

# ACADEMIC WORK PLAN

for Home Learning 2021 – 2022

PRIMARY SCHOOLS  
(English Medium)

## MATHEMATICS



DIRECTORATE OF  
STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING  
MIZORAM: AIZAWL



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# ACADEMIC WORK PLAN FOR HOME LEARNING 2021 – 2022 FOR PRIMARY SCHOOLS (ENGLISH MEDIUM)

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Mizoram: Aizawl

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## THUHMA

Kum 2021 – 2022 academic session chu COVID-19 pandemic avangin zirna inte hawn theih lohin a la awm mek zel a. School kai theih ni lo mahse, zirlai naupang te tan lehkhah zir chawlh ngawt theih a ni lo a, a tha ber bawh hek lo ang. Chuvangin, an zirlaite an bahlah lutuk loh nan theih ang anga an zir chhonzawm dan tur kawng zirtirtute leh nu leh pate pawhin kan ngaihtuah a tul ta a ni.

Zirlaibua chapter tinah hian **zir chhuah tur bituk (Learning Outcomes)** a awm vek a. Chu zir chhuah tur bituk chu zirlaiten an zir chhuah ngei a pawimawh ber a, chu chu school an kal emaw an kal thei lo a nih pawhin an thiam chhuah ngei theihna tura hmalak chu zirnain a tum a ni.

Hemi atana zirtirtu, nu leh pa leh naupangte kawng kawhmuhtu tur **Academic Work Plan for Home Learning-2021 – 2022** chu buatsaih a ni a. He Work Plan hian subject tin leh chapter tinte hawl kim vekin, naupangten anmahni ngei che chhuaka an tih tur activities te, project work te pawh tarlan vek a ni. Heng tih tur ruahmante hi a then chu mahni inchhunga tih theih mai, a then chu pawn chhuak a tih ngai, a then chu thiante nena a huhova tih ngai chite an ni hlawm a. Kan hun tawn ang zel leh kan awmna hmun azira mahni remhriatna hmanga heng tih turte hi zirtirtuten siamrem te pawh a ngai thei ang. A pawimawh ber chu zirlaiten zir chhuah tur bituk hi an zir chhuah kha a nih avangin he Work Plan ang chiah chiah tih kher kha tum ber tur a ni lo tih hre tlang ila, a kawng inkawhmuhna a nih ang takin hmang thiam ila kan sawtpui ngei pawh a rinawm.

He **Academic Work Plan for Home Learning-2021 – 2022** hi tangkai taka hman a nih theih nan a hmangtu zawng zawngte duhsakna ka hlan a, a lo that leh zualna atana rawtnate pawh a awm a nih chuan lawm takin kan pawm ang.

Aizawl  
16<sup>th</sup> June, 2021

  
(**LALDAWNGLIANI CHAWNGTHU**)  
Director, SCERT  
Mizoram, Aizawl

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## KAIHHRUAINA

1. Academic Work Plan for Home Learning 2021 – 2022 hi zirtirtuten an zirtirnaa puitu tura siam a ni.
2. Textbook aṭanga duan a ni a. Zirlaibua chapter tinte aṭanga zir chhuah tur bituk (Learning Outcomes), zirtir dan tur, naupangten an tih turte leh chapter tinte zir hun tur bithliah a ni.
3. Zirtirtute puitu tura duan a nih angin, zirtirtu chuan naupangte zirtirna atan an hmang ṭangkaiin an zawm tur a ni.
4. Tih turte (exercise) te hi naupangten chapter an zir zawh apiangin an ti zel ang a, Project Work leh Activities-te hi tihtir ngei tur a ni a, chu chuan mark a keng tel ngei bawk tur a ni.
5. CCE Guidelines mila buatsaih a nih angin naupangte thlen chin hre turin zirtirtuten an vil reng tur a ni a, Unit/Chapter pahnih (2) zel an zir zawhah naupangte chu test pek tur a ni. Test-na tur hi zirtirtuin a buatsaih lawk ang. Heng Test aṭang hian naupangte zirlai hrut nawnpui a ngaih leh ngaih loh zirtirtuin a hre thei dawn a ni.
6. Naupang nu leh pate (an chenpuite) chu an fate lehkha zirna leh hmasawnna kawnga mawhphurtu pawimawh tak an nih thu leh hemi Work Plan-te hmang hian an fate lo enpui ṭhin tura beisei an ni tih hriattir tur a ni.
7. Academic Work Plan for Home Learning 2021 – 2022 bu chhunga thu awm te:
  - Unit, Chapter leh Chapter thupui
  - Learning Outcomes (Zir chhuah tur bitukte)
  - Zirtirna kalpui dan tur (Pedagogical process)
  - Test kalpui dan tur (Oral Test & Written Test)
  - Assignment/Project tih dan turte
  - Activities tih dan turte

- Written Test – ziaka chhan tur zawhnate
- Ni pek zat – chapter zir hun chhung tur bituk.

8. Zirtirtu chuan Academic Work Plan for Home Learning 2021 – 2022 nih phung leh a hman dan tur hi naupang chhungte hnenah an hrilhfiat tur a ni.

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## MATHEMATICS

### CLASS-I (MATH MAGIC I)

*Number of Teaching days (180 days)*

Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
1	<b>Shapes and space</b> <ul style="list-style-type: none"><li>• Inside Outside</li><li>• Bigger Smaller</li><li>• Biggest Smallest</li><li>• Top Bottom</li></ul>	<ul style="list-style-type: none"><li>• Develops and uses vocabulary of spatial relationship (Top, Bottom, On, Under, Inside, Outside, Above, Below, Near, Far, Before, After)</li><li>• Collects objects from the surroundings having different sizes and shapes like pebbles, boxes, balls, cones, pipes, etc.</li><li>• Sorts, Classifies and describes the objects on the basis of shapes, and other</li></ul>	<ul style="list-style-type: none"><li>• By narrating the story of “Three Little Pigs” from Textbook in English for Class–I Marigold (page No 8 and 9) in order to clear the concept of inside/outside.</li><li>• Put different things like pencil-box, books in school bag and take out from the bag. (inside/outside concept).</li><li>• By reading the story of “Arab and his camel” from the textbook and showing the related pictures to clear the concept of inside/outside, bigger/smaller.</li><li>• Showing height of students/sizes of different</li></ul>	<ul style="list-style-type: none"><li>• Books, Pencil box, Crayons, Note-books etc.</li><li>• Plastic toys, Tiffin’s, Leaves of different sizes</li></ul>	<ul style="list-style-type: none"><li>• Using Math Magic One: Pre-number concept</li></ul>	13

Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
		observable properties.	leaves, pencils, toys for the concept of bigger/smaller, biggest/smallest			
	<b>Shapes and space</b> <ul style="list-style-type: none"> <li>Nearer Farther</li> <li>Nearest Farthest</li> <li>On Under Above Below</li> </ul>	<ul style="list-style-type: none"> <li>Observes and describes the way shapes affect movements like rolling and sliding.</li> <li>Sorts 2 - D shapes such as flat objects made of card etc.</li> </ul>	<ul style="list-style-type: none"> <li>Observe the classroom objects (water bottles, tubes, fans) and ask various questions like;                             <ul style="list-style-type: none"> <li>(i) How many children, water bottles are on the table?</li> <li>(ii) How many are under table?</li> <li>(iii) Who is nearest/farthest from the teacher?</li> </ul> </li> <li>By drawing pictures of hills, houses, river, birds flying in sky on the board and ask some questions</li> </ul>	<ul style="list-style-type: none"> <li>Class room object like Water bottle, Books, Tubes</li> <li>Coloured Chalks</li> </ul>	<ul style="list-style-type: none"> <li>Using Math Magic One: Comparision</li> </ul>	
	<b>Shapes and space</b> <ul style="list-style-type: none"> <li>Shapes around us</li> <li>Sorting</li> <li>Rolling and Sliding Shapes</li> </ul>		<ul style="list-style-type: none"> <li>For the concept of shape refer the lesson Circle from Textbook in English for Class – I (Marigold) Page No.55</li> <li>Sort out objects (candle, chalk box) on the basis of geometrical shapes (cone, cylinder, sphere,</li> </ul>	<ul style="list-style-type: none"> <li>Candle, Bottle caps, Fruits, Balls, Erasers, Funnel, Empty chalk-box, Ice-cream cone etc.</li> <li>Coloured paper</li> </ul>	<ul style="list-style-type: none"> <li>Using Math Magic One: Based on shapes</li> </ul>	



Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
			<p>and cube) by taking 2 shapes at a time.</p> <ul style="list-style-type: none"><li>• Bring similar shape of objects like funnel, ice-cream cone, ball, bottle, empty cardboards box from home for sorting and recognition of shapes.</li><li>• Form different shapes like cone, cylinder, sphere etc. by folding the paper in the class.</li><li>• Place the different objects like duster, ball, empty chalk box on an inclined plane and ask them to observe their movement i.e., sliding and rolling.</li><li>• Drawing the shapes by tracing the boundaries of different objects like books, bangles, bottle caps and sort their shapes (rectangle, circle, square).</li><li>• Blindfold one of the students and give them one of the objects</li></ul>	<ul style="list-style-type: none"><li>• Wooden Plank (drawing board), Duster, Empty Bottles, ball, cardboard box Bangles, Bottle-Caps, Books, Tiffin etc. Cardboard box, Ball, Bottles, Pencil etc.</li></ul>		

Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
			(ball, book, bottle) sliding/rolling. Touch and feel the surface to guess whether it rolls /slide.			
2	<b>Numbers from One to Nine</b> <ul style="list-style-type: none"> <li>As many as, More or Less, Count &amp; Match &amp; Colouring</li> <li>Counting One to Three</li> <li>Exercises up to number 3.</li> <li>Counting Four to Six</li> <li>As many as, More or Less, Count &amp; Match &amp; colouring</li> </ul>	<ul style="list-style-type: none"> <li>Observes object, makes collections of objects and compare them (less/more)</li> <li>Arranges the collection of objects in order by                             <ul style="list-style-type: none"> <li>- Matching and</li> <li>- One to one correspondence</li> </ul> </li> <li>Counts the number of objects in a collection.</li> <li>Makes collection of objects corresponding to a specific number</li> </ul>	<ul style="list-style-type: none"> <li>Make same groups of beads / ice cream sticks and ask them to count (for concept of equal objects).</li> <li>Make different groups of beads / grains and ask them to count (for the concept of more and less).</li> <li>Practice exercises and development of vocabulary from 1 to 6 (by giving count and match) page No 18 to 23 of textbook.</li> </ul>	<ul style="list-style-type: none"> <li>Beads, Grains, Ice-cream sticks, Playing cards, Flash cards, Chalk, Black Board etc.</li> </ul>	<ul style="list-style-type: none"> <li>Using Math Magic One: Comparison of number of objects.</li> <li>Counting of objects</li> </ul>	12

Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
	Exercises upto no. 6	<ul style="list-style-type: none"> <li>Recognises and speaks numbers from 1 to 9.</li> <li>Uses numbers from 1 to 9 in counting and comparison. (Real objects and repeated events like clapping to be used for counting)</li> <li>Reads and writes numerals from 1 to 9.</li> <li>Approaches zero through the subtraction pattern (such as <math>3 - 1 = 2</math>, <math>3 - 2 = 1</math>, <math>3 - 3 = 0</math>)</li> </ul>				
	<b>Numbers from One to Nine</b> <ul style="list-style-type: none"> <li>Counting Seven to Nine</li> <li>As many as, More or Less, Count and</li> <li>Match and colouring Exercises upto number 9.</li> </ul>		<ul style="list-style-type: none"> <li>Same activities will be done from 7 to 9 as suggested above.</li> <li>Practice exercises and development of vocabulary from 7 to 9 (by giving count and match) page No 24 to 27 of textbook.</li> </ul>	<ul style="list-style-type: none"> <li>Beads, Grains, Ice-cream sticks, Playing cards, Chalk, Black Board etc.</li> </ul>	<ul style="list-style-type: none"> <li>Comparison of number of objects.</li> <li>Counting of objects</li> </ul>	
	<b>Numbers from One to Nine</b> <ul style="list-style-type: none"> <li>Revision Exercises for the complete Chapter</li> <li>Concept of Zero (by subtraction)</li> </ul>		<ul style="list-style-type: none"> <li>Give beans/beads/pencils and ask them to remove one by one from the group of beans/beads/pencils and count the remaining beans to understand the concept of zero.</li> </ul>	<ul style="list-style-type: none"> <li>Beans, Beads, Ice-creams sticks, Grains, Pencils, etc.</li> </ul>		



Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
3	<b>Addition (Upto number Nine)</b> <ul style="list-style-type: none"> <li>Adding One more</li> <li>Addition using real objects and pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Adds using real objects and pictures.</li> <li>Adds numbers using symbol '+'. </li> </ul>	<ul style="list-style-type: none"> <li>Count the given beads and add one more bead and then to count it again. Same activities can be done with the help of toys, sugar cubes etc.</li> <li>Repeat the same activities by adding 2 or more beads (concept of addition)</li> <li>Count the beads again without adding any bead, the result remains the same (concept of addition of zero).</li> <li>Practice sheets of page 43 to 44 of textbook.</li> </ul>	<ul style="list-style-type: none"> <li>Beads, Grains, Plastic toys, Coloured chalks, Crayons etc.</li> </ul>	<ul style="list-style-type: none"> <li>Using Math Magic One:</li> <li>Counting using objects. Forward counting</li> </ul>	13
	<b>Addition (Upto number Nine)</b> Addition of numbers using symbols '+ '.		<ul style="list-style-type: none"> <li>Use the black board for addition of numbers.</li> <li>Worksheets related with addition sums of page No 42 to 51 of textbook.</li> </ul>	<ul style="list-style-type: none"> <li>Coloured chalks</li> </ul>	<ul style="list-style-type: none"> <li>Addition using symbol.</li> <li>Fill in the blank.</li> </ul>	
4	<b>Subtraction</b> <ul style="list-style-type: none"> <li>Subtraction using real</li> </ul>	<ul style="list-style-type: none"> <li>Subtracts using real objects and pictures.</li> <li>Subtracts numbers</li> </ul>	<ul style="list-style-type: none"> <li>Give some crayons/ erasers to the students and ask them to count. Take away one of the</li> </ul>	<ul style="list-style-type: none"> <li>Beads, Grains, Chalks, Plastic Toys, Black</li> </ul>	<ul style="list-style-type: none"> <li>Using Math Magic One:</li> <li>Counting</li> </ul>	10



Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
	objects and pictures.	using symbol '-'.  Subtraction of numbers using symbols '-'. Subtraction	crayons and ask them to count it again. Repeat the activities by taking away two or more crayons. <ul style="list-style-type: none"> <li>Take four note books from the bags and put three of the note books on the teacher's table. How many note books are left?</li> <li>Practice worksheet of page No 52 of textbook.</li> </ul>	Board, Coloured chalks, Crayons etc.	using objects. <ul style="list-style-type: none"> <li>Subtraction using take away.</li> </ul>	
			<ul style="list-style-type: none"> <li>Use black board for subtraction of numbers.</li> <li>Worksheets related with subtraction sums of page No 53 to 59 of textbook.</li> </ul>		<ul style="list-style-type: none"> <li>Subtraction using symbol.</li> <li>Fill in the blank</li> </ul>	
5	<b>Numbers from 10 - 20</b> <ul style="list-style-type: none"> <li>Making groups of 10s and One's.</li> <li>Counting from 10 to 20.</li> </ul>	<ul style="list-style-type: none"> <li>Forms Number sequence from 10 to 20.</li> <li>Counts objects using these numbers.</li> <li>Groups objects into</li> </ul>	<ul style="list-style-type: none"> <li>Count 9 objects like beads/grains/sugar cubes etc and then, add one more object to give the concept of 10 by making its bundles.</li> <li>Place one more object along with the bundle of 10 objects.</li> </ul>	<ul style="list-style-type: none"> <li>Beads, Grains, Sugar Cubes, Chalks, Plastic Toys, Black board, Coloured chalks,</li> </ul>	<ul style="list-style-type: none"> <li>Making in tens.</li> </ul>	16

Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
		a group of 10s and single objects. <ul style="list-style-type: none"> <li>Develops the vocabulary of group of 'tens' and 'ones'</li> <li>Shows the group of tens and ones by drawing.</li> </ul>	Ask the students to count all the objects. <ul style="list-style-type: none"> <li>Repeat the process till up to 20 objects.</li> <li>Practice worksheets of page No 60 to 63 of textbook.</li> </ul>	Crayons.		
	<b>Numbers from 10 - 20</b> <ul style="list-style-type: none"> <li>Writing from 10 to 20.</li> </ul>	<ul style="list-style-type: none"> <li>Writes the numerals for eleven to nineteen.</li> </ul>	<ul style="list-style-type: none"> <li>Recite numbers till 20.</li> <li>Give practice worksheets of page No 64 to 69 of textbook.</li> </ul>	<ul style="list-style-type: none"> <li>Coloured chalks, Pencils, Crayons etc.</li> </ul>	<ul style="list-style-type: none"> <li>Writing number in terms of place value</li> </ul>	
	<b>Numbers from 10 - 20</b> <ul style="list-style-type: none"> <li>Writing the missing numbers upto 20.</li> <li>Writing bigger, biggest, smaller, smallest number upto</li> </ul>	<ul style="list-style-type: none"> <li>Writes numerals for ten and twenty.</li> <li>Counts the number of tens and ones in a given number.</li> <li>Finds the missing number upto 20.</li> <li>Compares numbers upto 20.</li> <li>Adds numbers upto</li> </ul>	<ul style="list-style-type: none"> <li>Give practice work sheets to the students.</li> <li>Practice worksheets of page No. 70 to 74 of textbook.</li> </ul>	<ul style="list-style-type: none"> <li>Coloured chalks, Pencils, Crayons etc.</li> </ul>	<ul style="list-style-type: none"> <li>Comparison of numbers.</li> <li>Fill in the blanks</li> </ul>	

Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
	20	<div>20.</div> <ul style="list-style-type: none"><li>Subtracts numbers upto 20.</li></ul>				
	<div>Numbers from 10 - 20</div> <ul style="list-style-type: none"><li>Addition upto 20.</li></ul>		<ul style="list-style-type: none"><li>Collect some objects like beads, grains, sugar cubes keep them into two different groups. Ask them to count each group and then count all the groups together.</li><li>Practice worksheets of page No. 75 to 76 of textbook.</li></ul>	<ul style="list-style-type: none"><li>Beads, Grains, Sugar cubes, Plastic Toys, Coloured chalks, Crayons etc.</li></ul>	<ul style="list-style-type: none"><li>Addition of numbers.</li><li>Word problem</li></ul>	
	<div>Numbers from 10 - 20</div> <div>Subtraction upto 20.</div>		<ul style="list-style-type: none"><li>Collect some objects like beads, grains, sugar cubes and make a group and ask the student to count. Take out some of the object from the group and now ask them to count it again.</li><li>Practice worksheets of page No. 77 to 78 of textbook.</li></ul>		<ul style="list-style-type: none"><li>Subtraction of numbers.</li><li>Word problem</li></ul>	
REVISION FOR CHAPTER 1- 5						10



Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
6	<b>Time</b> <ul style="list-style-type: none"> <li>Listing the activities done during different times in a day.</li> <li>Sequencing the activities done during different times in a day.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguishes between events occurring in time using terms -earlier and later.</li> <li>Gets the qualitative feel of long &amp; short duration, of school days v/s holidays.</li> <li>Narrates the sequence of events in a day.</li> </ul>	<ul style="list-style-type: none"> <li>Make the daily routine chart showing time of taking bathing, breakfast, lunch etc</li> <li>Draw a picture* (House, bird, tree) till the teacher counts the number (for the concept of time spent).</li> <li>Make a simple time measuring devices like a pendulum by tying a small pebble to the end of the string. Count the number of times the pendulum swings till the students tie their laces.</li> </ul>	<ul style="list-style-type: none"> <li>Daily routine Chart, showing time of getting up in the morning, taking lunch, Time to go to bed.</li> <li>Pebble, Thread</li> </ul>	<ul style="list-style-type: none"> <li>Activities related to daily life.</li> <li>Sequencing of activities.</li> <li>Comparing activity that will take longer time.</li> </ul>	10
7	<b>Measurement</b> <ul style="list-style-type: none"> <li>Longer Shorter.</li> <li>Longest Shortest.</li> <li>Taller Shorter.</li> <li>Tallest Shortest.</li> <li>Thicker</li> </ul>	<ul style="list-style-type: none"> <li>Distinguishes between near, far, thin, thick, longer/taller, shorter, high, and low. Seriates objects by comparing their length.</li> <li>Compares between</li> </ul>	<ul style="list-style-type: none"> <li>Measure their body parts - arms, legs, nose by using hand spans, fingers and the surrounding objects like students table, teacher table, pencil and book in the class.</li> <li>Give the example of mid day meal buckets, tiffins, school bags, chairs, tables, books etc.</li> </ul>	<ul style="list-style-type: none"> <li>Chalks, Sticks, Pencils, Pens, Books, Register, Bottles etc.</li> <li>Tiffin, Book, Table, School bag, Mid Day Meal bucket.</li> </ul>	<ul style="list-style-type: none"> <li>Comparing length, height, thickness, weight, etc of different objects.</li> </ul>	13



Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
	Thinner. • Thickest Thinnest. • Heavier Lighter. • Heaviest Lightest.	heavy and light objects. • Measures short lengths in terms of non-uniform units (in the context of games e.g ‘marble games’). Estimates distance and length, and verifies using non uniform units (e.g., hand span etc.)	by lifting the objects (concept of heavier or lighter). • Show the different objects like pencil, eraser longer/shorter than chinks, scale etc. • Tie up a small stone with a elastic thread and ask the students to observe its length and now tie up the heavier stone and observe the length again (Concept of heavier/lighter, longer/shorter). • Practice worksheet of page No 84 to 91 of textbook.	• Pencil, eraser, scale and book. • Elastic thread, Stone etc.		
	<b>Measurement</b> Measurement in terms of non-uniform units.		• Measure the length of the different objects with the help of their hand spans, foot • Worksheets of page No. 92 and 93 of textbook.	• Pencils, Pens, Bags, Books, Measuring tape, Scale, furniture etc.	• Measuring of different objects.	
8	<b>Numbers from 21 - 50</b> • Making	• Writes numerals for Twenty-one to Fifty. • Groups objects into	• Make groups of 10 - 10 students and add one student at a time and ask them to count it	• Pencils, Sticks, Chalks, Colour sticks, Leaves,	• Writing numbers using place	14

Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
	groups of 10s and One's <ul style="list-style-type: none"> <li>Counting from 21 to 50.</li> <li>Writing from 21 to 50</li> </ul>	tens and ones. <ul style="list-style-type: none"> <li>Draws representation for groups of ten and ones.</li> <li>Groups a number orally into tens and ones.</li> </ul>	again. <ul style="list-style-type: none"> <li>Same activity can be done with grains/pulses/chalks/pencils etc.</li> </ul>	Pulses/Grains etc.	value	
9	<b>Data Handling</b> <ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Collects, represents and interprets simple data such as measuring the arm length or circumference of the head using a paper strip.</li> </ul>	<ul style="list-style-type: none"> <li>Collect different object like red pencil, red ball, red book, funnel, ice-cream cone, conical birthday cap and make a group of these objects on the basis of colour/size/shape</li> <li>Practice worksheets of page No 100 and 101 of textbook.</li> </ul>	<ul style="list-style-type: none"> <li>Different fruits, vegetables,</li> <li>Shapes made up of paper like Rectangle, Triangle etc.</li> <li>Tiffin's, ball, Ice-cream cone, Paper- Funnel</li> </ul>	<ul style="list-style-type: none"> <li>Textbook based questions may be design</li> </ul>	10
10	<b>Patterns</b> <ul style="list-style-type: none"> <li>Extending the sequences of different patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Describes sequences of simple patterns found in shapes in the surroundings and in numbers, e.g., stamping activity</li> </ul>	<ul style="list-style-type: none"> <li>Make different patterns by using vegetables like onion, ladyfinger and colours on paper.</li> <li>Make pattern by using thumb impression.</li> </ul>	<ul style="list-style-type: none"> <li>Charts, Colour chalk,</li> <li>Lady'sfinger, onion, capsicum etc.</li> <li>Water-colours</li> </ul>	<ul style="list-style-type: none"> <li>Simple patterns using pictures and numbers</li> </ul>	12

Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
		<p>using fingers and thumb</p> <ul style="list-style-type: none"><li>• Completes a given sequence of simple patterns found in shapes in the surroundings and in numbers.</li></ul>	<ul style="list-style-type: none"><li>• Practice worksheets of page No. 102 to 105 of textbook.</li></ul>			
11	<p><b>Numbers form 51 - 99</b></p> <ul style="list-style-type: none"><li>• Making groups of 10s and One's.</li><li>• Counting from 51 to 99.</li><li>• Writing from 51 to 99.</li></ul>	<ul style="list-style-type: none"><li>• Writes numerals for Fifty-one to Ninety-nine. Groups objects into tens and ones.</li><li>• Draws representation for groups of tens and ones.</li><li>• Groups a number orally into tens and ones.</li></ul>	<ul style="list-style-type: none"><li>• Repeat activity as suggested in 1-50 numbers.</li><li>• Play ludo (snakes and ladders) with students.</li><li>• Practice worksheets of page No. 107 to 112 of textbook.</li></ul>	<ul style="list-style-type: none"><li>• Ludo, Beads, Grains etc.</li></ul>	<ul style="list-style-type: none"><li>• Writing numbers using place value.</li><li>• Fill in the blanks</li></ul>	13
12	<p><b>Money</b></p> <ul style="list-style-type: none"><li>• Recognition of coins and notes (Indian</li></ul>	<ul style="list-style-type: none"><li>• Identifies common currency notes and coins.</li><li>• Exchange of money.</li></ul>	<ul style="list-style-type: none"><li>• Show coins (50p, ₹ 1, ₹ 2, ₹ 5) and notes (₹ 5, 10, 20, 50, 100) and sort all the coins of say 50p from given collection of coins</li></ul>	<ul style="list-style-type: none"><li>• Actual Coins and rupees, a Chart / photocopy of</li></ul>	<ul style="list-style-type: none"><li>• Fill in the blanks using combination of coins.</li></ul>	12



Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
	currency) • Concept of price		and so on. • Collect wrappers of biscuits, chocolates, empty bottle of coke and activity to read the price and pick up coins/notes for which the said object can be bought. • Practice worksheets of page No. 115 to 117 of textbook.	Coins and Rupees • Wrappers of Chocolates, Biscuits, Empty Coke bottles	• Guess the price	
13	• <b>How Many</b>	• Revises all the concepts like tens and Ones, Money Numbers up to 99 etc already done in the previous chapters	• Worksheets of page No 118 to 120 of textbook. • Assessment and related activities base on the previous work done in the class.	• Colour chalks	• Writing the numbers of objects. • Comparison of numbers. • How many tens and ones in a given number?	12
<b>REVISION FOR CHAPTER 6 – 13</b>						<b>10</b>



**CLASS-II (MATH MAGIC II)**

Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
1	<b>What is Long?</b> <b>What is round?</b> <ul style="list-style-type: none"><li>Things that rolls</li><li>Things that slides</li></ul>	<ul style="list-style-type: none"><li>Observes objects in the environment and gets a qualitative feel for their geometrical attributes.</li><li>Traces the 2-D outlines of 3-D objects.</li><li>Observes and identifies these 2-D shapes.</li><li>Identifies 2-D shapes viz., rectangle, square, triangle, circle by their names.</li><li>Describes intuitively the properties of these 2-D shapes.</li></ul>	<ul style="list-style-type: none"><li>Playing on the sliding swing along with different objects like pencil box, books etc. or playing in the Class-room on inclined board.</li><li>Activity to make different shapes using colorful clay, terracotta etc and see whether these roll or slide.</li><li>Playing different games similar to the textbook on page no.4 to 8</li></ul>	<ul style="list-style-type: none"><li>Pencil box, Books, Balls, Scale, Tiffin box, Different types of empty boxes like shoe box etc., Different fruits, Vegetables, stick etc. Plastic toys like blocks, Plastic utensils like tiffin etc.</li><li>Colourful Clay etc.</li></ul>	<ul style="list-style-type: none"><li>Identify objects that can roll, slide.</li><li>Name of different objects according to their shape.</li></ul>	10
2	<b>Counting in Groups</b> <ul style="list-style-type: none"><li>Guess the Number</li></ul>	<ul style="list-style-type: none"><li>Reads and writes numerals for numbers up to ninety-nine.</li><li>Counts in various</li></ul>	<ul style="list-style-type: none"><li>Playing in groups and guessing like: (i) The total number of students in the class.</li></ul>	<ul style="list-style-type: none"><li>School Park, Flower, Petals, Leaves, Branches of</li></ul>	<ul style="list-style-type: none"><li>Read and writes number.</li><li>Ordinal</li></ul>	11

Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
	<ul style="list-style-type: none"> <li>More or Less</li> <li>Ordinal number</li> </ul>	<p>ways:</p> <p>(a) Starting from any number.</p> <p>(b) Group counting etc.</p> <ul style="list-style-type: none"> <li>Indicates and identifies the position of an object in a line.</li> </ul>	<p>(ii) The total number of students in each group etc.</p> <ul style="list-style-type: none"> <li>Guessing different things as: girls wearing red / white ribbons, girls having long / short hairs, lines in their notebooks on one page, words on one page of their book etc.</li> <li>Drawing shapes, putting dots, lines etc. on blackboard, and encircling some of them and guessing the number</li> <li>Worksheets of page no.10 of textbook</li> <li>Visit to school park and guess the number of petals, number of flowers, leaves, pots, branches of a plant etc. and ask them various questions like:               <ul style="list-style-type: none"> <li>Are the petals of flowers more than ten or less than ten?</li> </ul> </li> </ul>	Plants	<p>number.</p> <ul style="list-style-type: none"> <li>Word problem</li> </ul>	

Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
			<ul style="list-style-type: none"><li>• Story of “<i>The Big Carrot</i>” to clear the concept of ordinal numbers of page No 15 of textbook.</li><li>• Making lines of the students, assigning positions as 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and to assign them interesting tasks such as 2<sup>nd</sup> child clap your hands, 4th child tickles your partner etc.</li></ul>			
3	<b>How Much Can You Carry?</b> <ul style="list-style-type: none"><li>• Heavier or lighter</li></ul>	<ul style="list-style-type: none"><li>• Compares two or more objects by their weight.</li><li>• Appreciates the need for a simple balance.</li><li>• Compares weights of given objects using simple balance.</li></ul>	<ul style="list-style-type: none"><li>• The story “<i>The Clever Donkey and his heavy Sack</i>” to clear the concept of heavy and light on page No.18 of textbook.</li><li>• Activity of filling a basket with different objects like books, note-books etc. and students may be asked to carry it to test their ability of carrying weight. The weight of the basket may be varied according to the ability of the child.</li></ul>	<ul style="list-style-type: none"><li>• Basket, Bags, Books, Pens, Pencils, Tiffin boxes</li></ul>	<ul style="list-style-type: none"><li>• Matching picture of animals with things it can carry.</li><li>• Coparision of weights</li></ul>	11



Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
			<ul style="list-style-type: none"> <li>Activities on page No. 20 – 23 of textbook.</li> <li>Ask the children to go to the market with their parents and note the weight of vegetables bought. The child may be asked to lift the bag and observe the change in weight of the bag after every new vegetable is added to it</li> </ul>			
4	<b>Counting in Tens</b>	<ul style="list-style-type: none"> <li>Counts and regroups objects into tens and ones.</li> </ul>	<ul style="list-style-type: none"> <li>Story “Chickens and Clever Fox” to give them idea of counting by tens from the textbook on page no.24.</li> <li>Activities given on the page No. 26 to 29 of textbook.</li> <li>Counting seeds, Black gram etc. and make packets of tens and then count.</li> <li>Count wooden beads and ask them to make garland or chains in the group of tens.</li> </ul>	<ul style="list-style-type: none"> <li>Various types of pulses like Black gram, dal etc. and various seeds like Imli seeds, Peach seeds etc.</li> <li>Pencils, Chalks, Color sticks, Erasers, Papers, Sticks, Pulse/Grains</li> </ul>	<ul style="list-style-type: none"> <li>Counting in tens.</li> <li>Word problem</li> </ul>	10



Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
5	<b>Patterns</b>	<ul style="list-style-type: none"> <li>Observes and extends patterns in sequence of shapes and number</li> <li>Searches for patterns in different ways of splitting a number.</li> </ul>	<ul style="list-style-type: none"> <li>Pattern making activity in the class-room with students e.g., boy - girl, boy - girl, and girl - girl, boy - boy etc.</li> <li>Activity of making different patterns on tables using sticks, leaves, Beads, Pieces of coloured chalks etc.</li> <li>Practice of pattern on page No. 31 to 38 of textbook.</li> </ul>	<ul style="list-style-type: none"> <li>Pencils, Rubbers, Pen, Sticks, Leaves, Beads, Color chalks, vegetables like Lady Finger, Potato etc.</li> </ul>	<ul style="list-style-type: none"> <li>Patterns using objects, figures.</li> <li>Number patterns</li> </ul>	11
6	<b>Footprints</b>	<ul style="list-style-type: none"> <li>Creates block patterns by stamping thumbprints, leaf prints, vegetable prints, etc.</li> <li>Identifies the basic 3-D shapes such as cuboid, cylinder, cone, sphere by their names.</li> <li>Traces the 2-D outlines of 3-D</li> </ul>	<ul style="list-style-type: none"> <li>Story "Bholu and the Footprints" for the concept of impression of foot, hands, fingers etc. (refer textbook)</li> <li>Activity in the playground to make foot prints on sand and compare it with their partner and with rest of the class.</li> <li>Tracing the shapes of different things like leaves, bottles caps, bangles, books etc.</li> <li>Worksheets on page No.40 to 46</li> </ul>	<ul style="list-style-type: none"> <li>Water colours, Leaves, Water caps, Bangles, Geometric boxes, Books, Tiffin boxes, Vegetables, such as Capsicums, Ladyfingers, Potatoes etc.</li> </ul>	<ul style="list-style-type: none"> <li>Names of basic 3-D object.</li> <li>Names of basic 2-D shapes.</li> <li>Number of shapes from a given picture.</li> </ul>	10

Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
		objects. • Observes and identifies these 2-D shapes.	of textbook.			
7	<b>Jugs and Mugs</b>	• Compares and orders containers in terms of internal volume (capacity). • Orders given containers as per their capacities on the basis of perception & verifies by pouring out etc	• Activity of making lemon juice for the concept of volume. • Guessing and counting the number of glasses of water students can drink at a time. • Filling two different bottles using the same cup and find out which bottle holds more water, (concept of capacity)	• Lemons, Sugar, Glasses, Jugs, Spoons, Knife etc. • Water glasses • Water Bottles, Cups etc.	• Compares volume, and measures capacity.	12
<b>REVISION CHAPTER 1 – 7</b>						<b>10</b>

Chapter		Learning Outcomes	Pedagogical Process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
8	<b>Tens and Ones</b>	<ul style="list-style-type: none"> <li>Expands a number with respect to place values.</li> <li>Counts and regroup objects into tens and ones.</li> <li>Uses the concept of place value in the comparison of number.</li> <li>Forms the greatest and the smallest two-digit numbers with and without repetition of given digits.</li> </ul>	<ul style="list-style-type: none"> <li>Sale and purchase of different articles like plastics toys, balls, blocks, cars etc with fake currency notes.</li> <li>Activities refer to page No. 57 to 65 of textbook.</li> </ul>	<ul style="list-style-type: none"> <li>Fake currency notes, Balls, Small toy cars, soft toys, Pencil boxes, Empty school bags, note-books, erasers etc.</li> <li>Bangles, Dot sheets</li> </ul>	<ul style="list-style-type: none"> <li>Fill in the blanks using grouping tens.</li> <li>Number comparison.</li> <li>Word problem</li> </ul>	12
9	<b>My Funday</b>	<ul style="list-style-type: none"> <li>Gets familiar with the days of the week and months of the year. Gets a feel for sequence of seasons (varying locally).</li> <li>Sequences the events</li> </ul>	<ul style="list-style-type: none"> <li>By showing a calendar to the students and ask the following questions:                             <ul style="list-style-type: none"> <li>Which day you like the most?</li> <li>Encircle your birthday on the calendar</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Calendar chart</li> </ul>	<ul style="list-style-type: none"> <li>Problems based on calendar, time table, etc</li> </ul>	10



Chapter		Learning Outcomes	Pedagogical Process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
		occurring over longer periods in terms of dates/days.	<ul style="list-style-type: none"> <li>○ What is the day on your birthday?</li> <li>○ Which months have 30days?</li> <li>● Activities refer to page No 66 to 75 of textbook.</li> </ul>			
10	<b>Add our Points</b>	<ul style="list-style-type: none"> <li>● Develops the basic concept of addition.</li> <li>● Different approach of addition for developing addition skills.</li> </ul>	<ul style="list-style-type: none"> <li>● Making different combinations of amounts like ₹ 50, ₹ 75, ₹ 100 etc. by using fake currency Notes. (e.g ₹ 75 = ₹ 20+ ₹ 20+ ₹ 20+ ₹ 10+ ₹ 5)</li> <li>● To play the game "Snakes and Ladders" to clear the concept of addition.</li> <li>● Activities refer to page No. 76 to 83 of textbook.</li> </ul>	<ul style="list-style-type: none"> <li>● Fake Currency notes</li> </ul>	<ul style="list-style-type: none"> <li>● Problems on addition.</li> <li>● Fill in the blanks</li> </ul>	10
11	<b>Lines and Lines</b> <ul style="list-style-type: none"> <li>● Standing lines</li> <li>● Slanting lines</li> <li>● Sleeping lines</li> <li>● Curved lines</li> </ul>	<ul style="list-style-type: none"> <li>● Identifies and makes straight lines by folding, straight edged objects, stretched strings and draws free hand and with a ruler.</li> </ul>	<ul style="list-style-type: none"> <li>● By drawing alphabets like A, E, M, N, O using Pens, Sticks, Pencils etc. to clear the concept of Standing lines, Slanting lines, Sleeping lines and Curved lines.</li> </ul>	<ul style="list-style-type: none"> <li>● Pens, Sticks, Pencils etc.</li> <li>● Pencils, Straws, Sticks etc.</li> <li>● Scale and Paper</li> <li>● Bangles, Bottle caps, Thread</li> </ul>	<ul style="list-style-type: none"> <li>● Writing different lines.</li> <li>● Identify different lines from given picture</li> </ul>	10



Chapter		Learning Outcomes	Pedagogical Process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
		<ul style="list-style-type: none"> <li>• Draws horizontal, vertical and slant lines (free hand).</li> <li>• Distinguishes between straight and curved lines.</li> <li>• Identifies objects by observing their shadows.</li> </ul>	<ul style="list-style-type: none"> <li>• Place pencils/straws on the straight line in various positions like Standing, Slanting, Sleeping etc.</li> <li>• Clear the concept of standing, sleeping lines etc. with Stick drawing.</li> <li>• Trace the bangles, bottle caps etc. to clear the concept of curved lines.</li> <li>• Activities refer to page No 84 to 89 of textbook.</li> </ul>	etc.		
12	<b>Give and Take</b> <ul style="list-style-type: none"> <li>• Addition and Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Adds and subtracts two-digit numbers by drawing representations of tens and ones without and with regrouping.</li> <li>• Adds zero to a number and subtracts zero from a number.</li> </ul>	<ul style="list-style-type: none"> <li>• Make different shapes like circle, square etc. using beads, sticks, coloured stones etc. and count the number of beads used to make each shape and total number of beads used in both the shapes.</li> <li>• Counting the number of pencils, eraser etc. in their pencil boxes and then find the</li> </ul>	<ul style="list-style-type: none"> <li>• Pencils beads, Books, Fruits, Marbles, Bangles, Erasers, Colour stones, Sticks etc.</li> <li>• Pencils, Eraser, Pencil boxes etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Addition and subtraction of two digit numbers.</li> <li>• Word problem</li> </ul>	12

Chapter		Learning Outcomes	Pedagogical Process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
		<ul style="list-style-type: none"> <li>Describes orally the situations that correspond to the given addition and subtraction facts.</li> </ul>	<ul style="list-style-type: none"> <li>total number of pencils, eraser in the class.</li> <li>Selling &amp; purchasing of goods by using fake currency.</li> <li>Solve exercises from page No. 90 to 103 of textbook on black board to clear the concept of addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Fake currency notes</li> <li>Beads, buttons, sticks, seeds of fruits such as Peach, Imli, Mango etc.</li> </ul>		
13	<b>The Longest Step</b> Measurement by using <ul style="list-style-type: none"> <li>Handspan</li> <li>Fingers</li> <li>Cubits</li> <li>Feet</li> </ul>	<ul style="list-style-type: none"> <li>Measures lengths &amp; distances along short &amp; long paths using uniform (non-standard) units, extends to longer lengths</li> </ul>	<ul style="list-style-type: none"> <li>The story of "Rabbit, Elephant and Dear" on page No. 104 of textbook to clear the concept of measurement</li> <li>Measure the distance between the window and the door using footsteps.</li> <li>Measure the height of table, height of chair etc. and compare their heights with handspan.</li> <li>Find the length and width of any book using fingers</li> </ul>	<ul style="list-style-type: none"> <li>Tables, Chairs, Books, Note-books etc.</li> </ul>	<ul style="list-style-type: none"> <li>Estimate length, height, etc using uniform standards</li> </ul>	10

Chapter		Learning Outcomes	Pedagogical Process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
			<ul style="list-style-type: none"> <li>Activities refer to page No. 107 to 110 of textbook.</li> </ul>			
14	<b>Birds Come, Birds Go</b> <ul style="list-style-type: none"> <li>Addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Solves addition, subtraction problems presented through pictures and verbal description.</li> <li>Discussion of situations involving repeated addition and subtraction.</li> </ul>	<ul style="list-style-type: none"> <li>Making different cards such as a cards of ten 10, a card of one etc. for addition and subtraction</li> <li>Visit to school ground - showing them the leaves falling from the trees and ask - "<i>Let us count them using our cards</i>".</li> <li>Sums of Addition and subtraction on black board refer page No. 113 to 119 of textbook.</li> <li>"Cross me out" game on number card as refer on page No. 120 of textbook.</li> </ul>	<ul style="list-style-type: none"> <li>Cards</li> <li>School ground,</li> <li>Trees, Leaves etc.</li> </ul>	<ul style="list-style-type: none"> <li>Addition &amp; Subtraction</li> <li>Fill in the blanks</li> <li>Textbook related problems</li> </ul>	10
15	<b>How Many Ponytails?</b> <ul style="list-style-type: none"> <li>More or Less</li> </ul>	<ul style="list-style-type: none"> <li>Activities of making equal groups.</li> <li>Collects data through measurement.</li> <li>Represents the data followed by</li> </ul>	<ul style="list-style-type: none"> <li>Making the chart by counting the number of students who like Apples, Mangoes, Bananas, Litchi etc. and display the chart in the class.</li> <li>Activity refers to page No. 120</li> </ul>	<ul style="list-style-type: none"> <li>Chart paper</li> </ul>	<ul style="list-style-type: none"> <li>Textbook related problems</li> </ul>	11

Chapter		Learning Outcomes	Pedagogical Process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
		discussion (e.g., heights of children). • Collects and presents the data on birthdays.	to 128 of textbook.			
REVISION CHAPTER 8 – 15						10



### CLASS-III (MATH MAGIC III)

Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
1	<b>Where to look from</b> <ul style="list-style-type: none"><li>• Top, side and front view</li><li>• Patterns</li><li>• Design and shapes</li><li>• Mirror halves</li><li>• Symmetry</li></ul>	<ul style="list-style-type: none"><li>• Identifies simple symmetrical shapes.</li><li>• Makes patterns and designs from straight lines and other geometrical shapes.</li><li>• Partitions a number/objects in different ways</li></ul>	<ul style="list-style-type: none"><li>• View the benches, chairs, Water bottles, Geometry Boxes etc. from different angles.</li><li>• Make patterns/shapes on dotted sheets</li><li>• Check the symmetry of English alphabets, numerals (made from cardboard/paper) by folding vertically/horizontally.</li><li>• Same activity can be done with the numerals say 1, 2, 3 and so on.</li><li>• Practice exercises on Page No. 9 to 12 of textbook</li></ul>	<ul style="list-style-type: none"><li>• Class-room objects like Benches, Black board etc.</li><li>• Coloured chalks, Saw- dust</li><li>• Dotted sheets</li><li>• Cardboard/papers alphabets, numerals</li></ul>	<ul style="list-style-type: none"><li>• Divide the picture into two similar halves.</li><li>• Complete the figures in the dot grid.</li></ul>	12
2	<b>Fun with Numbers</b> <ul style="list-style-type: none"><li>• 3-digit numbers.</li><li>• Number names</li><li>• Place values</li></ul>	<ul style="list-style-type: none"><li>• Reads and writes 3-digit numbers.</li><li>• Expands a number w.r.t. place values.</li><li>• Counts in different ways – starting from</li></ul>	<ul style="list-style-type: none"><li>• Show the daily Attendance Record. From the column of total students, they may be asked to find the class with maximum number of students, classes having same number of</li></ul>	<ul style="list-style-type: none"><li>• Daily Attendance Record of the school.</li></ul>	<ul style="list-style-type: none"><li>• Adding numbers. Words and figures. Extended notation</li></ul>	12

Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
		any number. • Compares numbers.	students etc.		• Word problem.	
	<b>Fun with Numbers</b> <ul style="list-style-type: none"> <li>• Grouping together</li> <li>• Ordering</li> <li>• Comparison of numbers</li> <li>• Expanded form</li> </ul>	<ul style="list-style-type: none"> <li>• Forms greatest and smallest numbers using given digits.</li> </ul>	<ul style="list-style-type: none"> <li>• Take the students to the ground and ask them to collect dry leaves/pebbles and make the bundles of tens.</li> <li>• Skip counting (up to 3-digit numbers.)</li> <li>• Bring price tags from their home to read and write the number/price written on the price tag.</li> <li>• Bank Withdrawal forms and copies of Cheques may be given to students so that they understand the importance of Number Names and may practice writing the same.</li> <li>• Fake currency notes of denomination 100, 10, 1 may be used to introduce the concept of Place Value.</li> </ul>	<ul style="list-style-type: none"> <li>• Pebbles, dry leaves, <math>10 \times 10</math> number grid.</li> <li>• Chart showing counting upto 3-digit numbers, Abacus.</li> <li>• Price tags.</li> <li>• Bank Withdrawal forms, Cheques.</li> <li>• Fake currency notes.</li> <li>• Calendar of the year and previous years.</li> </ul>		

Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
			<ul style="list-style-type: none"><li>Ask the students that how many days are there in a year. Ask them to write the number in expanded form.</li></ul>			
3	<b>Give and Take</b> <ul style="list-style-type: none"><li>Addition</li><li>Related Problem Questions</li><li>Addition &amp; Subtraction</li><li>Related Problem Questions</li></ul>	<ul style="list-style-type: none"><li>Adds and subtracts numbers by writing them vertically in the following two cases:<ul style="list-style-type: none"><li>Without grouping.</li><li>With grouping.</li></ul></li><li>Uses the place value in standard algorithm of addition and subtraction.</li><li>Solves addition and subtraction problems in different situations presented through pictures and stories.</li></ul>	<ul style="list-style-type: none"><li>Showing the daily Attendance Record. From the columns of Total Students, Number of Students Absent, Number of Students Present, Number of Boys and Number of Girls in the class, the idea of addition and subtraction may be discussed.</li><li>Problems on Addition &amp; Subtraction may be done using Fake Currency Notes.</li><li>Make <math>10 \times 10</math> number grid on the black board/chart and give the concept of addition and subtraction (2- digit number).</li><li>Page No. 28 -29 of textbook.</li><li>Use token cards for exercises</li></ul>	<ul style="list-style-type: none"><li>Daily Attendance Record.</li><li>Fake currency notes.</li><li><math>10 \times 10</math> number grid</li><li>Token cards</li></ul>	<ul style="list-style-type: none"><li>Problems on addition and subtraction.</li><li>Word problem.</li><li>Fill in the blanks.</li></ul>	13



Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
		<ul style="list-style-type: none"> <li>Frame problems for addition and subtraction facts.</li> <li>Estimates the sum, and difference between, two given numbers.</li> </ul>	<ul style="list-style-type: none"> <li>in addition before children do written sums.</li> <li>Make different puzzles based on addition of numbers</li> </ul>			
4	<b>Long and Short</b> <ul style="list-style-type: none"> <li>Measurement of length</li> <li>Distances</li> </ul>	<ul style="list-style-type: none"> <li>Appreciates the need for a standard unit.</li> <li>Measures length using appropriate standard units of length by choosing between centimetre and metre.</li> <li>Estimates the length of given objects in standard units and verifies by measuring.</li> <li>Uses a ruler.</li> </ul>	<ul style="list-style-type: none"> <li>Measure the length of Class room using Foot Steps, Length of Table with Handspan etc. for the concept of Longer and Shorter.</li> <li>Showing map of city to clear the concept of distance between the places.</li> </ul>	<ul style="list-style-type: none"> <li>Class room objects like Table, Bench etc.</li> <li>City Map</li> </ul>	<ul style="list-style-type: none"> <li>Measure length of given items using scale.</li> <li>Matching picture with length.</li> </ul>	12
	<b>Long and Short</b> <ul style="list-style-type: none"> <li>Map reading</li> </ul>		<ul style="list-style-type: none"> <li>Measure length of surrounding objects like Table, Blackboard, Tiffin box, Pencil, Note-books, Pencil etc. using meter rod, measuring tape, scale.</li> <li>Practice worksheets of Page No. 55-56 of textbook.</li> </ul>	<ul style="list-style-type: none"> <li>Measuring tape, Pencil, Eraser, Tiffin box etc.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	



Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
		<ul style="list-style-type: none"><li>Relates centimetre and metre.</li></ul>				
5	<b>Shapes and Design</b> <ul style="list-style-type: none"><li>Fun with shapes</li><li>Concept of edges and corners</li><li>Patterns</li><li>Identifying the positions, distance, size and space.</li></ul>	<ul style="list-style-type: none"><li>Creates shapes through paper folding, paper cutting. Identifies 2-D shapes</li><li>Describes the various 2-D shapes by counting their sides, corners and diagonals.</li><li>Makes shapes on the dot-grid using straight lines and curves. Creates shapes using tangram pieces.</li><li>Matches the properties of two 2-D shapes by observing their sides</li></ul>	<ul style="list-style-type: none"><li>Paper Folding Activities for various shapes and also refer a Textbook in E.V.S. (Looking Around-III) Page No. 46</li><li>Colour the different shape.</li><li>Four students may be asked to stand at an arm's length in a square/ rectangle form with their hands joined. The teacher may introduce the idea of edges (as arms of students) and corners (represented by joined hands of the students) Now the idea may be extended to different figures. Page No.69-71 of textbook.</li><li>Cut the circle using a double folded paper and then the idea of curved line (with no edges and no corners) may be</li></ul>	<ul style="list-style-type: none"><li>Paper sheets</li><li>Colours, Dice, Eraser, Note-book, Cap of a water bottle, Wheel, Ball, Flash cards showing different shapes etc.</li><li>Lady'sfinger, Onion etc.</li></ul>	<ul style="list-style-type: none"><li>Finding number of edges and corners.</li><li>Patterns-picture and numbers</li></ul>	13

Chapter	Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
		Activity/Project/Assignment			
	<p>and corners (vertices). Tiles a given region using a tile of a given shape.</p> <ul style="list-style-type: none"> <li>• Distinguishes between shapes that tile and that do not tile.</li> <li>• Intuitive idea of a map. Reads simple maps (not necessarily scaled).</li> </ul>	<p>introduced.</p> <ul style="list-style-type: none"> <li>• Patterns may be discussed by folding and cutting different coloured paper.</li> <li>• Various Tangram to make shapes of animals using geometric shapes (Refer page no. 66 of the textbook).</li> <li>• Make various pattern by using vegetables like lady's finger, onion etc.</li> </ul>			
<b>REVISION CHAPTER 1 – 5</b>					<b>10</b>

Chapter		Learning Outcomes	Pedagogical Process	Resource Material	Written Test	No. of days allotted
			Activity/Assignment/Project			
6	<b>Fun with Give and Take</b> <ul style="list-style-type: none"><li>• Addition</li><li>• Subtraction</li><li>• Problems sums</li><li>• Number patterns</li><li>• Addition and Subtraction on number line</li></ul>	<ul style="list-style-type: none"><li>• Uses the place value in standard algorithm of addition and subtraction.</li><li>• Adds and subtracts single digit numbers and two-digit numbers mentally.</li><li>• Doubles two-digit numbers mentally (result not exceeding two digits).</li></ul>	<ul style="list-style-type: none"><li>• Discuss Give and Take using Fake Money</li><li>• Addition and subtraction by using Daily Attendance Record of the school.</li><li>• Token cards can be used for the concept.</li><li>• Number Patterns on Page No. 83 of textbook.</li></ul>	<ul style="list-style-type: none"><li>• Fake currency</li><li>• Daily Attendance Record of the school</li><li>• Token cards</li></ul>	<ul style="list-style-type: none"><li>• Addition &amp; Subtraction.</li><li>• Word problem</li></ul>	12
7	<b>Time Goes On</b> <ul style="list-style-type: none"><li>• Calendar (Months)</li><li>• Time using clock (minute hand and hour)</li></ul>	<ul style="list-style-type: none"><li>• Reads a calendar to find a particular day and date. Reads the time correct to the hour.</li></ul>	<ul style="list-style-type: none"><li>• Note down the time span of different activities like writing their names, opening a book, Eating Lunch, Reaching school from Home, Cooking of food at home etc. for the concept of</li></ul>	<ul style="list-style-type: none"><li>• Watch/Clock</li><li>• Birth Certificate.</li><li>• Calendar (Wall and table).</li></ul>	<ul style="list-style-type: none"><li>• Problems related to calendar.</li><li>• Problems on clock.</li><li>• Comparision</li></ul>	10

Chapter		Learning Outcomes	Pedagogical Process	Resource Material	Written Test	No. of days allotted
			Activity/Assignment/Project			
	hand)	<ul style="list-style-type: none"> <li>Sequences the events chronologically.</li> </ul>	<p>shorter and longer time.</p> <ul style="list-style-type: none"> <li>Clear the concept of time by showing the hands of a clock and role of each hand.</li> <li>The concept of age may be introduced by asking their Date of Birth in terms of Date, Month and Year.</li> <li>A calendar may be shown and the number of days in a month may be discussed using knuckles.</li> <li>Encircle the various festivals like Christmas, Chapchar Kut etc. on the calendar (Page No. 102) of textbook.</li> <li>Refer a textbook in EVS (Looking Around) III, Page No. 72, Chapter-12.</li> </ul>		of time taken by different activity	



Chapter		Learning Outcomes	Pedagogical Process		Resource Material	Written Test	No. of days allotted
			Activity/Assignment/Project				
8	<b>Who is Heavier?</b> <ul style="list-style-type: none"><li>Weight and balance</li></ul>	<ul style="list-style-type: none"><li>Weighs objects using non standard Units.</li><li>Appreciates the conservation of weight.</li></ul>	<ul style="list-style-type: none"><li>Compare the weight of objects like pencil/book, water-bottle/ tiffin etc.</li><li>Visit to playground and activity on see saw to clear the concept of weight. (Refer Page No. 112 of textbook)</li><li>Make a weighing balance.</li><li>Observe the activities done by the vegetable’s seller at home.</li></ul>		<ul style="list-style-type: none"><li>A visit to a playground of the school.</li><li>Scale, string, disposable small plates.</li><li>Different kinds of weights (1 Kg, 2 Kg, 5 Kg., Weighing balance/ spring balance, note-book, fruits</li></ul>	<ul style="list-style-type: none"><li>Comparison of weight.</li><li>Listing of weight more than 1 kg, ½ kg etc</li></ul>	10
9	<b>How many Times?</b> <ul style="list-style-type: none"><li>Multiplication in repeated and addition</li><li>Problems sums on simple multiplication</li></ul>	<ul style="list-style-type: none"><li>Explains the meaning of multiplication (as repeated addition).</li><li>Identifies the sign of multiplication.</li><li>Constructs the multiplication</li></ul>	<ul style="list-style-type: none"><li>Distribute 3 sweets each to seven students and ask them how many sweets are there in all</li><li>Practice sheets from page No 120 to 122 of textbook.</li><li>Count benches in a class room. Each bench has how many legs and now what is the total</li></ul>		<ul style="list-style-type: none"><li>Sweets, Number cards.</li><li>Charts showing multiple, Multiplication trees</li><li>Wooden blocks, Buttons, Coins, Seeds, Pencils,</li></ul>	<ul style="list-style-type: none"><li>Complete the blank using multiplication table.</li><li>Multiplication pattern</li><li>Multiplication using symbol.</li><li>Word problem</li></ul>	12

Chapter		Learning Outcomes	Pedagogical Process	Resource Material	Written Test	No. of days allotted
			Activity/Assignment/Project			
		tables of 2, 3, 4, 5 and 10. • Uses multiplication facts in situations. • Multiplies two-digit numbers.	number of legs of the benches. • Shopping with multiplication tables as one pencil cost ₹ 2/-. Find the cost of 5 such pencils. • Complete the grid by multiplying the numbers. (Refer Page No. 140 of textbook)	Pens etc.		
	<b>How many Times?</b> • Multiply with two-digit numbers • Multiplication tables upto 10.		• Use the beads/marbles/ pebbles to construct multiplication tables of 2, 3, 5, 10 etc. Once they understand the principle of counting in equal sized groups i.e., counting in 2's, counting in 5's etc. and ask them to write. • Give more problems on multiplication for practice by using objects like Pencils, Geometry Boxes, Pens etc.	• Beads, Marbles, Pebbles.		
10	<b>Play with Patterns</b> • Patterns around as	• Identifies simple symmetrical shapes and patterns.	• By making pattern with 3 boys, 2 girls consecutively and likewise. • Observe the patterns of school	• A piece of printed cloth, Flash Cards and charts showing patterns.	• Design picture pattern. • Number pattern	10

Chapter	Learning Outcomes	Pedagogical Process	Resource Material	Written Test	No. of days allotted
		Activity/Assignment/Project			
<ul style="list-style-type: none"> <li>Number patterns</li> <li>Names in an alphabetically order.</li> </ul>	<ul style="list-style-type: none"> <li>Makes patterns and designs from straight lines and other geometrical shapes.</li> <li>Identifies patterns in the numerals for odd and even numbers and in adding odd and even numbers. Partitions a number in different ways.</li> <li>Identifies patterns in his surroundings</li> <li>Identifies patterns in multiplication with, and dividing by 10s.</li> </ul>	<p>grills and window etc. and draw some of them.</p> <ul style="list-style-type: none"> <li>Writing the names of at least seven friends at random on the note-book and arranging them in the alphabetical order.</li> <li>Practice sheets on page No. 147 of textbook.</li> <li>Refer a textbook in EVS (Looking Around-III), From Page No. 138, Chapter-23.</li> </ul>	<ul style="list-style-type: none"> <li>Number board, Potato, Water colours, Coloured paper, Crayons, dictionary</li> </ul>		



Chapter		Learning Outcomes	Pedagogical Process	Resource Material	Written Test	No. of days allotted
			Activity/Assignment/Project			
11	<b>Jugs and Mugs</b> <ul style="list-style-type: none"><li>Capacity</li></ul>	<ul style="list-style-type: none"><li>Measures and compares the capacity of different containers in terms of non-standard units.</li><li>Appreciates the conservation of volume.</li></ul>	<ul style="list-style-type: none"><li>Pouring water in glasses of different sizes, the concept of capacity may be introduced.</li><li>Water activity - water in and water out (Page No. 152 of textbook)</li><li>Provide the students some empty cups/mugs/jugs/bowls and pour water/sand/ soil/saw dust and ask them to find out which has larger volume/ smaller volume to understand the concept of capacity.</li><li>Milkman's Liter and half liter container can be shown. Refer EVS (Looking Around) -III, Page No. 17, Chapter-3</li></ul>	<ul style="list-style-type: none"><li>Glass, Water, Water bottles and Mug.</li><li>Empty bottles of Cold drinks of different capacity.</li><li>Different container with different capacity like Jug, Cup, Bowl etc., Sand, Saw dust, Soil.</li></ul>	<ul style="list-style-type: none"><li>Comparision of capacity.</li><li>Matching the right pair.</li><li>List container that holds more than 1 litre, ½ litre etc.</li></ul>	10
12	<b>Can We Share?</b> <ul style="list-style-type: none"><li>Equal grouping and sharing</li><li>Concept of division</li></ul>	<ul style="list-style-type: none"><li>Explains the meaning of division from context of equal grouping and</li></ul>	<ul style="list-style-type: none"><li>Drawing 18 stars on the notebooks and dividing them into equal groups by making clouds.</li><li>Call 3 students and give them 12 beads. Ask them to predict</li></ul>	<ul style="list-style-type: none"><li>Pencils, Crayons, Notebooks, beads and Pencils.</li><li>Pencils, Crayons, Notebooks, beads</li></ul>	<ul style="list-style-type: none"><li>How many in each group?</li><li>Division through picture.</li></ul>	11



Chapter		Learning Outcomes	Pedagogical Process	Resource Material	Written Test	No. of days allotted
			Activity/Assignment/Project			
	<ul style="list-style-type: none"><li>• Relation between multiplication facts and division</li></ul>	<p>sharing.</p> <ul style="list-style-type: none"><li>• Relates division with multiplication.</li><li>• Completes division facts:</li><li>• by grouping.</li><li>• by using multiplication tables.</li></ul>	<p>how many would each get if the beads were distributed equally. Now extend the activity by giving 18 beads, 20 beads etc. to share equally and see the result.</p> <ul style="list-style-type: none"><li>• Place fifteen note-books equally in three rows. How many note-books are there in each row?</li><li>• (Page No. 172-173 of textbook)</li></ul>	<p>and Pencils.</p>	<ul style="list-style-type: none"><li>• Division using symbol.</li></ul>	
13	<b>Smart Charts</b> <ul style="list-style-type: none"><li>• Collection and recording the data</li><li>• Distribution of data</li><li>• Pictorial representation of data</li><li>• Study the data</li></ul>	<ul style="list-style-type: none"><li>• Records data using tally marks.</li><li>• Collects data and represents in terms of pictograph choosing appropriate scale and unit for display through pictographs.</li></ul>	<ul style="list-style-type: none"><li>• Data can be collected from school as total no. of rooms in school, no. of toilets etc.</li><li>• Collect the information regarding class room objects like no. of tubes, fans, switches etc. and record the data.</li><li>• Using some three coloured beads and forming tally marks.</li><li>• Collecting/record the ages of their family members in a</li></ul>	<ul style="list-style-type: none"><li>• Class-room objects as fans, black board, chair, table, tubes, doors, windows, benches.</li><li>• Beads, paper, pencil etc.</li><li>• Coloured Beads.</li><li>• A chart showing family tree.</li></ul>	<ul style="list-style-type: none"><li>• Collection of data.</li><li>• Interpret data.</li><li>• Pictograph</li></ul>	12

Chapter		Learning Outcomes	Pedagogical Process	Resource Material	Written Test	No. of days allotted
			Activity/Assignment/Project			
		<ul style="list-style-type: none"> <li>Draws conclusions from the data by discussing with the teacher.</li> </ul>	<p>tabular form</p> <ul style="list-style-type: none"> <li>Activity based on attendance board which shows total no. of classes, students, no. of boys and girls, present and absent students. Pictorial representation of no. of absent students can be shown, (refer textbook Page No. 182).</li> <li>Playing with Dice, showing pictures of bunches of different flowers, taking the students to a garden and recording the number of different trees, flowers etc. on various bases.</li> </ul>	<ul style="list-style-type: none"> <li>Daily Attendance Record of the school.</li> <li>Dice, A visit to a school garden.</li> </ul>		
14	<b>Rupees and Paise</b> <ul style="list-style-type: none"> <li>Conversion of rupees &amp; paise</li> <li>Transaction buying &amp; selling</li> <li>Prepare a bill</li> </ul>	<ul style="list-style-type: none"> <li>Converts Rupee to Paise using play money.</li> <li>Adds and subtracts amounts using column addition, and</li> </ul>	<ul style="list-style-type: none"> <li>Prepare of money purse as per activity shown at Page No. 188-189 of textbook</li> <li>Show the real different coins to the students and discuss about its value. Trace the face of the coin and cut it down.</li> </ul>	<ul style="list-style-type: none"> <li>Paper, Pencil.</li> <li>Different coins, fake currency notes.</li> </ul>	<ul style="list-style-type: none"> <li>Basic operations involving money.</li> <li>Word problem</li> </ul>	11

Chapter	Learning Outcomes	Pedagogical Process	Resource Material	Written Test	No. of days allotted
		Activity/Assignment/Project			
<b>Rupees and Paise</b> <ul style="list-style-type: none"> <li>Addition and subtraction of amounts</li> <li>Distance</li> </ul>	subtraction without regrouping. <ul style="list-style-type: none"> <li>Makes rate charts and bills.</li> </ul>	<ul style="list-style-type: none"> <li>Activity on preparing a cash bill. (Refer Page No. 193 of textbook)</li> <li>Bring the bills for the items purchased at home. The teacher may collect two bills and discuss about the bills, its difference and total amount spent. (Page No. 194 of textbook).</li> </ul>	<ul style="list-style-type: none"> <li>Bill</li> <li>A visit to a school canteen.</li> </ul>		
<b>REVISION CHAPTER 6 - 14</b>					<b>10</b>

## CLASS-IV (MATH MAGIC IV)

Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
1	<b>Building with Bricks</b> <ul style="list-style-type: none"><li>• Patterns</li><li>• Floor patterns</li><li>• Wall patterns</li><li>• Concept of symmetry</li><li>• Concept of faces &amp; edges</li><li>• Brick making</li></ul>	<ul style="list-style-type: none"><li>• Tiles geometrical shapes: using one or two shapes.</li><li>• Chooses a tile among a given number of tiles that can tile a given region both intuitively and experimentally.</li></ul>	<ul style="list-style-type: none"><li>• Counting the bricks of the different walls of the school.</li><li>• Copying the design of the pattern of their own school's corridor OR to make any other design other than the one given in their book.</li><li>• Concept of faces &amp; edges can be discussed with pencil box, tiffin box etc.</li><li>• Drawing brick or Pencil box showing 3 of its faces</li><li>• Pictures of arch shape building can be shown refer page 9 of textbook.</li><li>• Pictures of Kiln and making bricks given on page 11 of textbook.</li></ul>	<ul style="list-style-type: none"><li>• Brick, measuring tape</li><li>• Pencil Box, Tiffin Box etc</li></ul>	<ul style="list-style-type: none"><li>• List out picture which can be tile.</li></ul>	10
2	<b>Long and Short</b> <ul style="list-style-type: none"><li>• Distinguish between long</li></ul>	<ul style="list-style-type: none"><li>• Relates meter with centimeter</li><li>• Converts meter</li></ul>	<ul style="list-style-type: none"><li>• Organizing Athletic Events like Long Jump, High Jump, 100m, 200m races etc.</li></ul>	<ul style="list-style-type: none"><li>• Measuring tape</li><li>• Pencil box, Bottle, Pencil</li></ul>	<ul style="list-style-type: none"><li>• Unit conversion.</li><li>• Word problem</li></ul>	12



Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
	tall & short • To measure distance • Concept of metre and centimeter • • Estimation of large distances	into centimeters and vice versa. • To estimate any length.	• Measuring the height of students in the class. • Drawing the object longer or shorter and also compare objects shown in class like pencil box, bottle pencil etc. • Large distance like - distance of clouds from earth, distance between class and canteen, height of the kite can be discussed through which students try to estimate refer to page no 22 of textbook.			
3	<b>A Trip to Bhopal</b> • Time management • Distance • Distribution	• Estimates the duration of familiar events. • Finds approximate time elapsed by (to the nearest hour) • Forward counting.	• Organizing a visit to a stream, zoo or any nearby place and discussing about time and distance. • Practice sheet at Page No. 34 of textbook includes practice of time management and also give the information of number like 9:10a.m, 12:30 p.m etc.	• Clock (watch) • Sweets, biscuits etc. • EVS book - IV lesson 6 and 7	• Basic operation. • Textbook problem	11

Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
			<ul style="list-style-type: none"> <li>Distribution of sweets, biscuits and other eatables among students and giving the idea of distribution.</li> <li>Refer to Omana's Journey of EVS-IV for another journey including distance and time.</li> </ul>			
4	<b>Chek-Chek-Chek</b> <ul style="list-style-type: none"> <li>Draw &amp; read clock</li> <li>Distinguish between a.m. &amp; p.m.</li> <li>Relation between seconds minutes, hours, days, weeks, months years</li> </ul>	<ul style="list-style-type: none"> <li>Computes the number of weeks in a year.</li> <li>Correlates the number of days in a year with the number of days in each month.</li> <li>Justifies the reason for the need of a leap year.</li> <li>Reads clock time to the nearest hours and</li> </ul>	<ul style="list-style-type: none"> <li>Model of a clock made by using hard board/card board etc.</li> <li>Preparing a colourful calendar of the present year.</li> <li>Making their own time table for the whole day.</li> <li>Displaying a list of birthdays of all the students in the class.</li> <li>Fun activities related to time given on page no. 40-41 of textbook.</li> <li>Refer to EVS-IV, Lesson-15 (From Market to Home) for the concept of time.</li> <li>Railway /Bus/Maxi Cab Time</li> </ul>	<ul style="list-style-type: none"> <li>Clock</li> <li>Calendar</li> <li>Railway /Bus/Maxi Cab Time Table chart</li> </ul>	<ul style="list-style-type: none"> <li>Compares time.</li> <li>Textbook problem</li> </ul>	13

Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
		minutes. <ul style="list-style-type: none"><li>Expresses time, using the terms, ‘a.m.’ and ‘p.m.’</li></ul>	Table chart showing 24 hours clock and watch showing 12 hours clock tell the difference between both.			
5	<b>The Way The World Looks</b> <ul style="list-style-type: none"><li>View of different from objects from different angles</li><li>Spatial understanding</li></ul>	<ul style="list-style-type: none"><li>Reads and draws 3-D objects, making use of the familiarity with the conventions used in this.</li><li>Draws intuitively the plan, elevation and side view of simple objects.</li></ul>	<ul style="list-style-type: none"><li>Making toys (3D statues) of Terracotta, Clay etc. and draws their pictures as visible from different angles.</li><li>Making different 3D shapes with the help of Papers.</li><li>Drawing route map to the school from the students’ house.</li><li>Refer to page no. 57-58 Math Magic - IV for route map</li></ul>	<ul style="list-style-type: none"><li>Different types of material like clay, terracotta, paper etc.</li></ul>	<ul style="list-style-type: none"><li>Textbook problems</li></ul>	13
6	<b>The Junk Seller</b> <ul style="list-style-type: none"><li>Marketing skills</li><li>Calculation with money</li><li>Multiplication</li></ul>	<ul style="list-style-type: none"><li>Converts Rupees to Paise.</li><li>Adds and subtracts amounts using column addition and subtraction with</li></ul>	<ul style="list-style-type: none"><li>Pasting photocopy of all the currency notes and coins on a chart.</li><li>Visit to grain market with their parents to observe the sale and purchase system of various items.</li></ul>	<ul style="list-style-type: none"><li>Photocopy of Notes and Coins.</li><li>Rate list of Junk</li><li>Diary</li></ul>	<ul style="list-style-type: none"><li>Basic operations involving money.</li></ul>	13



Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity/Project/Assignment			
		regrouping. • Uses operations to find totals, change, multiple costs and unit cost. • Estimates roughly the totals and total cost. • Knowledge of recycle of different items.	• Visit to some Junk Seller to observe the sale and purchase system of various items. • Refer to page no. 63-67 of textbook for mental multiplication. • Giving rate list of Junk and finding cost of different things • Recording expenditure in diary and calculating money spend			
REVISION CHAPTER 1 – 6						12



Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity / Project/ Assignment			
7	<b>Jugs and Mugs</b> <ul style="list-style-type: none"> <li>• Concept of litres and milliliter</li> <li>• Units conversion</li> <li>• Solving daily life problem</li> </ul>	<ul style="list-style-type: none"> <li>• Measures volumes of given liquid using containers marked with standard units.</li> <li>• Determines sums and differences of volumes.</li> <li>• Estimates the volume of a liquid contained in a vessel and verifies by measuring.</li> </ul>	<ul style="list-style-type: none"> <li>• Watering the school plants using mugs and count the number of mugs taken from buckets for each pot.</li> <li>• Counting the number of glasses of water that they drink in one day.</li> <li>• Showing different utensils with different capacity.</li> <li>• Activity of recording capacity of different items at home like milk packet, shampoo bottle etc.</li> <li>• Refer to page no. 73-74 of textbook for measuring liters.</li> <li>• Pouring small bottle for filling 1 liter or 2 litre bottles.</li> <li>• Practice sheet on page 78 of textbook related to daily life problems regarding capacity.</li> </ul>	<ul style="list-style-type: none"> <li>• Different type of containers</li> <li>• Buckets, mugs, pots, glasses etc. of different sizes</li> <li>• Small bottle 1 litre or 2 litres bottles</li> </ul>	<ul style="list-style-type: none"> <li>• Compares weight.</li> <li>• Basic operations on measurements of capacity.</li> </ul>	10
8	<b>Carts and Wheels</b> <ul style="list-style-type: none"> <li>• Drawing skill</li> <li>• Concept of circle</li> </ul>	<ul style="list-style-type: none"> <li>• Draws a circle free hand and with compass.</li> <li>• Identifies centre,</li> </ul>	<ul style="list-style-type: none"> <li>• Organizing the games where children can play in a circle (Example Ringa Ringa Roses, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Different type of things of circle shape compass.</li> <li>• Bey-blade</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook problems.</li> <li>• Drawing of circle with a</li> </ul>	12

Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity / Project/ Assignment			
	<ul style="list-style-type: none"> <li>• Concept of radius and center</li> <li>• Draw free hand circle</li> <li>• Draw circle with the help of a compass</li> </ul>	<ul style="list-style-type: none"> <li>• radius and diameter of a circle.</li> <li>• Uses Chinese Puzzles to create different shapes.</li> <li>• Explores intuitively the area and perimeter of simple shapes.</li> <li>• Explores intuitively the reflections through inkblots, paper cutting and paper folding.</li> </ul>	<ul style="list-style-type: none"> <li>• Organizing a competition of moving Top (Bey-blade – or other tops made by the students with the help of the cardboard, wood etc.)</li> <li>• Traces a circle with different things those look like circle e.g., bangle, coin, mug etc.</li> <li>• Drawing different designs with circle using compass.</li> <li>• Making a list of circular things from surroundings and Write on Blackboard.</li> </ul>	<ul style="list-style-type: none"> <li>• Cardboard, wood, bottle corners etc.</li> <li>• Bangles, coin.</li> <li>• Compass.</li> </ul>	given radius.	
9	<b>Halves and Quarters</b> <ul style="list-style-type: none"> <li>• Recognize halves &amp; quarters</li> <li>• Equal</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies half, one fourth and three- fourths of a whole.</li> <li>• Identifies the</li> </ul>	<ul style="list-style-type: none"> <li>• Making list of the things/objects like chapatti, paper etc. which can be divided in to various pieces/ parts &amp; also to draw these objects.</li> <li>• Showing the divisions with the help of different colours refer</li> </ul>	<ul style="list-style-type: none"> <li>• Paper. Scissors</li> <li>• Colours</li> <li>• Apple, Mirror</li> <li>• Muffin, Cake</li> </ul>	<ul style="list-style-type: none"> <li>• Matching picture with fractional number.</li> <li>• Textbook exercises.</li> </ul>	10

Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity / Project/ Assignment			
	distribution and sharing • Solving daily life problem • Concept of whole and part	symbols $\frac{1}{2}, \frac{1}{4}, \frac{3}{4}$ • Explains the meaning of $\frac{1}{2}, \frac{1}{4}, \frac{3}{4}$ • Appreciates equivalence of $\frac{2}{4}$ , $\frac{1}{2}$ and of $\frac{2}{2}, \frac{3}{3}, \frac{4}{4}$ and 1.	page no. 101-102 of textbook. • Drawing half of the picture like apple which can be completed by placing a mirror (in front of the picture). • Paper folding game of showing the halves and quarters. • Celebrating birthday and cutting muffin cake in $\frac{1}{2}, \frac{1}{4}$ • Refer to page 101 of textbook for whole and part. • Make price list and student will find cost of the items of different weight $\frac{1}{2}$ kg or $\frac{3}{4}$ kg			
10	<b>Play with Patterns</b> • Pattern with shapes • Pattern with number	• Identifies patterns in multiplication and division: multiples of 9 • Casts out nines	• Preparing different charts with the help of different patterns. • Activity of making various patterns by sitting, standing in different postures. • Making different patterns using	• Chalk, leaves pebbles. • Flowers and leaves, Pebbles and Grains	• Patterns in picture and numbers	10



Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity / Project/ Assignment			
		from a given number to check if it is a multiple of nine. • Multiplies and divides by 10s, 100s. • Identifies geometrical patterns based on symmetry.	numbers. • Making different pattern using English letters. • Patterns with the objects like flowers, leaves etc. can be made.			
11	<b>Tables and Shares</b> <ul style="list-style-type: none"> <li>• Concept of multiplication &amp; division</li> <li>• Know about repeated subtraction</li> <li>• Division by using repeated subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Writes multiplication facts.</li> <li>• Writes tables up to <math>10 \times 10</math>.</li> <li>• Multiplies two and three digit numbers using lattice algorithm and the standard (column) algorithm.</li> </ul>	<ul style="list-style-type: none"> <li>• Students made to stand in rows and groups for telling about multiplication.</li> <li>• Practice sheet on page 127 of textbook.</li> <li>• Distribution of 30 pencils in 3 baskets</li> <li>• Question based on division refer to page no 125, 126 of textbook.</li> <li>• Actual division on page 129 of textbook.</li> </ul>	<ul style="list-style-type: none"> <li>• Pebbles, grains, leaves</li> <li>• Pencil, Basket</li> </ul>	<ul style="list-style-type: none"> <li>• Using textbook problem.</li> <li>• Daily life related problem may be created.</li> </ul>	10



Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity / Project/ Assignment			
		<ul style="list-style-type: none"> <li>Divides a given number by another number in various ways such as:                             <ul style="list-style-type: none"> <li>by drawing dots.</li> <li>by grouping.</li> <li>by using multiplication facts.</li> <li>by repeated subtraction.</li> </ul> </li> <li>Applies the four operations to life situations.</li> <li>Frames word problems.</li> <li>Estimates sums, differences and products of given numbers.</li> </ul>				

Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity / Project/ Assignment			
12	<b>How Heavy? How Light?</b> <ul style="list-style-type: none"><li>Units of weights and different types of balances</li><li>Estimation of weight.</li><li>Comparison between heavy &amp; heavier</li><li>Making Weights</li></ul>	<ul style="list-style-type: none"><li>Weighs objects using a balance and standard units.</li><li>Determines sums and differences of weights.</li><li>Estimates the weight of an object and verifies using a balance.</li></ul>	<ul style="list-style-type: none"><li>Making the list of weight of all the students of their own class.</li><li>Teacher may show the balance and show the various things heavy or light with balance.</li><li>Making a chart of heavy and light things e.g., cotton or stone.</li><li>Comparing the total weight in different groups.</li><li>Making a chart of 5 things that we usually buy in grams &amp; kg.</li><li>Activity of making weights. (Refer page No. 136 of the textbook)</li><li>Activity of Fit or Fat on page 147 of textbook.</li><li>Weight of the students to be compared with friends.</li></ul>	<ul style="list-style-type: none"><li>Weighing machine</li><li>Physical balance, Spring balance, different objects like water bottle, book, school bag etc.</li><li>Pulses, black pepper, mustard seeds, clove etc.</li></ul>	<ul style="list-style-type: none"><li>Using testbook exercises.</li><li>Problems related to standard units of measurement.</li></ul>	12
13	<b>Fields and Fences</b> <ul style="list-style-type: none"><li>Find boundary of irregular objects</li></ul>	<ul style="list-style-type: none"><li>Solves problems involving length and distances.</li><li>Estimates length</li></ul>	<ul style="list-style-type: none"><li>Finding out the length of boundary of the school garden refer to page no. 150 of textbook.</li></ul>	<ul style="list-style-type: none"><li>Ice-cream sticks, thread, tooth pick etc.</li><li>Leaves</li></ul>	<ul style="list-style-type: none"><li>Using Textbook exercises.</li></ul>	10

Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity / Project/ Assignment			
	<ul style="list-style-type: none"> <li>Concept of perimeter.</li> </ul>	of an object and distance between two given locations.	<ul style="list-style-type: none"> <li>Project of making a model of garden/playground and to fence it using toothpicks, ice-cream sticks, threads etc.</li> <li>Estimate the length boundary of your room, door, window etc. of your home, class-room.</li> <li>Activity of making different shapes by 20 cm long thread and make different shapes</li> <li>Activity of collecting different shapes of leaves and trace each of them on squared sheet and check how many squares are there in each leaf, which is biggest or smallest leaf.</li> <li>Making a circular race track and after race telling them difference between inner and outer circle refer to page no 156 textbook.</li> <li>Puzzle on page 161 of textbook for dividing land equally.</li> </ul>			

Chapter		Learning Outcomes	Pedagogical process	Resource Material	Written Test	No. of days allotted
			Activity / Project/ Assignment			
14	<b>Smart Charts</b> <ul style="list-style-type: none"> <li>Collects the information and compares it.</li> <li>Interpret data from tabular form</li> <li>Concept of pictogram.</li> </ul>	<ul style="list-style-type: none"> <li>Collects data and represents in the form of bar-graphs</li> <li>Draws Inferences by discussing with the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Collecting the data in the form of Height, weight, age etc. of the students and to make colourful bar diagrams.</li> <li>Making the charts of different cartoon characters like Tom, Jerry, Minions etc. and prepare data on the basis of liking and disliking of the students.</li> <li>Students may be asked to collect the data of things that they like to eat from their classmates.</li> <li>Forming chart of students lying between the different range of height and asking different question from data</li> <li>Poems activity refer textbook page 164, 165.</li> </ul>	<ul style="list-style-type: none"> <li>Height Chart of Student</li> </ul>	<ul style="list-style-type: none"> <li>Data collection.</li> <li>Using textbook exercise</li> </ul>	10
<b>REVISION CHAPTER 7 – 14</b>						<b>12</b>







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