



तत् त्वं पूषन् अपावृणु  
कन्द्रीय विद्यालय संगठन



**NIPUN  
BHARAT**

# MODULES ON FOUNDATIONAL NUMERACY



**KENDRIYA VIDYALAYA SANGTHAN  
RAIPUR REGION**



तत् त्वं धृषन् अपावृणु  
केन्द्रीय विद्यालय संगठन



VINOD KUMAR

Deputy Commissioner  
KVS RO Raipur



ASHOK KUMAR MISHRA  
Asst. Commissioner  
KVS RO Raipur



BIRAJA MISHRA  
Asst. Commissioner  
KVS RO Raipur



# MESSAGE



It's a matter of great pride that Kendriya Vidyalaya entrusted with an opportunity to organize a 6-days National level Workshop about "Foundational Literacy" followed by 3-days Regional Workshop. Since it is the need of the hour to implement the National Policy of Education (NEP) 2020 from the elementary level of education, this document is a stepping stone towards ensuring Foundation Numeracy by 2025. This includes the modules for Classes I-III based on Numeracy Skills.

With the pandemic still hovering and students still devoid of offline teaching-learning, the Kendriya Vidyalaya Sangathan is continuously working towards the betterment of students. This will definitely help our teachers to focus on overall well-being requirements of students as per NEP with emphasis on FLN focusing upon Mathematical Skills.

I extend my best wishes to all the stakeholders for this inspiring task of preparation of Modules and ensure that it will create adequate awareness and motivation to strengthen the experiences of online & offline teaching. Hence, in current session 2021-2022, this should be involved in this to improve upon the grass root level. This document includes newer and innovative ways, thereby progressing with the guiding pillars of modern education such as access, equity, quality, affordability and accessibility.

(Vinod Kumar)  
Deputy Commissioner  
KVS Regional Office, Raipur

## **CO-ORDINATION TEAM**



**N.K. Sinha**  
**Course Director**  
**Principal, KV Ambikapur**



**S. Nayak**  
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# List of Participants for 3 Days Workshop on Foundational Numeracy

S.N	Name of KV	Name of Participants
1	AMBIKAPUR	D MINJ
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		ANMOL SINGHAL
		KIRAN KUJUR (HM)
2	BACHELI (BIOP)	NITIN KUMAR
		MADHAV SINGH SOLANKI
		VIKRAM SHARMA
		SP SRIVASTRI - CLASS II
		SANDEEP - CLASS I
		ARVIND KUMAR - CLASS I
		AJAY - CLASS I
		MAMTA KUMARI
3	BAIKUNTPUR (SECL)	SHAMBHU BAITHA
		DANSINGH KARPENTAR
		SARITA TRIPATHI
		SUNITI
		PANKAJ
		CHANDRESH DIXIT
4	BMV BHILAI	BHARTI YADU
		DEEPIKA PRADHAN
		ANISHA
		REENA KUMARI
		RAVINDER PAL SEHMI(HM)
5	BIJAPUR	DINESH MEENA
		RAJU CHOUHAN
6	BILASPUR	SMT K S SONWANI
		SMT K SIDAR
		MS VARTIKA RAI
		MS SANGEETA MUKHERJEE
		SMT S JAIN
		SMT S TAMRAKAR
		SMT MALA SHARMA
		SMT PVS LAXMI
		SMT SMITA SADHU(HM)
7	CHIRIMIRI (SECL)	SANDEEP KUMAR
		VANDANA SINGH
		YOGENDRA KUMAR SINGH
		ARVIND YADAV
		SHARAD SAHU (HM)
8	CISF, BHILAI	1.SH.DAANIDAS A.GIRIYA
		2.SMT.VANDINEE SAHU
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		2. MR. PRAVEEN
		3. MR. YUDHVIR



		4. MR. MD. AFTAB
		5. MS. POOJA UIKEY
11	DHANTARI	1. MR. SURESH KUMAR DEWANGAN
		2. MISS. YOGITA
12	DONGARGARH	MRS. CHANDRAPRABHA VERMA
		MRS. NEERAJ
		MRS. P.PADMAWATI RAO
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		BINA PANI BHATTACHARYA
		BHARTI SIKKEWAL
		NEELAM SHARMA
		KV SAILEELA
		JYOTI KULKARNI
		RAMA BHATTACHARJEE
		NEETI YADAV
		GULBIR GUJARAL
		NEENA KHATRI
		MADHU THAPLIYAL
		SHOBHA DAS
		BINDU P NAIR
		RAGINI GURAV
		REKHA SHREE KUMAR
		MEENAKSHI SAHU
		SANTOSH KUMAR VERMA (HM)
14	JAGDALPUR	MRS POOJA
		MR YOGENDR
		MR RAJESH KUMAR CHAUHAN
		MRS VIJAYALAKSHAMI
15	JANJGIR	MISS NAMITA BALA
		MRS. SOUMYA
		MRS. IPSA JAIN
16	JASHPUR	MONIKA
		MANJU
		VIDHI THUKRAL
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		SMT. P.B. TOPPO
		SHRI VINAY KUMAR
		MRS DAMINI
		MRS RENUKA
18	KANKER	VINAY HARIDAS KHOBRA GADGE
		RAVINDER KUMAR
		MANISHA YADAV
19	KAWARDHA	MRS. ANKOSH
		MRS. DIKSHA
		MRS. UPASANA JANGRA
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20	KHAIRAGARH	MS. DIMPLE
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		SUSHMA DHRUW
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		MR MANOHAR SAHU
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		O P CHANDRAKER
		GULAB AWADE
		VIJETA
27	MANENDRAGARH	AARTI
		BARKHA KUKREJA
		LATA GUPTA
		PRERANA PRADHAN
28	NARAYANPUR	1. ASHISH KUMAR GUPTA
		2. DESHBANDHU
		3. SARITA KUMARI
		4. PRABHAT KUMAR DEWANGAN
29	NAYA RAIPUR	1.RUCHIKA RANA
		2.KIRTI DABAS
30	RAIGARH	SH. RADHESHYAM BUDHIA
		SMT. SEEMA PANDEY
		SHRI BIRENDRA SAHU (HM)
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		INDU CHANDEL
		FELICIA SORENG
		ALKA PANDEY
		ANITA KUMARI
		MANISHA. K.R.
		SOMI PANDEY
		MAMTA GUPTA



		SANJU KUMARI
		MADHU YADAV
		S K JABEEN
		JYOTSNA KUJUR
		BABITA BHATT
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		MRS.RUCHA NIVSARKAR
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		REETA CHAUHAN
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		VIBHA PANDEY
		ANJALI PARIHAR
		ASHA DABAS
		SHIKHA RATHI
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		POONAM KUMARI
		DEEPIKA SHARMA
		LATIKA RANA
		FULKERIA BARWA, HM
34	RAJNANDGAON	PL MUKHERJEE
		JYOTI RANGARI
		OLISHA DHAWAN
		JYOTI SINGH
		MONICA SHRIVASTAV
		POOJA TAMRAKAR
		SUSHMA
35	SARAIPALI	MALLIKA PRADHAN
		SUDIPTA BARIK
		PRIYANKA
36	SUKMA	MR. PRANJAL KANAUIA
		MR. SANDEEP UNIYAL
		MR. RAJU LAL MEENA
		MR. VIKRAM
		MR. RINKU KUMAR MEENA
37	KONDAGAON	DHANESHWAR RAM CHAKRADHARI
		KSHAMA SHARMA
		KAMAL SONI ,HM

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**CLASS - I**

## Class- I

### ▪ Subject- Maths

### ▪ Chapter- Unit 3 - Addition of Numbers 1 to 9

### ▪ Skills/ Competencies- Knowledge

### ▪ Learning Objective-

1. use the vocabulary and concept of addition as “putting together, joining” and that resulting quantity is more than the original.

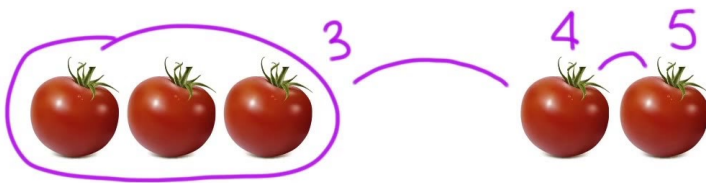
### ▪ Learning Outcome- by the end of session Students will be able to

1. tell that addition is putting together or joining the numbers.
2. Know that “+” represents addition.

### ▪ Activities Planned- 1 : Students will be given some objects and then few more will be given. Then, they will be asked to count the objects together and tell the total objects.

For example : 3 tomatoes are given and then 2 more are added, student will be asked to count and tell the total number of tomatoes he is having now.

How many tomatoes are there altogether?

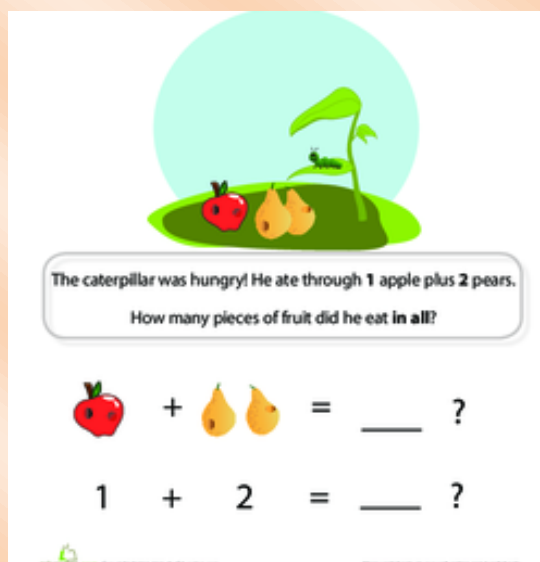


3 and 2

Similarly, more objects will be given to the student for practice, so that he can know that addition is putting together.

### ▪ Activities Planned-2 the symbol of

: Students will be introduced to  
addition “+”.





Link - <https://www.youtube.com/watch?v=v34Gd3jLX9g&t=42s>

Mode of Transaction- Google Meet

Assessment Strategy- Individual Assessment

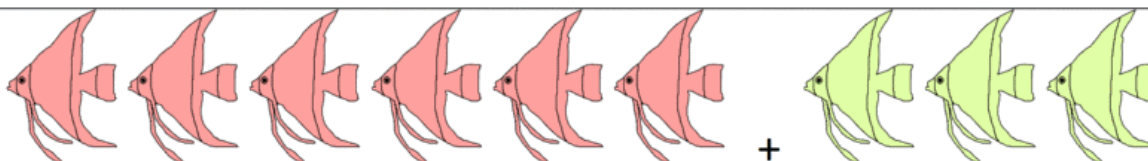
▪ Assignment given-

1)



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

2)



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

3)



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

4)



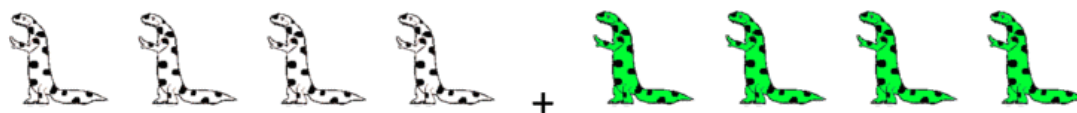
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

5)



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

6)



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

▪ Class- I

▪ Subject- Maths

▪ Chapter- Unit 3 - Addition of Numbers 1 to 9

▪ Skills/ Competencies- Understanding

▪ Learning Objective-

Students will be able combine two groups and determines the total quantity for sum not exceeding 9.

▪ Learning Outcome- by the end of session Students will be able to

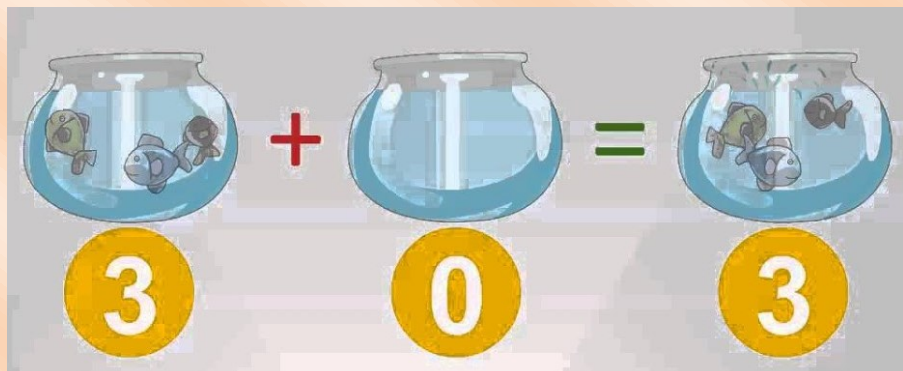
1. add numbers where the sum is not exceeding 9.
2. Understand that when 0 is added to a number the number remains unchanged.

▪ Activities Planned- 1 : Students will be given numbers to add and they will add with the help of counting lines representing numbers.

ADD THE LINES & WRITE THE ANSWER	
$\begin{array}{r} 4 \text{     } \\ + 2 \text{   } \\ \hline \end{array}$	$\begin{array}{r} 3 \text{    } \\ + 4 \text{      } \\ \hline \end{array}$
$\begin{array}{r} 4 \text{     } \\ + 4 \text{     } \\ \hline \end{array}$	$\begin{array}{r} 1 \text{  } \\ + 9 \text{      } \\ \hline \end{array}$
$\begin{array}{r} 8 \text{      } \\ + 1 \text{  } \\ \hline \end{array}$	$\begin{array}{r} 3 \text{    } \\ + 3 \text{    } \\ \hline \end{array}$

- **Activities Planned-2 :** Students will be taught concept of 0 in addition with the help of various examples.

For example : If we have 3 fishes in one fish tank and no fish in another fish tank, then count the total number of fishes we have.

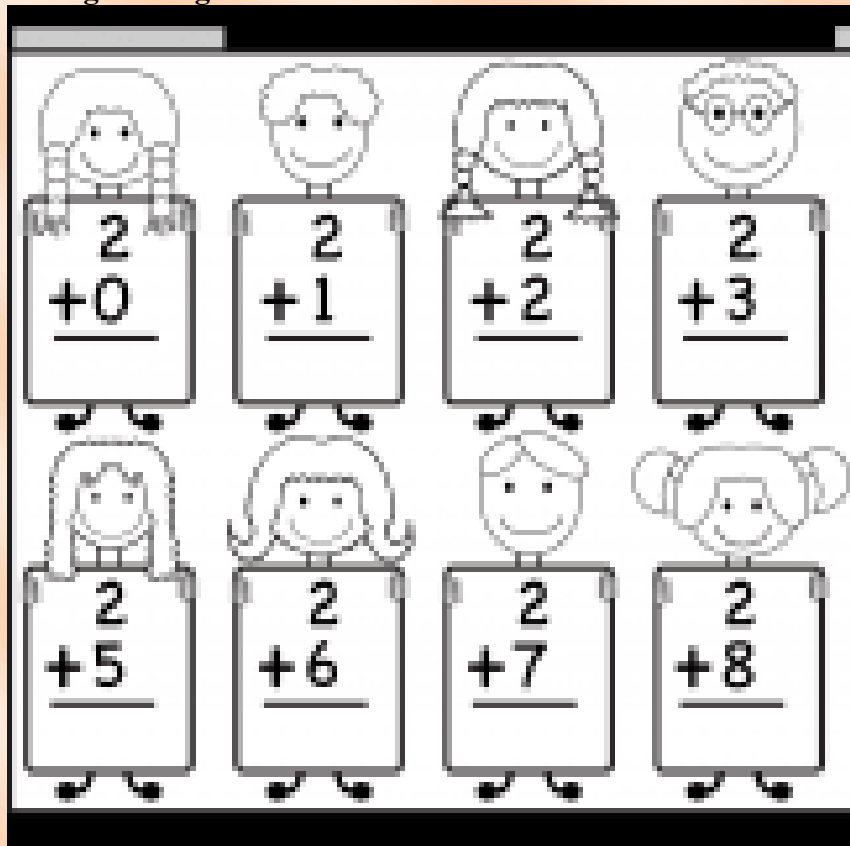


Link - <https://www.youtube.com/watch?v=DxOtTKtz-i0>

Mode of Transaction- Google Meet

Assessment Strategy- Individual Assessment

- **Assignment given-**





▪ Class- I

▪ Subject- Maths

▪ Chapter- Unit 3 - Addition of Numbers 1 to 9

▪ Skills/ Competencies- Problem Solving

▪ Learning Objective-













Students will be able to apply problem solving ability related to addition.

▪ Learning Outcome- by the end of session Students will be able to

3. Apply addition of numbers 1 to 9 in daily life.

▪ Activities Planned- 1 : Students will play the shopkeeper game. They will be given Rs. 9/- to buy different things from shop and have to pay the amount by adding it.

▪ Activities Planned-2 : Students will be given some word problems related to daily life.

1)	There are 5  . There are 2  . What is the sum? $5 + 2 = \underline{7}$	
2)	There are 3  . 3 more  come. How many in all? $\underline{6}$	
3)	I have 4  . I buy 4  more. How many do I have now? $\underline{8}$	
4)	Jack has 2  . Jill has 4  . How many in all? $\underline{6}$	
5)	There are 7  . 2  more come. How many are there now? $\underline{9}$	
6)	I have 3  . I buy 5  more. How many do I have now? $\underline{8}$	

Link - <https://www.youtube.com/watch?v=Kri0NyYBjAI>

Mode of Transaction- Google Meet

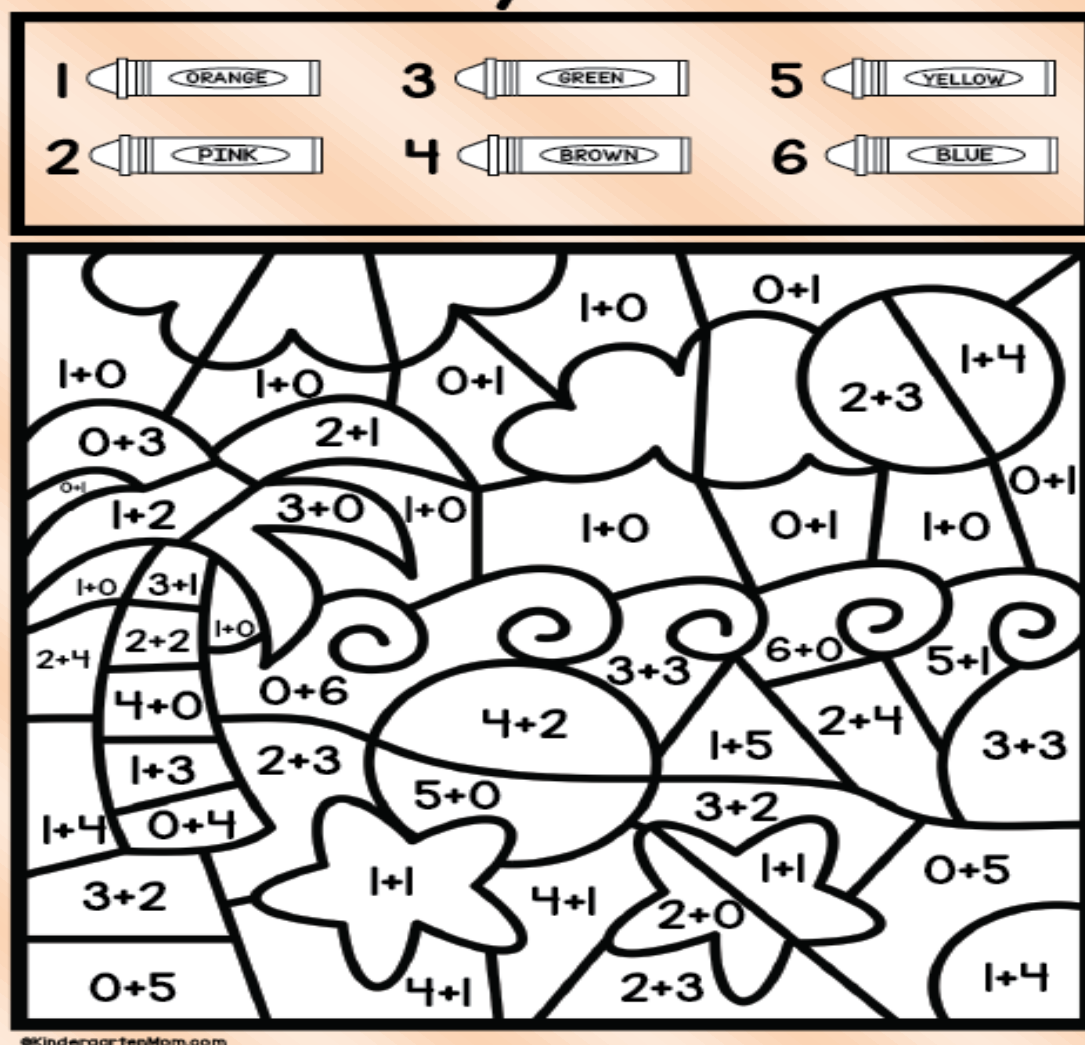
Assessment Strategy- Individual Assessment

▪ Assignment given-

Live worksheet - <https://www.liveworksheets.com/hk1482768cf>

- Class- I
- Subject- Maths
- Chapter- Unit 3 - Addition of Numbers 1 to 9
- Skills/ Competencies- Ability to compute
- Learning Objective-  
Students will be able to use commutative property of 1 digit number.
- Learning Outcome- by the end of session Students will be able to
  1. Constructs addition facts upto 9 by using concrete objects and numbers.
  2. Do mental maths addition upto 9.
- Activities Planned- 1 :

## Color by Number



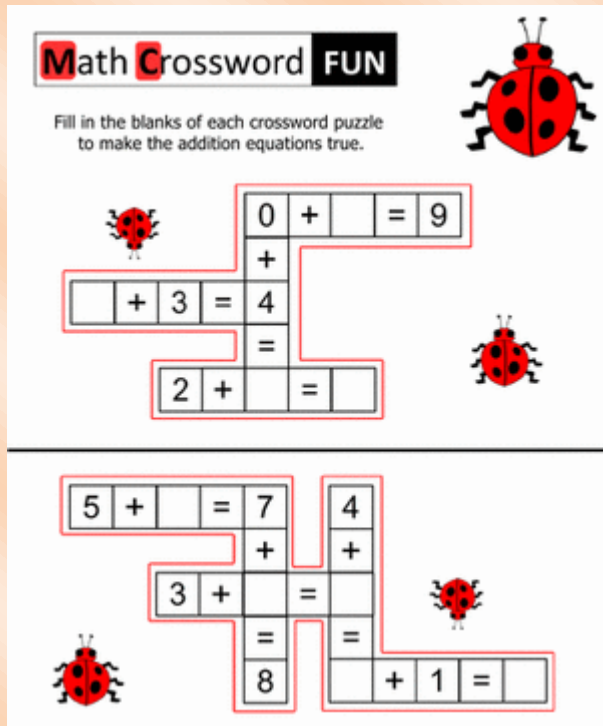
- Activities Planned-2 : Students will be asked questions and they have to solve them without pencil and paper in their mind and give answers.

Link - <https://www.youtube.com/watch?v=1WA0KvoWta8>

Mode of Transaction- Google Meet

Assessment Strategy- Individual Assessment

▪ Assignment given-





- **Class-** I
- **Subject-** Maths
- **Chapter-** Data Handling
- **Skills/ Competencies-** Forming number concept

▪ **Learning Objective-**

Able to observe the things in their surrounding and arrange.

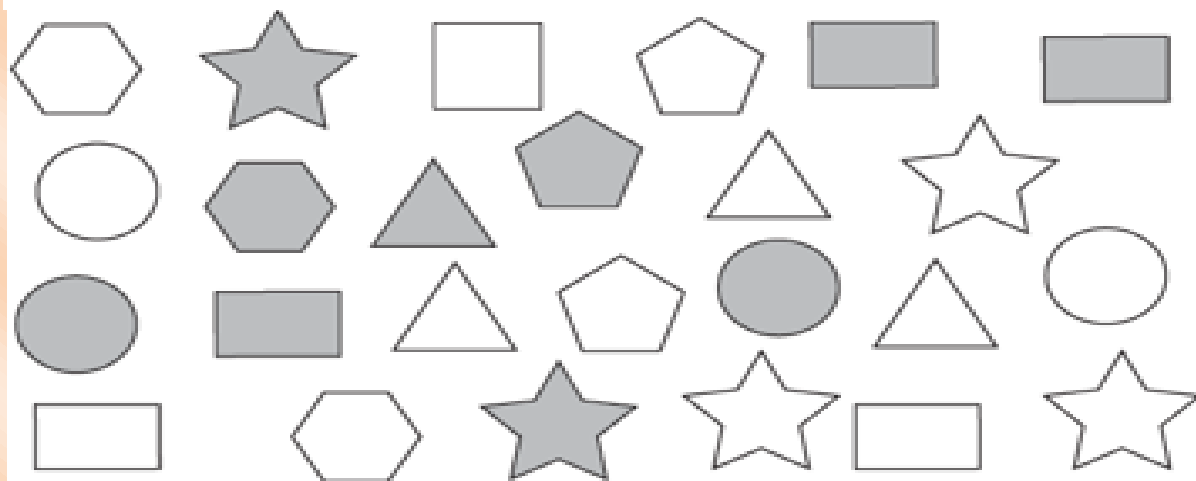
▪ **Learning Outcome-**

\*Students will be able to count and write the given things.

▪ **Activities Planned-**

Students will be shown a picture and will be asked to count the things given in the picture and then, the teacher will ask questions like this.

What is the number of circles, stars, squares, pentagons and hexagons are there in this picture etc.

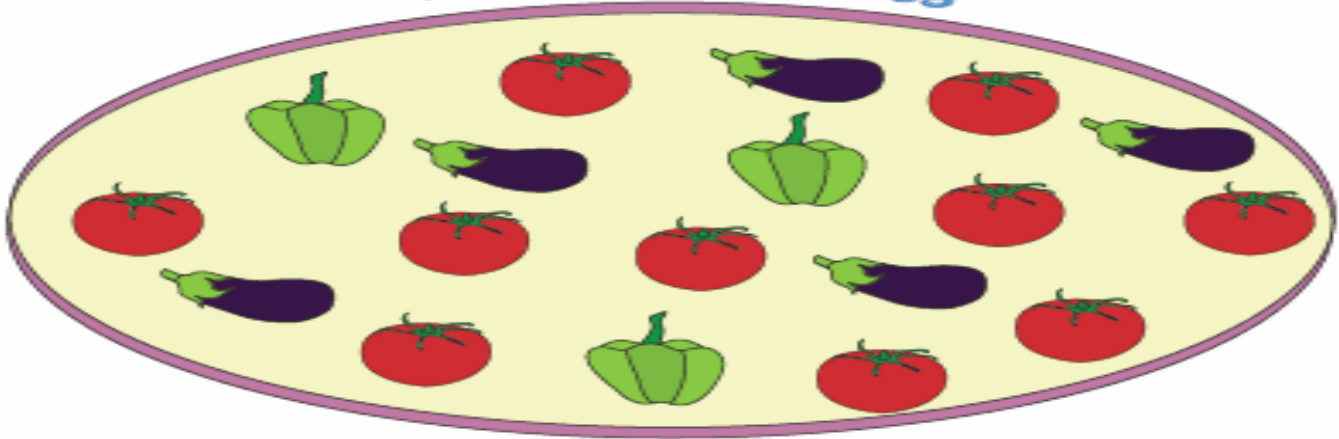


- **Mode of Transaction-** Online / Google meet

▪ **Video Link/ URL-** [https://drive.google.com/file/d/1XKetz Wcg\\_6-8fcxmYrpOCIYYuppytcN/view?usp=drivesdk](https://drive.google.com/file/d/1XKetz Wcg_6-8fcxmYrpOCIYYuppytcN/view?usp=drivesdk)

- **Assessment Strategy-** Complete the given worksheet.

### Tally the Vegetables



Count the vegetables and draw tally marks to show the count.

Vegetables	Tally Marks
	
	
	

### Assignment given-

Count and write the number of windows and doors in your house.

- **Class-** I
- **Subject-** Maths
- **Chapter-** Data Handling
- **Skills/ Competencies-** Understanding of basic concepts

▪ **Learning Objective-**

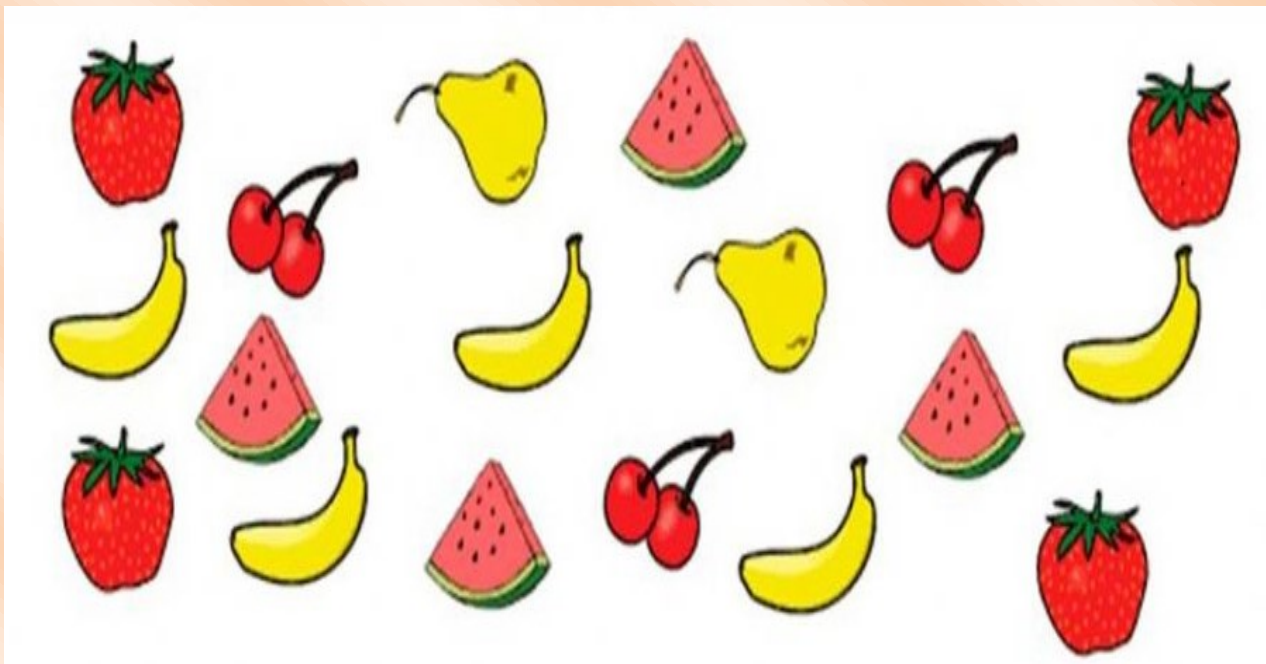
Able to categorise different things on the basis of observable features.

▪ **Learning Outcome-**

\*Student will be able to make groups of different things based on their observation.

▪ **Activities Planned-**

Students will be shown some objects and will be asked to make different groups on the basis of their understanding. Students will make groups on the basis of shape, size, similarities and dissimilarities etc.

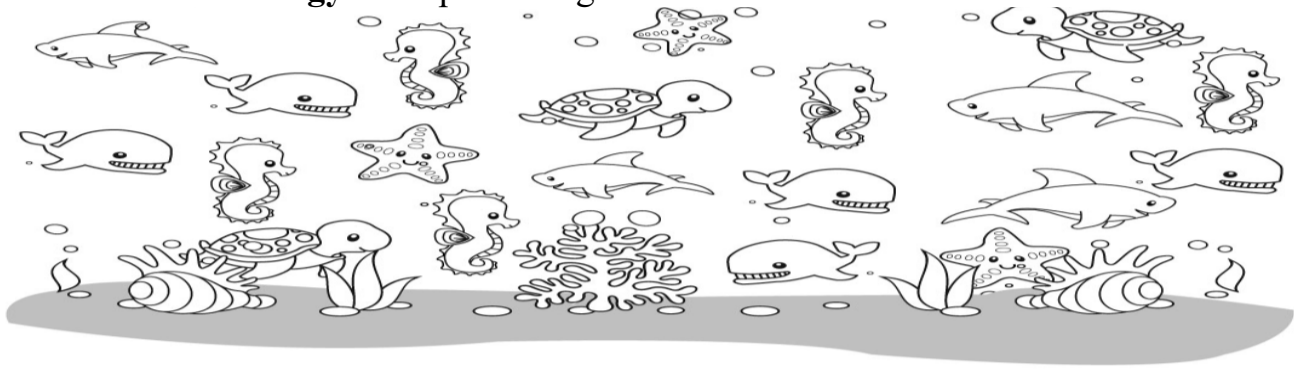







**Mode of Transaction-** Online / Google meet

▪ **Video Link/ URL-**[https://drive.google.com/file/d/1XX3mVYWZp2lC-Nton\\_SKqzqVScyioU0g/view?usp=drivesdk](https://drive.google.com/file/d/1XX3mVYWZp2lC-Nton_SKqzqVScyioU0g/view?usp=drivesdk)



- **Assessment Strategy-** Complete the given worksheet.



Names of water animals		Number of water animals					
Whale		1	2	3	4	5	6
Star fish		1	2	3	4	5	6
Dolphin		1	2	3	4	5	6
Sea horse		1	2	3	4	5	6
Turtle		1	2	3	4	5	6

- **Assignment given-**

Go to your garden and collect some things like dry leaves, green leaves and flowers. Now make three groups of objects collected on the basis of similarities between them.

- **Class- I**
- **Subject- Maths**
- **Chapter- Data Handling**
- **Skills/ Competencies- Ability to compute**

▪ **Learning Objective-**






Able to count and analyse the information in their surrounding.

▪ **Learning Outcome-**

\*Student will be able to count and categorise the data presented to them.

▪ **Activities Planned-** students will be shown a picture and will be asked to count the things given in the picture and then ask questions like this

- Which fruit or vegetable is most in number?
- Which fruit or vegetable is least in number?
- What will be the total of capsicum and carrots?
- What will be the total of tomatoes and potatoes?

Tomato	
Capsicum	
Carrot	
Mushroom	
Potato	

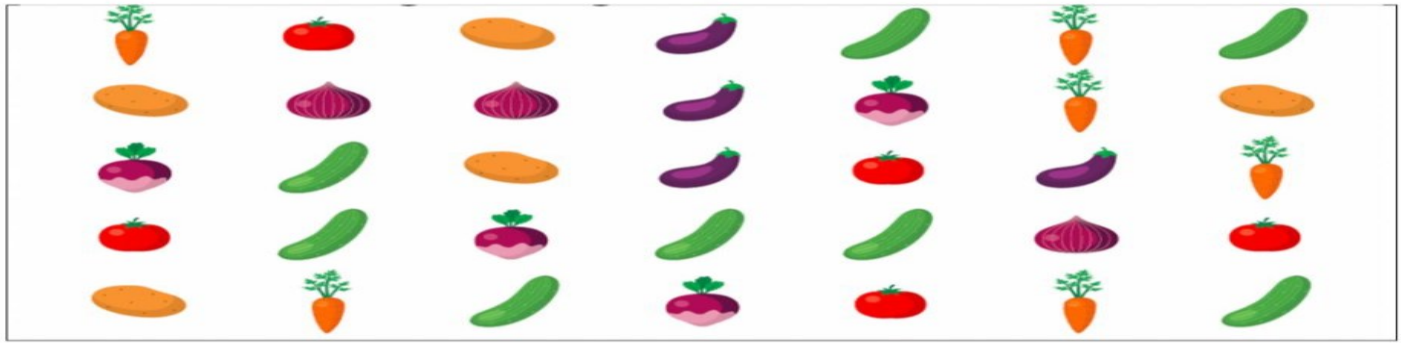
**Mode of Transaction-** Online / Google meet

▪ **Video Link/ URL-**








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▪ **Assessment Strategy-1.** Complete the given worksheet.

1. Look at the vegetables given below:



Count and write the number of the vegetables below:

▪ **Assignment given-**

Go into the kitchen of your house and count and write the number of vegetables like potatoes, onions , tomatoes , brinjal, lady finger and lemons etc.

Answers following questions like

- 1) Which vegetable is most in number?
- 2) Which vegetable is least in number?

- **Class-** I
- **Subject-** Maths
- **Chapter-** Data Handling
- **Skills/ Competencies-** Problem solving ability

▪ **Learning Objective-**

Able to present any information in a systematic manner.


























▪ **Learning Outcome-**

\*Students will be able to analyse the given information and answer questions.

▪ **Activities Planned-**students will be shown a picture and will be asked to count the things given in the picture and then ask questions like this.

- On which day minimum number of cars were repaired?
- On which day maximum number of cars were repaired?
- Which day is holiday?

The pictogram below shows the number of cars Mr. James repaired last week.

Day	Number of cars repaired
Monday	  
Tuesday	    
Wednesday	 
Thursday	      
Friday	   
Saturday	   
Sunday	

**Mode of Transaction-** Online / Google meet

▪ **Video Link/ URL-**

<https://drive.google.com/file/d/1XTXj8t63hIipMYVa1H74SyuOg2iUDwPt/view?usp=drivesdk>



- **Assessment Strategy**-Complete the given worksheet.

**1. Observe the given pictograph and answer the questions.**

Bus	
Car	
Cycle	
On foot	

- How many children come to school by bus? \_\_\_\_\_
- Which vehicle is preferred more? \_\_\_\_\_
- How many children in all come to school bicycle? \_\_\_\_\_
- How many children in all come to school by foot? \_\_\_\_\_

▪ **Assignment given-**

On Monday, Paridhi eats 3 apples. On Tuesday, she eats 5 blue berries. On Wednesday, she eats a small papaya. On Thursday, she eats 8 plums. On Friday, she eats 2 oranges. On Saturday, she eats two banana and on Sunday, she eats 4 grapes.  
On which day, she eats less number of fruits?

Name of the teacher – Mrs. Jyoti Kulkarni (PRT) K.V.DURG

• Class - I

• Subject- Maths

• Chapter- Unit –I - SHAPES AND SPACE

• Skills/ Competencies- **3. Ability to compute**

• Learning Objective-

1. Students are able to count no. of side sand corners in given 2d -shapes

2. Able to count no. of shapes in given picture made by using 2d shapes .

• Learning Outcome- By the end of session Students will be able to

1. Count no. of sides and corners in given 2d -shapes

2. Able to count no. of shapes in the given picture .

• Activities Planned- 1. SHAPES

1. Make pairs of children tell them to count and write no. of shapes .

Colourful cut outs of different 2d shapes .

Name: \_\_\_\_\_

On the back of this page, make a shape person or animal.

My hat has:

\_\_\_\_\_ circles

\_\_\_\_\_ rectangles

\_\_\_\_\_ squares

\_\_\_\_\_ triangles

My face has:

\_\_\_\_\_ circles

\_\_\_\_\_ triangles

\_\_\_\_\_ squares

My arms are:

\_\_\_\_\_

My body is a:

\_\_\_\_\_

My legs are:

\_\_\_\_\_

My feet are:

\_\_\_\_\_

<http://math.about.com>



Look at picture and count and write –

No. of =-----



No. of =-----



No. of =-----



No. of =-----



Mode of transaction- On-line as well Off line class

**- Assessment Strategy-** Effectively through experiential learning they are able to count and find out no. of sides , corners & no. of given shapes . & able to count no. of shapes in the given figure .

**Assessment tool** - 1.Complete the given live worksheet

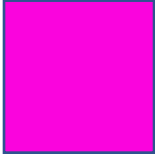
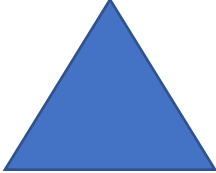
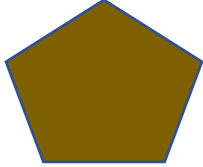
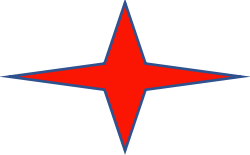
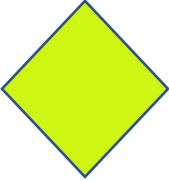

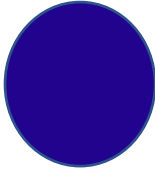
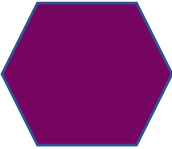
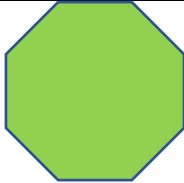
<https://www.liveworksheets.com/jp909949yn>

<https://www.liveworksheets.com/ef1296788en>

Worksheet-1



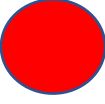

**How many sides ?**

**Encircle the correct number of sides.**

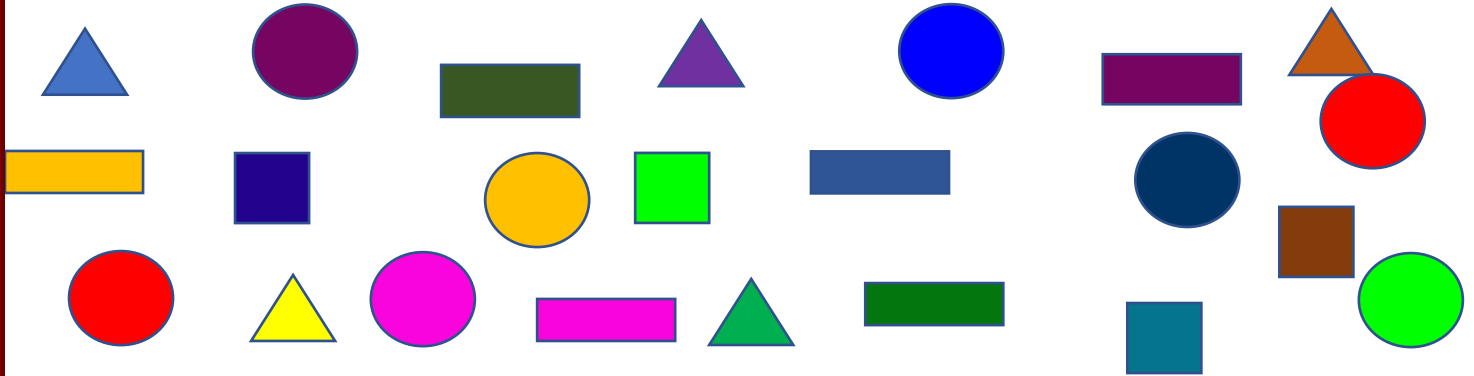
 <b>6   3   4</b>	 <b>3   5   4</b>	 <b>7   8   5</b>
 <b>8   7   9</b>	 <b>5   4   6</b>	 <b>5   7   4</b>
 <b>2   1   6</b>	 <b>9   7   6</b>	 <b>8   6   9</b>

## Worksheet-2

2.(Orally )Ask children to count how many each shapes and classify them ?

 -Triangle	 - Rectangle	 -Circle	 - Square

( Use cut outs and classify and count )



Answer -

1. Squares-

2.Triangles

3.- Circles-

4.Rectangles-



▪ **Class-** I

▪ **Subject-** Maths

▪ **Chapter-** Measurement

▪ **Skills/ Competencies-** Forming number concept

▪ **Learning Objective-** Able to know about different vocabulary related to measurement.

▪ **Learning Outcome-**

\*Student will be able to tell the meaning of terms “long and short”.

\*Students will be able to know the non-standard units of measurement like handspan and foot.

▪ **Activities Planned-** 1) **“Show and tell”**: - students will be asked to show different objects and tell “which one is long and which one is short.”

**“Paper Airplanes”** – students will make paper airplanes and then will measure the distance that it flies by using Handspan and foot.

**“Long distance jump”**- students will jump from one place to another and then will measure the distance they covered using handspan and foot.

▪ **Mode of Transaction-** Google meet

▪ **Video Link/ URL-**

<https://drive.google.com/file/d/1oexBV4og9QXvLDJz34w4Luu7hj6elMze/view?usp=drivesdk>

▪ **Assessment Strategy-**

1. Complete the give Interactive worksheet.

<https://www.liveworksheets.com/tz163373ca>

2. Complete the given worksheet.

mathskills4kids

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Size: long and short

Which book is shorter ?

Which color is longer ?

Which eraser is shorter ?

Which feather is longer ?

Which pen is shorter ?

Which ruler is longer ?

© www.mathskills4kids.com

**Assignment -1.** Make a video while arranging some objects according to their length starting from the

longest to shortest and send in google classroom.

2. Complete the given worksheet.

Name: \_\_\_\_\_

Score: \_\_\_\_\_

## Long vs Short

1. which is longer?



2. which is shorter?



3. which is shorter?



4. which is longer?



5. which is longer?



6. which is shorter?



Printable Math Worksheets @ [www.mathworksheets4kids.com](http://www.mathworksheets4kids.com)

Teaching Module: - 1.

Name of the teacher – Mrs. Jyoti Kulkarni (PRT) K.V.DURG

- Class- I
- Subject- Maths
- Chapter- Unit –I - SHAPES AND SPACE
- Skill/ Competency -1. Knowledge

▪ Learning Objective-

1. Recall student's previous knowledge and able to identify shapes of different objects from their surrounding.

▪ Learning Outcome-By the end of session Students will be able to

1. Get familiarized with shapes of different objects from surrounding .
2. Sort same shaped and sized objects from given collection of objects .

▪ Activities Planned- 1. SHAPES

1. Ask children shapes of different objects from surrounding .

2. Using flash cards of shapes and objects given below. Mix them and tell them to classify as per shapes they have .



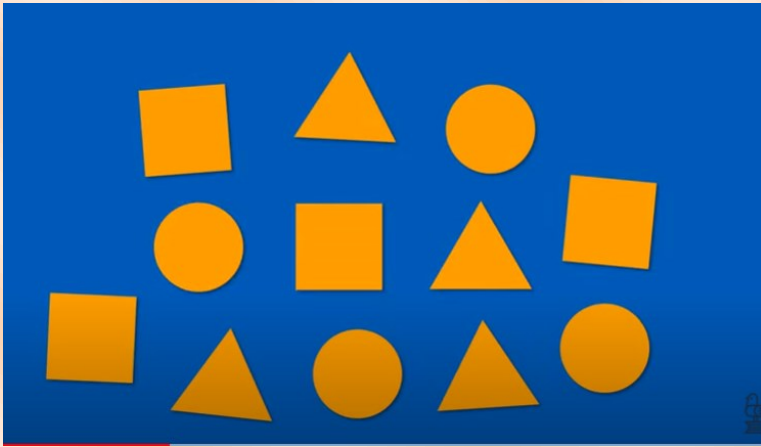
**Mode of transaction- Online class / Off line class (Google meet & flash cards)**

**Video link/URL-1.**<https://pocketofpreschool.com/2d-shape-activities/>

**PPT LINK SELF -**

<https://docs.google.com/presentation/d/16PCZaTUV0AdvYaRoO3kVvqM94ZUMEMJL/edit?usp=sharing&oid=101544497531792435731&rtpof=true&sd=true>

**Activity-2- Sorting shapes –** Take cut outs of different 2d- shapes and tell them to sort as per



**Video link -1.**<https://www.youtube.com/watch?v=8avM0-HSxPc>

**2.** <https://www.youtube.com/watch?v=hjFITU6AEYc>

**Mode of transaction-**

**Online class** / Off line class (Google meet & cut outs of different shapes)

**Assessment Strategy-** How effectively in a joyful manner they are able to recognize shape of given objects and classify them . .

**Assessment tool-** Complete the given live worksheet .

Live worksheets -<https://www.liveworksheets.com/nq1532690ip>

<https://www.liveworksheets.com/tu1162788lp>





## Teaching Module:-2.

Name of the teacher – Mrs. Jyoti Kulkarni (PRT) K.V.DURG

• Class - I

• Subject- Maths

• Chapter- Unit –I - SHAPES AND SPACE

• Skill/ Competency- **2. Understanding of basic concepts**

• Learning Objective-

1.Students are able to recognize and identify different shapes with their name .

2.Able to draw colour and name different shapes and classify them .

• Learning Outcome-By the end of session Students will be able to

1. Able to identify & learn different shapes with their names with spelling.

2. Sort same shaped and sized objects from given collection of objects .

• Activities Planned- 1. **SHAPES** 1.Classroom activity-

For Offline class- **Experiential Learning Activity**

1..Students work in pairs or groups or with a parent& use plastic coins or bottle caps or any other objects available .



Video link-

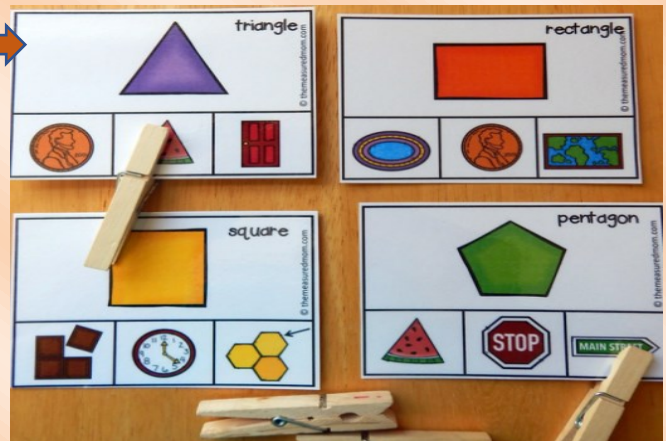
Activity-1-[https://www.youtube.com/watch?v=Y\\_nczlw6riU](https://www.youtube.com/watch?v=Y_nczlw6riU)

**Activity 2- Recognize shapes of different objects**

**Shapes in every day objects clip cards .**



**Video link -self**



[https://drive.google.com/file/d/1ETQDJ0iXNqmOnYbASWT2bQw1a5M1zM\\_T/view?usp=sharing](https://drive.google.com/file/d/1ETQDJ0iXNqmOnYbASWT2bQw1a5M1zM_T/view?usp=sharing)

**Mode of transaction--Online class / Off line class**

**ByUsing Colour full plastic coins / bottle caps and drawing of 2d shapes different shapes**

**• Assessment Strategy- Effectively in a joyful manner they are able to MAKE & DRAW different shapes &Recognizes shapes of different objects.**

**Assessment tool-** Complete the given live worksheet .

1.<https://www.liveworksheets.com/tv1739887bl>

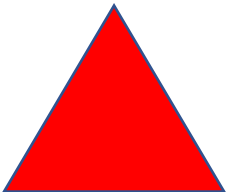
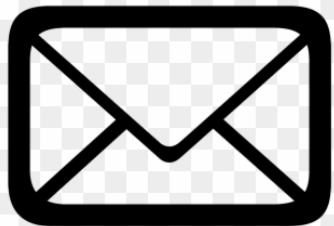


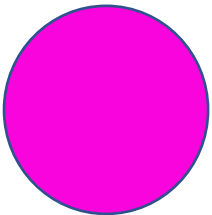



**2. ASSESSMENT -TOOLS -( LISTENING)**

live worksheets1.<https://www.liveworksheets.com/zh1036213qa>

2.<https://www.liveworksheets.com/np260484lg>

**Worksheet-3**

**Match the shapes with same objects**

### Teaching Module:-3

Name of the teacher – Mrs. Jyoti Kulkarni (PRT) K.V.DURG

• Class- I

• Subject- Maths

• Chapter- Unit –I - SHAPES AND SPACE

• Skills/ Competencies- **4.Problem solving Activity-**

• **Learning Objective-**

**1. Students are able to solve their day to day life problems. ▪**

**Learning Outcome-** By the end of session Students will be able to

**1.create new shape- patterns & designs using different shapes .**

• **Activities Planned-** **1. SHAPES**

**Activity 1. -Take some cut outs of different 2d – shapes & .  
create your own shape patterns.**

Video link - <https://www.youtube.com/watch?v=dVYY2S-CcQ>

**SELF VIDEO LINK** -<https://drive.google.com/file/d/1Yfig1KzW4SI3Q-5Q85Hgu4FBtW60am7y/view?usp=sharing>

**Activity-2-Play game to complete the shape patterns .**

**1. Game link -<https://www.topmarks.co.uk/ordering-and-sequencing/shape-patterns>**

**Mode of Transaction-1. Offline class /online class**

**2. Through picture (textbook or open resource)**

**3. Flash cards and clips- with pictures of different shapes .**

• **Assessment Strategy-** Effectively able to create new shape patterns using different small cut outs of shapes .

**Assessment tool - Complete live worksheets**

1. <https://www.liveworksheets.com/km1847033mb>















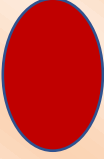









2. <https://www.liveworksheets.com/hd1837831mj>

Worksheet- (In next page )

# Worksheet-3 -

## PATTERNS

Draw & colour shapes and Complete the patterns given below.

				-----	-----
			-----		-----
				-----	-----
				-----	-----
			-----		-----
				-----	-----

Prepared by- Mrs. Jyoti Kulkarni  
(PRT) K.V.DURG



- **Class-** I
- **Subject-** Maths
- **Chapter-** Measurement
- **Skills/ Competencies-** Understanding of basic concepts
- **Learning Objective-** students will be able to understand the different terms related to measurement.
- **Learning Outcome-**  
 \*Students will be able to differentiate between thick and thickest.

1. ▪ **Activities Planned-** 1) **Thread it:** -students will measure the thickness of the objects using thread and will tell which one is thicker and which one is thinner.  
 2) **Measure and compare:** - Students will measure the different objects like mat, bed of their house using handspan and foot both. After measuring they will compare the number of handspan and foot used to measure that object.

▪ **Mode of Transaction-** Google meet









▪ **Video Link/ URL-**

[https://drive.google.com/file/d/1oeVcc7BzOeKHQNtVFZ\\_EdESn1SOgFjJo/view?usp=drivesdk](https://drive.google.com/file/d/1oeVcc7BzOeKHQNtVFZ_EdESn1SOgFjJo/view?usp=drivesdk)

▪ **Assessment Strategy-** 1. Complete the give Interactive worksheet.  
Thick and Thin interactive worksheet (liveworksheets.com)

2. Complete the given worksheet

**Write whether the object is thick or thin**

 <input style="width: 100px; height: 20px;" type="text"/>	 <input style="width: 100px; height: 20px;" type="text"/>
 <input style="width: 100px; height: 20px;" type="text"/>	 <input style="width: 100px; height: 20px;" type="text"/>
 <input style="width: 100px; height: 20px;" type="text"/>	 <input style="width: 100px; height: 20px;" type="text"/>
 <input style="width: 100px; height: 20px;" type="text"/>	 <input style="width: 100px; height: 20px;" type="text"/>

**Assignment –1.** Measure the thickness of various objects using thread and send a video while comparing them.

2. Complete the given worksheet.

## Shortest or longest

Circle the correct word



The pen is the \_\_\_\_\_

shortest

longest



The seashell is the \_\_\_\_\_

shortest

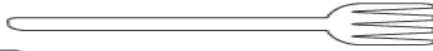
longest



The dice is the \_\_\_\_\_

shortest

longest



The fork is the \_\_\_\_\_

shortest

longest



The paperclip is the \_\_\_\_\_

shortest

longest

**Class- I**

▪ **Subject-** Maths

▪ **Chapter-** Measurement

▪ **Skills/ Competencies-** Ability to compute

▪ **Learning Objective-** students will be able to measure the length of various objects.

▪ **Learning Outcome-**

\*Students will be able to arrange the things according to their size.

\* students will be able to measure the different objects like table, book, notebook etc using handspan and foot.

▪ **Activities Planned-** 1) **Scavenger hunt-**The students will be asked to find something bigger than their handspan.

Or, they might look for something that is between 4 and 5 handspan.

2) **Bring me something-** students will be asked to bring two objects with starts with s, o, p and so forth and tell which one is heavy and which one is light.

▪ **Mode of Transaction-** Google meet

▪ **Video Link/ URL-**

<https://drive.google.com/file/d/1orBjI8ceojH8cgXZM0cqDV1ty7B5CxKm/view?usp=drivesdk>

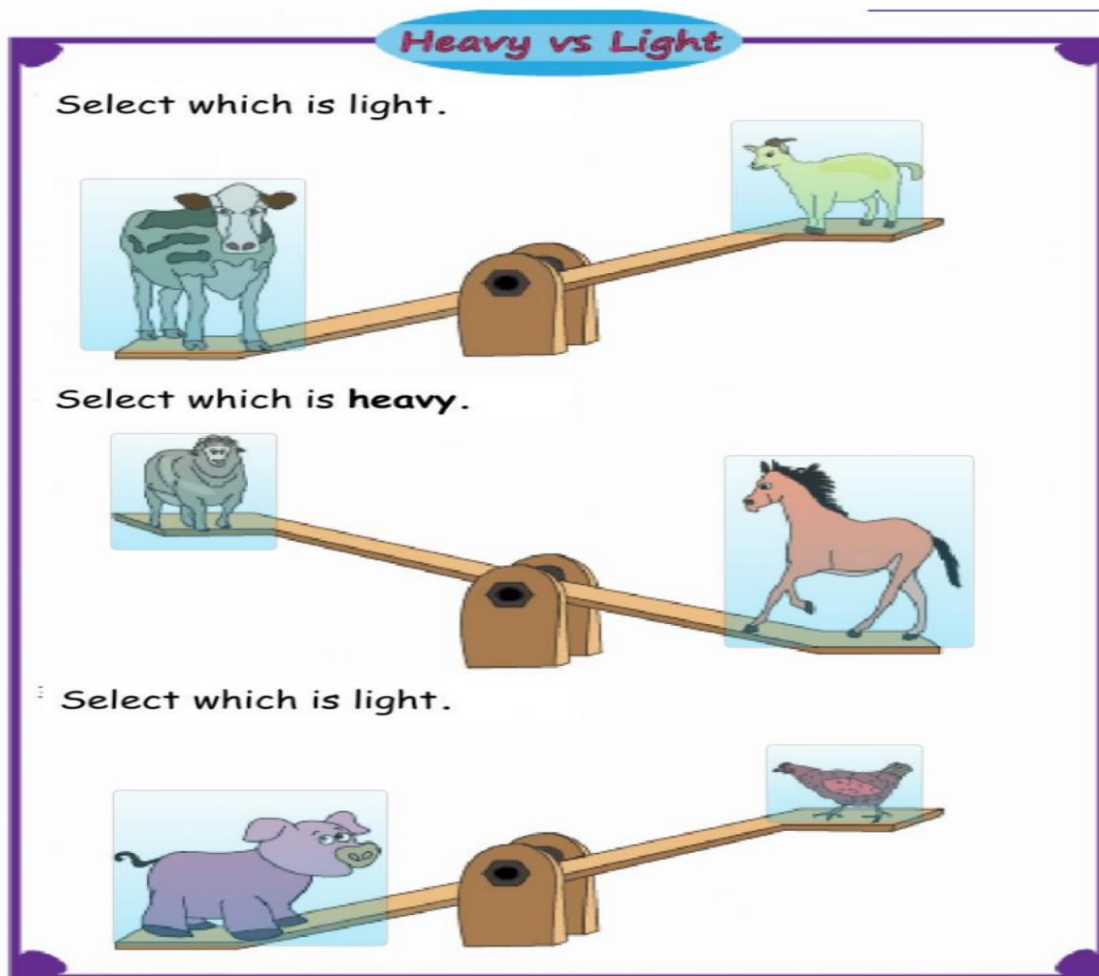
▪ **Assessment Strategy-** Complete the given Interactive worksheet.

[https://www.liveworksheets.com/worksheets/en/Math/Weight/Mathematics -  
Heavy \\_%E2%80%98%98%C2%B7\\_Light\\_eg1911822ax](https://www.liveworksheets.com/worksheets/en/Math/Weight/Mathematics_-_Heavy_%E2%80%98%98%C2%B7_Light_eg1911822ax)

2. complete the given worksheet.



- **Assignment given- 1.** Collect some objects and show which one is heavy and which one is light? Send a video while doing the activity.
- 2. Complete the given worksheet.





▪ **Class-** I

▪ **Subject-** Maths

▪ **Chapter-** Measurement

▪ **Skills/ Competencies-** Problem solving ability

▪ **Learning Objective-** students will be able to solve problems related to measurement.

▪ **Learning Outcome-**

\*able to solve daily life problems related to the concepts like long, short, heavy, light etc.

\*students will be able to measure the different things of their house using non standard units.

3. ▪ **Activities Planned-** 1) students will measure the height of all family members by using handspan..

2) **Quiz-** students will be asked the questions related to their above observation:

(1) who is tallest?

(2) who is shortest?

(3) Who is taller between you father and your mother?

(4) Who is shorter between you and your sibling?

▪ **Mode of Transaction-** Google meet

▪ **Video Link/ URL-**

<https://drive.google.com/file/d/1nZqOLdF8sZDr3SIb7TtpGe6EwsdxSYdt/view?usp=drivesdk>

<https://drive.google.com/file/d/1ojlvJacunPijBdv7dCuAN-Hzf4hIOWkw/view?usp=drivesdk>

▪ **Assessment Strategy-**






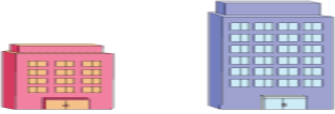
1. Complete the given Interactive worksheet.

[https://www.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(ESL\)/Opposites/Tall\\_and\\_Short\\_op379685ed](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Opposites/Tall_and_Short_op379685ed)

2. complete the given worksheet

51

**Tall vs. Short**

1) Which is shorter? 	2) Which is taller? 
3) Which is taller? 	4) Which is shorter? 
5) Who is shorter? 	6) Which is taller? 

Teaching Resources © www.tutoringhour.com

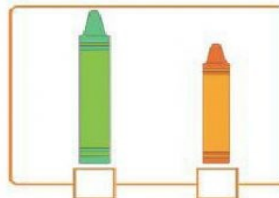
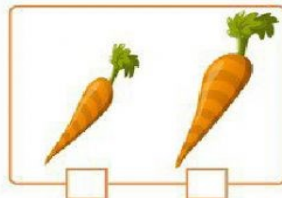
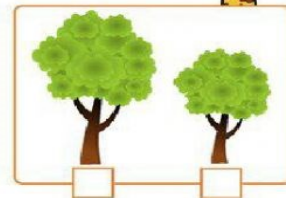
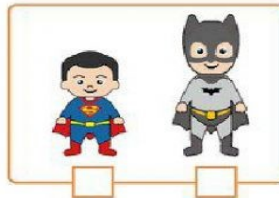
▪ **Assignment –1.** Send a video while showing height of your family members and show who is tallest and who is shortest?

2. Complete the given worksheet.

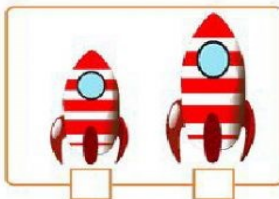
Name:.....

## Tall or Short

Which one is taller?



Which one is shorter?



freemathworksheet.us



## Module -1

▪ Class- I

▪ Subject- Maths

**CHAPTER-** Numbers from 1 to 99

**SKILL/COMPETENCIE-** Forming numbers

**LEARNING OBJECTIVE-**

1. Identifying number 1 to 99
2. Identifying the basic design of numbers and their names
3. Understanding the unit place and tens place and how to put digits on them

**LEARNING OUTCOME-**

1. Students would be able to identify the number from 1 to 99 .
2. Students would be able to expand the numbers and vice versa .
3. Students would be able to understand the after, before and between number.
4. Students would be able to write and speak number name and numeral form of any number asked .

**ACTIVITY PLANNED-**

1. Collect some Tamarind seeds , count them and arrange them in the group of tens and ones , now tell and write the number , their number name and numeral form.
2. Collect some match sticks and arrange them in tens and ones and do the same procedure .
3. Emphasise on the number 15 and 50 , 14 and 40 , 17 and 70 and their name ( correlate with language )

**4. Write numbers in the order on the floor and let some boxes blank ask the children to fill the missing numbers.**

**5. Write some numbers in the flash card with different animals design and ask the children to put after, before and between numbers . We can allot numbers to each students and ask them who come after and who come before etc .**

Video link : [https://youtu.be/Zv\\_awbJmkDQ](https://youtu.be/Zv_awbJmkDQ)

[https://youtu.be/F405t5hSD\\_A](https://youtu.be/F405t5hSD_A)

**MODE OF TRANSACTION-** Google meet, flash card , Youtube video ,

**ASSESSMENT STRATEGY-** live worksheet, oral question, worksheet.

**ASSIGNMENT-** Showing them different groups or bundles of tens and hundreds and ask numbers and number name .

Make flash card of different animals assign them different numbers ask the children to arrange them in ascending and descending order.

Ask missing numbers using flash cards and live worksheet.

Live worksheet link :

<https://www.liveworksheets.com/cq1493326kd>

## **MODULE 2**

**CHAPTER-** Numbers 1 to 99

**SKILL/COMPETENCIE-** Understanding basic concepts of number forming

**LEARNING OBJECTIVE-** 1. Understanding the basic concept of numbers counting ,Bundles of tens or tens place and ones place

**2 How to recognize numbers looking at the abacus .**

**3. Smallest and biggest one digit , Two digits numbers**

**4. Critical thinking based question :**

**LEARNING OUTCOME-**

1. Students would be able to identify the numbers by looking the bundles of tens and ones
2. Students would be able to make different numbers using digits and able to write and tell their number name
3. Students would be able to tell number and number name , they can count the object perfectly .
- 4 . Able to tell how many more put in the given number so that form a particular number.

**ACTIVITY PLANNED-** Arrange the numbers in flash cards of animals and their number name in different animals flash cards , Let children match the numbers with their number name . Like cow has number 25 and calf has number twenty five Etc .



**2. CREATE NUMBERS OF THEIR OWN-** Children will be given abacus and beads of different colours , let they can make their own numbers using the beads and after that match the correct numbers flash cards .



**MODE OF TRANSACTION-** Google meet, flash card

**VIDEO LINC-** [https://youtu.be/Zv\\_awbJmkDQ](https://youtu.be/Zv_awbJmkDQ)

[https://youtu.be/F405t5hSD\\_A](https://youtu.be/F405t5hSD_A)

**ASSESSMENT STRATEGY-** live worksheet, oral question.

**ASSIGNMENT-** What are the missing numbers ? Before numbers , After Numbers ,Between numbers

### **MODULE 3**

**CHAPTER-** numbers from 1 to 99

**SKILL/COMPETENCIE-** Ability to compute

**LEARNING OBJECTIVE-**

1. Recognize the numbers and calculate 1 to 99
- 2 Identifying the basic of number arrangement
3. Understanding the basic concept of counting .

**LEARNING OUTCOME-** 1. Students would be able to identify and calculate the number .

2. Students would be able to recognize the ascending and descending order.
3. Students would be able to understand the place values and how to place the digits in different places .
4. Students will be able to identify smaller , greater , the smallest , the greatest numbers among the given numbers .

**ACTIVITY PLANNED-** 1. GROUP ACTIVITY- Students will be divided into groups and they will be given bundles of ice cream sticks and they will make their own numbers , after that every one stick their numbers in the number tree and who will call correct number name they will winner.

**Place Value: 2-Digit Numbers**  
Partition these numbers into their tens and ones place value.

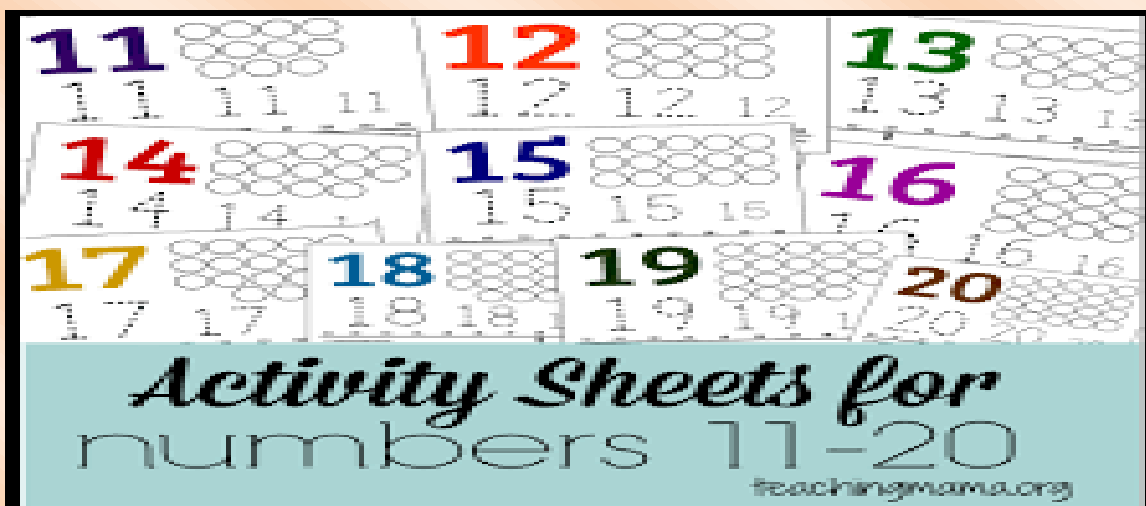
1	45	Tens	Ones	
2	16	Tens	Ones	
3	5	Tens	Ones	
4	93	Tens	Ones	
5	55	Tens	Ones	

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## Place Value: 2-Digit Numbers Worksheets for Grade 1

**KIDPID**  
www.kidpid.com

2. **CREATE NUMBERS OF THEIR OWN-** Children will be given flash cards of numbers and number and ask them how many two digits numbers are their in the counting (Critical thinking based question ) .



**MODE OF TRANSACTION-** Google meet, flash card, video, ppt.

**VIDEO LINC-** <https://youtu.be/omkDLmfvetk>

**ASSESSMENT STRATEGY-** live worksheet, oral question, worksheet.

**ASSIGNMENT-** Complete these number line and missing numbers

## **MODULE 4**

**UNIT-** 10

**CHAPTER-** Numbers from 1 to 99

**SKILL/COMPETENCIE-** Problem solving ability

**LEARNING OBJECTIVE-**

1. Recognize the numbers and calculate 1 to 99
- 2 Identifying the basic of number operation
3. Understanding the basic concept of 2 digits numbers.
4. understanding the problem of number operation and will be able to solve.

**LEARNING OUTCOME-**

1. Students would be able to identify and calculate the number problems.
2. Students would be able to recognize the numbers with place values, abacus or number name , they can correctly match numbers with names and vice versa
3. Students would be able to understand the basic rule of creating a number and can solve the simple word problem.
4. Students would be able to create numbers and solve small addition and subtraction .

**ACTIVITY PLANNED-**

1. COMPLETE THE NUMBERS- Let teachers show a mock shop and there are different items with different price ask the price of each items , now ask them which biscuits packect is cheap and which one is costly.



They can predict the price and listed them.

**2. CREATE NUMBERS OF THEIR OWN-** Children will be given flash cards of pictures, and numbers and they will be guided for mock shopping , they should write oprice of the items by their own understanding.

**MODE OF TRANSACTION-** Google meet, flash card, video, ppt.

**VIDEO LINC-** <https://youtu.be/GINbzAGZC2M>

**ASSESSMENT STRATEGY-** live worksheet, oral question, worksheet.

**ASSIGNMENT-** Ask price of different items . toys etc ask them if it cost 2 rs more then how much you have to pay ?



▪ Class- I

▪ Subject- Maths

▪ Chapter- Unit 4 – Subtraction of Numbers 1 to 9

▪ Skills/ Competencies-Knowledge

▪ Learning Objective-

2. use the vocabulary and concept of subtraction .

▪ Learning Outcome-

Constructs subtraction facts upto 9 by using concrete objects.

▪ Activities Planned-1 :





Students will be given some chocolates . and ask them to eat 2 chocolates . Then, how many chocolates are left ?

▪ Activities Planned-2 :

8 apple are given to the students and then 2 apple ate by her/him friend. student will be asked to count and tell the total number of apples are left ?.

Similarly, more objects will be given to the student for practice, so that he can understand the concept of subtraction.

**Vehicle Subtraction**  
Count the vehicles. Then cross out the number of vehicles to subtract from. Write your answer in the box.

	$2 - 2 =$	<input type="text"/>
<hr/>		
	$3 - 1 =$	<input type="text"/>
<hr/>		
	$6 - 2 =$	<input type="text"/>
<hr/>		
	$4 - 1 =$	<input type="text"/>
<hr/>		

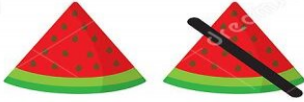
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▪ Activities Planned-3 : Give some more objects and tell them about the sign of ( - )

## SUBTRACTION FOR KIDS



$$3 - 1 = 2$$



$$2 - 1 = ?$$



$$3 - 1 = ?$$



$$5 - 2 = ?$$



$$4 - 3 = ?$$



$$6 - 3 = ?$$

Link - [https://drive.google.com/file/d/1HhCEoYo0mm7-RJah6U-och7iHI0tPsnI/view?usp=drive\\_web](https://drive.google.com/file/d/1HhCEoYo0mm7-RJah6U-och7iHI0tPsnI/view?usp=drive_web)

Mode of Transaction- Google Meet

Assessment Strategy- Individual Assessment

▪ Assignment given-

### SUBTRACTION FOR KIDS

	$4 - 1$
	$2 - 1$
	$3 - 2$
	$5 - 3$
	$4 - 2$

- Subject- Maths

- Chapter- Unit 4 - subtraction of Numbers 1 to 9

- Skills/ Competencies-Understanding

- Learning Objective-

Subtract from and determines the resulting quantity of a subgroup .

Uses the concept of subtracting zero from a number .

- Learning Outcome-

1 Students will be able to do subtraction of single digit.

2. Develop the concept of zero , Understand that when 0 is subtracted to a number the number will remain same .

- Activities Planned-1 :

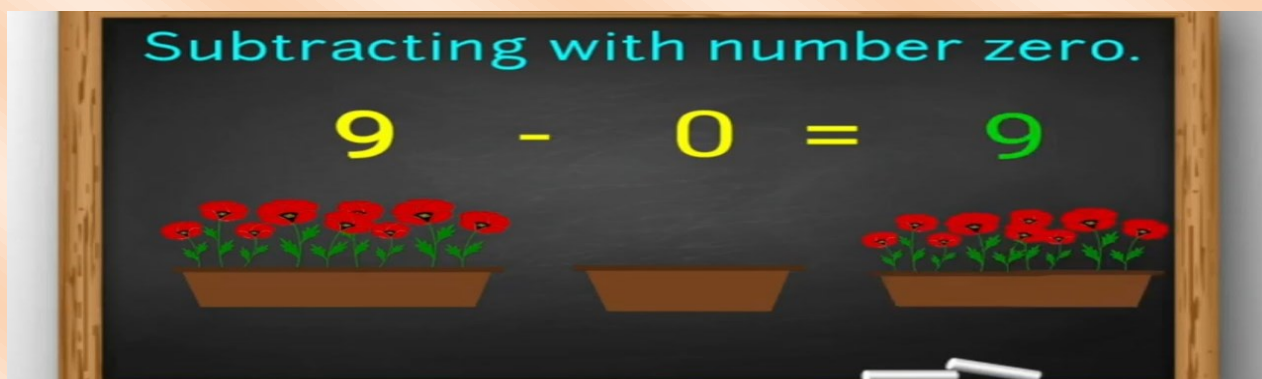
Students will be given numbers to subtract.

## Single-Digit Subtraction

1	$\begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$	2	$\begin{array}{r} 9 \\ - 8 \\ \hline \end{array}$	3	$\begin{array}{r} 7 \\ - 6 \\ \hline \end{array}$	4	$\begin{array}{r} 22 \\ - 22 \\ \hline \end{array}$
5	$\begin{array}{r} 8 \\ - 0 \\ \hline \end{array}$	6	$\begin{array}{r} 5 \\ - 5 \\ \hline \end{array}$	7	$\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$	8	$\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$
9	$\begin{array}{r} 5 \\ - 4 \\ \hline \end{array}$	10	$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$	11	$\begin{array}{r} 7 \\ - 4 \\ \hline \end{array}$	12	$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$
13	$\begin{array}{r} 1 \\ - 0 \\ \hline \end{array}$	14	$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$	15	$\begin{array}{r} 9 \\ - 7 \\ \hline \end{array}$	16	$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$
17	$\begin{array}{r} 9 \\ - 9 \\ \hline \end{array}$	18	$\begin{array}{r} 7 \\ - 6 \\ \hline \end{array}$	19	$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$	20	$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$

parents.com

- Activities Planned-2: Students will be taught concept of 0 in subtraction with the help of various examples.



Link :-

[https://drive.google.com/file/d/1dJTphJrcOpi0G1ZLTdT3s3ev6q6h3aji/view?usp=drive\\_web](https://drive.google.com/file/d/1dJTphJrcOpi0G1ZLTdT3s3ev6q6h3aji/view?usp=drive_web)


Mode of Transaction- Google Meet

Assessment Strategy- Individual Assessment

▪ Assignment given-

Subtracting zero

$3 - 0 =$	$1 - 0 =$
$2 - 0 =$	$5 - 0 =$
$6 - 0 =$	$4 - 0 =$
$8 - 0 =$	
$9 - 0 =$	



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▪ Class- I

▪ Subject- Maths

▪ Chapter- Unit 4 – Subtraction of Numbers 1 to 9

▪ Skills/ Competencies-Problem Solving ability

▪ Learning Objective-

Concept of subtraction as taking away , remove and left. Students will be able to solve problem of Subtraction in his/her daily life .

▪ Learning Outcome-


4. Able to do Subtraction of numbers 1 to 9 in daily life.

5. Able to know the meaning of left

▪ Activities Planned-1 :

Mary has 6 cherries. She eats 2 of them . How many cherries are left ?




▪ Activities Planned-2 :- There are 8 orange slices in a plate . Pam eats 3 of them. How many Orange slices are there in the plate now ?

**Kindergarten 2**

Name: \_\_\_\_\_  
Class & Section: \_\_\_\_\_ Date: \_\_\_\_\_




### Word Problems

1) Mary has 6 cherries. She eats 2 of them. How many cherries are left?

  = 




-  =

2) There are 8 orange slices in a plate. Pam eats 3 of them. How many orange slices are there in the plate now?

  = 

-  =

3) Tina has 5 candies. She gave 4 of them to Rosy. How many candies are left with Tina?

  = 

-  =

▪ Activities Planned-3 : Students will be given some word problems related to daily life.



## SUBTRACTION PROBLEMS TO 10 SHEET 2

		WORKING OUT
1)	I see 6 . 3  hop away. How many  are left? _____	
2)	Bert has 8 . Bob has 4 . What is the difference? _____	
3)	There are 7 . 4  pop. How many are left? _____	
4)	I pick 9 . I eat 2 of them. How many  are left? _____	
5)	Tyger has 5 . Frazer has 4 . How many more  does Tyger have? _____	
6)	There are 10 . 3  hop away. What is 10 minus 3? _____	

Link - [https://drive.google.com/file/d/1W85Mwe3ocUglgT6tAw-acuO8Wu6e0J6S/view?usp=drive\\_web](https://drive.google.com/file/d/1W85Mwe3ocUglgT6tAw-acuO8Wu6e0J6S/view?usp=drive_web)

Mode of Transaction- Google Meet

Assessment Strategy- Individual Assessment

▪ Assignment given-

Name: \_\_\_\_\_

### Subtraction Word Problems

Instructions: Read each word problem. Then find the difference.

There are 4 frogs in the pond. Then 3 frogs hopped away. How many frogs are **left**?

$$\boxed{\phantom{00}} \bigcirc \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



Sally saw 7 fish. Then 5 fish swam away. How many fish were **left**?

$$\boxed{\phantom{00}} \bigcirc \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



I made 9 sandcastles. Then 6 sandcastles got knocked over. How many sandcastles are **left**?

$$\boxed{\phantom{00}} \bigcirc \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



I had 8 cookies. My mom ate 5 cookies. How many cookies do I have **left**?

$$\boxed{\phantom{00}} \bigcirc \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



- Class- I
- Subject- Maths
- Chapter- Unit 4 – Subtraction of Numbers 1 to 9
- Skills/ Competencies-Ability to compute
- Learning Objective-  
Identifies the missing number
- Learning Outcome-
  3. Constructs subtraction facts upto 9 by using numbers.
  4. Do mental maths subtraction upto 9.
- Activities Planned-1 :

### Who's There?

Subtract. Color the spaces to match the answers in the code.

2 = orange	4 = green
3 = blue	5 = yellow

More worksheets at [www.education.com/worksheets](http://www.education.com/worksheets) © Learning Horizons Inc.

### Sea Mystery Color By Number

Subtract the problems. Color the spaces to match the answers in the code below.

2 = blue	4 = green
3 = red	5 = gray


More worksheets at [www.education.com/worksheets](http://www.education.com/worksheets) © Learning Horizons Inc.

- **Activities Planned-2 : Students will be asked to subtract the numbers.**

$\begin{array}{r} 8 \\ -4 \\ \hline 4 \end{array}$	$\begin{array}{r} 9 \\ -3 \\ \hline 6 \end{array}$	$\begin{array}{r} 7 \\ -5 \\ \hline 2 \end{array}$	$\begin{array}{r} 6 \\ -2 \\ \hline 4 \end{array}$
$\begin{array}{r} 14 \\ -8 \\ \hline 6 \end{array}$	$\begin{array}{r} 17 \\ -7 \\ \hline 10 \end{array}$	$\begin{array}{r} 15 \\ -9 \\ \hline 6 \end{array}$	$\begin{array}{r} 18 \\ -5 \\ \hline 13 \end{array}$

Subtracting zero

$3 - 0 =$	$1 - 0 =$
$2 - 0 =$	$5 - 0 =$
$6 - 0 =$	$4 - 0 =$
$8 - 0 =$	
$9 - 0 =$	



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**Link -**

[https://drive.google.com/file/d/1AWseQuOUhH2jZjiUkHCYOGS0MgOuRZWA/view?usp=drive\\_w eb](https://drive.google.com/file/d/1AWseQuOUhH2jZjiUkHCYOGS0MgOuRZWA/view?usp=drive_w eb)

**Mode of Transaction- Google Meet**

**Assessment Strategy- Individual Assessment**

- **Assignment given-  
Cross puzzle**

<b>10</b>	→ -4 →	□	→ -3 →	□
↓ -1 ↓		↓ -2 ↓		↓ -1 ↓
□	→ -5 →	□	→ -2 →	□
<b>9</b>	→ -3 →	□	→ -4 →	□
↓ -2 ↓		↓ -1 ↓		↓ -1 ↓
□	→ -2 →	□	→ -4 →	□



- **Name of Teacher-** Mrs. Reena Devi
- **Name of School-** Kendriya Vidyalaya Sangathan, Raipur Region
- **Class-** I
- **Subject-** Maths
- **Chapter-** Time
- **Skills/ Competencies-** FNC
- **Learning Objective-** Able to know about different time related to daily activity.
- **Learning Outcome-**
  - \*Student will be able to tell the time of his daily activities.
  - \*Students will be able to know hour and minutes

▪ **Activities Planned-** 1) **“Know about hand:** - students will be asked what is called long hand and short hand.”

**“Cut out faces from Chart Paper.”** – students will Begin with only the small hand and then add the long hand too. Call out a time and let children tell what activity they do at that time.



**“Time Routine”-**  
students will be asked the daily

routine by seeing the pictures based on daily basis.

▪ **Mode of Transaction-** Google meet

▪ **Video Link/ URL-**

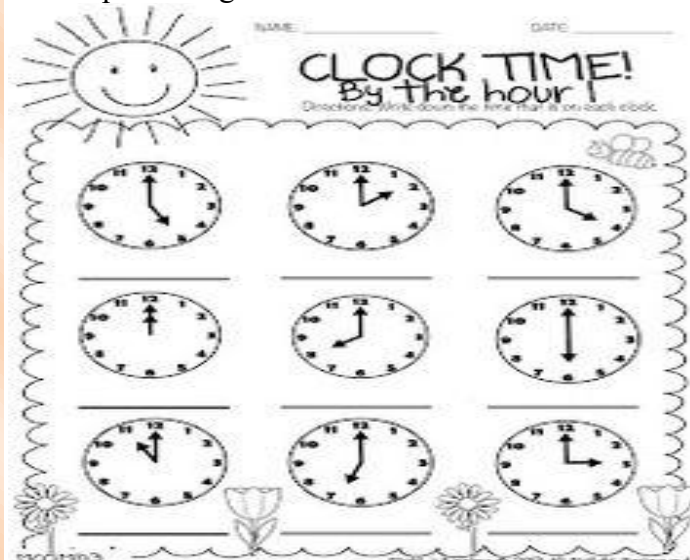
<https://drive.google.com/file/d/1Y-iSgYWnr5t2fjTLwyCyHrlsw2tvtZzH/view?usp=sharing>

▪ **Assessment Strategy-**

























1. Complete the give Interactive worksheet.

<https://www.liveworksheets.com/gp163621ye>

2. Complete the given worksheet.



■  
**Assignment** - Complete the given worksheet.

       	Tick(✓) the activities that you do in the morning.			
				
	Tick(✓) the activities that you do in the evening.			
				
	Tick(✓) the activities that you do in the day.			
				
	Tick(✓) the activities that you do at night.			
				

2019-2020

**Name of Teacher-** Mrs. Reena Devi

▪ **Name of School-** Kendriya Vidyalaya Sangathan, Raipur Region

▪ **Class-** I

▪ **Subject-** Maths

▪ **Chapter-** Time

▪ **Skills/ Competencies-** Problem solving ability

▪ **Learning Objective-** students will be able to solve problems related to time.

▪ **Learning Outcome-**

\*able to solve daily life problems related to the days, months and time etc.

\*students will be able to count the days every months.

▪ **Activities Planned-** 1) Students will look at the picture and give their answers.

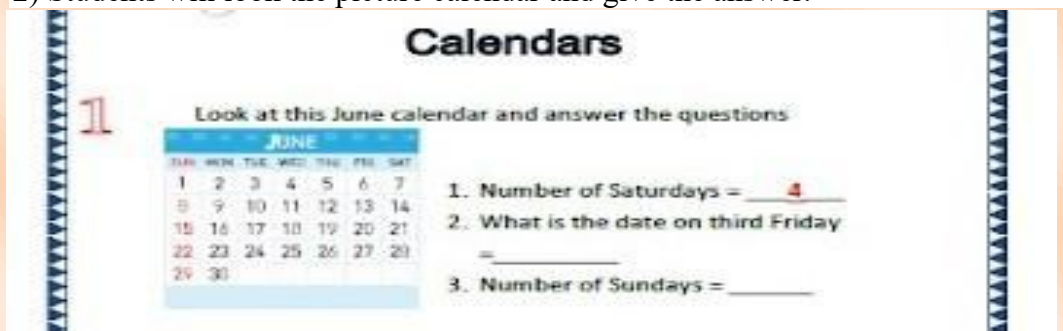


Today is Thursday

What day is tomorrow? .....

What day was yesterday? .....

2) Students will look the picture calendar and give the answer.



▪ **Mode of Transaction-** Google meet

▪ **Video Link/ URL-** [https://youtu.be/0CDg\\_LZNgF4](https://youtu.be/0CDg_LZNgF4)

▪ **Assessment Strategy-**

1. Complete the given Interactive worksheet.

<https://www.liveworksheets.com/lu871053ci>

2. complete the given worksheet

## Months of the Year

Which month comes next?

	March	April	May	
	August	September	October	
	January	February	March	
	September	October	November	
	April	May	June	
	October	November	December	
	July	August	September	

January	February	March
April	May	June
July	August	September
October	November	December

- **Assignment** - Complete the given worksheet.

Name \_\_\_\_\_ Date \_\_\_\_\_

### Yesterday and tomorrow

yesterday	today	tomorrow
	Wednesday	
	Friday	
	Sunday	
	Saturday	
	Tuesday	
	Thursday	
	Monday	

Monday	Tuesday	Wednesday
Thursday	Friday	Saturday
Sunday		



- **Name of Teacher-** Mrs. REENA DEVI
- **Name of School-** Kendriya Vidyalaya Sangathan, Raipur Region
- **Class-** I
- **Subject-** Maths
- **Chapter-** TIME
- **Skills/ Competencies-** UNDERSTANDING
- **Learning Objective-** students will be able to understand the different terms related to Time
- **Learning Outcome-**  
Understands and get familiar with the morning, afternoon and evening with activity that they are doing in different time.
- **Activities Planned- 1**  
Teacher will ask the activities that they do in morning, afternoon, night.
- **Mode of Transaction-** Google meet
- **Video Link/ URL-** <https://www.youtube.com/watch?v=RXbqP-IiUlk>
- **Assessment Strategy-** 1. Complete the give Interactive worksheet.  
<https://www.liveworksheets.com/xv1557372pc>

1. Complete the given worksheet

a.)	Sleeping		
b.)	Brushing		
c.)	Eating Food		
d.)	Bathing		

- **Assignment** - Complete the given worksheet.

## WORK SHEET

### TOPIC: TIME

Class: I

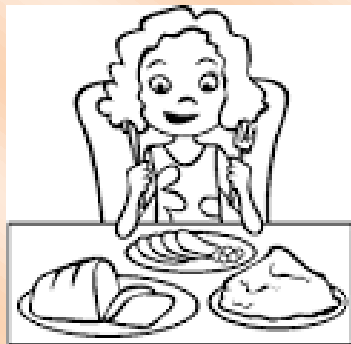
SUB: MATHS

NAME: -----

1. Tick the activities you do in the morning:-



2. Tick the activities you do in the mid-day:-



- **Name of Teacher-** Mrs. REENA DEVI
- **Name of School-** Kendriya Vidyalaya Sangathan, Raipur Region
- **Class-** I
- **Subject-** Maths
- **Chapter-** TIME
- **Skills/ Competencies-** Ability to compute
- **Learning Objective-** students will be able to read the time in clock
- **Learning Outcome-**
  - Students will be able to read the time correctly .
  - Can differentiate shorter and longer duration of different activities performed by his family members and others.
- **Activities Planned- 1 . LESS OR MORE TIME-**

In this activity teacher ask the students to take the different size of bucket or another objects and observe that which object or bucket is taking the less time to fill by the water.
- **Video Link/ URL-** <https://drive.google.com/file/d/1zMuiJdL7WA-ucrgWUJJRzNjDUBemsTjc/view>
- **Activities Planned- 2 .** Teacher will ask the students to what is your class time, what will be class ending time etc.
- **Mode of Transaction-** Google meet

<https://drive.google.com/file/d/1ALGFyLfuEknGTCC7YMCmHSYmMER3Lh8X/view>

- **Assessment Strategy-** Complete the given Interactive worksheet.

2. complete the given worksheet.
1. Circle the activity that will take longer time.



a) Filling a glass of water



b) Filling a bucket with water

2. Colour the picture of the activity which will take less time.



Washing face



b)










Taking bath

▪ **Assignment given-** Complete the given worksheet.


<https://www.liveworksheets.com/xk1536966oi>

**Name:** \_\_\_\_\_ **Topic : Time**

**Draw the hour hand to show the given time.**

 <div style="border: 1px solid black; padding: 5px; text-align: center;"><b>2 : 0 0</b></div>	 <div style="border: 1px solid black; padding: 5px; text-align: center;"><b>5 : 0 0</b></div>	 <div style="border: 1px solid black; padding: 5px; text-align: center;"><b>9 : 0 0</b></div>
 <div style="border: 1px solid black; padding: 5px; text-align: center;"><b>6 : 0 0</b></div>	 <div style="border: 1px solid black; padding: 5px; text-align: center;"><b>1 : 0 0</b></div>	 <div style="border: 1px solid black; padding: 5px; text-align: center;"><b>12 : 0 0</b></div>
 <div style="border: 1px solid black; padding: 5px; text-align: center;"><b>11 : 0 0</b></div>	 <div style="border: 1px solid black; padding: 5px; text-align: center;"><b>3 : 0 0</b></div>	 <div style="border: 1px solid black; padding: 5px; text-align: center;"><b>8 : 0 0</b></div>

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INNOVATION IN EDUCATION

# CLASS II



**Name of the Teacher-** Mamta Gupta

**Name of School-** K V No 1 Raipur(Shift 1)

**Class 1 Subject-** Mathematics

**Topic-** 2D Shapes Identification and Description.

### **Part -1 Introduction**

#### **Introduction of the concept.**

1-Children will be asked to bring the objects of different shapes like bangles, coin, eraser, pencil box, chalk box, match box etc..and trace them. After tracing the shape children will write the name of the things below the shape which looks like any of the shape,

**Competencies** – Understanding of Basic Concept.

#### **Learning Objectives Associated with the Topic—**

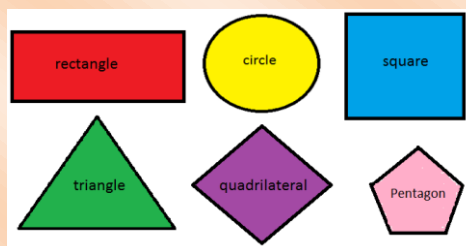
2—To Improve vocabulary.

3-To know the differences and similarities in the shape .

**Learning Outcomes-** Able to understand the 2D shape on the basis of their sides and corners.

### **Part-II Teaching Learning Process**

#### **Pedagogical Interventions—**



1---By showing the cut outs of different shapes like square, circle, rectangle, triangle the teacher will explain that 2D shapes are flat plain shapes. It has 2 directions length and width. It does not have height.

2—The teacher will draw the pictures of the things of 2D shapes.

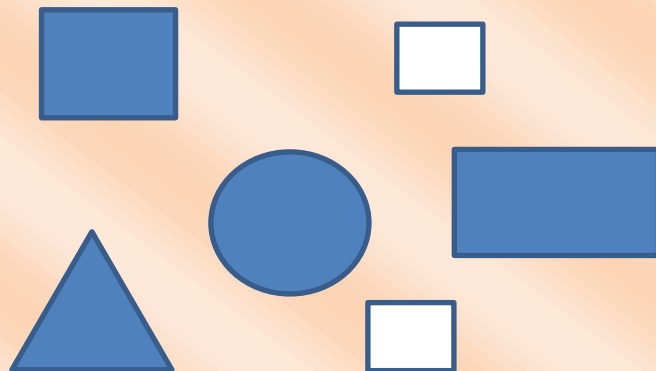
3—The teacher will show the different things from surrounding like flag, paper, coin, sticker of traffic sign, hanky, chapati, scarf etc..and students will identify the shapes of different objects.

4-Teacher will show the different shapes and students will identify the number of sides and corners.

### Part-III –Assessment

#### Assessment Strategy---(worksheet)

1) Count and write



2) Draw triangle, square, rectangle and circle and write their names.

#### 3) Oral Question answer

Count number of sides and corners of given shapes:



Topic- NUMBERS FROM 101-999

**Teacher's Name:** Ms Anita Kumari, KVS No 1, Raipur



### Part- I Introduction

- **Introduction of the concept**

In this topic second grade students further develop their understanding of number, able to read and write the number, place value by identifying what each numeral of a three digit number stands for and comparison of numbers. We can use blocks activity, abacus etc.

- **Competences and learning objectives associated with the topic**

#### **COMPETENCES-**

1. Knowledge,
2. Under standing
3. Ability to compute.

#### **LEARNING OBJECTIVE-**

Students will understand what the three digits of a number mean in terms of ones, tens and hundreds and will be able to explain how they came up with answers to questions about larger and smaller numbers. Students will be able to know about the number, to understand the number and to verified the number.



## Learning Outcomes

- 1)The child will be able to understand the three digit number mean in terms of ones, tens and hundreds.
- 2)The child will be able to understand the number.
- 3)The child will be able to read the number.
- 4)The child will be able to write three digit number .
- 5) The child will be able to compare the numbers.

## Part-II- Teaching Learning Process

### Pedagogical Interventions

1. Play way method.
- 2.Use different colour flash card for ones , tens, hundreds value numeral from 0 to 9 written on it.

### Activity Video 1

[https://drive.google.com/file/d/1z5zGBTpygZ8cNL\\_Dna4rw4W-gnjzgJ34/view?usp=sharing](https://drive.google.com/file/d/1z5zGBTpygZ8cNL_Dna4rw4W-gnjzgJ34/view?usp=sharing)

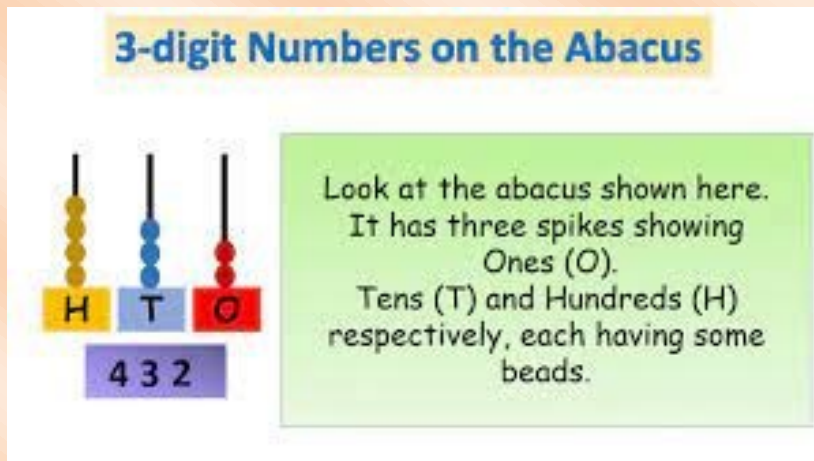
### Activity Video 2;

<https://drive.google.com/file/d/1z724oZk6DchjECzh2uAkeJ7Ad8iGSTHE/view?usp=sharing>

**Integration of toy, puppet, art, music , storytelling, role play and other interesting activities preferably in videos or PPTs**



1. We can show abacus.



2. Children can make a small story where they can use place value. There were four ponds left most name was thousand next pond's name was hundred and second last pond name was ten and last pond's name was unit. There was very tiny fish named miss 2 who was living in units pond. One day she jumped on to tens ponds now she became \_\_, Again after few days she jumped on to hundred's ponds and she became \_\_. She realised that her numbers are increase when she changes ponds. So last pond left and she jumped on this pond and now she became \_\_.

### Part-III- Assessment

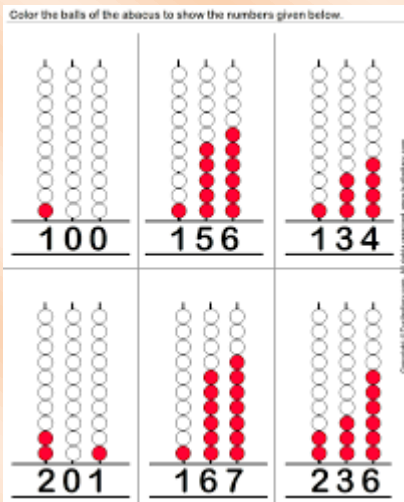


To test the achievement of learning outcomes by the students structured assessment worksheets, Oral Test, Live Worksheet etc can be given.

#### Worksheet

- 1) Ask them to make three digit numbers.
- 2) Observe the following abacus and write the numbers





3) Arrange the following numbers in descending order-

a) 245,567,376,436

b) 678,455,231,987

4) Arrange the following numbers in ascending order-

a) 567, 875,531,600

b) 321,980,285,206

5) Compare the given numbers by using  $</=>$  sign

a) 476.....876

b) 579.....236

c) 455.....455

d) 900.....345

**Name of Teacher - Mrs. Babita Bhatt**

**Name of School - K V No. 1, SH 1, Raipur**

**Class - II**

**Subject - Mathematics**

**Topic - Addition of numbers 10 - 99**

### **Part 1 - Introduction**

- **Introduction of Concept**

1. Concept of numbers 10-99.
2. Concept of addition of two digit numbers.
3. This will be taught based on student's previous learning of numbers 01-10.

- **Competencies and learning objectives associated with the topic :-**

**Competencies -**

- i) Understanding of basic concept.
- (ii) Computation ability.
- (iii) Problem solving ability.

**Learning Objectives -**

- (i) Student should be able to add numbers in their day to day life.
- (ii) To teach them how to add and make addition a part of their life, while playing or doing any other activity like shopping.

- **Learning Outcomes :-**

- (i) Students will be able to add two digit numbers (10-99).
- (ii) They would be able to add money and do shopping by learning it.
- (iii) They would be able to add points while playing / watching sports on tv.

## **Part 2 - Teaching Learning Process**

- **Pedagogical Intervention :-**

(i) Concept of addition will be introduced by using countable manipulative (physical objects). E.g., 10 marbles + 15 marbles.

(ii) Counting up strategy will be used.

(iii) Play way method. E.g., Skipping, Tossing etc.

(iv) Activity based teaching. E.g., Shopping.

(v) Showing videos and PPT.

- **Integration of toy puppet, art, music, storytelling, role play and other interesting activities preferably through videos or PPT :-**

Activity 1 :-

TLM - Bat and Ball.

Activity - Students will toss the ball on bat, count the number of times they toss it and add their points.

Activity 2 :-

TLM - Snake and ladder board, dice, coins and blocks.

Activity - Student will learn addition by playing this game. They will throw the dice and add the numbers which would come on it, which would further progress them on the board game.

Activity 3 :-

TLM - Santa, gift boxes, toffees, bags.

Activity - We will have 2 bags full of gifts. Students will have to count the number of gifts in each box. They'll have to add the total number of gifts in both the boxes.

Activity 4 :-

TLM - Skipping rope.

Activity - Students will do the skipping and add their number of skips.

### **Part 3 - Assessment Worksheet**

Q.1) Find the sum .

(i)  $41 + 14 =$

(ii)  $12 + 23 =$

(iii)  $31 + 17 =$

(iv)  $22 + 27 =$

(v)  $56 + 40 =$

(vi)  $46 + 32 =$

Q.2) Add:-

52	65	82	37	70	29
+46	+24	+16	+42	+29	+50
_____	_____	_____	_____	_____	_____

Q.3) Fill in the blanks:-

a)  $72 + \underline{\quad} = 82$

b)  $12 + \underline{\quad} = 24$

c)  $\underline{\quad} + 10 = 30$

d)  $\underline{\quad} + 45 = 60$

Q.4 ) Aakash has 14 toffees, Anushka has 25 toffees. How many toffees are there in total with them ?

Q.5) Lucky went to the grocery shop .She bought 12 packets of cookies,16 packets of noodles. How many packets of groceries did she buy in all



Name of the Teacher – REETA CHAUHAN

School Name- K.V. No 1 RAIPUR SHIFT -II

Class- II

Sub- Mathematics

Topic- Estimation and nonstandard measurement of Length, Distance, Capacity etc.

### **Part-I Introduction**

#### **Introduction of the concept.**

In this module we will

#### **LENGTH , DISTANCE :**

- **Learn how to measure an object or a place using non standard units of length.**
- **Non standard units of measure are objects that are not typically used as measuring tools, such as paper clip, pencil etc.**
- **We can measure an object with another object.**
- **We can measure the length with the help of body parts, they are called non standard units.**
- **The non standard units gives rough estimates of length as they differ from person to person.**

#### **CAPACITY :**

- **CAPACITY : We measure capacity to find out how much something can hold.**
- **We can measure capacity using non standard units of measurements.**  
The cubes,  
The marbles,  
A cup etc.
- **We also use the keyword “EMPTY” OR “FULL” OR “HALF FULL” OR “ALMOST” OR “NEARLY” for measuring capacity**

#### **WEIGHT :**

- **A non standard unit of measure for weight can be a cup , hand full ,a pinch of salt.**
- **It can also be objects like stones, blocks, marbles etc.**
- **Non standard units do not give exact weight .**
- **So , we need standard units for measure weight.**

## Competencies and learning objectives associated with the topic

COMPETENCY : BASIC CONCEPT ( KNOWLEDGE AND UNDERSTANDING )

### LEARNING OBJECTIVES:

- 1 ) Students will be able to measure using non standard units of length of several objects.
- 2) Students will be able to measure using non standard units of capacity .
- 3) Students will be able to measure using non standard units of weight.

### learning outcomes

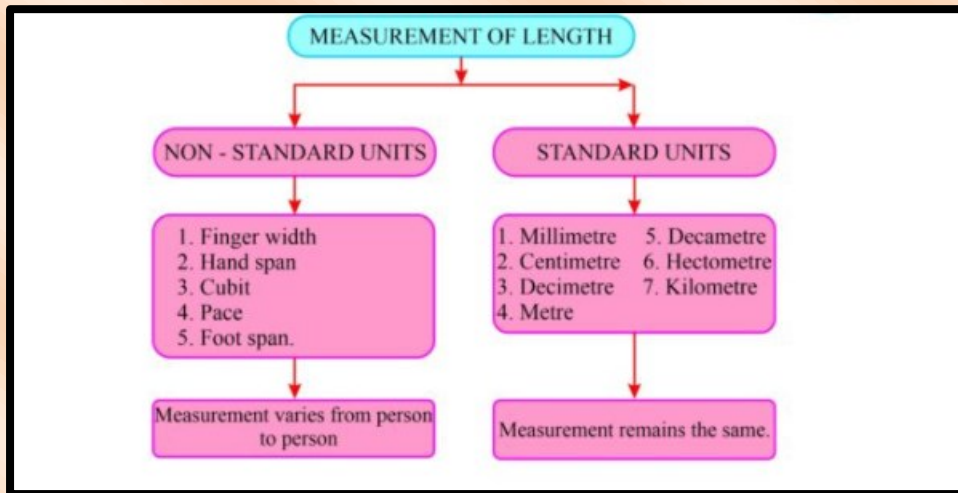
- Estimates and measures short lengths using non uniform units like a finger , hand span, length of a forearm, footsteps etc.
- Estimates and measures length/distances and capacities of containers using uniform non- standard units like a rod/ pencil, cup/spoon/bucket etc.
- Compares objects as heavier/ lighter than using simple balance.

## Part-II- Teaching Learning Process

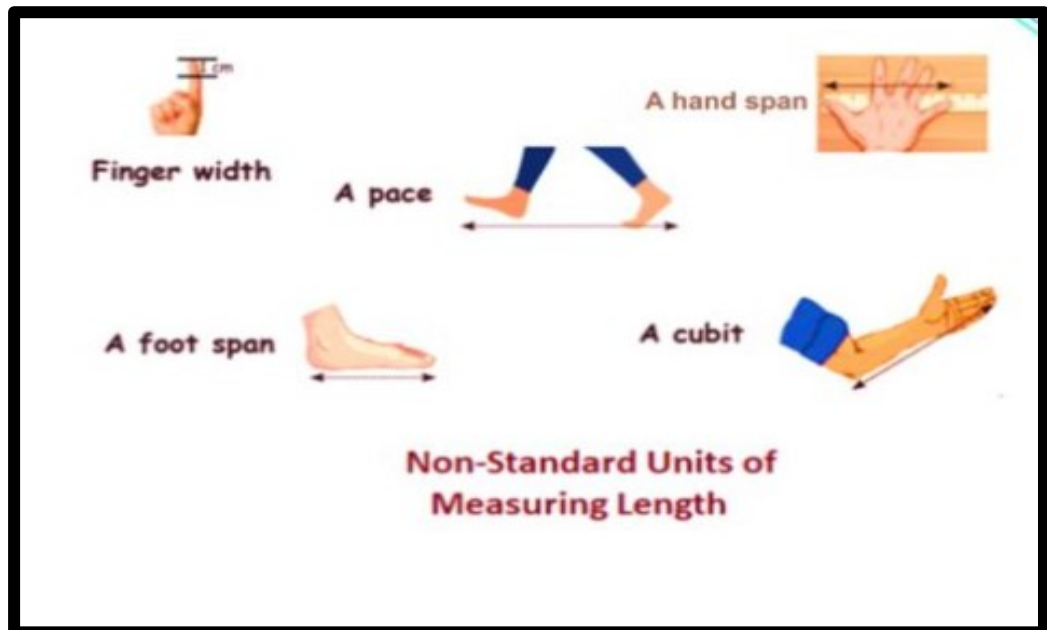
### Pedagogical Interventions

- Find short lengths in our environment using non uniform Units like finger , hand span , length of a forearm, footsteps etc.
- Construct their own balance and weigh and compare the weights of different things around them.
- Compare the capacity of two or more containers.
  - 1) Find short lengths in our environment using non uniform Units like finger , hand span , length of a forearm, footsteps etc.
- Non standard units of measure are objects that are not typically used as measuring tools , such as paper clips , pencils.
- We can measure an object with another object
- Non-standard units and standard units are the two types of units used to

## measure length.



Finger width, pace, hand span, foot span, arm span, and a cubit are nonstandard measurement lengths. When the standard units of length measurement were not introduced, these measurement units were utilised. The images are as follows:



## Non-Standard Units of Length Examples

### 1. Hand Span

The distance between the tip of the thumb and the tip of the little finger on an outstretched hand is measured as hand span.

Let us take some measurements.

Mona is using her handspan to measure the length of her arithmetic textbook



As a result, the math textbook is two hand-spans long.

## 2. Foot Span

Let us look at what is meant by foot span.

The distance between the tip of the toe and the foot's heel is called the foot span.

Let us take some measurements.

Mona wants to use her foot span to measure the length of her classroom

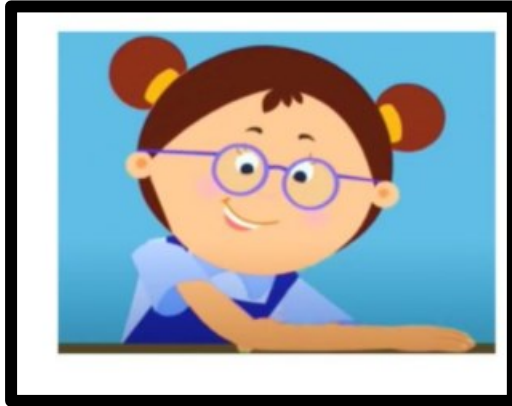


As a result, the classroom is a 20–20-foot span long

## 3. Cubit

Let us look at how to measure with a cubit now.

The cubit is the distance between the elbow and the tips of the fingers. Mona now wants to use her cubit to measure the table's side.



As a result, the table's side is 44 cubits long.

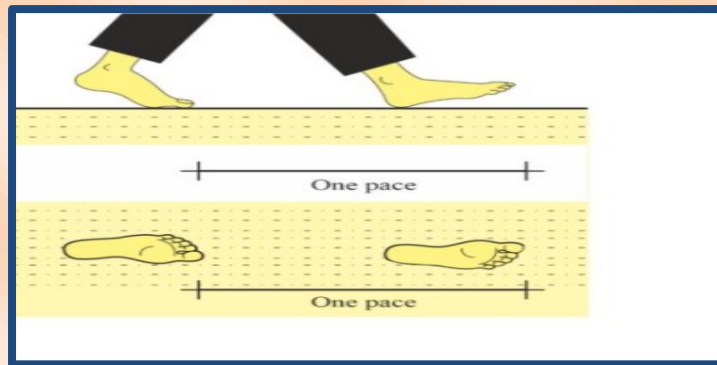
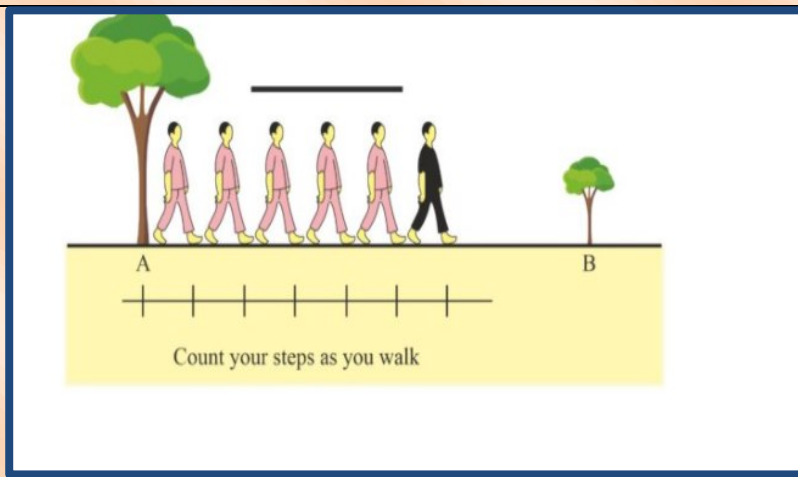
#### **4. Pace**

Two natural steps are equal to a pace. So, starting with our right foot as the first step, we can count one pace when our left foot strikes the ground.

1. Pacing can be used to estimate distances. We can count the steps to walk the distance between two points in a straight line. Pacing is especially effective for scouting surveys, contouring with the grid method .

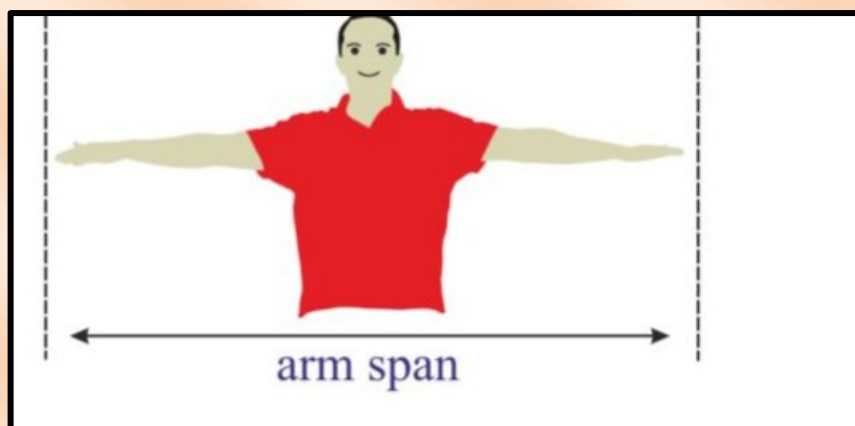
2. To be precise, we need to know how long our average step is when we usually walk. It is referred to as our regular pace. We always time ourselves from the toes of the back foot to the toes of the front foot.





## 5. Arm Span

The physical measurement of the length from one end of an individual's arms (measured at the fingertips) to the other when elevated parallel to the ground is known as arm span or reach (also referred to as wingspan, or written armspan).



## 2 ) Estimate and non standard unit of capacity:

CAPACITY : We measure capacity to find out how much something can hold.

\*We can measure capacity using no standard units of measurements :

\* the cubes



\*the marbles



\*a cup



\* We also use the word “ EMPTY “ OR “ FULL “ for measuring capacity .

*KEYWORD*

FULL

EMPTY

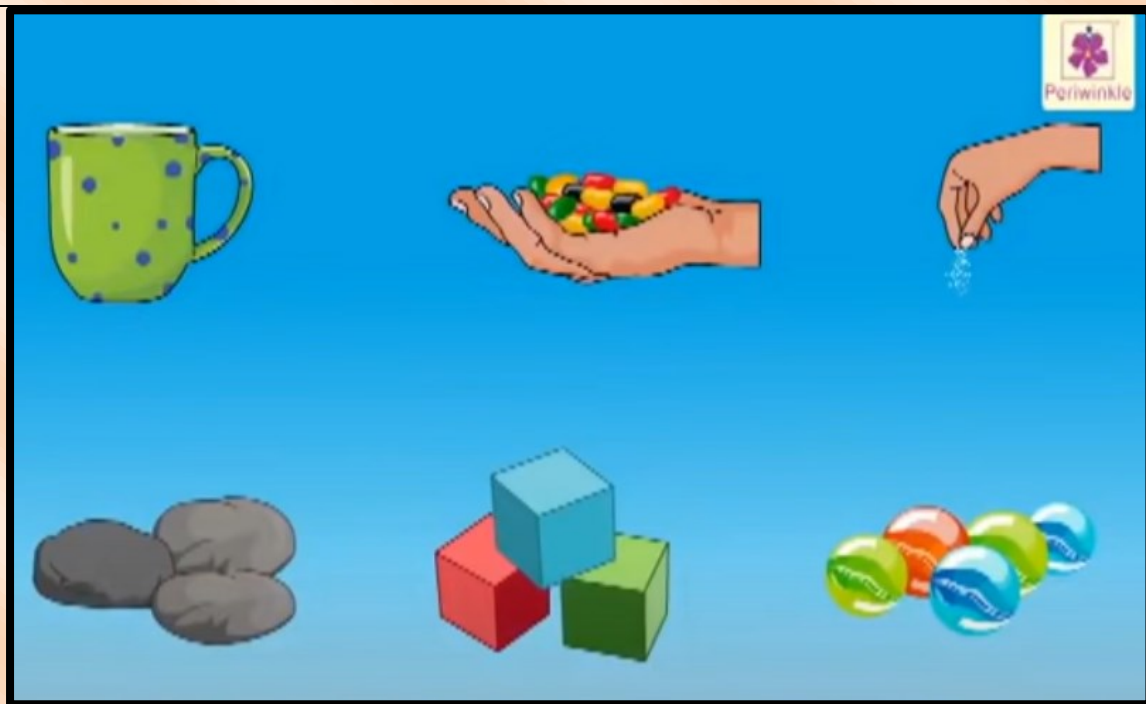
## **ACTIVITY FOR CAPACITY**



3 )Estimate and non standard unit of WEIGHT:

Non standard unit of weight are

A cup , marbles , a pintch of salt ,stones , cubes etc.



Non-standard units

Weight of the banana is  
3 stones.

Weight of the banana is  
4 marbles.

Weight of the banana is  
2 blocks.

## **ACTIVITY FOR WEIGHT**





Integration of toy, puppet, art, music , storytelling, role play and other interesting activities preferably in videos or PPTs

**Video link :**

**[https://drive.google.com/file/d/16JJbCH0-1\\_xslg--liq3gJtP0EiwHK3Y/view?usp=sharing](https://drive.google.com/file/d/16JJbCH0-1_xslg--liq3gJtP0EiwHK3Y/view?usp=sharing)**



### Part-III- Assessment

To test the achievement of learning outcomes by the students.

**KENDRIYA VIDYALAYA NO.1, RAIPUR SH-II**

**CLASS 2**

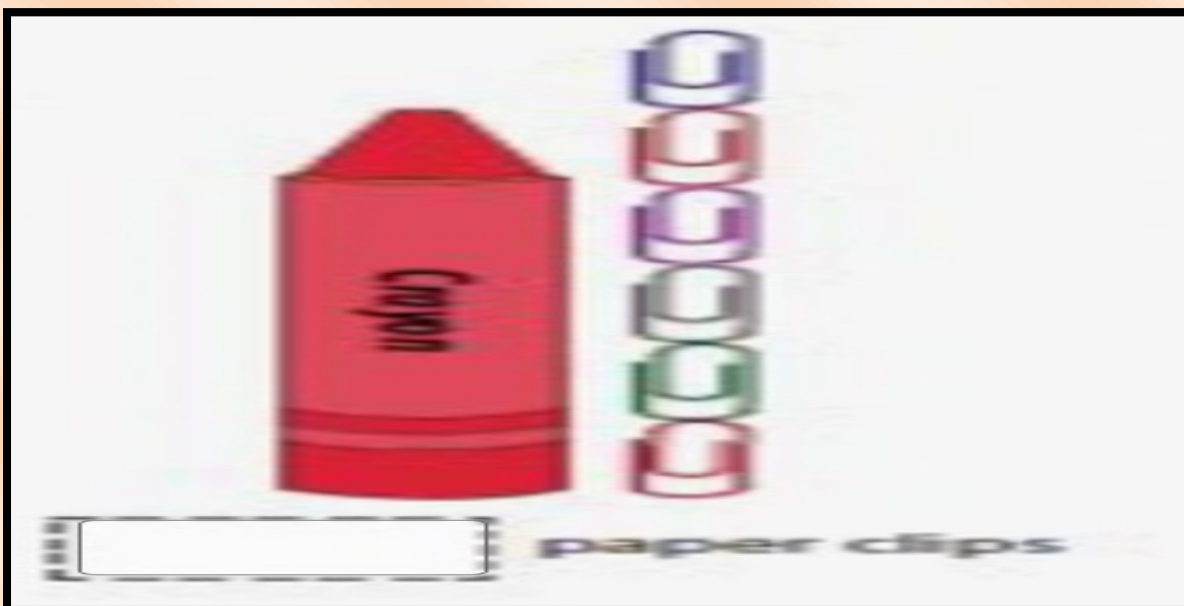
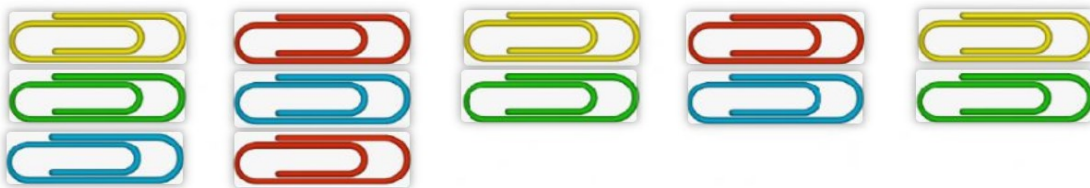
**SUB -MATHEMATICS**

**DATE:-----**

**NAME OF THE STUDENT -----**

**Q 1 ) FILL IN THE BLANKS**


1. Use paperclips to measure the length of each rectangle. Write the number of paperclips you used to measure each rectangle.



**Q 2 TICK THE CORRECT OPTION:**


**JUGS AND MUGS**

**Find out which holds more water:-**


CUP

☐


JUG

☐

MUG

☐




  

☐

BOWL

**Q 3 ) MATCH THE FOLLOWING:**

Draw a line from the pictures to the correct word:

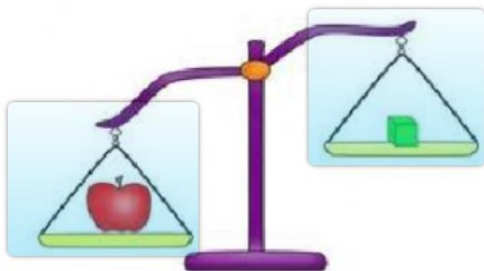
Half full

Full

Empty

**Q 4) CIRCLE THE CORRECT ONE :**

**Select the heavy objects**



**Select the light objects**



**Name of the Teacher – Anamika Kashyap**

**School Name- K.V. No 1 RAIPUR SHIFT -II**

**Class- II**

**Sub- Mathematics**

**Topic- MULTIPLICATION AS REPEATED ADDITION (TABLE 2-4)**



### **Part-I Introduction**

Introduction of the concept.

Repeated addition is adding equal groups together. It is also known as multiplication. If the same number is repeated then, we can write that in the form of multiplication.



There are 3 groups of balls with 2 balls in each group.

Adding them repeatedly, we get  $2+2+2=6$

We can also write it as , $3 \times 2 = 6$

We can read the multiplication fact as,

“ Three multiplied by two is equal to six.”

Here,

**3       $\longrightarrow$    Multiplicand**

**X 2       $\longrightarrow$    Multiplier**

---

**6       $\longrightarrow$    Product**

### Competencies and learning objectives associated with the topic

#### Competencies:-

- 1.Understanding Basic concept.
- 2.Computing Ability

Learning Objectives :- Apply multiplication to solve real- life problems.

### Learning outcomes

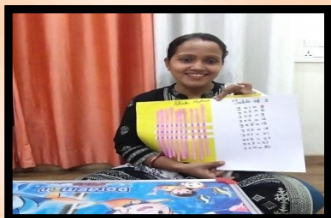
1. Students will be able to constructs and uses the multiplication facts(Tables of 2,3,4) in daily life situations.
2. Analyses and applies an appropriate number operation in the situation/ context.



## **Part-II- Teaching Learning Process**

### **Pedagogical Interventions**

#### **1.Basic concepts of Multiplication.**



This video will help to understand the basic concepts of Multiplication.

<https://drive.google.com/file/d/1r2qW9XOhNIC4Pt02F2SUyb2vf6ed6Aya/view?usp=drivesdk>

#### **2.Multiplication table using Sticks activity.(Multiplication Table ART INTEGRATED ACTIVITY)**

<https://drive.google.com/file/d/1r10ec90LK6yzsKL0A39zgFUDAlr7LRmW/view?usp=drivesdk>



## **Part-III- Assessment**

To test the achievement of learning outcomes by the students.

Structured assessment worksheets, Oral Test, Live Worksheet, Written or any other pattern as per the suitability.

**Name of the Teacher - Anjali Parihar**

**School Name KV No. 1 Raipur, S-II**

**Class-III**

**Sub- Mathematics**

**Topic- Creation and Solving of simple riddles using in numbers and shapes**

**Part-I Introduction**

**Introduction of the concept.**

- 1) Aritel is word puzzle.
- 2) A riddle is a question, a puzzle, a phrase or a statement devised to get unexpected or clever answers.
- 3) Riddles are just games they were told for fun but it create critical thinking skills.



## Competences and learning objectives associated with the topic

Competency - Problem solving ability

Learning objectives -1) Riddles introduce children to an intellectual type of humour.

- 2) Riddles help use children's brains differently .
- 3) Riddles create problem solving ability.
- 4) Riddles develop critical thinking skills riddles help raise children IQ and help prepare them for tests

## learning outcomes

- 1) Develop a connection between in daily life context and their mathematical thinking.
- 2) understand shapes and numbers with the help of of different riddles .
- 3) Develop own methods of performing operations numbers in daily life.

## **Part-II- Teaching Learning Process**

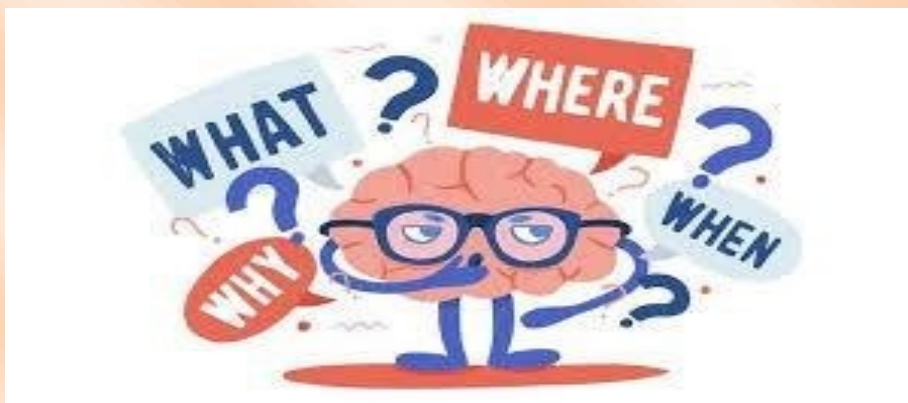
### Pedagogical Interventions

### Simple Activities-

- 1) Reads and writes large numbers with the help of number riddles-

Teacher will show some riddles from given link and ask puzzles related to numbers and students will try to answer.

- 2) Join the dots in order to find out what is hidden.
- 3) . Look at the picture, count and write number of shapes.



Integration of toy, puppet, art, music , storytelling, role play and other interesting activities preferably in videos or PPTs

Video link for different activities-

[https://drive.google.com/file/d/1QefbTULagMhSoW0Ik7xCAnqrTlc\\_38gN/view?usp=sharing](https://drive.google.com/file/d/1QefbTULagMhSoW0Ik7xCAnqrTlc_38gN/view?usp=sharing)

### Part-III- Assessment

To test the achievement of learning outcomes by the students.

Structured assessment worksheets, Oral Test, Live Worksheet, Written or any other pattern as per the suitability.

Name of the Teacher – Anamika Kashyap

School Name- K.V. No 1 RAIPUR SHIFT -II

Class- II

Sub- Mathematics

Topic- MULTIPLICATION AS REPEATED ADDITION (TABLE 2-4)

Part-I Introduction

Introduction of the concept.

Repeated addition is adding equal groups together. It is also known as multiplication. If the same number is repeated then, we can write that in the form of multiplication.

.

There are 3 groups of balls with 2 balls in each group.

Adding them repeatedly, we get , $2+2+2=6$

We can also write it as , $3 \times 2 = 6$

We can read the multiplication fact as,

“ Three multiplied by two is equal to six.”

Here,

3      Multiplicand

X 2      Multiplier

6      Product



Competencies and learning objectives associated with the topic

Competencies:-

1.Understanding Basic concept.

2.Computing Ability

Learning Objectives :- Apply multiplication to solve real- life problems.

Learning outcomes

1. Students will be able to constructs and uses the multiplication facts(Tables of 2,3,4) in daily life situations.
2. Analyses and applies an appropriate number operation in the situation/ context.

Part-II- Teaching Learning Process

Pedagogical Interventions

1.Basic concepts of Multiplication.

This video will help to understand the basic concepts of Multiplication.

<https://drive.google.com/file/d/1r2qW9XOhNIC4Pt02F2SUyb2vf6ed6Aya/view?usp=drivesdk>

2.Multiplication table using Sticks activity.(Multiplication Table ART INTEGRATED ACTIVITY)

<https://drive.google.com/file/d/1r10ec90LK6yzsKL0A39zgFUDAlr7LRmW/view?usp=drivesdk>

Part-III- Assessment

To test the achievement of learning outcomes by the students.

Structured assessment worksheets, Oral Test, Live Worksheet, Written or any other pattern as per the suitability.

1.Multiplication as repeated addition

2.Multiplication TABLE

**Teacher Name - Asha Dabas**

**Kendriya vidyalay No. 1 ( SHIFT - II)**

**Class- II**

**Sub- Mathematics**

Topic- Spatial Awareness

### **Part-I Introduction**

#### **Introduction of the concept.**

Spatial Awareness is an understanding of shapes and sizes- Noticing, Describing and Comparing shapes and sizes of

Objects.

Space and position recognising where a person or object is in relation to other people and objects and understanding

Concepts like Far- near, in - out , Above - below etc.



Understanding basic concepts

Problem solving Ability

LEARNING Objectives :-

Children are able to understand the Location , Movement and Social Situation of any object.

## learning outcomes

1. Students will be able to understand the development a connection between in daily life and context and their mathematical thinking.
2. Students be able to solve spatial vocabulary in their daily life.

## **Part-II- Teaching Learning Process**

### Pedagogical Interventions

#### SAMPLE ACTIVITY - 1

The teacher will use the classroom objects and environment to develop the concept of " far - near "and " in - out "

Teacher will share a story to children

[https://youtu.be/XzgsWu7B\\_7Q](https://youtu.be/XzgsWu7B_7Q)

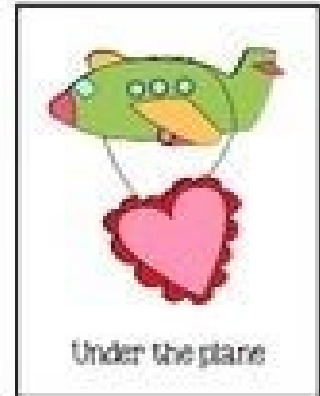
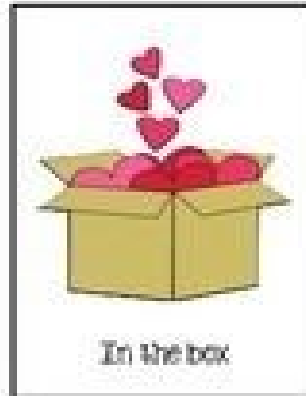
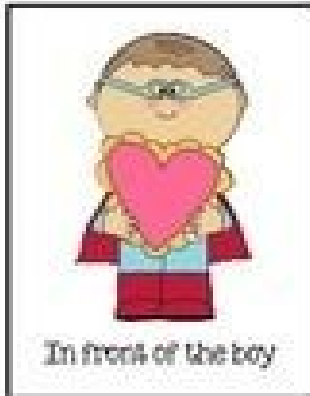
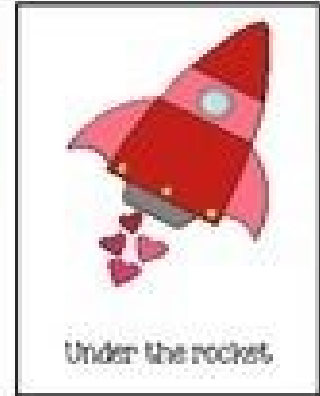
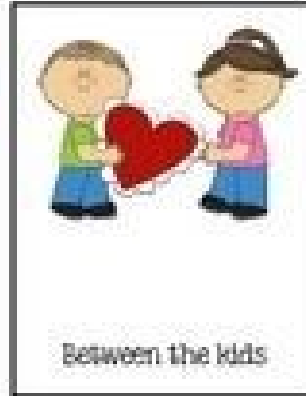
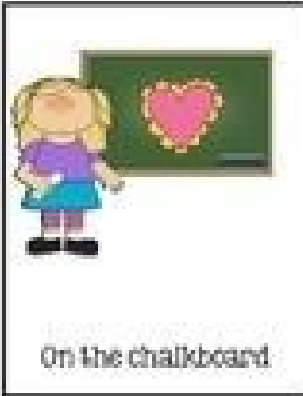
2. After showing this video the teacher will play a game " Cat and a mouse " game in the play ground.

All the students will stand in a circle and play game in- out following the teacher instructions like --- jumping in the circle and jump out in the circle.

[https://youtu.be/XzgsWu7B\\_7Q](https://youtu.be/XzgsWu7B_7Q)

Integration of toy, puppet, art, music , storytelling, role play and other interesting activities preferably in videos or PPTs

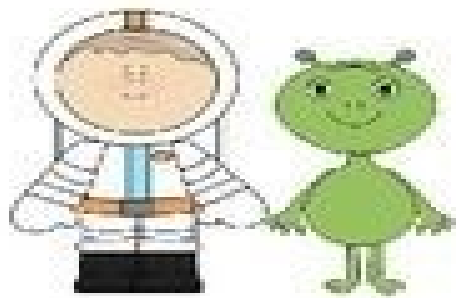
1.<https://youtu.be/4YuP6ySZYvk>



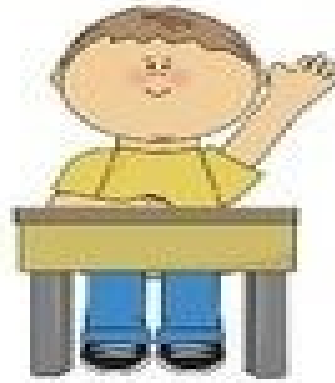
### **Part-III- Assessment**

To test the achievement of learning outcomes by the students.

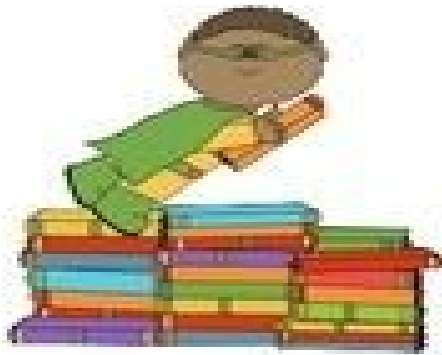
Structured assessment worksheets, Oral Test, Live Worksheet, Written or any other pattern as per the suitability.



The alien is \_\_\_\_\_ the astronaut.



The boy is \_\_\_\_\_ the desk.



The superhero is flying  
\_\_\_\_\_ the books.



The boy is \_\_\_\_\_ a boat.



**Name of Teacher - Anuradha**

**School Name KV No.1 Raipur, S-II**

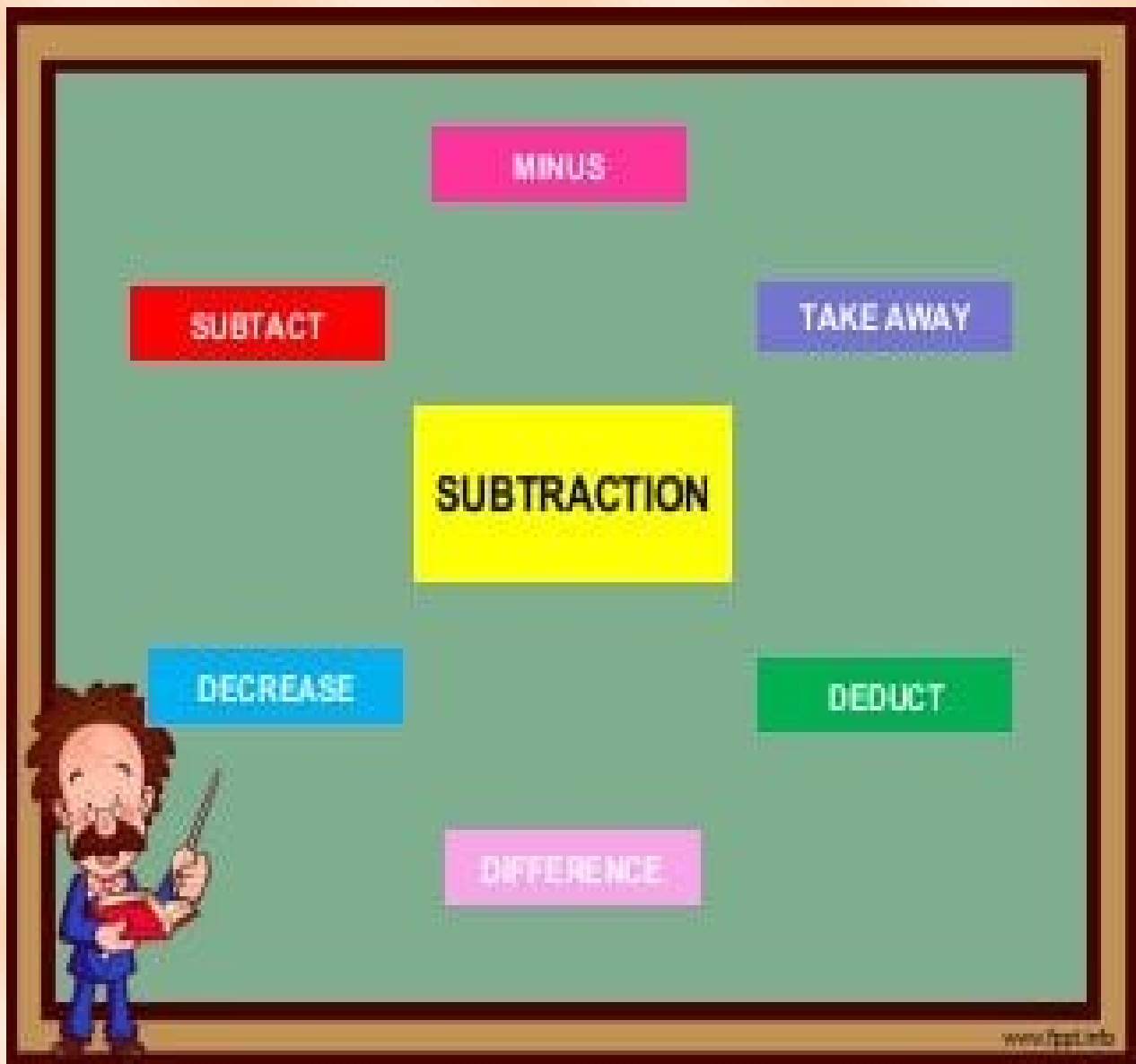
**Class- II**

**Sub- Mathematics**

**Topic- Subtraction from 10 to 99**



Subtraction is the process of taking away a number from another. It is a primary arithmetic operation that is denoted by a subtraction symbol (-) and is the method of calculating the difference between two numbers. In this module we will learn about 2 digit subtraction with the help of activities, riddles, games, story etc.



## Competencies

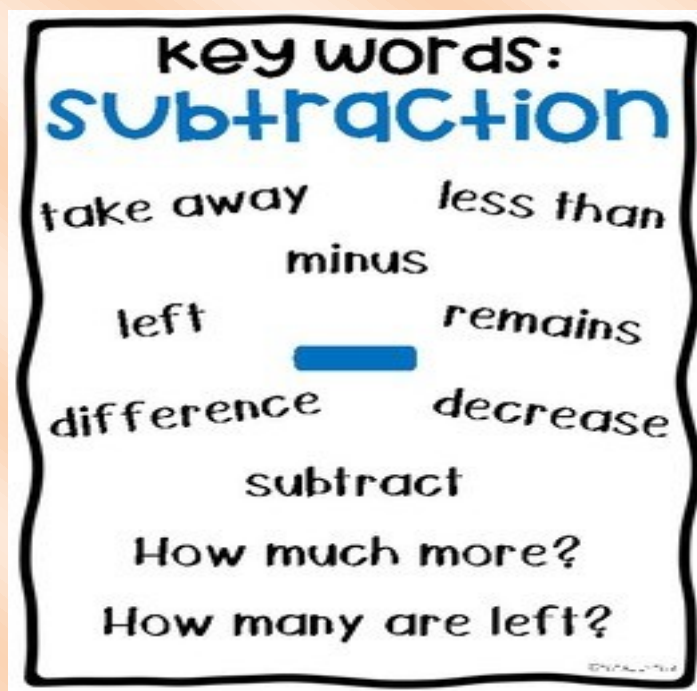
1. Ability to Computation
2. Problem Solving Ability

## Learning Objectives

1. Students will be able to use Subtraction in their daily life.

## Learning Outcomes.

1. Students will be able to solve subtraction sums between numbers 10 to 99.
2. Students will use subtraction operation in their daily life problem.



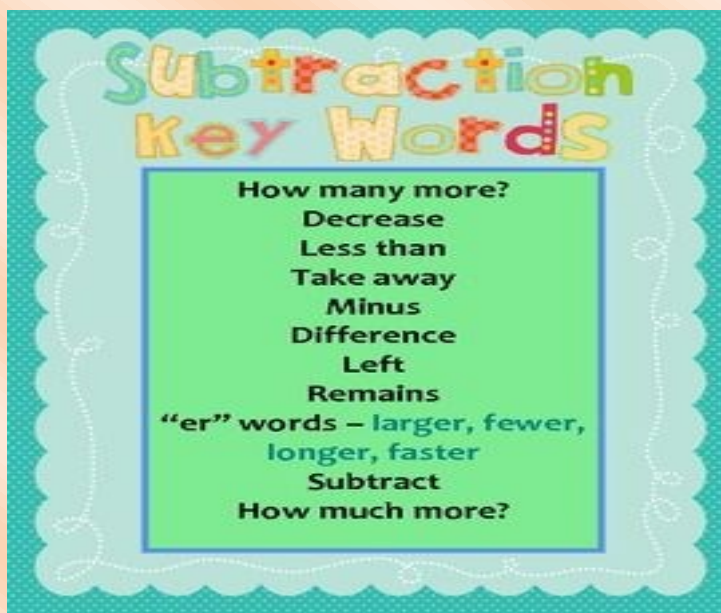
## **Pedagogical Interventions**

### **Basic Concepts of Subtraction**
















Teacher will create a daily life situation in which student discuss the situation and understand the basic concept of subtraction.

### **Key Words of Subtraction**

Keywords are play a very important role to understand and solve word problems based on subtraction. Teacher will share a video on keywords and help the students to learn and understand the meaning of that particular word.



## Subtraction through daily life problem.

		WORKING OUT
1)	Newton catches 25  in a lake. He puts 13  back. How many  does he have now? _____	
2)	There are 39  in a tree. A loud noise scares 16  away. How many  are left in the tree? _____	
3)	Tyger has 46  . Sally has 21  . How many more  does Tyger have? _____	
4)	There are 47  in a parking lot. 32 of the  drive away. How many  are left? _____	
5)	There are 37  for sale in a pet shop. 25  get sold. How many  are left in the shop? _____	

Teacher will use daily life example to explain the concept of 2 digit subtraction and give different situations to students, and ask the solution of that particular problem.

## Subtraction Through online game.

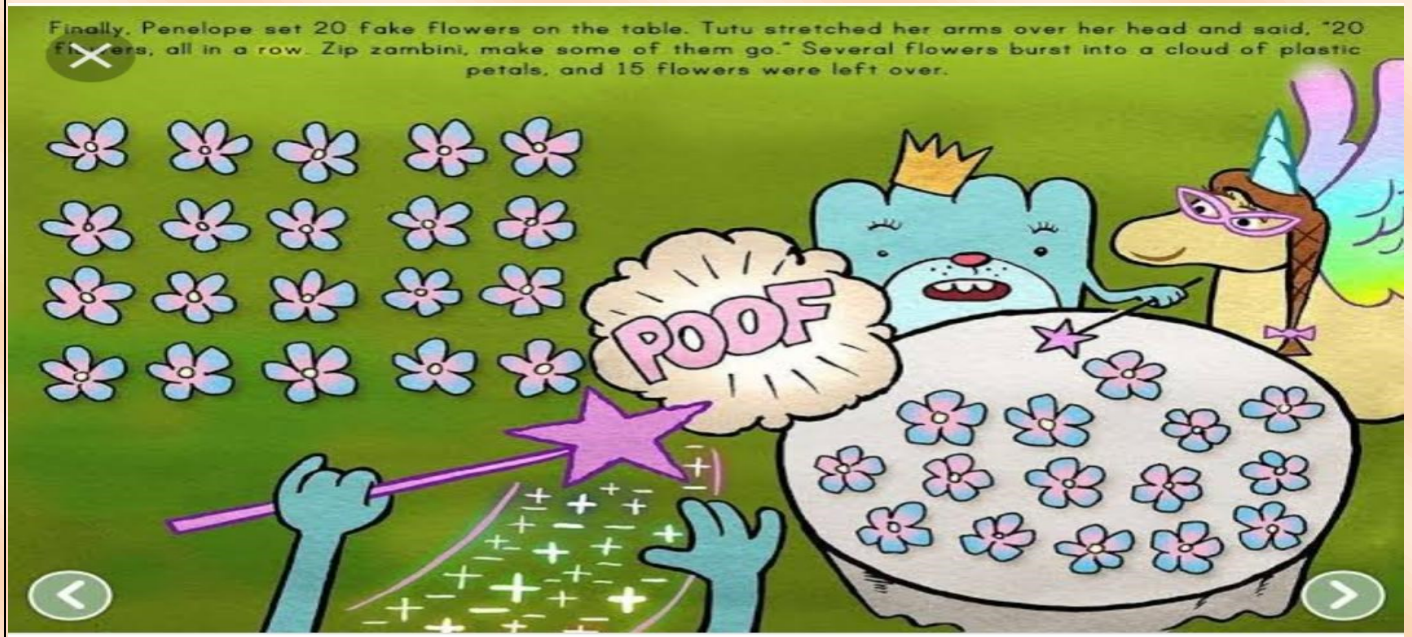
Online teaching give all of us online games method to teach any topic, students will definitely enjoy the online game and learn the concept with a clear mind.

<https://www.mathplayground.com/bingo-add-subtract-tens.html>

<https://www.mathplayground.com/wpdatabase/wpindex.html>



## Integration of Story Telling with Subtraction

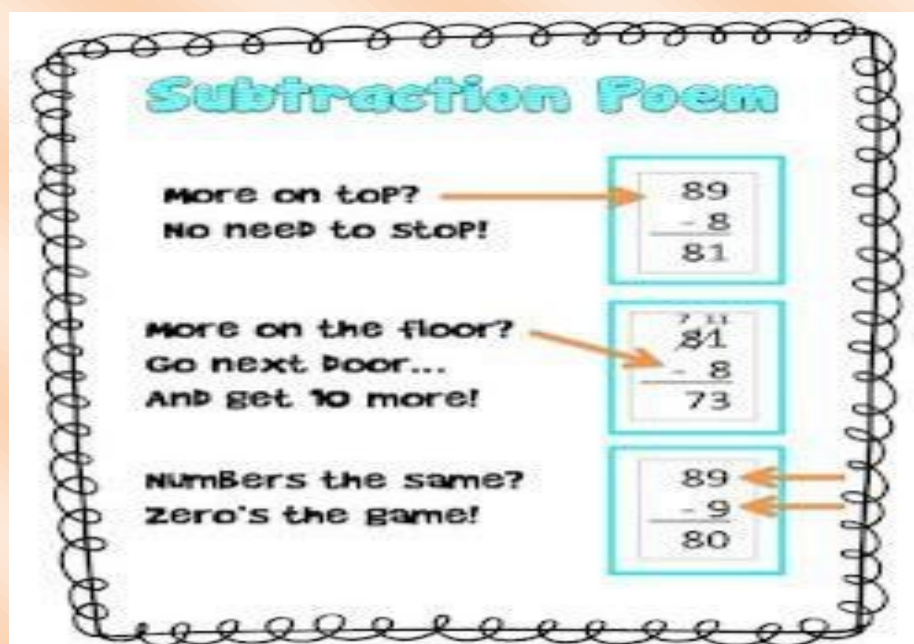


Teacher will share a youtube link of stories based on subtraction.

These video help students to understand the basic concepts of subtraction.

These video will play a important role to understand the Subtraction of two d without regrouping, Subtraction with zero.

## Integration of Poem and song with Subtraction



Students will definitely enjoy this Subtraction poem and song.

# Assessment

Solve these sums

1.  $98-46$

2.  $45-34$

3.  $56-25$

4.  $90-89$

5.  $34-26$

6.  $87-38$

7.  $67-48$

8.  $99-67$

9.  $76-34$

10.  $54-24$

Through Live Worksheet

<https://www.liveworksheets.com/ot1653955eo>

<https://www.liveworksheets.com/qg1902694fn>

<https://www.liveworksheets.com/df2111414jj>

Through Subtraction Matrix

<https://drive.google.com/file/d/1pPMmQcjk4L6lVpd-F9nOfremmy-R4Mff/view?usp=drivesdk>

<https://drive.google.com/file/d/1out3YrilaDUQOh9AOqFY1loqhsZNLb1F/view?usp=drivesdk>

# CLASS III



**Name of Teacher- Ajit Kumar Meher**

**Name of School- Kendriya Vidyalaya No2 Raipur**

**Class- III**

**Subject- Mathematics**

**Topic- Fun with Numbers (Numbers from 100 to 999)**

**Skills/Competencies- Forming Number Correctly, Problem Solving Ability, Ability in Computation**

**Learning Objective-**

- Numerals 100-999: Counts (concretely, pictorially and symbolically) and recites number names
- Numerals 100-999:Identifies and write numerals/number names
- Numbers 100-999:Completes number sequences by counting forward and backwards without skips
- Composes and decomposes numbers into hundreds, tens and ones (concrete, pictorial, numerical)
- Compares groups and numbers using  $<$  and  $>$  symbols
- Sequences numbers in increasing or decreasing order

**Learning Outcome-**

Works with three-digit numbers

- a) reads and writes numbers up to 999 using place value
- b) compares numbers up to 999 for their value based on their place value
- c) solves simple daily life problems using addition and subtraction of three-digit numbers with and without regrouping, sums not exceeding 999
- d) analyses and applies an appropriate number operation in the situation / context

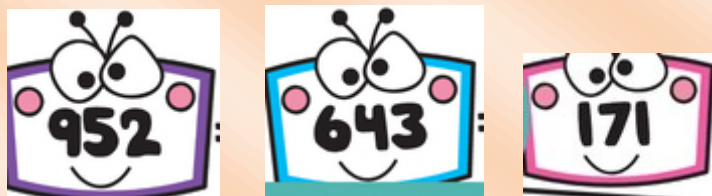
**Activities Planned-**

**Activity 1- Number's Name**



**Details of the Activity-** There will be some pictorial presentations of three digit numbers and the students will be asked to decode the pictorial form into number's name.

**Step 1-** The teacher can ask the students to find the three digits numbers from the following pictorial presentation.



**Step 2-** The students will be asked to write the number's name by filling the blanks.

527 = Five hundred twenty seven

368 = Three hundred \_\_\_\_\_ eight

654 = \_\_\_\_\_ hundred fifty four

878 = \_\_\_\_\_ hundred \_\_\_\_\_ eight

999 = \_\_\_\_\_ hundred ninty \_\_\_\_\_

### **Activity 2- Complete the sequence**

**Details of the Activity-** One sample sequence of the numbers will be displayed in front of the students. Then they will be asked to complete the sequence as per the pattern applied in the previous sequence.

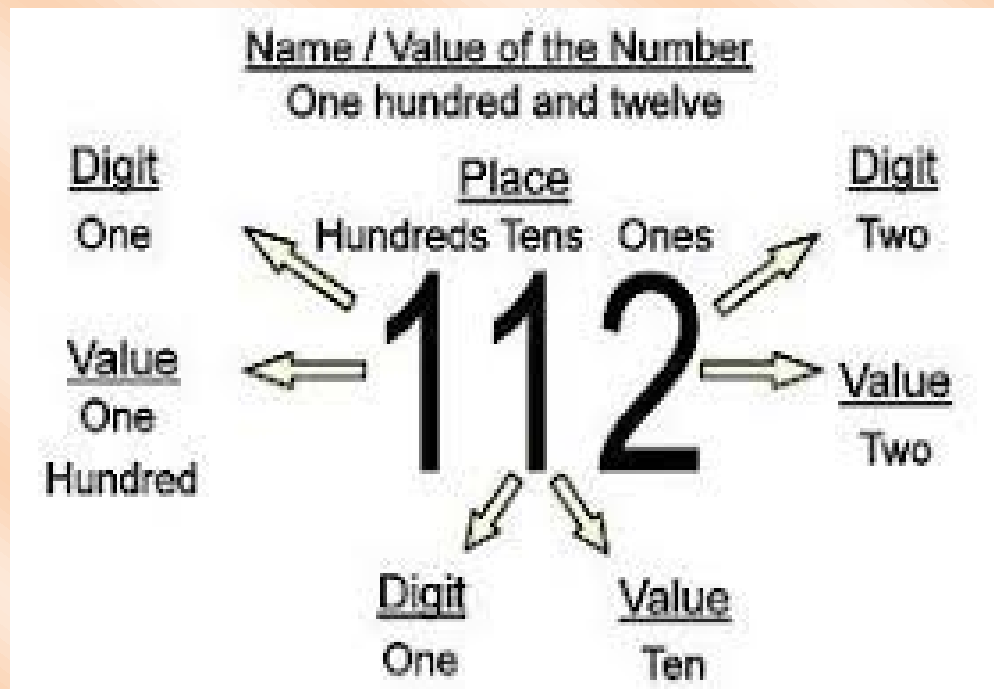
645	646	647	_____	_____
777	779	781	_____	_____
880	890	900	_____	_____
955	950	945	_____	_____
665	655	645	_____	_____

**Art Integration-** The same pattern may be assigned to the students by putting the numbers in the form of drawing.

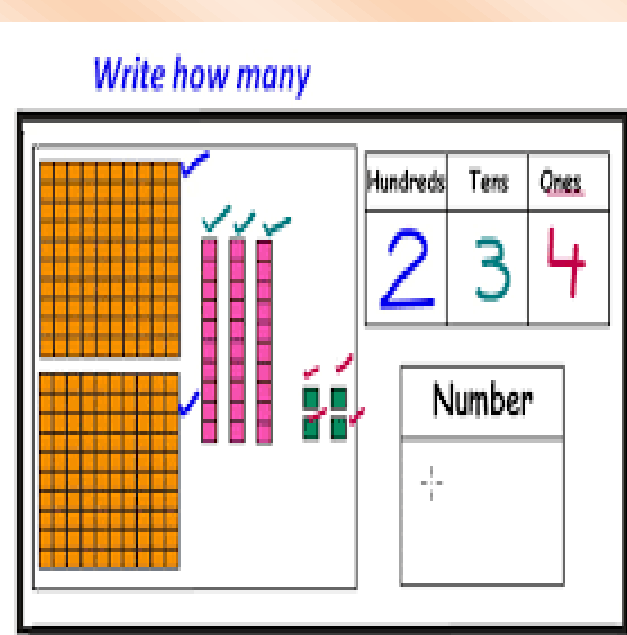
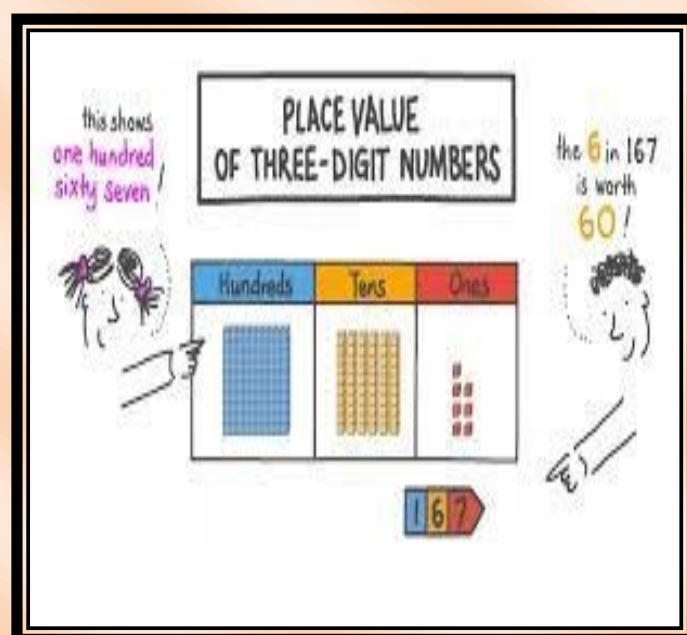
### Activity 3- Find my place

**Details of the Activity-** Pictorial place value may be given to the students to understand the Place value system of three digit system. Then they will be asked to find the value of given numbers in the series of three digit numbers.

Step 1- Introduction to place value system by differentiating number value and place value.

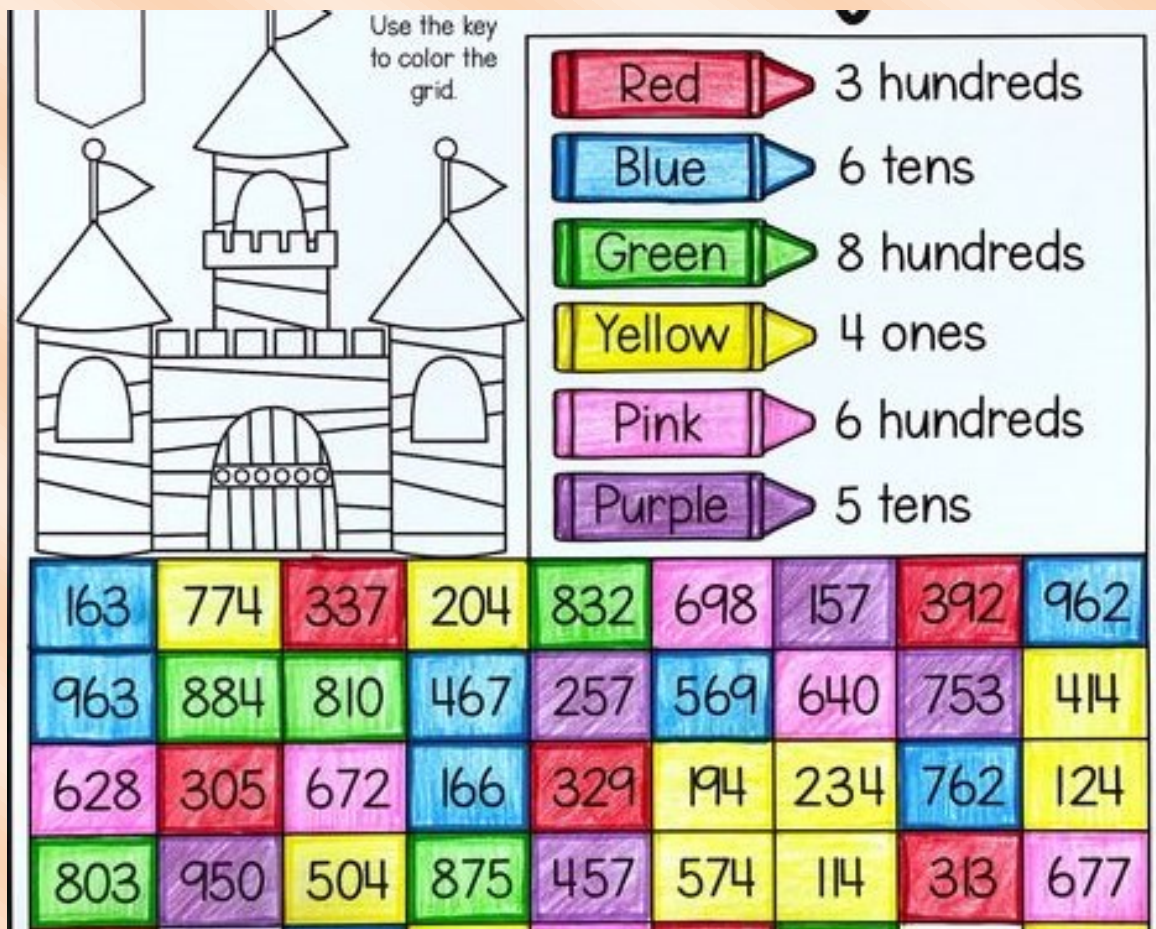


Step 2- The students will be asked to convert the place value table to number by seeing the given picture.



## Art Integration Activity –

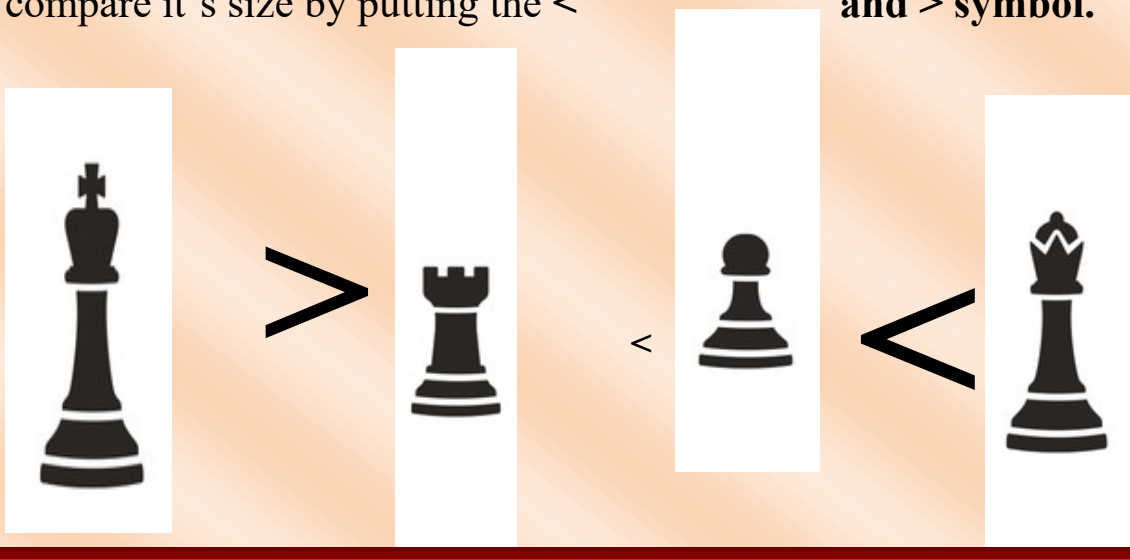
By using numbers and different colours students may be assigned to colour the different grids of the images to complete the colouring activities.



### Activity 4- Put the right symbol (< >)

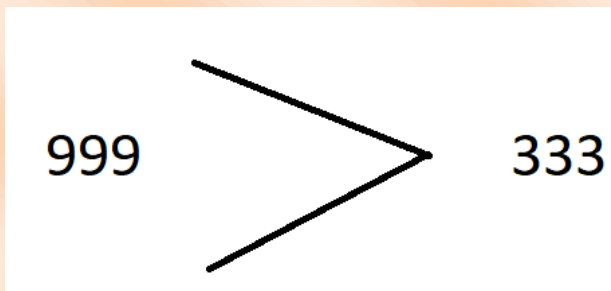
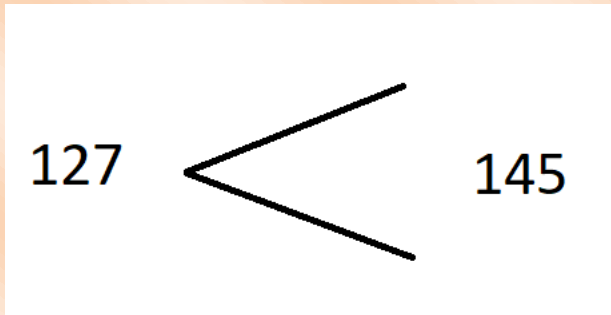
**Details of the Activity-** With the help of weighing pattern smaller than (<) or greater than (>) symbols can be put between two numbers.

**Step 1- Game Integration-** Teachers can show two different Chess icons to compare it's size by putting the < and > symbol.





Step 2- The teacher can introduce < **and** > symbol by putting the symbol between two three digits numbers.



**Mode of Transaction- Both Offline and Online**

**Video Link/URL- <https://youtu.be/9mLEjbCzl14>**

**Three digits number- Place Value, Comparing and What Next Activities by the students of KV No2 Raipur.**



## **Assessment Strategy-**

➤ **Oral-** The following oral questions can be asked to the students after completion of the activities.

a) Which is the lowest three digits number?

b) Which the highest three digits number?

c) Which three digits number comes after 699?

d) Which three digits number comes before 800?

e) Which number is between 458 and 460?

➤ **Worksheets and Live Worksheet**

**Comparing Numbers-** <https://www.liveworksheets.com/yv987146ni>

**Three digit Place Value-** <https://www.liveworksheets.com/sd1473051kq>

**Less than more than -** <https://www.liveworksheets.com/jq964965uq>



### Assignment Given-

The following worksheet may be given to the students to for the purpose of Assignment.

### **Worksheet 1- for number recognition**

#### 3 DIGIT NUMBERS SHEET 1

162	328	273	184
680	204	127	95
755	827	951	616

In the table, can you find...?

A number between 100 and 150.	127
A number between 900 and 1000.	
A number smaller than 100.	
A number between 300 and 400.	
A number that has 6 tens.	
A number that has 5 ones.	
A number that has 6 hundreds.	
A number that has 2 digits the same.	
A number with no tens.	

## Worksheet 2- For Comparing Numbers

Name \_\_\_\_\_

### Comparing Numbers

Use the symbols  $<$ ,  $>$ , or  $=$ .

$246 \square 185$

$507 \square 507$

$739 \square 458$

$625 \square 831$

$362 \square 824$

$169 \square 167$

$915 \square 715$

$563 \square 483$


$634 \square 232$

$793 \square 874$

$498 \square 498$

$375 \square 534$

## Worksheet 3 – For Place Value System



### PLACE VALUE

3-DIGIT NUMBERS

Drag the words into the correct positions.

3

4

7

tens

ones

hundreds

**Worksheet 4- For 3 digits numbers pattern.**

**Complete the following pattern by the hints given at the beginning.**

1.  $\boxed{+3}$  235, 238, 241, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
2.  $\boxed{+4}$  456, 460, 464 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
3.  $\boxed{+2}$  621, 623, 625 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
4.  $\boxed{+5}$  542, 547, 552 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
5.  $\boxed{+3}$  756, 759, 762 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
6.  $\boxed{+3}$  902, 905, 908 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
7.  $\boxed{+2}$  184, 186, 188, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
8.  $\boxed{+4}$  223, 227, 231, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
9.  $\boxed{+3}$  542, 545, \_\_\_\_\_, 551, \_\_\_\_\_, \_\_\_\_\_
10.  $\boxed{+4}$  734, 738, \_\_\_\_\_, 746 \_\_\_\_\_, \_\_\_\_\_

## **Teaching Module:**

▪ **Name of Teacher-** M K DEWANGAN

▪ **Name of School-** K.V. NO.2 RAIPUR

▪ **Class-** III

▪ **Subject-** Maths

▪ **Chapter-** Shapes and Designs

▪ **Topic-** Identification and relation of basic 2D shapes with 3D shapes (solid shapes) and describing their properties like faces, number of edges and corners etc.

▪ **Skills/ Competencies-**

Knowledge , Understanding basic concept

▪ **Learning Objective-**

To know about shapes around us with drawing, 2D & 3D shapes , their identification and relation, properties like faces, edges and corners.

▪ **Learning Outcome-**

▪ Acquires understanding about 2D shapes

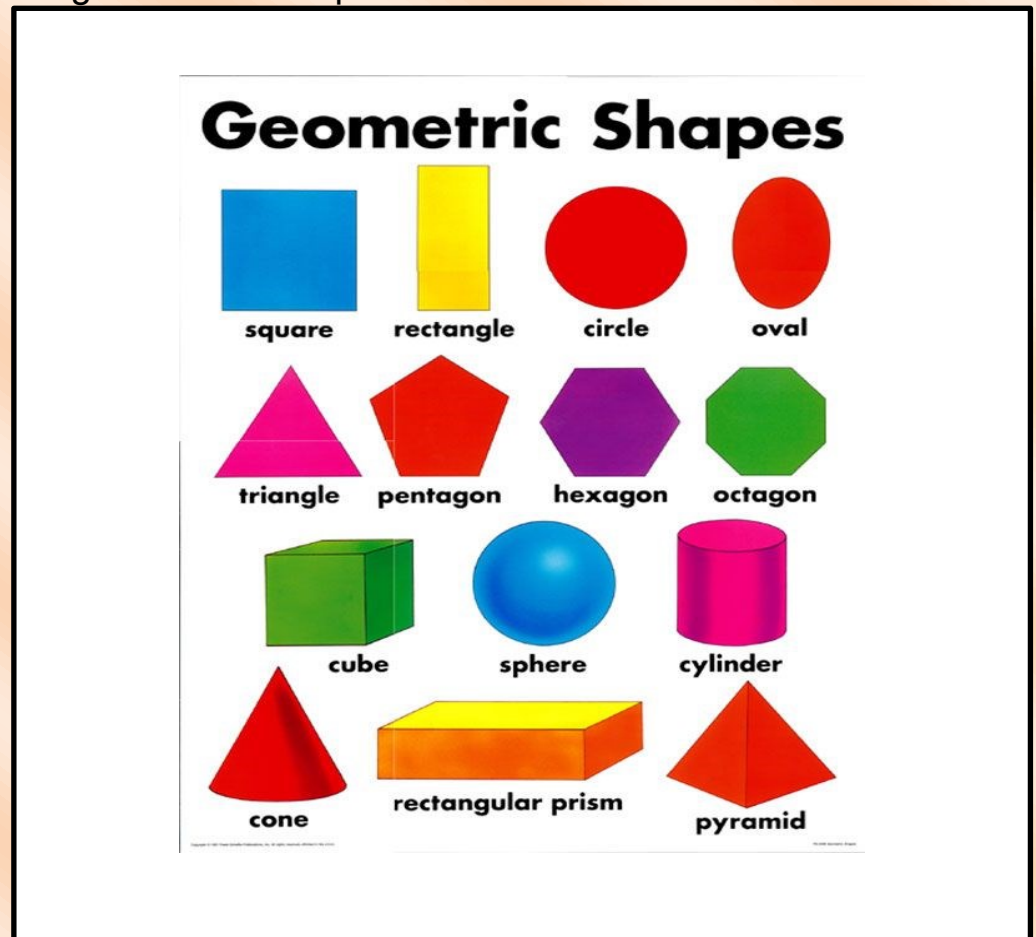
(a) Identifies and marks 2D-shapes by paper folding, Paper cutting on the dot grid, using straight lines etc.

(b) Describes 2D and 3D shapes by the number of sides, corners and diagonals. For example , the shape of the book cover has 4 sides, 4 corners and two diagonals.

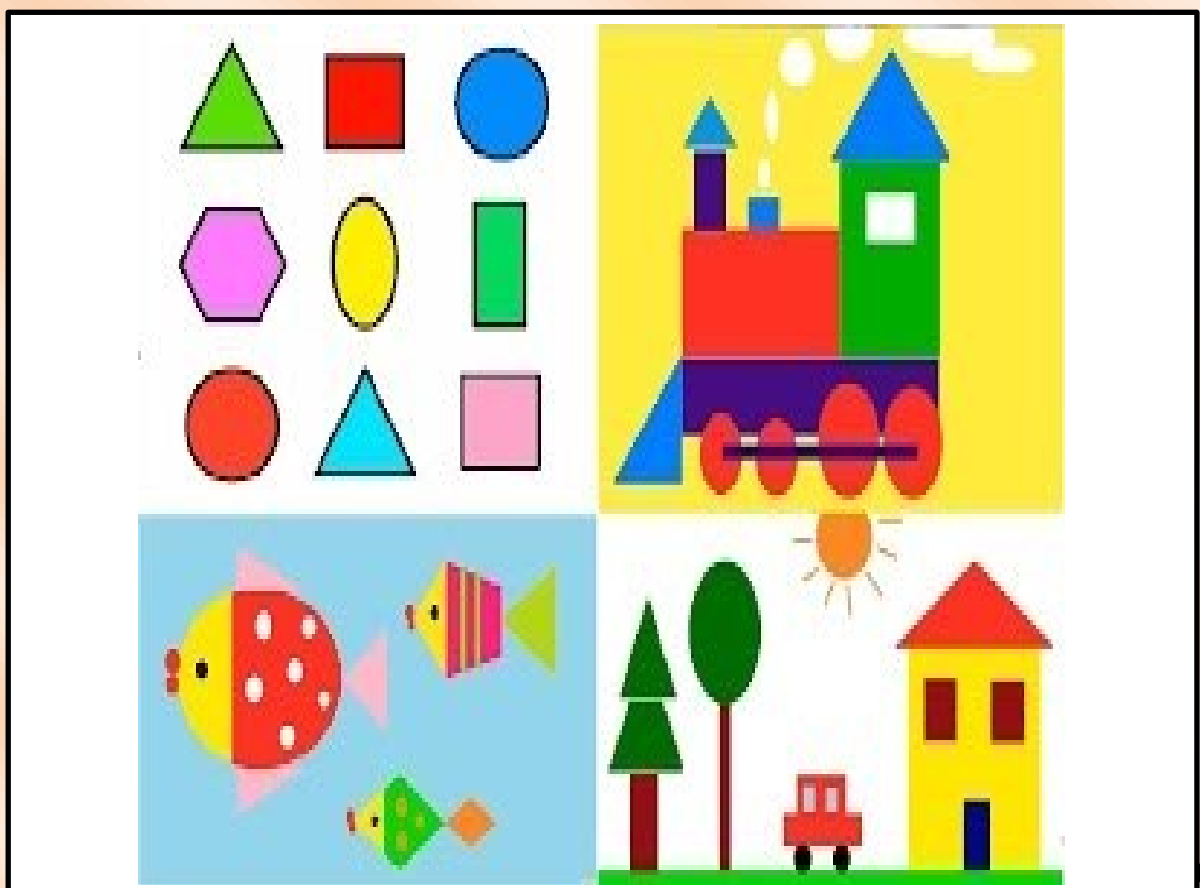
▪ **Activities Planned-**

▪ **Activity-1** Draw and colour different geometrical shapes- Children will make drawing of different geometrical Shapes. they will fill colour according to their choice

and write names of different geometrical shapes.



▪ **Activity-2 (Art Integration)** Drawing of an object and counting no. of shapes - children will make drawing of an object by using different geometrical shapes and after drawing they will count no. of no. of geometrical shapes that they used in their drawing like no. of triangles -----, no. of squares ..... etc.





- **Activity-3** Ask children to collect different geometrical objects .Hold up one object at a time and ask them to describe it- Children will collect different geometrical object that are at their home or nearby places and by holding one object at a time they will describe about object- like name of shape, 2D or 3D , no. of corners, faces, and edges etc.

2-Dimensional Shapes			
Shape	Sides	Vertices	Looks like...
Square	4 sides	4 vertices	T.V. Computer
Triangle	3 sides	3 vertices	Pizza Tree
Circle	0 Sides	0 Vertices	Clock ball sun
Rectangle	4 Sides	4 Vertices	Door flag Table
Rhombus	4 sides	4 vertices	Kite
Ellipse	0 sides	0 vertices	Watermelon egg pool
Hexagon	6 sides	6 vertices	Bee hive

3- Dimensional geometric shapes		
Name	We see...	It looks like a...
cone	a circle base, a point, and a big curve to connect them	ice cream cone party hat
cube	6 square faces 8 vertices (corners)	ice cube block legs box
cylinder	2 circle bases and a big curve "wrapped around."	can of poppers cup
sphere	No flat areas - a ball.	balls marbles eyeball balloon
pyramid	A square base* 4 triangle faces. *(Can be other shapes, too).	Pyramids in Egypt
rectangular prism	2 square faces* 4 rectangle faces (can be all rectangles).	box book

- **Mode of Transaction-** Online
- **Video Link/ Url-** <https://youtu.be/QUEbe8htTp8>



# Assessment Strategy- Worksheets- (1)

WORKSHEET CLASS-III SUB- MATHS

TOPIC- Shapes and Designs

Name -----

Class, Section -----

- =====
- Make drawing of given geometrical shapes.

Rectangle

Square

Cube

Cuboid

Cylinder

Sphere

Pentagon

Oval

Circle

WORKSHEET CLASS-III SUB- MATHS

TOPIC- Shapes and Designs

Name -----

Class, Section -----

- =====
- Write number of faces, corners and edges of given shapes.

faces -----, corners-----, edges-----



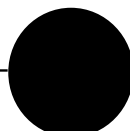
faces -----, corners-----, edges-----



faces -----, corners-----, edges-----



faces -----, corners-----, edges-----



## Worksheet-(3)

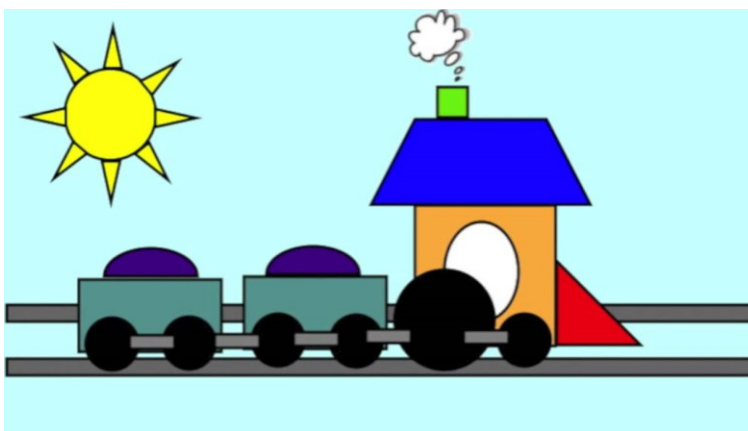
WORKSHEET CLASS-III SUB- MATHS

TOPIC- Shapes and Designs

Name -----

Class, Section -----

- =====
- .Count number of squares,circles, rectangles and triangles in the given shape.



- **Assignment given-** Make models of geometrical shapes.

- **Name of Teacher-** Mr.Pankaj
- **Name of School-** Kendriya Vidyalaya Baikunthpur
- **Class-** III
- **Subject-** Maths
- **Chapter-** How many times?
- **Skills/ Competencies-** Conceptual understanding of multiplication
- **Learning Objective-** able to write repeated addition as multiplication
- **Learning Outcome-**  
\*Student will be able to calculate quickly

▪ **Activities Planned-** 1) “**Legs**”: - Have students cut out or draw pictures of different animals with four legs, such as dogs, cats, and rabbits. Then have pairs present each other with their pictures. How many legs are there in all? Guide students to write a multiplication sentence and a repeated addition sentence to help them solve. Partners can check each other’s work. Then repeat the activity using pictures of animals with two legs.”

▪ **Mode of Transaction-** Google meet

▪ **Video Link/ URL-** <https://youtu.be/tQAMmPpjexU>

▪ **Assessment Strategy-**

1.Complete the give Interactive worksheet.

<https://www.liveworksheets.com/ot171957fk>

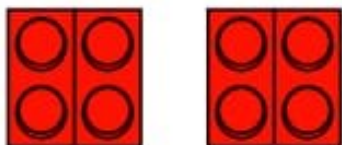
2. Complete the given worksheet.

1.



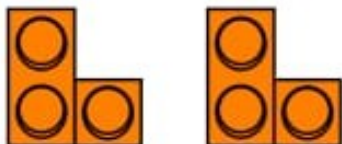
$$2 + 2 + 2 = \square \quad 3 \times 2 = \square$$

2.



$$4 + 4 = \square \quad 2 \times 4 = \square$$

3.



$$3 + 3 = \square \quad 2 \times 3 = \square$$

4.



$$3 + 3 + 3 = \square \quad 3 \times 3 = \square$$

5.



$$1 + 1 + 1 + 1 = \square \quad 4 \times 1 = \square$$



- **Name of Teacher-** Mr.Pankaj
- **Name of School-** Kendriya Vidyalaya Baikunthpur
- **Class-** III
- **Subject-** Maths
- **Chapter-** How many times?
- **Skills/ Competencies-** Ability to compute
- **Learning Objective-** students will be able to calculate using repeated addition as multiplication.
- **Learning Outcome-**  
\*Students will be able to group things and calculate them using repeated addition as multiplication.

4. ▪ **Activities Planned-** 1) **“Raisin game”**:-Use raisins or other dried fruit for this activity. Give your child instructions, such as “Make 4 groups, with 2 raisins in each group. How many raisins do you have in all?” Have your child model the story problem and write number sentences to find the answer. Repeat the activity with other numbers. Then switch roles. Be sure to “make a mistake” in your calculations and have your child correct your work.

5.

- **Mode of Transaction-** Google meet
- **Video Link/ URL-** <https://youtu.be/LhW5P1Xcp8k>

▪ **Assessment Strategy-** 1. Complete the give Interactive worksheet.  
<https://www.liveworksheets.com/sd1211072nb>

6. Complete the given worksheet

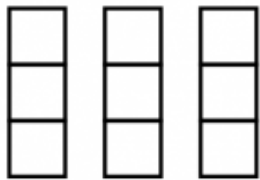
Complete the table

$$2 + 2 + 2 + 2 + 2$$

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

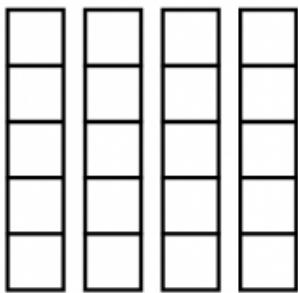
$$= \underline{\quad}$$

Add and Multiply



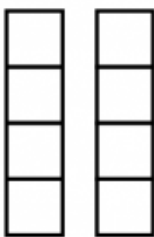
$$3+3+3=$$

$$3 \times 3 =$$



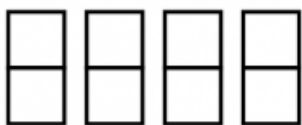
$$5+5+5+5=$$

$$5 \times 4 =$$



$$4+4=$$

$$4 \times 2 =$$



$$2+2+2+2=$$

$$2 \times 4 =$$

▪ **Name of Teacher-** Mr.Pankaj

▪ **Name of School-** Kendriya Vidyalaya Baikunthpur

▪ **Class-** III

▪ **Subject-** Maths

▪ **Chapter-** How many times?

▪ **Skills/ Competencies-** Problem solving ability

▪ **Learning Objective-** able to apply repeated addition as multiplication to solving question in day to day life.

▪ **Learning Outcome-**

\*Students will be able to apply repeated addition as multiplication to solving question in day to day life.

\*Students are able to do simple calculations.

\*They are able to solve daily life problems

▪ **Activities Planned-** 1) “**Market day**”- Go to the grocery store with your child. Have him or her take a hundred chart, a notepad, and pencil. Then count different items on the shelves together. For example, you might see juice boxes that come in packs of 6. Have your child figure out how many juice boxes are on the shelf or on a section of the shelf. He or she can write a multiplication sentence and a repeated addition sentence, and then use a hundred chart to solve. Repeat the activity with different items in the store.

▪ **Mode of Transaction-** Google meet

▪ **Video Link/ URL-** <https://youtu.be/OpNH4WoKVJ4>

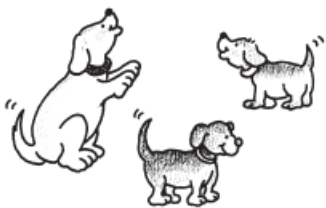
▪ **Assessment Strategy-** Complete the given Interactive worksheet.  
<https://www.liveworksheets.com/pi110366nj>

▪ **Assignment given-** Complete the given worksheet.



# Sets of

Say and count as you write.



$$4 + 4 + 4 = 12 \text{ legs}$$

$$3 \text{ sets of } 4 \longrightarrow 12$$



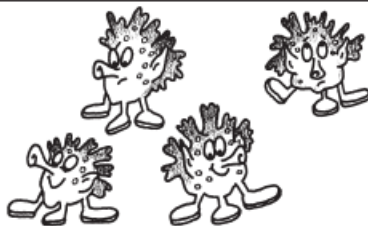
$$8 + 8 = \square \text{ legs}$$

$$2 \text{ sets of } 8 \longrightarrow \square$$



$$5 + 5 + 5 + 5 = \square \text{ legs}$$

$$\square \text{ sets of } \square \longrightarrow \square$$



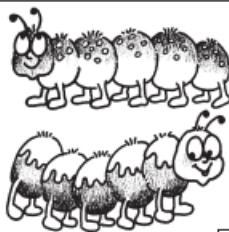
$$3 + 3 + 3 + 3 = \square \text{ legs}$$

$$\square \text{ sets of } \square \longrightarrow \square$$



$$2 + 2 + 2 = \square \text{ legs}$$

$$\square \text{ sets of } \square \longrightarrow \square$$



$$10 + 10 = \square \text{ legs}$$

$$\square \text{ sets of } \square \longrightarrow \square$$



- Name of Teacher- Ravinder Kumar
- Name of School- Kendriya Vidyalaya Kanker
- Class- 3
- Subject- Mathematics
- Chapter- Patterns
- Skills/ Competencies- Knowledge
- Learning Objective- Identifies the rule in a growing number sequence and extends them  
Identifies repeating unit in a geometric patterns and complete the same  
Identifies rules in growing patterns and complete the same
- Learning Outcome- 1.Extends patterns in simple shapes, alphabets and numbers.
- Activities Planned- Students are provided with some 2D shapes and ask the students to arrange these shapes in ascending number of sides or corners.





1. Students will classify given shapes as per their sides and corners. Then they will start arranging these shapes and will meet with repetition of shapes. Children will engage in a variety of patterning activities to learn how to distinguish between shape, colour, and size.
2. Students are asked to arrange some leaves in order to give them a knowledge of patterns. Initially they were trying to form a pile of leaves and then I showed them a pattern with the leaves. One student started to form a pattern with leaves front and back and another student up and down. They continued to form different patterns with the leaves. They started making their own pattern.



▪ Mode of Transaction- Student Teacher interaction during classroom and correlation with shapes and shape patterns.

▪ Video Link/ Url- 1.

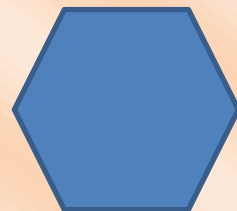
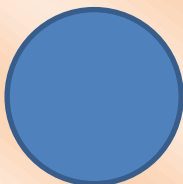
[https://drive.google.com/file/d/1cGv9WtGMcB\\_hwYz9Mwqvj9iuHu24giGJ/view?usp=sharing](https://drive.google.com/file/d/1cGv9WtGMcB_hwYz9Mwqvj9iuHu24giGJ/view?usp=sharing)

3. <https://drive.google.com/file/d/1c26n-ET3au0sM-EbqgaU-y4AzJouEbZ/view?usp=sharing>

4. <https://drive.google.com/file/d/1lb0G3lejg34z9bzYGpER0u1Leoe1E0pv/view?usp=sharing>

- Assessment Strategy- Check whether the students are able to identify the shape their sides and corners as well.

Identifies the following shapes and find the corners and sides of these shapes and arrange in order.



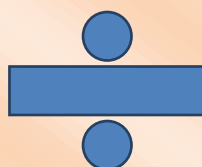
- Assignment given- Observe the given picture and write down what comes next.

1.



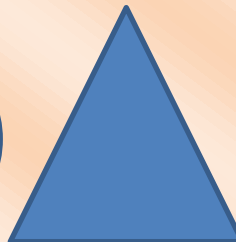
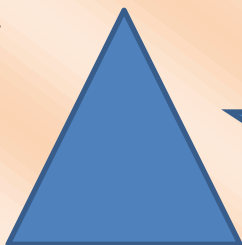
\_\_\_\_\_

2.



\_\_\_\_\_

3.



\_\_\_\_\_

4.



\_\_\_\_\_

- Name of Teacher- Ravinder Kumar
- Name of School- Kendriya Vidyalaya Kanker
- Class- 3
- Subject- Mathematics
- Chapter- Patterns
- Skills/ Competencies- Understanding Basic Concept
- Learning Objective- Identifies the rule in a growing number sequence and extends them  
Identifies repeating unit in a geometric patterns and complete the same  
Identifies rules in growing patterns and complete the same
- Learning Outcome- 1.Extends patterns in simple shapes, alphabets and numbers.
- Activities Planned- Teachers need to conduct appropriate activities within and outside classrooms to develop the conceptual idea of Patterns among children.

#### 5. Ask the students to arrange some colourful blocks



6. Students will arrange balls with blocks and create their own pattern.

7. Activity on skipping numbers and alphabets.





- Mode of Transaction- Student Teacher interaction during classroom and correlation with nature patterns.
- Video Link/ Url- 1. <https://drive.google.com/file/d/1KFXHnQIYBs-yhsOCUlc8RDmt8gplR9Ck/view?usp=sharing>
- Assessment Strategy- Check whether the students are able to make their own patterns using different items or not.
- Assignment given- Observe the given picture and write down what comes next.

Observe the rule in given patterns and follow the rule to extend the pattern:

1. 1 A 2 B 3 C \_\_\_\_\_
2. A Z B Y \_\_\_\_\_
3. 3, 6, 9, 12, \_\_\_\_\_

Arrange Below given names in alphabetical order.

Sharda

Payal

Raman

Adarsh

Taniya

Vinay

Ekta

Harry

- Name of Teacher- Ravinder Kumar
- Name of School- Kendriya Vidyalaya Kanker
- Class- 3
- Subject- Mathematics
- Chapter- Patterns
- Skills/ Competencies- Problem solving Ability
- Learning Objective- Identifies the rule in a growing number sequence and extends them  
Identifies repeating unit in a geometric patterns and complete the same  
Identifies rules in growing patterns and complete the same
- Learning Outcome-Extends patterns in simple shapes, alphabets and numbers.
- Activities Planned- Teachers need to conduct appropriate activities within and outside classrooms to develop the conceptual idea of Patterns among children.

### Activity 1:

#### Introducing patterns with numbers

In this activity, I introduced them to number patterns. I wrote a pattern on the board and asked them to observe carefully and answer it in their notebooks. It was easier for them to grasp the patterns in increasing order than the decreasing order.

8. e.g.

9. 1, 2, 3, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

10. 2, 4, 6, ....., ....., .....

11. 10, 20, 30, ....., ....., .....

12. 25, 20, 15, ....., ....., .....





### Activity 2:

I will give paper cups with numbers written in the cups to each group [like 2,4,6,...20/ 5,10, 15,.....50/ 10, 20, 30,....100].

And instructs that they have to form a pyramid with the cups in the correct order of numbers.

Students have to arrange the cups in the shape of a pyramid in the increasing order of numbers.

I will assesses students by their engagement level and the patterns formed.

### Activity 3:

I will provide students with alphabets and numbers as well. Now students will try to arrange these alphabets and numbers in different patterns.

For e.g. 1A 2B 3C 4D .....

26Z 25Y 24X .....

▪ Mode of Transaction- Student Teacher interaction during classroom and correlation with nature patterns.

- Video Link/ Url- 1.

<https://drive.google.com/file/d/1fDuNmh9L4QtoJ0ltvjEraBjsecV0laWo/view?usp=sharing>

2. [https://drive.google.com/file/d/1lxnqMcGwjM\\_vcDZg3Gv - JO35Ye784iC/view?usp=sharing](https://drive.google.com/file/d/1lxnqMcGwjM_vcDZg3Gv-JO35Ye784iC/view?usp=sharing)

- Assessment Strategy- Check whether the students are able to identify the rule of generation of pattern and extends the pattern by providing them some patterns.

- Assignment given- Observe the given picture and write down what comes next.



- Name of Teacher- \_\_Damini\_\_
- Name of School- \_\_KV, Jhagrakhand\_\_
- Class- \_\_III\_\_
- Subject- \_\_Maths\_\_
- Chapter- \_\_Time and Calendar\_\_
- Skills/ Competencies- \_\_understanding basic concepts\_\_
- Learning Objective- \_\_ Identifying a particular date and corresponding day on a calendar; reading time on a clock in hours and half-hours\_\_
- Learning Outcome- \_\_Students will able to read clock and calendar\_\_
- Activities Planned- \_\_Play way method\_\_
- Mode of Transaction- \_\_by video\_\_
- Video Link/ Url- <https://drive.google.com/file/d/1IRJ-mFCXkgRxw91sVt-4n71ANAjoDXth/view?usp=drivesdk>
- Assessment Strategy- through worksheet
- Assignment given-

#### LIVE WORKSHEET

SUBJECT : MATHEMATICS

GRADE :3

TOPIC : TIME

1. What is the time shown in this clock?



2. Which clock is showing the time 10:10 ?



3. What time will it be 2 hours after 1:30 ?

- a) 2:30
- b) 3:30
- c) 4:30
- d) 5:00

4. A leap year has \_\_\_\_\_ days.

- a) 360 days
- b) 362 days
- c) 365 days
- d) 366 bdays

Lindopark Primary: Grade 3 Mathematics: Term 2 Week 7: Thursday

Calendar work							Answer the question using the calendar of the Month of May 2020																																													
<h2>MAY 2020</h2> <table border="1"> <thead> <tr> <th>MON</th> <th>TUE</th> <th>WED</th> <th>THU</th> <th>FRI</th> <th>SAT</th> <th>SUN</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td>1 Labor Day</td> <td>2</td> <td>3</td> </tr> <tr> <td>4</td> <td>5 Teachers Day</td> <td>6</td> <td>7</td> <td>8</td> <td>9 Teacher Lindi's</td> <td>10 Mother's Day</td> </tr> <tr> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15 International Day of the Girl</td> <td>16</td> <td>17</td> </tr> <tr> <td>18 Walters</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23 Teacher's Day</td> <td>24</td> </tr> <tr> <td>25</td> <td>26</td> <td>27</td> <td>28</td> <td>29</td> <td>30</td> <td>31</td> </tr> </tbody> </table>							MON	TUE	WED	THU	FRI	SAT	SUN					1 Labor Day	2	3	4	5 Teachers Day	6	7	8	9 Teacher Lindi's	10 Mother's Day	11	12	13	14	15 International Day of the Girl	16	17	18 Walters	19	20	21	22	23 Teacher's Day	24	25	26	27	28	29	30	31	<p>1. The season is?</p> <p>Summer   Winter   Spring   Autumn</p>			
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							<p>4. Tomorrow's date will be   Day:   /   Month:   /   Year:</p>																																													
5. What day will it be 3 days after the 25th of May																																																				
6. Which public holiday was on the 1 <sup>st</sup> of May?																																																				
7. On what day will be the 28 <sup>th</sup> of May?																																																				
8. Walters birthday was on the   of May.																																																				
9. Which Month comes before May?																																																				
10. Which Month comes just after May?																																																				
11. How many days are there in the Month of May																																																				
12. On which day will it be the end of the Month																																																				
13. How many days was it from teachers Lindi's birthday to Walters birthday																																																				

LINKS OF LIVE WORKSHEETS- 1)<https://www.liveworksheets.com/zi503197je>  
 2) <https://www.liveworksheets.com/ab1253874pk>



## OBJECTIVES:

Students will be able to :

- Recognize parts and wholes visually.
- Identify the half of things.
- Identify the one – fourth of things.
- Identify the three-fourth of things.
- Recognize the collection of things.
- Recognize parts and wholes pictorially in collection.
- Identify half, one-fourth and three fourth numerically in collection.

## MODULE -1

### *Parts and wholes visually*

- INTRODUCTION - PPT
- CLASSROOM TRANSACTION – ACTIVITY: 1. We will show them some chalks and we will ask them to categorize the chalks into full chalks and broken parts of chalks.

### 2.VIDEO

- ART INTEGRATED LEARNING – ACTIVITY: 2. Draw your favourite fruit and make its four parts.
- EXPERIENCE BASED LEARNING - - <https://drive.google.com/file/d/17wy-Uy6K1ErkcpbBLujX8Ib4nLhcyux6/view?usp=sharing>

### ACTIVITY:

3. We will ask students to take a chapatti and make the parts of chapatti.

- ASSESSMENT -1. VIDEO- <https://drive.google.com/file/d/1MyWv4-CI3nVkW746ujDAS4xYbudjV4LX/view?usp=sharing>
- 2.WORKSHEET  
<https://docs.google.com/document/d/10C10z-jzfDJsyOA0H6qRHexInopLThN5/edit?usp=sharing&oid=110629234941161367965&rtpof=true&sd=true>



## **MODULE -2**

*Identification of half, one-fourth and three-fourth.*

- INTRODUCTION - PPT
- CLASSROOM TRANSACTION-VIDEO
- ART INTEGRATED LEARNING-1.Draw different kinds of shapes and paste their whole , half , one-fourth and three fourth parts.
- EXPERIENCE BASED LEARNING – 1.Share your edible items with your family members and friends and write the fraction of the part that you shared.
- ASSESSMENT - .WORKSHEET - <https://docs.google.com/document/d/1-GUqkB6dBP9mr1w34T9tmxTIJCSnzRDt/edit?usp=sharing&ouid=110629234941161367965&rtpof=true&sd=true>

## **MODULE -3**

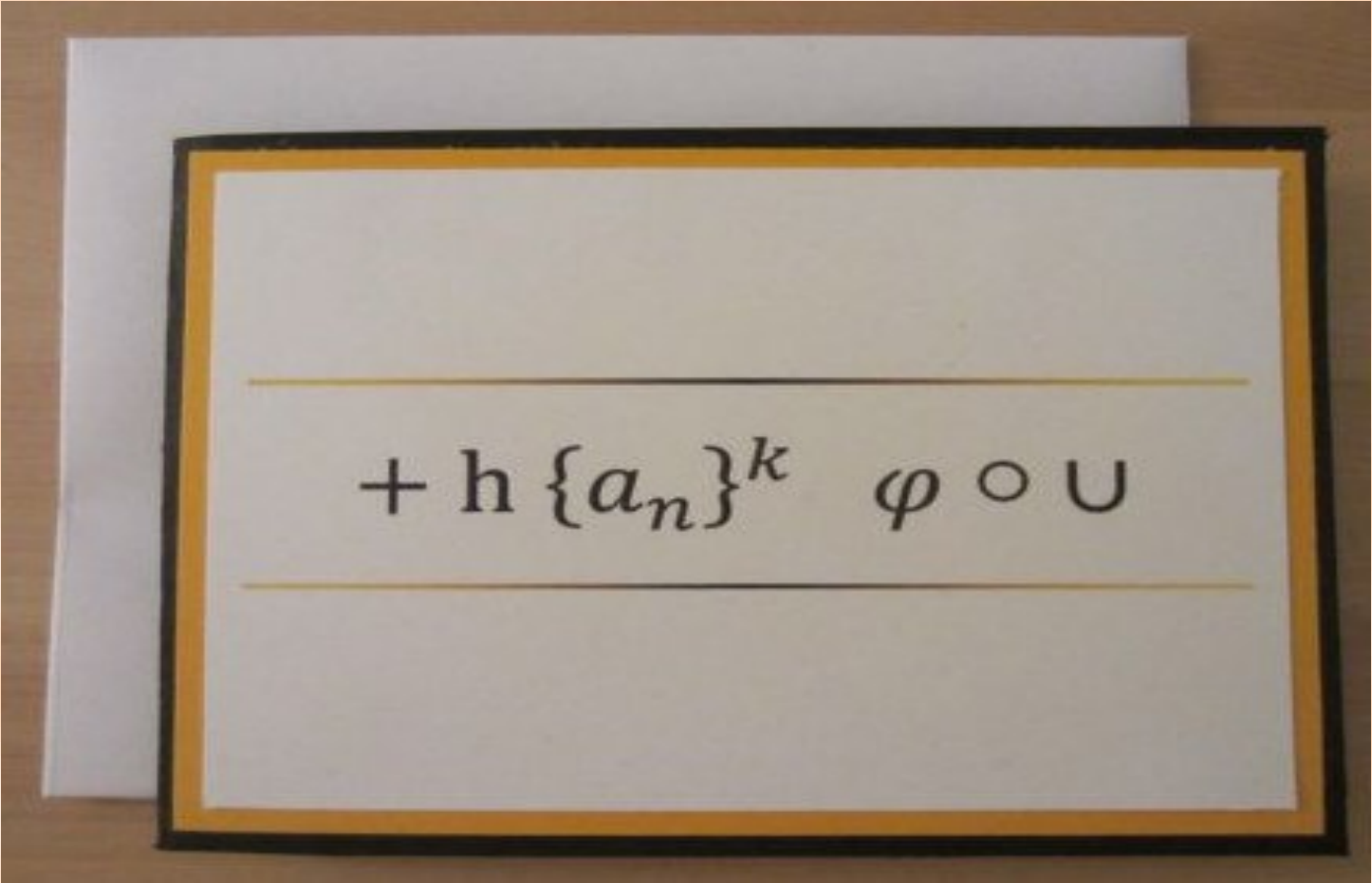
*IDENTIFICATION OF WHOLE, HALF, THREE- FOURTH AND ONE-FOURTH NUMERICALLY.*

- INTRODUCTION - PPT - [https://drive.google.com/file/d/1DysgL5AgUuRcydcZRB2XhdvjoIa6\\_Naj/view?usp=sharing](https://drive.google.com/file/d/1DysgL5AgUuRcydcZRB2XhdvjoIa6_Naj/view?usp=sharing)
- CLASSROOM TRANSACTION - VIDEO- <https://youtu.be/2yvueVPeBP4>
- ART INTEGRATED LEARNING - VIDEO - <https://youtu.be/kQ6GH95JPCM>
- EXPERIENCE BASED LEARNING – Activity - [https://docs.google.com/document/d/1k3oa5RuFe3nA\\_dmVhxQHVGPeAXF80pb/edit?usp=sharing&ouid=110629234941161367965&rtpof=true&sd=true](https://docs.google.com/document/d/1k3oa5RuFe3nA_dmVhxQHVGPeAXF80pb/edit?usp=sharing&ouid=110629234941161367965&rtpof=true&sd=true)
- ASSESSMENT – 1.VIDEO- [https://drive.google.com/file/d/1n7Pc9aR4A3hxNsLO1S4vFoL31Xp\\_Z798/view?usp=sharing](https://drive.google.com/file/d/1n7Pc9aR4A3hxNsLO1S4vFoL31Xp_Z798/view?usp=sharing)

VIDEO- <https://drive.google.com/file/d/1MyWv4-CI3nVkw746ujDAS4xYbudjV4LX/view?usp=sharing>

4.WORKSHEET-

[https://docs.google.com/document/d/1cJDhLWn6PY0441mTihyohQrhTHmC1ba\\_/edit?usp=sharing&ouid=110629234941161367965&rtpof=true&sd=true](https://docs.google.com/document/d/1cJDhLWn6PY0441mTihyohQrhTHmC1ba_/edit?usp=sharing&ouid=110629234941161367965&rtpof=true&sd=true)


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