

April 2024

No. of teaching days- 20

Topic:- Ch-1 Shapes

1.1 vertices and diagonals of Two- dimensional Shapes.

Ch-2 Patterns

2.1 Patterns in shapes and Numbers

Ch-1 Shapes

Learning Outcome- Identify 2D Shapes with curved lines and straight lines. Identifying 3D shapes and their faces and edges.

Knowledge Objective- Students will be able to identify sides, corners and diagonals of 2D shapes. Faces and edges of 3D shapes

Understanding Objective ~ Students will be able to differentiate between 2D and 3D shapes.

Application Objective: Students will understand how to use 2D shapes to make a TANGRAM.

Skill objective: Students will be able to recognize 3D Shapes and their faces and edges.

Previous knowledge - Students will be asked a) What is a ray
b) Can they measure a line?

Teaching Aid - Chalk, duster, board, lab books, videos etc.

Pedagogical Strategies: The teacher will explain line, line segment, ray straight line and curved line from the textbook. Then the teacher will explain 2D shapes and its sides, vertices and diagonals. After explaining 2D shapes the teacher will explain about 3D shapes and identify its faces and edges.

Group Activity: Teacher will tell the simple steps to draw a 3D shape and the students will make shapes such as cube, cuboid etc.


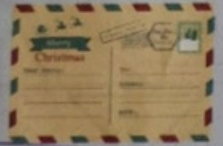

Art Integration: The students will be taken to Maths Lab to show charts and models of 2D and 3D shapes. They will use shapes to make a Tangram.



Interdisciplinary Linkage and Infusion of Life Skill:

Students will be able to know and recognise various shapes in real life shape of a notebook, Pencil box, table, board, cupboard, etc. As the students will perform group activities in the class, the spirit of collaboration will be awakened in the minds of students.

Recapitulation : Revision of 2D and 3D shapes will be revised. Number of vertices and diagonals will also be revised.

Object	Basic shape	Number of vertices	Number of diagonals
			
			
			

Resources including ICT- e-books, workbook, Internet, youtube

<https://www.youtube.com/watch?v=y2wxc>

Assessment Items- To check the conceptual clarity various types of assessment will be taken. Exercise in the Textbook and workbook will be done. Different types of questions from the Work book will be given.

Feedback and remedial teaching: Slow learners / weak students will be helped by giving extra worksheets. They will be encouraged to do practice of extra sums, and watch more videos related to the topic.

Inclusive Practices and Full Participation without discrimination

- * Group Activity
- * Watching videos
- * Books
- * Collaboration
- * Hands on Learning

Ch 2 Patterns

Learning Outcomes: Identifying and creating patterns in shapes and numbers.

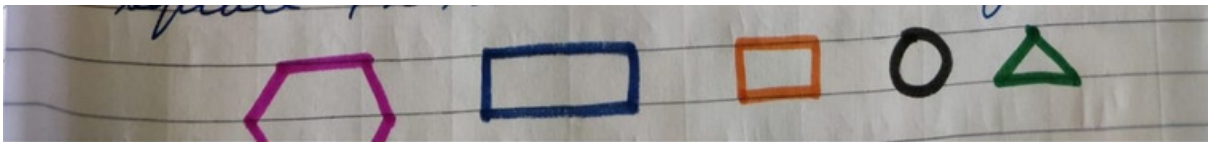
Knowledge Objective: Students will be able to identify and create patterns in shapes and numbers.

Understanding Objective - Students will be able to differentiate the types of patterns. They will know how to create growing patterns in shapes and numbers.

Application Objective: Students will understand how to create patterns in shapes and numbers.

Skill objective: Students will be able to create patterns in shapes and numbers.

Previous knowledge Testing: Students will be asked the basic pattern made up of triangle, square, circles and rectangle.



Teaching Aid: Chalk, duster, boards, books, videos etc.

Pedagogical Strategies: The teacher will explain that patterns are formed by repeating shapes and numbers in a particular way. New patterns using designs, geometrical shapes and numbers will be used to explain the concept of pattern. Few of the common patterns in numbers are that of even numbers and odd numbers will be explained to the students.

A growing pattern is a pattern where a unit is added every time the sequence repeats and will be explained with examples given in the Textbook.

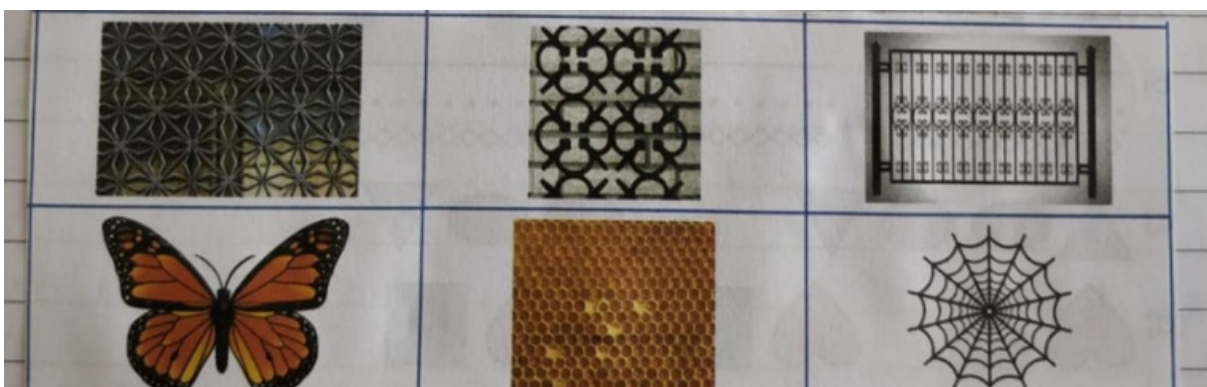
Group Activity - Teacher will ask the students to colour the even numbers in green and odd numbers in yellow.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Art Integration: Make a wall hanging which can be used to brighten up your room, by cutting square charts of different coloured paper and pasting it on a base sheet.



Interdisciplinary Linkage and Infusion of life skill: Students will be able to recognize various patterns in real life and around like spider's web, honey comb, designs on tiles, carpets. As the students will perform group activities in the class, the spirit of collaboration will be awakened in the minds of the students.



Recapitulation : Recapitulation of L - 1 will be done. Patterns using and shapes will be revised.

Resources including ICT- e-books, workbook, Internet youtube
<https://www.youtube.com/watch?v=G5tCr>

Assessment Items- To check the conceptual clarity various types of assessment will be taken. Exercise in the Textbook and workbook will be done. Different types of questions from the workbook will be given. Practice Worksheet will also be given.

Feedback and Remedial teaching: Weak Students and slow learners will be given extra worksheets. They will be encouraged to practise more, watch related to the topic. more videos related to the topic.

Inclusive Practices and Full Participation without discrimination

- Group Activity
- Watching Videos
- Charts
- Books
- Hand on Learning

May

No. of teaching days -25

Topic: Ch-3 Numbers

3.1 Count By Thousands.

3.2 Compare 4-digit Numbers

Ch-4 Addition.

4.1 Estimate the sum of Two Number

4.2 Add 3-digit and 4-digit Numbers

4.3 Add it Numbers 2-digit Numbers

Ch-3 Numbers

Learning Outcomes: Writing 4 digit numbers with place value chart.

- Identifying and forming the greatest the smallest number.
- Writing the standard and expanded form of a number
- Comparing and ordering numbers.

Knowledge Objective - Students will be acquainted with the Knowledge

- Places of digits (till thousands)
- way to read and write 4. Digit no.
- expanded / standard form of a number.

Understanding Objective ~ Students will identify the place and face value of a number.

Application Objective : students will understand how to form the smallest and greatest number using the given digits

Skill Application : students will be able to compare and order the numbers.

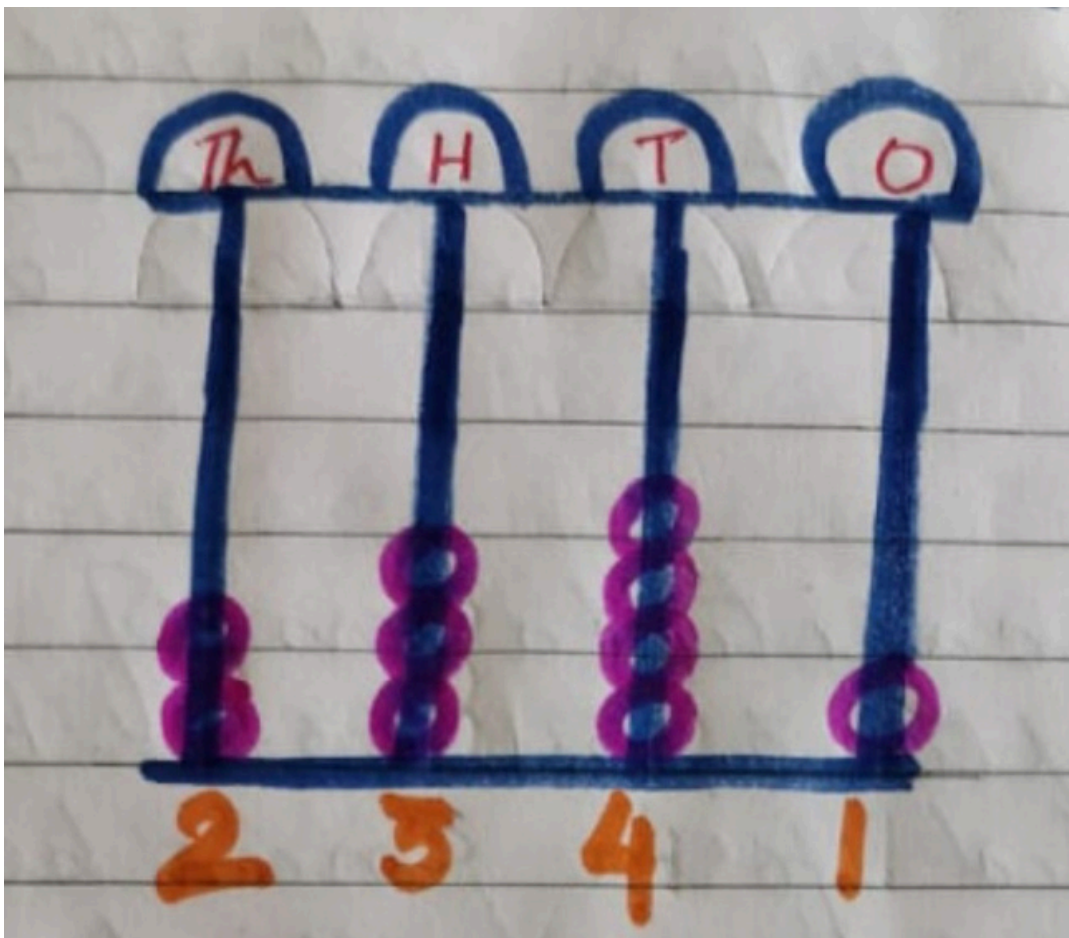
Previous Knowledge : Questions based on three digits will be asked

- a) Place value of 3 in 432.
- b) Write the expanded form of 285.

Teaching Aid: Chalk, duster, board, books, videos etc.

Pedagogical Strategies - The teacher will explain the place value chart up to thousands. The place value and face value of the digits will be explained. The expanded form of the number will be explained to the students. The standard will also be explained by the teacher. Forming the smallest and the greatest number using the given digits will be explained. Arranging the numbers in ascending and descending order will be explained to the students.

Group Activity: Introduction of the Number names/numerals will be given by the keep of abacus. Different places will be explained. Method to write the number and the number name will be explained too.



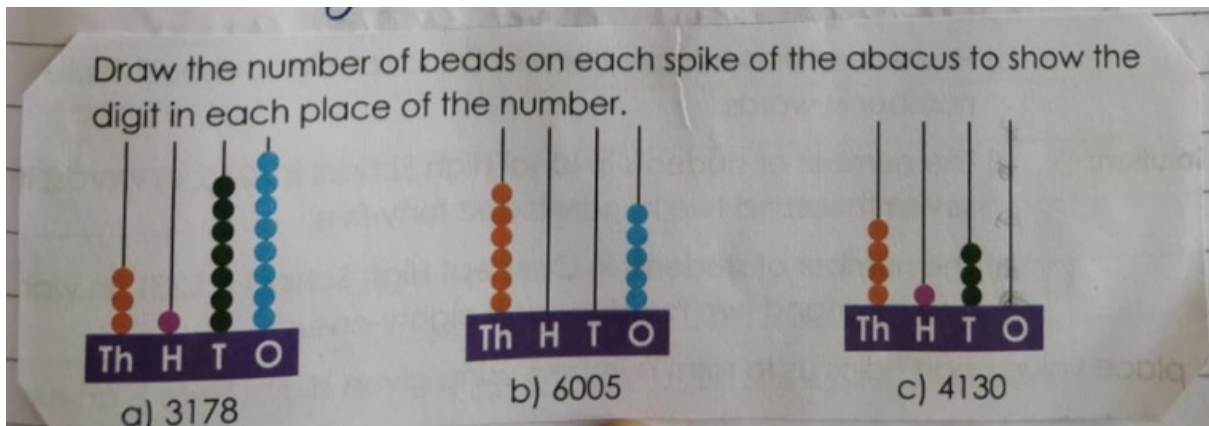
Two thousand three hundred and forty -one.

The place value of 2 in 2341 is 2 thousands or 2000

The face value of 2 is 2

The expanded form of 2341 is
 $2000 + 300 + 40 + 1$

Art Integration



Interdisciplinary and Infusion of Life Skills: Students will be able to use knowledge of number and number names in real life. Forming the greatest and the smallest 4 digit numbers. As the students will perform activities in the class, the spirit of collaboration will be awakened in the minds of the students.

Recapitulation: Recapitulation of chapter 3, 3.1 +3.2. Place value chart, expanded form number names, forming greater and shortest numbers will be revised.

Resources including ICT - e-books, workbook, internet, youtube.

<https://www.youtube.com/watch?v=k5768>

Assessment Items - To check the conceptual clarity various types of assessment will be taken. Exercise in textbook and workbook. Practice worksheets will also be given.

Feedback and Remedial Teaching: Weak students / slow learners will be given extra practice through extra practice worksheets. They will also be encouraged to practise more, watch more videos related to the topic.

Inclusive Practice and Full Participation without Discrimination

* Group Activity

* Watching Videos

* Charts

* Books

* Hands on Learning

July

No of teaching days: 18

Ch 4 Addition

4.1. Estimate the sum of Two Numbers

4.2 Add 3-digit and 4-digit Numbers.

4.3 Add 2 digit Numbers Mentally.

Learning outcomes: Students will be able to

*Estimate the Sum Two numbers.

*Add 3 digit and 4-digit numbers.

*State the properties of addition

Knowledge Objective : Students will be able to estimate the sum of two numbers. Add 3-digit and 4-digit and with and without grouping.

Understanding objective: Students will be able to Add 2 digit Numbers Mentally; Add 3 digit and 4 digit numbers without grouping.

Application Objective - students will be able to apply the skill of addition to solve real life situations.

Skill Application students will be able to apply the skill of addition in day to day life activities.

Previous Knowledge - Mary has 5 pens and Tom has 4 pens. How many pens do they have altogether?

How much is a) $10 + 0 = \underline{\quad}$

b) $24+1=\underline{\quad}$ c) $30+5=\underline{\quad}$

Teaching Aid: chalk, board, duster, books, videos etc.

Pedagogical Strategies - Teacher will tell the students about 'Estimation'. When we say there are 'about 50' students in a class we mean that the number is close to 50. The actual number could be 49 or 51 or 54 or even 45!

When we estimate numbers, we usually round them off. Rounding off numbers make the easier to use.

Eg 86 is rounded off to 90.

64 rounded to 60.

* If the digit in the ones place is 4 less you round off the number down to the previous tens. And if the digit is 5 or more, you round it off to the next estimate the sum 63 and 28 to the nearest tens?

63 -> 60

28 -> 30

4.2. The teacher will explain to the students the method of addition vertically. Teacher will explain the addition of two 3 digit numbers with regrouping.

* While adding regroup if the digit is more than 9.

Adding 4 digit numbers will also be taught with regrouping.

Word Problem will also be explained so that students can write the statement and add the given numbers. Adding 2 digit numbers Mentally will be taught.

Group Activity - Students will be asked to solve this crossword puzzle.

Across

1. 100 more 3128
2. The Successor of 999.
3. five thousand six hundred four
4. more than 2000

Down

1. Counting in thousands the number before 4125
2. 2 thousands 5 tens 2 ones.
3. Eighty thousand sixty
4. The number between 5400 and 5402



Art Integration : Imagine you have gone to a shop. You bought a few items from the shop. Calculate the amount spent.



- What is the cost of the trouser & T-shirt.
- Find the total cost of shoes & shorts.

Interdisciplinary linkage and Infusion of Life skill: Students will be able to use knowledge to estimate or round off the number and add. students will also be able to add the 3-digit and 4-digit numbers. As the students will perform activities in the class, the spirit of collaboration will be awakened in the minds of the students.

Recapitulation - Recapitulation of round off numbers will be done.

- >Estimate the sum of 21 and 15.
- > Add 3,4 digit numbers with regrouping
- a) $481 + 129$ b) $2765 + 1342$
- >Add 2 digit numbers mentally $25 + 36$.

Resources Including ICT- e-books, workbook,. internet, youtube

<https://www.youtube.com/watch?v=>

Assessment Items - To check the conceptual clarity various types of assessment will be taken in text-book and workbook will be done. Practice Worksheet will be given.

Feedback and remedial classes- Weak students and slow learners will be given extra practice through worksheets. They will also be encouraged to practise more and watch videos related to the Topic.

Inclusive Practice and Full Participation without Discrimination

- GroupActivity
- WatchingVideo
- Charts
- Books
- HandsonLearning

Topic: Ch 5 Subtraction

5.1 Estimate the difference between two numbers.

5.2 Subtract 3-digit and 4 digit numbers.

5.3 Subtract 2-digit Numbers Mentally

Learning Outcome : Students will be able to

>Subtract 3 digit nos with grouping

>Subtract 4-digit nos with and without regrouping

Knowledge Objective: Students will be able to round off numbers and estimate the difference between two nos.

Understanding Objective: Students will be able to subtract 3 digit and 4 digit with and without regrouping

Application Objective - Students will be able to state properties of subtraction and apply the skill of subtraction in real life situations.

Skill Application : Students will be able to apply subtraction in day to day life situations.

Previous Knowledge-

$$99-0= \underline{99}$$

$$1000-1= \underline{999}$$

$$25-25= \underline{0}$$

Teaching Aid - Board, chalk, duster chart, lab, videos.

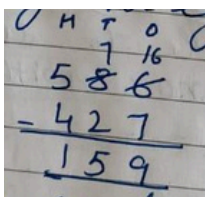
Pedagogical Strategies. The teacher will explain to the students about round off numbers and estimate the difference of the two numbers. Estimate difference between 36 and 18.

86 is rounded off to 90

12 is rounded off to 10

Estimated difference: $10-10=0$.

Teacher will explain to the students how to subtract 3-digit number with regrouping. For eg 427 from 586


$$\begin{array}{r} \text{O} \quad \text{H} \quad \text{T} \quad \text{O} \\ 586 \\ - 427 \\ \hline 159 \end{array}$$

Subtraction of 4 digit numbers without regrouping will also be taught to the students. For eg 5032 from 7689

$$\begin{array}{r}
 \text{Th} \text{ H} \text{ T} \text{ O} \\
 7689 \\
 - 5032 \\
 \hline
 2657
 \end{array}$$

Students will also be taught Subtracting 4-digit numbers with regrouping. For Eg Find the difference between 7437 and 4868.

$$\begin{array}{r}
 \text{Th} \quad \text{H} \quad \text{T} \quad \text{O} \\
 7 \quad 4 \quad 3 \quad 7 \\
 - 4 \quad 8 \quad 6 \quad 8 \\
 \hline
 2 \quad 5 \quad 6 \quad 9
 \end{array}$$

- >Subtract the ones; 7-8 is not possible. so, borrow 1 ten to ones place.
- >Subtract the tens; 2-6 is not possible. so, borrow 1 hundred to the tens place.
- >Subtract the hundreds but 3-8 is not possible, so borrow 1 thousand to the hundreds place.
- >subtract the thousands.

Statement sums related to real life, will also be explained to the students. Exercise on framing Word Problems will also be discussed with students. For eg From a problem using $37-14 = 23$.

Subtracting 2 digit mentally will also be explained to the students
Subtract 35 from 69.

- >Mentally Subtract the digit in ones place $9-5 = 4$.
- >Mentally subtract the digit in tens place $6-3=3$
- >So the difference between two numbers is 34.

The number you subtract from is called the **minuend**.
The number you subtract is called the **subtrahend**.

Group Activity

The given grid shows the number of men and women in Farida's town in the years 2017 and 2018.

years	2017	2018
Men	2254	2187
Women	2041	2073

Help Farida out how many more than women lived in her town two years?

The students will do this activity in groups of 5 students and then their answers will be discussed.

Art Integration

The human body has 206 bones in all. If both hands have 54 bones, then how many bones are left in other parts of the body?

Interdisciplinary Linkage and Infusion Life Skill: Students will be able to subtract 3 digit and 4 digit. As the students will perform group activities in class they will learn the spirit of collaboration.

Recapitulation- Students will be given some practice questions

- Sneha has 77 balloons. She gave 42 balloons to her sister. About how many balloons remain with Sneha?
- A stick is 8745 cm long. A 4313 cm long piece is cut from it. What length of the stick is remaining?

Resources Including ICT - Small books, e-books, online reference

<https://youtu.be/83ePrGNcUiw>

Assessment Items: Various types of assessment for conceptual clarity will be taken. Exercises in the text-book and work-book will be done.

Feedback and Remedial Teaching: Extra attention will be paid to the slow learners. They will be given hands- on activities so they can understand better at their own place.

Inclusive Practices and Full Participation without Discrimination:

- * Group Activities
- * Showing Videos

* Hand on Activities

* Sports based Activities.

August

No of teaching days - 24

Ch- 6 Multiplication

6.1 Multiply 2 digit Numbers.

6.2 Multiply 3 digit Number by 2 digit and 1 digit Number,

6.3 Double 2 digit and 3 digit Mentally.

Learning outcomes: Students will learn about Multiplication facts

Knowledge Objective - Students will learn multiplying numbers with or without regrouping.

Understanding Objective: Students will learn about multiplying 3 digit by 2 digit and 1 digit.

Application Objective: Students will learn using multiplication facts and order property to construct multiplication tables.

Skill Application- Students will be able apply multiplication rules in day to day life in fast manner.

Previous Knowledge: We have learnt that multiplication is repeated addition. The symbol X indicates multiplication.

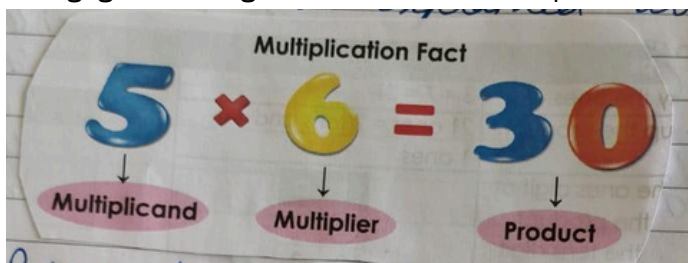
$$5 \times 4 = \underline{\quad}$$

$$184 \times 0 = \underline{\quad}$$

$$271 \times 1 = 271$$

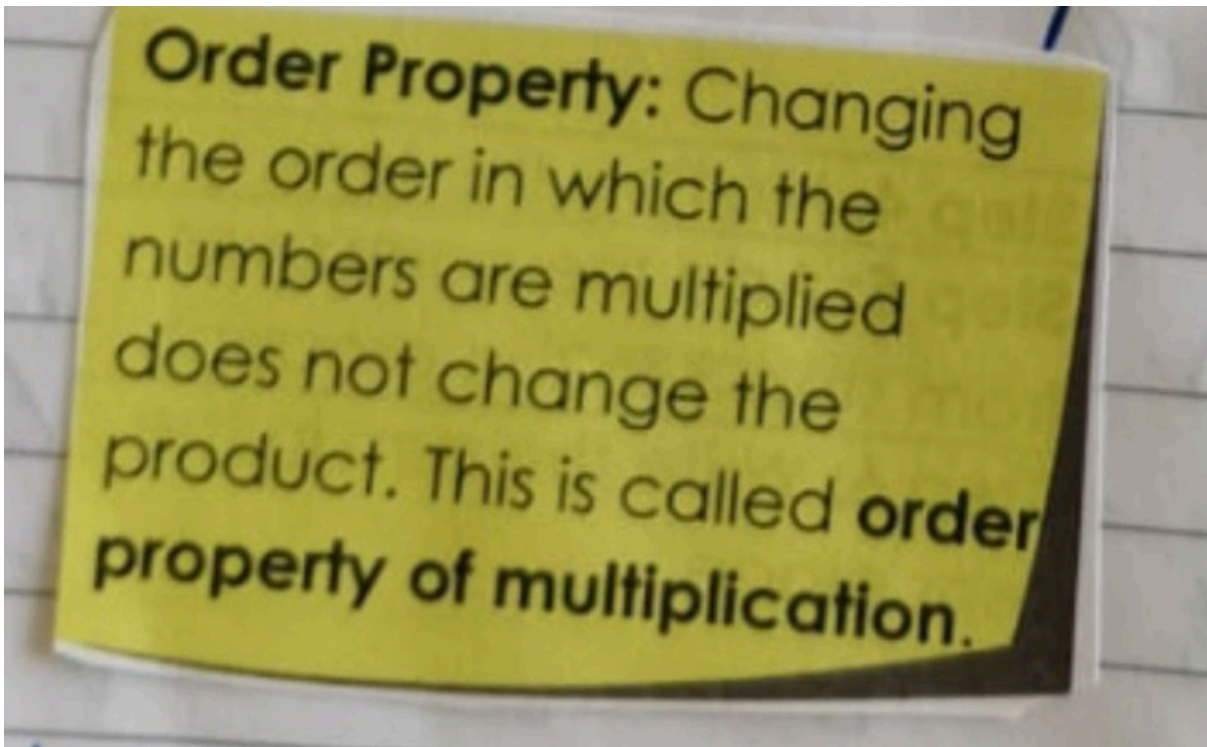
Teaching Aid - Chalk, Board, Videos

Pedagogical Strategies : Students will be explained about



a) Representing the multiplicand, multiplier and product using the symbols 'X' and '=' is called a multiplication facts.

b) The product is also called the multiple of both the multiplicand and the multiplier



Students will be taught to multiply numbers 2 digit numbers by 1-digit number.

1. Find the product 23×7

> Multiply the ones $3 \times 7 = 21$

> Regroup the product $21 = 2$ tens and 1 one

> Write the ones digit of the product and carry over tens digit to tens place

> multiply the tens $2 \times 7 = 14$

> Add the carry over to the product $14 + 2 = 16$

> So the sum is 161

	②		
	2	3	
	<u>x</u>	7	
	1	6	1

Some real life situation where we use multiplication of 2-digits will be discussed. Multiplying 3-digit Number by 1 digit and 2 digit number will also be explained to the students.

Multiply 513x5

Handwritten multiplication of 513 by 5. The calculation is shown as follows:
$$\begin{array}{r} 513 \\ \times 5 \\ \hline 2565 \end{array}$$

Below this, it says "Multiply 243 x 34".
Below that, it says "Arrange in column" and shows:
$$\begin{array}{r} 243 \\ \times 34 \\ \hline \end{array}$$

- Multiply the ones of the multiplicand by the digits of the multiplier

Handwritten multiplication of 243 by 34. The calculation is shown as follows:
$$\begin{array}{r} 243 \\ \times 34 \\ \hline 972 \end{array}$$

- > Write 0 in ones place
- > Multiply the tens by the digit of the multiplier.

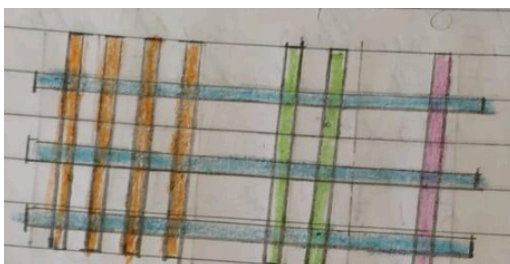
Handwritten multiplication of 243 by 34. The calculation is shown as follows:
$$\begin{array}{r} 243 \\ \times 34 \\ \hline 972 \\ 7290 \end{array}$$

- > Add the products, write the sum

Handwritten addition of 972 and 7290. The calculation is shown as follows:
$$\begin{array}{r} 243 \\ \times 34 \\ \hline 972 \\ + 7290 \\ \hline 8262 \end{array}$$

Group Activity: Students will multiply 3-digit number by 1 digit no. using colourful strips.

421 x 3

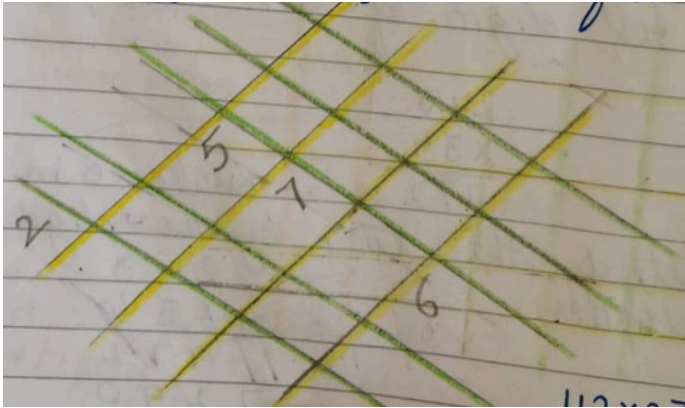


$$(12 \times 100) + (6 \times 10) + (3 \times 1)$$

$$= 1200 + 60 + 3$$

$$= 1263$$

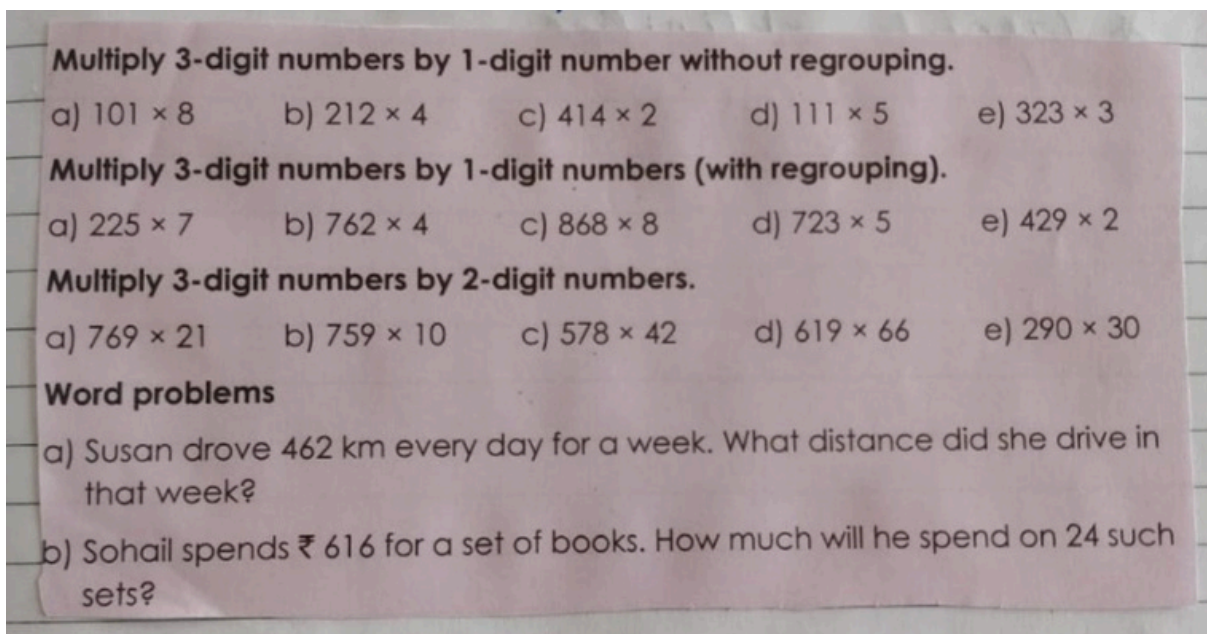
Art Integration : Students will multiply 3 digit number by 2-digit number using colourful strips
 112×23



$$112 \times 23 = 2576$$

Interdisciplinary Linkage and Infusions of Life Skill: Students will be able to multiply 4 digit and 3 digit numbers by 1 and 2 digit as the students will perform group activities they will learn the value of spirit

Recapitulation: Students will be given some practice Questions



Resources Including ICT:- Books, e-books, online references.

Assessment Items - Various types of assessment will be taken for conceptual clarity .
 Exercises in the text-book and work-book will be done.

Feedback and Remedial Teaching: Extra attention will be paid to weak students / slow learners. They will be given More practice for better understanding of the Topic.

Inclusive Practices and Full Participation without Discrimination:

- * Group Activities *
- Showing videos *
- Hand on Activities

Ch- 7 Time

7.1 Read a Calendar

7.2 Read time correct to the Hour.

Learning Outcome:

Knowledge Objective- Students will be able to read and write time in two ways

Understanding objective: Students will be able to read a calendar.

Application Objective- They will understand the importance and application of time concept in their daily life.

Skill Objective- Students will develop the skill of reading time

Previous Knowledge Testing- Simple question based on time will be asked from the students

- > There are ___ days in a week
- > The day after Wednesday is ___
- > The time 1 hour after 4 o' clock is ___

* There are ___ minutes in an hour.

Teaching Aid - Chalk, duster, green board, a wall clock, a calendar.

Pedagogical Strategies - First of all the teacher will explain / show a calendar and explain how to read a calendar.

Observe the given calendar and answer the following questions.

a) How many days are there in February 2019?

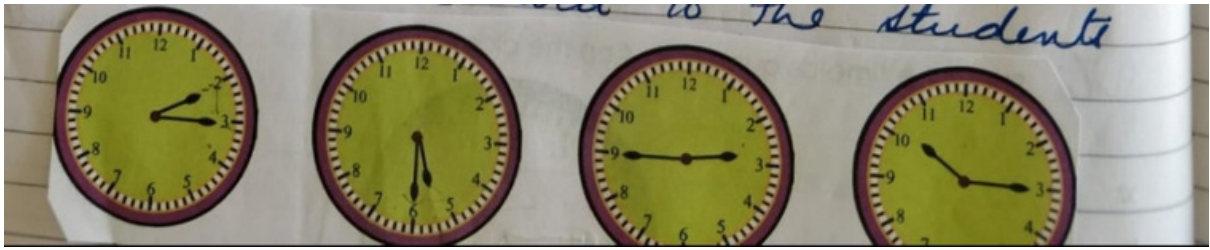
b) What are the days on the 26th, 15th and 11th of February 2019?

c) On which date does the 1st Saturday of February 2019 fall?

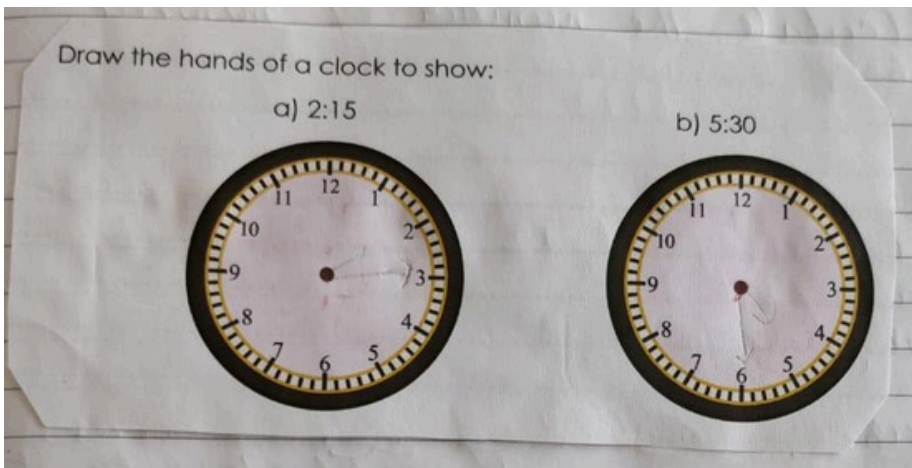
d) On which day does the 28th February 2019 fall?

FEBRUARY 2019						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

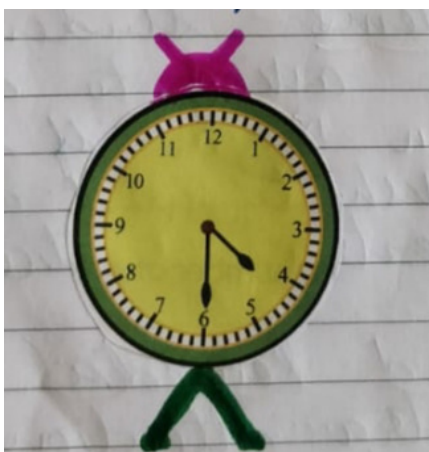
Teacher will explain the different hand on the clock to the students showing a wall clock. Relation between hour, minutes and seconds will be explained. After that three ways to read the time will be told to the students.



Group Activities : Students will be asked to draw clocks and Draw hands of a clock to show time



Art Integration: Students will be asked to make a model of a clock using colourful sheets, cardboard fevistick and a pair of scissors.



Interdisciplinary Linkage and Infusion of Life: After understanding the concept of calendar & time students will be able to link with other subjects like Sst, science, English.

Recapitulation: Recapitulation of the concept 7.1 & 7.2 will be done.

*calculate the number of minutes when the minute hand is on

a)9b)12c)8

*Tell the time

a) quarter past 12

b) half past 2

c) quarter to 9.

Resources Including ICT- e books, workbook, Internet, Youtube

Assessment Items- Students will be asked to do workbook which contain MCQ, fillups etc.

Practice Worksheet will also be given for extra practice

Feedback and Remedial Teaching: Extra attention to the slow learners / weak students will be paid. They will be engaged in hand on activities so that they learn easily.

Inclusive Practices and Full Participation without Discrimination:

*Group Activity

*Watching video

*Books

*Hands on Learning

*Collaboration

Ch-8 Division Number Learning Outcome-

8.1 Division as Equal Sharing

8.2 Divide 2-digit and 3-digit number by 1 digit Number

Learning Outcome:

Knowledge Objective: Students will be able to understand Division as equal sharing.

Understanding Objective : Students will be able to understand the multiplication facts from the given division facts.

Application Objective- They will understand the concept of division and application of division in daily life.

Skill Objective ~ The students will learn division mentally and apply the skill in day to day life

Previous Knowledge: Students will asked questions

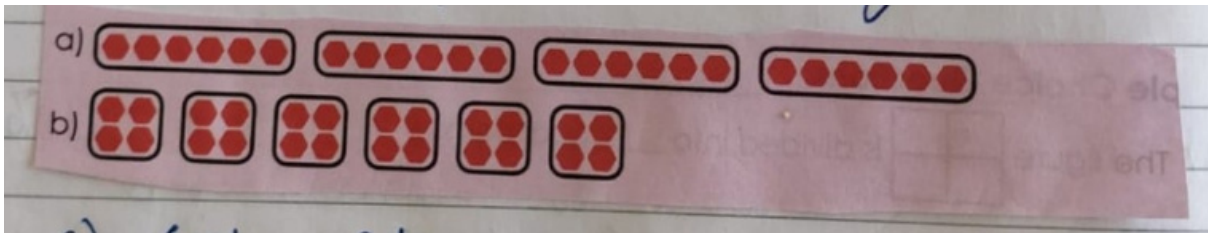
* 8 pens are distributed equally among 4 people, so each person gets ____.

$$*21 \div 3 = \underline{\quad}$$

$$16 \div 4 = \underline{\quad}$$

Teaching Aid: chalk, duster, board, e-books

Pedagogical Strategies - First of all, students will be explained equal sharing.



a) $6 \times 4 = 24$

b) $4 \times 6 = 24$

Division and Multiplication facts will be explained to the Students.

Multiplication Facts $8 \times 9 = 72$

Division Facts

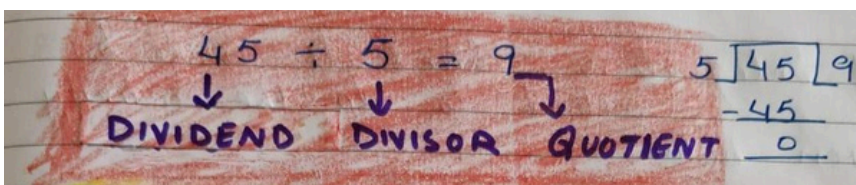
$$72 \div 8 = 9$$

$$72 \div 9 = 8$$

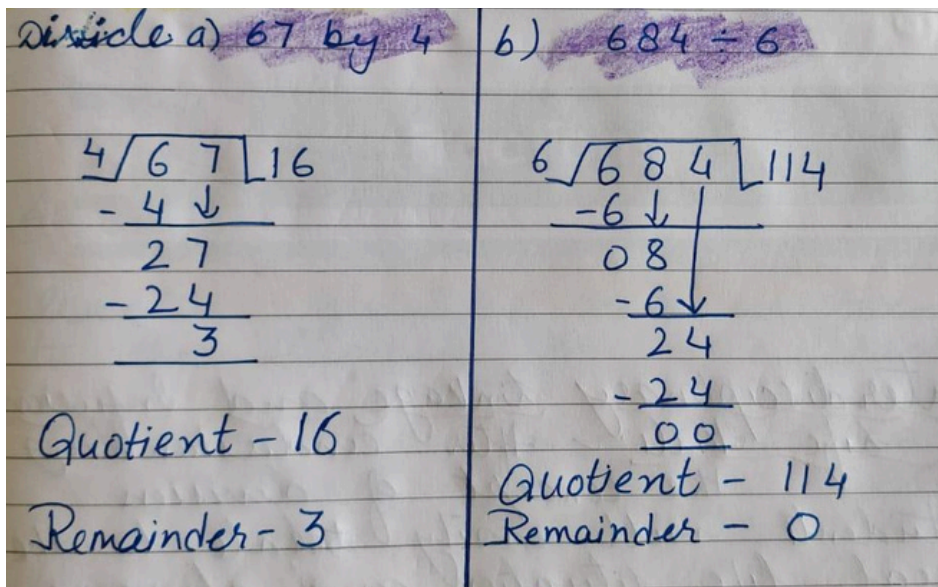
Multiplication and Division are reverse operations

Then the teacher will explain the division of 2 digit and 3 digit by 1-digit Number

Divide 45 by 5



The number that remains is called the Remainder



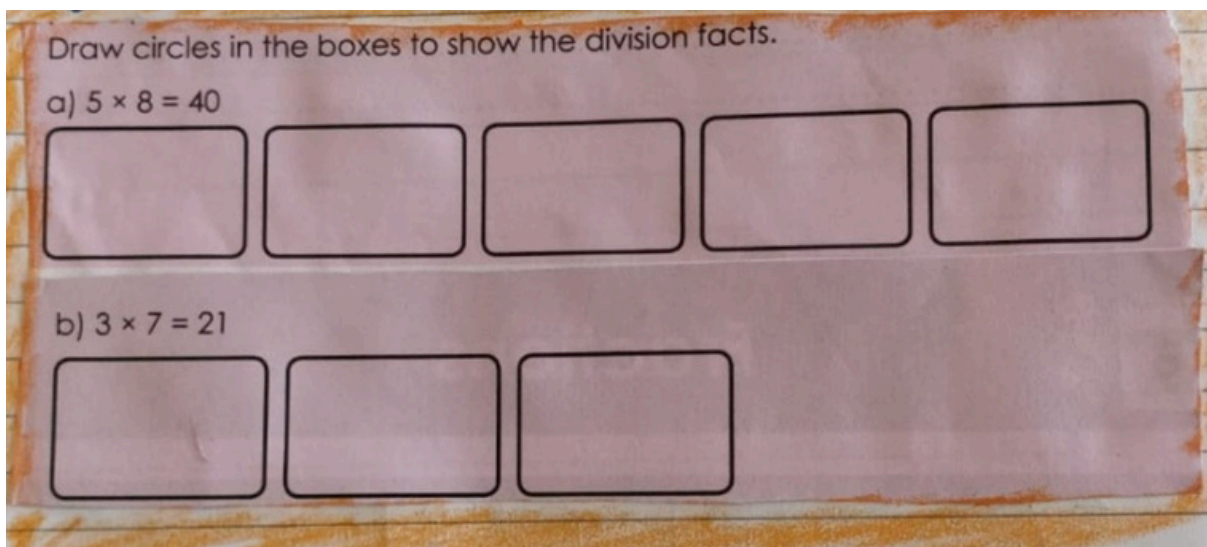
Word Problem based on division will also be explained to the students, so they can connect themselves to the real life situation.

Group Activity - Students will be asked to write a story problem using the hints given.

a) 324 sweets and 6 Sweets in a box.

b) 60 fans and 4 fans in each classroom.

Art Integration: Students will be asked to do the activity given below



Interdisciplinary Linkage and Infusion of Life skills: After understanding the concept of division students will easily relate to the real life situation and always relate to other subjects

Recapitulation: Recapitulation will be done for better understanding of the topic

* Solve and write the dividend, divisor, quotient and remainder

a) $78 \div 6$

b) $81 \div 7$

c) $989 \div 9$

d) $553 \div 4$

* Shreya arranged 32 chairs in 8 rows. How many chairs are there in each row?

Resources including ICT: Internet, youtube, ebooks, videos, workbook.

Assessment Item : Students will do the workbook. Also Practice questions will be given to the students for extra practice.

Feedback & Remedial Teaching- weak / slow learners will be given more attention. They will be engaged in hand on activities.

Inclusive Practice and Full Participation:

* Group Activities

* watching Videos

* Experiential Learning

* Hand on Activities

Term 2

October

No. of teaching days - 22

Ch- 7 Time

7.1 Read a Calendar.

7.2 Read time correct to the Hour.

Learning Outcome: Students will learn to read a calendar and apply time concept in daily life.

Knowledge Objective - Students will be able to read and write time in two ways

Understanding Objective: Students will Be able to read a calendar.

Application Objective - They will understand the importance of the application of time concept in their daily life.

Skill Objective- Students will develop skill of reading time

Previous Knowledge Testing: Simple question based on time will be asked from the students

> There are ___ days in a week.

> The day after Wednesday is ___.

> The time 1 hour after 4 o'clock is ___

* There are ___ minutes in an hour

Teaching aid: Chalk, duster, green board, a wall clock, a calendar

Pedagogical Strategies- First of all teacher will explain / show a calendar and explain how to read a calendar.

Observe the given calendar and answer the following questions.

a) How many days are there in February 2019?

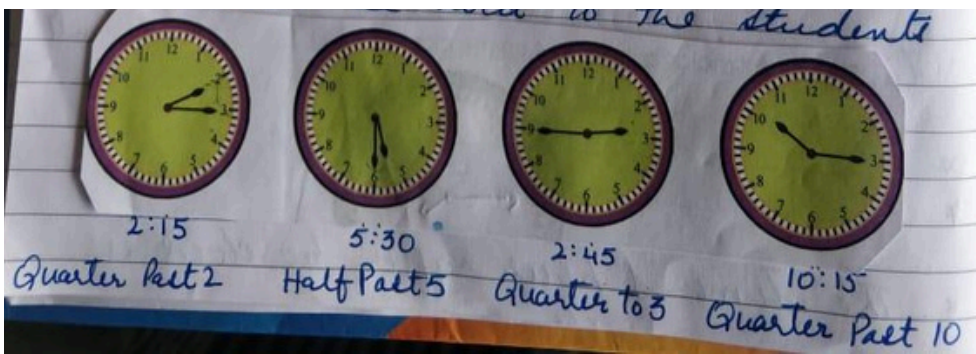
b) What are the days on the 26th, 15th and 11th of February 2019?

c) On which date does the 1st Saturday of February 2019 fall?

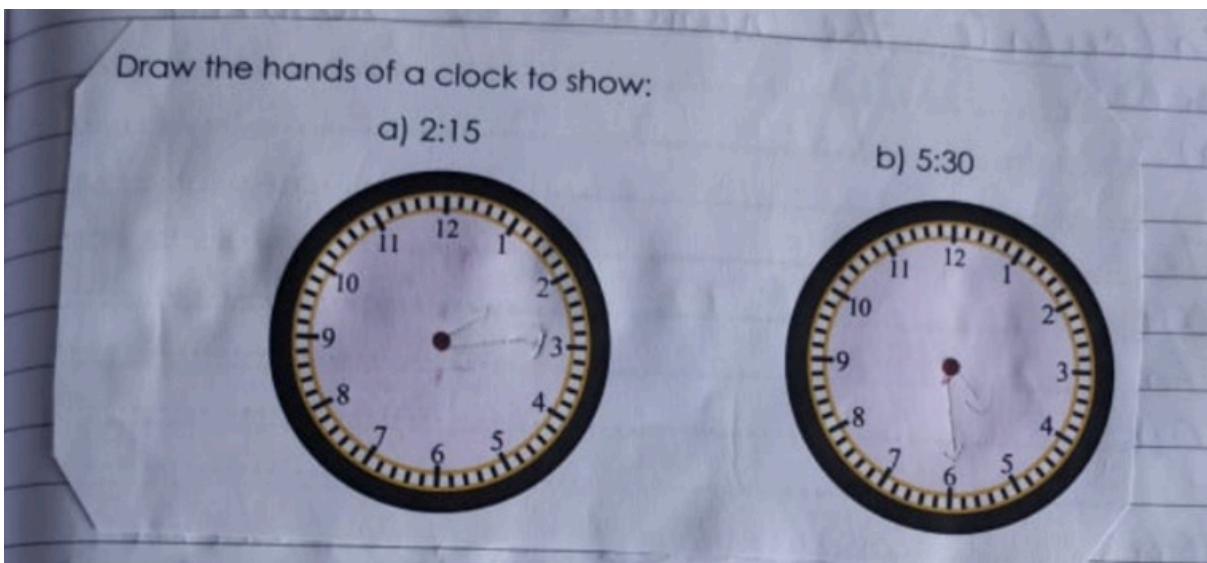
d) On which day does the 28th February 2019 fall?

FEBRUARY 2019						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

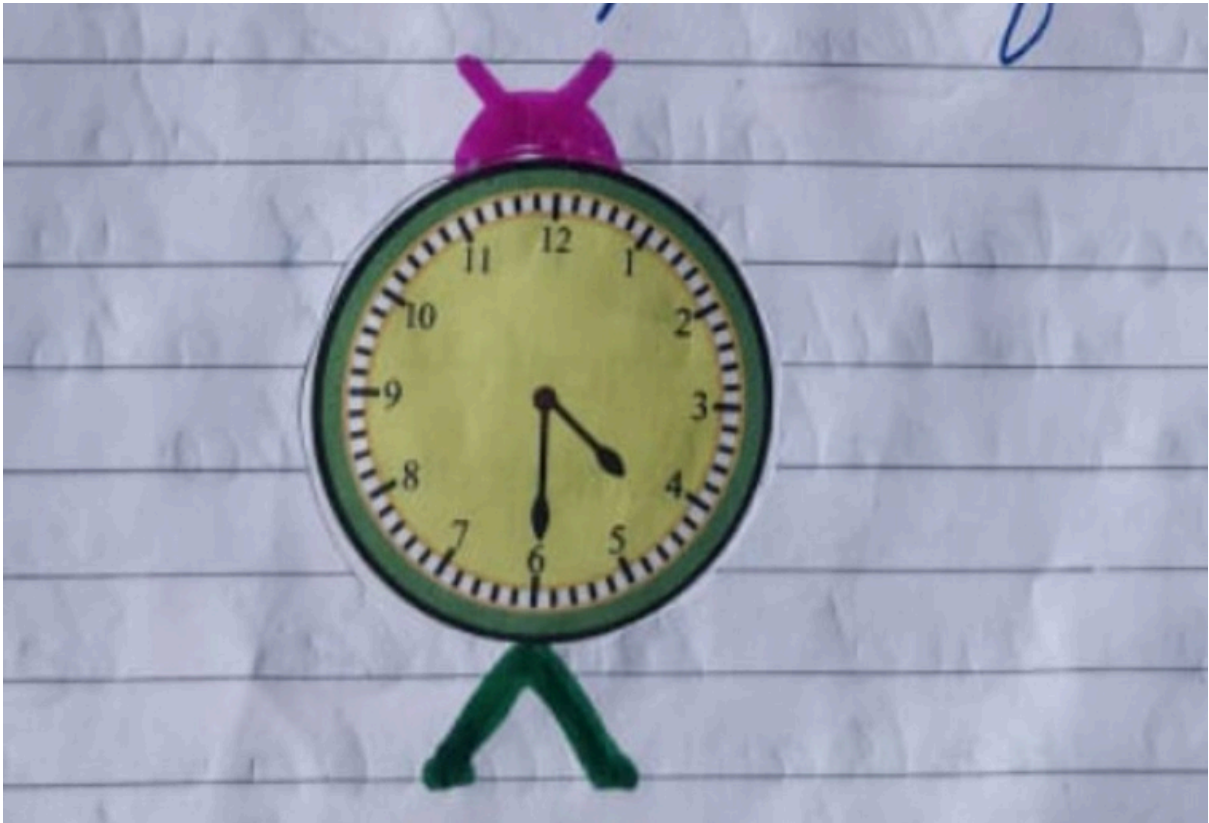
Teacher will explain the different hand on the clock to the students showing a wall clock. Relation between hour, minutes and seconds will be explained. After that three ways to read the time will be told to the students.



Group Activities : Students will be asked to draw clocks and Draw hands of a clock to show time.



Art Integration- Students will be asked to make a model of a clock using colourful sheet, cardboard, fevistick and pair of scissors



Interdisciplinary Linkage and Infusion of life skill: After understanding the concept of calendar & time students will be able to link with other subjects like Sst, science, English.

Recapitulation : Recapitulation of the concept 7.1 & 7.2 will be done

>Calculate the number of minutes when the minute hand is on
a) 9b)12c)8

>Tell the time

- a) quarter past 12
- b) half past 2
- c) quarter to 9.

Resources Including ICT- e books, youtube, workbook, Internet

<https://learningnotebooksyoutube.blogspot>

Assessment Items- Students will be asked to do workbook which contains MCQ, fill ups etc. Practice Worksheet will also be given for extra practice.

Feedback and Remedial Teaching: Extra attention to the slow learners / weak students will be paid. They will be engaged in hands- on activities so that they learn easily.

Inclusive Practices and Full Participation without Discrimination:

* Group Activity

* Watching video Books

* Hands on Learning

* Collaboration

Ch-8 Division

8.1 Division as Equal sharing

8.2 Divide 2-digit and 3-digit Number by 1 digit Number

Learning Outcome- Students will be able to apply the division in their daily life.

Knowledge Objective : Students will be able to understand division as equal sharing.

Understanding Objective : Students will be able to understand the multiplication facts from the given division facts.

Application Objective-They will understand the conception and application of division

Skill Objective: The students will learn division mentally and apply the skill in day to day life

Previous Knowledge : Students will be asked questions

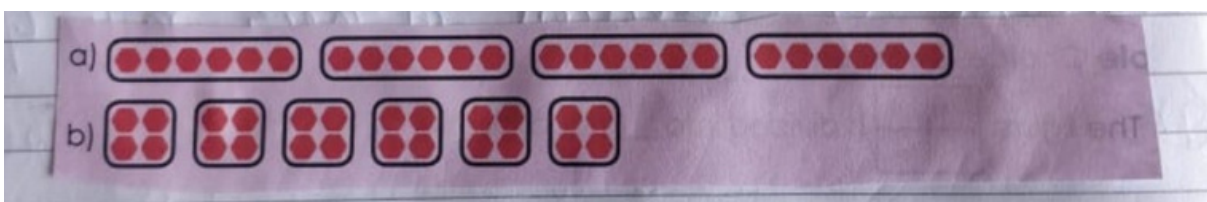
*8 pens are distributed equally among 4 people so each person gets ____.

* $21 \div 3 = \underline{\quad}$

* $16 \div 4 = \underline{\quad}$

Teaching Aid - Chalk, duster, board, e-books,

Pedagogical Strategies: First of all students will be explained equal sharing



a) $6 \times 4 = 24$

b) $4 \times 6 = 24$

Division and Multiplication facts will be explained to the Students

Multiplication Facts $8 \times 9 = 72$

Division Facts

$72 \div 8 = 9$

$72 \div 9 = 8$

Multiplication and Division are reverse operations.

Then the teacher will explain the division of 2-digit and 3 digit by 1-digit Number

Divide 45 by 5

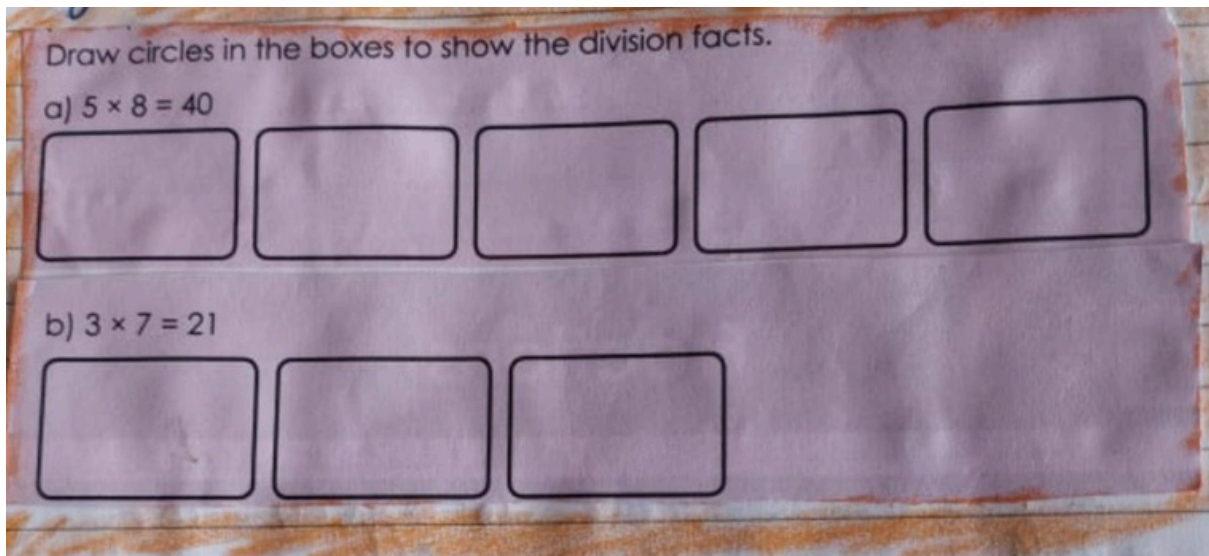
The image shows handwritten notes on lined paper. At the top, the equation $45 \div 5 = 9$ is written. Below it, arrows point from 45 to 'DIVIDEND', from 5 to 'DIVISOR', and from 9 to 'QUOTIENT'. To the right, a long division problem is shown: $5 \overline{)45} \begin{array}{r} 9 \\ -45 \\ \hline 0 \end{array}$. Below this, the text 'The number that remains is called the Remainder' is written and underlined. The page is divided into two columns by a vertical line. The left column contains the problem 'Divide a) 67 by 4'. Below it is a long division problem: $4 \overline{)67} \begin{array}{r} 16 \\ -4 \downarrow \\ \hline 27 \\ -24 \\ \hline 3 \end{array}$. Below the long division, it says 'Quotient - 16' and 'Remainder - 3'. The right column contains the problem 'Divide b) 684 by 6'. Below it is a long division problem: $6 \overline{)684} \begin{array}{r} 114 \\ -6 \downarrow \\ \hline 08 \\ -6 \downarrow \\ \hline 24 \\ -24 \\ \hline 00 \end{array}$. Below the long division, it says 'Quotient - 114' and 'Remainder - 0'.

Word Problem based on division will also be explained to the students, so they can connect themselves to the real life situation.

Group Activity - Students will be asked to write a story problem using the hints given.

- a) 324 sweets and 6 Sweets in a box.
- b) 60 fans and 4 fans in each class room

Art Integration: Students will be asked to do the activity given below.



Interdisciplinary linkage and Infusion of Life skills: After understanding the concept of division students will easily relate to the real life situation and always relate to other subjects.

Recapitulation - Recapitulation will be done for better understanding of the topic

* Solve and write the dividend, divisor, quotient and remainder.

a) $78 \div 6$

b) $81 \div 7$

c) $989 \div 9$

d) $553 \div 4$

* Shreya arranged 32 chairs in 8 rows. How many chairs are there in each row?

Resources including ICT: Internet, youtube, ebooks, Videos, workbook.

[https:// bitly/3dHOROS](https://bitly/3dHOROS)

Assessment Item : Students will do the workbook. Also Practice questions will be given to the students for extra practice.

Feedback & Remedial Teaching- Weak / slow learner will be given more attention. They will be engaged in hands- on activities.

Inclusive Practice and Full Participation:

- * Group Activities
- * Watching Videos
- * Experiential learning
- * Hand on Activities.

November

No. of teaching days - 21

Ch.9 Fractions

9.1 Fraction as a Part of a whole

9.2 Fraction of a collection

Learning outcome- Students will be able to apply knowledge of fraction in real life situation

Knowledge objective- Students will identify parts of fractions.

Understanding objective- Students will be able to apply the knowledge of fractions in real life situations

Skill Application - Students will be able to apply the knowledge fractions in real life situations.

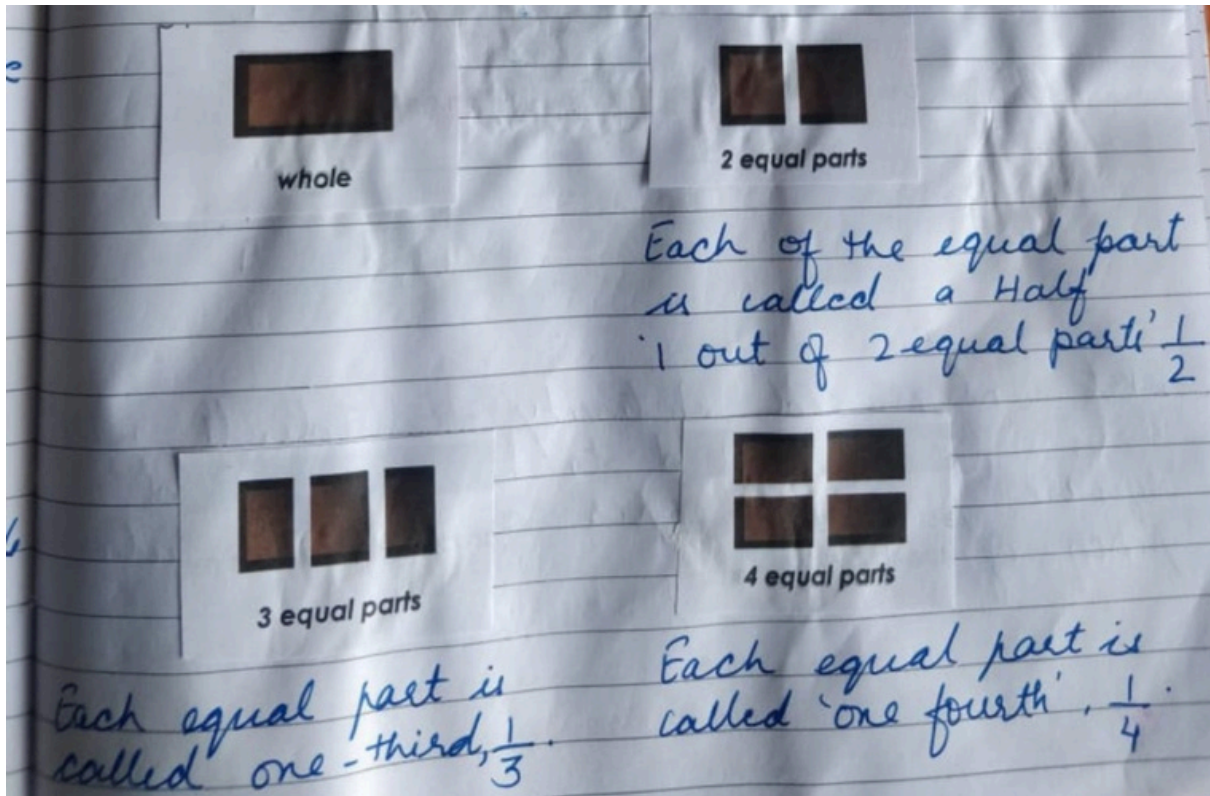
Previous Knowledge - Irvin has an apple and she has three friends. So in how many parts will she divide the apple?

Teaching Aid: chalk, duster, books, board

Pedagogical Strategies - The teacher will explain suppose we want to share an apple with our count number of friends, first we count the number of friends with whom we want to share Then we cut it into as many equal pieces as the number of persons. Thus each person get an apple after an equal part of the apple after division

* A complete or full object is a whole

Observe the following parts of a Chocolate bar

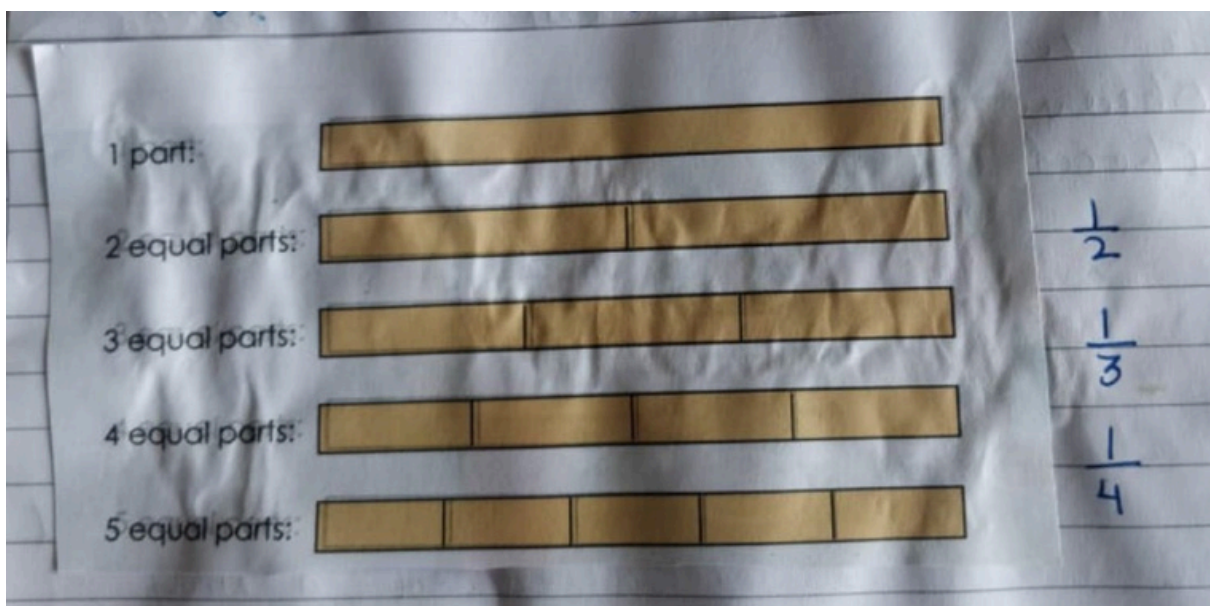


Representing the parts of a whole as (Numerator/Denominator} is called a fraction.

Thus a fraction is a part of whole. The total number of equal parts as whole is divided called a denominator.

The number of such parts taken is called the Numerator.

Group Activity - Draw the rectangle, we Can divide the whole rectangle into many equal parts.

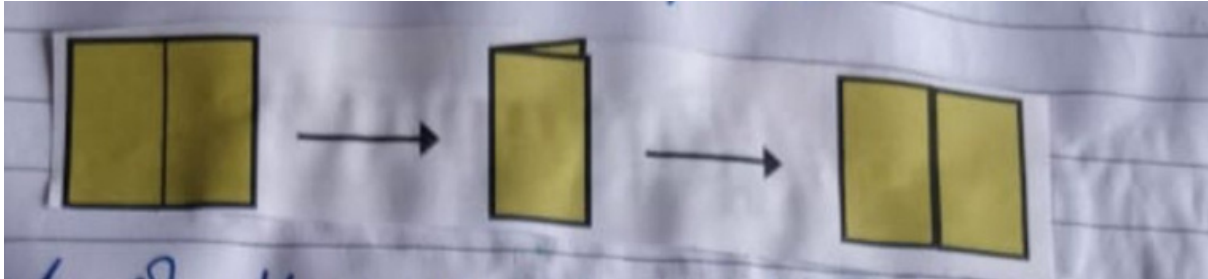


Art Integrated Activity - Students will be asked to have coloured square piece of paper and rectangular piece of paper.

Halves

Take a square piece of paper

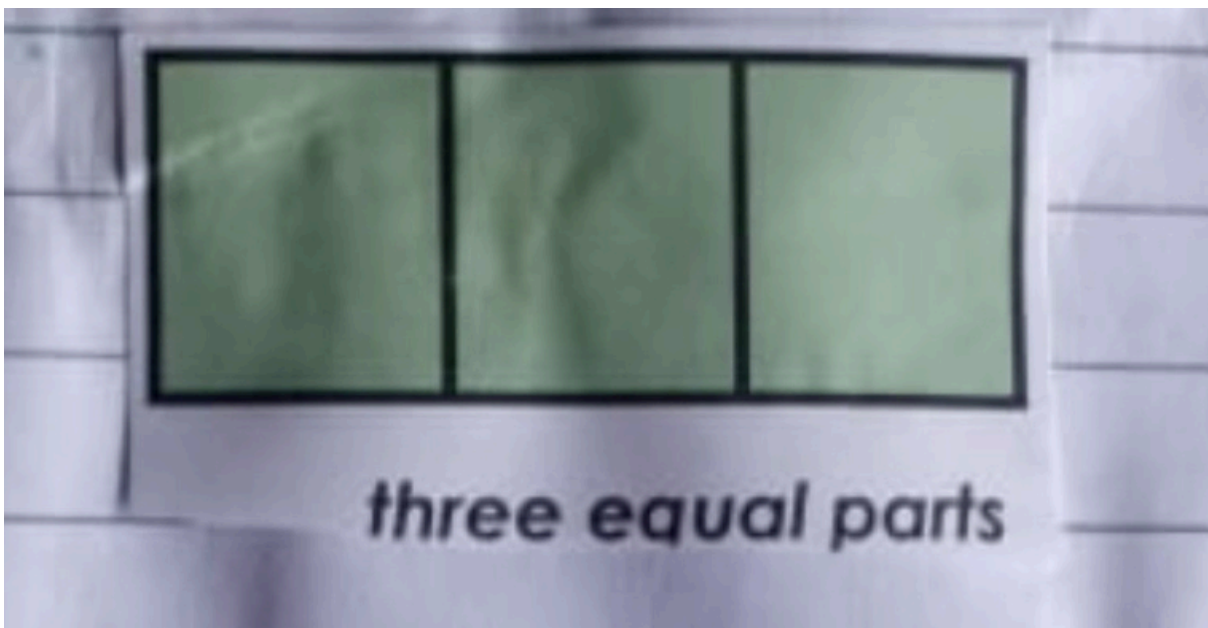
Fold it into two parts



Each of the equal parts is called a Half

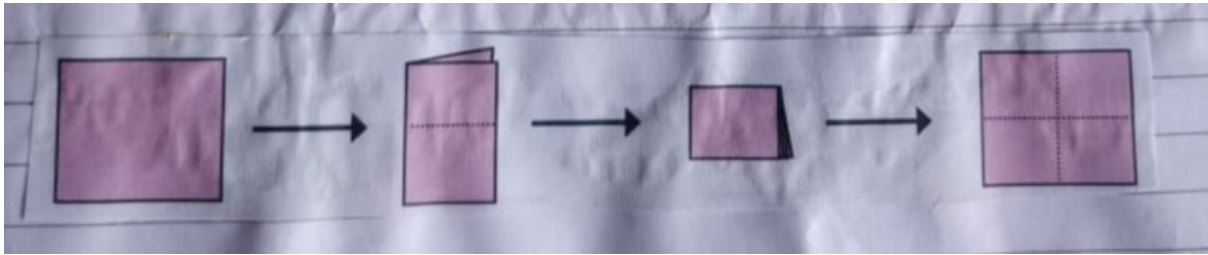
* $\frac{1}{2}$ and $\frac{1}{2}$ make a whole.

Thirds Fold a rectangular part and divide a whole into three equal parts.



Fourth

Fold a square piece of paper into four parts each of them is a fourth



Interdisciplinary Linkage and Infusion of life skills: After understanding the concept of fractions students will be able to relate it with other subjects and real life.

Recapitulation - Recapitulation will be done after complete understanding of the topic.

1. Identify the fraction of the shaded parts in the given figures.

a) b) c)

2. Colour the shapes to represent the given fractions.

Fractions	$\frac{1}{4}$	$\frac{2}{5}$	$\frac{1}{2}$
Shapes			

Divide these into equal number of groups as given in the brackets. Draw circles around them.

a) [2 groups]

b) [3 groups]

Resources Including ICT - ebooks, videos, workbook, internet, youtube.

<https://learningnotebookyoutube.blogspot>

Assessment Items: students will do practice in the workbook, Practice Questions will also be given for extra practice.

Feedback and Remedial Teaching: Weak and slow Learners will be given more attention. They will be engaged in Land on activities.

Inclusive Practices and Full Participation

* Group Activities

* Watching Videos

* Experiential Learning

* Hand on Activities.

December

No. of Teaching days- 19

Ch - 10 Money

10:1 Convert Rupees to Paise

10.2 Add and subtract Money with Conversion

10.3 Multiply and Divide Money

10:4 Rate charts and Bills

Learning Outcome: Students will be able to understand and subtraction of money.

Knowledge Objective: Students will be able to convert rupees to paise and vice-versa

Understanding Objective: Students will be able to solve the problems involving conversion of Money.

Application Objective: Students will be able to use this concept in their daily life and understand the importance of Money.

Skill Objective: They will be able to

*add & sub money with column method

* Multiply and divide Money

Previous Knowledge: Following question will be asked ₹ 1 = ___p

To convert rupees into paise we ___ by 100

Teaching Aid: chalk, duster, board, artificial currency.

Pedagogical Strategies - Teacher will explain meaning of currency and about Indian currency by giving examples. After that conversions, add/Subtract, multiplication / divisions of money will be explained by showing modules on smart class and by using online reference material like, youtube, ebooks, etc. Teacher will explain making rate, charts & bills

Example 1: Convert the given rupees into paise: a) ₹ 2 b) ₹ 5 c) ₹ 9

Solution:

We know that 1 rupee = 100 paise

a) ₹ 2 = 2×100 paise = 200 paise

b) ₹ 5 = 5×100 paise = 500 paise

c) ₹ 9 = 9×100 paise = 900 paise

Converting paise into rupees is the reverse process of converting rupees into paise.

Add

	₹	p
	4 1.	5 0
+	4 5.	7 5

	₹	p
	3 8.	4 5
+	3 5.	6 0

Subtract

	₹	p
	8 0.	7 5
-	4 1.	5 0

	₹	p
	6 0.	7 5
-	3 2.	5 0

Divide ₹ 35 by 7.

Divide the amount just as you would divide a 2-digit number by a 1-digit number.

So, ₹ $35 \div 7 = ₹ 5$

$$\begin{array}{r} 5 \\ 7 \overline{)35} \\ - 35 \\ \hline 00 \end{array}$$

Rahul went to buy a few chocolates. If a chocolate costs ₹ 20, how much would 4 such chocolates cost?

Cost of one chocolate = ₹ 20

Cost of 4 chocolates = ₹ $20 \times 4 = ₹ 80$

₹
20
× 4
80

Group Activity

19: Look at the rates of the items from a stationery shop in the box below.

Colour pencils ₹ 140

Geometry Set ₹ 140

Notebooks ₹ 40

Sharpener ₹ 5

Pencils ₹ 3

Pens ₹ 10

Water colours ₹ 100

Scissors ₹ 25

Bill					
S.No	Item	Quantity	Rate per item	Amount	
				₹	p
1	Pencil	2	₹ 3.00	6	00
2	Water colour	1	₹ 100.00	100	00
3	Sharpener	4	₹ 5.00	20	00
4	Pen	4	₹ 10.00	40	00
5	Notebook	2	₹ 40.00	80	00
	Total			246	00

Art Integration: Students will collect coins and notes of different denominations and paste it on a sheet.




Interdisciplinary Linkage and Infusion of Life skills: After understanding the concept of fractions students will be able to relate it with other subjects and real life.

English Fun

Here is a poem about Indian rupee.
Very odd are the things
A rupee coin can make,
A pleasure to give and take.

Toss it up for head or tail,
Buy a stamp for your mail,
Offer it to god and pray,
It can buy you toys of clay,


Use it for a call you make,
Or to check your body weight



Recapitulation

Answer the following questions.

- If you buy 4 items from a shop, how will you decide the amount to be paid?
- Suppose you need to buy 10 items from the shop, how will you remember the names? What will you do? How will the shopkeeper prepare a bill of the items?
- Make a bill for the following items. Cake - ₹ 100, candle - ₹ 25, 10 birthday caps - ₹ 5 each, 10 small gifts - ₹ 15 each.



Resources including ICT: ebooks, internet, youtube, videos, workbook.

<https://bit.ly/3dHOROS>

Assessment Items : Students will do practice in the workbook
Practice Questions will also be given for extra practice

Feedback and Remedial classes- Weak / slow learners will be given more attention. They will be engaged in hand on activities

Inclusive Practices and Full Participation:

- * Group Activities
- * Videos
- * Experiential Learning
- * Hand on Activities

January

No of teaching days - 19

Ch-11 Measurement

11.1 Conversion Lengths

11:2 Conversion Weight

11:3 Conversion of Standard units of Volume

Learning Outcome: Students will be able to measure length, mass and capacity.

Knowledge Objective: Students will be acquainted with all the units of Length, mass and capacity.

Understanding Objective: Students will be able to do conversion, addition and subtraction of length.

Application Objective: - Students will be able to estimate and measure length, capacity distance, mass and capacity

Skill Application - Students will be able to Compare capacities using different containers and use the knowledge in real life

Previous knowledge Testing : Questions based on different units of length, mass and capacity will be asked

1km = ___ m

1m = ___ cm

1kg = ___ g

1l = ___ ml

Teaching Aid : chalk, duster, Board, Books

Pedagogical Strategies : Teacher will explain the units of length, mass and capacity. After this Relationship between the lower and higher units will be explained. The teacher will also explain four operations of measurement. Then word problems will be explained to the students by given them extra practice sums

1km = 1000 m.

1kg = 1000 g

$$1\text{kl} = 1000\text{l}$$

$$1\text{g} = 1000\text{mg}$$

$$1\text{m} = 100\text{cm}$$

Q1 Convert 4m into cm.

$$4\text{m} = ___\text{cm}$$

$$4\text{m} = 4 \times 100$$

$$\underline{4\text{M} = 400\text{Cm}}$$

Non standard units - Handspan, cubic foot, Pace
Standard units - metre, gram, litre

The image shows a page of handwritten work on lined paper. At the top, there are two columns of arithmetic problems. The left column is titled 'Addition' and contains two problems. The first problem is a column addition of mass: 26 g and 23 g are added to 190 mg and 260 mg. The second problem is another column addition: 33 g and 22 g are added to 333 mg and 333 mg. The right column is titled 'Subtraction' and contains two problems. The first is a column subtraction: 15 g and 15 g are subtracted from 260 mg and 260 mg. The second is another column subtraction: 23 g and 16 g are subtracted from 555 mg and 454 mg. Below these problems, there is a handwritten note: 'Word Problem will also be explained'. At the bottom of the page, there is a printed word problem about a container and glasses, followed by its solution.

Addition

	g	mg
+	26	190
	23	260
<hr/>		

	g	mg
+	33	333
	22	333
<hr/>		

Subtraction

	g	mg
-	15	260
	15	260
<hr/>		

	g	mg
-	23	555
	16	454
<hr/>		

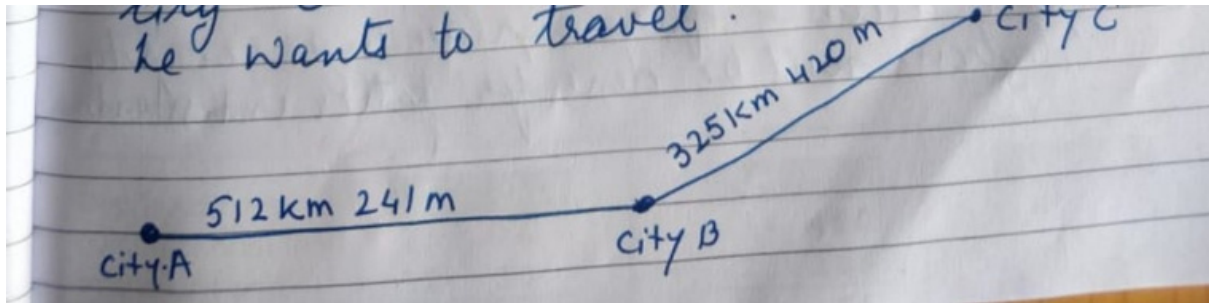
Word Problem will also be explained

A container has capacity of 2 l. A glass has a capacity of 200 ml. How many glasses of juice must be poured to fill up the container?

Capacity of the glass = 200 ml
Quantity of juice needed = 2 l = 2 × 1000 ml = 2000 ml
2000 = 200 × 10
Therefore, 10 glasses of juice must be poured to make 2 l.

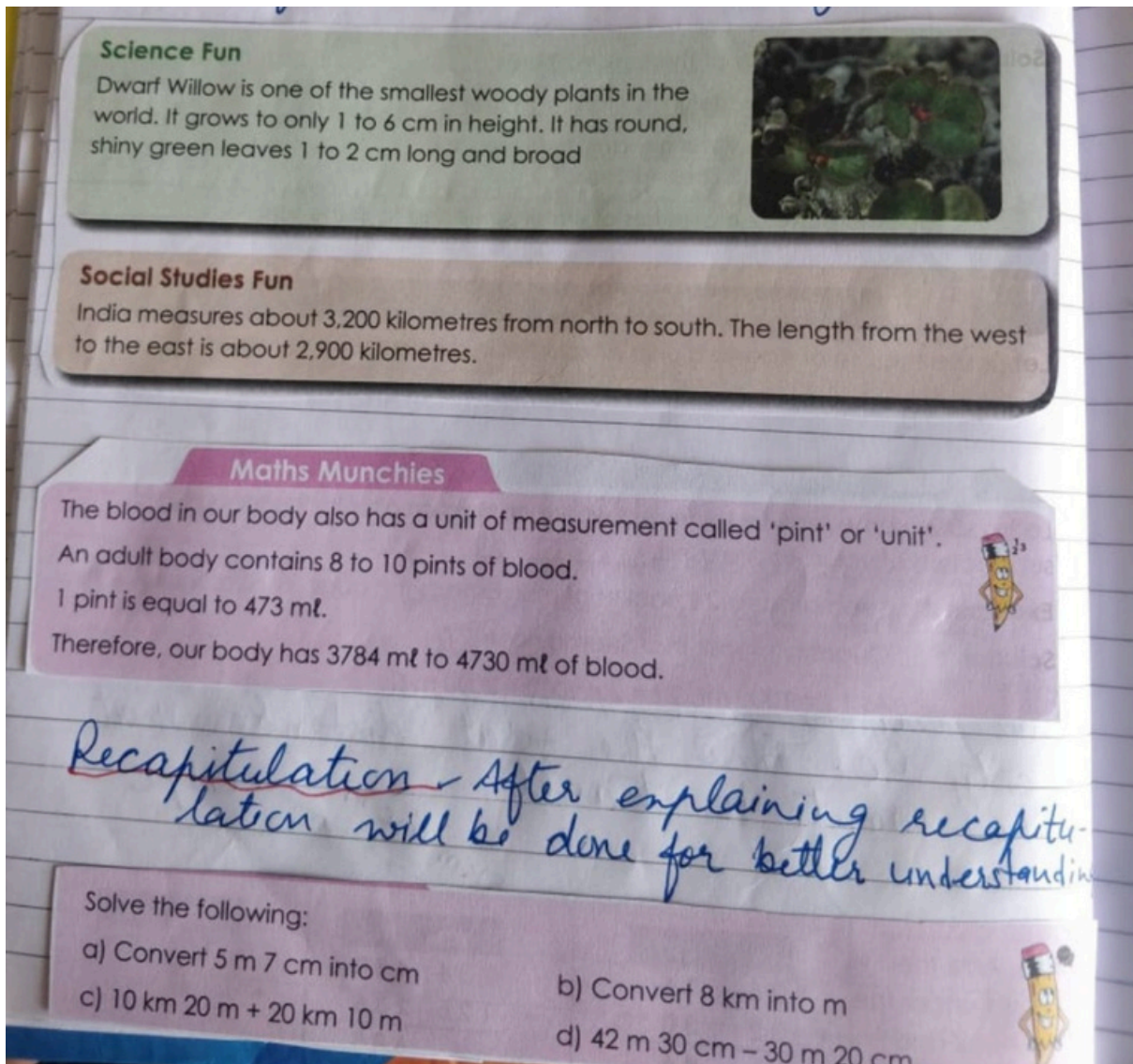
Group Activity: Students will be asked to do the following activity.

Raghu wants to travel from city A to city B first, then from City B to city C. Find the total distance that he wants to travel.



Art Integration - Make a list of few items like a pencil, a box, a notebook. Now measure these with a scale and note down their lengths in (m/cm)

Inter Disciplinary Linkage and Infusion of Life Skills: After understanding the concept of Measurement students will be able to relate with real life and different subjects



Resources including ICT: ebooks, internet, youtube, Videos, workbook.

<https://learningnotebookyoutube.blogspot>

Assessment Items - Students will be assessed through various Practice sheets.

Feedback and Remedial Teaching: Weak and slow learner will be given more attention. They will be engaged in hand on activities.

Inclusive Practices and Full Participation

* Group Activities

* Watching Videos

* Experiential Learning

* Hand on Activities.

February

No. of working Days - 23.

Ch 12 Data Handling

12.1 Record Data using Tally Marks

Learning Outcome: Students will be able to understand Handling Data record data.

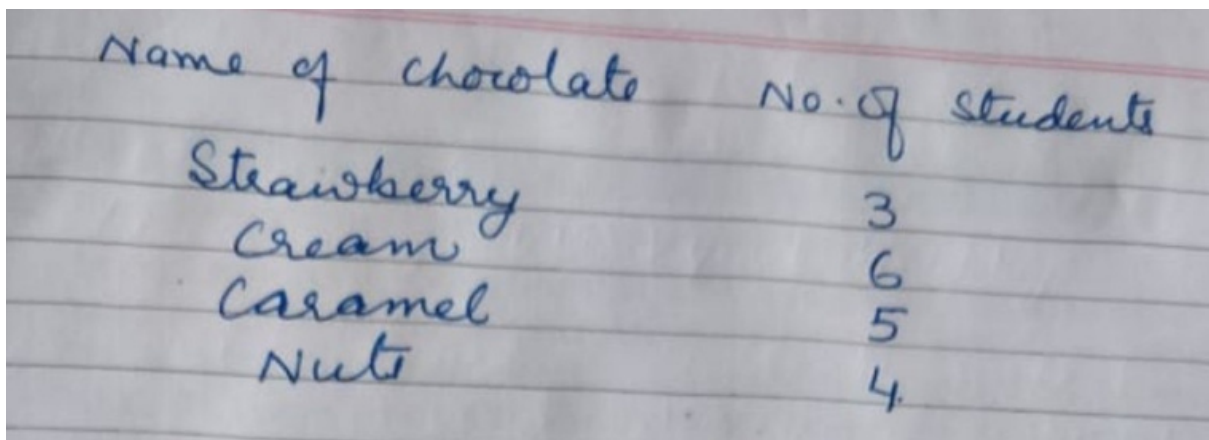
Knowledge Objective- Students will be able to make a table when data is given.

Application objective - students will be able to record using tally marks

Application Objective- Students will be able to record using tally marks.

Skill Application- Students will be able to make a pictorial representation and record data tally marks.

Previous Knowledge : Teacher will ask the number of students in a class who like different types of chocolates



Name of chocolate	No. of students
Strawberry	3
Cream	6
Caramel	5
Nuts	4

Q1 How many students like caramel.

2. How many students are present in the class?

3. How many students like strawberry?

Teaching Aid: chalk, duster, board, e books

Pedagogical strategies: Teacher will tell the students how to make a table when data is given. We can arrange the data given in the form of a table. We first identify different items in the data and list them out in first column of the table.

In the second column, every item of one type is denoted by drawing a vertical line (I). This vertical line is called tally Mark.

Group Activity-The students will asked represent the data in a table

Example :: The different types of ice-cream in Raj's shop are as follows:
 Cones: 14 Small cups: 9 Medium cups: 6
 Large cups: 11 Tubs: 5

Represent this data in a table using tally marks.
 From the table, find the type of ice cream that is:

- maximum in number.
- less in number than the number of medium cups.
- more in number than the number of small cups but less in number than cones.

Solution: We can represent data in a table using tally marks as:

Ice cream	Tally marks	Number
Cones		14
Small cups		9
Medium cups		6
Large cups		11
Tubs		5

So, a) Cones b) Tubs c) Large cups

Example :: Nandu asked his classmates how they came to school. He noted their answers as shown below:
 Heena – Bus, Raju – On foot, Pooja – Auto, Reena – On foot, Sheela – Bus, Rohan – On foot, Rahul – Bicycle, Ajay – On foot, Neha – Auto, Hema – Bus, Arun – Bicycle, Komal – On foot, Anil – Bus, Anita – Auto, Soham – Bicycle

Represent this data in a table using tally marks.

Solution:

	Tally marks	Number of children
On foot		5
Bus		4
Auto		3
Bicycle		3

Art Integration: The students will be asked to represent this data in a table

The colours of different frocks owned by Rashi are: yellow, pink, blue, green, yellow, red, pink, blue, blue, red, yellow, red, blue, pink, red, yellow. Represent this data in the form of a table using tally marks.

Colours	Tally marks	Number

Interdisciplinary linkage and Infusion of Life Skills - After understanding the Concept of Data Handling the student will be able to relate with other subjects & real life.

Science Fun
Data handling or recording data is useful while carrying out science experiments. Observing and studying the recorded data may lead to new discoveries and studies.

Social Studies Fun
The population of a country is calculated every 10 years. This activity is called Census. A census is carried out using data handling. Teams of people go to every house and manually write the number of people in the house, their names, ages and genders. This data is then arranged in tables and the final population of the city or a country is calculated.

Recapitulation: Recapitulation of the topic will be done for better understanding.

Solve the following:

- In school there are seven plastic chairs, twelve wooden chairs and three iron chairs. Represent this data using tally marks. Find the total number of chairs.
- There are five bowls, ten plates, one pot, seven cups, ten glasses, two saucers and eleven spoons. Represent this data in a table using tally marks.
- The number of children present for a sports day is as given below.
Boys: Rohan, Tushar, Sanket, Ankit, Siddharth, Harsh
Girls: Piya, Kshitija, Reema, Prachi
Represent the data in a table using tally marks. How many boys and how many girls were present on the sports day?

Resources including ICT- ebooks, workbook, Internet, youtube

<https://www.globalshiksha.com>

Assessment Items: To check the conceptual clarity various types of assessment will be taken

Exercise in the text book and workbook will be done. Practice Questions will be done for Assessment

FeedBack and Remedial Teaching: Slow / weak will be, more attention worksheets they will be Encouraged to watch more videos for better Clarity of the topic.

Inclusive Practices and Full Participation without Discrimination

- * Group Activity

- * Watching Videos

- * charts

- * Books

- * Hands on Learning.