



Government of Meghalaya
Education Department

DERT

DIRECTORATE OF EDUCATIONAL
RESEARCH & TRAINING



CM IMPACT Meghalaya Learning Enhancement Programme



CHIEF MINISTER'S INITIATIVE TO MAXIMIZE PASS ACHIEVEMENT
AND CLASSROOM TRIUMPH

Module 1 (March-August)

CLASS

01

Achieving grade-appropriate learning levels

Copyright © 2025 DERT, Shillong and Reach to Teach India Private Limited
info@reach-to-teach.org | Tel: 0124 6687881 | Mobile: +91 9099714652

Published by DERT, Shillong
dertmegh@gmail.com | Tel: 0364-22233248

ALL RIGHTS RESERVED. No portion of this book may be reproduced, transmitted, or stored in a retrieval system, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the Author. Uploading or distributing photos, scans, or any content from this book without the prior permission is theft of the Author's Intellectual Property and is punishable under The Copyright Act, 1957.

The moral right of the Author has been asserted.

Printed in India

Class 1: Module 1

INDEX

 Note for Teachers **02**

 English **03**

 Maths **17**

Note for Teachers

Dear Teacher,

The **Meghalaya Class Readiness Programme (M-CRP)**, implemented at the start of this academic year was a **bridge course** which focused on enhancing the learning outcomes and competencies of the previous classes to help achieve the current grade-level outcomes. We sincerely appreciate your dedication, hard work, and commitment to this initiative, ensuring every student moves forward in their learning journey. The M-CRP plays a crucial role in ensuring students, particularly those struggling, acquire the necessary competencies to progress through their classes without difficulty.

On completion of the M-CRP, in order to assist you in conducting regular classes effectively and to keep the momentum alive, chapter-wise activities will be shared with you throughout the academic year. This will help students attain grade-level learning through experiential, activity-based elements linked to learning outcomes and competencies, and will aid you in reinforcing concepts covered in each chapter. This approach will also encourage students to reflect on and apply what they learn.

While you will be teaching the subject as per your timetable and syllabus, it is suggested that you conduct the given activities along with the chapter you are teaching from the NCERT textbook.

The following are some important points that will help you understand the usage of the modules in a better manner:

- The modules provide **suggestive activities** you can undertake while teaching a chapter. These activities are aligned with the theme/concepts of the chapter and have experiential learning at their core. These are also aligned to specific learning outcomes and competencies, thus helping your students acquire certain skills
- At the end of each unit/chapter, a competency-based assessment is included to help you identify your students' learning levels and determine areas that may require additional revision. These assessment activities are **aligned with the formative assessments suggested in the Assessment Blueprint** (revised in February 2025).
- A sample learning level tracker (as given during MCRP) is provided at the end of each module. Please use this to monitor individual students' achievement of learning outcomes and competencies. This will give you a clear picture of how your students are doing and what areas they need extra support in.

If you have any queries, please contact our helpline number: **6909366037**

Wishing you an engaging and fruitful academic year ahead! Here's hoping your students become independent learners and your classroom interactions remain exciting, learning outcome-driven and without additional burden to you.

Meghalaya Learning Enhancement Programme

ENGLISH

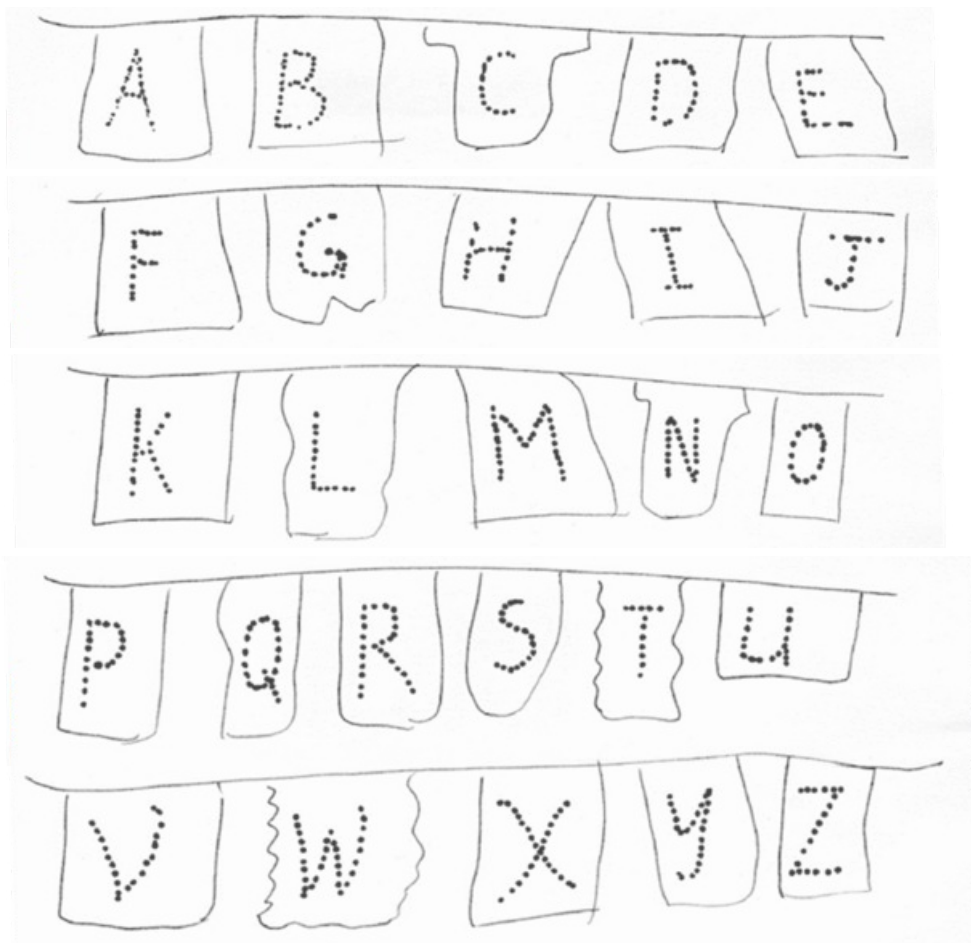
UNIT 1

Chapter: TWO LITTLE HANDS

Activity 1 Joining dots and writing letters

NIPUN Competency Writing with Purpose -Early Literacy skill**Duration:** 20 Minutes**Type of Activity:** Individual**Resources:** Worksheet printouts for each child

Ask children to join the dots and write the letters.



Activity 2 Letters and sounds

1.E.L03 Recognises letters and their sounds A—Z

NIPUN Competency Creative Self Expression and Conversation



Duration: 30 Minutes

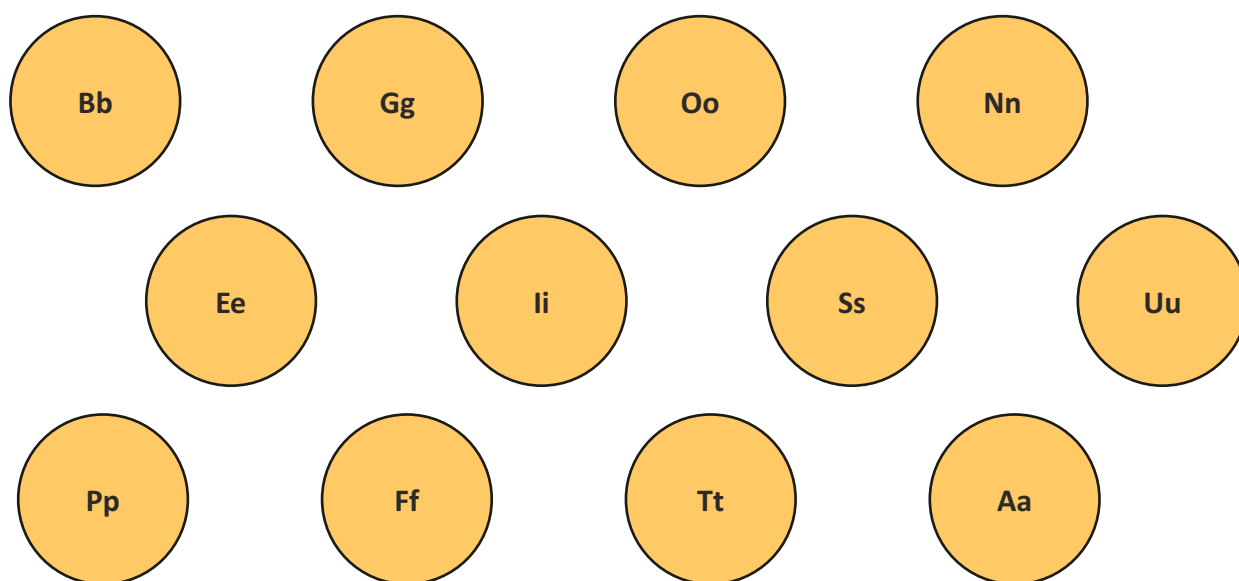


Type of Activity: Individual

Write the following letters on the blackboard. You could also use letter cards.

Ask children what the sound of each letter is and ask them to name an object that begins with it.

Children can write down each letter five times and draw something that begins with that letter in their notebooks.



UNIT 1

Chapter: GREETINGS

Activity 1 Repeating sounds

1.E.L03 Recognises letters and their sounds A—Z

1.E.L011 Listens to instructions and draws a picture

1.E.L015 Writes simple words like fan, hen, rat etc.

NIPUN Competency Sound Symbol Association



Duration: 40 Minutes

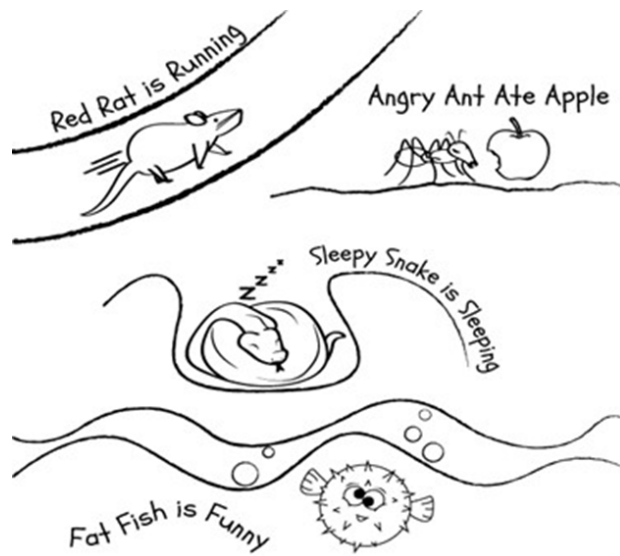


Type of Activity: Whole Class/Group/
Pair/Individual



Resources: If possible, a printout of the worksheet for all children (alternatively, you can write down/draw the parts of the worksheet on the board and write the phrases)

Ask children to look at the drawing and read the phrases out to them. Ask them to identify the sounds that are repeating above.



Make children utter the sounds that come from the following letters. Ask them to write the lowercase letters for each in their notebooks.

A	C	D	S
H	P	O	T

Next, children can write two CVC (Consonant-Vowel-Consonant) words with the above sounds.

--	--

Ask children to draw the following:

Big red hat

A Fat cat on a mat

A top on a pot

Activity 2 My home

1E.L012 Talks about self /situations/pictures in English

1.E.L011 Listens to instructions and draws a picture

NIPUN Competency Talking and Listening: Creative Self Expression and Conversation



Duration: 25 Minutes



Type of Activity: Individual



Resources: Colours

- Talk to children about their homes.
- At the beginning, the discussion can be in L1 (local language). You can gradually shift to English, by reverse translating words (the targeted vocabulary needs to be in English).
- Ask children to draw a picture of their home in their notebooks. You can display everyone's drawing at the end of the class.
- Have a discussion on the following points:
 - » How many members are staying with you ?
 - » Can you name them and say how they are related to you?
 - » Which is your favourite place in your home?
 - » Who is your favourite family member?
 - » What do you do at home on holidays?

Assessment - Unit 1

Practice worksheets which focus on pattern tracing, matching pictures with their initial sounds, sound identification and writing capital and small letters.

UNIT 2

Chapter: PICTURE TIME

Activity 1 **My pet****1.E.L011** Listens to instructions and draws a picture**1.E.L012** Talks about self /situations/ pictures in English**NIPUN Competency** Creative Self Expression and Conversation**Duration:** 30 Minutes**Type of Activity:** Whole Class and Individual**Resources:** Photocopy of the picture (alternatively, you can ask children to draw a girl and a dog with a hat and colour it)

- Have a discussion with children on pets. Ask them the following questions:
 - » Do you have a pet at home?
 - » What is the name of your pet (if you don't have one, what would you name your pet if you got one)?
 - » How do you/would you spend time with your pet?
- Give children a printout of the following text and the picture below. Tell them they are about to meet the dog who wears a hat.
- Read the text out to the class and reverse translate it into their home language so that children become more familiar with the English words.

Meet the dog who wears a hat*Come to my home and meet my dog.**My dog wears a hat.**My dog plays with me.**He jumps high in the air to catch a ball.**And when I call him, he runs and jumps on me.***Note:** In case you are taking a photocopy of these images, ask children:

Use your pencil to darken the drawing (of the girl).

Can you draw a hat for the dog?

Activity 2 Initial sound identification III

1.E.L03 Recognises letters and their sounds A—Z

NIPUN Competency Sound Symbol Association



Duration: 40 Minutes










Type of Activity: Individual



Resources: Worksheet/picture cards

If printing worksheets is not possible, you can show picture cards or draw the objects on the board.
Have children name the pictures, identify the initial sounds and match them with letter with which the word begins.

	b f l m t i
	t g b n t w
	w f c d i o
	y m l w e i
	c x d b o e
	a g h j i n p
	p k q c r s

UNIT 2

Chapter: THE CAPSELLER AND THE MONKEYS

Activity 1 Writing of words I

1.E.L015 Writes simple words like fan, hen, rat etc.

CG10 C10.3 Recognises all the letters of the alphabets (forms of Akshara) of the script and uses this knowledge to read and write words

NIPUN Competency Writing with Purpose: Make use of her/his knowledge of letter and sounds, invents spellings to write.



Duration: 40 Minutes



Type of Activity: Whole Class and Individual

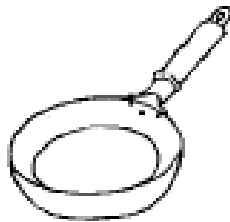


Resources: Worksheet/ chalk and board activity

Ask children to match the words in the box to the pictures and write them. The pictures of the objects can be drawn on the black board and the students may name them. If using the blackboard, you may choose other pictures. As the children name the images, write the words on the blackboard for them to copy down.

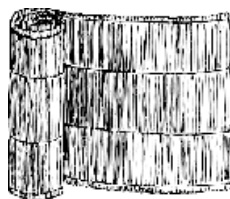
At this point, children are moving from identifying sounds of letters to reading basic CVC (consonant-vowel-consonant) words based on sounds. The following words are –‘a’ sound words



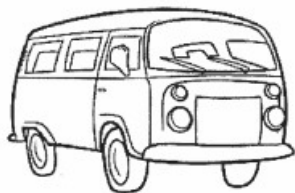
















mat cat van cap map tap can pan bat

Activity 2 The goat and the green grass

1.E.L07 Responds orally (in any language including sign language) to comprehension questions related to stories/poems

NIPUN Competency Reading and Comprehension



Duration: 40 Minutes



Type of Activity: Individual

The poem below can be written on the black board and you can encourage the students to recite it along with you.

*I walk to my school.
On the way, I see a goat.
I see the goat eating green grass.
The green grass is soft.
And the goat gobbles the green grass.
And soon the green grass will be all gone.*

After the recitation, have a class discussion on the following:

- What will happen to the grass?
- What does the goat eat?
- Do you see any animal on your way to school? If yes, which ones?

Assessment - Unit 2

Practice worksheets and activities which focus on observing and talking about pictures, matching pictures with their names, sound identification and writing simple words of the alphabet.

UNIT 2

Chapter: A FARM

Activity 25 A bat and a bee

1.E.L07 Responds orally (in any language including sign language) to comprehension questions related to stories/poems

1.E.L011 Listens to instructions and draws a picture

NIPUN Competency Vocabulary Development, Reading and Comprehension



Duration: 40 Minutes



Type of Activity: Individual

You can write the following poem on the blackboard and recite it as the children follow.

*A Bat and a
Bee Lived on a
big tree*

*The bee – it liked the day
with the flowers so bright*

*But the bat hid away
catching things at night.*



After reciting the poem ask the following questions.

- Where have you seen a bee?
- When do we see a bat?
- Why does the bat like the night?
- Do you think bat and bee can become friends? Why or why not?
- How is a bee different from a bat?
- What are three things that are similar between the bat and the bee?

Discuss the following with the children and ask them to make the drawings in their notebook:

- Have you seen where bees live? Can you draw it here? What is it called? What sound can you hear when you go near it?
- Draw a bee on a flower.
- Draw a bat on a tree.

Activity 17 Writing words V

1.E.L015 Writes simple words like fan, hen, rat etc.

CG10 C10.3 Recognises all the letters of the alphabets (forms of Akshara) of the script and uses this knowledge to read and write words

NIPUN Competency Writing with Purpose: Make use of her/his knowledge of letter and sounds, invents spellings to write



Duration: 40 Minutes



Type of Activity: Whole Class and Individual



Resources: Worksheet/ chalk and board activity

Ask children to match the words in the box to the pictures and write them. The pictures of the objects can be drawn on the black board and the students may name them. If using the blackboard, you may choose other pictures. As the children name the images, write the words on the blackboard for them to copy down.

This set of CVC (consonant-vowel-consonant) words is based on 'u' sounds.



















cub cup jug run hut gun bun sun tub

Assessment - Unit 2

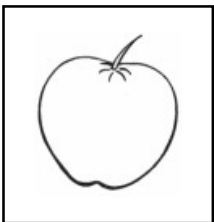
Practice worksheets and activities which focus on observing and talking about pictures, matching pictures with their names, sound identification and writing simple words of the alphabet.

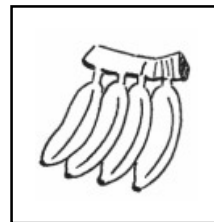
UNIT 3

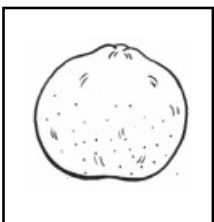
Chapter: FUN WITH PICTURES

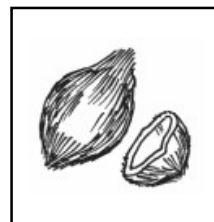
Activity 27 **Fruits****1.E.L015** Writes simple words like fan, hen, rat etc.**CG10 C10.3** Recognises all the letters of the alphabets(forms of Akshara) of the script and uses this knowledge to read and write words**NIPUN Competency** Writing with Purpose: Make use of her/his knowledge of letter and sounds, invents spellings to write**Duration:** 40 Minutes**Type of Activity:** Individual**Resources:** Worksheet/ pictures

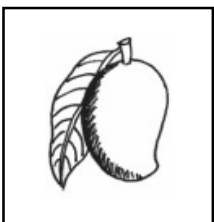
Ask children to look at the pictures of fruits (you can draw them on the board or use picture cards too). Feel free to add more fruits familiar to children. Ask them label the fruits using the names given in the box.

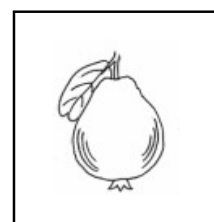












mango, banana, coconut, orange, guava, apple

Activity 28 Crossword puzzle

1.E.L015 Writes simple words like fan, hen, rat etc.

CG10 C10.3 Recognises all the letters of the alphabets(forms of Akshara) of the script and uses this knowledge to read and write words

NIPUN Competency Writing with Purpose: Make use of her/his knowledge of letter and sounds, invents spellings to write

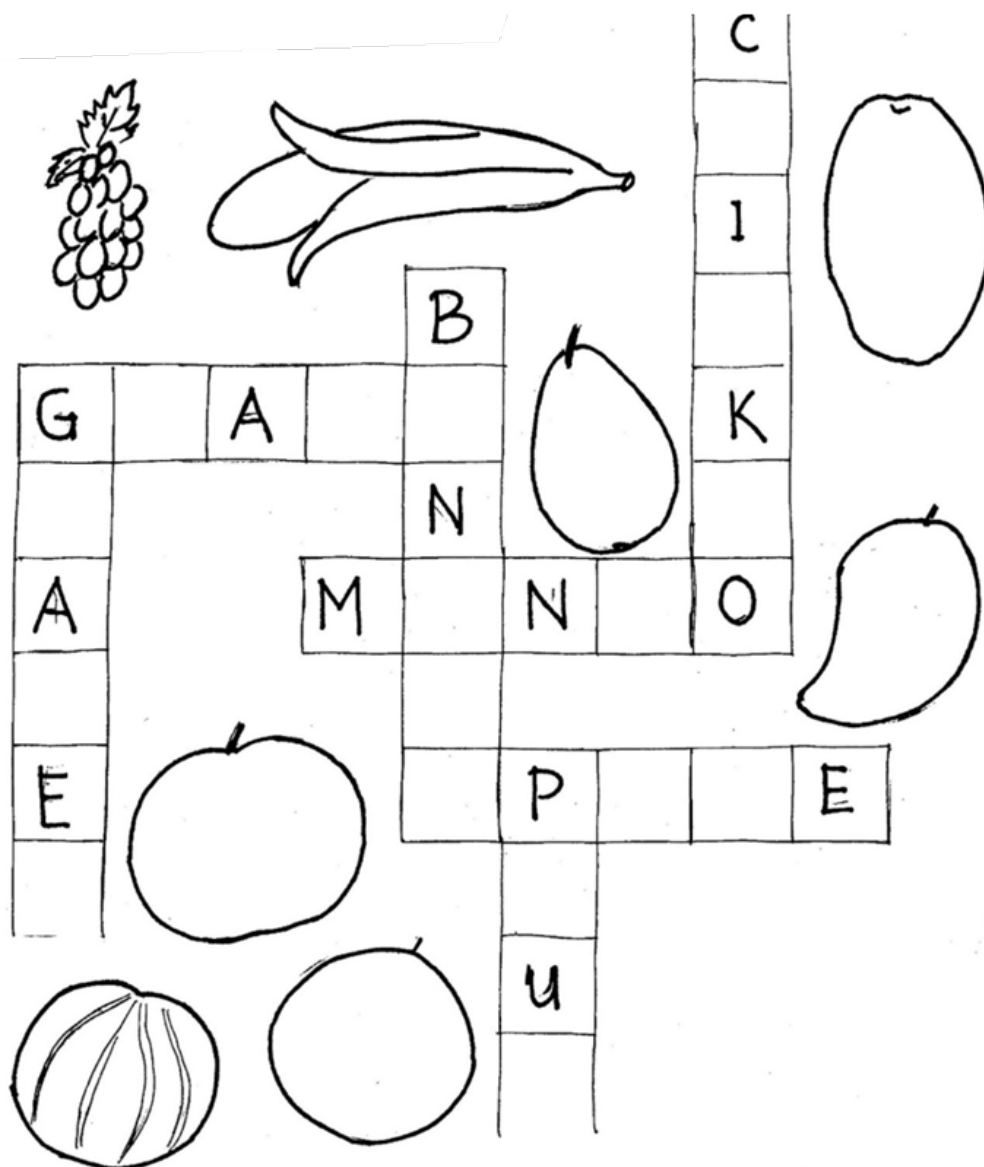


Duration: 40 Minutes



Type of Activity: Individual

Ask children to look at the pictures of fruits (you can draw them on the board or use picture cards too). Feel free to add more fruits familiar to children. Ask them label the fruits using the names given in the box.



Assessment - Unit 3

Practice worksheets and activities which focus on talking about favourite seasons, matching pictures with associated words/sentences, and writing simple sentences about yourself.

Level 3 (L3): Solves problems independently

Name of the School	UDISE
Block	District
Name of the Teacher	Assessment Date

[illegible]

Meghalaya Learning Enhancement Programme

MATHS

Chapter

Finding the Furry Cat!

Activity 1 Match magic

1.M.L01.a Classifies objects into groups based on a few physical attributes



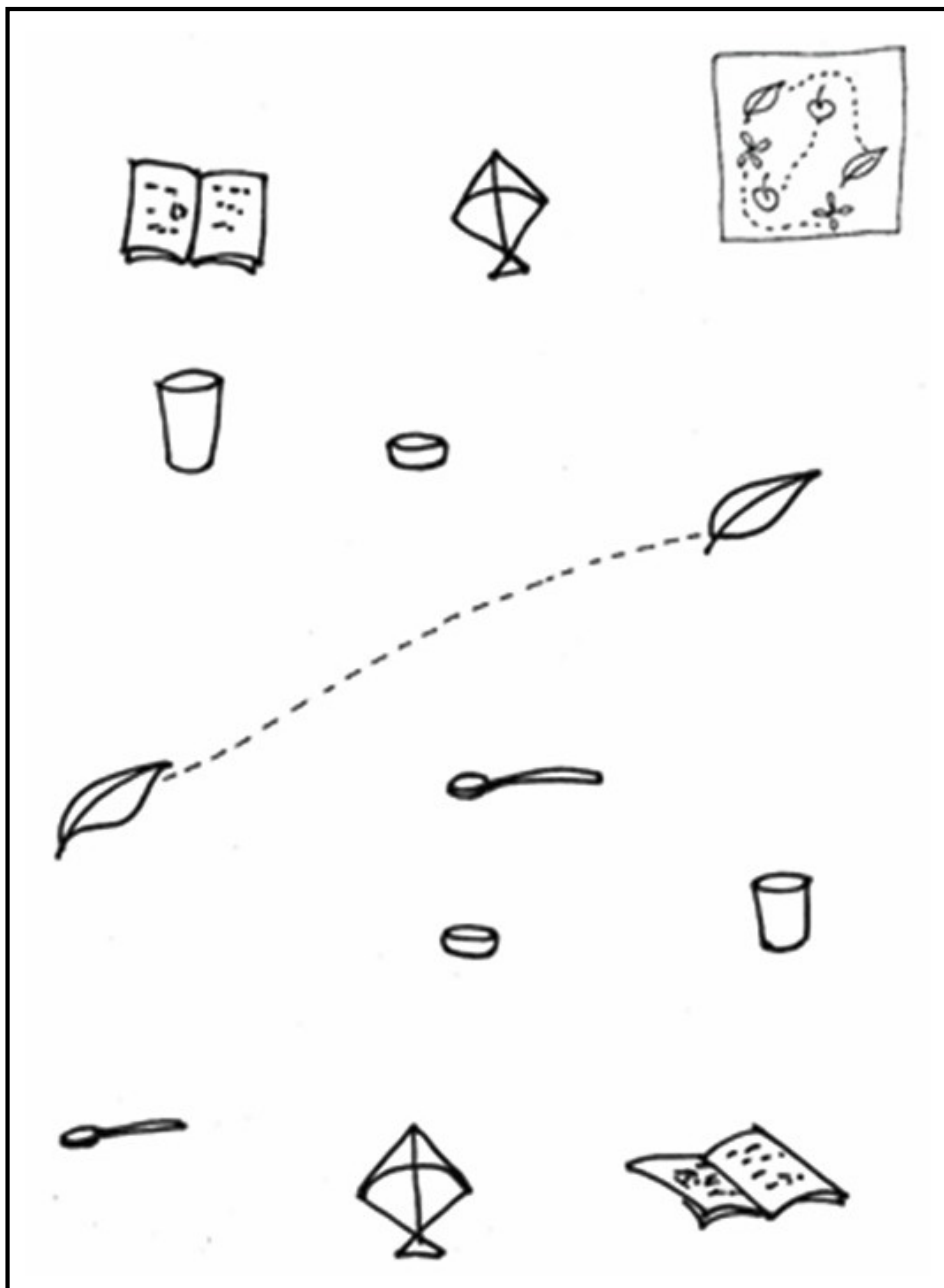
Duration: 20 Minutes



Type of Activity: Whole Class

Instruction for teachers:

- Draw these pictures on the board.
- Call students to match the same objects.
- Ask other students in the class if objects are matched correctly.
- Alternatively, you can also print the sheet and give it to students as an individual task.



Activity 2 Finding pair

1.M.L01.a Classifies objects into groups based on a few physical attributes



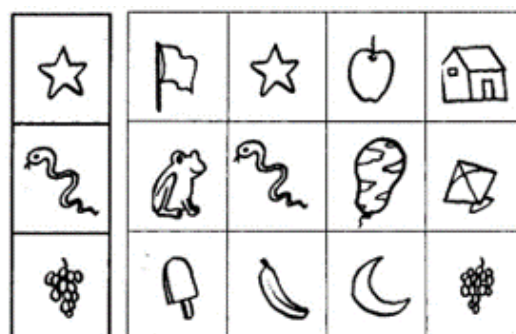
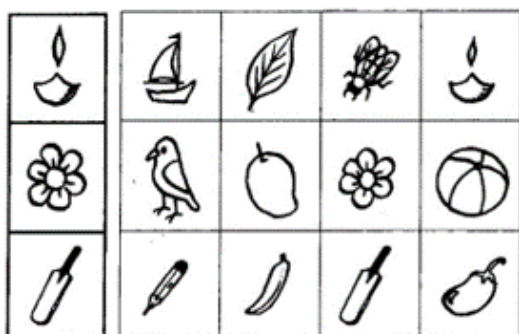
Duration: 20 Minutes



Type of Activity: Whole Class

Instruction for teachers:

- Draw these pictures on the board.
- Ask students to look at the object in the first box and find its pair in the same line.
- Get responses from the students.
- Alternatively, you can also print the sheet and give it to students as an individual task.



Activity 3 Odd one out

1.M.L01.a Classifies objects into groups based on a few physical attributes



Duration: 20 Minutes



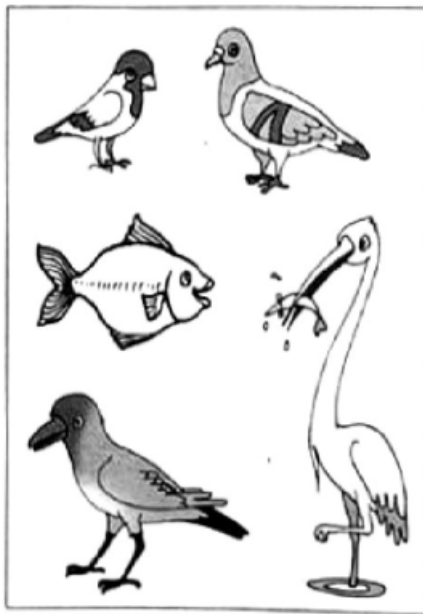
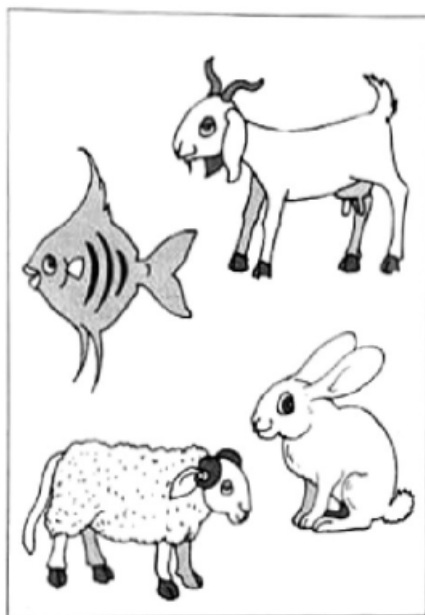
Type of Activity: Whole Class



Resources: Chart paper / Sheet with the given picture drawn on it

Instruction for teachers:

- Draw these pictures on a chart paper/sheet.
- Ask students to find out the odd one in each box.
- Guide students to focus on one box at a time.
- You can ask probing questions if students need help. For example, for the first box, you can ask: Where do these animals live – on land or in water?
- Circle the odd picture in each box based on the response of the students.
- Alternatively, you can also print the sheet and give it to students as an individual task.



Assessment Activity

Practice worksheets on Pre-number concepts.

Chapter

What is Long? What is Round?

Activity 1 Who is left alone?

1.M.L05 Describes the physical features of various solids / shapes in her own language.



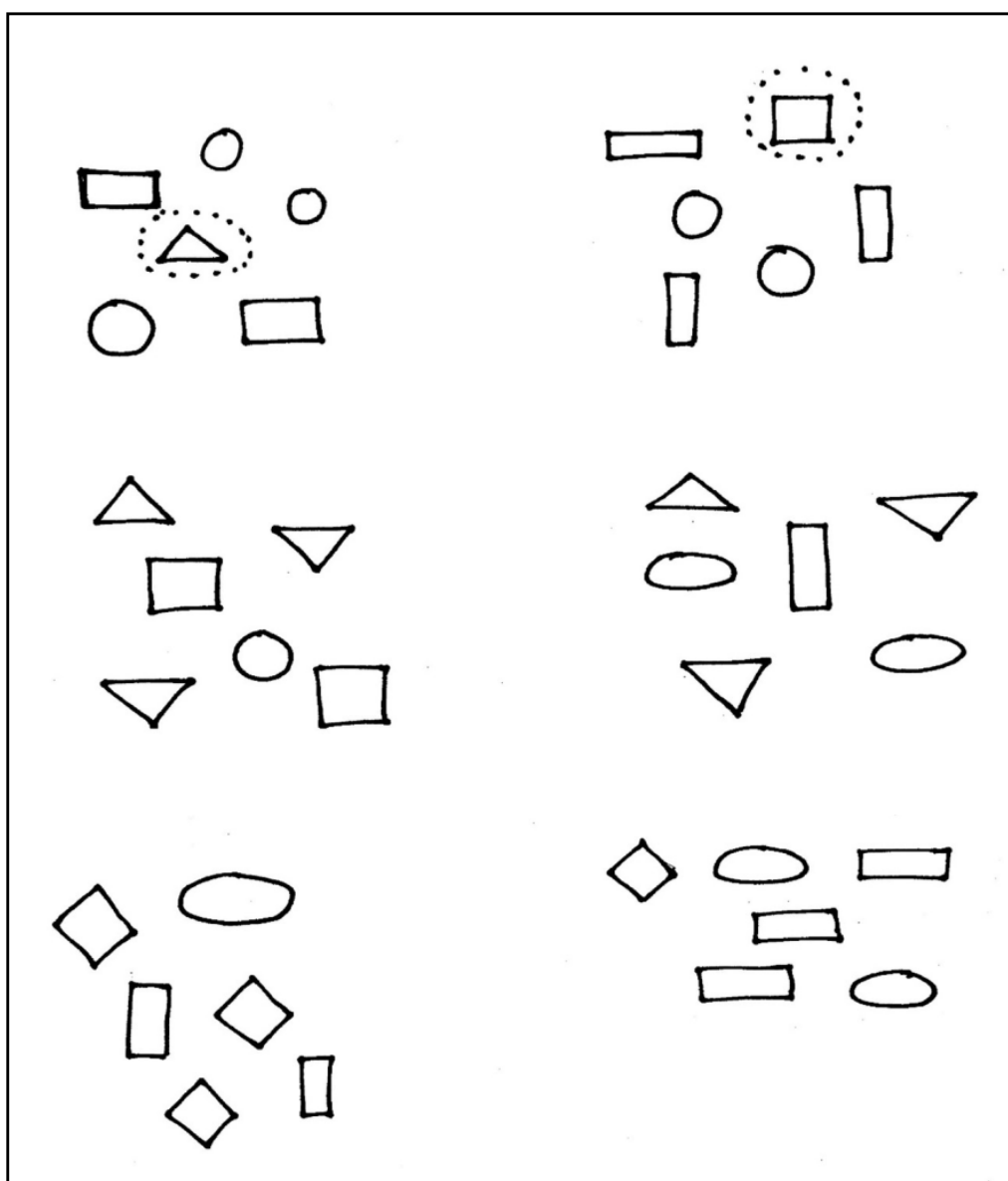
Duration: 20 Minutes



Type of Activity: Whole Class

Instruction for teachers:

- Draw these pictures on the board.
- Call a few students.
- Ask them to circle the one which is different from the others.
- Do two examples yourself.
- Ask students: Why is the triangle circled in the first group?
Why is the square circled in the second group?
- Alternatively, you can also print the sheet and give it to students as an individual task.



Activity 2 Round and square

1.M.L07 Observes, extends and creates patterns of shapes and numbers.



Duration: 30 Minutes



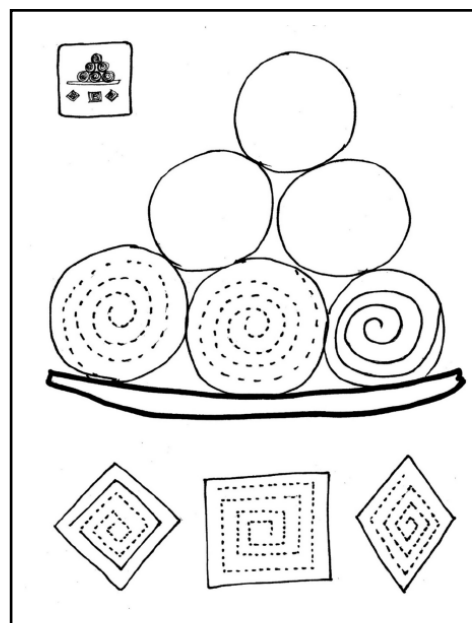
Type of Activity: Individual



Resources: Worksheet

Instruction for teachers:

- Print the sheet for the students.
- Ask them to trace the dots and copy the pattern in the remaining shapes.
- Alternatively, you can also take one big printout of the sheet and call a few learners to trace the pattern.



Activity 3 Shapes around us

1.M.L05 Describes the physical features of various solids/shapes in her own language.



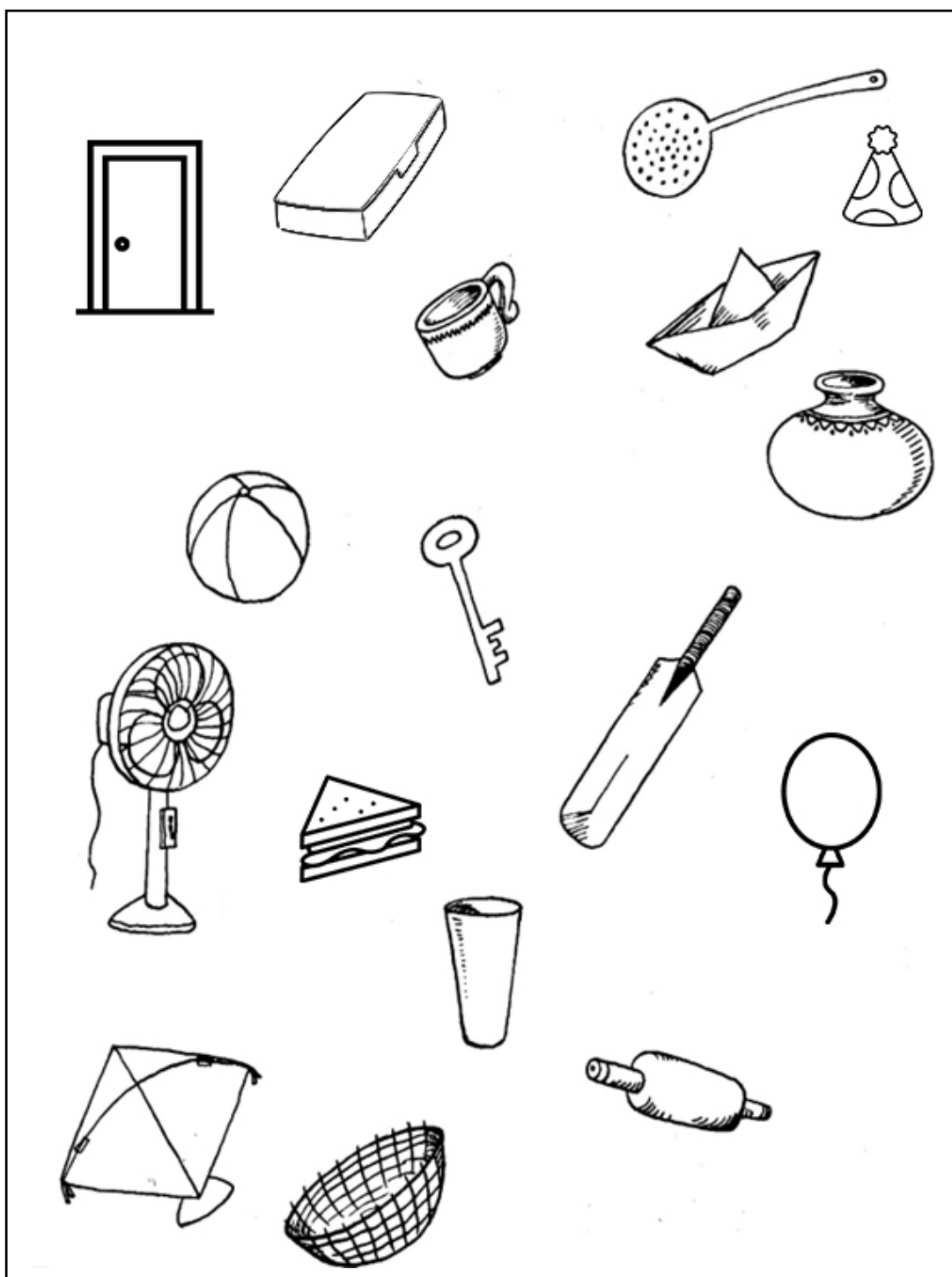
Duration: 30 Minutes



Type of Activity: Whole class

Instruction for teachers:

- Draw these pictures on the board.
- Call a few students.
- Provide them with chalks of different colours.
- Ask them to write C near circular things, R near rectangular things and T near triangular things.
- Alternatively, you can also print the sheet and give it to students.



Assessment Activity

Practice worksheets on Shapes.

Chapter

Mango Treat

Activity 1 Count and write – 1

1.M.L02.1 Counts objects using numbers 1 to 9



Duration: 20 Minutes


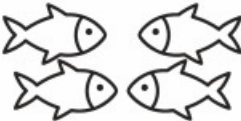
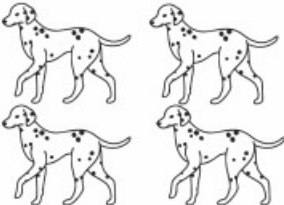








Type of Activity: Whole Class

Instruction for teachers:

- Draw these pictures on the board.
- Call a few students.
- Ask them to count the objects and write their number in the box.
- Ask other students in the class if the correct answer is written.
- Alternatively, you can also print the sheet and give it to students as an individual task.

Count the number of objects and write the numbers in the space given below every object.

 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>

Activity 2 Count and write – 2

1.M.L02.1 Counts objects using numbers 1 to 9



Duration: 25 Minutes



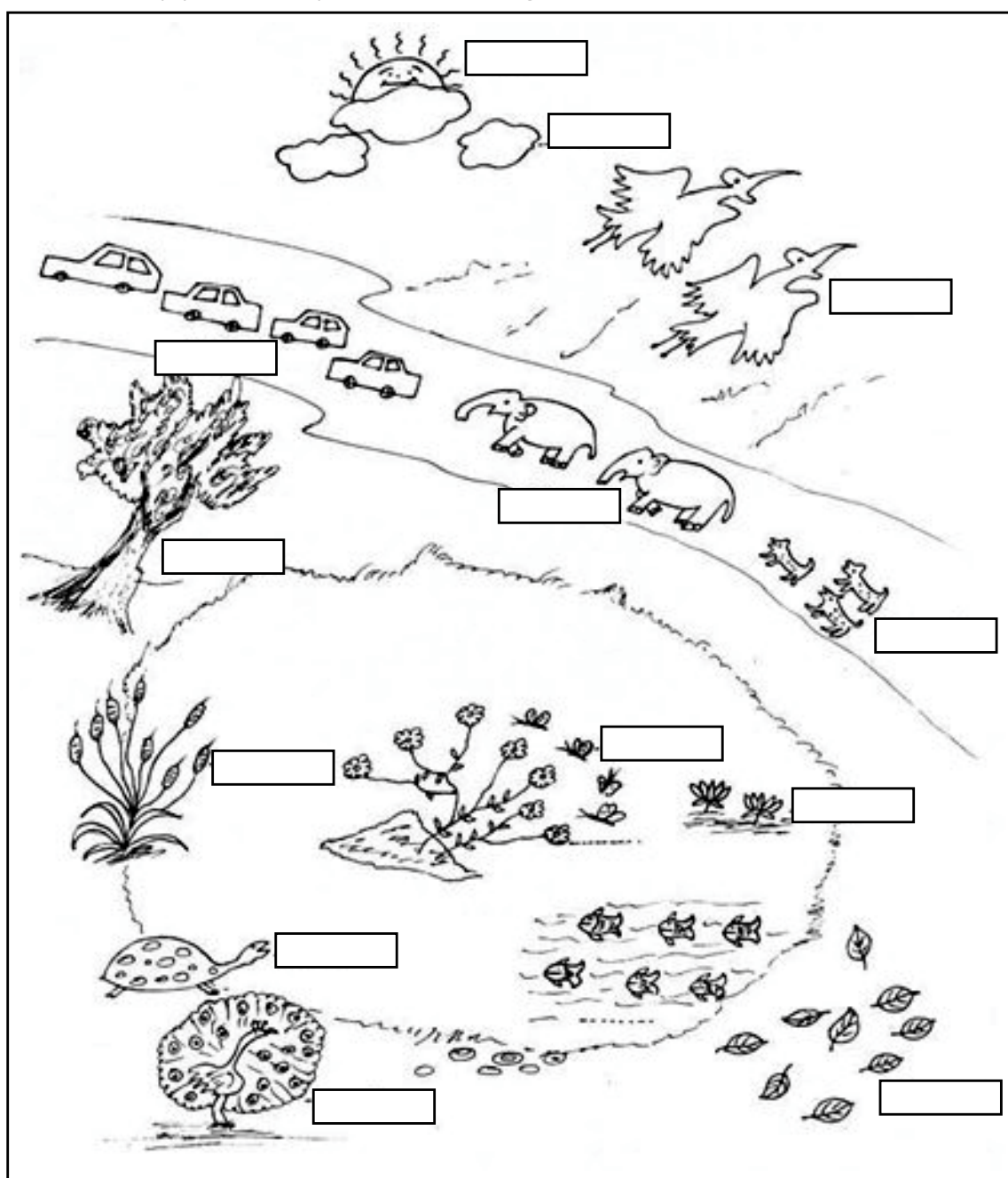
Type of Activity: Whole class



Resources: Chart paper with the given drawing

Instruction for teachers:

- Take a printout of the sheet for the whole class or draw the picture on chart paper.
- Call different students.
- Ask them to count and write the number of fish, leaves, tree, elephants, cats, cars, flowers and butterflies.
- Ask other students in the class if their friends have counted correctly.
- Alternatively, you can also print the sheet and give it to students as an individual task.



Activity 3 Let's circle

1.M.L02.1 Counts objects using numbers 1 to 9



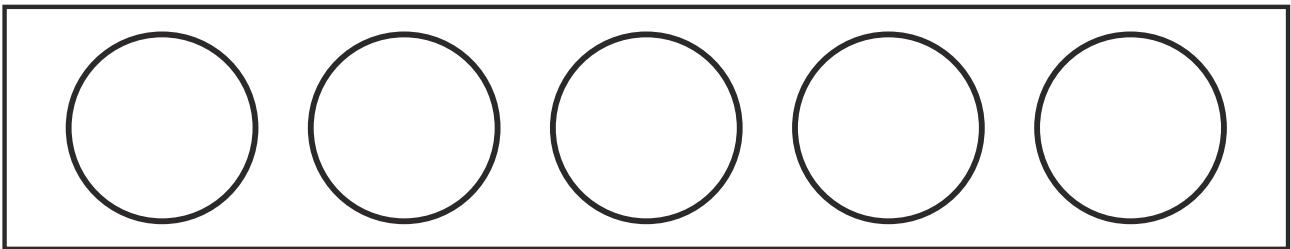
Duration: 30 Minutes



Type of Activity: Whole Class

Instruction for teachers:

- Draw these pictures on the board.
- Call a few students.
- Ask them to circle the second and fifth objects from the front in each row.
- Add more such simple pictures for maximum participation.
- Alternatively, you can also print the sheet and give it to students as an individual task.



Assessment Activity

Practice worksheets on Numbers 1-9

Chapter Making 10

Activity 1 How many?

1.M.L01.b Recites number names and counts objects up to 20, concretely, pictorially and symbolically.



Duration: 25 Minutes

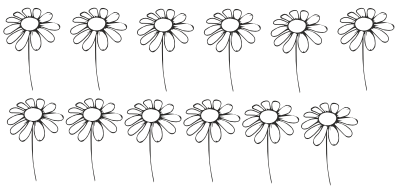

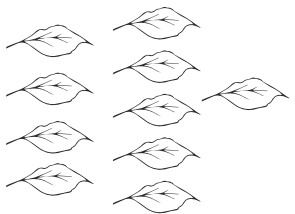



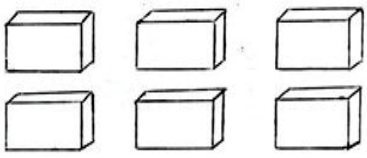



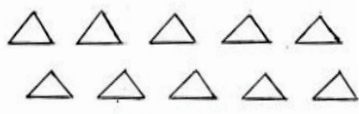

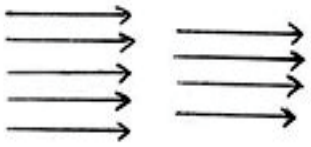
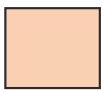
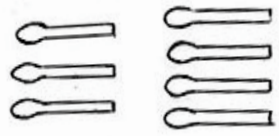




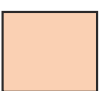


Type of Activity: Individual/Whole class

Instruction for teachers:

- Draw these pictures on the board.
- Ask students to count the number of objects in each box.
- Call a few students.
- Ask them to write the number.
- Alternatively, you can also print the sheet and give it to students as an individual task.

Count and match the objects. Write the number in the box given below each object.

Activity 2 Groups of 10

1.M.L08 Collects, records (using pictures/numerals) and interprets simple information by looking at visuals.



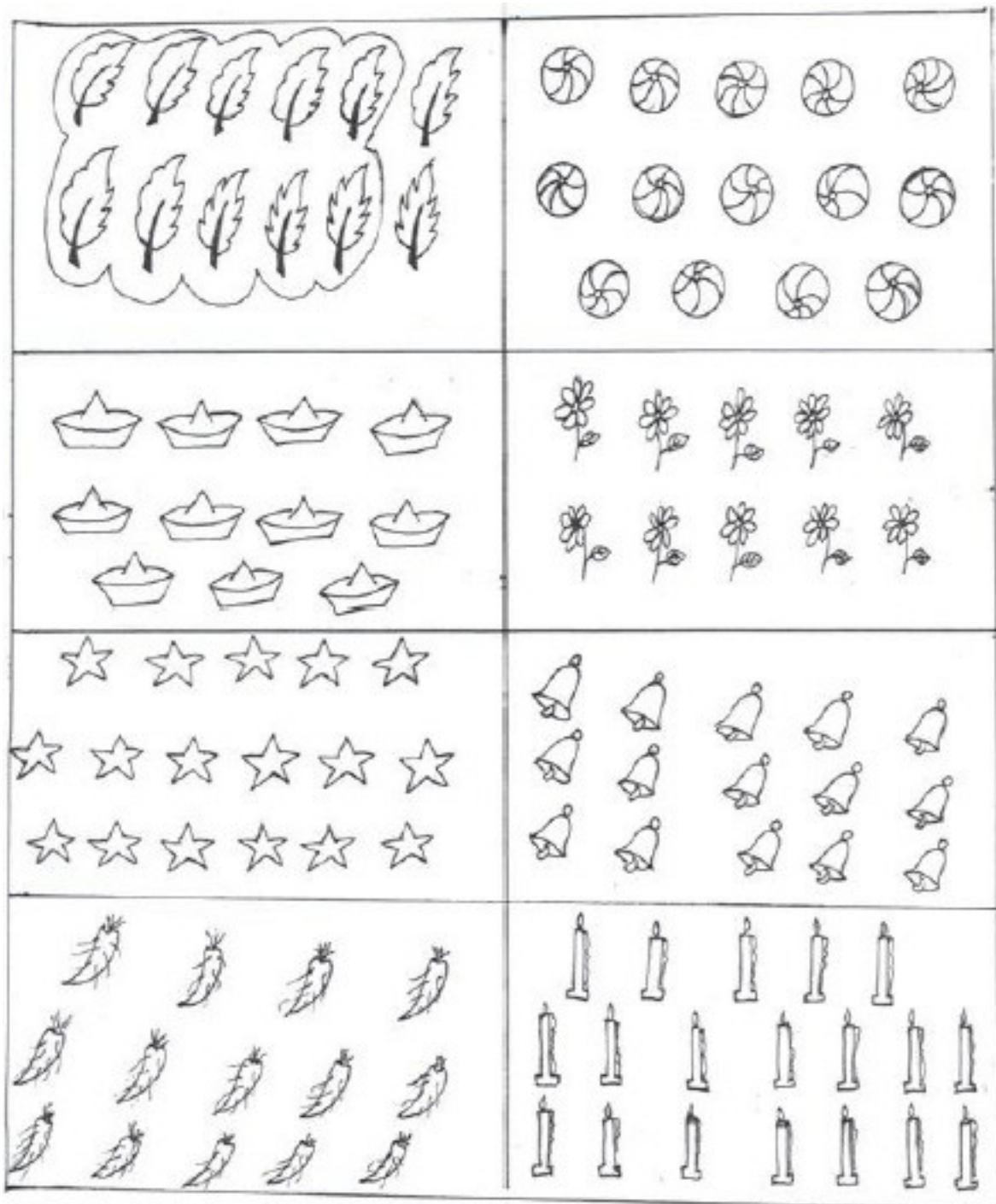
Duration: 25 Minutes



Type of Activity: Whole class

Instruction for teachers:

- Draw these pictures on the board.
- Call a few students.
- Ask them to make groups of 10 in each box.
- Other students can check if their friends have made the group correctly.
- Alternatively, you can also print the sheet and give it to students as an individual task.



Activity 3 Groups of 10's and 1's

1.M.L08 Collects, records (using pictures/numerals) and interprets simple information by looking at visuals.

1.M.L04 Recognises numbers up to 99 and writes numerals



Duration: 40 Minutes



Type of Activity: Whole class

Instruction for teachers:

- Draw these pictures on the board.
- Call a few students.
- Ask them to make a group of 10 objects.
- Write the number of groups made and the number of objects left in the table as shown.
- Alternatively, you can also print the sheet and give it to students as an individual task

Total objects	Groups of 10	One's	Number
	1	4	14

Assessment Activity

Practice worksheets on Numbers 10-20

Chapter

How Many?

Activity 1 Addition – 1

1.M.L03.1 Construct addition facts up to 9 by using concrete objects.



Duration: 30 Minutes



Type of Activity: Whole class

Instruction for teachers:

- Write the given addition facts on the board.
- Call a few students.
- Ask them to match the addition facts with their answer.
- Ask other students to check if their friends have matched correctly.
- Alternatively, you can also print the sheet and give it to students as an individual task.

$1 + 3$	4	$1 + 6$
$2 + 5$	3	$2 + 2$
$3 + 4$	8	$2 + 2$
$5 + 3$	7	$2 + 4$
$2 + 6$	9	$1 + 2$
$5 + 1$	7	$3 + 6$
$2 + 1$	6	$4 + 3$

Activity 2 Addition - 2

1.M.L03.1 Construct addition facts up to 9 by using concrete objects.

1.M.L09 Develops the concept of zero.



Duration: 30 Minutes



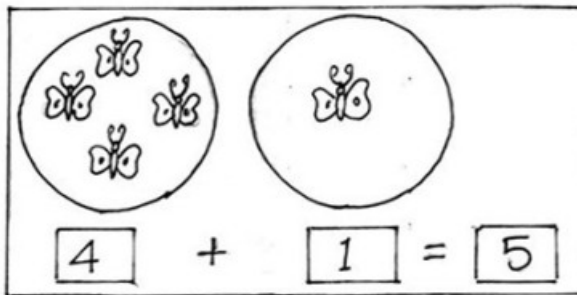
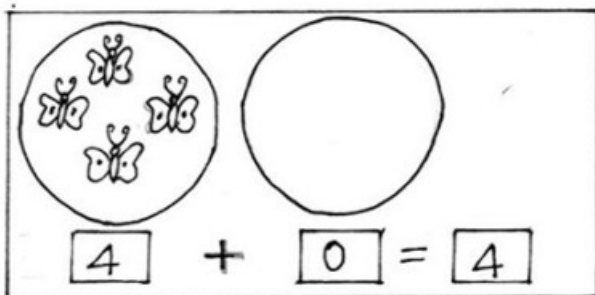
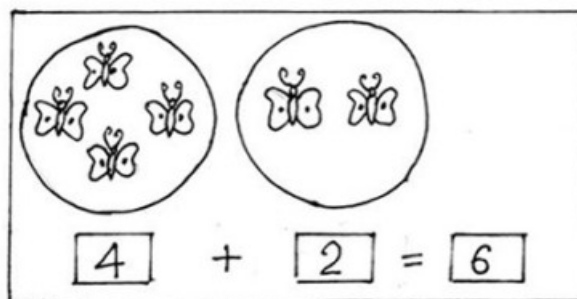
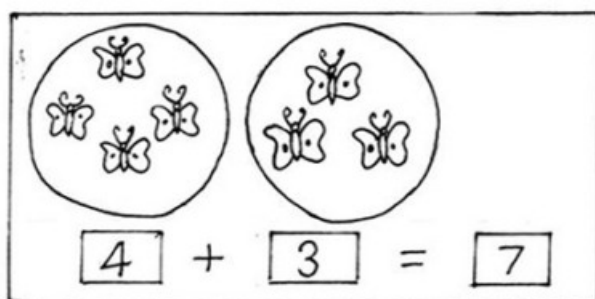
Type of Activity: Whole class



Resources: Three Sticks

Instruction for teachers:

- Introduce zero to the students.
- Show them what happens when we add zero sticks to a group of three sticks.
- Draw the 4 pictures given below on the board.
- Let them observe the third picture where zero is added to a group of four butterflies.
- Write the questions given below on the board.
- Call a few students.
- Ask them to write the answer.
- Alternatively, you can also print the sheet and give it to students as an individual task.



4 + 0 = <input type="text"/>	5 + 0 = <input type="text"/>	6 + 0 = <input type="text"/>
2 + 0 = <input type="text"/>	9 + 0 = <input type="text"/>	0 + 1 = <input type="text"/>
0 + 3 = <input type="text"/>	0 + 4 = <input type="text"/>	0 + 8 = <input type="text"/>
0 + 7 = <input type="text"/>	3 + 0 = <input type="text"/>	0 + 1 = <input type="text"/>
2 + 0 = <input type="text"/>	0 + 1 = <input type="text"/>	5 + 0 = <input type="text"/>
0 + 2 = <input type="text"/>	1 + 0 = <input type="text"/>	0 + 5 = <input type="text"/>

Do more addition on your own

Activity 3 The remaining ones

1.M.L03.2 Subtracts numbers using 1 to 9.



Duration: 30 Minutes

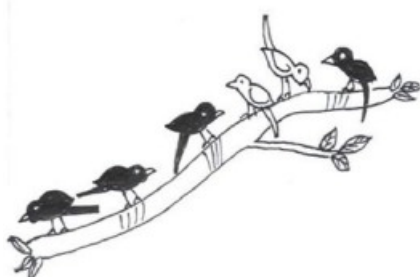


Type of Activity: Whole class

Instruction for teachers:

- Draw these pictures on the board.
- Ask them to count the birds sitting on the first branch.
- Then, ask them to count the remaining birds sitting on the second branch and write the number.
- They should do the same for apples and flowers.
- Call a few students.
- Ask them to write the number.
- Alternatively, you can also print the sheet and give it to students as an individual task.

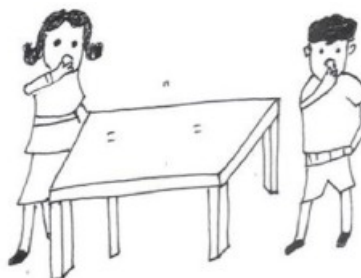
a) Birds on the branch





b) Apples





c) Flowers on the plant





Assessment Activity

Practice worksheets on Addition and Subtraction of Single Digit Numbers

Chapter Vegetable Farm

Activity 1 One more, one less

1.M.L07 Observes, extends and creates patterns of shapes and numbers.



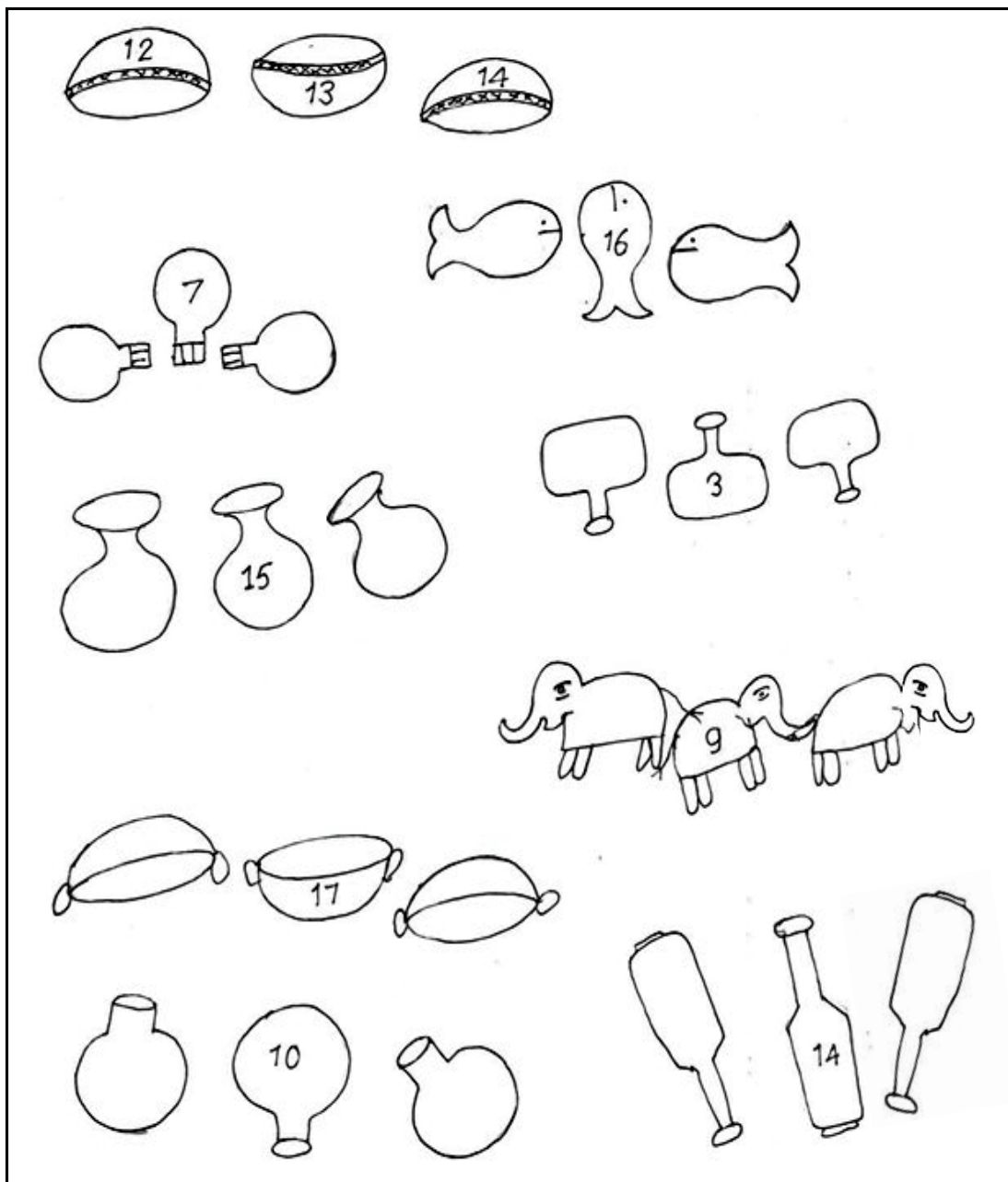
Duration: 25 Minutes



Type of Activity: Individual/Whole class

Instruction for teachers:

- Draw these pictures on the board.
- Call a few students.
- Ask them to write one less and one more than the number written on the middle picture.
- Alternatively, you can also print the sheet and give it to students as an individual task.



Activity 2 Snakes and ladder

1.M.L04 Recognises numbers up to 99 and writes numerals.



Duration: 20 Minutes



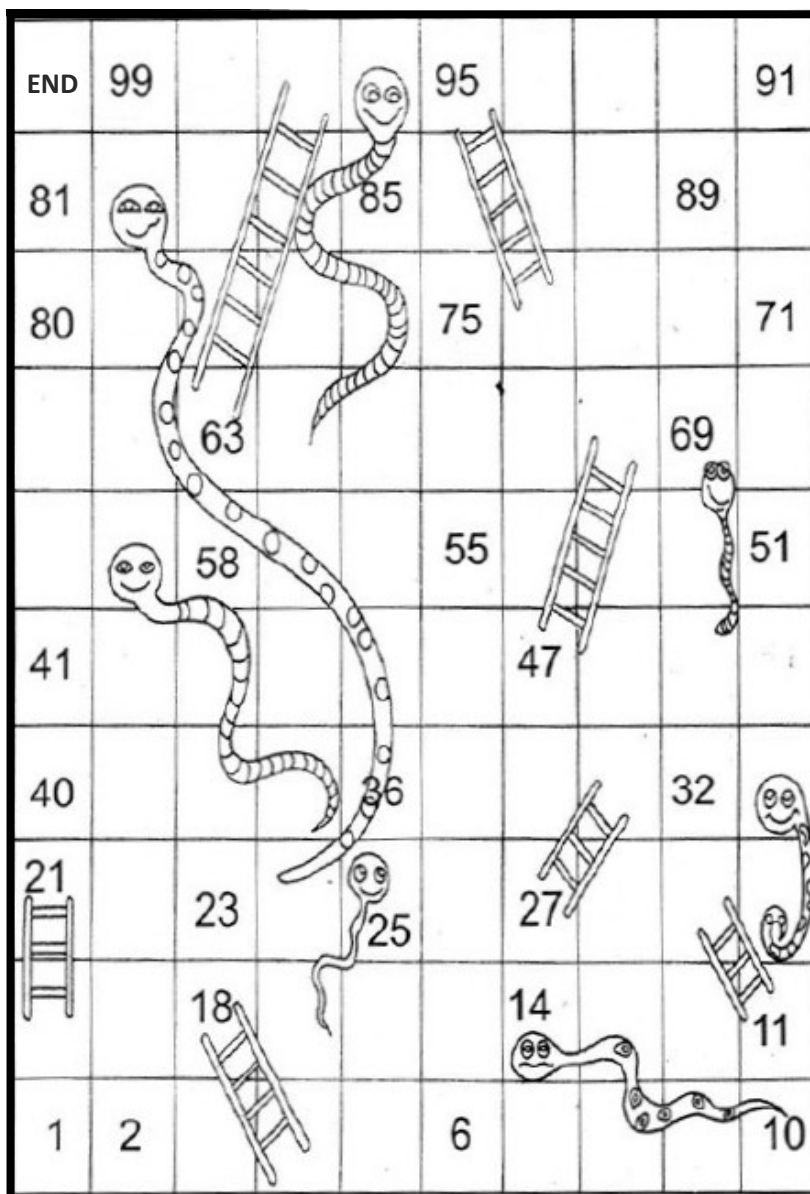
Type of Activity: Group



Resources: Worksheet, dice and counters

Instruction for teachers:

- Make group of 5 students.
- Provide 1 worksheet to each group.
- Ask students to complete the grid by writing counting from 1 to 99.
- Provide dice and counter to each group.
- Explain the rules of the game.
- Ask students to play the game with their group members.



Assessment Activity

Practice worksheets on Shapes

Chapter

Lina's Family

Activity 7 Big, medium and small

1.M.L01.a Classifies objects into groups based on a few physical attributes



Duration: 40 Minutes



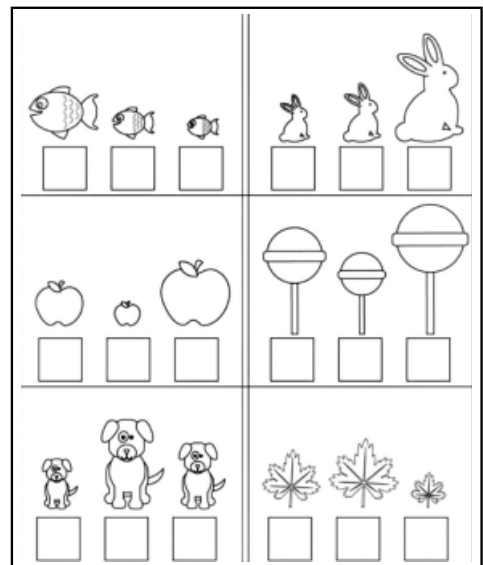
Type of Activity: Individual



Resources: Chart / Sheet with the given pictures made on it

Instruction for teachers:

- Display the chart in the class with the given pictures.
- Ask students to compare the size of objects in each box.
- Call students in the group of 3.
- Ask them to write B for big objects, M for medium objects and S for small objects.
- If students struggle with writing, take responses from students and write the appropriate letters based on the student response.
- Alternatively, you can also print the sheet and give it to students as an individual task.



Activity 8 Know the fruits

1.M.L01.a Classifies objects into groups based on a few physical attributes



Duration: 40 Minutes



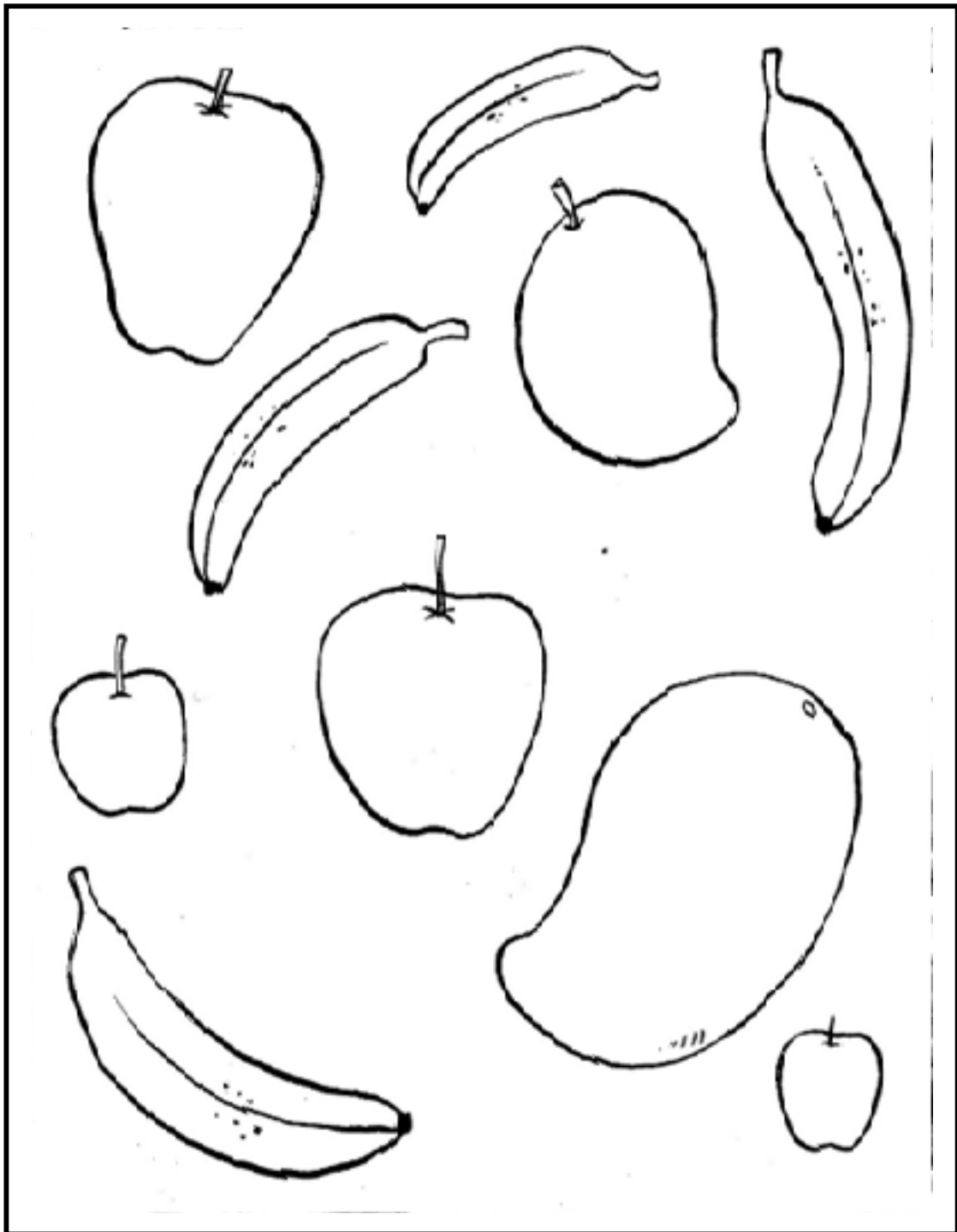
Type of Activity: Individual



Resources: Chalk of three different colours

Instruction for teachers:

- Draw these pictures on the board.
- Call different students and give them 3 different coloured chalk.
- Ask them to circle one type of fruit, for example, all apples, with one colour of chalk.
- Ask other students in the class if objects are circled correctly.
- Then, call some other students.
- Ask them to write S for the smallest and L for the largest fruit in each type.
- Alternatively, you can also print the sheet and give it to students as an individual task.



Activity 55 Measure with your hand

1.M.L06 Estimates and measures short lengths using non-uniform units



Duration: 30 Minutes



Type of Activity: Individual

Instruction for teachers:

- Show the handspan to the students.
- Demonstrate how to use a handspan for measurement.
- Draw the table on the board.
- Then, ask students to complete the table by measuring things using their handspan.



Things to measure	How many handspans?
One side of the maths book	
School bag	
One side of the teacher's table	
One side of your bed	

Assessment Activity

Practice worksheets on Measurement

Fun with numbers

Activity 58 Counting in groups – 1

1.M.L08 Collects, records (using pictures/numerals) and interprets simple information by looking at visuals.

1.M.L04 Recognises numbers up to 99 and writes numerals



Duration: 40 Minutes



Type of Activity: Whole class

Instruction for teachers:

- Draw these pictures on the board.
- Call a few students.
- Ask them to make a group of 10 objects.
- Write the number of groups made and the number of objects left in the table as shown.
- Alternatively, you can also print the sheet and give it to students as an individual task.

		21
		22

Activity 59 Counting in groups – 2

1.M.L08 Collects, records (using pictures/numerals) and interprets simple information by looking at visuals.

1.M.L04 Recognises numbers up to 99 and writes numerals.



Duration: 40 Minutes



Type of Activity: Whole class

Instruction for teachers:

- Draw these pictures on the board.
- Call a few students.
- Ask them to draw sticks in groups of 10 and complete the counting from 31 to 40 and from 40 to 50.
- Alternatively, you can also print the sheet and give it to students as an individual task.

	31
	40

	41
	50

Activity 35 Missing numbers – 2

1.M.L04 Recognises numbers up to 99 and writes numerals



Duration: 25 Minutes



Type of Activity: Whole Class

Instruction for teachers:

- Count from 1 to 99 with one student saying one number and the other student saying the next number.
- Next, draw the given grid on the board.
- Call a few students.
- Ask them to write the missing number.
- Alternatively, you can also print the sheet and give it to students as an individual task.

1	2		4	5		7	8	9	
11		13				17	18		20
21	22			25		27		29	30
31		33	34	35		37		39	
41	42		44		46	47	48		50
51				55		57		59	60
61	62				66		68		70
71	72		74	75		77	78	79	
81	82		84	85			88	89	90
91		93	94		96	97		99	X

Assessment Activity

Practice worksheets on Numbers 21 to 99

Activity 43 Trace the pattern

1.M.L07 Observes, extends and creates patterns of shapes and numbers.



Duration: 30 Minutes



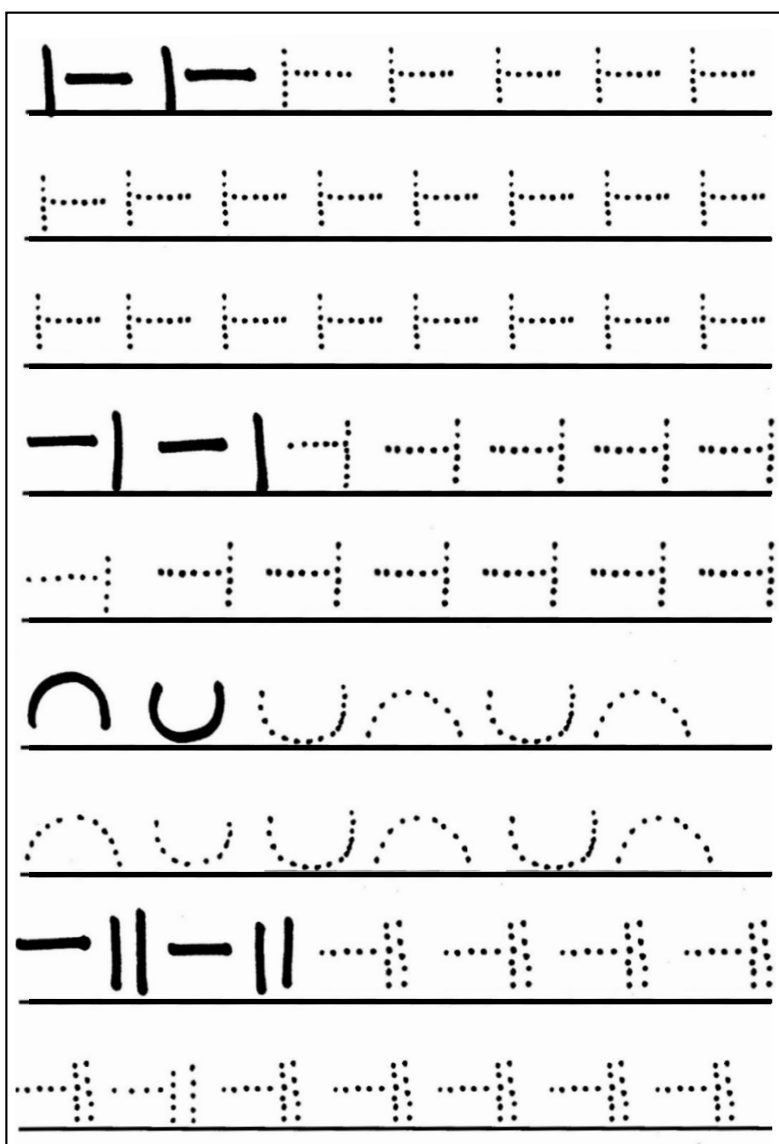
Type of Activity: Individual



Resources: Worksheet

Instruction for teachers:

- Print the sheet for the students.
- Ask them to trace the dots.
- Let them observe the pattern in each row. You can also ask: What is repeating in each row?
- Alternatively, you can also take one big printout of the sheet and call a few learners to trace the pattern.



Activity 44 More patterns

1.M.L07 Observes, extends and creates patterns of shapes and numbers.



Duration: 30 Minutes



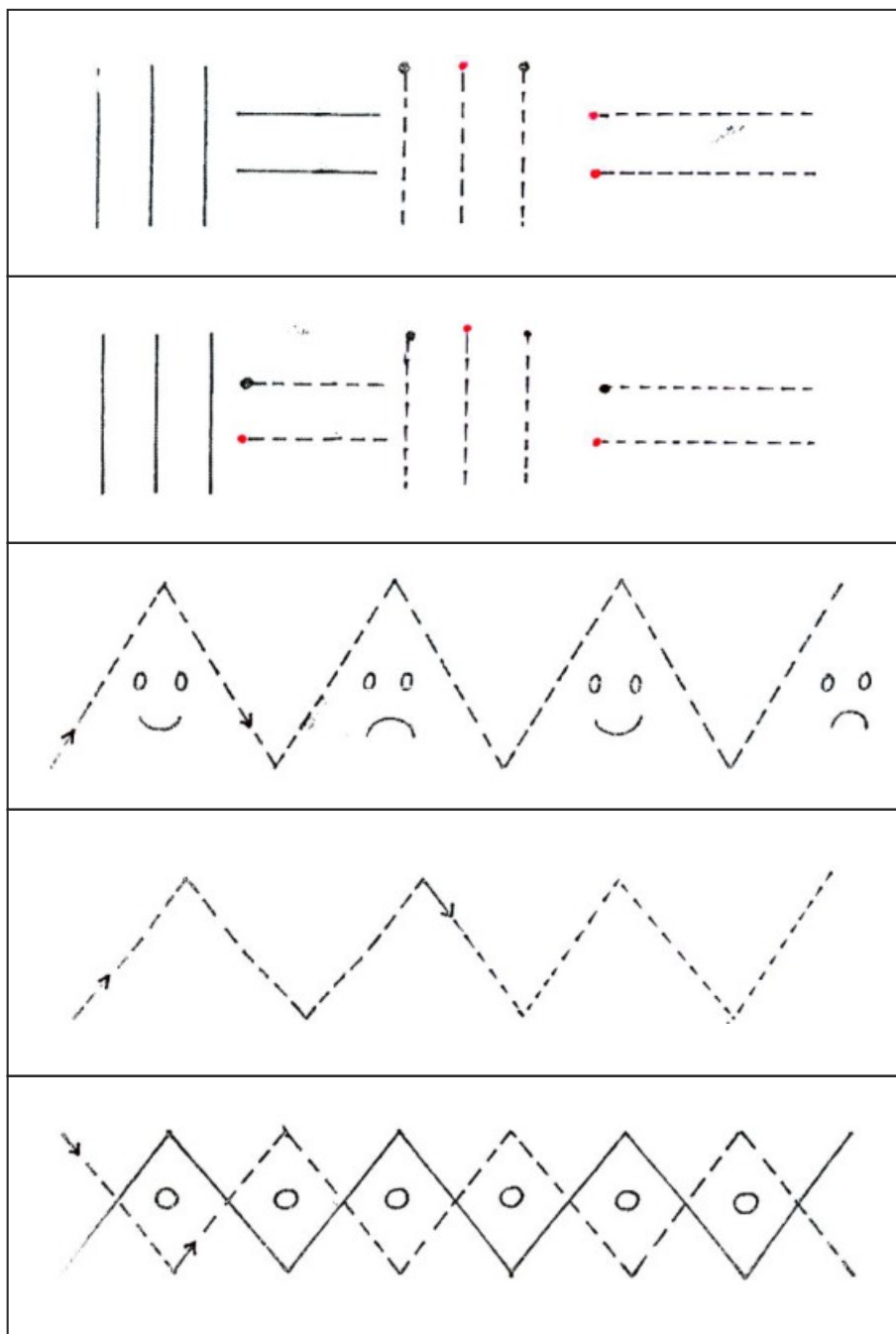
Type of Activity: Individual



Resources: Worksheet

Instruction for teachers:

- Print the sheet for the students.
- Ask them to trace the dots.
- Let them observe the pattern in each row. You can also ask: What is repeating in each row?
- Alternatively, you can also take one big printout of the sheet and call a few learners to trace the pattern.



Activity 50 Ice-cream cone

1.M.L07 Observes, extends and creates patterns of shapes and numbers.



Duration: 30 Minutes



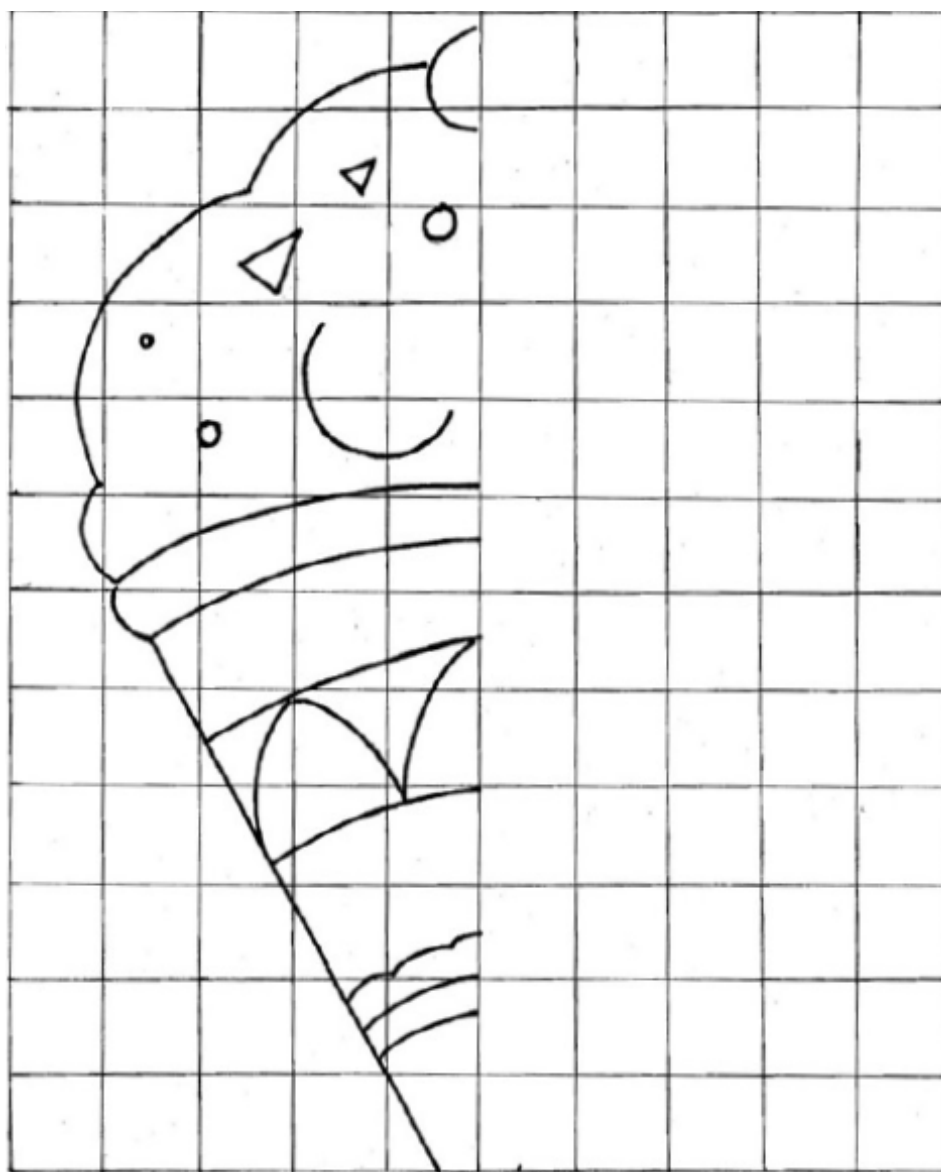
Type of Activity: Individual



Resources: Worksheet

Instruction for teachers:

- Print the sheet for the students.
- Ask them to make the other half by copying the picture.
- Then they should colour it.
- Alternatively, you can make it on a chart paper. Display the chart in the class.
- Call a few students to trace the pattern on the chart paper.



Assessment Activity

Practice worksheets on Patterns



Government of Meghalaya
Education Department

DERT

DIRECTORATE OF EDUCATIONAL
RESEARCH & TRAINING

