



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

03

Achieving grade-appropriate learning levels

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Published by DERT, Shillong
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Printed in India

Class 3: Module 1

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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: GOOD MORNING

Activity 1 Introducing myself

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

**Duration:** 30 Minutes**Type of Activity:** Whole Class

1. Have the students sit in a circle.
2. Ask them how they introduce themselves to someone they meet.
3. Next, tell them they have to speak about themselves using the following three sentences:
 - My name is...
 - I study in class...
 - I like to...
4. Write the above sentence-starters on the board for students to refer to and introduce yourself as an example.
5. Keep a paper ball ready to pass around. The student who gets the ball, speaks.

Note: Make sure all children have the chance to introduce themselves and that the paper ball isn't passed onto the same child twice.

Activity 2 My routine

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

**Duration:** 30 Minutes**Type of Activity:** Whole Class and Group

1. Ask the students the following questions about their routine:
 - What do you do before coming to school?
 - What do you do once you are at school?
 - What do you do when you go back home?
2. Ask them to form groups of 3-4. Give each group one of the three questions given above (What do you do before coming to school/at school/after going back home?).
3. Ask each group to work together and list down the set of actions they do related to their question and prepare these to present to the class.
4. When each group presents its actions, the class has to guess what they are and also guess what time of the day that group was working on.

Support students as required when they are working in groups.

UNIT 1

Chapter: THE MAGIC GARDEN

Activity 1 **Toto imitates grandpa**

2.E.L02 Responds to comprehension questions related to stories and poems, in home language or English or sign language, orally and in writing (phrases/ short sentences)



Duration: 30 Minutes



Type of Activity: Individual

You can either write the following poem on the board and ask children to copy it down in their notebooks, or give children printouts of the poem before reading it out to the class

Toto Imitates Grandpa

by All Children Reading Cambodia

*Grandpa plants seeds,
Toto learns to plant them too.
Grandpa plants tomatoes,
Toto learns to plant tomatoes too .
Grandpa plants gourds,
Toto learns to plant gourds too.
Grandpa plants potatoes,
Toto learns to plant potatoes too.
Grandpa plants corns,
Toto learns to plant corns too.
Toto knows how to plant like her Grandpa!
Toto is happy, Grandpa is happy too.
Toto is happy, Grandpa is happy too.*

Ask students to answer the following questions in their notebooks:

1. Name the vegetables mentioned in the poem
2. What are some other vegetables that you know? Write down their names.
3. Write down the colours of these vegetables:
 - a. Tomatoes
 - b. Potatoes
 - c. Gourd
4. What does Grandpa do?
5. Why is Toto happy?

Activity 2 Trees around me

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



Duration: 40 Minutes



Type of Activity: Individual

1. Ask students to name the trees they see near their house or on their way to and from school.
2. Ask them to think carefully about one of those trees and answer the following questions:
 - How tall is the tree?
 - How do its leaves look?
 - What colour are the leaves?
 - Does the tree bear fruit or flowers?
3. Ask the students to draw a picture of the tree and share it with the class. As students draw, walk around the class and support them as required.

Note: You can display the drawings of the children for the day so that they can take time to look at what their classmates have drawn throughout the day

Assessment - Unit 1 Introducing my friend

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



Duration: 30 Minutes



Type of Activity: Pair

1. Have a class discussion on the following–
 - Do you have a friend?
 - When do you call someone a friend?
 - Is there a ‘best friend’?

Make pairs and ask students in each pair to discuss the following with their partner –

- My friend’s name.
- Where I met her/him
- What do we do together?
- What do we have in common?
- How are we different?
- One thing that I like about him/her is...

As students work in pairs, do support as required.

Additional Suggestive Activities

- Prose and Poetry MCQ
- Very Short Answer Questions
- True or False Questions
- Word Meanings

Language

Grammar: Sentence writing based on a composite picture

UNIT 2

Chapter: BIRD TALK

Activity 1 **My fish, no, my fish!**

- 3.E.L04** Reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English
- 3.E.L08** Uses meaningful short sentences in English, orally and in writing, uses a variety of nouns, pronouns, adjectives and prepositions in context as compared to previous class
- 3.E.L09** Distinguishes between simple past and simple present tenses
- 3.E.L011** Uses punctuation such as question mark, full stop and capital letters appropriately
- 3.E.L013** Write 5-6 sentences in English on personal experiences/events using verbal or visual clues

**Duration:** 25 Minutes**Type of Activity:** Whole Class

Introduce the story to the class. Say that it is a story of two friends who go to fish one day and are looking for a big fish. Do they catch one?

Narrate the story.

My fish, No, my fish!

By Pratham Books

Kicchu woke up early one morning. "It's time to catch some fish," he said. He met Choru on the way to the pond. They were best friends who played all day long. Kicchu and Choru sat waiting at the pond. Two fish crossed – one thin and one round. Then came a third.

This one was big. As big as Appa's feet.

Kicchu and Choru held tight to their rods. "My fish," said Kicchu.

"No, my fish," said Choru. Kicchu pulled hard.

Choru pulled harder. PHAAAT their rods broke. One fell into the ground and The other fell into the water.

What happened? What do you think? The fish had tied up both the strings!

(www.storyweaver.org.in)

During the story ask them:

- What is the setting of the story?
- What can happen next?
- Do best friends fight?

After the story ask them: How does the story end?

Activity 2 Story of two friends

2.E.L02 Responds to comprehension questions related to stories and poems, in home language or English or sign language, orally and in writing (phrases/ short sentences)

2.E.L05 Draws or writes a few words or short sentence in response to poems and stories



Duration: 40 Minutes



Type of Activity: Whole Class



Resources: Pencil, eraser, A4 sheet, colour pencils

1. Recite the following poem to the students (you can write it on the board/arrange for printouts if possible so that all children can read the poem)

Story – Two Friends

*There were two friends named Big and Small
Small was short and Big was tall.
Big lost his book.
“Was it a thick book?” asked Small
“No it was thin!” said Big.
“I took it out of my bag But did I put it back in?”
“No, you didn’t.”
“I think, I did!”*

2. Ask students to answer the following questions in their notebooks:
 - What are the names of the two friends?
 - Who was short and who was tall?
 - Was the book thick or thin?
 - Was the book out of the bag or in?
 - Draw any one object that you use while playing with your best friend.

UNIT 2

Chapter: MARY AND THE BABY SPARROWS

Activity 1 Let's go to my house

2.E.L02 Responds to comprehension questions related to stories and poems, in home language or English or sign language, orally and in writing (phrases/ short sentences)



Duration: 40 Minutes



Type of Activity: Small Groups and Individual



Resources: Worksheet, pencil, eraser

1. Write this poem on the board and ask students to sit in groups of three or four and try reading it.

Let's go to My House

by Anonymous

Let's go to my house.

Let's go today.

I'll show you all the rooms.

Where we work and play.

Here is the kitchen, Where we cook.

Here is the bedroom, Where I read my book.

Let them try reading all words they can. Walk around the class and encourage and support each group as they try reading the poem.

2. After this, recite it with voice modulation as children listen. Then ask:
 - What is the poem about?
 - Which rooms has the poet talked about?

3. Write the following incomplete stanza on the board:

Here is the _____

Where we _____

Here is the _____

Where I _____

Ask the students to think of spaces in and around their house and actions they carry out there to complete the poem. (Give hints but let them do as much as they can on their own)

Activity 2 Animals in the neighbourhood

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



Duration: 20 Minutes



Type of Activity:

Whole Class and Individual

1. Tell your class to think of how animals are of different sizes. Then, ask them to name the biggest and the smallest animal they have seen (you can ask 4-5 students to respond for each). You can also give your answer to these questions so that children feel more confident about responding.
2. Write the following questions on the blackboard and read them out to students. After you read out each question, ask the students to write the answer in their notebook:
 - Write the names of three animals that are smaller than a cow.
 - Name three animals bigger than a dog.
 - Which animal in your neighbourhood is the biggest?
 - Which animal in your neighborhood is the smallest?

Assessment - Unit 2

Animal riddle

2.E.L012 Composes and writes simple, short sentences with space between words.



Duration: 20 Minutes



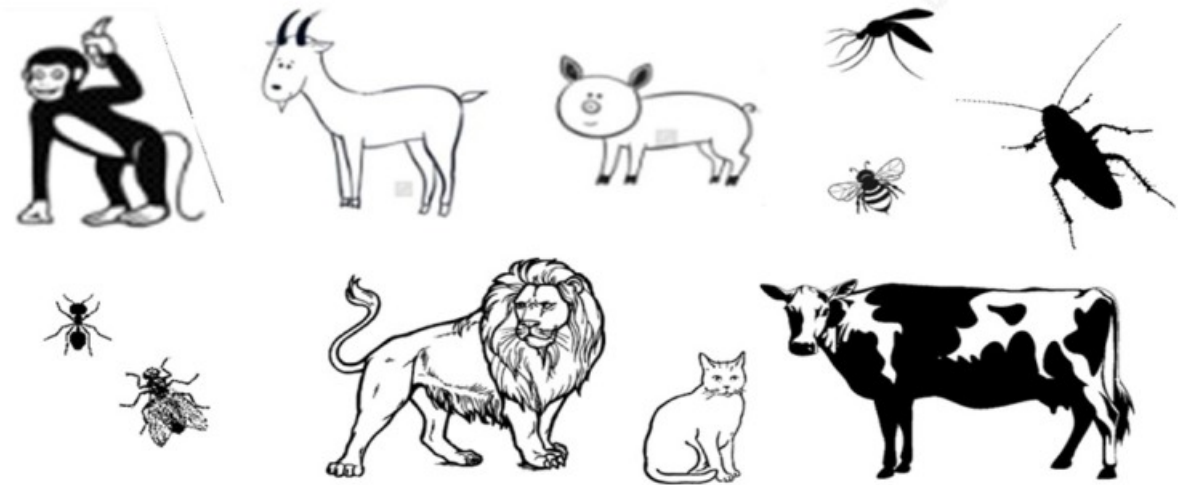
Type of Activity: Individual



Resources: Print out of the picture below or the entire worksheet

Circle

the animals and underline the insects



Ask students to answer the following:

- Which animal is –
Fast, Faster, Fastest
- Which insect is –
Small, Smaller, Smallest
- Which animal is –
Big, Bigger, Biggest
- Complete these sentences –
 - a. _____ is faster than _____ but slower than _____.
 - b. _____ is smaller than _____ but bigger than _____.
 - c. _____ is the biggest animal.
 - d. _____ is _____ than _____.
 - e. _____ is the _____ insect.

Name animals that have horns

Name animals that have claws

Additional Suggestive Activities

- Prose and Poetry MCQ
- Very Short Answer Questions
- True or False Questions
- Word Meanings

Language

Grammar: Sentence writing based on a composite picture, describing words

UNIT 3

Chapter: LITTLE BY LITTLE

Activity 1 Parts of a tree

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

2.E.L09 Listens to instructions and draws a picture

2.E.L012 Composes and writes simple, short sentences with space between words.



Duration: 40 Minutes



Type of Activity: Individual

Ask students to look at a nearby tree and draw it in their notebooks.

Once they have drawn the tree, ask them to write a few lines about it. Give them the following hints to help them write:

- Trunk of the tree: tall, short
- Bark of the tree: rough, smooth, shiny, dark, soft, hard
- Leaves and/or fruits: Green, brown, red (colour), round, long, broad (shape), shiny, glossy, dull, bright, sweet, strong (smell), soft, hard (touch)
- Which birds, animals, insects do you see on this tree?
- What other things do you see around the tree?

Help the students as required. Once the activity is complete, you can choose to display the drawings and sentences crafted by the children in the class so that they can see what their classmates have made.

Activity 2 Spotting differences

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

2.E.L012 Composes and writes simple, short sentences with space between words.

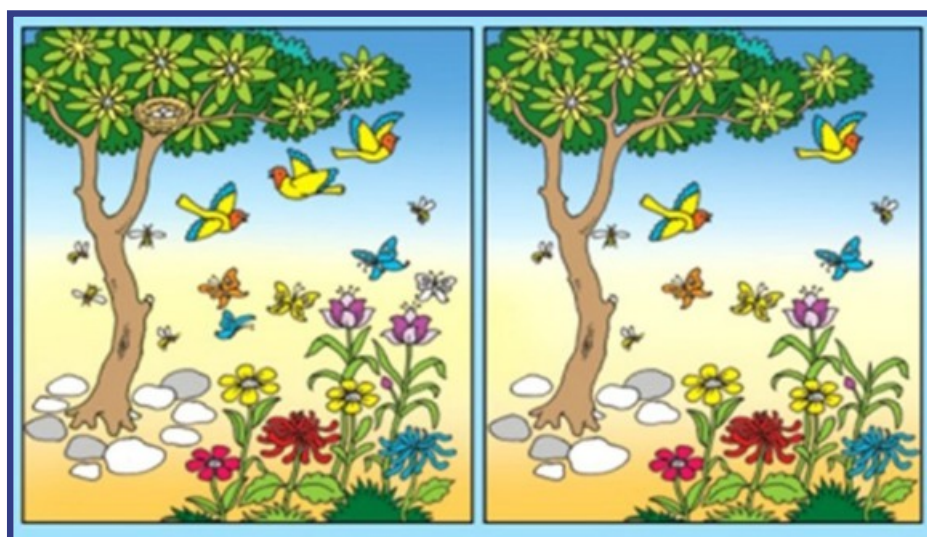


Duration: 30 Minutes



Type of Activity: Individual

1. Ask students to look closely at the two pictures given below. Tell them there are eight differences in these pictures that they need to find.
2. After discussing the eight differences, tell the children to write 6 sentences about either picture.



UNIT 3

Chapter: THE ENORMOUS TURNIP

Activity 1 To the market

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

**Duration:** 25 Minutes**Type of Activity:** Group

1. Ask students to think about their last trip to the market. Ask them the following questions:
 - Who did they go with?
 - What did they see there?
 - Did they buy something? Was it for themselves or for someone else?
 - How did they return home?
2. Ask students to discuss in groups of 3-4 and talk about their visit to the market with each other and create one common story of a visit to the market.
3. Students will share their group's market experience with the class. The group should narrate the market visit in a sequence, covering how they went, what they did there and their return home. This can be done in the mother tongue.
4. When the sharing happens in the mother tongue, you can reverse translate key words into English and write those on the board to help build children's vocabulary.

Activity 2 Trees around us

2.E.L02 Responds to comprehension questions related to stories and poems, in home language or English or sign language, orally and in writing (phrases/ short sentences)

2.E.L05 Draws or writes a few words or short sentence in response to poems and stories

**Duration:** 40 Minutes**Type of Activity:** Individual**Resources:** A4 sheets, colour pencils, colours, erasers

1. Read the following poem out to the students. Write it down on the blackboard if you can.

There is a tree in front of my house.

It has a tall trunk.

Its bark is rough.

Its leaves are shiny green.

It has a hole where a bird has made its nest.

There is a swing hanging from a branch of this tree.

Sometimes I can see a monkey swinging from its branches.

My friends and I play under this tree every evening, after school.

2. Ask students to answer the following questions in their notebooks and frame it in the form of a poem like the one they just read:
 - What kind of tree is there in front of your house?
 - How is the bark of the tree?
 - What is the colour of the leaves?

- Where has the bird made its nest in the tree?
- Do you have such a tree near your house?
- What do you see happening around the tree?

Assessment - Unit 3

Funniest incident

3.E.L013 Write 5-6 sentences in English on personal experiences/events using verbal or visual clues



Duration: 25 Minutes



Type of Activity: Group



Resources: Worksheet

Share a funny incident with the students (this is a great way to bond with your class as well). Ask them if they have encountered any such incident. Listen to two or three and ask them:

- Which incident made you laugh? Why?
- Was the tone funny? Was it the words?
- Was it the incident itself where something unexpected happened?

Next, ask students to form groups of 5-6. Each group has to come up with a funny incident they have seen, heard or been a part of. The groups will write the incident and share it with the whole class.

Additional Suggestive Activities

- Prose and Poetry MCQ
- Very Short Answer Questions
- True or False Questions
- Word Meanings

Language

Grammar: Sentence writing based on pictures, describing words

UNIT 4

Chapter: SEA SONG

Activity 5 Things we do

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

**Duration:** 30 Minutes**Type of Activity:** Individual

1. Ask students the following questions:
 - What work does each member of your family do at home?
 - Does anyone in your family help you with work or do something with you?
 - What does he/she do?
 - How do you tell her/him that you appreciate their help?
 - If you had to draw something for him/her what would you draw?
2. Ask the students to draw what they want to and write a message for the person who they wish to appreciate. They can write in any language they choose to.

You may have to support the students appropriately as they draw and write a message.

Activity 13 Story time

2.E.L02 Responds to comprehension questions related to stories and poems, in home language or English or sign language, orally and in writing (phrases/short sentences)

**Duration:** 40 Minutes**Type of Activity:** Whole Class

1. Ask students if any of them have pets at home. Next, ask them if they like/ would like (for those who do not have animals at home) having pets.
2. Once you complete this discussion, read aloud the following story about young Jennifer who always wondered whether she should do something or not. To make this more interactive and to get the opinion of your students (while also checking their understanding), every time you see the question 'What do you say?', stop there and ask children what she should do.

Note: Each time, have 2-3 children share their thoughts before you proceed with the story. Wherever required, translate words and phrases into the home language and reverse translate them so that students understand the story better and build their vocabulary.

Should I do this? Should I do that?

Once there was a girl named Jennifer. She was very fond of animals. Every day, on her way back from school, she would stop and talk to the birds, pet the dogs and pat the cows.

"They're such fun to be with," she said. This was true because in her house, she had many animals. She would play all day long with them. There were four cats, five dogs, a few cows and buffaloes, and many goats.

Her mother always said, "No more animals in this house! There is so much work every day!" But Jennifer always thought there is space for one more.

But Ma always said, "NO!" So, Jennifer said to herself, "Okay, No more animals in the house."

One day, she was on her way home, talking to herself, when she saw a puppy left alone in the cold. She thought – "Should I take it home or leave it here?" (What do you think she should do?)

She decided to take it home.

When she reached her door, she thought – “Should I tell mother, or should I keep it a secret?” (What do you say?)

She decided to keep it a secret. She put the puppy in a basket just outside her window and got him some food.

The next morning, she thought – “Should I take the puppy to school or should I leave him here?” (What do you think?)

She decided to leave it at home. While Jennifer was at school, Ma saw the little puppy playing with the cats. (How do you think mother must have felt seeing another puppy?)

“Where did this come from?” she wondered. The puppy jumped on her and licked her and played joyfully. “Okay, there is always space for one more,” she decided.

3. After reading the story, ask students why the mother must have decided to keep the puppy and not get angry.

UNIT 4

Chapter: A LITTLE FISH STORY

Activity 18 My home

2.E.L02 Responds to comprehension questions related to stories and poems, in home language or English or sign language, orally and in writing (phrases/ short sentences)

2.E.L05 Draws or writes a few words or short sentence in response to poems and stories

3.E.L01 Recites poems individually/ in groups with correct pronunciation and intonation.



Duration: 40 Minutes



Type of Activity: Individual

1. Write this poem on the board and recite it while the students repeat after you.

*The fish live in the pond,
The birds live in the tree,
And I live in my house,
It's the nicest place for me.*

2. Once they have recited the poem with you, you may ask them what they understand from the poem. Keep supporting them to help them make meaning.
3. After this, ask them the following questions and tell them to look for answers from the poem:
 - Where do the fish live?
 - Where do birds live?
 - Where do you live?
4. Ask students to draw their house.

Note: You can ask students a few more questions from the context such as:

Where does the cow live?

Where does the pig live?

Activity 29 All around you

- 2.E.L02** Responds to comprehension questions related to stories and poems, in home language or English or sign language, orally and in writing (phrases/ short sentences)
- 2.E.L03** Identifies characters, and sequence of events in a story
- 3.E.L04** Reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English
- 3.E.L05** Expresses orally her/his opinion/understanding about the story and characters in the story, in English/ home language.



Duration: 40 Minutes



Type of Activity: Whole class

Ask your students whether they sometimes look around them and observe what they see around.

Read out the following poem to them with actions.

All around you



Look up
See the sky
All blue and white
with a cloud
and birds
and an aeroplane too!



Look down
See the grass
So green and brown
With ants
And flowers
And stones and soil too!



Look to the left
Look to the right
And all around you
What do you see?
What do you hear?
Do tell your friends
Tell nani and dadi
And teacher and me too!



Ask them the following questions:

1. Which of the following do you see in the sky and which do you see when you look at the ground?

sky, grass, stones, cloud, flowers, birds, soil, aeroplane, ants

2. What do you see on your left?
3. What do you see on your right?

Assessment Activity 8 Describing an animal

- 2.E.L07** Uses simple adjectives related to size, shape, colour, weight, texture such as 'big', 'small', 'round', 'pink' 'red' 'heavy' 'light' 'soft' Etc.
- 2.E.L010** Uses pronouns related to gender like 'his/her/', 'he/she', 'it' and other pronouns like 'this/that', 'here/there' 'these/those' etc.
- 2.E.L011** Uses prepositions like 'before', 'between' etc.
- 2.E.L012** Composes and writes simple, short sentences with space between words.



Duration: 25 Minutes



Type of Activity: Individual

1. Ask students to choose any animal - pig, cow, cat, dog, deer, buffalo.
2. Now ask them to describe the animal using the hints from the sentences below.

This is a _____. It has _____ legs.

Its eyes are _____. (big/small)

Its colour is _____.

Its tail is _____. (long/short)

It _____ (runs/walks) _____ (fast/slowly).

Ask students to draw the animal they have picked after they finish writing the sentences.

Additional Suggestive Activities

- Prose and Poetry MCQ
- Very Short Answer Questions
- Word Meanings

Language -

- Grammar: Antonyms

UNIT 5

Chapter: THE BALLOON MAN

Activity 39 Market place

- 2.E.L07** Uses simple adjectives related to size, shape, colour, weight, texture such as 'big', 'small', 'round', 'pink' 'red' 'heavy' 'light' 'soft', etc.
- 2.E.L10** Uses pronouns related to gender like 'his/her/', 'he/she', 'it' and other pronouns like 'this/that', 'here/there' 'these/those', etc.
- 2.E.L011** Uses prepositions like 'before', 'between' etc.
- 3.E.L013** Write 5-6 sentences in English on personal experiences/events using verbal or visual clues

**Duration:** 40 Minutes**Type of Activity:** Individual

Show students this picture of Police Bazaar in Shillong.

Ask them to write a few sentences about the market place. Give them the following clues:

- What are people doing?
- What are some of the things the shopkeepers are selling?
- What vehicles are seen?
- If you were travelling to the market, how would you go?
- What would you do there?



Activity 38 Picture reading

- 2.E.L07** Uses simple adjectives related to size, shape, colour, weight, texture such as 'big', 'small', 'round', 'pink' 'red' 'heavy' 'light' 'soft' Etc.
- 2.E.L010** Uses pronouns related to gender like 'his/her/', 'he/she', 'it' and other pronouns like 'this/that', 'here/there' 'these/those' etc.
- 2.E.L011** Uses prepositions like 'before', 'between' etc.
- 2.E.L012** Composes and writes simple, short sentences with space between words.
- 3.E.L013** Write 5-6 sentences in English on personal experiences/events using verbal or visual clues

**Duration:** 40 Minutes**Type of Activity:** Individual**Resources:** A printout of the picture

Ask students to look at the picture below.



Ask students to complete this paragraph by looking at the picture above.

This is a picture of children in a _____. Some children are _____ in the bus. (sit/sitting/sat). Some others are _____ (stand/standing/stood). One boy is _____ a cap. (wear/wearing/wore). The bus _____ at the bus stop. (is/is not). There are _____ boys than girls in the bus. (less/more)

UNIT 5

Chapter: THE YELLOW BUTTERFLY

Activity 24 Fuzzy, wuzzy, creepy, crawly

2.E.L02 Responds to comprehension questions related to stories and poems, in home language or English or sign language, orally and in writing (phrases/ short sentences)

2.E.L05 Draws or writes a few words or short sentence in response to poems and stories



Duration: 30 Minutes



Type of Activity: Individual



Resources: Colours

1. Write down the following poem on the board. If you enjoy drawing, dear teacher, please feel free to add some artwork related to the poem on the board too.

Fuzzy, Wuzzy, Creepy, Crawly

By Lilian Schulz

*Fuzzy, Wuzzy, creepy, crawly
Caterpillar funny,
You will be a butterfly
When the days are sunny.*

*Winging, flinging, dancing, springing,
Butterfly so yellow,
You were once a caterpillar
Wiggly, wiggly fellow*

2. After reciting the poem with your students, ask them to write down the following in their notebooks:
 - a. The words that describe the caterpillar.
 - b. The words that describe the butterfly.
3. Ask students to write three more rhyming words for the following
 Funny, sunny, _____, _____, _____
 Yellow, mellow, _____, _____, _____
4. Ask students to draw a caterpillar and a butterfly in their notebooks and colour them.

Activity 25 Mary middling

2.E.L02 Responds to comprehension questions related to stories and poems, in home language or English or sign language, orally and in writing (phrases/ short sentences)



Duration: 30 Minutes



Type of Activity: Individual

1. Write the following poem on the board or a chart paper to put up in class

Mary Middling

by Rose Flyeman

*Mary Middling had a pig,
Not very little and not very big
Not very pink, not very green
Not very dirty, not very clean
Not very good, not very naughty
Not very thin, not very fat
Now what would I give for a pig like that*

2. Ask students to refer to the poem and write the rhyming words for the following words:

big, sat, seen, fig, mean, mat, clean, dig, cat, jig, sat, wig, clean, been, teen
3. Next, ask students to write down the opposite words of the following from the poem:
 - Little
 - Dirty
 - Thin

Assessment Activity 3 The bee and the elephant

- 2.E.L03** Identifies characters, and sequence of events in a story
- 3.E.L05** Expresses orally her/his opinion/understanding about the story and characters in the story, in English/ home language.
- 2E L02** Responds to comprehension questions related to stories and poems, in home language or English or sign language, orally and in writing (phrases/ short sentences)
- 3.E.L04** Reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English



Duration: 40 Minutes



Type of Activity: Individual

This is a story about homes of animals. Read the story and encourage the students to guess if the Bee will say “Oh! No” or “Oh! Yes”. You can also add to the story yourself. For example, the elephant asks – “Is this hole your home? Is this bush your home? Is this pond your home?” etc.

The Bee and the Elephant

by Long Ravy

“I am lost,” said Little Bee. “I cannot find my home!”

“Can you help me find my home, Mr. Elephant?”

“Is this nest your home, Little Bee?” the elephant asked.

“Oh, no!,” cried the Little Bee. “This is a bird’s home.”

“Is this cave your home?” asked the elephant.

“Oh no! This is a bat’s home.”

“Is this hive your home, Little Bee?”

“Oh yes!” said the Little Bee happily. “This is my home.”

Translated by Celia Bolam (www.storyweaver.org.in)

Ask the student to read the story and write the answers to the following questions.

- Who is the story about?
- What has happened to the Little Bee?
- Where does the elephant take her?
- Where does the bee make a hive?

Additional Suggestive Activities

- Prose and Poetry MCQ
- Very Short Answer Questions
- Word Meanings

Language -

- Grammar: Sentence writing based on pictures, describing words, jumbled words, jumbled sentences

UNIT 6

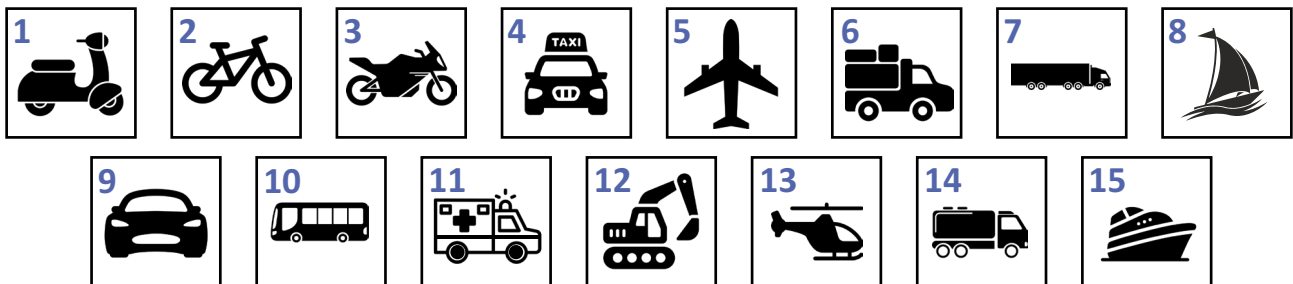
Chapter: TRAINS

Activity 34 Vehicles around me

- 2.E.L07** Uses simple adjectives related to size, shape, colour, weight, texture such as 'big', 'small', 'round', 'pink', 'red', 'heavy', 'light', 'soft' Etc.
- 2.E.L09** Listens to instructions and draws a picture
- 2.E.L010** Uses pronouns related to gender like 'his/her', 'he/she', 'it' and other pronouns like 'this/that', 'here/there', 'these/those' etc.
- 2.E.L011** Uses prepositions like 'before', 'between' etc.
- 2.E.L012** Composes and writes simple, short sentences with space between words.

**Duration:** 40 Minutes**Type of Activity:** Individual**Resources:** Worksheet/printout of the picture, pencil, eraser, colour

Give students the following pictures either in the form of a worksheet (with the questions that follow) or as printouts of only the picture.



Ask students the following questions:

1. How many vehicles can you name?
2. Which vehicle don't you see around you? Why do you think so?
3. Which vehicles shown here do you see around you?
4. Write the names from biggest to smallest.
5. Which vehicles have no wheels?
6. Which vehicles run on water?
7. Which vehicles fly in the sky?
8. Which vehicles do not need petrol?
9. Which vehicles do not go on roads?

Ask students to draw their favourite vehicle and colour it.

Activity 28 Wheel's big problem

- 2.E.L02** Responds to comprehension questions related to stories and poems, in home language or English or sign language, orally and in writing (phrases/ short sentences)
- 2.E.L03** Identifies characters, and sequence of events in a story
- 3.E.L04** Reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English



Duration: 40 Minutes



Type of Activity: Individual

Read the story, "Wheel's Big Problem" out to your students

Wheel's Big Problem

by Sudhir

*Wheel was very upset with the car.
Car often drove Wheel on very hot roads.
Car drove wheel over sharp stones and muddy roads.
Wheel thought, "Why don't I leave car?"
So it left the car and went to a big truck.
As the truck drove, the wheel said, "Oh No! you're too heavy. I'll get crushed."
Wheel left the truck and went to the cycle.
Cycle said, "You're too big for me."
Wheel went to the cart. The cart said, "You're too small for me."
Tired and sad, wheel sat under a tree.
A boy came up to him and said, "Can I swing on you?"
Wheel was happy.
The boy hung the wheel to the tree and both of them played for hours.*

(www.storyweaver.org.in)

Ask students the following questions and give them sentence starters to help them frame their answers in their notebooks:

- Why was the wheel upset with the car?
The wheel was very upset with the car because _____
- Who all did it go to?
The wheel went to _____
- Why was he not happy with them?
He was not happy with them because _____
- When was the wheel happy?
The wheel was happy when _____
- If this wheel came to you, what else would you do with it?
If this wheel came to me, I would _____

UNIT 6

Chapter: THE STORY OF ROAD

Activity 36 How will you go?

- 2.E.L07** Uses simple adjectives related to size, shape, colour, weight, texture such as 'big', 'small', 'round', 'pink' 'red' 'heavy' 'light' 'soft' Etc.
- 2.E.L010** Uses pronouns related to gender like 'his/her/', 'he/she', 'it' and other pronouns like 'this/that', 'here/there' 'these/those' etc.
- 2.E.L011** Uses prepositions like 'before', 'between' etc.
- 2.E.L012** Composes and writes simple, short sentences with space between words.

**Duration:** 40 Minutes**Type of Activity:** Individual

Ask students to write down which mode of transport they would take to go to the places listed below. Ask them to write their answer in the form of a sentence (For e.g., I walk to my friend's house):

- | | |
|-------------------|------------------------|
| 1. Park | 7. Hospital |
| 2. Friend's house | 8. Grandparents' house |
| 3. Market | 9. Picnic |
| 4. Library | 10. Another city |
| 5. Cousin's house | 11. Across a river |
| 6. School | 12. Another country |

Activity 26 Parts of a bus

- 2.E.L02** Responds to comprehension questions related to stories and poems, in home language or English or sign language, orally and in writing (phrases/ short sentences)
- 2.E.L05** Draws or writes a few words or short sentence in response to poems and stories
- 3.E.L01** Recites poems individually/ in groups with correct pronunciation and intonation.

**Duration:** 40 Minutes**Type of Activity:** Whole Class and Individual

1. Read out the poem below and recite it along with your students. You can make it interesting by making the recitation musical and adding actions.

Wheels of the bus...

*The wheels of the bus go round and round,
All through the town.*

*The wipers of the bus go swish, swish, swish,
All through the town.*

*The doors of the bus go open and shut,
All through the town.*

*The horn of the bus goes beep, beep, beep,
All through the town.*

2. Ask students the following questions and have a class discussion
 - What parts of the bus are named in the poem?
 - What colour do you think this bus is?
 - Is the bus big or small? Why do you think so?
 - How many wheels does it have?
3. Ask students to draw the bus as they imagine it in their notebooks and write five sentences about it.

Assessment Activity 9 **My visit to uncle's house**

- 2.E.L07** Uses simple adjectives related to size, shape, colour, weight, texture such as 'big', 'small', 'round', 'pink' 'red' 'heavy' 'light' 'soft' Etc.
- 2.E.L010** Uses pronouns related to gender like 'his/her/', 'he/she', 'it' and other pronouns like 'this/that', 'here/there' 'these/those' etc.
- 2.E.L011** Uses prepositions like 'before', 'between' etc.
- 2.E.L012** Composes and writes simple, short sentences with space between words.



Duration: 25 Minutes



Type of Activity: Individual



Resources: Book, pencil, eraser, colours

Write this text on the board. Read it for the students and ask them to write answers to the given questions in their notebooks.

This Sunday I went to my Uncle's house. He lives far away. I went by bus. It was a long ride. The bus driver stopped for lunch at a roadside hotel. I had food. I also bought some snacks. It took me five hours to reach my uncle's village. At the bus stand I saw rickshaws, bullock carts and auto-rickshaws. I decided to take a rickshaw to reach Uncle's house.

1. Where did he go to?
2. How did he go?
3. How many hours did it take to reach?
4. What did he see at the bus stand?

Additional Suggestive Activities

- Prose and Poetry MCQ
- Very Short Answer Questions
- Word Meanings

Language -

- Grammar: Sentence writing based on pictures, describing words

Level 3 (L3): Solves problems independently

[illegible]

Meghalaya Learning Enhancement Programme

MATHS

Chapter 1

Where to look from

Activity 1 Understanding lines

2.M.L02.2 Distinguishes between straight and curved lines



Duration: 15 Minutes



Type of Activity: Whole Class



Resources: Chalk/Pencil/Marker/Rope/ Wood stick 5-6 inches in length

- Draw straight, slanting and curved lines on the floor using chalk or marker.
- Ask students to walk on these lines one by one.
- Discuss with the students the difference between these lines.
- Ask students to draw curved, straight and slant lines in their notebooks.

This activity can also be done by drawing lines in the ground/soil with a wooden stick.
The same activity can be done with the rope to provide a better sensation while walking.

Activity 2 Observe, write and discuss

2.M.L02.1 Identifies basic 3D-shapes such as cuboid, cylinder, cone and sphere by their names



Duration: 25 Minutes



Type of Activity: Individual



Resources: Observe, write and discuss

- Ask the students to observe their classroom for five to seven minutes and write the names of the objects present.
- Next, ask students to write the shape's name against each object.
- Consolidating the activity, discuss the different shapes and their characteristics.
- Further, ask students to do the same activity at home.

Activity 3 Observe and share

2.M.L02.1 Identifies basic 3D-shapes such as cuboid, cylinder, cone and sphere by their names



Duration: 15 Minutes



Type of Activity: Individual and whole class



Resources: Tiffin, Ball, Chalk, Duster, etc.

- Keep ten-fifteen familiar objects on the table, such as a duster, tiffin, chalk, ball, etc.
- Call students one by one and ask them to pick any of these objects.
- Tell them to share the properties (shape, sides, corners, etc.) of the picked object.

Instruct the whole class to record the shapes and their properties in their notebooks as their classmates respond.

Assessment Activity Draw and mark the objects

2.M.L02.1 Identifies basic 3D-shapes such as cuboid, cylinder, cone and sphere by their names



Duration: 30 Minutes



Type of Activity: Whole Class and Individual

- Draw some random objects on the blackboard such as a bus, clock, traffic lights, ball, mobile, bench, etc.
- Ask students to draw all the objects in their notebook.
- Now, ask them to identify the shapes of the objects.
- Further, colour all the similarly shaped objects with the same colour. For example, colour all the rectangular-shaped things (benches, doors, etc.) with red, all the circular-shaped things (tyres, balls, etc.) with green, etc.
- Ask students to mark sides, corners, and diagonals on the identified shapes.

Note: Identify individuals who encounter difficulty and provide additional support to address their gaps. Encourage those who can complete tasks independently to collaborate with peers who may require minimal assistance. Utilize previously covered activities as supplementary exercises to aid students in reviewing and comprehending the material.

Chapter 2

Fun with numbers

Activity 1 Learning numbers with fun

2.M.L01.1 Reads and writes numerals for numbers up to 99



Duration: 10 Minutes



Type of Activity: Whole Class

- Ask students to make a circle.
- Call out a random number between 1-10 and ask students to depict the quantity of that number using their fingers.
- After repeating this a few times, tell students to take their notebooks, write the symbol and the number name, and show the numbers using their fingers.

Activity 2 Number order challenge

2.M.L01.1 Uses place value in writing and comparing two-digit numbers



Duration: 20 Minutes



Type of Activity: Group and Individual

- Assign each student a number.
- Students must carefully note their given number and those of their classmates.
- Instruct students to form a queue, arranging themselves in ascending or descending order. Repeat this process several times.
- Next, ask each student to write any number on the board.
- Once all the chosen numbers are on the blackboard, guide students to organize them in ascending and descending order in their notebooks. If time permits, this activity can be repeated.

Activity 3 Class census and number puzzles

2.M.L01.1 Reads and writes numerals for numbers up to 99

2.M.L01.4 Solves simple daily life problems based on addition of 2 digit numbers

2.M.L01.5 Solves simple daily life problems based on subtraction of 2 digit numbers



Duration: 20 Minutes



Type of Activity: Group and Individual

- Instruct students to count the number of students present in the class.
- Have them count the number of boys and girls separately to determine which group has more.
- Encourage a discussion on how to make these numbers equal by suggesting addition or subtraction.
- Next, challenge students to find four numbers that, when added together, make a hundred.

Explore variations using numbers that students find manageable.

Assessment Activity

Write the missing number

2.M.L0.1.1 Reads and writes numerals for numbers up to 99**Duration:** 20 Minutes**Type of Activity:** Individual

Write the following on the blackboard and tell the students to copy it in their notebooks and fill in the missing numbers.

	2			5		7		9	
11		13			16		18		20
	22			25			28		
	32		34		36			39	40
41	42			45		47	48		
	52				56		58		60
61		63		65				69	
	72			75			78	79	
	82		84			87			90
91		93			96		98		

Note: Identify individuals who encounter difficulty and provide additional support to address their gaps. Encourage those who can complete tasks independently to collaborate with peers who may require minimal assistance.

Chapter 3

Give and take

Activity 1 Walk and count

2.M.LO.1.4 Solves simple daily life problems/ situations based on addition of two-digit numbers



Duration: 20 Minutes



Type of Activity: Whole Class

- Instruct each student to count and record the number of steps they take to walk from one end of the classroom to the other.
- Discuss the reason why the total steps vary among students. Select a few students and write their step counts on the board.
- Ask the class to calculate the combined total steps taken by two students, for example, Martina and David, by adding their individual step counts together.

Name	Steps taken to move from one end to other
Martina	21
David	24
Total	

Encourage students to provide answers and assist those who need help.

Activity 2 Find the sum

2.M.LO.1.4 Solves simple daily life problems/ situations based on addition of two-digit numbers



Duration: 15 Minutes



Type of Activity: Individual

Write the following question on the blackboard and read it aloud for the students, allowing them 5 minutes to solve it in their notebooks:

“David’s father brought 12 eggs in the morning yesterday. His mother brought 24 eggs in the evening yesterday. How many eggs did David’s parents bring yesterday?”

Encourage students to provide answers and assist those who need help. Feel free to create similar questions to further engage the students in problem-solving.

Activity 3 Bow and arrow

2.M.LO.1.4 Solves simple daily life problems/ situations based on addition of two-digit numbers



Duration: 15 Minutes



Type of Activity: Individual

Write the following question on the blackboard and read it aloud for the students, allowing them 5 minutes to solve it in their notebooks:

“Martina Loves archery. During her practice session yesterday, she took 28 arrows with her and decided to leave 39 arrows at home for the next day. How many arrows does Martina have in total?”

Encourage students to provide answers and assist those who need help. Feel free to create similar questions to further engage the students in problem-solving.

Assessment Activity **Fill in the blanks**

2.M.L0.1.4 Solves simple daily life problems/ situations based on addition of two-digit numbers



Duration: 20 Minutes



Type of Activity: Individual

Write the following sums on the blackboard and ask students to write the answers.

$\begin{array}{r} 11 \\ +23 \\ \hline \end{array}$	$\begin{array}{r} 33 \\ +16 \\ \hline \end{array}$	$\begin{array}{r} 55 \\ +22 \\ \hline \end{array}$
$\begin{array}{r} 40 \\ +32 \\ \hline \end{array}$	$\begin{array}{r} 37 \\ +32 \\ \hline \end{array}$	$\begin{array}{r} 83 \\ +16 \\ \hline \end{array}$
$\begin{array}{r} 17 \\ +52 \\ \hline \end{array}$	$\begin{array}{r} 56 \\ +34 \\ \hline \end{array}$	$\begin{array}{r} 26 \\ +72 \\ \hline \end{array}$

Chapter 4

Long and short

Activity 1 My spoon and cup

2.M.L03 Estimates and measures length/distances and capacities of containers using uniform non-standard units



Duration: 30 Minutes



Type of Activity: Whole Class



Resources: Paper cup, sand/chalk dust/sugar and spoon

- Take a bowl/cup/small container and a spoon.
- Next, take some sugar/sand/chalk dust (whatever is available)
- Tell students to estimate the number of spoons it will take to fill the container.
- Write the responses of the students on the board.
- After collecting all the responses, put the sugar/sand in a container using spoons and see the exact number of spoons it takes to fill up.
- Now, tell the students to share the reasons behind their guesses or estimations and have a discussion.
- What else can you do to get students to explore this further?

Activity 2 Length of my stick

2.M.L03 Estimates and measures length/distances and capacities of containers using uniform non-standard units



Duration: 30 Minutes



Type of Activity: Whole Class

- Ask the students to bring three sticks of different lengths from the playground. Ask each student to measure the first stick using the fingers of one hand.
- Furthermore, ask them to measure the second stick using the four fingers of one hand and two fingers of the second hand.
- Next, ask them to measure the third stick using all the fingers of both hands.
- After students have measured all three sticks, assign one finger value of one inch. Now tell students to share the length of all the sticks based on the assigned value.
- Finally, tell students to look at a ruler and find out how long one inch is, and what the lengths of the sticks would be in terms of inches on the scale.

(You may have to introduce them to 'inch')

Activity 3 Measuring my class

2.M.L03 Estimates and measures length/distances and capacities of containers using uniform non-standard units



Duration: 30 Minutes



Type of Activity: Whole Class

- Ask students to measure the length and breadth of the classroom using their footsteps.
- Next, discuss: was the measurement done by different students the same or equal? If not, what are the possible reasons?
- Ask them if we have to measure the classroom in such a way that each child gets the same measurement, what must be done?
- Once there is agreement on this question, use that method to measure and see if the same result is obtained.

Assessment Activity Sorting heights

2.M.L03 Estimates and measures length/distances and capacities of containers using uniform non-standard units



Duration: 30 Minutes



Type of Activity: Whole Class

- Ask students to stand up.
- Ask them to form a straight line from shortest to tallest.
- Once they line up, have them scramble up and try it again, this time from tallest to shortest.

Note: Try not to coach too much, see if they can work it out on their own. If necessary, help those who need support.

Chapter 5

Shapes and designs

Activity 1 Our rope

2.M.L02.2 Distinguishes between straight and curved lines



Duration: 15 Minutes



Type of Activity: Whole Class



Resources: Rope of 30-35 feet in length (For 30-35 students)

- Take the students to the playground.
- Mark two points at a distance of 30-35 feet (for 30-35 students; this will depend on the number of students and availability of space)
- Ask them to stand between the points.
- Now ask the first and last student to hold the one end of the rope under his/her feet.
- Ensure that the rope is straight and tight.
- Now tell students to see the rope carefully and ask students – What does the rope look like?

Note: They will demonstrate their understanding of straight lines. Help those who need support.

Activity 2 Play in line

2.M.L02.2 Distinguishes between straight and curved lines



Duration: 15 Minutes



Type of Activity: Whole Class



Resources: Rope of 30-35 feet in length (For 30-35 students)

Let the students play a line game.

The teacher will ask to demonstrate the students the understanding of straight lines by ‘walking’ in lines in a designated space.

Divide the students into two groups. No group has the same number of students (eg. In one group 6 students in the second group 8),

Ask each group to stand in a straight line. Ensure both the groups stand beside each other.

Now ask them – which group’s line is long which group has a short line and the reason for their answers.

Activity 3 Distinguish lines

2.M.L02.2 Distinguishes between straight and curved lines

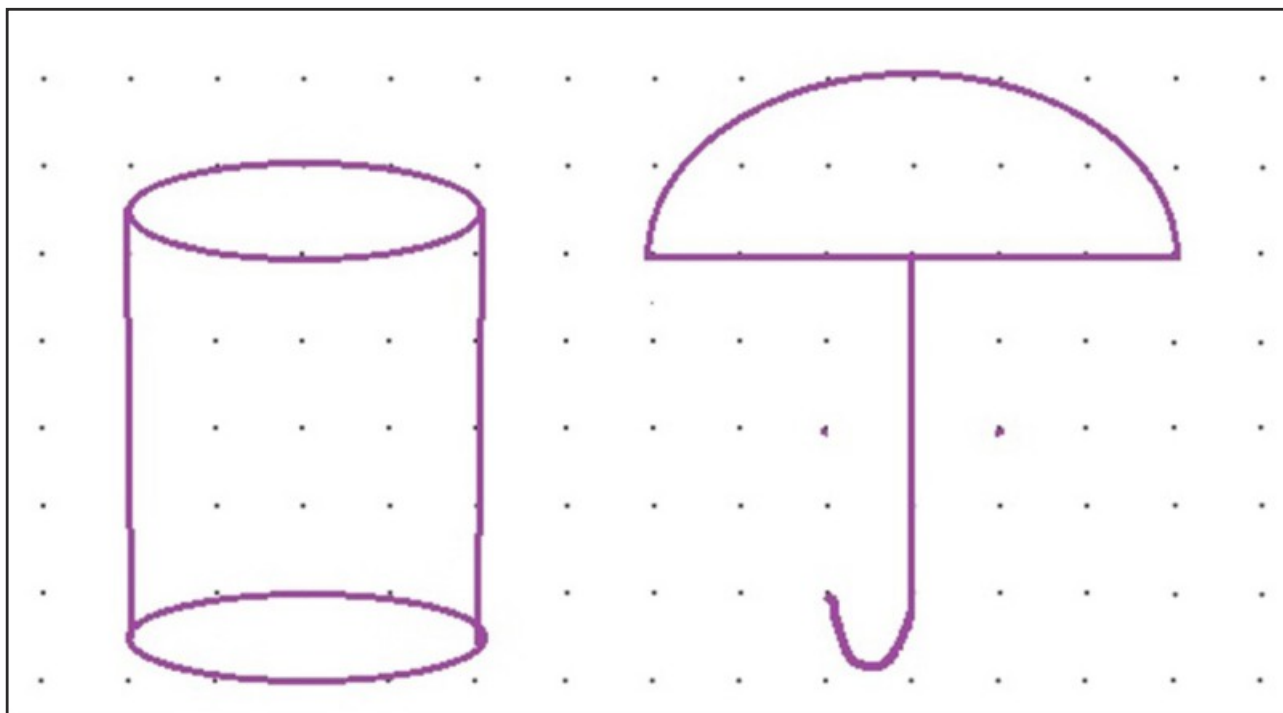


Duration: 20 Minutes



Type of Activity: Individual

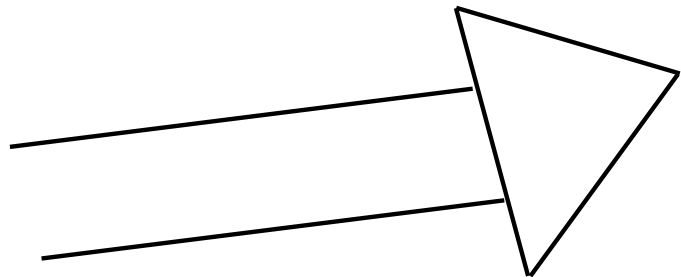
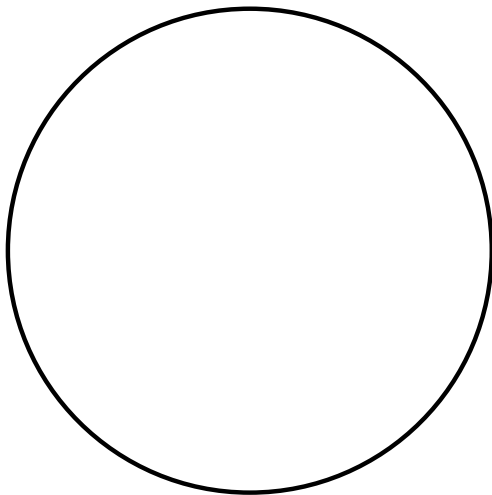
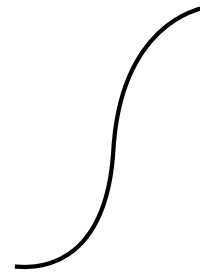
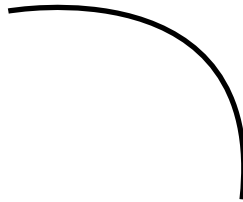
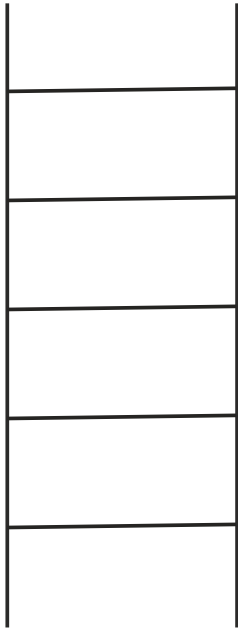
- Draw the following Images on the blackboard.



- Now ask the students to count straight and curved lines in glass and umbrella and note the number of each in their notebook.
- Help those students, who need support

Assessment Activity Distinguish**2.M.L02.2** Distinguishes between straight and curved lines**Duration:** 20 Minutes**Type of Activity:** Individual

Draw these on the board and ask the students to copy them and write down the type of lines



Chapter 6

Fun with give and take

Activity 1 My box

2.M.L01.5 Solves daily life situations based on the subtraction of two digit numbers



Duration: 20 Minutes



Type of Activity: Whole Class

- Make boxes (i.e., squares) in a line, on the floor with chalk. Each box needs to be big enough for a child to stand in it. You can do it in the classroom/corridor/playground. The number of boxes must be 10 more than the total number of students in the classroom. You can tell students to help you make the boxes.
- Give the number to each box following the sequence. (If there are 32 students in your class, then we should have $32 + 10 = 42$ boxes numbered from 1 to 42.) Tell each child to stand in one box (from box 11 onwards).
- Next, call out a number between 1 to 10 and students will take that many steps backwards and share their new number.
- Also, discuss how it works.
- The number they reach is how much smaller than the previous number. Discuss and make them acquainted with subtraction.

Activity 2 How many marks

2.M.L01.4 Solves simple daily life problems/ situations based on addition of two digit numbers



Duration: 20 Minutes



Type of Activity: Individual

Write the following question on the blackboard and read it aloud for the students, allowing them 5 minutes to solve it in their notebooks:

Wilda got 43 marks in the first test. She got 35 marks in the second test. How many marks does he get in all?

Activity 3 How many chocolates

2.M.L01.4 Solves simple daily life problems/ situations based on addition of two digit numbers



Duration: 20 Minutes



Type of Activity: Individual

Write the following question on the blackboard and read it aloud for the students, allowing them 5 minutes to solve it in their notebooks:

In a class, there are 38 girls and 31 boys. The class teacher decided to bring chocolate for all students in the class on her birthday. How many chocolates does she need to buy so that all students in the class get one chocolate each?

Assessment Activity **Solve the problem****2.M.L01.4** Solves simple daily life problems/ situations based on addition of two-digit numbers**Duration:** 20 Minutes**Type of Activity:** Individual

Write the following question on the blackboard and read it aloud for the students, allowing them 5 minutes to solve it in their notebooks:

In a poultry farm in Jaintia Hills, there are 52 hens. The owner of the poultry farm bought 47 hens and put them in the same poultry farm. Find the total number of hens in the poultry farm.

Chapter 7

Time goes on

Activity 2 Day and date

2.M.L05 Identifies the days of the week and months of the year



Duration: 20 Minutes



Type of Activity: Individual

Draw the month shown below on the blackboard.

Ask the following questions to students and ask them to write down the answers in their notebooks.

- How many Tuesdays are there in the month?
- On which date does the third Wednesday fall?
- On which day is the 14th of the month?
- How many days are there between the second and third Friday?

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

After completing the activity above, do work with those who cannot do at all, while those who are able to do on their own, work with others who need a little help. Use activities included earlier to help cover gaps.

Activity 3 My daily routine

2.M.L06 Sequences the events occurring according to their duration in terms of hours/days



Duration: 40 Minutes



Type of Activity: Individual

- Ask students about their daily routines.
- Group the activities that take time in hours and activities and that take minutes to complete.
- Also, discuss the significance of sequence in our daily routine. And if there are any patterns, we follow everyday. (E.g., get up, brushing tooth, breakfast-lunch-dinner- breakfast-lunch-dinner)
- Now make groups of four and tell them to write their daily routine along with the time it takes. Each can write their own but can keep discussing, helping and sharing as they want.
- Now conclude with who takes more/less time in completing an activity and emphasize the importance of each activity in the daily routine

After completing the activity above, do work with those who cannot do it at all, while those who are able to do it on their own, work with others who need a little help. Use activities included earlier to help cover gaps.

Activity 4 My school's timetable

2.M.L06 Sequences the events occurring according to their duration in terms of hours/days



Duration: 30 Minutes



Type of Activity: Group/Individual

- Discuss with the students on their daily timetable – which subjects are taught before and after lunch?
- Discuss with students what is the duration of each subject period.
- Ask them if we increase the duration of each period by 15 minutes, what will change?
- Tell more such questions related to the timetable.

After completing the activity above, do work with those who cannot do at all, while those who can do on their own, work with others who need a little help. Use activities included earlier to help cover gaps.

Assessment Activity 1 Make a timetable

2.M.L06 Sequences the events occurring according to their duration in terms of hours/days



Duration: 30 Minutes



Type of Activity: Individual

Draw the table on the blackboard

Ask students to arrange the activities in the correct sequence (from morning to night)

Next, ask students to arrange all the activities in the sequence (ascending order) based on the time spent on each activity. Discuss on time and explain how to calculate duration if needed.

(If there are other activities your students are involved with – e.g. taking care of animals – please include them accordingly.)

Observe, whether students have understood the duration and time.

After completing the activity above, do work with those who cannot do at all, while those who are able to do on their own, work with others who need a little help. Use activities included earlier to help cover gaps.

Brush your teeth
English period
Take shower
Play
Have lunch
Math period
Make your school bag
Have breakfast
Dinner
Do homework
Get ready for school

Chapter 8

Who is heavier

Activity 1 Guess and weight

2.M.L04 Compares objects as heavier/lighter than using simple balance.



Duration: 30 Minutes



Type of Activity: Individual/Whole class



Resources: Weighing scale/balance, potatoes and spinach of equal weight

- Take one kg of potato and spinach. Do not tell students they are equal in weight. Show the two to the students and ask which is heavier.
- Next, weigh both, establish that they are equal in weight and share the units of weight.
- Measure other objects of different weights in the classroom. (You will have to do it as students may not be able to handle the weighing scales.)
- Discuss the different SI units of weight and their significance.

After completing the activity above, do work with those who cannot do at all, while those who are able to do on their own, work with others who need a little help. Use activities included earlier to help cover gaps.

Activity 2 Weighing my objects

2.M.L04 Compares objects as heavier/lighter than using simple balance.



Duration: 30 Minutes



Type of Activity: Individual/Whole Class

- Bring some objects, with the weight mentioned on them/their packets. E.g., different sizes of potato gm, different sizes of tomatoes tomato, duster - pencil box -, filled water bottle -, a bunch of notebooks.
- Pick an object (heavier one) and tell students to use other objects that equal its weight (Students can repeat the object)
- E.g., If you pick up the water bottle which is 1 kg then the students must take different objects to equal 1 kg

Note: Tell students to take notes of the whole process of solving.

After completing the activity above, do work with those who cannot do at all, while those who are able to do on their own, work with others who need a little help. Use activities included earlier to help cover gaps.

Activity 4 Tell my weight

2.M.L04 Compares objects as heavier/lighter than using simple balance.



Duration: 30 Minutes



Type of Activity: Individual/Whole Class



Resources: Weighing Scale

- Ask students to take out the materials they had collected for the previous activity.
- Let them find out and list the sizes of the material, and group them according to which is heavier and which is lighter.
- Tell them to share with the whole class and also allow them to compare items collected by each other.
- In the next phase, try doing the following activity with students –
 - » Take any object from the collected material and show it to students. students to tell 3 objects lighter in weight than the object you have shown.
 - » Next, ask them to name three items that are heavier than the item you have shown.
- Continue this activity for 10 mins.
- In the next steps, you may tell students to hold or touch 3 objects within the classroom lighter than the one you showed.
- Similarly, you can do it for heavier objects that are almost equal in size.
- Conclude it with the properties of objects that are lighter and heavier

After completing the activity above, do work with those who cannot do at all, while those who are able to do on their own, work with others who need a little help. Use activities included earlier to help cover gaps.

Assessment Activity 1 Compare objects

2.M.L04 Compares objects as heavier/lighter than using simple balance.



Duration: 30 Minutes



Type of Activity: Individual



Resources: Weighing Scale

- Ask students to observe the classroom and list the things/objects that are lighter in weight than them.
- Then ask them to list the things/objects that are heavier in weight than them.
- Ask them What are the things/objects that they think are lighter/heavier than a brick?
- Use a weighing scale to confirm the estimated weight of the objects.
- Prepare some more questions on similar lines taking objects present in the context.

Observe students carefully and conclude with heavier and lighter things in the class.

After completing the activity above, do work with those who cannot do at all, while those who are able to do on their own, work with others who need a little help. Use activities included earlier to help cover gaps.

Chapter 9

How many times

Activity 1 My family

2.M.L01.5 Solves daily life situations based on subtraction of two digit numbers



Duration: 30 Minutes



Type of Activity: Individual

Ask the students to move around the class and tell each other the number of members in their family and note it down. Further, categorize the data into 3 parts -

- How many students have 2-3 family members?
- How many students have 3-4 family members?
- How many students have 5-6 family members?

Work with students to create a table on the blackboard on which you can put this data on a table and conclude with whose family has more/less members in family.

After completing the activity above, do work with those who cannot do it at all, while those who are able to do on their own, work with others who need a little help. Use activities included earlier to help cover gaps.

Activity 3 Number line

2.M.L01.5 Solves daily life situations based on subtraction of two digit numbers



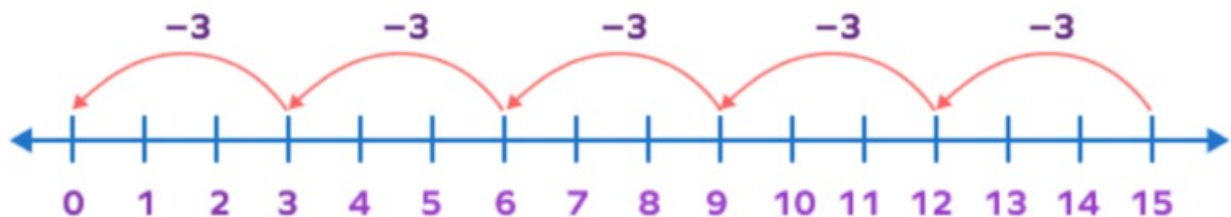
Duration: 30 Minutes



Type of Activity: Individual

Draw the number line on the board and discuss subtraction with the students through the number line.

Divide students into groups of 4 and tell them to show the subtraction of; $15 - 3$, $12 - 3$, and $9 - 3$ and so on. While groups are working – explain the process of subtraction to them.



Add more examples through the number line.

After completing the activity above, do work with those who cannot do it at all, while those who are able to do on their own, work with others who need a little help. Use activities included earlier to help cover gaps.

Activity 5 Frog leap

2.M.L0.1.4 Solves simple daily life problems/ situations based on addition of two-digit numbers



Duration: 20 Minutes



Type of Activity: Whole Class

- Begin by drawing a number line from 0 to 20 on the blackboard.
- Explain to students that a frog makes 2-step jumps on this number line. Show the 2-step jump process on the board for clarity.
- Instruct students to draw their own number lines from 0 to 20 in their notebooks and illustrate the frog's 2-step jumps.
- Next, challenge them to draw a number line from 0 to 30 and show the frog making 3-step jumps. Extend this further by having them draw a number line from 0 to 50, this time depicting 5-step jumps.
- Engage the class in an activity related to repeated addition found in the Class 3 textbook chapter "How Many Times?"
- Wrap up the lesson by discussing the activity and introducing the concept of multiplication as a form of repeated addition, solidifying their understanding of multiplication through the visual and practical frog jump activity.

Assessment Activity 1 Find the number

2.M.L01.4 Solves daily life situations based on addition of two-digit numbers

2.M.L01.5 Solves daily life situations based on subtraction of two-digit numbers



Duration: 30 Minutes



Type of Activity: Individual

Let students work on the following. Observe them as they work. Explain to them what is to be done in each row (it is not an assessment of reading!). But then, let them do the number work on their own.

Draw the table below on the board.

Explain to them how they need to fill the table.

If they struggle reading it on their own read the row item for them.

Total number of members in your family	
Who is the eldest one	
Age of the eldest one	
Who is the youngest one	
Age of the youngest one	
Difference of age between eldest and youngest	
How many female members are there	
How many male members are there	
Addition of ages of all members in the family	
Total age of the total female members in the family	
Total age of the total male members in the family	
Difference of age between female and male members in the family	

After completing the activity above, do work with those who cannot do it at all, while those who are able to do on their own, work with others who need a little help. Use activities included earlier to help cover gaps.

Chapter 10

Play with patterns

Activity 2 Shapes in my class

1.M.LO 7 Observes, extends and creates patterns of shapes and numbers.



Duration: 30 Minutes



Type of Activity: Individual

Ask students to observe their classroom for five to seven minutes and list the objects present around them. Ask students to write the shape against each object. Consolidating the activity, discuss the different shapes and their characteristics. Further, ask students to do the same activity at home.

After completing the activity above, do work with those who cannot do it at all, while those who are able to do on their own, work with others who need a little help. Use activities included earlier to help cover gaps.

Activity 4 What comes next?

1.M.LO 7 Observes, extends and creates patterns of shapes and numbers.



Duration: 30 Minutes

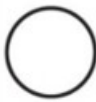

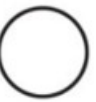









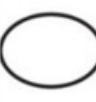

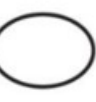





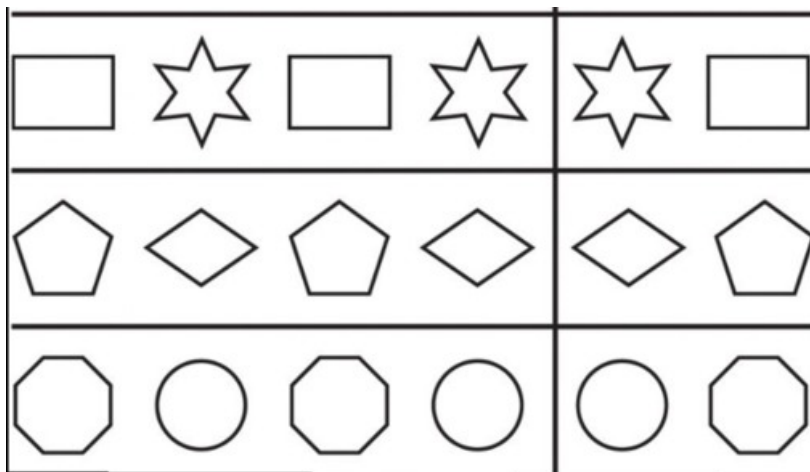
Type of Activity: Group



Resources: Crayons/Colour pencil, Print/Photocopy of the shapes given below

Print or photocopy the below chart at least one day in advance in sufficient numbers so that every child gets one chart each. Distribute the chart among students. Tell them to colour the shape in the right column that will come next in the pattern given in the first column. Students who complete early may help their peers. Ensure that every student colours the right shape. Ask students why did they colour the particular shape. Consolidate by explaining the series and clap for the whole class.



After completing the activity above, do work with those who cannot do it at all, while those who are able to do on their own, work with others who need a little help. Use activities included earlier to help cover gaps.

Activity 5 Colour the non-identical

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



Duration: 30 Minutes



Type of Activity: Group



Resources: Crayons/Colour pencil, Print/Photocopy of the shapes given below

Print or photocopy the below chart at least one day in advance in sufficient numbers so that every child gets one chart each.

Distribute the chart among students.

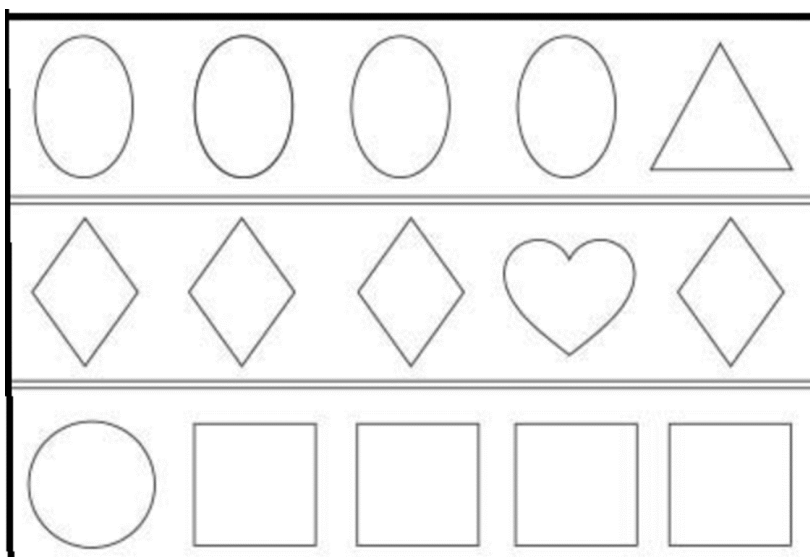
Tell them to colour the nonidentical shape in each row.

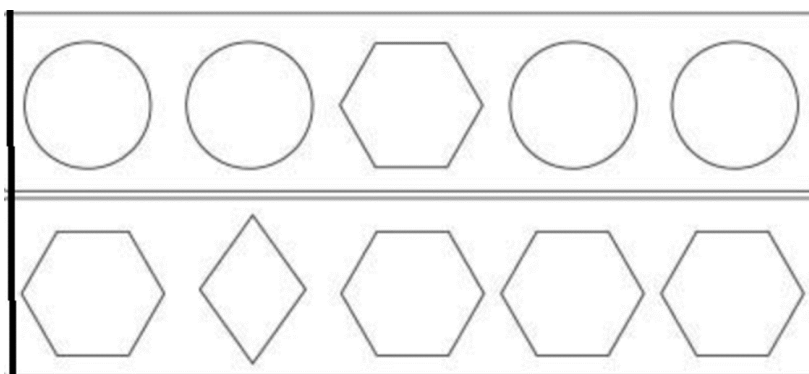
Students who complete early may help their peers.

Ensure that every student colours the right shape.

Ask students why did they colour the particular shape.

Consolidate by explaining the series and clap for the whole class.





After completing the activity above, do work with those who cannot do it at all, while those who are able to do on their own, work with others who need a little help. Use activities included earlier to help cover gaps.

Assessment Activity 1 Colour the non-identical

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

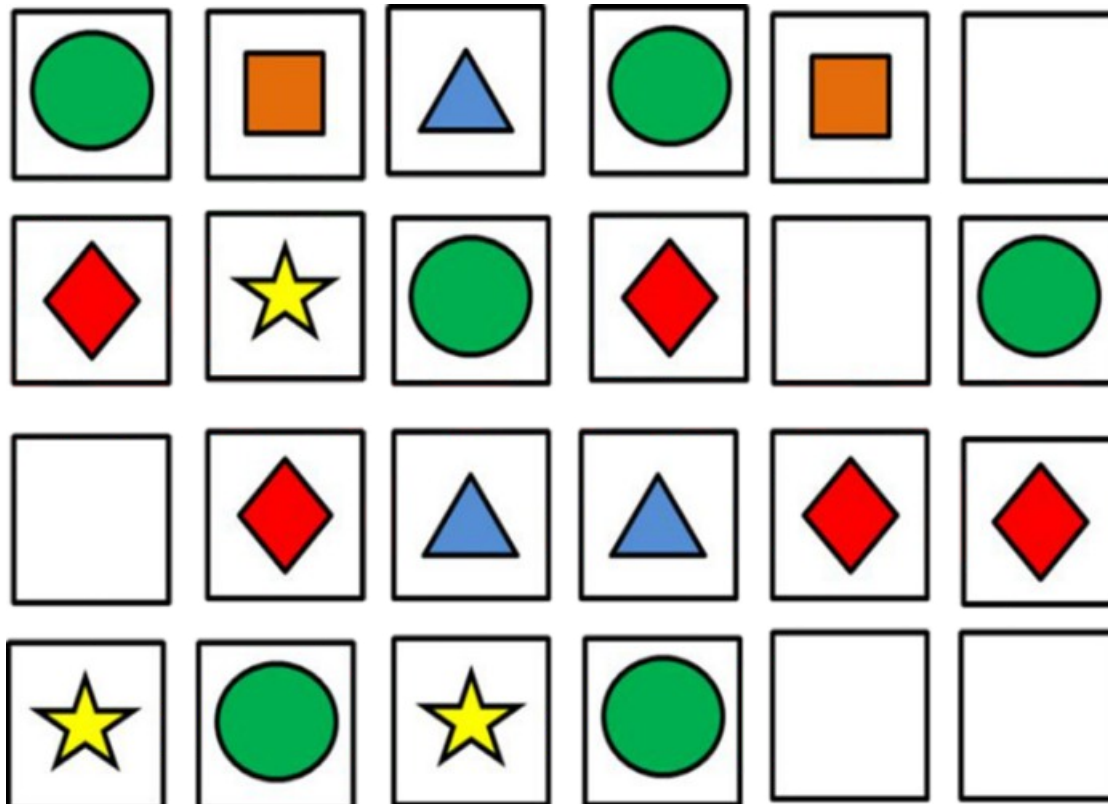


Duration: 30 Minutes



Type of Activity: Individual/Group

- Pair up students and provide them with the worksheet containing the following pattern. Alternatively, display it on the blackboard, involving students in the process.
- Instruct each pair to discuss to draw the patterns in their notebooks and fill the blank column with the right kind of shape/picture/pattern.
- Ask students to write the name of the shape given in the picture.



Note: Identify individuals who encounter difficulty and provide additional support to address their gaps. Encourage those who can complete tasks independently to collaborate with peers who may require minimal assistance. Utilize previously covered activities as supplementary exercises to aid students in reviewing and comprehending the material.

Chapter 11

Jugs and mugs

Activity 1 Who drinks more water

2.M.LO.3 Estimates and measures length/distances and capacities of containers using uniform non-standard units



Duration: 30 Minutes



Type of Activity: Individual/Group



Resources: 3-4 glasses of different sizes, 3-4 cups of different sizes, 2-3 mugs of different sizes brought by students

- Ask the students to bring the vessels that they use daily to carry water, milk, oil, juice etc. one day before.
- Take 3-4 glasses of different sizes, 3-4 cups of different sizes, 2-3 mugs of different sizes, or whatever has been brought by students.
- Put them on the table in front of students.
- Ask them which of the vessels can hold more water than the other.
- Ask them to arrange the vessels from smaller to bigger.
- Discuss with the students about the capacity of the different vessels, Provide a few real-life examples of how much water one can drink, the vessels used for drinking water, and the vessels used by families to drink water, and consolidate.
- These examples will enable the students to have an idea and distinguish the quantity of non-standard measures.

After completing the activity above, do work with those who cannot do it at all, while those who can do on their own, work with others who need a little help. Use activities included earlier to help cover gaps.

Activity 2 Who drinks less water

2.M.LO.3 Estimates and measures length/distances and capacities of containers using uniform non-standard units



Duration: 30 Minutes



Type of Activity: Individual/Group



Resources: 3-4 glasses of different sizes, 3-4 cups of different sizes, 2-3 mugs of different sizes brought by students

- Ask the students to bring the vessels that they use daily to carry water, milk, oil, juice etc. one day before.
- Take 3-4 glasses of different sizes, 3-4 cups of different sizes, 2-3 mugs of different sizes, or whatever has been brought by students.
- Put them on the table in front of the students.
- Ask them which of the vessels can hold more water than the other.
- Ask them to arrange the vessels from bigger to smaller.
- Discuss with the students about the capacity of the different vessels, provide a few real-life examples of who drinks less water, the vessels used for drinking water, and the vessels used by cock, pig, cow etc. to drink water, and consolidate.
- These examples will enable the students to have an idea and distinguish the quantity of non-standard measures.

After completing the activity above, do work with those who cannot do it at all, while those who can do on their own, work with others who need a little help. Use activities included earlier to help cover gaps.

Activity 3 Paper cylinder

2.M.L0.3 Estimates and measures length/distances and capacities of containers using uniform non-standard units



Duration: 30 Minutes



Type of Activity: Individual/group/
Whole class



Resources: Used paper pieces of different size

- Give one paper piece to each student.
- Ask them to create paper cylinders.
- It will be of different sizes because they have different sizes of paper pieces.
- Ask them to collect pebbles from the field or nearby. Keep a watch on them to ensure a smooth collection of pebbles.
- Tell them to fill the paper cylinder with pebbles.
- Now empty the cylinder and count the number of pebbles.
- Compare the number of pebbles with other students.
- Are they equal or unequal?

Now consolidate with the concept of capacity of different cylinders.

After completing the activity above, do work with those who cannot do it at all, while those who are able to do on their own, work with others who need a little help. Use activities included earlier to help cover gaps.

Assessment Activity 1 Find the value

2.M.L0.3 Estimates and measures length/distances and capacities of containers using uniform non-standard units



Duration: 30 Minutes



Type of Activity: Individual/Group

Give a work sheet or write on the blackboard asking students to match the following appropriately.

- | | | | |
|-----------|-------------------|-----------|-------------------|
| 1. 250 ml | - 1L | 3. 500 ml | - $\frac{3}{4}$ L |
| 2. 750 ml | - $\frac{1}{4}$ L | 4. 1000ml | - $\frac{1}{2}$ L |

After completing the activity above, do work with those who cannot do it at all, while those who are able to do on their own, work with others who need a little help. Use activities included earlier to help cover gaps.

Level 3 (L3): Solves problems independently

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

[illegible]



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