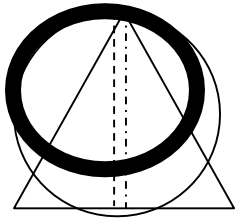**Number of working days**

Topic

April 2025

No. of working days

Topic Lesson

Lesson 1 Large Numbers

Lesson 2 Addition and Subtraction

Of Large Numbers

Lesson 1

Large Numbers
<u>Learning Outcomes</u>

<u>Knowledge objectives</u>

Students will be able to understand smallest and largest 4 digit and 5 digit numbers, reading and writing of 5 digit numbers.

<u>Understanding objectives</u> – Students will understand how to compare and order 5 digit no. and how to find place value and face value of the nos.

<u>Application objectives</u> – Students will be able to use this concept In their daily life and importance of number.

<u>Skill objectives</u> – Students will be able to form the largest and the smallest 5digit no. they can make abacus tool .

<u>Previous knowledge testing</u> – Students will be asked the following questions

   i.   Smallest /greatest 4 digit no.

  ii.   _____is the predecessor of 3200

 iii.   1 more than 999 is _____.

iv.   How many places are there in thousand period?

Teaching aids – Chalk , duster, board, video clips, place value chart, abacus etc.

Pedagogical strategies – Students will be taught that the place value chart helps us to find out the value of each digit of a number according to its position by showing a model of Indian place value chart and model of abacus. After this teacher will explain place/face value, expanded/short form reading/writing of 5 digit numbers. After making sure that the students have understood all the basic I basic terms related to the numbers comparison and rounding of numbers will be explained to the students by giving example from their daily life.

Group activity –

Students will be divided into four groups. Each group will make a model of abacus using sponge, sticks and beads. One group will make as well as read the number on abacus (Model) assigned by the other group. The group which makes correct number will score 10 points. In case, they are unable to make the correct number then the opposite team will get 3 bone is marks. After that next group will get there turn and so on.
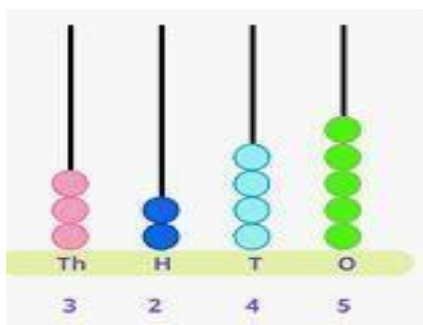
Art intergration – As the students get practice of making abacus Model it will help them improve their artistic skill. They will try to make other beautiful things like garland using beads and strings.

Iterdiscriplimary linkage and infusion of like skill – After understanding the concept of number student will be able to link this knowledge to the other subjects like Social Science, Science etc.

Social science – Students will be shown number in Gujar ate script and ask to write the given numbers in Gujarati.

Science – Students will be told that challenger Deep is the deepest point known in the Earth's oceans. Its depth is about 10900 m.

As the students are doing various activities in group so they will develop various qualities like sharing, caring, collaboration cooperation etc.

Recapitulation – Students will be asked to solve the given cross word by using clues.

ACROSS:

(a) What comes after 4890 ? 4891
(b) Write in figures - "Nine Thousand Nine Hundred Eight". 9908
(c) What comes before 9113 ? 9112
(d) Using digits 7, 0, 3, 2 write the smallest number. 2037
(e) Place value of 2 in 2896. 2000
(f) Predecessor of 100. 99

Resources including ICT – E books, worksheets, videos, internet

https://youtube.be/xirby

Assessment items – Students will be asked to complete qdrill time 1 and 2 which contain MCQ, and word problems from timebook and practice questions (daily 5) from their workbook.

Feedback and remedial teaching –

Extra attention will be paid on slow learners/weak students. They will be engaged in hand-on activities so that they can learn easily.

Inclusive practices and full participation without discrimination

➢ Creating opportunities to listen to all children.

➢ Develop a 'scaffold' it approach to learning.

➢ Be aware of specific needs of every child.

➢ Work as a team.

➢ Build community.

➢ Manage classroom behavior.

➢ Do not compare the progress of one child to another.

L – 2 Addition and Subtraction of Large Numbers

Learning Outcomes

Knowledge objectives

To make them acquainted with the knowledge properties of addition and subtraction.

Understanding objectives

Student will be understand the meaning of addition and subtraction.

Application objectives

Students will be able to apply addition and subtraction operation in real life

situations.

Skill objectives

They will be acquainted with the skill of adding and subtracting 5 digit numbers.

Previous knowledge testing

Students will be asked the following questions.

i. $0 + 328 =$ _____

ii. $267 + 15 =$ $+ 267$

iii. $993 +$ $= 994$

Teaching aids

Chalk, duster, green board, smart board, videos, you tube.

Pedagogical strategies

Teacher will explain the students the concept of adding and subtraction by giving example from daily life.

In Jasleen's town, there were 27023 adults and 1567 children.

1400 adults and 1200 children went out of the town on 23rd March 2015. What was the to population of the town on 23rd March? What was the population on the 22nd, if all of them were present in the town that day?

Can you also solve it?

	T Th	Th	H	T	O
			(1)	(1)	
	4	8	4	1	5
+	2	0	0	9	8
	6	8	5	1	3

			(15)	(16)	
	(4)	(5)	(6)	(11)	
	5	6	7	1	8
−	1	6	7	5	4
	3	9	9	6	4

Students will be taught properties of Add and subtract and word problem of Add and subtraction by using showing videos on smart class board

Properties of ADD -

Properties of Add –

1. • A zero added to a number does not change the value of the number.
Example : 12345 + 0 = 12345

2. • 1 added to a number gives the successor of a number as the sum.
Example : 766 + 1 = 767

3. • If two numbers are added in any order their sum remains the same.
Example : 1445 + 2216 = 2216 + 1445 = 3661

Properties of Subtraction

1. • If 0 is subtracted from a number, the difference is the number itself.
Example : 6789 - 0 = 6789

2. • 1 subtracted from a number gives the predecessor of the number as the difference.
Example : 4698 - 1 = 4697

3. • A number subtracted from itself gives zero as the difference.
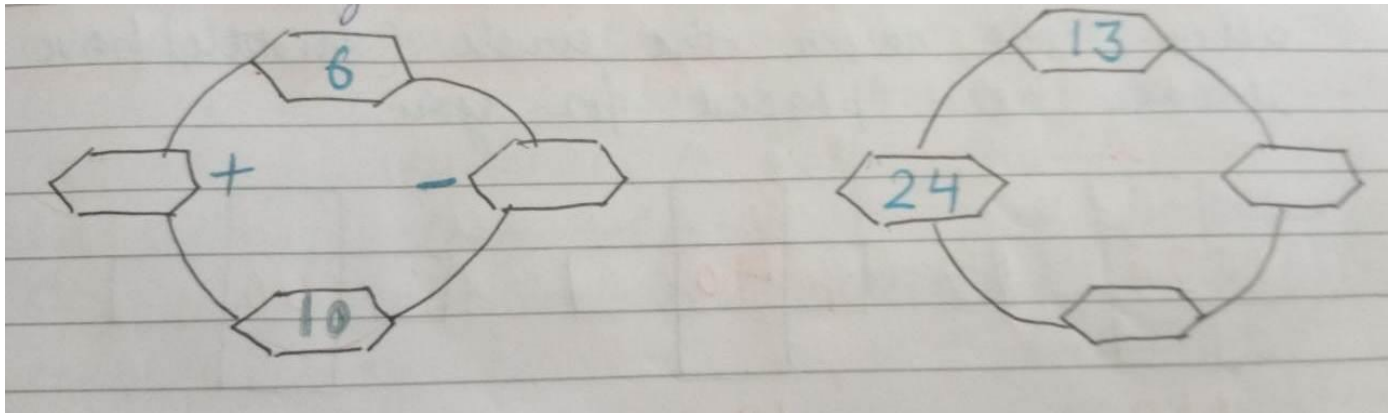Example : 4583 – 4583 = 0

Group activity

Student will be ask arrange the numbers from 0 to 9 along the sides of the triangle such that the sum of the numerals along each side of the triangle is the same (use each number once) example magic triangle.

$$2 + 7 + 3 + 8 = 20$$
$$2 + 4 + 9 + 5 = 20$$
$$8 + 6 + 1 + 5 = 20$$
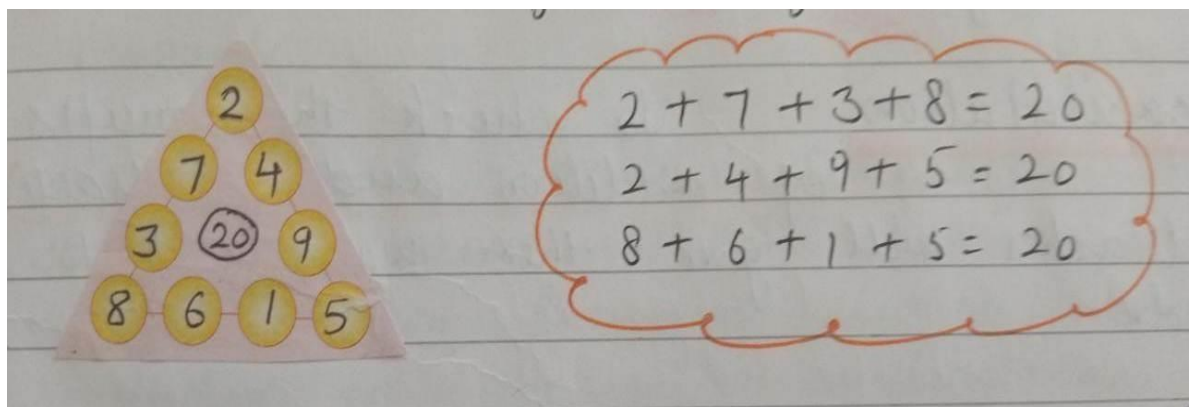
Art intergration

Students will be asked to draw the following shapes and find the missing numbers.

Iterdiscriplimary linkage and infusion of like skill

Students will be taught that how the concept of addition and subtraction will be help them to study other objects.

While doing all the activities in group students will learn various life skills like sharing and caring helping each other corporation with their classmates etc. They will develop logical thinking and will become creative.

Recapitulation –

To check the concept of addition and subtraction teacher will give them worksheet to solve.

Eg.

Arrange the numbers 23, 40, 50 and 60 each time so that the horizontal and vertical total match the target total below the number in the circle middle have already been placed for you.

20	40	6
110	120	130
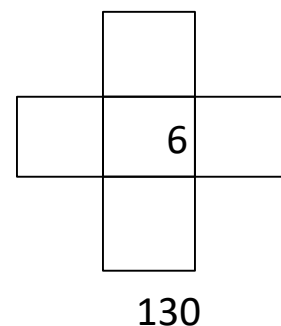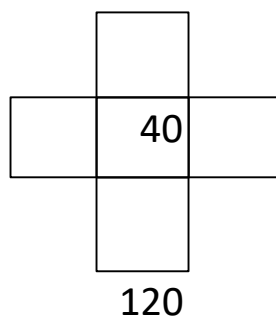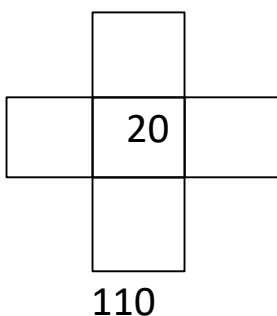
Pick three of these numbers that can be same our different. The three numbers must total 1000.

393   121   211   333   444   332

536   235   372   292   600   368

Resources including ICT

E-books,videos, worksheets, smart boards.

http://youtube/nvsQ3nUYHWU

Assessment items

Student will be asked to complete drill time which contains questions of addition subtraction and their word world from textbook and daily five question will be done from practice questions given in workbook. Regular practice of tables will be given to the students.

Feedback and remedial teaching

Slow writer weak students will be given extra attention remainder classes will be conducted for the better understanding of the concept.

Inclusive practices and full participation without discrimination

➢ Creating up come purposeful learning environment.

➢ Dating opportunities to listen to all children.

➢ By defining clear minimum tenders for behavior.

➢ By dealing with low level disruption in a sensitive way.

May -2025

Number of working days -

Topic

Lesson 3 Multiplication
Lesson 4 Division

Lesson 3 Multiplication

Learning Outcomes

Knowledge objectives

To make them acquainted with the properties of multiplication.

Understanding objectives

Student will understand the meaning of multiply and different terms related to multiply like multiplicand, multiplies, multiple.

Application objectives

Students will be able to apply the concept of multiply in their day to day life and hens understand its importance.

Skill objective

Students will be developed the skills to multiply using standard and lattice algorithm to multiply mentally.

Teaching Aids

Chalk, duster, green board, smart board, colourful strips of paper, placards, videos etc.

Previous knowledge testing

As they have done multiply in their previous classes so simple questions based on multiply will be asked

Eg.

375 X 1 = 375

0 X 68 = 0

5 + 5 + 5 + 5 = 5 X 4 = 20

Pedagogical strategies

Teachers will introduce the topic by showing models in smart class activity based method will be used to make some students understand the concept of multiply and various terms related to the multiply. YouTube videos will be shown to explain lattice algorithm to the students. Placard will be used to give sufficient practice of multiplying mentally what problem will be explained by giving example from day to day life.

Standard algorithm is the method of multiplication in which the product is regrouped as ones & tens

Lattice Algorithm

Therefore,
43 × 52 = 2236.

There are two ways to multiply numbers:
1) Standard Algorithm
2) Lattice Algorithm

Multiplicand	–	The number to be multiplied.
Multiplier	–	The number by which the given number is multiplied.
Product	–	The result of multiplication.

Properties of Multiply –

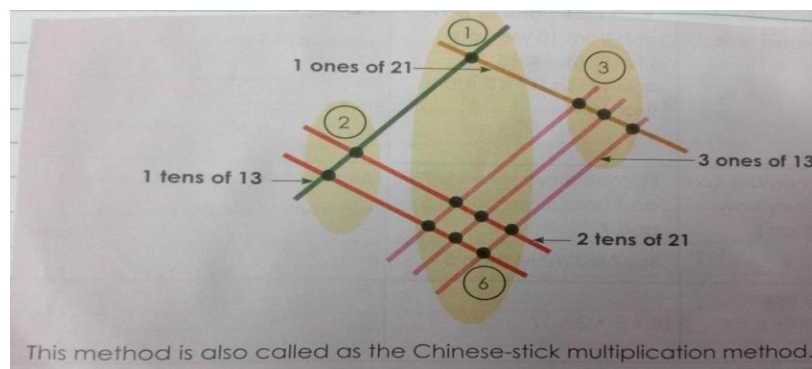**1.** • The product of a number and 1 is the number itself.
Example : 365 x 1 = 365

2. • The product of a number and 0 is 0 (zero).
Example : 9 x 0 = 0

3. • The product of two numbers does not change even if we change the order of the numbers.
Example : 202 x 2 = 404
2 x 202 = 404

4. • The product of the numbers does not change even if we change the groupings.
Example :
(12 x 7) x 5 = 84 x 5 = 420
or 12 x (7 x 5) = 12 x 35 = 420
So, (12 x 7) x 5 = 12 x (7 x 5)

Group activity

Students will be asked of my multiply a 4 digit number by 1 digit number by using colourful strips and by counting points of interaction under different places.

1 ones of 21
3
2
1 tens of 13
3 ones of 13
2 tens of 21
6

This method is also called as the Chinese-stick multiplication method.

Art integration

student will be asked to draw a lattice in which number of is equal to number of disease in the multiple and number of columns is equal to the number of digit in the multiplied multiplies number of the topper with the number of the side at the number diagonally from the right so on we add the numbers in the

months place then the number in the tense please and so on now write the sum from left to right.

As they will do all the activities in groups so they will learn various life skills like helping each other caring for the friends, collaborative learning.

There are 345 students in each class. Pooja's school has 12 such classes. How many students are there in her school?

Number of students in each class = 345

Number of such classes in Pooja's school = 12

Total number of students

= 345 × 12 = 4140

Therefore, there are 4140 students in Pooja's school.

Interdisciplinary linkage and infusion of life skill

Social Studies Fun

The oldest known multiplication table was found written on bamboo strips in China around 2300 years ago.

Modern multiplication tables are said to have been written down by the famous Greek mathematician Pythagoras. It is also called the Table of Pythagoras in many other languages.

English Fun

The word 'Lattice' in lattice algorithm is not an English word originally. The word is taken from 'lattis', in old French language which itself has been taken from 'latte' or 'lath', that means the wire mesh used for backing in the old German language.

As they will do all the activities in groups so they will learn various life skill like helping each other caring for their friends, collaborative learning etc.

Recapitulation

To check the understanding few questions will be given to the students like Fill ups, MCQ, short question answers, word problems etc.

Resources including ICT

Smart board, youtube , Model of a clock, E-books.

Assessment items

Students will be given 5 practice questions from workbook on regular basis and drill time will also be done to check whether they have done understood the topic or not. Regular drill of tables will be done in the class.

Feedback and remedial teaching

In a factors of tables will be given to the slow weak students so that they can do multiplication some teachers will start there with multiple click multiplication of 2, 3 digit by one way digit and then presses to the four five days the 10th of step multiplication

Inclusive practices and full participation without discrimination

➢ Working in pairs, groups or individually.

➢ Working on computer.

➢ Reading books.

➢ Creative writing.

➢ Short speech activities.

➢ Musical based activities.

Lesson 4 Division

Learning Outcomes

Knowledge objectives

To make them acquainted with the properties of division.

Understanding objectives

Students will be understand the meaning of division and different terms related to division like dividend, division, quotient and remainder

Application objectives

Students will be able to apply the division concept in their daily life.

Skill objective

Students will develop the skill to divide and check large numbers.

Teaching Aids

Chalk, duster, green board, smart board.

Previous knowledge testing

Simple ques based on division will be

asked Eg. $138 \div 0 =$ ___

$0 \div 415 =$ _____

$9346 \div 100 \qquad q =$ _____ $\qquad R =$ _____

___ $\div 1 = 685$

Pedagogical strategies

Teacher will introduce the topic by using smart class modules. First of all simple term related to division will be explained, after that division of large number by 10, 100,1000….. etc and by 2 digit and 1 digit number will be explained along with their check by showing modules in smart class and also by solving few sums on the board. At last word problem will be explained by giving examples from daily life.

1. If a number is divided by 1, the quotient is the number itself.
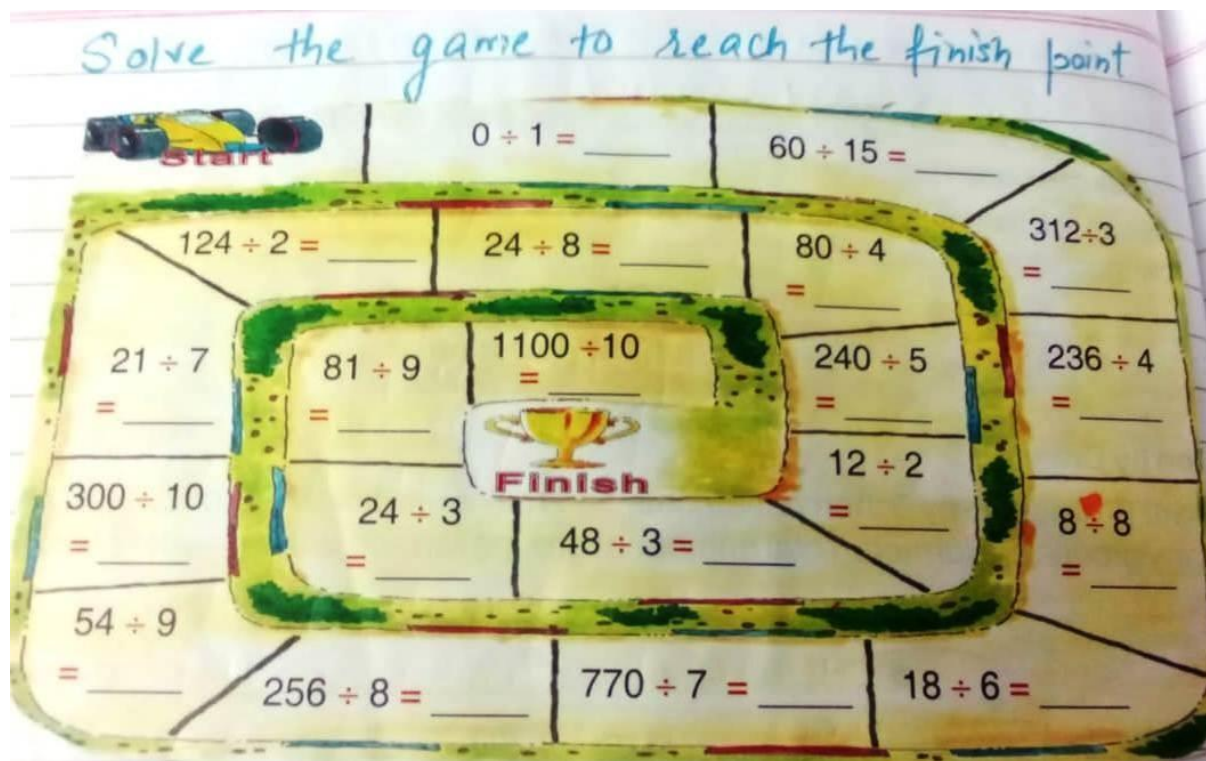Example : $41 \div 1 = 41$

2. If a number, other than zero, is divided by itself, the quotient is 1.
Example : $2367 \div 2367 = 1$

3. If zero is divided by a number (other than zero), the quotient is zero.
Example : $0 \div 414 = 0$

4. REMEMBER
Every division fact has a division fact and multiplication fact to verify it.
Example : $12 \div 6 = 2$
Division fact $= 12 \div 2 = 6$
Multiplication fact $= 6 \times 2 = 12$

Group activity

Students will be divided into 2 groups and given one game to solve the group which solves it first will be the winner.

Solve the game to reach the finish point

Start

$0 \div 1 =$ ____

$60 \div 15 =$ ____

$124 \div 2 =$ ____

$24 \div 8 =$ ____

$80 \div 4$ = ____

$312 \div 3$ = ____

$21 \div 7$ = ____

$81 \div 9$ = ____

$1100 \div 10$ = ____

$240 \div 5$ = ____

$236 \div 4$ = ____

Finish

$300 \div 10$ = ____

$24 \div 3$ = ____

$12 \div 2$ = ____

$8 \div 8$ = ____

$48 \div 3 =$ ____

$54 \div 9$ = ____

$256 \div 8 =$ ____

$770 \div 7 =$ ____

$18 \div 6 =$ ____

Art integration

Count the marbles into how many equal groups of 3 each can the marbles arranged.

If 18 sweets are equally divided into 6 plates, there are 3 sweets into each plate. This means that

a) 3 X 6 = 18

c) 6 X 3 = 18

b) 18 ÷ 6 = 3

d) 18 ÷ 3 = 6

Interdisciplinary linkage and infusion of life skill

Recapitulation

Few questions based on division will be given to the students. Two practice sums will be given on regular basis.

Resources including ICT

Smart board, E-books, YouTube, electronic gadgets etc.

<u>Accessment items</u>

Students will be given small test including MCQ, fill-ups, true/false, or word problem to check their understanding.

<u>Feedback and remedial teaching</u>

Extra attention will be paid towards slow writers. Regular practice of tables will be given (specially 2 to 9) to these.

<u>Inclusive practices and full participation without discrimination</u>

➢ Group activities

➢ Showing videos

➢ Creative writing

➢ Sports based activities

➢ Musical based activities

July 2025

Number of working

days <u>Topic</u>

Lesson 5 **<u>Multiples and Factors</u>**
Lesson 6 **<u>Fractions</u>**

Lesson 5 Factors and Multiples

Learning outcomes:-

Knowledge objectives: Students will be able to do dividing 5 digit by 1 digit and 2 digit

numbers.

Understanding objectives:- Students will be able to understand the Concept of division and

its relationship with multiplication.

Application objectives: Students will be able to solve real life problems. involving division of 2

digit numbers.

Skill objectives: They can easily use divisibility rules in daily life. and Can find factors and

multiples of any number.

P .K. testing: T eacher will ask some questions like

a) 3875 ÷ 3875 =

___

b) Do you know what is the full form of H.C.F and L.C.M?

c) 697 ÷ 0 =

___

T eaching aids:- white board, charts, models, chalk, videos, Smart board.

Pedagogical strategies:- T eacher will explain the students the Concept

of division by examples from their daily life. Properties of division will be explained. After this

teacher will explain division by 2 and 3 digits and word problems. of division. Divisibility rules

by 2, 3, 4, 5, 6, 9 and to will be explained. and how can this rules help us. T eacher will

explain Prime and Composite numbers. H. C.F will be explained. by using long division

method and L.C.M will be explained by using common division method.Group activity:- Students will find the Common factors and F .C.

= using graph paper.

Art integration:- Art integration into maths Can be a fun and engaging way to help students

understand concept like division, HCF and LCM. T eacher can create a game where students

match pairs of numbers based on their HCF . For example students can create cards with

pairs of numbers and then match them up based on their HCF .

Interdisciplinary Linkage and infusion of Life skill:- After understanding the Concept of division students will be able to use their knowledge to the other subjects.

Recapitulation: Recapitulation of Concept 6.1, 6.2, 6.3 will be done. Oral Rev. of divisibility

rules will also be done.Resources including ICT : e books, charts, models,

Video links etc.

Assessment items:- Students will be given a class test

a) the largest 2 digit Prime no. is

___

b) ___

is neither prime nor Composite.

c) Divisibility rules of 3 and 9.

Lesson 6 <u>Fraction</u>

<u>Learning Outcomes</u> <u>Knowledge objectives</u>
Students will be able to understand the meaning of fraction and terms related to it.

Understanding objectives

Students will understand equivalent fractions and different types of fractions, Addition/subtraction/comparison etc.

Application objectives

Students will understand the importance of fractions in their daily life.

Skill objective

Students will be able to compare, add and subtract different fractions.

Teaching Aids

Chalk, duster, black board, smart board, paper strips.

Previous knowledge testing

Simple questions will be asked from the students

□ $\dfrac{9}{16} = \dfrac{18}{}$

➢ Put symbol $\dfrac{5}{9} = \dfrac{8}{9}$

➢ N= , D= in $\dfrac{}{\begin{smallmatrix}2\\8\\30\end{smallmatrix}}$

Pedagogical strategies

Teachers will explain equivalent fractions and types of fractions by showing modules on smart board. Activity method will be used to explain add and subtract of fractions to the students.
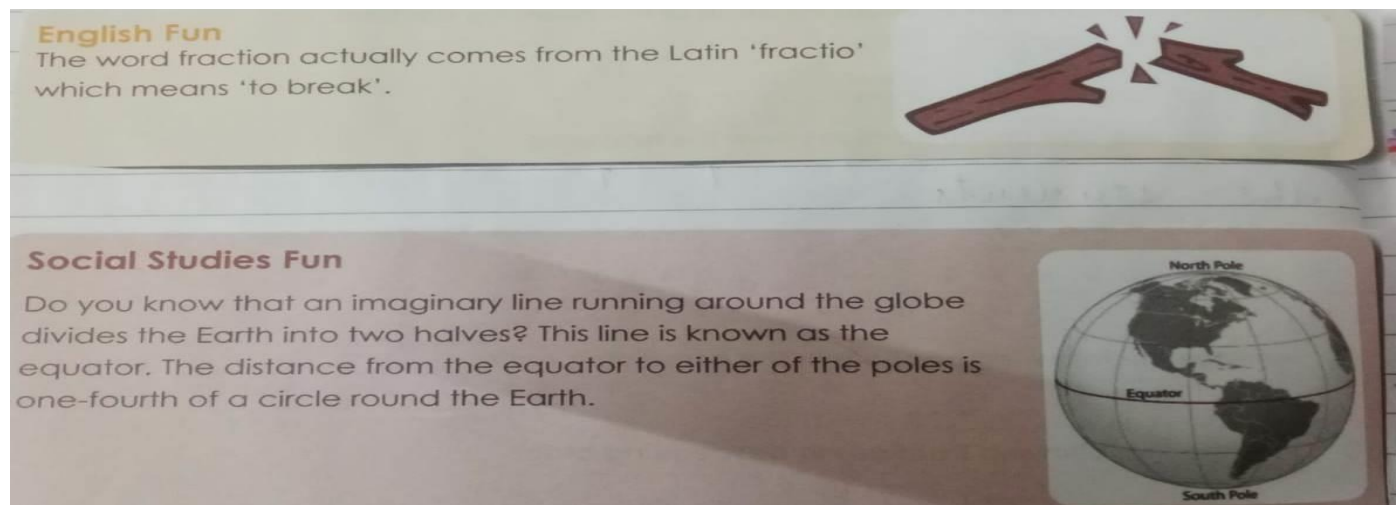
Group activity

Students will be asked to divide a colourful paper strip in such a way that they show equivalent fractions.

Art integration

Draw cutout of 20 circles. Now given $\frac{1}{5}$ of them to your friend or partner so divided the circle into 5 equal groups and take away one group and give to your partner this give 5 groups with 4 circles in each group so $\frac{1}{5}$ of 20 is 4.

Interdisciplinary linkage and infusion of life skill

English Fun
The word fraction actually comes from the Latin 'fractio' which means 'to break'.

Social Studies Fun
Do you know that an imaginary line running around the globe divides the Earth into two halves? This line is known as the equator. The distance from the equator to either of the poles is one-fourth of a circle round the Earth.

North Pole
Equator
South Pole

Recapitulation

➢ Find an equivalent fraction of $\frac{7}{11}$ having denominator 33.

➢ Check whether the given fractions are equivalent or not $\frac{5}{8}$ and $\frac{15}{24}$

➢ Add $\frac{3}{6} + \frac{1}{6}$

➢ Subtract $\frac{10}{25}$ - $\frac{7}{25}$

Resources including ICT

Smart phones, E-books, YouTube, Electronic

Accessment items

Students will be given a short test including fillers MCQ short question to check their understanding.

Feedback and remedial teaching

Extra attention will be pay to answer (slow writers) they will be given hand on activities to understand the concept as slowly and easily.

Inclusive practices and full participation without discrimination

➢ Group activities

➢ Sports activities

➢ Musical base activities

➢ Charts

➢ Books and

➢ Calibration

➢

October 2025

No. of working days -

Topic:

lesson 7 <u>Decimals</u>

Lesson 8 <u>Geometry</u>

Lesson Decimals

<u>Learning Outcomes</u>

<u>Knowledge objectives</u>

Students will be able to understand about the meaning of decimal and terms related to it.

<u>Understanding objectives</u>

Students will understand decimal system, expanding, decimal numbers with place value charts. Application objectives - students will use the concept of decimals in their daily life.

<u>Application objectives</u>

students will be able to convert fractions into decimals and vice versa Previous knowledge testing questions will Following asked from the Students be

1. Write the place value and face value of

236.075

Write in expanded form 1.34

Teaching Aids

Chalk, duster, green board, smart board, e-books. Etc.

Pedagogical strategies

To Teacher will explain write decimals in words and figures, place and face value, expanded and short form Conversions of decimals into Modulle will be used clear to the students.

Thousands	Hundreds	Tens	Ones	Decimal point	Tenths	Hundredths
1 × 1000	1 × 100	1 × 10	1	.	$\frac{1}{10}$	$\frac{1}{100}$
2	8	6	2	.	3	9

A decimal number has two parts.

48 . 35

Whole or integral part (= or > 0) | Decimal part (< 1)
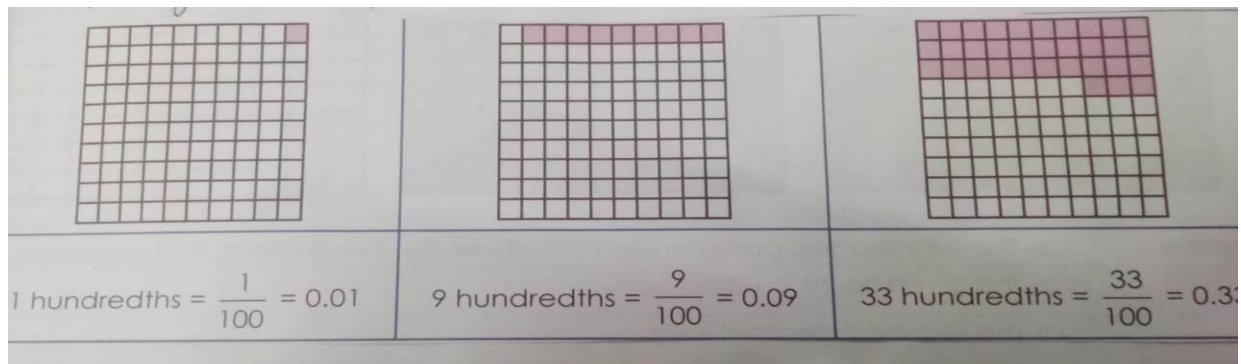
Decimal Point

Group activity

Students will perform a group activity in which decimal numbers with the help activity in different of graph.

1 hundredths = $\frac{1}{100}$ = 0.01	9 hundredths = $\frac{9}{100}$ = 0.09	33 hundredths = $\frac{33}{100}$ = 0.33

Art integration

Draw a circle with 10 equal parts colour three fractions red and 7 portions not coloured. Now we can write portion as 3 or 0.3 and portion that is not coloured can be written as 7 or 0.7.

Coloured Portion = $\frac{3}{10}$ = 0.3

uncoloured Portion = $\frac{7}{10}$ = 0.7
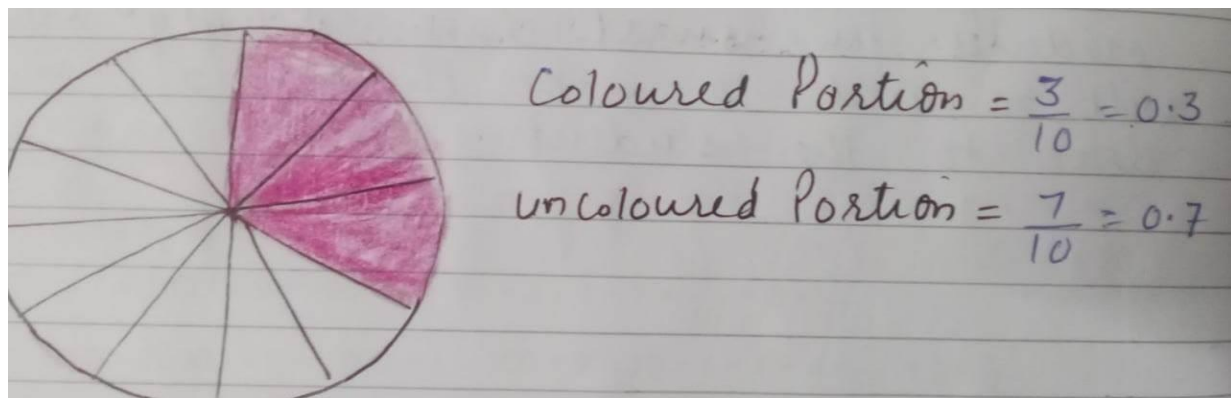
Interdisciplinary linkage and infusion of life skill

English Fun

A word contains ten letters, out of which three are vowels. Write the fraction of the number of consonants. Express this in decimal form.

Social Studies Fun

The Earth takes 23 hours, 56 minutes and 4.09 seconds to complete a rotation. But, to make it easy to calculate time, we take this as 24 hours.

Recapitulation

1) Convert 3.68 into fraction.

2) Write in expanded form 56.37.

3) Write the place value and face value of 4 in 38.465.

Resources including ICT

online reference Material,https://youtu.be/kfe Fn L Ky Sio

Accessment items

students will be given.short test which includes fill ups,true false, MCQ and short questions etc.

Feedback and remedial teaching

Model of decimal place value chart will be shown and children with slow learning will be given sufficient practice of the concept. Side by side cross questioning will be done to check their understanding.

Inclusive practices and full participation without discrimination

➢ Group activity

➢ Showing video

➢ Hand on activities

➢ Experiential learning

➢ Watching video

Lesson Geometry

Learning outcomes :-
Knowledge objective: Students will be able to learn about different types of lines ,angles, polygons and terms related to circle

Understanding objective: Students will be able to differentiate the types of angles. They will
know about the top, front and side views of objects.
Application objective:- shape can be opened up into 2D shape.
Students will understand how to use a protractor
Skill objective:-
Previous knowledge testing: Students will be asked
a) what is ray?
b) Can they measure a line?
c) Have they heard about angles?
d) How to make a circle ?
Teaching aid - Chalk, duster, board, models, protractor, lab, books, videos etc.
Pedagogical Strategies: The teacher will explain first of all
line, line segment, ray and point from T . book. Then the teacher will explain angles with the
help of a clock. Angles are two rays (the hands of the clock) that are joined at the vertex.
T eacher will explain diff. type of angles with the help of a clock. (Acute,Right, obtuse,
Straight, Reflex and Complete. angle). Then how to measure the help of the protractor. After
explaining angles, the teacher will Start next topic: Nets and Views of solids. The 2D
framework of a 3D Solid is called its net. This 2D framework, when folded, results in the 3D
Solid. A 3D shape can have more than one possible net.
Group activity: T eacher will show

Identification of Angles

Look at the things in the room in the picture. Can you identify the right angles? Mark them. Which objects have right angles? Name them.

Art integration: The students will be taken to maths lab to Show charts. Students will do
strips activity in the class. They well take two Strips (two arms) and a pin (vertex) to Show
different types of angles.
Interdisciplinary Linkage and infusion of Life skill:- Students will be able to know that there
are many things in real life that create angles such as Clothes, Rangers, scissors, partially

opened door etc. As the students will perform group activities in the class, the spirit of

$\overset{\frown}{AB}$

O is the centre.

AB is the chord.

QR is the diameter.

OR is the radius.
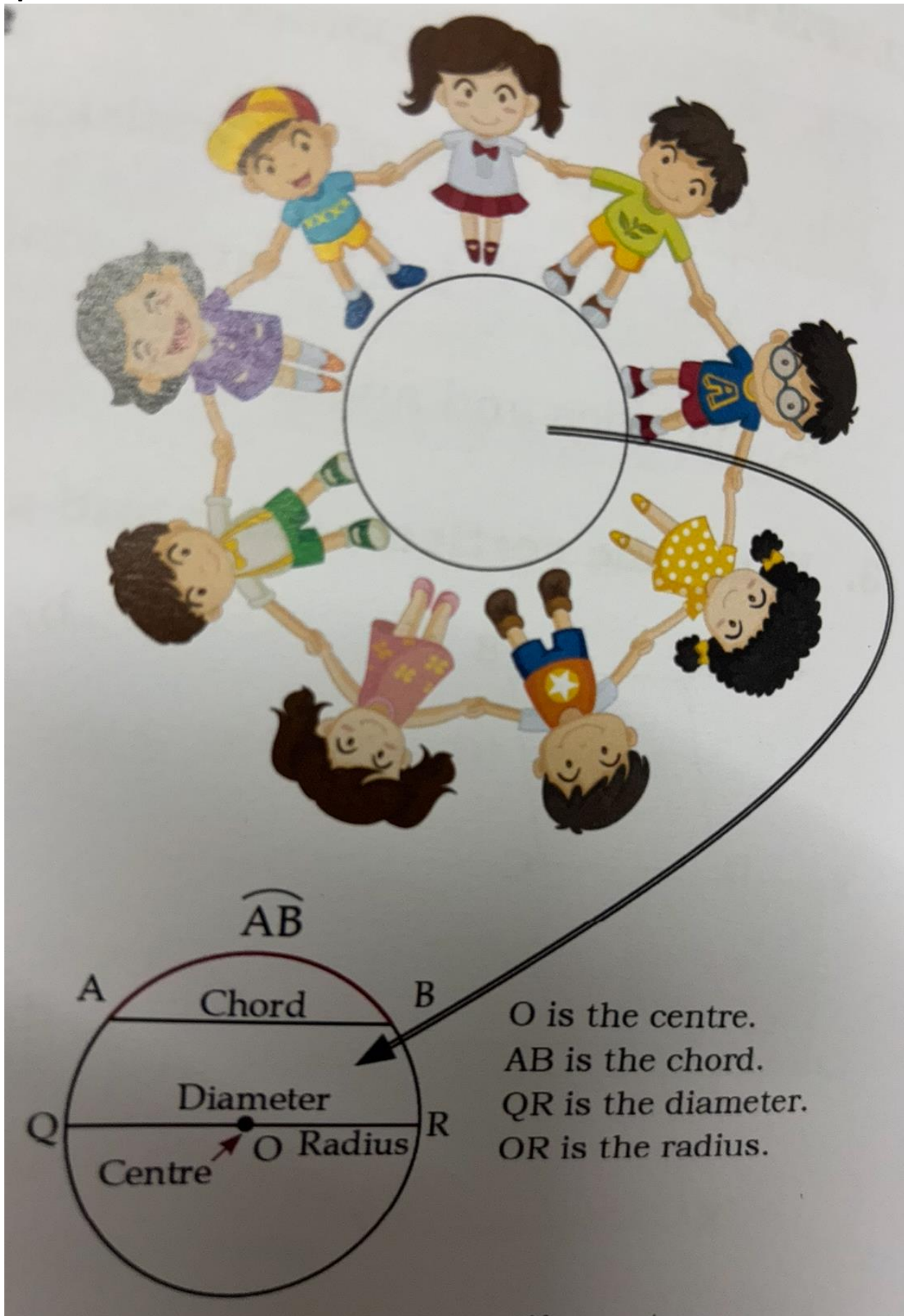
Collaboration will be awakened the minds of the Students

Recapitulation - Recapitulation of concept 1.1 and 1.2. will be done. Oral revision of types of

angles will be given.

Resources including ICT :- e books, workbooks Internet, youtube

https://youtu.be/-WHhWB19bcG

Assessment items - T o check the Conceptual assessment Clarity various types of assessment will be taken. Exercises in the T extbook, workbook will be done. Revision

assignment will be given. Different types of questions from T extbook and workbook will be

done. Practice worksheets will be given

Feedback and remedial teaching : Slow learners/ weak students will be helped by giving

extra worksheets. They will be encouraged to do extra Sums and watch more videos related

to the topic.

Inclusive Practices and full participation without discrimination-

* Group activity
* Watching videos
* Charts
* Books
* Collaboration
* Hands on learning

November-2025

No. of working days -

Topic:

Lesson 9 Patterns and Symmetry
Lesson 10 Measurement

Lesson 1 Patterns

and Symmetry

Learning Outcomes

Knowledge

objectives

students will be able to learn about patterns in lines and shapes line and axis of symmetry symmetrical patterns.

Understanding objectives

Students will understand about into brand kinds of patterns , natural patterns and manmade (artificial) patterns

Application objectives

Students will be able to apply the knowledge of patterns in their day to day life.

Skill objective

Students will develop the skill to create different types of patterns using lines or shapes and numbers.

### Previous knowledge testing

Students will be asked about

- ➢ Different types of lines (vertical, horizontal etc)
- ➢ Lines of symmetry
- ➢ No. of symmetry in square, rectangle etc.
- ➢ How symmetry and patterns are interlinked.

Teaching Aids

Chalk, duster, board , pics of butterfly and tiles, surrounding etc.

Pedagogical strategies

Teacher will explain to the students that symmetry is very closely related to the pattern different symmetrical figures will be explained and shown to the students. After that teachers will explain that the arrangement of shapes , figures and designs in a certain way is called a pattern. Next different kind of patterns and methods to create pattern will be explained to the student by taking examples from their day to day life like window grill. Butterflies, wall papers etc. palindromes will also be explained by giving examples.
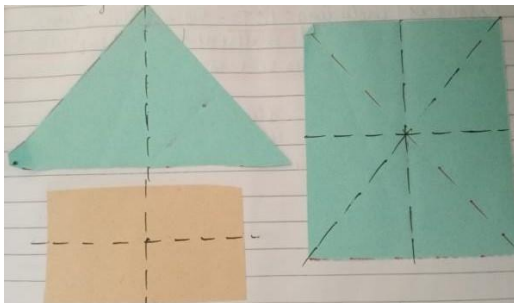
Group activity

Students will be divided into group and asked to make different types of pattern.
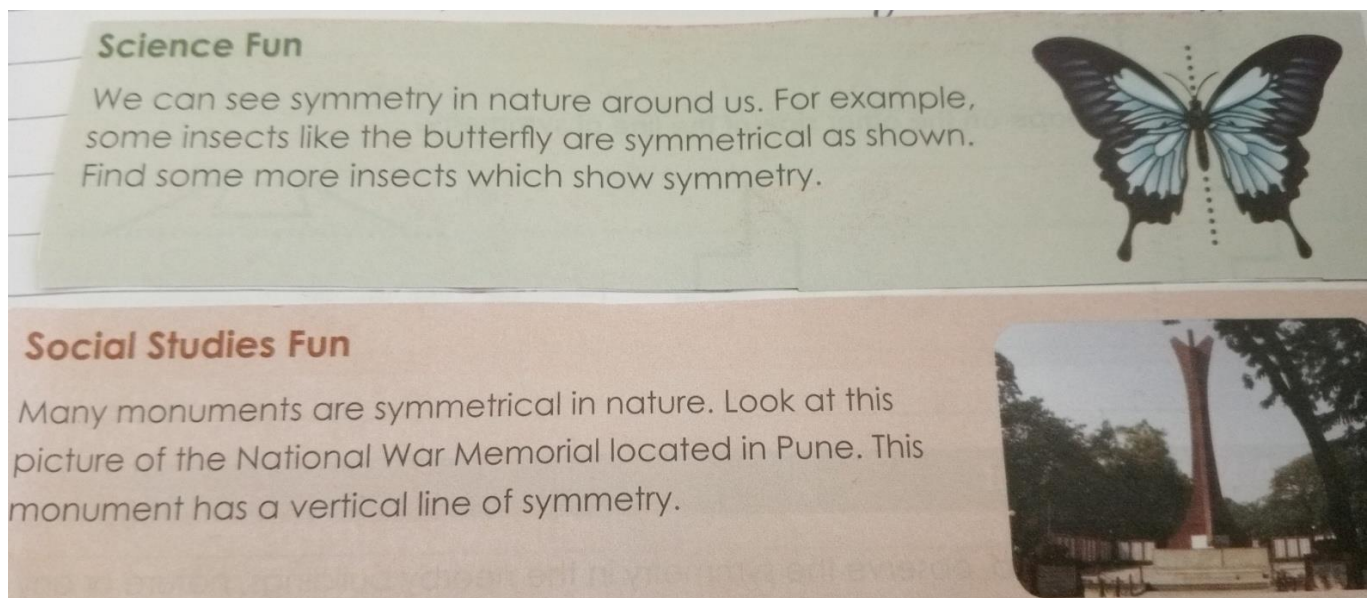
Eg.   1 x 1 = 2

11 x 11 = 121

111 x 111 = 12321

1111 x1111 = 1234321   etc

Art integration

Students will be ask to cut and shapes like square, circle, triangle from a colourful sheet told it to divide it into turn or more equal parts the line of symmetry may be horizontal a vertical or both.

Interdisciplinary linkage and infusion of life skill

Students will understand that there are many shapes and figures which have some pattern and many do not follow any pattern they will start observing the things carefully and hence develop attentiveness, creativeness and logical thinking.

Science Fun

We can see symmetry in nature around us. For example, some insects like the butterfly are symmetrical as shown. Find some more insects which show symmetry.

Social Studies Fun

Many monuments are symmetrical in nature. Look at this picture of the National War Memorial located in Pune. This monument has a vertical line of symmetry.

Recapitulation

Observe the patterns and fill in the blanks

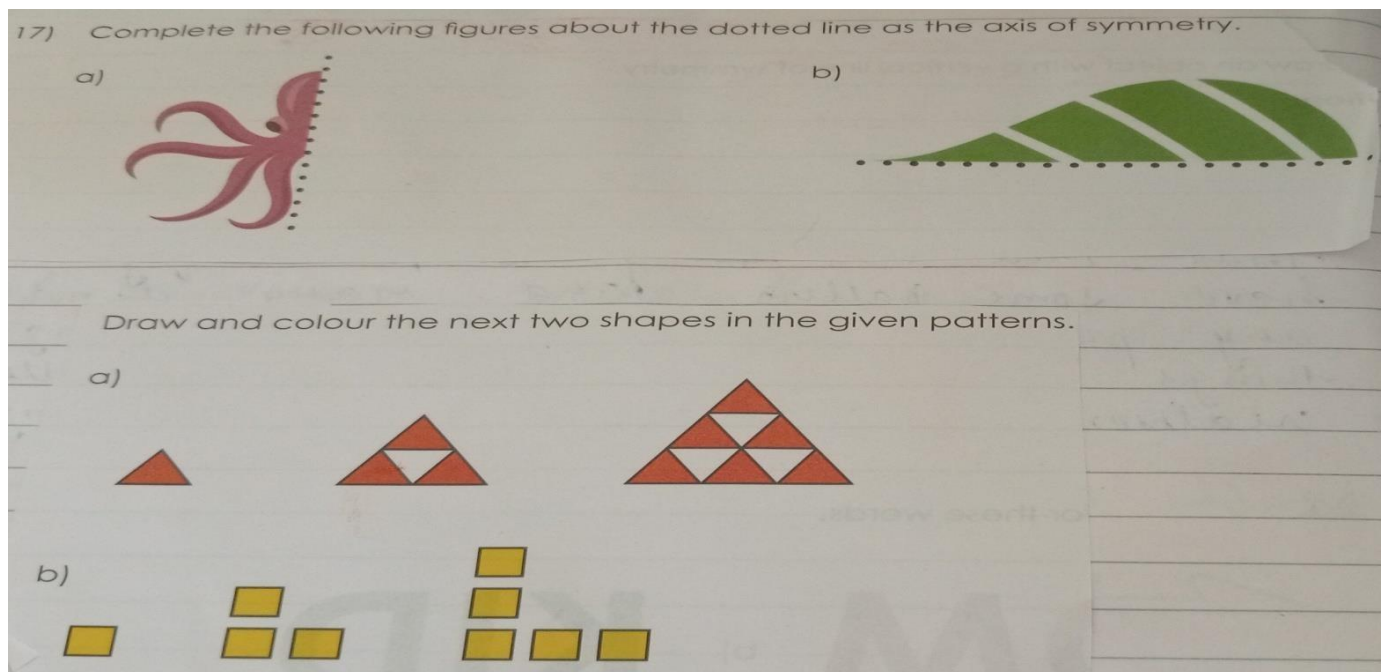A1- 8, 13, 18, 23,____, _____, _____

B1- 6, 12, 24, 48,____,____,_____

Resources including ICT

E-books, online reference material

https://youtube.be/xirby

Accessment items

Students will be given a class list is which fill ups, MCQ will be given.

17) Complete the following figures about the dotted line as the axis of symmetry.
a)
b)

Draw and colour the next two shapes in the given patterns.
a)
b)

Feedback and remedial teaching

Enter attention will be paid on students with less I.Qor slow writers. Regular practice of tables will be given side by side.

Inclusive practices and full participation without discrimination

➢ Group activity
➢ Mange classroom behavior
➢ Work as a team

➢ Showing videos

➢ Creative writing

➢ Reading books.

Lesson 10 <u>Measurement</u>

<u>Knowledge objectives</u>

Students will learn about relation between units of learners weight and capacity.

<u>Understanding objectives</u>

Students will understand the current what smaller unit to larger units.

<u>Application objectives</u>

Students will understand the importance of measurement in their daily life.

<u>Skill objective</u>

Students will develop the scale to multiply and divide length, weight and capacity.

<u>Teaching Aids</u>

Chalk, duster, green board, small board, scale, beaker, weight.

<u>Previous knowledge testing</u>

Following question will be asked from the students-

➢ 2 m = _____cm

➢ 5l 400ml = _____ml

➢ 240m 22cm – 22m 20cm = _____

➢ 250g + 150g = _____g

Pedagogical strategies

Teacher will explain different concept related to the measurement by writing their relationship. After these, multiplication and division of measurement will be explained by showing modules on smart board. Students will be taken to the lab and different instruments will be shown to the students to give them real life experience. At last word problem of measurement will be explained by giving example from their daily life.
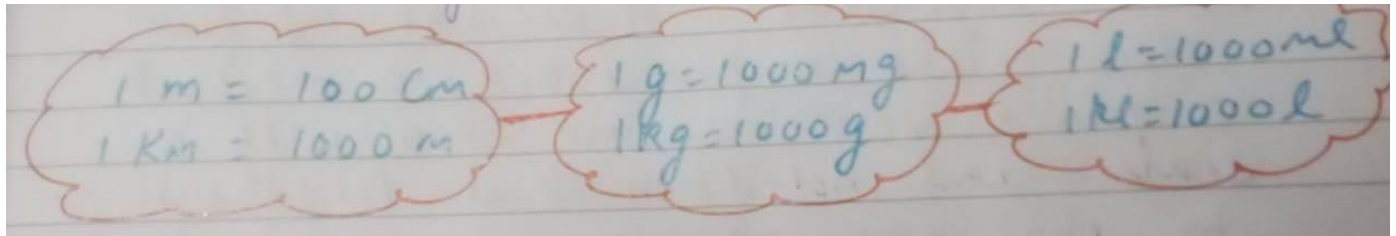
Group activity

Students will perform a group activity in which they will be asked to measure the length of their Maths book, weight of the year, school bag and capacity of their water bottle with metric masses system.

➢ BOOK : m , cm

➢ BAG : g , kg

➢ BOTTEL : ml , l

Art integration

Make list of few items like a pencil box, a notebook, a pen. Now measure these with the scale and note down their lens in centimeter. In the same way we can make list of objects and the units used to measure them.

Interdisciplinary linkage and infusion of life skill

Students will be able to use this concept in their daily life and in other subjects like drawing to draw different figures, in science to measure weight and capacity of different objects.
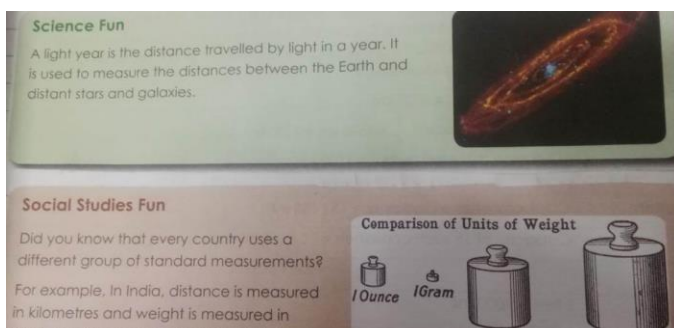
Recapitulation

Few question will be given to the students

- ➢ Convert 6g248mg into mg
- ➢ Multiply 85kg145g X 10
- ➢ Divide 17m85cm by 9

Resources including ICT

Smart board, E-books, online references material, YouTube

https://youtube/dw-2fmmVPiw

Accessment items

Students will be asked to do drill time 1 and 2 to check their understanding.

Feedback and remedial teaching

Extra attention will be paid towards slower writers. Regular practice of tables will be given so that they can do sums of multiply and divide easily.

Inclusive practices and full participation without discrimination

- ➢ Creating operationalities to listen to all students.
- ➢ Work as a team
- ➢ Manage classroom behavior
- ➢ Hand on activity

- ➢ Showing charts and videos

- ➢ Using discussion method
   December 2025

Lesson 11 Perimeter and Area
Lesson 12 Time

Number of working days. Topic

Lesson 11 Perimeter and Area

Perimeter and Area

Learning outcomes:-

Knowledge objectives: Students will be able to know the Perimeter of a rectangle and a

square.

Understanding objectives: Students will be able to understand all units of length, and

Difference between area and perimeter

Application objectives: Students will be able to apply their knowledge to real world problems.

Skill objectives: Students will be able to define and Calculate the Perimeter, and area

of 2D shapes

P . R. testing: Following questions will be asked

a) what is a rectilinear figure?

b) what is Perimeter?

c) 4+4+4+4 = 4x4

T eaching aids: white board, Grid paper, measuring tape, cut out shapes (square, rectangle,

Triangle, cube, cuboid), chart, etc.

Pedagogical Strategies: T eacher will explain how to find Perimeter and area by

showing modules In Smart Class. Activity method will be used to make the

Concept more

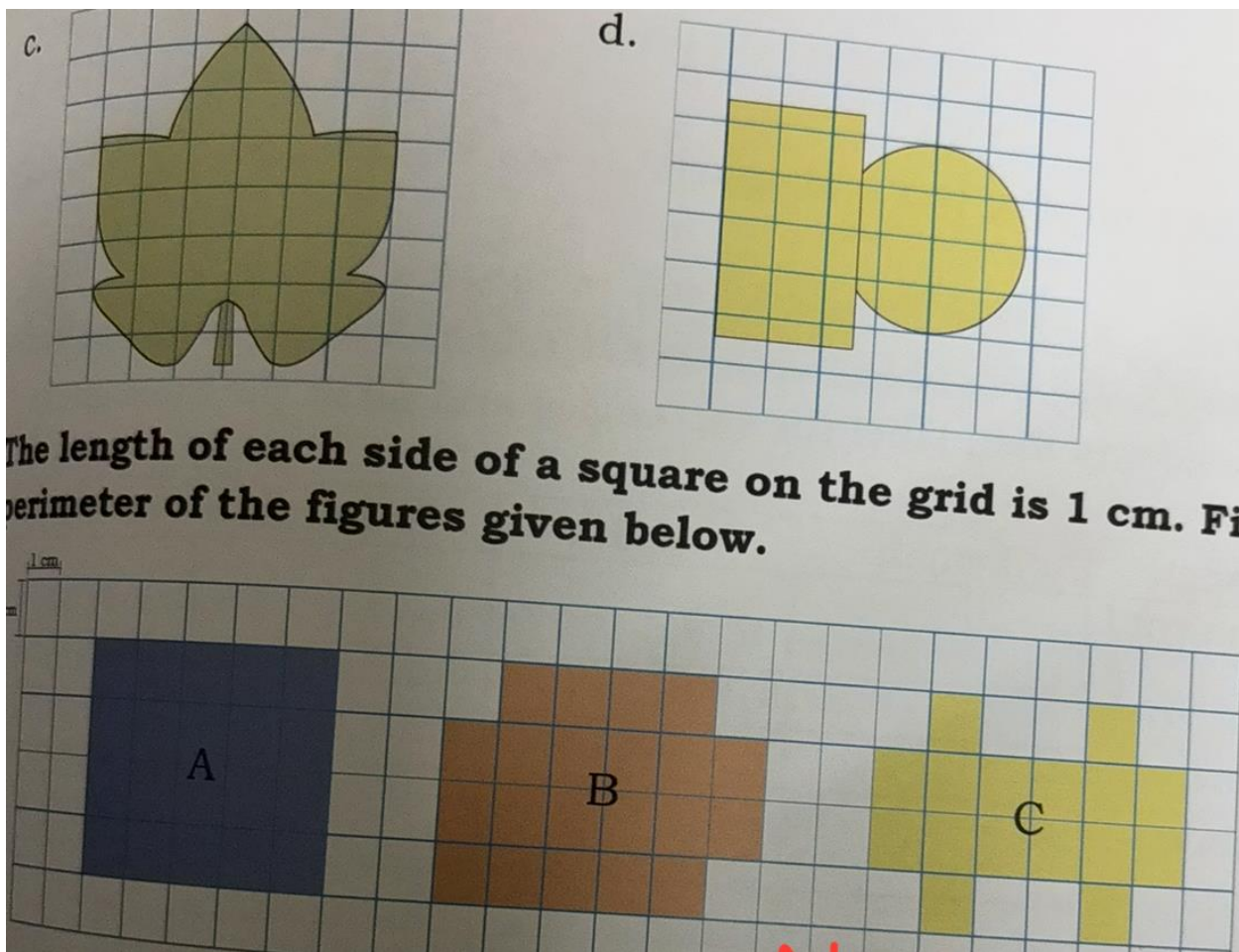**clear to the students. It will also help them develop their spatial awareness and problem**

solving skill. Formulas to find Perimeter and area will be explained.Group activity: Students will do an activity in which they will calculate the area of a leaf using

1 cm x 1 cm square grid. Students will Count the no of complete squares with (✓) and the

more than half square by (X). T o calculate the approximate area, we add the no. of Complete

and more than half squares occupied by the object on the grid. Note that half and less than

half squares are discarded.

c.

d.

The length of each side of a square on the grid is 1 cm. Fi
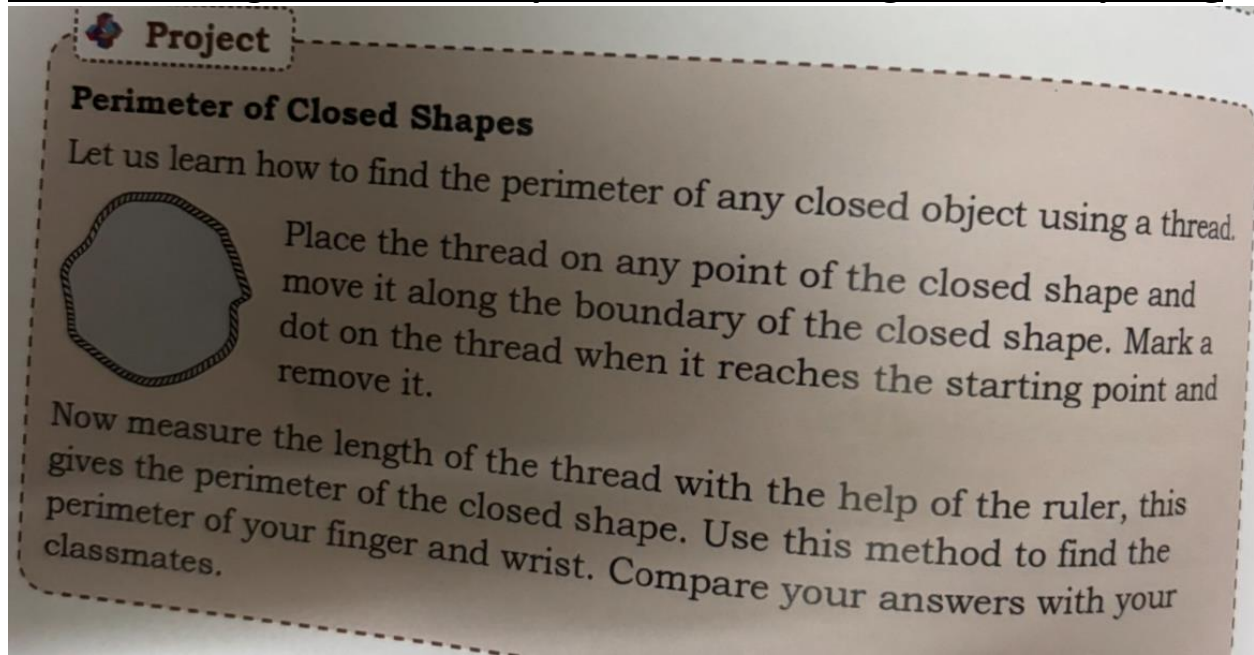perimeter of the figures given below.

1 cm

A

B

C

Art integration: Art integration can be a great way to engage students in

Learning Concepts

like area and Perimeter. Students can create geometric art by using shapes to

make patterns and designs. This can reinforce their understanding of area and Perimeter as

they calculate the measurements of the shapes they use. Students can develop a deeper

understanding of these concepts while also having fun and exploring

Project

Perimeter of Closed Shapes

Let us learn how to find the perimeter of any closed object using a thread.

Place the thread on any point of the closed shape and move it along the boundary of the closed shape. Mark a dot on the thread when it reaches the starting point and remove it.

Now measure the length of the thread with the help of the ruler, this gives the perimeter of the closed shape. Use this method to find the perimeter of your finger and wrist. Compare your answers with your classmates.

their creative sides.

Interdisciplinary Linkage and infusion of Life Skill:

Recapitulation:- a) Find the area of a square where each edge measures 8 cm.

b) Find the perimeter of a square each of whose sides measure 16cm.

c) How many tiles each 25cm long and 12cm wide will be required to lay a path 12.5cm

long and 4.8 cm wide ?

Resources including ICT : Smart board, black board videos, charts, modules. You tube etc.

Assessment Items: Students will be given a class test including short questions,

Fill-ups.

M.c.Q, True False to check will be their understanding. Daily 5-6 Sund given for more

practice.

Feedback and remedial teaching: Extra attention will be paid towards slow learners or weak

students. They will be given hard activities to Understand the concept thoroughly and easily.

Inclusive learning and full participation without discrimination:

→ group activities→ charts

→ books

→ Collaboration

→sports based activities.

Lesson 12 Time

Learning Outcomes

Knowledge objectives

Students will be able to read and write the time in two ways.

Understanding objectives

Students will be able to understand the 12hours and 24 hours clock format.

Application objectives

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

Skill objectives

Students will develop the skill to solve problems involving estimation of time.

Previous knowledge testing

Simple questions based on time will be asked from the students like:

➢ Hours hand takes 2 sounds in a day.
➢ 1 hr = 60 min
➢ 2:30 can be read as half past 2
➢ Minute hand will be at 7 when it is 7:35
➢ 5:40 pm = _____hrs

Teaching aids

Chalk, duster, green board, smart board, a wall clock, placards etc.

Pedagogical strategies

First of all teacher will explain different hands of a clock to the students by showing a wall clock. Relation between hr, minutes and seconds will be explained. After the time shown in a clock will be explained.
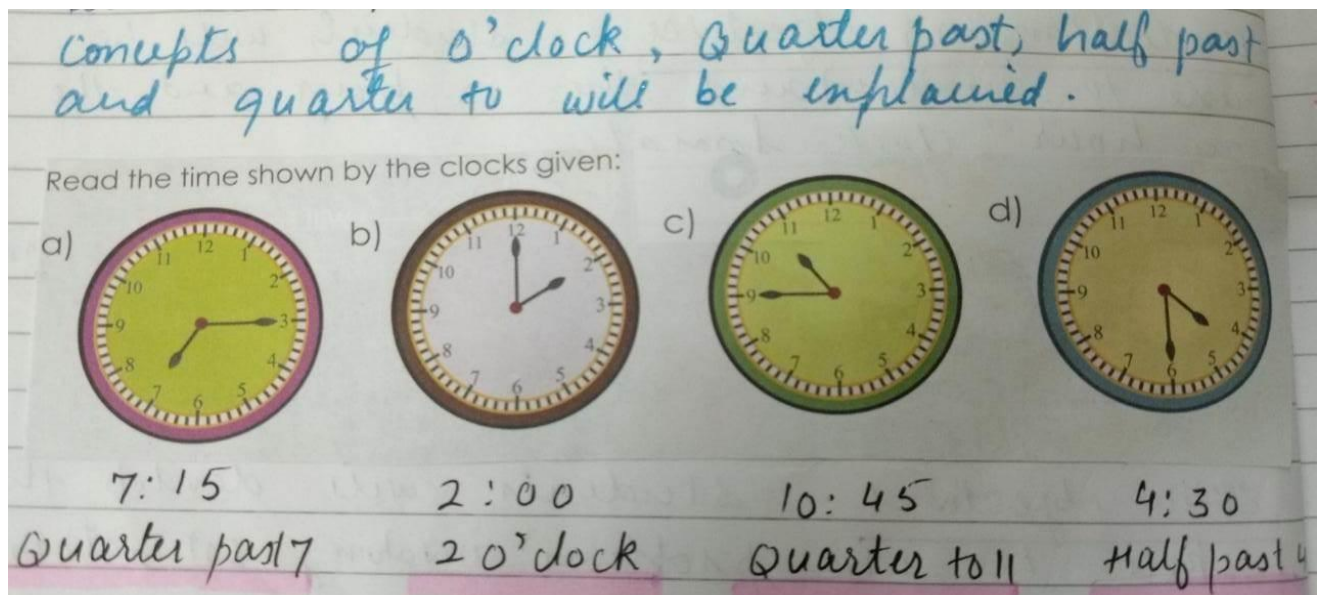
Concept of o,clock, quarter past, half past and quarter to will be explained.

After this conversion of 12 hr is 24 hr clock time and vice versa will be explained by giving example from day to day life.

Eg. Time – table chart at railway station or airport .

Group activity

The class will be divided into two groups. One group will make placards of 12 hr clock time and another group will make placard of 24 hr clock time as directed by the teacher. Each child from 1st group will show his 12 hr placard and one child from another group will show placard of its 24 hrs clock time. If it is right then he/she will score 10. Otherwise 1st team will get bonus point of 10. After that another child of group 1 will show 12 hr. placard and one child from group 2 will show its 24 hr placard and so on.

Art intergration

Students will be asked to make a model of clock using a colourful sheet, cardboard, fevistick and a pair of scissors and express the time in 12 hour and 24 hour clock formats.
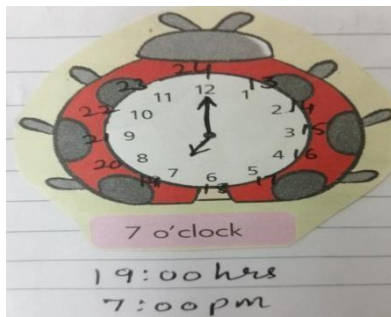
Iterdiscriplimary linkage and infusion of like skill

Teacher will tell the students about the importance of study of time in the study of other subjects like social sciences, sciences etc.

While studying the concept of time students will understand the importance of time in their daily life. They will learn to be punctual how to manage then time

Recapitulation –

To check their understanding few questions will be given to the students in the form of fill ups, MCQ, true/false etc.

Resources including ICT

Smart board, model of a clock, you tube, E-Books.

Assessment items

Students will be given a class test

1) 1 century = _____years
2) 2:35 am = _____hrs.(in 24 hrs.)
3) 16.50 hrs = _____(in 12 hrs)

Feedback and remedial teaching

Model of a clock will be shown and children with slow learning will be given extra hard on experiences to understand the concept of time. Regular practice of 12/24 hrs conversion of time will be given.

Inclusive practices and full participation without discrimination

➢ Group activity
➢ Showing videos
➢ Charts
➢ Books
➢ Hand on activities
➢ Experiential learning

January 2025

No. of working days -

Topic:

Lesson 13 <u>Money</u>
Lesson 14 <u>Data Handling</u>

Lesson 13 <u>Money</u>

Learning Outcomes
<u>Knowledge objectives</u>

Students will be able to convert rupees to paise and vice versa

<u>Understanding objectives</u>

Students will be able to conversions solve the problems involving conversions of money.

Indian

<u>Application objectives</u>

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

<u>Skill objective</u>

They will be able to

➢ add and subtract money with column method.

➢ Multiply & divide money.

<u>Previous knowledge testing</u>

Following questions will be asked from the students

Rs 1 = <u>   </u>P

To convert rupees into paise, we _____ by 100.

Indian currency is _____ and _____.

Teaching Aids

Chalk, duster, green board, Smart board, artificial currency etc.

Pedagogical strategies

Teacher will explain meaning of currency and about Indian currency by giving examples. After that conversions, add/subtract and multiply/divide of money with conversions will be explained by showing modules on smart board and by using online reference material like YouTube, E-books etc or by activity method.

Group activity

students will perform a group activity in which they will buy a pencil, notebook and eraser etc by using artificial currency.

Art integration

Students will collect coins and notes of a different denomination and paste it on a sheet.

Interdisciplinary linkage and infusion of life skill

Recapitulation

Resources including ICT

Accessment items

Feedback and remedial teaching

Extra attention will be paid towards slow writers. They will be given hard on activities (will be shown currency notes and coins) so that they can understand the concept of their own peace.

Inclusive practices and full participation without discrimination

➢ Group activities

➢ Showing beach

- Experiential learning
- Hands on activities
- Short based activities

Lesson 13 <u>Data Handing Learning Outcomes</u>
 <u>**Knowledge objectives**</u>

To make them acquainted with the knowledge of pictograph and bar graph.

<u>**Understanding objectives**</u>

Students will understand the meaning and purpose of pictograph and bar graphs.

<u>**Application objectives**</u>

They will understand the use of pictograph and bar graph in their daily life.

<u>**Skill objective**</u>

They will develop the skill to read and interpret bar graphs and drawing bar graph based on the given data.

<u>**Teaching Aids**</u>

Chalk, , duster, green board, smart board, graph papers, stickers etc.

<u>**Previous knowledge testing**</u>

Following questions will be asked from the students.

➢ What is pictograph?

➢ What is data?

➢ What is the meaning of a bar graph?

<u>**Pedagogical strategies**</u>

Teachers will explain the meaning of data and different ways to represent data ie bar graph and pictograph. Difference between bar graph and pictograph will

also be explained by showing modules on smart board and by doing activities in the classroom or in Maths lab.

Group activity

Students will perform a group activity in which they will be asked to collect data about favourite sports of the students of their class and represent this data in the form of pictograph as well as bar graph.

Art integration

Draw one horizontal and another vertical line called the ones. They meet at a point called origin. Take a suitable scale such as 1cm = 5 units. On the x-axis show the items of data and on the y-axis show their values. Draw bars of equal width on the x-axis. The height of the rectangle represents the value of the data which are given on y-axis. Give a relevant title to the bar graphs.
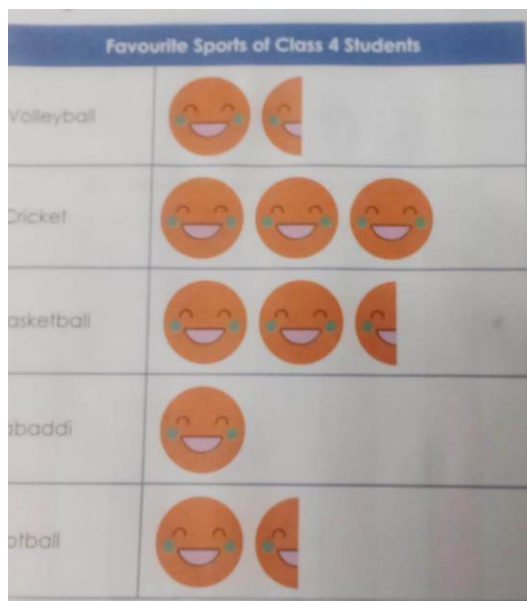
Interdisciplinary linkage and infusion of life skill

Students will be able to use this concept in their daily life and is other subjects like English and social studies to make graphs.

Recapitulation

Few questions of graphs (bar and pictographs) will be given to the students.

Resources including ICT

Smart board, E-books, online reference material, youtube etc.

Accessment items

To assess their knowledge students will be given a revision worksheet. Five practice question will be given on regular basis.

Feedback and remedial teaching

Extra attention will be paid on slow writers. They will be engaged in hand on activities , so that they can learn by their personal experiences.

Inclusive practices and full participation without discrimination

➢ Group activities

➢ Showing beach

➢ Experiential learning

➢ Hands on activities

➢ Short based activities

➢ Collaboration