

**Class I**

**Maths Lesson Plan**

**Term I**

**(2020-21)**

Class 1  
MATHS FA1 Syllabus. (20Marks)  
L - 1 Shapes  
L - 2 Patterns  
(Textbook and Workbook )both

MATHS FA2 Syllabus. (20 Marks)  
Chapter - 3.1 Count in ones and tens  
Chapter - 3.2 Compare two digit numbers  
(Textbook and Workbook)

MATHS SA-1 MYA (50 Marks)  
Chapter - 1.1 Shapes  
Chapter - 3.1 Count in Ones and Tens  
Chapter - 3.2 Compare 2-digit numbers  
Chapter - 4.1 Add 1- digit and 2-digit numbers  
Textbook and Workbook both



Concept Overview – 1.1: Understand Spatial Words							
Day and Planned Date	TB Page No. and Section	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice	Teacher's Notes
1 DD/MM/YYYY	1 – THK	1.1.a	<ul style="list-style-type: none"> <li>Recall the basic shapes of objects.</li> </ul>	<ul style="list-style-type: none"> <li>Guided Learning</li> </ul>	<ul style="list-style-type: none"> <li>bangles</li> </ul>	–	
2 DD/MM/YYYY	2 – RCL	1.1.a	<ul style="list-style-type: none"> <li>Describe various positions with respect to an object: on, under, above, below, near, far.</li> </ul>	<ul style="list-style-type: none"> <li>Guided Learning</li> </ul>	–	WB: Pg. 1 (Q. 1)	
3 DD/MM/YYYY	3 – RCL	1.1.a	<ul style="list-style-type: none"> <li>Describe various positions with respect to an object: in front of, behind, inside, outside, before, between, after.</li> </ul>	<ul style="list-style-type: none"> <li>Guided Learning</li> <li>Questioning</li> </ul>	–	WB: Pg. 1 (Q. 2)	
4 DD/MM/YYYY	3, 4 – RCL	1.1.a	<ul style="list-style-type: none"> <li>Use correct words to describe positions of objects.</li> </ul>	<ul style="list-style-type: none"> <li>Direct Instruction</li> </ul>	–	TB: Pg. 4 (Fill in the blanks) WB: Pg. 1 (Q. 3)	
5 DD/MM/YYYY	4-6 – REM/UND	1.1.a 1.1.b	<ul style="list-style-type: none"> <li>Identify flat figures and their properties.</li> <li>Identify objects in the surroundings having different flat figures.</li> </ul>	<ul style="list-style-type: none"> <li>Direct Instruction</li> </ul>	<ul style="list-style-type: none"> <li>IMAX chart of Flat Figures</li> </ul>	TB: Pg. 6 Example 2 WB: Pgs. 1, 2 (Q. 4, 5, 12)	
6 DD/MM/YYYY	5, 6 – REM/UND TMB	1.1.b	<ul style="list-style-type: none"> <li>Count the sides and corners of a flat figure.</li> </ul>	<ul style="list-style-type: none"> <li>Practising</li> </ul>	<ul style="list-style-type: none"> <li>IMAX Geoboard</li> </ul>	TB: Pg. 6 TMB WB: Pg. 2 (Q. 6-11, 13, 14)	



Day and Planned Date	TB Page No. and Section	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice	Teacher's Notes
7 DD/MM/YYYY	7– APP	1.1.b	<ul style="list-style-type: none"><li>Understand solid figures and relate the solid figures with the objects in our surroundings.</li></ul>	<ul style="list-style-type: none"><li>Interactive Discussion</li></ul>	–	WB: Pgs. 3, 4 (Q. 15, 17)	
8 DD/MM/YYYY	8– HOTS	1.1.c	<ul style="list-style-type: none"><li>Identify the solid figures (3D shapes) using examples.</li></ul>	<ul style="list-style-type: none"><li>Questioning</li></ul>	–	WB: Pgs. 3, 4 (Q. 16, 18)	
9 DD/MM/YYYY	9– HOTS MM, CtD	1.1.a, 1.1.b, 1.1.c	<ul style="list-style-type: none"><li>Revise spatial words, 2D shapes, solid figures.</li></ul>	<ul style="list-style-type: none"><li>Peer Learning</li></ul>	–	TB: Pg. 9 (MM, CtD)	
10 DD/MM/YYYY	10-12 – Drill Time, ANtP	1.1.a, 1.1.b, 1.1.c	<ul style="list-style-type: none"><li>Revise spatial words, 2D shapes, solid figures.</li></ul>	<ul style="list-style-type: none"><li>Peer Learning</li></ul>	–	TB: Pgs. 10-12 (Drill Time, Q. 1-4) TB: Pg. 12 (ANtP)	

Written Work

### Maths Munchies

Collect 10 things from your home. Draw the outlines of their bases.

Write the names of the objects. Also, write the names of the shapes of their bases.



### Connect the Dots

#### English Fun

Letters such as 'A' and 'V' of the English alphabet look like triangles. Letters such as 'O' and 'Q' look like circles.

Can you make a rectangle by using the letter 'L'? What other shapes can you make using the letters of the English alphabet?

A V O Q L

#### EVS Fun











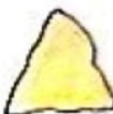



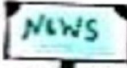
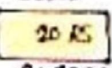



















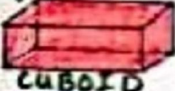























Shapes are all around us. What do our arms look like? Our arms look like cylinders. What is the shape of our eyeballs? Our eyeballs look like spheres. What is the shape of the Earth?



<https://www.youtube.com/watch?v=WC1VwRtU4PI&feature=youtu.be>

# SHAPES

FLAT
SOLID

★  SQUARE	 CRAFT PAPER	 CLOCK	 WINDOW	 BREAD	 CHESS BOARD
★  TRIANGLE	 TRAFFIC SIGN	 HANGER	 WATER MELON SLICE	 CHIPS	 PIZZA SLICE
★  RECTANGLE	 BLACK BOARD	 TELEVISION	 RUPEES	 BAG	 MAT
★  CIRCLE	 BUTTON	 FULL MOON	 COIN	 SUN	 WHEEL
★  OVAL	 EGG	 BALLOON	 RACKET SET	 WATER MELON	 BUG
★  CYLINDER	 COCA COLA	 CUP	 CANDLE	 LOG	
★  CUBOID	 CEREAL BOX	 TISSUE HOLDER	 CARD BOX	 CANDY	 BUS
★  CUBE	 PUZZLE GAME	 DICE	 BLOCKS	 ICE CUBE	 GIFT
★  SPHERE	 FOOTBALL	 MARBLE	 BASKETBALL	 EARTH	 GLOBE
★  CONE	 ICE CREAM CONE	 BIRTHDAY CAP	 TABLE LAMP	 COFFEE FILTER	 ICE CREAM

### Concept Overview – 2.1: Patterns in Surrounding



Day and Planned Date	TB Page No. and Section	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice	Teacher's Notes
1 DD/MM/YYYY	13, 14 – THK/RCL	2.1.a	<ul style="list-style-type: none"> <li>Recall solid and flat shapes.</li> </ul>	<ul style="list-style-type: none"> <li>Practising</li> <li>Interactive Discussion</li> </ul>	–	WB: Pg. 6 (Q. 1-3)	
2 DD/MM/YYYY	15 – REM/UND	2.1.a	<ul style="list-style-type: none"> <li>Identify patterns. Identify basic shape of a pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Interactive Discussion</li> <li>Practising</li> </ul>	<ul style="list-style-type: none"> <li>crayons or markers</li> </ul>	WB: Pg. 7 (Q. 4-6)	
3 DD/MM/YYYY	16 – REM/UND	2.1.a	<ul style="list-style-type: none"> <li>Complete the pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Using Concrete Material</li> </ul>	<ul style="list-style-type: none"> <li>vegetable pieces</li> <li>chart paper</li> <li>water colours</li> </ul>	WB: Pgs. 7, 8 (Q. 7-12)	
4 DD/MM/YYYY	17 – REM/UND TMB	2.1.a	<ul style="list-style-type: none"> <li>Recognise and complete the patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Interactive Discussion</li> <li>Practising</li> </ul>	<ul style="list-style-type: none"> <li>coloured chalks</li> </ul>	TB: Pg. 17 (Try This, TMB) WB: Pgs. 8, 9 (Q. 13, 14)	
5 DD/MM/YYYY	18 – APP	2.1.a	<ul style="list-style-type: none"> <li>Predict what comes next in a pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Guided Learning</li> <li>Practising</li> </ul>	–	TB: Pg. 18, Example 3 WB: Pg. 9 (Q. 15)	



Day and Planned Date	TB Page No. and Section	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice	Teacher's Notes
6 DD/MM/YYYY	19 – APP	2.1.b	<ul style="list-style-type: none"><li>Determine the patterns found in numbers.</li><li>Discuss the various patterns found in numbers.</li></ul>	<ul style="list-style-type: none"><li>Peer Learning</li></ul>	–	WB: Pg. 10 (Q. 16, 17)	
7 DD/MM/YYYY	19, 20 – HOTS	2.1.a	<ul style="list-style-type: none"><li>Analyse the patterns found in our surroundings.</li></ul>	<ul style="list-style-type: none"><li>Interactive Discussion</li><li>Peer Learning</li></ul>	–	WB: Pg. 10 (Q. 18)	
8 DD/MM/YYYY	21-24 – MM, CtD, Drill Time, ANtP	2.1.a, 2.1.b	<ul style="list-style-type: none"><li>Revise problems related to patterns.</li></ul>	<ul style="list-style-type: none"><li>Interactive Discussion</li><li>Practising</li></ul>	–	TB: Pgs. 22, 23 (Drill Time Q. 1-3, MM, CtD)	





## Connect the Dots

### English Fun

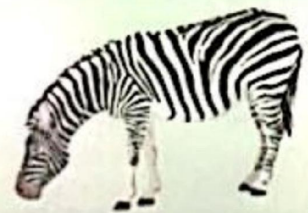
Poems follow patterns too. Similar sounding words repeat in poems to create rhymes. Here is a short rhyme for you to sing and enjoy.

*Twinkle, twinkle, little star,  
How I wonder what you are.  
Up above the world so high,  
Like a diamond in the sky.*



### EVS Fun


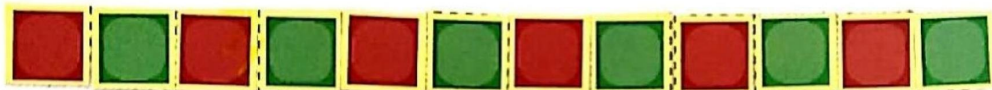

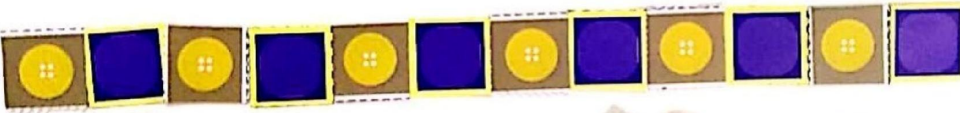
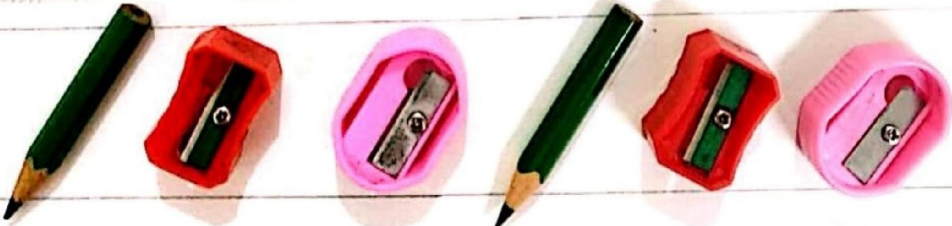
You know that tigers and zebras have stripes on their bodies. Leopards and giraffes have patches on their bodies. Can you find more animals with patterns.

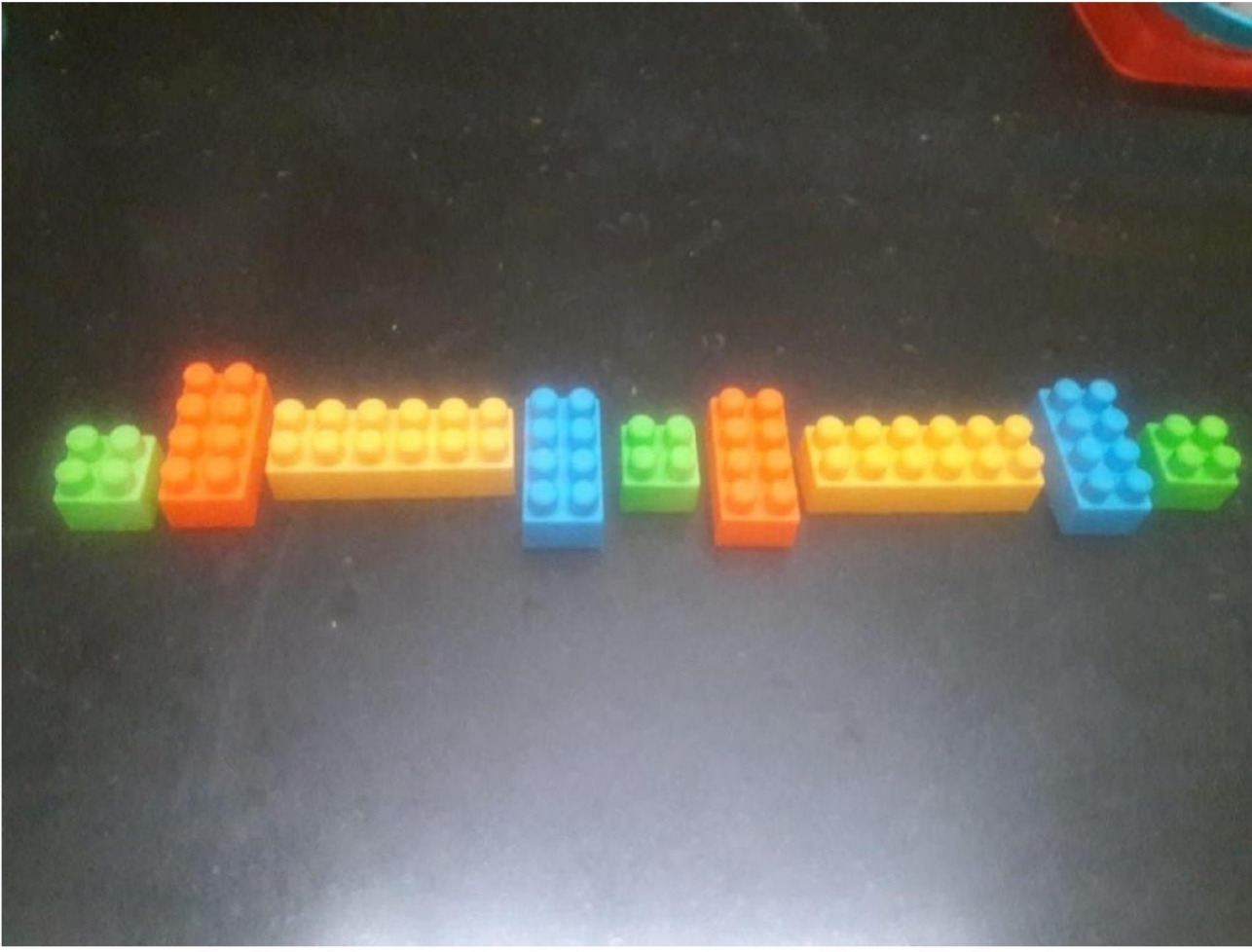


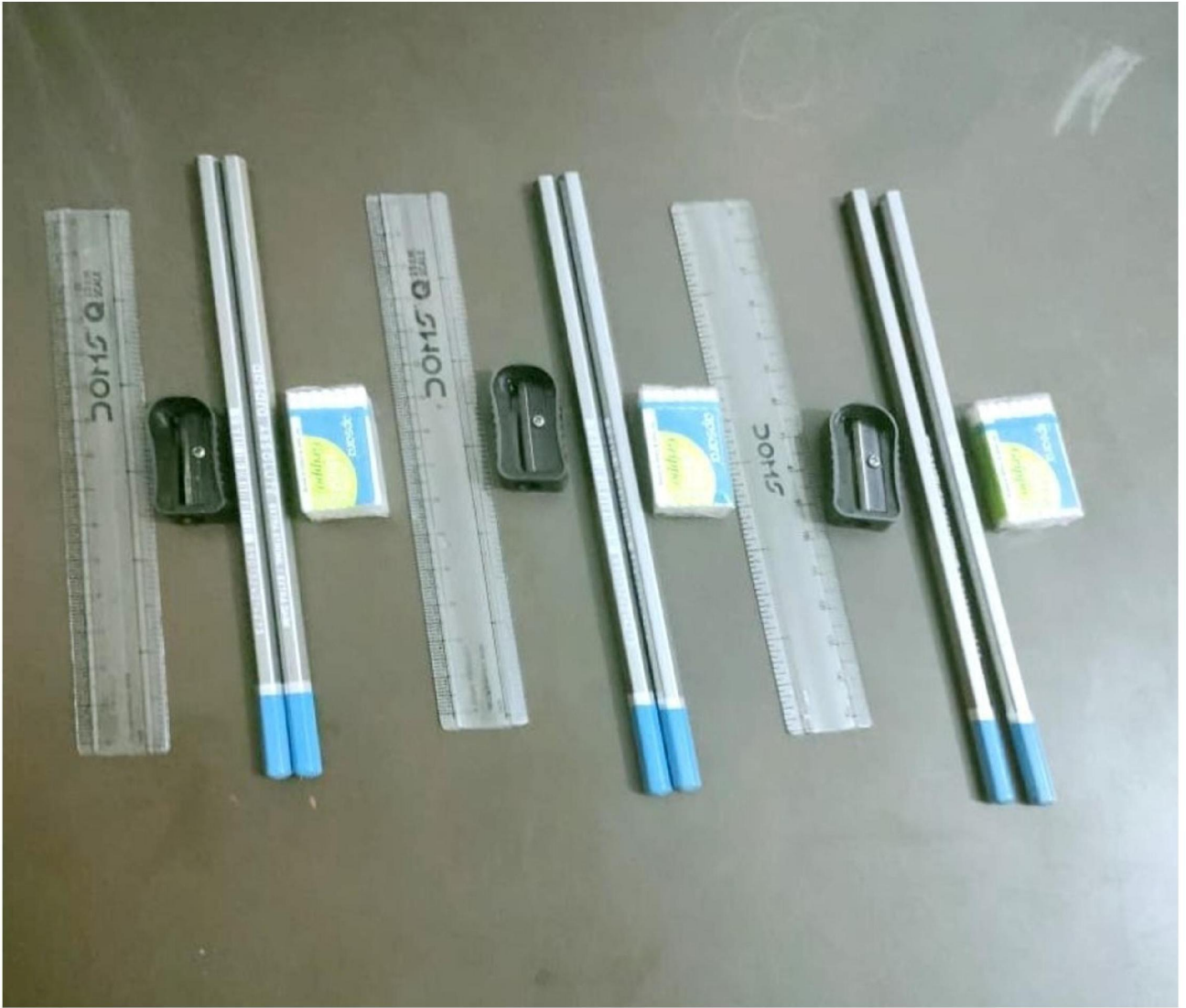
<https://www.youtube.com/watch?v=Lh3twupvl7M&feature=youtu.be>

Different types of Patterns

Gunaz Kaur Mann

1.	
2.	
3.	
4.	
5.	







Concept Overview – 3.1: Count in Ones and Tens							
Day and Planned Date	TB Page No. and Section	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice	Teacher's Notes
1 DD/MM/YYYY	25, 26 – THK/RCL	3.1.b	<ul style="list-style-type: none"> <li>Recall numbers from 1 to 9.</li> </ul>	<ul style="list-style-type: none"> <li>Questioning</li> <li>Guided Learning</li> </ul>	<ul style="list-style-type: none"> <li>crayons</li> </ul>	TB: Pg. 26 WB: Pg. 12 (Q. 1-3)	
2 DD/MM/YYYY	27 – REM/UND	3.1.a	<ul style="list-style-type: none"> <li>Explain and represent zero.</li> </ul>	<ul style="list-style-type: none"> <li>Using Concrete Material</li> <li>Peer Learning</li> </ul>	–	WB: Pg. 12 (Q. 4)	
3 DD/MM/YYYY	28 – REM/UND	3.1.b	<ul style="list-style-type: none"> <li>Count and find the total number of objects.</li> </ul>	<ul style="list-style-type: none"> <li>Practising</li> </ul>	<ul style="list-style-type: none"> <li>IMAX Bean Strips</li> </ul>	–	
4	28, 29 – REM/UND	3.1.c	<ul style="list-style-type: none"> <li>Identify 'digit' and 'place value chart'.</li> </ul>	<ul style="list-style-type: none"> <li>Activity Method</li> </ul>	<ul style="list-style-type: none"> <li>beans/pebbles</li> </ul>	–	
5 DD/MM/YYYY	28, 29 – REM/UND	3.1.c	<ul style="list-style-type: none"> <li>Identify 'digit' and 'place value chart'.</li> </ul>	<ul style="list-style-type: none"> <li>Guided Learning</li> </ul>	<ul style="list-style-type: none"> <li>IMAX Place Value Cards</li> </ul>	WB: Pgs. 12, 13 (Q. 5-8)	
6 DD/MM/YYYY	29-31 – REM/UND	3.1.c, 3.1.d	<ul style="list-style-type: none"> <li>Discuss place value chart and abacus counting.</li> <li>Identify the number names from the numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Guided Learning</li> </ul>	<ul style="list-style-type: none"> <li>abacus</li> </ul>	WB: Pg. 13 (Q. 9)	
7 DD/MM/YYYY	31 – REM/UND	3.1.c, 3.1.d	<ul style="list-style-type: none"> <li>Identify the ones and tens place in numbers.</li> <li>Recall the number names, represent numbers on abacus.</li> </ul>	<ul style="list-style-type: none"> <li>Activity Method</li> </ul>	–	TB: Pgs. 28, 29 (Example 2) WB: Pgs. 13, 14 (Q. 10-14)	

Day and Planned Date	TB Page No. and Section	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice	Teacher's Notes
8 DD/MM/YYYY	31, 32 REM/UND	3.1.d	<ul style="list-style-type: none"> <li>Recall number names, represent numbers on abacus.</li> </ul>	<ul style="list-style-type: none"> <li>Interactive Discussion</li> </ul>	-	TB: Pg. 32 (Example 3)	
9 DD/MM/YYYY	32, 33 – APP, TMB	3.1.c	<ul style="list-style-type: none"> <li>Form/Create 2-digit numbers using place value chart.</li> </ul>	<ul style="list-style-type: none"> <li>Interactive Discussion</li> </ul>	-	TB: Pg. 32 (TMB) WB: Pg. 14 (Q. 15, 16)	
10 DD/MM/YYYY	32, 41 –	3.1.a, 3.1.b, 3.1.c, 3.1.d	<ul style="list-style-type: none"> <li>Revise/solve Drill Time questions.</li> </ul>	<ul style="list-style-type: none"> <li>Peer Learning</li> </ul>	-	TB: Pg. 41 (Drill Time Q. 1-3)	
11 DD/MM/YYYY	31 – APP	3.1.c	<ul style="list-style-type: none"> <li>Use the place value chart and form numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Practising</li> </ul>	-	TB: Pg. 33, (Example 6) WB: Pgs. 14, 15 (Q. 17)	
12 DD/MM/YYYY	34 – HOTS	3.1.c	<ul style="list-style-type: none"> <li>Represent 2-digit numbers on an abacus.</li> </ul>	<ul style="list-style-type: none"> <li>Guided Learning</li> </ul>	<ul style="list-style-type: none"> <li>IMAX Grid Board</li> </ul>	TB: Pg. 34 (Example 7)	
13	34 – HOTS	3.1.c	<ul style="list-style-type: none"> <li>Demonstrate place values of a digit by using an abacus.</li> </ul>	<ul style="list-style-type: none"> <li>Peer Learning</li> </ul>	-	TB: Pg. 34 (Example 8) WB: Pg. 15 (Q. 18)	

### Concept Overview – 3.2: Compare 2-digit Numbers

Day and Planned Date	TB Page No. and Section	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice	Teacher's Notes
1 DD/MM/YYYY	35, 36 – THK,RCL	3.2.a	<ul style="list-style-type: none"> <li>Recall the positions of objects and numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Activity Method</li> <li>Peer Learning</li> </ul>	<ul style="list-style-type: none"> <li>marbles</li> </ul>	TB: Pg. 36 I Recall, Fill in the blanks WB: Pg. 16 (Q. 1-3)	
2 DD/MM/YYYY	36 – REM/UND	3.2.a	<ul style="list-style-type: none"> <li>Identify 'before' and 'after' numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Guided Learning</li> <li>Activity Method</li> </ul>	-	TB: Pg. 36, (Example 9) WB: Pg. 16 (Q. 4, 6)	
3 DD/MM/YYYY	37 – REM/UND	3.2.a	<ul style="list-style-type: none"> <li>Compare numbers using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</li> </ul>	<ul style="list-style-type: none"> <li>Activity Method</li> </ul>	-	WB: Pgs. 16, 17 (Q. 5, 7-13)	
4 DD/MM/YYYY	37 – REM/UND TMB	3.2.a	<ul style="list-style-type: none"> <li>Show the comparison of numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Peer Learning</li> <li>Activity Method</li> </ul>	-	TB: Pg. 36 (TMB) WB: Pg. 17 (Q. 14, 15)	
5 DD/MM/YYYY	38 – APP	3.2.a	<ul style="list-style-type: none"> <li>Arrange numbers in ascending and descending orders.</li> </ul>	<ul style="list-style-type: none"> <li>Guided Learning</li> </ul>	<ul style="list-style-type: none"> <li>IMAX Number Strips</li> </ul>	WB: Pg. 18 (Q. 16)	
6 DD/MM/YYYY	38 – APP	3.2.a	<ul style="list-style-type: none"> <li>Arrange numbers in ascending and descending orders.</li> </ul>	<ul style="list-style-type: none"> <li>Guided Learning</li> <li>Peer</li> </ul>	-	-	





Day and Planned Date	TB Page No. and Section	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice	Teacher's Notes
7 DD/MM/YYYY	38, 39 – APP	3.2.a	<ul style="list-style-type: none"><li>Form the greatest and the smallest 2-digit numbers.</li></ul>	<ul style="list-style-type: none"><li>Direct Instruction</li><li>Practising</li></ul>	-	WB: Pg. 18 (Q. 17)	
8 DD/MM/YYYY	39 – APP	3.2.a	<ul style="list-style-type: none"><li>Form the greatest and the smallest 2-digit numbers.</li></ul>	<ul style="list-style-type: none"><li>Questioning</li><li>Activity Method</li></ul>	-	-	
9 DD/MM/YYYY	39, 40 – HOTS, MM, CtD	3.2.a	<ul style="list-style-type: none"><li>Observe and identify the positions of a subject/object in real-life situations.</li></ul>	<ul style="list-style-type: none"><li>Guided Learning</li><li>Peer Learning</li></ul>	-	TB: Pg. 40. (MM) WB: Pg. 18 (Q. 18)	
10 DD/MM/YYYY	41, 42 – Drill Time ANtP	3.2.a	<ul style="list-style-type: none"><li>Practise comparing 2-digit numbers.</li></ul>	<ul style="list-style-type: none"><li>Peer Learning</li></ul>	-	TB: Pg. 37 (Drill Time Q. 4-8)	



### Maths Munchies

Choose a 2-digit number with a zero in its ones place. Change the place of its digits. It then becomes a 1-digit number.

For example, take the number 30. If we change the places of its digits, the number becomes 03, which is the same as 3.

T	O	Number
3	0	30
0	3	03



### Connect the Dots

#### English Fun

Arrange the letters D, F, C, J, A, E, G, I, H and B in ascending and descending orders.

#### EVS Fun

An adult has 32 (3 tens and 2 ones) teeth in his or her mouth. Count the number of teeth you have. How many are they? Write the number of teeth you have in tens and ones.



### Concept Overview – 4.1: Add 1-digit and 2-digit Numbers

Day and Planned Date	TB Page No. and Section	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice	Teacher's Notes
1 DD/MM/YYYY	43, 44 – THK,RCL	4.1.a	<ul style="list-style-type: none"> <li>Identify and recall numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Questioning</li> <li>Practising</li> </ul>	–	TB: Pg. 44 (I Recall) WB: Pg. 20 (Q. 1-3)	
2 DD/MM/YYYY	45 – REM/UND	4.1.a	<ul style="list-style-type: none"> <li>Understand the term 'sum', 'add', 'addition'. Read 'plus' (+).</li> <li>Perform addition via counting.</li> <li>Identify the symbol for addition.</li> </ul>	<ul style="list-style-type: none"> <li>Guided Learning</li> <li>Practising</li> </ul>	<ul style="list-style-type: none"> <li>IMAX Number Strips</li> </ul>	TB: Pg. 45, (Example 1) WB: Pg. 20 (Q. 4, 5)	
3 DD/MM/YYYY	46, 47 – REM/UND	4.1.b	<ul style="list-style-type: none"> <li>Perform addition using fingers.</li> </ul>	<ul style="list-style-type: none"> <li>Direct Instruction</li> </ul>	–	WB: Pg. 21 (Q. 6, 12)	
4 DD/MM/YYYY	48 – REM/UND	4.1.b	<ul style="list-style-type: none"> <li>Perform addition using number line.</li> </ul>	<ul style="list-style-type: none"> <li>Guided Learning</li> </ul>	–	TB: Pg. 48, (Examples 3b, c) WB: Pg. 21 (Q. 7, 9)	
5 DD/MM/YYYY	49 – REM/UND	4.1.b	<ul style="list-style-type: none"> <li>Perform and understand vertical addition.</li> </ul>	<ul style="list-style-type: none"> <li>Guided Learning</li> <li>Peer Learning</li> </ul>	–	WB: Pg. 21 (Q. 10, 11)	
6 DD/MM/YYYY	49 – REM/UND	4.1.a 4.1.b	<ul style="list-style-type: none"> <li>Addition of 2-digit numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Practising</li> </ul>	<ul style="list-style-type: none"> <li>IMAX Number Strips</li> </ul>	TB: Pg. 49, (Example 5) WB: Pg. 22 (Q. 13, 14)	
7 DD/MM/YYYY	50 – REM/UND	4.1.a 4.1.b	<ul style="list-style-type: none"> <li>Addition of 2-digit numbers and 1-digit numbers using real-life examples.</li> </ul>	<ul style="list-style-type: none"> <li>Interactive Discussion</li> <li>Peer Learning</li> </ul>	–	TB: Pg. 50 (Train My Brain)	





Day and Planned Date	TB Page No. and Section	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice	Teacher's Notes
8 DD/MM/YYYY	50 – APP	4.1.a	<ul style="list-style-type: none"><li>Apply addition to real-life situations.</li></ul>	<ul style="list-style-type: none"><li>Guided Learning</li><li>Practising</li></ul>	–	TB: Pg. 50 (Examples 6, 7) WB: Pg. 26 (Q. 15)	
9 DD/MM/YYYY	50 – APP	4.1.a	<ul style="list-style-type: none"><li>Connect addition with real-life situations.</li></ul>	<ul style="list-style-type: none"><li>Guided Learning</li></ul>	–	–	
10 DD/MM/YYYY	51 – HOTS	4.1.a	<ul style="list-style-type: none"><li>Add three 1-digit numbers.</li></ul>	<ul style="list-style-type: none"><li>Practising</li></ul>	–	TB: Pg. 51, (Examples 8, 9) WB: Pg. 27 (Q. 16, 17)	
11	51 – HOTS	4.1.a	<ul style="list-style-type: none"><li>Add three 1-digit numbers.</li></ul>	<ul style="list-style-type: none"><li>Activity Method</li></ul>	<ul style="list-style-type: none"><li>playing cards</li></ul>	–	
12 DD/MM/YYYY	51 – HOTS	4.1.a	<ul style="list-style-type: none"><li>Practise adding numbers up to 99.</li></ul>	<ul style="list-style-type: none"><li>Questioning</li></ul>	–	WB: Pg. 28 (Q. 18)	
13	51, 59 – Drill Time	4.1.a	<ul style="list-style-type: none"><li>Practise adding numbers up to 99.</li></ul>	<ul style="list-style-type: none"><li>Practising</li></ul>	–	TB: Pg. 59 (Drill Time Q. 3)	
14	51, 59 – Drill Time	4.1.a	<ul style="list-style-type: none"><li>Practise adding numbers up to 99.</li></ul>	<ul style="list-style-type: none"><li>Peer Learning</li></ul>	–	TB: Pg. 59 (Drill Time Q. 1, 2)	

## Maths Munchies

We can add two numbers by drawing lines.

Suppose we have to add 5 and 3.

First draw 5 lines and then 3 lines as shown.

Then, count the lines continuously. The number we get for the last line is the sum of the two given numbers.

$$5 + 3 = \text{|||||} + \text{|||} = 8$$

So,  $5 + 3 = 8$ .

$$5 + 3 = 8$$



## Connect the Dots

### English Fun

Some words in the English language are also formed by adding two different words to make a single meaningful word.

For example, Moon + light = Moonlight

Sun + rays = Sunrays

Can you write a few such words?



### EVS Fun

How many fingers do we have in total? To find this we 'add' the fingers of both the hands. Can you count the fingers in the given picture?

Now, count your own fingers of both hands.



Positive  
mind  
positive  
VIBES  
Positive  
LIFE