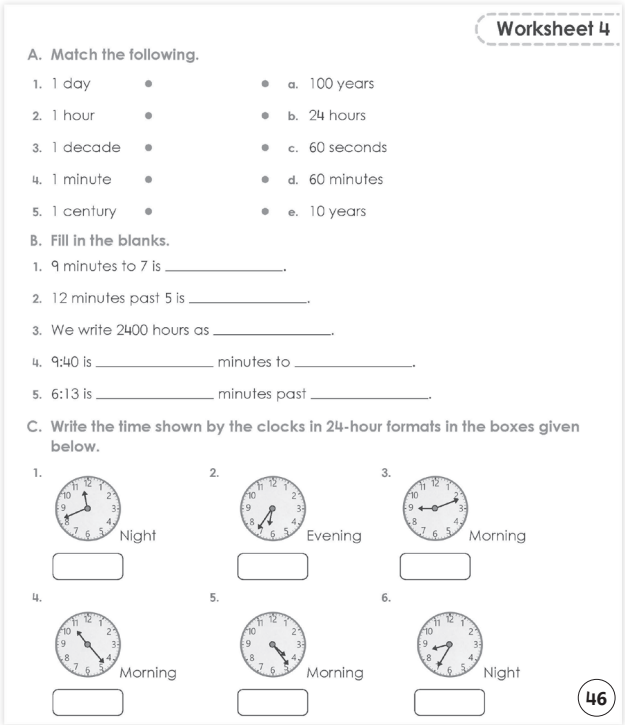
45

you may show **Mental Maths** on the digital platform. Divide the class into groups and ask questions.

Teacher: Let us move to the next worksheet. Open Worksheet 4 on Page 46 and solve exercises A, B and C. We will again discuss the questions first and then you will write the answers. Are you ready?

SHOULD DO
15 MIN.

Students: Yes, teacher.



Worksheet 4

A. Match the following.

1.	1 day	a.	100 years
2.	1 hour	b.	24 hours
3.	1 decade	c.	60 seconds
4.	1 minute	d.	60 minutes
5.	1 century	e.	10 years

B. Fill in the blanks.

1. 9 minutes to 7 is _____.
2. 12 minutes past 5 is _____.
3. We write 2400 hours as _____.
4. 9:40 is _____ minutes to _____.
5. 6:13 is _____ minutes past _____.

C. Write the time shown by the clocks in 24-hour formats in the boxes given below.

1. Night
2. Evening
3. Morning
4. Morning
5. Morning
6. Night

46

(Discuss the questions and let the students write the answers.)

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

Differentiated Activities

110 km/hr

You are organising a sports event that lasts for 5 hours and 20 minutes. Your job is to plan out different events, including their start and end times. Write down each event in both 12-hour and 24-hour formats. Then, calculate the total time spent on each event and convert it into hours and minutes.

80 km/hr

Imagine you are planning a birthday party. Write down the start and end times for each activity during the party (e.g., party games, snacks, cake cutting, etc.). Start with the first activity at 3:00 p.m. and finish with the last one at 6:00 p.m.

- Write all the times in a 12-hour format first.
- Then, convert each time to the 24-hour format.

40 km/hr

Draw 3 different clocks showing different times: 8:00 a.m., 12:30 p.m. and 5:00 p.m. For each clock, write the time in both 12-hour and 24-hour formats.

Home Task

Think of your favourite movie or TV show. Write down the start time and end time of the movie/show in both 12-hour and 24-hour formats.

- Then, calculate how long the movie/show lasts.
- If the movie/show is 2 hours and 15 minutes long, write the start and end times in both formats and figure out the difference between them.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	• draw and colour clock faces to understand time representation.
Socio-Emotional and Ethical Development	• work in collaboration with their peers. • respect the individual differences while carrying out various activities.
Cognitive Development	• read time as per 12-hour and 24-hour clock. • convert time from hours into minutes, minutes into seconds and vice-versa in real-life situations. • convert days into days and weeks or months and years. • find the duration of time in hours and minutes accurately.
Language and Literacy Development	• frame word problems on addition and subtraction of time in real-life situations and find solutions.
Aesthetic and Cultural Development	• display creativity in making season clock.
Positive Learning Habits	• learn to manage time effectively.

Starry Knights

Hope the lesson started on a positive note for you and the learners.

Share some of their strengths here. Also, identify their weaknesses that you need to work on through the year.

Give yourself a STAR for being an efficient teacher.

Lesson-12: Money

10 Periods (40 minutes each)

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

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

Confirming better
I help my friends when we work together.

Curricular Goals and Objectives (NCF)

To enable the students:

- to learn to convert Indian currency from rupees into paise and vice versa
- to learn to perform mathematical operations of addition, subtraction, multiplication and division using money
- to express their thoughts on saving money through project
- to make designs using coin rubbing art
- to frame word problems on money.

Methodology

Learn Better (Main Coursebook)

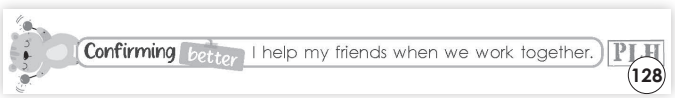
Period 1

MUST DO
10 MIN.

Confirming better

Teacher (with a smile): Good morning/afternoon, everyone! How are you all?

Students: We are good/fine.



Teacher: Today, we will talk about how teamwork makes our work easier and more fun. Working together helps us learn from each other and achieve great things. Think about a time when you worked together with your friends to get something done. How did helping each other make things easier?

(Let the students share their thoughts.)

Teacher: Let us practise an affirmation that reminds us of the power of teamwork. Repeat after me: "I help my friends when we work together". Remember, every time we work together, we can help each other learn and succeed.

Teacher: Now, I want you to take a moment and think about what we already know about Money. Are you ready?

Students: Yes, teacher.

Teacher: Great! Let us start with the activity called the "KWL Chart."

Teacher: KWL stands for What I Already Know, What I Want to Know and What I Have Learnt. It helps us organise our thoughts and set goals for our learning.

K	W	L

Teacher: Let us begin with the K section—What I Know. Think about what you already know about this lesson's concepts such as Indian currency, adding or subtracting money.

Teacher: Now, let us move to the W section—What You Want to Know. For example, you could say, "conversion of money, operations on money". What are your questions?

(Encourage students to share their ideas. Record responses on the chart.)

Teacher: We will complete the "What You Have Learnt" section after the end of the lesson.

Re-KAP

Teacher: We will now do some fun activities to practise our skills with money. Let us begin. Are you all ready?

MUST DO
15 MIN.

Students: Yes, teacher.

Kinaesthetic

Teacher: (Use CRM signs to settle the class) We are going to learn about money through a fun activity. You will create paper money and play a buying and selling game. Pair up with your partners. Decide who will be the shopkeeper and who will be the buyer.

Teacher: Draw simple paper money with different denominations like 5, 10 and 20 units. The shopkeeper will set prices for items. The buyer will use the paper money to buy items. Exchange money and goods. Let us get started.

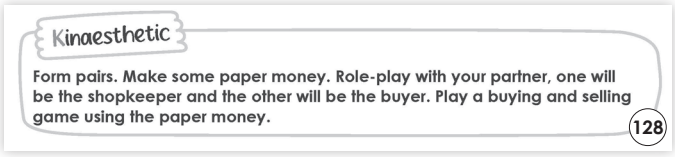
(Let the students begin the activity. Ask the students to switch roles after sometime.)

Teacher: Now, switch roles. The buyer will become the shopkeeper and the shopkeeper will become the buyer.

(Once the activity is done, engage the students in a discussion.)

Teacher: Let us talk about how it felt to buy and sell. What did you learn about using money?

(Let the students share their thoughts.)



Teacher: Well done, everyone. Let us give ourselves a big round of applause.

Auditory

Teacher: Now, let us give our bodies a rest and use our ears. I will read a short story about the life of early humans. Listen carefully—you will answer some questions afterwards.

MUST DO
15 MIN.

(Read out the listening text on page 168 for Chapter 12.)

Teacher: I hope you all listened to the text carefully. Can you answer the question?

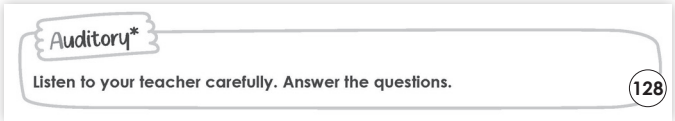
(Let the students guess the correct answer.)

Teacher: Great! Can you tell the other denominations?

Which denomination is brown in colour?

Which is the largest denomination in India?

(Let the students answer the questions. You may add a few more questions of your own.)



Teacher: Fantastic job, everyone! Today, we explored how money works through kinaesthetic activities and auditory exercises. You got to experience how buying and selling works and how we use different denominations of money in real-life situations.

Teacher: Keep up the great work and remember, learning about money will help you make smart choices in the future.

Differentiated activities

110 km/hr

Imagine you have a budget of 100 rupees to spend. Choose 5 items from a list (e.g., book, pencil case, toy, snack, etc.) and write down the price of each item. You can choose any items within your budget. Add the total cost and check if it is within your budget. If not, swap some items for cheaper options to stay within the budget.

80 km/hr

Lay out a set of mixed coins (e.g., 5 rupees, 10 rupees, 20 rupees and 50 rupees). Ask students to match each coin to its value written on a separate sheet or board. Once matched, they should arrange the coins in increasing order and then calculate the total amount by adding the coins together.

40 km/hr

Provide a sheet with illustrations of different coins (5 rupees, 10 rupees). Ask students to colour each coin based on its value. After colouring, ask them to write down the total amount of money they have (e.g., 5 rupees + 10 rupees = 15 rupees).

Home Task

Find 3 coins of different values in your home (e.g., 5 rupees, 10 rupees and 20 rupees). Write down the value of each coin, add them up and write the total. Then, draw the coins and label them with their value.

Period 2

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

Students: We are good/fine.

Teacher: Let us begin today's class with a fun warm-up activity to review what we learnt in the last class about money.

COULD DO
10 MIN.

Teacher: I will say a certain amount of money and you will show me how you would make that amount using coins. For example, if I say ₹25, you can show me how to use different coins to make ₹25, such as one 20-rupee coin and one 5-rupee coin.

Teacher: After that, I will ask you how many different ways you can make ₹30 using coins. Think of different combinations and share them with me. Let us see how many creative ways we can find to use the coins. Are you ready?

Students: Yes, teacher.

Teacher: Let us begin.

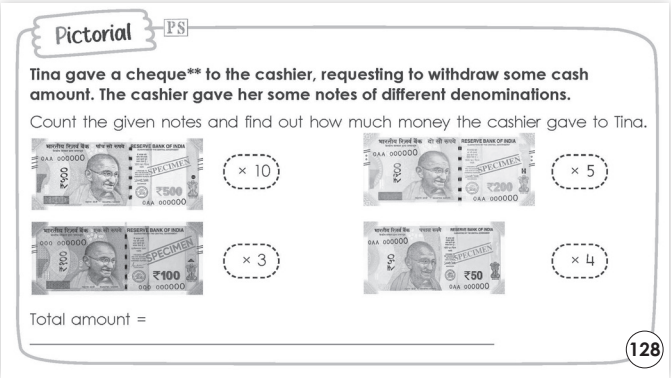
(Begin the activity with different denominations. Let the students make more than one combination for a certain amount of money.)

Pictorial

Teacher: Let us explore how we can work with different denominations of money in a fun way. Take a look at the pictorial activity on page 128.

MUST DO
10 MIN.

Teacher: In this activity, Tina received money from the cashier in different denominations. We need to count how much money she got based on the number of notes.



Teacher: You will see various denominations of notes and how many times each note is counted. To find out the total amount, you will multiply the number of notes by the value of each note. For example, if you have 10 notes of ₹500, you will multiply 10 by 500 to find the total value for that denomination.

Teacher: Are you ready to start?

Students: Yes, teacher.

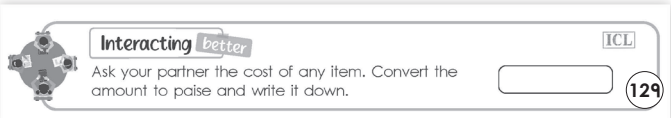
Teacher: Let us work through it together.

(Encourage students to multiply each set of notes by their respective values and then write the final total amount in the space provided.)

Interacting better

Teacher: Let us do a fun activity called Interacting Better. Turn to page 129.

SHOULD DO
10 MIN.



Teacher: Pair up with your partner. One of you will ask the other the cost of any item. Once you have the amount, you need to convert it into paise.

Teacher: Remember, 1 rupee is equal to 100 paise. So, if the cost of an item is ₹5, how much is that in paise?

Students: 500 paise.

Teacher: That's right! If an item costs ₹12.50, how much will that be in paise?

(Wait for students to respond.)

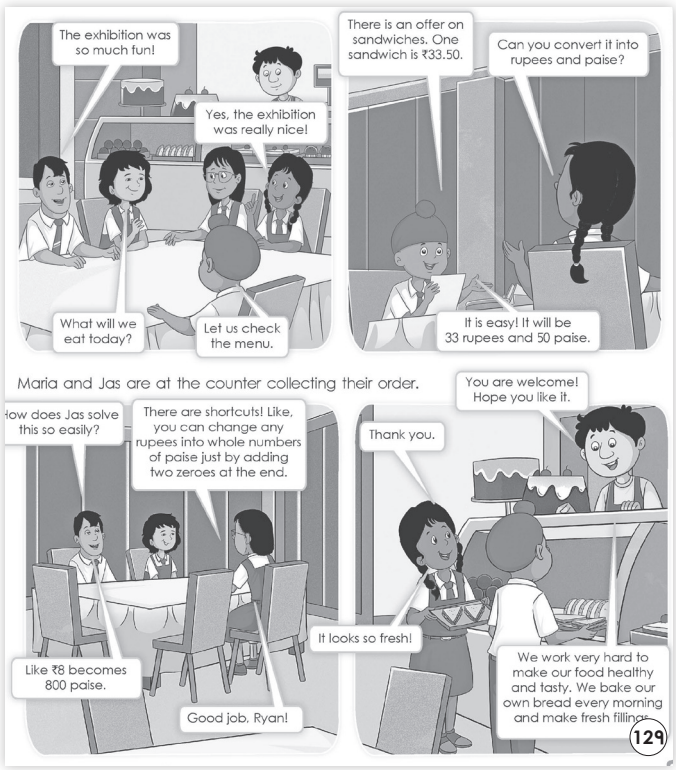
Students: 1250 paise.

Teacher: Great job! Now, ask your partner for the cost of any item, convert it to paise and write it down in the space provided.

(Let the students complete the activity.)

Teacher: Now, we will explore a fun scenario with Maria and Jas at the counter. They are trying to convert rupees into paise while ordering food. Let us read and understand their conversation.

MUST DO
10 MIN.



(Read and explain the story on page 129.)

You may show **Animation** from the digital platform.

Teacher: Jas shares a quick trick to make it easier—by adding two zeros to the rupee amount. For example, ₹33.50 becomes 3350 paise.

Teacher: Let us use this simple trick together and practise converting different amounts into rupees and paise. Are you ready to try some examples and understand the concept better?

Students: Yes, teacher.

(Discuss a few more examples and let the students convert different amounts using the trick.)

Teacher: Great job, everyone! Today, we learnt a trick to convert money. Remember it because you will need it in your daily life.

Teacher: Keep up the great work. See you all in the next class.

Differentiated Activities

110 km/hr

Provide the students with 3 different coins: ₹1, ₹5 and ₹10. Ask them to arrange these coins in the right order from smallest to largest. Then, draw a picture of an item that costs that amount (e.g., ₹1 for a pencil, ₹5 for a candy bar, ₹10 for a small toy).

80 km/hr

Give the students a set of 4 coins: ₹1, ₹2, ₹5 and ₹10. Ask them to place the coins in order from the lowest value to the highest. Once done, tell them to pick any two coins and say what amount the coins add up to (for example, ₹2 + ₹5).

40 km/hr

Provide the students with two coins: ₹1 and ₹2. Instruct them to look at the coins and identify them. Ask them how much money they have in total. Tell them to draw the coins and write the total amount in their notebook.

Home Task

Find three different coins at home. Write down the value of each coin and then arrange them in order from smallest to largest. After that, count the total value of the coins you have found.

Period 3

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

Students: We are good/fine.

COULD DO
10 MIN.

Teacher: Let us begin with a fun little game to help us warm up for the lesson. I will tell you some amounts of money in rupees and I want you to guess how many paise that would be. For example, if I say ₹1.50, you will say how many paise would that be. Are you ready?

Students: Yes, teacher.

Teacher: Be ready as I can ask any of you. You can use your notebook to calculate the answer.

(Allow the students time to calculate the answers for each question.)

Teacher: Great job, everyone! You all did a fantastic job in figuring out how much paise is there in rupees.

MUST DO
10 MIN.

Teacher: Today, we will be learning about Conversion of Money. This is an important concept when dealing with money in everyday life.

CONVERSION OF MONEY

We know, ₹1 = 100 paise or 1 paise = ₹$\frac{1}{100}$

- To convert rupees to paise, we first multiply the given amount by 100 and then shift the decimal point two places to the right.
- To convert paise to rupees, we divide by 100 and shift two decimal places the left.

130

Example 1: Convert the following rupees to paise.

a. ₹8.50 — a. ₹8.50 = 8.50 × 100 p = 850 p

b. ₹775.50 — b. ₹775.50 = 775.50 × 100 p = 77550 p

Example 2: Convert the following paise to rupees and paise.

a. 300 p — a. 300 p = ₹$\frac{300}{100}$ = ₹3

b. 4550 p — b. 4550 p = ₹$\frac{4550}{100}$ = ₹45 and 50 p

Example 3: Convert the following paise to rupees.

a. 950 p — a. 950 p = 950 p ÷ 100 = ₹$\frac{950}{100}$ = ₹9.50

b. 3450 p — b. 3450 p = 3450 p ÷ 100 = ₹$\frac{3450}{100}$ = ₹34.50

130

Teacher: To convert rupees into paise, we multiply by 100 and shift the decimal point two places to the right. To convert paise into rupees, we divide by 100 and shift the decimal point two places to the left.

Teacher: In today's lesson, we will practise converting rupees to paise and vice versa, just like we did in the warm-up activity. Let us dive into it with some examples. (Read and explain Conversion of money on page 130. Explain the examples to the students.)

You may show **Learn Better** (**ebook**) from the digital platform.

SHOULD DO
10 MIN.

Teacher: Now, you know how to convert rupees to paise and vice versa. We have also seen a few examples. Let us solve questions 1 to 3.

1. Convert the following to paise. Write the answers in your notebook.
   a. ₹89.50 b. ₹569.50 c. ₹784.50 d. ₹4376.50
2. Convert the following to rupees and paise. Write the answers in your notebook.
   a. 250 p b. 650 p c. 3450 p d. 8750 p
3. Convert the following to rupees. Write the answers in your notebook.
   a. 600 p b. 1200 p c. 5450 p d. 8650 p

130

(Let the students solve the questions in their notebook.)

Understanding better

SHOULD DO
10 MIN.

Teacher: Now that we have learnt how to convert money from rupees to paise and vice versa, let us test our understanding.

Teacher: Read the question given in the Understanding better section. I want you to think about the answers carefully. Then, write the answers in your notebook.

Teacher: Take a few moments to think about the trick that we learnt in the story from Jas and write down your answers.

(Allow time for students to write their answers.)

Understanding better

Answer the following questions.

1. How many paise are there in ₹10?
2. How many rupees are there in 700 paise?

ICL

130

Teacher: We will discuss the answers together after you are done.

You may show **Infographic** from the digital platform.

Teacher: Great job, everyone! You explored addition and subtraction of money today. Think of the situations in real life where we have added or subtracted money.

Teacher: Keep up the great work. See you all in the next class.

Differentiated Activities

110 km/hr

You are running a small shop. You sell 3 items: Item 1: ₹250, Item 2: ₹150, Item 3: ₹100. A customer buys all three items. After the sale, they give you ₹700. How much change will you give the customer?

80 km/hr

Imagine you are saving money in your piggy bank. You saved ₹100 on Monday, ₹150 on Tuesday and ₹50 on Wednesday. How much money did you save in total over these three days?

40 km/hr

You have ₹50 in your wallet. You want to buy a toy that costs ₹35. How much money will you have left after buying the toy?

Home Task

You are at a market and you want to buy 2 items:
Item 1 costs ₹120
Item 2 costs ₹180
You have ₹500 in your pocket. How much money will you have left after buying both items? Write down your calculations and explain the steps you followed to find the answer.

Period 4

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

Students: We are good/fine.

Teacher: Today, we are going to warm up by practising how we add and subtract money. I will give you some amounts and I want you to calculate them. You may use your notebook to calculate.

COULD DO
10 MIN.

- If you have ₹50 and you receive ₹100, how much do you have now?
- If you buy something for ₹75 and you pay with ₹100, how much change will you get?
- If you have ₹300 and spend ₹150, how much will you have left?
- You saved ₹200 on Monday and ₹300 on Tuesday. How much do you have saved in total?

(Allow time for the students to calculate.)

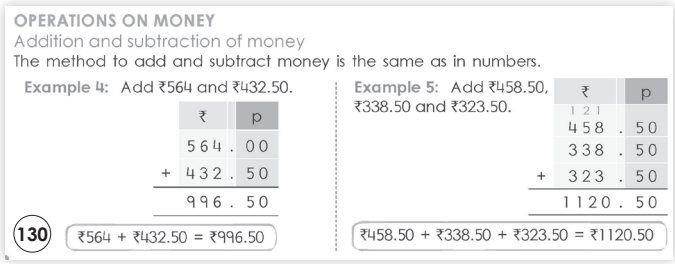
Teacher: Great job! This is a simple but effective way to practise our addition and subtraction of money. Let us get ready to dive deeper into today's lesson.

Teacher: Now, we will explore how to add and subtract money. This is a very useful skill when dealing with real-life situations. You will see that adding and subtracting money is similar to basic addition and subtraction, with one small difference: we need to handle both rupees and paise.

MUST DO
10 MIN.

Teacher: For example, if you have ₹150 and ₹75.50, you first add the rupees and paise separately. Then, combine them at the end. The total will be ₹225.50.

Teacher: Similarly, if you need to subtract ₹125 from ₹300, you subtract the rupees and paise separately and you will get ₹175.00.



OPERATIONS ON MONEY

Addition and subtraction of money

The method to add and subtract money is the same as in numbers.

Example 4: Add ₹564 and ₹432.50.

	₹	p
	564	00
+	432	50
	996	50

₹564 + ₹432.50 = ₹996.50

Example 5: Add ₹458.50, ₹338.50 and ₹323.50.

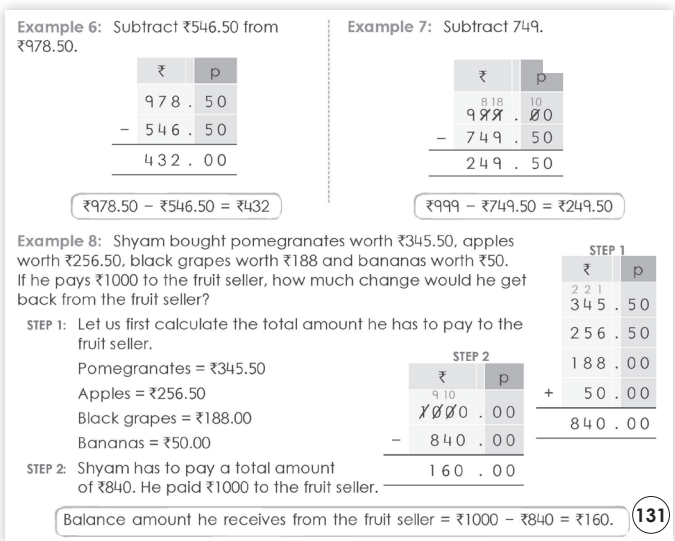
	₹	p
	458	50
	338	50
+	323	50
	1120	50

₹458.50 + ₹338.50 + ₹323.50 = ₹1120.50

130

(Read and explain how to do addition and subtraction of money along with the examples.)

Teacher: Let us look at more examples and explore further. Observe the word problem and notice how it has been solved in two steps.



Example 6: Subtract ₹546.50 from ₹978.50.

	₹	p
	978	50
−	546	50
	432	00

₹978.50 − ₹546.50 = ₹432

Example 7: Subtract 749.

	₹	p
	999	00
−	749	50
	249	50

₹999 − ₹749.50 = ₹249.50

Example 8: Shyam bought pomegranates worth ₹345.50, apples worth ₹256.50, black grapes worth ₹188 and bananas worth ₹50. If he pays ₹1000 to the fruit seller, how much change would he get back from the fruit seller?

STEP 1: Let us first calculate the total amount he has to pay to the fruit seller.

Pomegranates = ₹345.50
Apples = ₹256.50
Black grapes = ₹188.00
Bananas = ₹50.00

STEP 1

	₹	p
	345	50
	256	50
	188	00
+	50	00
	840	00

STEP 2

	₹	p
	1000	00
−	840	00
	160	00

STEP 2: Shyam has to pay a total amount of ₹840. He paid ₹1000 to the fruit seller.

Balance amount he receives from the fruit seller = ₹1000 − ₹840 = ₹160.

131

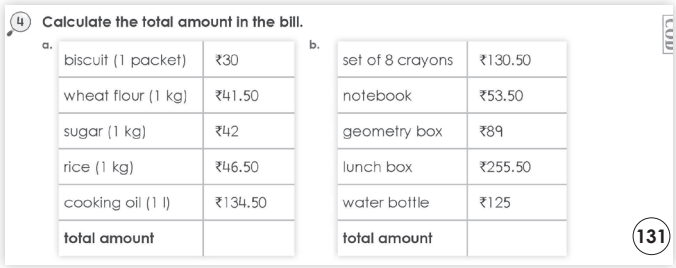
(Read and explain the examples and the word problem.)

You may show **I Explain** from the digital platform.

Teacher: Now that we have learnt how to add and subtract money, let us test our understanding.

SHOULD DO
10 MIN.

Teacher: Look at question 4 on page 131. Observe the amounts carefully and calculate the total. Then, write the answers in your book.



4 Calculate the total amount in the bill.

a.

biscuit (1 packet)	₹30
wheat flour (1 kg)	₹41.50
sugar (1 kg)	₹42
rice (1 kg)	₹46.50
cooking oil (1 l)	₹134.50
total amount	

b.

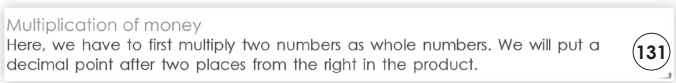
set of 8 crayons	₹130.50
notebook	₹53.50
geometry box	₹89
lunch box	₹255.50
water bottle	₹125
total amount	

131

(Allow time for the students to calculate and write the answer.)

Teacher: Now that we are getting more comfortable with adding and subtracting money, let us move on to the multiplication of money.

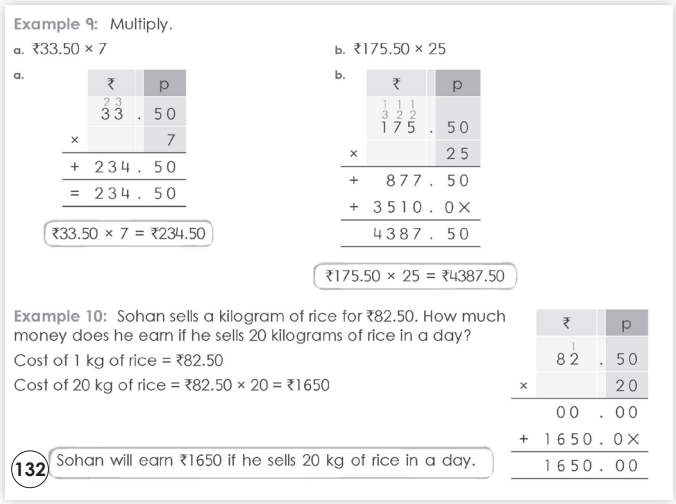
MUST DO
10 MIN.



Multiplication of money

Here, we have to first multiply two numbers as whole numbers. We will put a decimal point after two places from the right in the product. 131

Teacher: When we multiply money, we first treat it as whole numbers, just like regular multiplication. However, after we multiply the numbers, we need to place the decimal point in the product. Specifically, we put the decimal point two places from the right.



Example 9: Multiply.

a. ₹33.50 × 7

₹	p
33	50
×	7
+ 234	50
= 234	50

₹33.50 × 7 = ₹234.50

b. ₹175.50 × 25

₹	p
175	50
×	25
+ 877	50
+ 3510	0×
4387	50

₹175.50 × 25 = ₹4387.50

Example 10: Sohan sells a kilogram of rice for ₹82.50. How much money does he earn if he sells 20 kilograms of rice in a day?

Cost of 1 kg of rice = ₹82.50

Cost of 20 kg of rice = ₹82.50 × 20 = ₹1650

₹	p
82	50
×	20
00	00
+ 1650	0×
1650	00

132 Sohan will earn ₹1650 if he sells 20 kg of rice in a day.

Teacher: This is an important step to remember when working with money, so let us dive into some examples and practise together. Notice how the word problems are solved.

You may show **Slideshow** from the digital platform.

Teacher: Great job, everyone! You have now explored multiplication of money too. Keep up the great work. See you all in the next class.

P.S. Arrange for paper coins and notes for the war-up activity to be done in the next class.

Differentiated Activities

110 km/hr

You are planning a small party and want to buy 8 small gifts for guests. Each gift costs ₹12.75. Multiply the cost of one gift by the number of gifts and calculate the total cost.

80 km/hr

You have ₹6.40 and you want to buy 4 similar items that cost ₹2.00 each. Find out the total cost for 4 items. Now, subtract the total cost from ₹6.40 to see how much money is left after buying the 4 items.

40 km/hr

You want to buy 3 pencils that each cost ₹1.00. Find out the total cost for the pencils.

Home Task

You went shopping and bought 3 items: a pen for ₹3.50, a notebook for ₹4.00 and a pencil for ₹2.00. Calculate the total cost for each item and then find the total amount you spent.

Period 5

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

Students: We are good/fine.

Teacher: Let us begin today's class with a fun challenge. I have some coins and notes here. Can you sort them by their value?

COULD DO
10 MIN.

Students: Yes, teacher.

(Provide paper coins and notes for the activity. Divide the class into three or four groups.)

Teacher: I will give you 1 minute to arrange the coins and notes into groups, starting from the lowest to the highest value. After 1 minute, I will ask each group to show their sorted coins and notes. Are you ready?

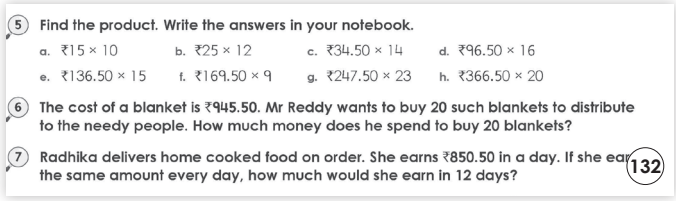
Students: Yes, teacher.

(Let the students do the activity.)

Teacher: Now that we have learnt how to do multiplication operations of money, let us test our understanding.

MUST DO
15 MIN.

Teacher: Read questions 5 to 7 on page 132. Solve the questions in your notebook. Read the word problems carefully.



5 Find the product. Write the answers in your notebook.

a. ₹15 × 10 b. ₹25 × 12 c. ₹34.50 × 14 d. ₹96.50 × 16

e. ₹136.50 × 15 f. ₹169.50 × 9 g. ₹247.50 × 23 h. ₹366.50 × 20

6 The cost of a blanket is ₹945.50. Mr Reddy wants to buy 20 such blankets to distribute to the needy people. How much money does he spend to buy 20 blankets?

7 Radhika delivers home cooked food on order. She earns ₹850.50 in a day. If she earns the same amount every day, how much would she earn in 12 days?

132

(Guide the students to solve the word problems.)

You may show **HOTS** from the digital platform.

Teacher: Next, we are going to explore how we divide money, just like we divide numbers. Division of money follows the same method as dividing whole numbers.

MUST DO
5 MIN.

Teacher: Look at the example on page 133. If 15 sandwiches cost ₹832.50, how do we find the price of one? We will divide ₹832.50 by 15 to get the cost of one sandwich. Just like with whole numbers, we divide and place the decimal point in the correct place.

Teacher: While solving step by step, you will notice that we divide the amount as usual and after the calculation, we get the cost of one sandwich as ₹55.50.

Division of money

The method of division of money is the same as in numbers.

Example 12: If 15 sandwiches cost ₹832.50, what will be the cost of one sandwich?

Cost of 15 sandwiches = ₹832.50

Cost of one sandwich = ₹832.50 ÷ 15 = ₹55.50

```
        5 5 . 5 0
15 ) 8 3 2 . 5 0
   - 7 5
     8 2
   - 7 5
       7 5
     - 7 5
       0 0
```

133 The cost of one sandwich is ₹55.50.

Teacher: Now that we have learnt how to do division operations of money, let us test our understanding.

SHOULD DO 10 MIN.

Teacher: Look at question 8 and the word problems in question 9 on page 133. Let us discuss and solve these questions together. Write the answers in your notebook.

8. **Divide. Write the answers in your notebook.**
   - a. ₹375 ÷ 3
   - b. ₹76.50 ÷ 5
   - c. ₹598.50 ÷ 7
   - d. ₹967.50 ÷ 9
   - e. ₹546 ÷ 12
   - f. ₹812.50 ÷ 13

9. **Solve the following word problems, in your notebook.**
   - a. 10 wafers cost ₹320. What is the cost of one wafer?
   - b. 9 marker pens cost ₹157.50. What is the cost of one marker pen?
   - c. 7 lunch boxes cost ₹948.50. What is the cost of one lunch box?
   - d. If the cost of 8 kg of wheat flour is ₹500, what is the cost of 1 kg of wheat flour?
   - e. If the cost of 10 notebooks is ₹525, what is the cost of one notebook?
   - f. If the cost of 9 pencil boxes is ₹949.50, what is the cost of one pencil box?

133

(Guide the students to solve the word problems.)

Teacher: Great job, everyone! You have now explored all four operations of money. Keep up the great work. See you all in the next class.

Differentiated Activities

110 km/hr

You bought 2 items for ₹150 each and 3 items for ₹120 each. What is the total amount spent? If you started with ₹1,000, how much do you have left?

80 km/hr

You need to buy 4 pencils, each costing ₹30. You also want to buy 3 erasers, each costing ₹20. How much will all the items cost together?

40 km/hr

You bought 3 candies, each costing ₹10. How much did you spend in total?

Home Task

Solve the following:

1. You have ₹800. You bought 4 notebooks, each costing ₹50 and 2 pens, each costing ₹20. How much money is left after your purchases?
2. If a toy costs ₹120 and you have ₹200, how much money do you have left after buying the toy?

Period 6

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

Students: We are good/fine.

Understanding better

Teacher: Now that we have learnt how to apply multiplication and division to money, let us test our understanding.

SHOULD DO 10 MIN.

Teacher: Read the question given in the Understanding better section. I want you to think about the answers carefully. Then, write the answers in your notebook.

(Allow time for students to write their answers.)

Understanding better

ICL

Answer the following questions.

1. What is the remainder if ₹456 is divided by 100?
2. How much is ₹32.45 multiplied by 10?

133

Teacher: We will discuss the answers together after you are done.

Connecting better

Teacher: Let us explore an interesting connection between two subjects – English and Maths.

SHOULD DO 5 MIN.

Teacher: In this section, we will use idioms to express something related to money. Understanding idioms is important because it helps us express our thoughts more creatively and clearly. We will see how language and mathematical concepts can work together, especially when it comes to discussing things like spending money or making decisions.

Teacher: Let us see how learning idioms helps us better understand the concepts related to money. By linking these two subjects, we can build a stronger foundation in both.

Connecting better

English

Lina says, "I was so excited to buy the new toy, but now I have second thoughts because it costs a lot." Chang asks, "What do you mean by 'having second thoughts'?" Lina replies, "It is an idiom. It means being doubtful about something. I am not sure if I should spend the money after all."

HoLL 133

Grasping better

Teacher: Now, let us take a moment to understand an important term related to money, which is used in real-life transactions.

SHOULD DO
10 MIN.

Teacher: We are going to talk about a cheque. A cheque is a piece of paper issued by a bank that you sign and use to pay for things instead of using cash.

Teacher: You will often come across this term when you deal with banks or make payments. Understanding what a cheque is and how it works will help you in future money-related activities.

(Read and explain the word meaning. Show a picture of the same.)

You may show **Dictionary** from the digital platform.

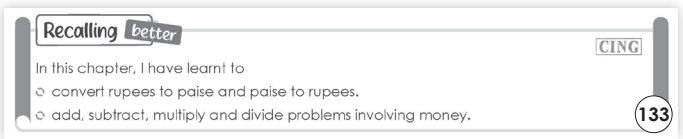
Recalling better

Teacher: Now, let us recall the concepts that we covered in this lesson. Can you tell me?

MUST DO
5 MIN.

Students: Converting rupees to paise, operations on money. (Accept all relevant responses)

Teacher: Fantastic! You have learnt so much about money.



(Ask the students to read the important concepts covered in the lesson.)

Decoding better

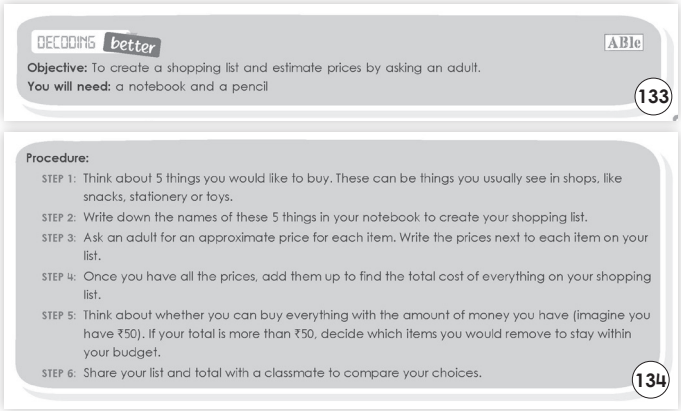
Teacher: Now, let us have some fun with a practical activity where you will create your shopping list and estimate the prices of things you would like to buy.

SHOULD DO
10 MIN.

Teacher: You will need your notebook and a pencil for this task. First, think about 5 things you usually see in shops, like snacks, stationery or toys. Then, estimate the prices of these items. I will help you with it. Write down the names of these items along with their prices.

Teacher: After that, add up the total cost and check if it fits within your budget (imagine you have ₹50). If the total exceeds ₹50, decide which items you could remove to stay within your budget. At the end, share your list with a classmate and compare your choices.

Teacher: This will be a great way for you to practise addition and think about how to manage money wisely.



(Read and explain the steps to the students. Help them make their list.)

Teacher: Great job, everyone! Hope you had fun with your shopping list. See you all in the next class.

Differentiated Activities

110 km/hr

You bought 2 items for ₹150 each and 3 items for ₹120 each. What is the total amount spent? If you started with ₹1,000, how much do you have left?

80 km/hr

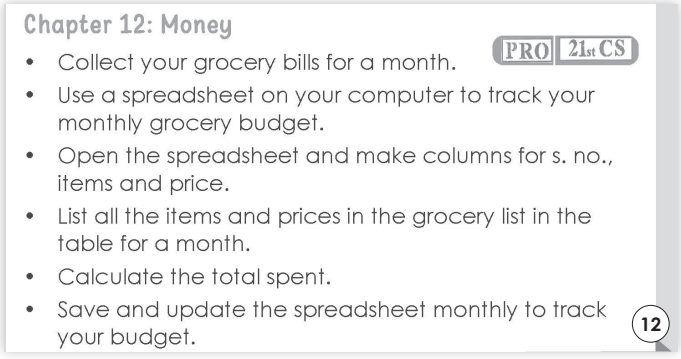
You need to buy 4 pencils, each costing ₹30. You also want to buy 3 erasers, each costing ₹20. How much will all the items cost together?

40 km/hr

You bought 3 candies, each costing ₹10. How much did you spend in total?

Home Task

Book of Project Ideas



Note to the teacher: Explain the task from the Book of Project Ideas

Collect your grocery bills for a month.

- Use a spreadsheet on your computer to track your monthly grocery budget.
- Open the spreadsheet and make columns for serial number, items and price.
- List all the items and prices in the grocery list in the table for a month.
- Calculate the total spent.
- Save and update the spreadsheet monthly to track your budget.

Period 7

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

Students: We are good/fine.

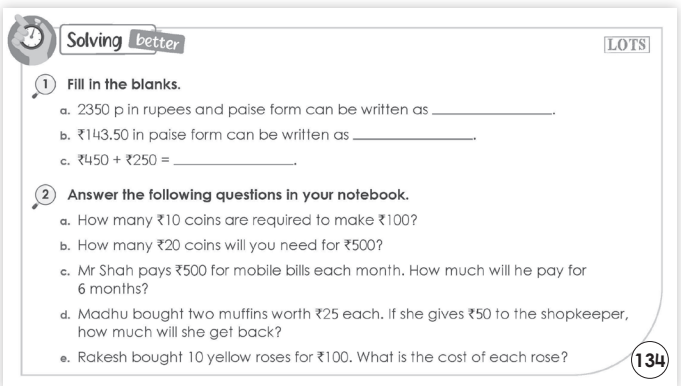
Solving better

Teacher: Let us work on some problems that will help sharpen our cognitive skills and reinforce what we have learnt about money and its operations.

MUST DO
10 MIN.

Teacher: First, we will fill in the blanks. These are designed to help you practise the conversion of money between rupees and paise, as well as simple calculations. Once you have done that, we will move on to the word problems. These will encourage you to think critically and apply your knowledge in real-life situations.

Teacher: So, take a moment to solve the problems on your own. Once you are ready, we will discuss the answers together. Let us get started.



Solving better — LOTS

1. **Fill in the blanks.**
   a. 2350 p in rupees and paise form can be written as _____.
   b. ₹143.50 in paise form can be written as _____.
   c. ₹450 + ₹250 = _____.
2. **Answer the following questions in your notebook.**
   a. How many ₹10 coins are required to make ₹100?
   b. How many ₹20 coins will you need for ₹500?
   c. Mr Shah pays ₹500 for mobile bills each month. How much will he pay for 6 months?
   d. Madhu bought two muffins worth ₹25 each. If she gives ₹50 to the shopkeeper, how much will she get back?
   e. Rakesh bought 10 yellow roses for ₹100. What is the cost of each rose?

134

(Guide the students to solve the questions.)

You may show **Animated activities** from the digital platform.

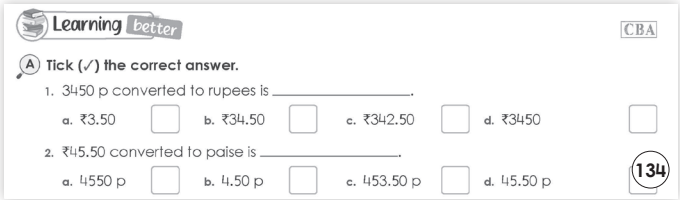
Learning better

Teacher: Now that we have explored the concept of money, let us put our understanding to the test.

MUST DO
30 MIN.

Teacher: We have already worked through some examples in the lesson. Now, let us solve a few more questions to reinforce our understanding. Are you ready to begin?

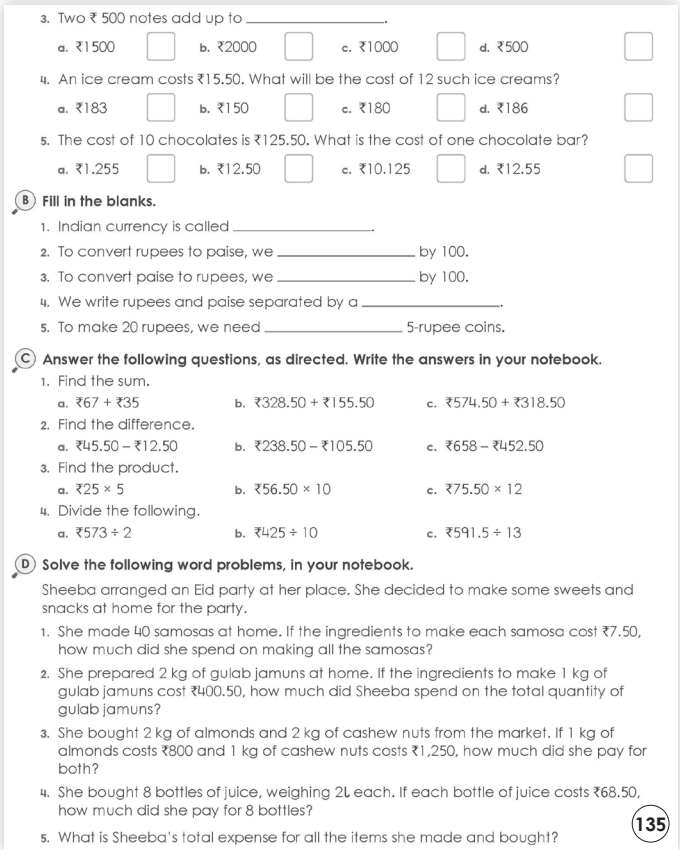
Students: Yes, teacher.



Learning better — CBA

A. **Tick (✓) the correct answer.**
1. 3450 p converted to rupees is _____.
   a. ₹3.50 ☐ b. ₹34.50 ☐ c. ₹342.50 ☐ d. ₹3450 ☐
2. ₹45.50 converted to paise is _____.
   a. 4550 p ☐ b. 4.50 p ☐ c. 453.50 p ☐ d. 45.50 p ☐

134



3. Two ₹ 500 notes add up to _____.
   a. ₹1500 ☐ b. ₹2000 ☐ c. ₹1000 ☐ d. ₹500 ☐
4. An ice cream costs ₹15.50. What will be the cost of 12 such ice creams?
   a. ₹183 ☐ b. ₹150 ☐ c. ₹180 ☐ d. ₹186 ☐
5. The cost of 10 chocolates is ₹125.50. What is the cost of one chocolate bar?
   a. ₹1.255 ☐ b. ₹12.50 ☐ c. ₹10.125 ☐ d. ₹12.55 ☐

B. **Fill in the blanks.**
1. Indian currency is called _____.
2. To convert rupees to paise, we _____ by 100.
3. To convert paise to rupees, we _____ by 100.
4. We write rupees and paise separated by a _____.
5. To make 20 rupees, we need _____ 5-rupee coins.

C. **Answer the following questions, as directed. Write the answers in your notebook.**
1. Find the sum.
   a. ₹67 + ₹35 b. ₹328.50 + ₹155.50 c. ₹574.50 + ₹318.50
2. Find the difference.
   a. ₹45.50 – ₹12.50 b. ₹238.50 – ₹105.50 c. ₹658 – ₹452.50
3. Find the product.
   a. ₹25 × 5 b. ₹56.50 × 10 c. ₹75.50 × 12
4. Divide the following.
   a. ₹573 ÷ 2 b. ₹425 ÷ 10 c. ₹591.5 ÷ 13

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

Sheeba arranged an Eid party at her place. She decided to make some sweets and snacks at home for the party.

1. She made 40 samosas at home. If the ingredients to make each samosa cost ₹7.50, how much did she spend on making all the samosas?
2. She prepared 2 kg of gulab jamuns at home. If the ingredients to make 1 kg of gulab jamuns cost ₹400.50, how much did Sheeba spend on the total quantity of gulab jamuns?
3. She bought 2 kg of almonds and 2 kg of cashew nuts from the market. If 1 kg of almonds costs ₹800 and 1 kg of cashew nuts costs ₹1,250, how much did she pay for both?
4. She bought 8 bottles of juice, weighing 2L each. If each bottle of juice costs ₹68.50, how much did she pay for 8 bottles?
5. What is Sheeba's total expense for all the items she made and bought?

135

(Tell the students to open page 134 and 135. Let them solve exercises A, B, C and D of the section Learning better. Ask them to read the questions carefully and answer them. Guide them to solve the word problems. Discuss every question and the correct answer once done).

You may show **Quiz** from the digital platform. Divide the class into groups and ask questions.

Teacher: Great job, everyone! You all have done very well today. See you all in the next class.

Differentiated Activities

110 km/hr

A friend gave you ₹200 and you spent ₹125 on a toy. You then borrowed ₹50 from a friend. How much money do you have now?

80 km/hr

If a toy costs ₹150 and you have ₹300, how much money will you have left after buying 2 toys?

40 km/hr

You have ₹100. You bought a pencil for ₹20 and a sharpener for ₹10. How much money do you have left?

Home Task

You have ₹800. You bought 4 notebooks, each costing ₹50 and 2 pens, each costing ₹20. How much money is left after your purchases?

Period 8

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

Students: We are good/fine.

Creating better

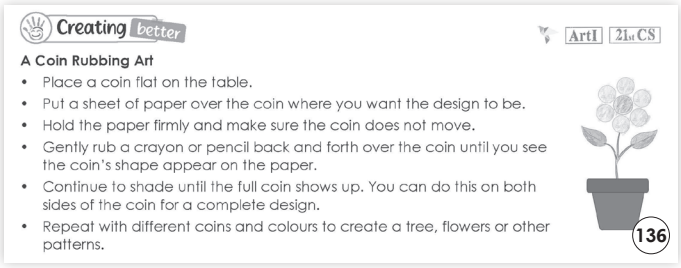
COULD DO

10 MIN.

Teacher: Let us start the class with a fun, creative activity.

Teacher: We will do a Coin rubbing art. This activity will help us connect our learning with a visual representation. We have seen different kinds of coins and even tried to draw them. But to make a perfect drawing, we can apply this interesting technique.

Teacher: In this activity, we will not only draw a coin but also use it to create different designs.



(Read and explain the steps of the activity to the students. Let them complete the activity.)

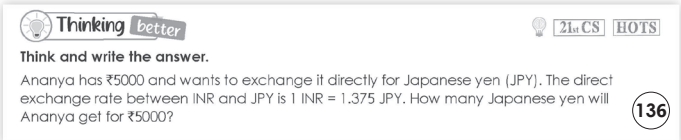
Thinking better

SHOULD DO

5 MIN.

Teacher: Now that we have covered the concept of money, let us take it a step further with an exciting challenge.

Teacher: Look at the activity in the Thinking better section on page 136. This activity will test your skills to analyse which operation needs to be done to find the correct answer. It is an excellent opportunity to apply what we have learnt in real-life situations.



(Read and explain the question to the students in the Thinking better section on page 136. Let them solve the question.)

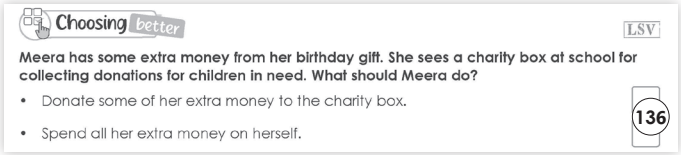
Choosing better

SHOULD DO

5 MIN.

Teacher: We have worked on some challenging money calculations. Let us shift our focus to an important life skill in the next section.

Teacher: This exercise will help us think about how we handle situations that involve teamwork and respect for others. It is a great way to practise making thoughtful decisions in real-life scenarios. Let us work through this activity and reflect on how we can choose the best actions in our daily lives.



(Read and explain the question to the students in the Choosing better section on page 136. Let them think and answer the question.)

Revising better

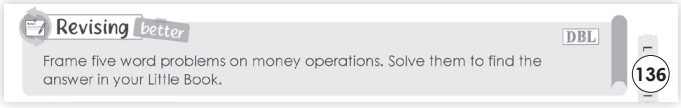
SHOULD DO

5 MIN.

Teacher: In the next section, we will get an opportunity to apply what we have learnt so far.

Teacher: This activity is a fun and interactive tool that will help us revisit addition and subtraction with time. You will think of five word problems on money, solve them and write the answers in your Little Book.

Teacher: This is a great way to reinforce your understanding of time and challenge yourself with some creative problem-solving! Let us get started.



(Read and explain the question to the students in the Revising better section on page 136. Let them frame word problems and solve.)

Pledging better

SHOULD DO

5 MIN.

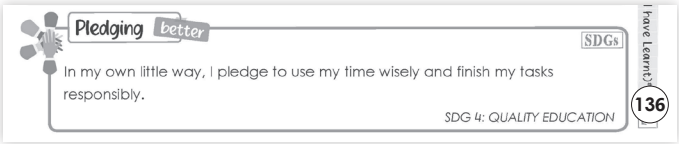
Teacher: Now, as we move forward with our learning today, it is important to reflect on how we can contribute to a positive and productive future. One of the key aspects of building a strong foundation for success is time management.

Teacher: Let us focus on the SDG (Sustainable Development Goal) 4, Quality Education. Part of achieving quality education is making sure we are responsible with our time and using it wisely. By finishing our tasks responsibly, we ensure that we are learning efficiently and making the most of our opportunities.

Teacher: To do this, we will each pledge to use our time wisely. Please repeat after me:

"In my own little way, I pledge to use my time wisely and finish my tasks responsibly".

Teacher: This pledge helps us take ownership of our time and our education, ensuring that we stay focused and accomplish our goals.

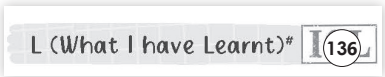


(Read and explain the question to the students in the Pledging better section on page 136. Let them frame word problems and solve.)

L (What Have I Learnt)

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

MUST DO
10 MIN.



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

Teacher: This is a great way to ensure that you remember everything you have learnt and to see how much you have grown in understanding money conversions and operations and their application in daily life.

Teacher: Sit with your partners and discuss what you have learnt from the lesson. Consolidate your ideas on the "What Have I Learnt" part of the KWL chart. Once the chart is complete, discuss your journey, reflecting on what you initially knew, what you wanted to know and what you have learnt.

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

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

Teacher: Keep revisiting the concepts. See you in the next class.

Differentiated Activities

110 km/hr

Solve:

1. A concert ticket costs ₹1,800. If you want to buy tickets for 7 people, how much will you pay in total?
2. Divide ₹3,600 by 12. What is the result?

80 km/hr

You have ₹1,000. If you buy 4 items for ₹150 each, how much will you have left?

40 km/hr

Divide ₹150 by 5. How much do you get?

Home Task

Solve:

1. Add ₹180, ₹220 and ₹100. What is the total amount?
2. You have ₹500. How much will you have left if you buy 4 items for ₹100 each?

Period 9

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

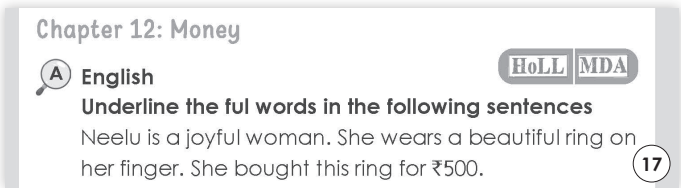
Students: We are good/fine.

Book of Holistic Teaching

Teacher: We have explored different concepts of money. It is not just an important concept in Maths – it is the thread that ties together English, Science and Social Studies. We will explore how money plays a role in various aspects of life.

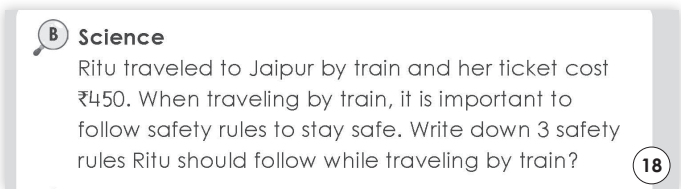
MUST DO
10 MIN.

Teacher: Let us start with an English activity where you will underline the 'ful' words in a given sentence. This will help us focus on understanding the importance of language in context, especially in terms of transactions involving money.



(Allow the students time to solve the question.)

Teacher: Now, we will move on to Science. Let us discuss the safety rules that must be followed when traveling by train. This relates to the cost of travel and how money is spent on transportation.



(Allow the students time to solve the question.)

Teacher: Now, we will explore a real-life scenario about rural self-government, where money is allocated for development. Let us talk about the systems of local self-government and how money is managed for community welfare.

(Allow the students time to solve the question.)

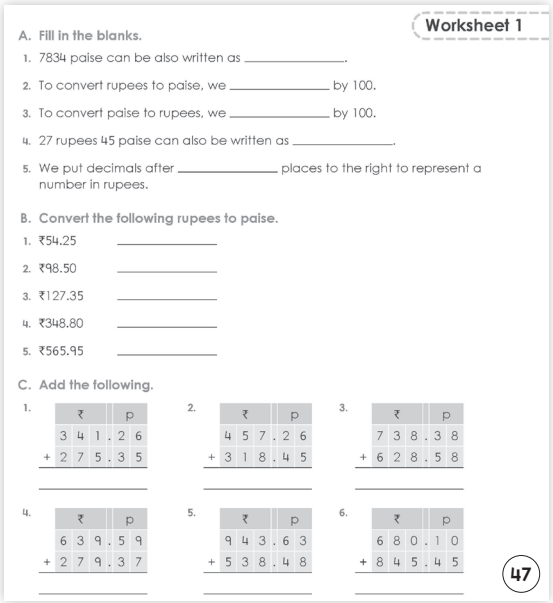
Worksheet 1

Teacher: Alright, students! We have answered some questions and solved a few exercises earlier. We will solve more such exercises. Open Worksheet 1 on Page 47 and solve exercises A, B and C. I am sure you all know the answers. Read the questions carefully. Once done, we will discuss the answers.

MUST DO

15 MIN.

Students: Okay, teacher.



Worksheet 1

A. Fill in the blanks.

1. 7834 paise can be also written as _____.
2. To convert rupees to paise, we _____ by 100.
3. To convert paise to rupees, we _____ by 100.
4. 27 rupees 45 paise can also be written as _____.
5. We put decimals after _____ places to the right to represent a number in rupees.

B. Convert the following rupees to paise.

1. ₹54.25 _____
2. ₹98.50 _____
3. ₹127.35 _____
4. ₹348.80 _____
5. ₹565.95 _____

C. Add the following.

	₹	p
1.	341	26
+	275	35
2.	457	26
+	318	45
3.	738	38
+	628	58
4.	639	59
+	279	37
5.	943	63
+	538	48
6.	680	10
+	845	45

47

(Allow the students to think and write the answers.)

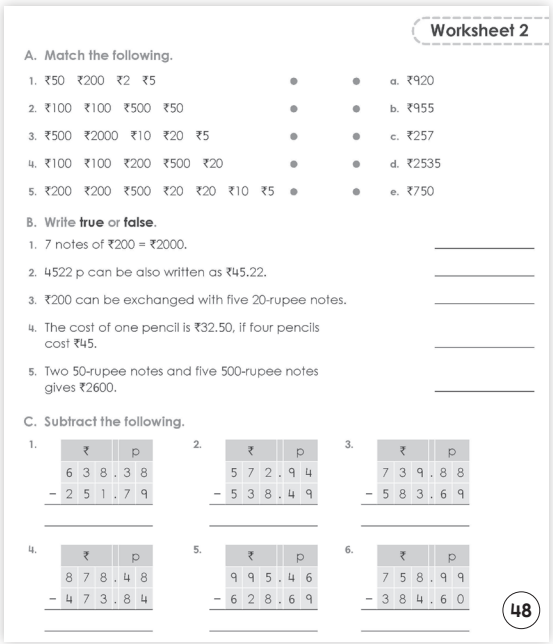
You may show **Mental Maths** from the digital platform.

Worksheet 2

Teacher: Okay, students! Let us move to Worksheet 2 on Page 48 and solve exercises A, B and C. We will discuss the questions first and then you will write the answers.

MUST DO

15 MIN.



Worksheet 2

A. Match the following.

1. ₹50 ₹200 ₹2 ₹5	•	• a. ₹920
2. ₹100 ₹100 ₹500 ₹50	•	• b. ₹955
3. ₹500 ₹2000 ₹10 ₹20 ₹5	•	• c. ₹257
4. ₹100 ₹100 ₹200 ₹500 ₹20	•	• d. ₹2535
5. ₹200 ₹200 ₹500 ₹20 ₹20 ₹10 ₹5	•	• e. ₹750

B. Write **true** or **false**.

1. 7 notes of ₹200 = ₹2000. _____
2. 4522 p can be also written as ₹45.22. _____
3. ₹200 can be exchanged with five 20-rupee notes. _____
4. The cost of one pencil is ₹32.50, if four pencils cost ₹45. _____
5. Two 50-rupee notes and five 500-rupee notes gives ₹2600. _____

C. Subtract the following.

	₹	p
1.	638	38
−	251	79
2.	572	94
−	538	49
3.	739	88
−	583	69
4.	878	48
−	473	84
5.	995	46
−	628	69
6.	758	99
−	384	60

48

(Discuss the questions and let the students write the answers.)

Teacher: Well done! We have almost reached the end of the lesson. We covered different concepts of money and answered a lot of questions. I hope you are feeling confident about what we have learnt.

Teacher: Keep revisiting the concepts. See you in the next class.

Differentiated Activities

110 km/hr

You are planning to buy 5 items from a store. Each item costs ₹50. How much will it cost in total? After calculating, imagine you have ₹250. How much money will you have left after buying all the items?

80 km/hr

You have ₹500 and you buy an item worth ₹300. How much money will you have left? After that, you buy another item for ₹100. How much do you have now?

40 km/hr

You have ₹100. You buy a toy for ₹50. How much money do you have left? Draw the toy and label the amount of money spent and remaining.

Home Task

- Create your own "Money Journal". Ask your parents to help you collect 5 different coins (₹1, ₹2, ₹5, ₹10, ₹20). For each coin, draw its image and write the value.
- Write down 3 different things you could buy with each coin.

Period 10

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

Students: We are good/fine.

SHOULD DO

10 MIN.

Teacher: Today, we are going to be creative and make our own money. But there is a twist. You will design a coin or note with your values and names. Use the materials on your desk to create them.

(Let the students create a coin or note using paper and pens. They should decide the value and the name of their coin or note. For example, 'Happy Coin' worth ₹10.)

Teacher: Once done, pair up with your partner. One of you will ask your partner, "How much is your coin/note worth?" and the other will answer based on their design. Then, you will exchange the created money.

Teacher: Then, you all will describe your coin or note to the class, explaining the value and the story behind the design.

(Let the students complete the task.)

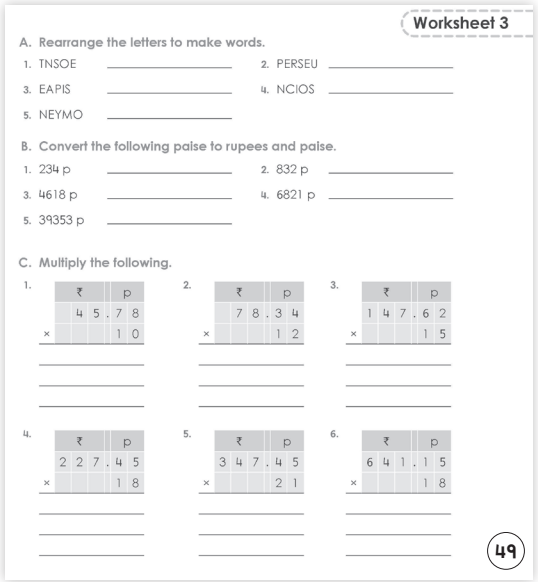
Worksheet 3

Teacher: Alright, students! We have answered some questions and solved a few exercises earlier. We will solve more such exercises. Open Worksheet 3 on Page 49 and solve exercises A, B and C. I am sure you all know the answers. Read the questions carefully. Once done, we will discuss the answers.

MUST DO

15 MIN.

Students: Okay, teacher.



Worksheet 3

A. Rearrange the letters to make words.

1. TNSOE _____ 2. PERSEU _____
3. EAPIS _____ 4. NCIOS _____
5. NEYMO _____

B. Convert the following paise to rupees and paise.

1. 234 p _____ 2. 832 p _____
3. 4618 p _____ 4. 6821 p _____
5. 39353 p _____

C. Multiply the following.

1. ₹ p: 45.78 × 10
2. ₹ p: 78.34 × 12
3. ₹ p: 147.62 × 15
4. ₹ p: 227.45 × 18
5. ₹ p: 347.45 × 21
6. ₹ p: 641.15 × 18

49

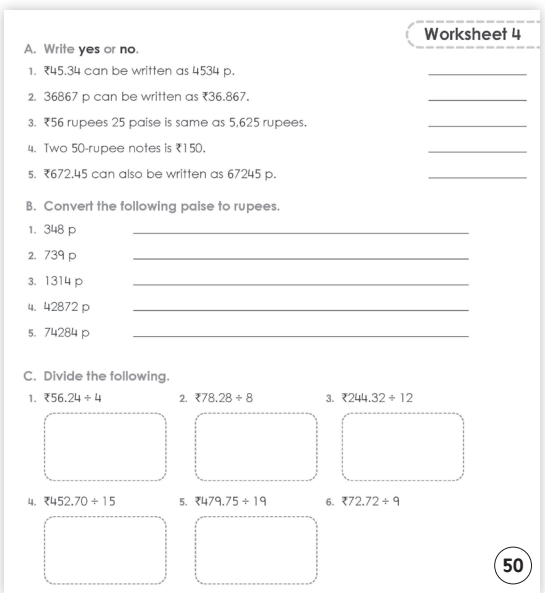
(Allow the students to think and write the answers.)

Worksheet 4

Teacher: Okay, students! Let us move to Worksheet 4 on Page 50 and solve exercises A, B and C. We will discuss the questions first and then you will write the answers.

SHOULD DO

15 MIN.



Worksheet 4

A. Write **yes** or **no**.

1. ₹45.34 can be written as 4534 p. _____
2. 36867 p can be written as ₹36.867. _____
3. ₹56 rupees 25 paise is same as 5.625 rupees. _____
4. Two 50-rupee notes is ₹150. _____
5. ₹672.45 can also be written as 67245 p. _____

B. Convert the following paise to rupees.

1. 348 p _____
2. 739 p _____
3. 1314 p _____
4. 42872 p _____
5. 74284 p _____

C. Divide the following.

1. ₹56.24 ÷ 4
2. ₹78.28 ÷ 8
3. ₹244.32 ÷ 12
4. ₹452.70 ÷ 15
5. ₹479.75 ÷ 19
6. ₹72.72 ÷ 9

50

(Discuss the questions and let the students write the answers.)

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

Teacher: Well done! We have almost reached the end of the lesson. We covered different concepts of money and answered a lot of questions. I hope you are feeling confident about what we have learnt.

Teacher: Keep revisiting the concepts. See you in the next class.

Differentiated Activities

110 km/hr

You have ₹500, ₹200, ₹100 and ₹50. You need to buy three items - a book for ₹320, a pencil box for ₹135 and a snack for ₹85. Calculate the total cost of the items. Subtract the total from the amount you have and determine how much money is left.

80 km/hr

You have ₹200 and ₹150. You need to buy two items - a notebook for ₹120 and a toy for ₹110. Add the cost of the items.

40 km/hr

You have ₹100 and ₹50. You want to buy a toy worth ₹120. Add and check if you can buy the toy.

Home Task

Ask a parent to help you create a shopping list. Write down the names of 5 things you would like to buy and ask the parent to give you an approximate price for each item. Add up the total cost of the items. Then, imagine you have ₹500. Can you buy everything on the list? If not, decide which items you would remove to stay within your budget.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	• draw and colour coins of different amounts
Socio-Emotional and Ethical Development	• work in collaboration with their peers • respect individual differences while carrying out various activities
Cognitive Development	• convert rupees to paise and vice-versa • learn to perform operations with money • apply operations on money in real-life situations
Language and Literacy Development	• frame word problems on money
Aesthetic and Cultural Development	• display creativity in coin rubbing art
Positive Learning Habits	• learn to manage money wisely

Starry Knights

How were the learners' responses to the activities on saving money? Could you encourage them to save money?

Reward yourself with a STAR.