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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

04

Achieving grade-appropriate learning levels

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Class 4: 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: WAKE UP

Activity 1 **My routine**

- 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
- 4.E.L04** Responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read

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

- Ask the students about their daily routine. What do they do right after they wake up, during the day, before bedtime? Encourage them to speak in English.
- As they respond, write the actions on the board. Then ask them to make a timetable in their notebooks (they can draw the table below and fill it up).

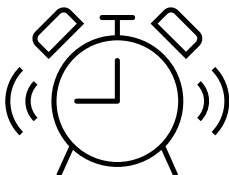
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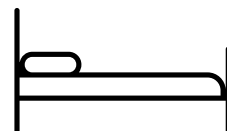
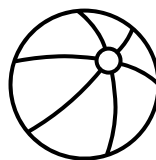
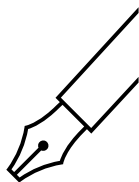
Activity 2 **My day**

- 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

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

- Show the following pictures to the class. Ask them to name the objects.
- As they say the names write them down on the board and ask students to copy these in their notebooks.





- Once children write the names of the objects in their notebooks ask them to also write down when they use each object and what they use it for.

Name of the object	When do you use it? (Morning/Afternoon/ Evening/Night)	What do you use it for?

UNIT 1

Chapter: LIZA'S ALARM CLOCK

Activity 1 Games

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

4.E.L04 Responds verbally/in writing in English to questions based on day-to- day life experiences, an article, story or poem heard or read



Duration: 40 Minutes



Type of Activity: Group

Ask students to make a list of games they play. Once you have about 15-20 games, ask them –

- Which of these are played indoors?
- Which ones are played outdoors?
- How many players can play each game?
- Can any be played alone?
- What do you need to play these games?

Divide the class in groups of 4-5.

- Ask the groups to fill up the table.
- Ask the groups to share the list with the whole class.

Name of the Game	Type of the Game – Outdoor/Indoor	No. of Players required	Items Required

Activity 4 Going to the park

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

4.E.L04 Responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read



Duration: 40 Minutes



Type of Activity: Individual

- Ask the student have you ever been to a park? What all do you see there? What do you do there?
- Ask students to complete the picture of the part and draw what they like playing there.



Assessment Activity 1

My routine

4.E.L04 Responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read



Duration: 30 Minutes



Type of Activity: Whole Class and Individual

- Ask students some questions about their routine on holidays and have a general discussion. You may ask them:
 - What do you do in the morning?
 - What do you do in the afternoon?
 - What do you do in the evening?
- Ask them to write about their routine in short sentences in their notebooks. Later they can share the same with the class.

Additional Suggestive Activities

Prose and Poetry -

- Short Answers
- Very Short Answers MCQ
- True or False
- Complete the sentences
- Word Meanings
- Make sentences

Language -

Grammar- Fill in the blanks with phrases, Past Tense (was, were)

UNIT 2

Chapter: NOSES

Activity 1 Food we eat

- 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
- 4.E.L04** Responds verbally/in writing in English to questions based on day-to- day life experiences, an article, story or poem heard or read

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

- Ask students to name the foods they eat.
- Write the names on the board. Once you have a long list of 15-20 types of food ask them to name -
 - Food items that are sweet, salty, sour
 - Foods that are round, triangular
 - Those that require 3 or more ingredients to make.
 - Those with the letter 'a' in them
 - Those with 4 or more letters
- Ask them draw the food they like the most.

Activity 2 My activities at home

- 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
- 4.E.L04** Responds verbally/in writing in English to questions based on day-to- day life experiences, an article, story or poem heard or read
- 3.E.L013** Writes 5-6 sentences in English on personal experiences/events using verbal or visual clues

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

Ask your class the following questions:

- On a regular day, in your family, who works at home?
- Who goes out to work?
- How many family members work at home and how many outside?
- What do they do? (For example, study, cook, clean, wash, sell, cut, tend goats, travel, etc.)
- Once there is a list of things people do, ask students what they themselves do.
- Encourage them to respond in English. As they response write them on the board. Use 'and' for their actions and ask them to write in a paragraph.

UNIT 2

Chapter: THE LITTLE FIR TREE

Activity 1 Living and non-living

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



Duration: 30 Minutes



Type of Activity: Individual

- This is a continuation of the previous activity.
- As the children list down the objects they see around them, ask them to categorize them as living and non-living things. Once they do that ask them to write the difference between living and non-living things.

Living Things	Non-Living Things

Activity 2 Draw a tree

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

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



Duration: 30 Minutes



Type of Activity: Individual

- Ask students to name the trees they see on their way from home to their school. Ask them to select one of these and respond to your questions –
 - How tall is it?
 - What are its leaves like?
 - What colour are they?
 - Does the tree bear fruit?
 - What birds sit on it?
- Ask students to draw a picture of the tree and share with the class. As students draw, take walk around your class and support as required. Let students display their work on their desks and then go around looking at others' drawings. When the work is displayed, ask them to describe the tree and explain why that tree is special for them.

Assessment Activity 1 One or many

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



Duration: 30 Minutes



Type of Activity: Individual

- This assessment-cum-revision exercise will let you know how many students need support with the concept of singular and plural.
- This assessment will be individual. Ask your students to form a circle for this activity.
- Use a paper ball to assign the questions randomly to students. Tell the students that you are going to speak out a sentence and the student who gets the ball has to tell you whether the sentence is correct or not.
- If the sentence is incorrect then the student has to correct it. You can say sentences such as – I am reading a books; Can I have one pencils? (Remember to keep the plural with 's' initially then go to plurals ending in 'es'.)
- Go slow initially so all students can understand how to find the mistake and correct it. If your class does it well, ask students to volunteer to make sentences.

UNIT 3

Chapter: RUN

Activity 1 Make a story

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

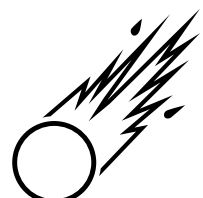
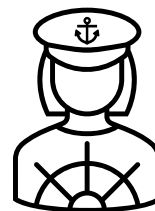
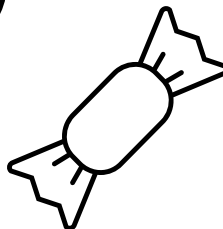
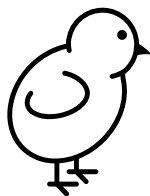
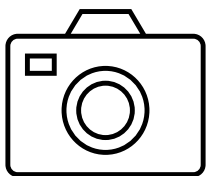


Duration: 40 Minutes



Type of Activity: Individual

- Show the pictures to the children. Ask them to choose any three pictures and write a story in their notebooks using those pictures. Mention that the story needs to be of 5-6 sentences.



Activity 2 My extended family

- 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
- 4.E.L04** Responds verbally/in writing in English to questions based on day-to- day life experiences, an article, story or poem heard or read



Duration: 40 Minutes



Type of Activity: Group

- Ask students questions about their family –
 - How many members are there in your family?
 - How many brothers and sisters are you?
 - How many are older to you?
 - Who else stays with you?
 - What do you call them?
- As they speak, write the English names for relations on the board.
- Next, ask students if there are any relatives whose homes they like to visit (on weekends or during their holidays).
- In groups, ask students to discuss which extended relative's house they like visiting for weekends or holidays and why. They can present the reasons they come up with as a group to the rest of the class.

UNIT 3

Chapter: NASRUDDIN'S AIM

Activity 16 Know your friends

4.E.L04 Responds verbally/in writing in English to questions based on day-to- day life experiences, an article, story or poem heard or read



Duration: 40 Minutes



Type of Activity: Group

- Have a class discussion on how much the students know their friends. Ask them if they are interested to know their friends better and tell them today's activity is for just that.
- Ask students to get into groups of 4. Ask them to interview each other so that each one of them gets the responses of 3 other friends and then find out the differences and the common aspects between them and each friend.
- Students can draw the table below and find out the answers and fill it in:

Question to Ask	Friend 1	Friend 2	Friend 2
Name:			
Do you like cats or dogs?			
Can you climb a tree?			
Do you like chips or sweets?			
What scares you?			
What makes you laugh?			

Activity 18 A friend in need is a friend indeed

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)

4.E.L04 Responds verbally/in writing in English to questions based on day-to- day life experiences, an article, story or poem heard or read



Duration: 40 Minutes



Type of Activity: Whole Class

- Have a class discussion on 'Friendship'. Ask students what they understand by 'Good Friend'. Do they consider themselves as "Good Friends"? If so, why?
- After the discussion, read the following story aloud and ask the questions that follow.

Three Friends

Once upon a time, in a small village, there lived two friends named Linda and Richard. They were both nine years old and went to the same school. Every day, they would meet along with others and play in the park. They loved to climb trees, go on the slides, or play 'catch' and other games.

One day, while they were playing hide and seek, Richard tripped and fell. He scraped his knee and it started to bleed. He was finding it difficult to walk.

Linda, being the good friend she was, ran to the door of the nearest house and knocked. 'Do you have a bandage?' she asked the kind lady who opened.

'Oh, no! I've just run out of bandages. See that grandpa across the road? I've seen him use a bandage – maybe he has one.'

Linda went over to the old man. 'Grandpa, do you have a bandage – my friend is hurt!'

'Oh dear, I wish I did! I always get it from that shop over there,' he pointed.

Linda ran to the shopkeeper and asked. But he said: 'Do you have 10 rupees for the bandage?'

Linda's face fell. 'I don't,' she said in a sad voice. She was ready to cry.

'Hello, Linda, what happened?' she heard. Linda turned and saw that it was Christina, the shopkeeper's daughter and her classmate. She quickly explained how Richard was hurt. 'Dad, she's my friend,' said Christina and immediately fished out a pack of bandages.

Both of them ran to the ground where Richard was still sitting on a rock, holding his knee, trying not to cry. Christina knew how to clean a wound and apply the bandage. The two girls worked together and soon Richard's knee was nicely wrapped.

He tried standing and was able to walk slowly. 'You're my true friends,' he said. 'Thank you!'

- Use every opportunity during the story to ask prediction questions such as:
 - Do you think the lady will solve Linda's trouble?
 - Do you think the grandpa will?
 - The shopkeeper?

At the end you may ask –

- Who helped Linda and why?
- Have you ever helped your friend? If yes, then how have you helped them?

Assessment Activity 3 Good friends

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



Duration: 40 Minutes



Type of Activity: Group

- Form groups of 3-4. Ask students to discuss –
 - Who is a good friend?
 - What does she/he do that makes them feel s/he is a good friend?
 - Are you a good friend? Why?
- After discussing this, ask them to write a paragraph as a group beginning with – 'A good friend is one who.....'

Once they write the paragraph on Good Friends they can share it with the class.

Additional Suggestive Activities

Prose and Poetry

- Short Answers
- Very Short Answers MCQ
- True or False
- Complete the sentences
- Word Meanings
- Make sentences

Language-

- Writing Skill -Story Writing, Picture Composition
- Grammar-Connecting words

UNIT 4

Chapter: WHY?

Activity 22 The caterpillar

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)

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

- Write the poem on the board and ask students to read it out. You can also recite it and have them repeat after you. Explain the poem to the class.

The Caterpillar

*Brown and furry
Caterpillar in a hurry,
Take your walk
To the shady leaf, or stalk,
Or what not,
Which may be the chosen spot.
No toads spy you,
Hovering bird of prey pass by you;
Spin and die,
To live again a butterfly.*

By Christina Rossetti

Ask them the following questions:

- Point out the **rhyming words** in this poem.
- Who is in a hurry?
- Name the other animals in the poem?
- What does a caterpillar eat?
- Draw a caterpillar in your notebooks.

Activity 11 What's around your school?

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



Duration: 40 Minutes



Type of Activity: Individual

- Have a conversation with the children on what do they see around their school.
- Ask them to list down the names of what and who they see.
- Ask them to draw any 5 of these and label them.

UNIT 4

Chapter: ALICE IN WONDERLAND

Activity 14 Visit to a market

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

4.E.L04 Responds verbally/in writing in English to questions based on day-to- day life experiences, an article, story or poem heard or read



Duration: 40 Minutes



Type of Activity: Group

- Ask students the following questions:
 - When did they go to the market last?
 - 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?
- Ask students to get into groups of 4-5 and discuss their experiences of visiting a market. Ask the groups to write down their experiences and add illustrations to it.

Activity 37 My experiences

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



Duration: 40 Minutes



Type of Activity: Individual

- Write the following prompts on the board and ask the students to think and write their answers to them. Read each sentence to the students and share the meaning in the local language as well.
 - I am happy when I see _____
 - I jump when I see _____
 - I run when I hear _____

- I eat chocolate when _____
 - I feel _____ when I see a dog.
 - Trees are _____
- After writing, ask students to share their answers with the class. Each sentence can have multiple answers.

Assessment Activity 4 Writing a story

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

4.E.L05 Describes briefly, orally/in writing about events, places and/or personal experiences in English



Duration: 40 Minutes



Type of Activity: Group

- Form groups of 5-6. Discuss what animals they see around them. Of the names they share, ask them to choose any animal they would like to be friends with.
- Students have to imagine that they have met this animal right outside the school gate one day, after school and this animal starts following her/him. What happens next? Is the animal allowed at home? What if this animal wants to come to school? The groups need to complete the story with illustration and present it to the class. The Story needs to have 7-8 sentences.

(They would have done this activity earlier. You can give this as an assessment at the end of that week or month to see how much children have picked up from the in-class activity).

Additional Suggestive Activities

Prose and Poetry

- Short Answers
- Very Short Answers MCQ
- True or False
- Complete the sentences
- Word Meanings
- Make sentences

Language-

- Writing Skill -Story Writing, Picture Composition
- Grammar-Connecting words

UNIT 5

Chapter: DON'T BE AFRAID

Activity 20 Three-lettered words

CG2 C2.1 Develops phonological awareness further by blending phonemes/syllables into words and segmenting words into phonemes/syllables



Duration: 40 Minutes



Type of Activity: Group

- Does your class enjoy playing language games? Then this exciting group game is the right one for you! It is a vocabulary building game. The students don't have to know words from before. They should have a textbook and an eye for finding words! They can also call out words without looking at their textbook.
- Each student has to say a three lettered word. The only rule is - the words cannot be repeated. Play one round with them as a class before they play in smaller groups of 5-6 members. As they play in groups, your support will encourage them to go on for longer.
- Once the game is over, discuss the following with them:
 - Did the group find more words by looking into the book or without it?
 - Those who looked fewer times into the book, how did they guess more?
 - What if they had to play this game again? Would they like to add/change anything?

Activity 17 Dialogue writing

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



Duration: 40 Minutes



Type of Activity: Whole Class & individual

- Ask children what would happen if things in nature, like the trees or animals or insects, started having conversations. What would they say? What kind of conversation would take place?
- Ask children to imagine a conversation between the flowers, bees, and butterflies in a garden. Write the paragraph below on the board and ask the children to complete the dialogues.

The rose said, "Hi Lily! How are you doing? I am enjoying the weather now as it is spring time. Bees and butterflies are all around, so we are having fun." Lily said, "Same here! I am also happy for spring. In fact, I wait the whole year for spring."

Hearing them, butterfly said,

"

.....

.....

Bee said,

"

.....

.....

UNIT 5

Chapter: HELLEN KELLER

Activity 29 **Make a story**

4.E.L04 Responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read



Duration: 30 Minutes



Type of Activity: Group

- Ask students to share a funny incident with the class. Listen to two or three and ask the class: -Which incident made you laugh? Why? Was the tone funny? Was it the words used? Was the incident itself one where something unexpected happened?
- Then ask students to form groups of 3-4. Each group has to come up with a funny incident they have seen, heard or been a part of.
- Once the groups have discussed their anecdote, they will present it before the class. As they present it, other groups will rate it between 1-5 and give reasons for their rating.

Activity 30 **Story time**

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

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



Resources: Hand out of the story for the groups

- Divide the class into groups of 5-6 and distribute the printouts of the story among the groups. The groups will read the story and answer the questions written on the board in their notebooks independently.

The story of Martha, Samuel and the Old Man

There was an old man who loved to knit. He would knit scarves, sweater, caps and more. He would choose the brightest colours and make the most beautiful winter clothes. He would choose the softest wool and start knitting away.

One day he was feeling alone. And he decided to knit two beautiful children. He first knitted a little girl. She had long black hair and brown eyes. He made her a beautiful red dress. Next, he knitted a young boy.

The boy had a blue cap to cover his messy hair.

The old man named the girl Martha and the boy was called Samuel. They looked at the kind eyes of the old man and loved him. All three of them started to live together and the old man never felt alone again. And whenever Martha and Samuel needed anything, he would knit it for them.

After each group has read the story, ask them to answer the following in their notebooks:

- Can you make a drawing of the old man with Martin and Martha?
- If you met the old man, what would you ask him to knit for you and why?

Assessment Activity 6 Do as I say

3.E.L06 Responds appropriately to oral messages/telephonic communication



Duration: 40 Minutes



Type of Activity: Whole Class

- Below there are few instructions given. You may add more or alter if necessary. Read out the instructions in the class and ask the students to follow them.
 - Jump and touch your nose.
 - Stick out your tongue.
 - Raise your left hand.
- Now ask the children to close their eyes and then follow the instructions.
 - Lift your right hand.
 - Open your mouth.
 - Touch your left ear with your right hand.
 - Touch your nose and stick out your tongue.
 - Stretch your left hand.
 - Fold your hands.
 - Take your left hand to your right thigh.

Observe how many students are able to understand and follow the instructions in English.

Additional Suggestive Activities

Prose and Poetry

- Short Answers
- Very Short Answers MCQ
- True or False
- Complete the sentences
- Word Meanings
- Make sentences

Language-

- Writing Skill- Paragraph Writing
- Grammar- Homophones

UNIT 6

Chapter: HAIWATHA

Activity 25 Getting to know each other

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

4.E.L04 Responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read



Duration: 30 Minutes



Type of Activity: Whole Class

- Students studying in one class may know each other's names, families and where they come from, but there is more to getting to know each other better. Interacting with more peers makes students confident in expressing themselves in larger groups.
- This activity will require movement so it will work better if students can form a circle and have some space to move and talk to each other.
- Before beginning the activity, ask students to note down the following questions in their notebooks:
 - Number of family members?
 - Month of birth?
 - Favourite game?
 - Favourite fruit?
 - Favourite food?
 - Favourite story?
 - Favourite pastime?
- The students have to move around and ask these questions to as many classmates as they can. Later, they can share whether they could find someone with the same number of family members, month of birth, favourite game, fruit, food, story or pastime.

Activity 27 Secret message

CG 2C 2.1 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



Duration: 30 Minutes



Type of Activity: Pairs

- Ask students whether they have ever written secret messages. If they have, ask them how they do it.
- Next, give them a message to decode – bi! j ibwf epof ju. (Ah! I have done it!)
- Ask them how they decoded the message – in this message the letter following the correct letter is given ('b' in place of 'a', 'l' in place of 'h', 'a' in place of 'z' etc.).
- Now, ask students to work in pairs. Each student will make a secret message and give it to their partner to decode.
- Ask them to make another secret code and write a message to a friend.

Sample Learning Level Tracker

Keep a record of unit/chapter assessment results in the tracker.

As you conduct assessments based on the activities suggested, put a tick mark as per the following:

Level 1 (L1): Not able to solve problems and having difficulty comprehending the problem

Level 2 (L2): Solves most of the problems with external support

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 1

Building with bricks

Activity 1 Patterns around us

4.M.L012 Observes, identifies and extends geometrical patterns based on symmetry



Duration: 40 Minutes



Type of Activity: Whole Class



Resources: Pictures of objects found in our surroundings

- Introduce the concept of patterns and explain how they can be found in our surroundings, such as in clothing designs, seating arrangements, etc.
- Provide examples of different types of patterns, such as geometric, repeating, and symmetrical patterns.
- Take students on a tour of their school or community and ask them to identify patterns that they see. Instruct them to take notes or draw sketches of the patterns in their notebooks.
- Bring the students together to share the patterns they found and discuss their characteristics, such as shape, color, size, and repetition.

Activity 2 Finding top, front and side view

4.M.L03.5 Draws top view, front view, and side view of simple objects



Duration: 30 Minutes



Type of Activity: Group



Resources: Paper, objects of different shapes

- Ask students to bring objects from their homes that are of different shapes. Show the objects to the students and ask them to identify and name their shapes.
- Next, ask students to group the objects based on their shapes.
- Then ask the students to place those objects on a paper and draw their top, front and side view outlining their borders.
- You can also extend the activity by asking students to draw the shapes they see in the objects, or to find objects in the classroom that have the same shapes.

Activity 3 How many...

3.M.L04.3 Fills a given region leaving no gaps using a given shape

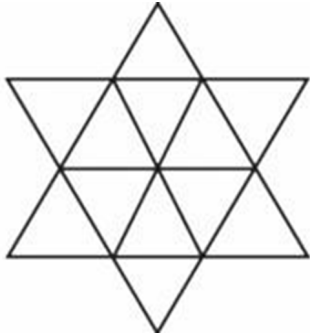


Duration: 30 Minutes



Type of Activity: Individual

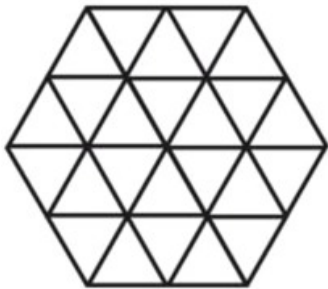
Ask students to look at the pictures drawn by the teacher on the board, and then ask the related questions.



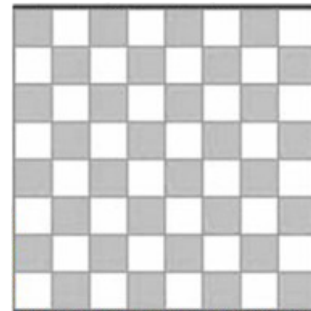
Calculate the number of small triangles that fill up the big triangle



Calculate the number of small triangles that fill up the big pentagon



Calculate the number of small triangles that fill up the big hexagon



Calculate the number of small squares that fill up the big square

Assessment Activity 1

Finding height

4.M.L07.a Solves problems involving daily life situations related to length, distance, weight and volume involving the four basic arithmetic operations



Duration: 15 Minutes



Type of Activity: Whole Class

Divide the class into groups of five and assign each group the tasks listed below.

Task	Assignment	Result
Task -1	One box is 53 cm 7 mm tall, and another box is 36 cm 9 mm tall. If both the boxes are kept one over other, what will be the total height?	
Task -2	The length of a stick is 10 m 21 cm, and a scale is 6 m 19 cm. If you join the two ends of these two objects and place them on a table, what will the total length?	

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. Utilise previously covered activities as supplementary exercises to aid students in reviewing and comprehending the material.

Chapter 2

Long and short

Activity 1 Guess and match the length

4.M.L06.a Estimates the length of an object/distance between two locations and verifies them by actual measurement



Duration:



Type of Activity: Individual



Resources: Scale, measuring tape

Draw the following table on the board. Then ask students to:

Estimate and measure the length and width of the following objects using different units.

Objects	Unit of measurement	Guess/estimate	Actual measurement
Classroom window			
Classroom door			
Floor			
Classroom wall			
Chalk/blackboard			
Your math book			
Table in your classroom/school			
Chair in your classroom/school			
Desk in your classroom			
A staircase in the school			

Activity 2 Measure and compare

3.M.L05 Estimates and measures length and distance using standard units



Duration: 30 Minutes



Type of Activity: Pair



Resources: Scale, measuring tape

1. Ask the students to measure the length of the table using their pencils.
2. Discuss the measurements and ask which students measured the table as being the shortest and which students measured it as being the longest.
3. Compare the measurements and discuss the differences. Talk about the importance of using a standard unit of measurement and how it can affect the accuracy of the measurements.
4. Next, ask students to measure the length of common objects, such as the length of a tiffin box, pencil box or their friend's bag, and record the measurements in their notebooks.
5. After the activity, discuss with the students how measurements are used in our daily lives.

Activity 3 Guess the unit

3.M.L08 Adds and subtracts measures involving grams and kilograms in life situations



Duration: 15 Minutes



Type of Activity: Individual

Write the names or draw the following or similar pictures on the board and ask the students to write it in their notebooks.

Ask students to choose the appropriate unit (either gram or kilogram) that you would need to measure these objects.



Next, give some weights to these objects and ask students to add any two of the objects and calculate the added value.

Assessment Activity 1

Find the missing value

4.M.L07.a Solves problems involving daily life situations related to length, distance, weight and volume involving the four basic arithmetic operations



Duration: 30 Minutes



Type of Activity: Individual

Draw the table on board and ask students to Identify the figure and complete the table in their notebooks.

Sl. No.	Shape	Length	Breadth	Perimeter	Area
1	Rectangle	20 mm	50 mm		1000 sq.mm.
2	Square	4 mm			
3	Rectangle		28 cm	70 cm	
4	Square			84 m	
5	Rectangle	16 m			320 sq.m.

Assessment Activity 2

Calculate the weight

3.M.L08 Adds and subtracts measures involving grams and kilograms in life situations



Duration: 20 Minutes



Type of Activity: Pair



Resources: Worksheet

Write the following sums in the blackboard and call students randomly to the board to calculate

Kg			gm	
	1	2	2	3
	4	8	2	3
+	0	3	5	5

Kg			gm	
	3	7	0	0
+	7	3	0	0

Kg			gm	
	9	7	0	0
+	3	8	5	0

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. Utilise previously covered activities as supplementary exercises to aid students in reviewing and comprehending the material.

Chapter 3

A trip to Bhopal

Activity 1 Divide equally

4.M.L01.3 Creates and solves simple real-life situations/ problems including money by using the four operations



Duration: 15 Minutes



Type of Activity: Individual

Let the students solve the following problem.

If four chocolates are to be divided among eight people, how many pieces must each chocolate be divided into so that everyone receives an equal share?

Have an open discussion among the class about how they find the answer.

Ask them to create similar questions and solve them.

Activity 2 Which place is far away...

4.M.L07.b Solves problem involving daily life situations related to time involving the four basic arithmetic operations



Duration: 20 Minutes



Type of Activity: Whole Class

1. Discuss with students the different modes of transportation.
2. Write their responses on the board.
3. Present students with scenarios such as traveling to school, visiting Shillong, going to Delhi, or heading to the playground.
4. Encourage them to discuss their choice of transportation for each scenario and explain their reasons. Next, talk to students about the time taken and speed of these vehicles.
5. Which mode of transport is the fastest and which one is the slowest?
6. Ask students to arrange the modes of transportation in increasing order of their speed.

Activity 3 Remembering games

4.M.L010 Calculates time intervals/ duration of familiar daily life events by using forward or backward counting/ addition and subtraction



Duration: 20 Minutes



Type of Activity: Group

1. Start by asking each student to share their favourite game and how long it takes to complete a match or game.
2. Next, discuss different sports and games that take varying amounts of time to complete. Ask the students if they know of any games or sports that can take days to finish.
3. Then, move on to local sports and games. Ask students to name the games they play in their community, and how many people play together.
4. Finally, ask the students which game from the list takes the most time to complete and why.

Assessment Activity 1 Market calculator

3.M.L02 Adds and subtracts small amounts of money with or without regrouping



Duration: 20 Minutes



Type of Activity: Individual



Resources: Dammy currency box

1. Begin by asking students to share their favourite dishes. Once you have collected a range of responses, ask students to estimate the cost of each dish in the market. You may help students to reach an estimate value. Write these estimated costs on the blackboard next to each dish.
2. Next, give students a spending challenge. Tell them that they have Rs. 500 to spend and must use all of it. They cannot spend more or less than Rs. 500.
3. Ask students to create a table that lists the food items they would like to buy from the blackboard and the amount of money they plan to spend on each item. Each student should complete this activity independently and then share their expenditure details with the class in tabular form.

Chapter 4

Tick-Tick-Tick

Activity 1 Time-table game

3.M.L09 Identifies a particular day and date on a calendar



Duration: 20 Minutes



Type of Activity: Individual

1. Discuss the class timetable in the classroom.
2. Ask students to observe the timetable and answer some questions such as:
 - Which day is the games period?
 - On which day do we have 2 English periods?
 - On which day do we have no mathematics period? [It is best to prepare 5-7 such questions beforehand]
3. Ask similar questions from the timetable and students have to write the day and dates that answer the questions.
4. Next, ask students to write the next 10 dates for the periods of any specific subject, like Mathematics and English.

Activity 2 What is the menu for today

4.M.L010 Calculates time intervals/ duration of familiar daily life events by using forward or backward counting/ addition and subtraction



Duration: 20 Minutes



Type of Activity: Whole class

- Ask students to share their favourite dish that is cooked in their homes.
 - After collecting their responses, select five to seven dishes that are frequently mentioned.
 - Encourage students to discuss how long it takes to cook these dishes, including the time required for each step of the process. Assist them in this process.
 - Lead a discussion on why certain dishes require more time to cook compared to others.
- Conclusion:** Highlight the understanding that different tasks require varying amounts of time to complete.

Activity 3 Analysing likes and dislikes

4.M.L013 Represents the collected information in tables and bar graphs and draws inferences from these



Duration: 30 Minutes



Type of Activity: Individual

1. Ask students to have the discussion below and write down the numbers as per their discussion.
2. Talk to 20 friends and find out what kind of programmes they like and dislike. Write your findings in the table below.

Kind of program	Number of children liking it	Number of children disliking it
News		
Serial		
Cartoon		
Comedy show		
Sports		
Movie		

- Which type of program do most children prefer?
- What type of program is least favored by children?
- How many children enjoy sports programs?
- Is there a type of program that nobody likes? Yes/No
- If yes, which one?

Assessment Activity 1 Daily routine

4.M.L08

Reads clock time in hour and minutes and expresses the time in a.m. and p.m.


Duration: 20 Minutes

Type of Activity: Individual

- Ask students to make a table of the daily routine they follow. Give some examples to start.
- After drawing the table of daily activities, ask students to write the start time and end time of each activity in the table and calculate how many minutes or hours are taken to complete the activity.

Activity	Starting time	Finishing time	Duration (mins/hrs)
Breakfast	7:00	7:15	15 minutes

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. Utilise previously covered activities as supplementary exercises to aid students in reviewing and comprehending the material.

Assessment Activity 2

How many days in a calendar

3.M.L09

Identifies a particular day and date on a calendar

**Duration:** 20 Minutes**Type of Activity:** Individual

Ask students to read the following calendar or you may bring any example in the classroom and answer:

- How many Tuesdays are there in the month?
- What date is the 3rd Wednesday?
- What day is the 14th of this month?
- How many days are there between the 2nd Friday and 3rd 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

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. Utilise previously covered activities as supplementary exercises to aid students in reviewing and comprehending the material.

Chapter 5

The way the world looks

Activity 1 Finding views

4.M.L03.3 Draws top view, front view and side view of simple objects



Duration: 30 Minutes








Type of Activity: Individual



Resources: Picture cards

- Draw the following table on the blackboard.
- Ask the students to make this table on their copies and draw the Top view, Side view, and Front view of each object in their respective columns.

Objects	Top view	Side view	Front view
			
			
			
			
			

Activity 2 Measuring classrooms

4.M.L06.a Estimates the length of an object/distance between two locations and verifies them by actual measurement



Duration: 20 Minutes



Type of Activity: Pair/Individual



Resources: Measuring tape

1. Ask each student to estimate the length of the classroom in steps and record their estimate.
2. Pair up students and assign two points within the classroom to each pair, instructing them to estimate the distance between these points and share their estimations.
3. Have the pairs utilise a measuring tape to measure the actual distance between the assigned points and compare it with their initial estimations.
4. Initiate a classroom discussion to explore the various estimations and measurements and the factors that may have affected them.

Activity 3 Classroom shapes

2.M.L02 Describes 3D and 2D shapes with their observable characteristics



Duration: 20 Minutes



Type of Activity: Individual

Keep five to ten familiar objects on the table, such as a duster, tiffin box, chalk, ball, etc.

- Ask students to come one by one, pick any of these objects and describe its properties, such as shape, size, texture, color, and weight. Encourage them to use mathematical terms such as edges, faces, corners, and angles to describe the objects.
- Lead a class discussion on the different properties of the objects.

Assessment Activity 1 Measure distance

3.M.L05 Estimates and measures length and distance using standard units



Duration: 20 Minutes



Type of Activity: Individual

1. Ask students to share how they get to school and to estimate the distance from their home to the school.
2. Facilitate a class discussion on the various transportation methods used and explore why travel times might differ among students, even those who live close to one another.
3. Introduce a conversation about daily routines, focusing on which tasks might take longer and why.
4. Organise the class into small groups and have each group list all the activities they do in a single day. Then, guide them to sequence these activities from the shortest to the longest in terms of duration.

Assessment Activity 2

Estimate and measure

3.M.L05

Estimates and measures length and distance using standard units

**Duration:****Type of Activity:** Individual

- Ask the students to bring three objects from home that are of different sizes.
- Each student will estimate the length of the first object using their hands.
- Similarly, the second object will be estimated using their arms, and the third object will be estimated using their footsteps.
- After students have estimated the length of all three objects, provide a measuring tape or ruler to measure the actual length of each object.
- Next, ask students to compare their estimates with the actual length and discuss which estimates were more accurate and which were less accurate.
- Encourage students to reflect on why some estimates were closer to the actual length than others.

Chapter 6

The junk seller

Activity 1 Repeated addition

4.M.L012 Divides a number by another number using different methods including pictorially (by drawing dots), equal grouping, or repeated subtraction and by using inter relationship between division and multiplication



Duration: 30 Minutes



Type of Activity: Whole Class

- Make a number line from 0 to 20. It is one on which a frog jumps 2 steps each time.
- Demonstrate the 2-step jump of the frog on the board.
- Ask children to draw number line from 0 to 20 and depict the 2-step jump of the frog at a time.
- Ask children to draw a number line from 0 to 30 and depict the 3-step jump of the frog at a time (Also the 0 to 50 number line may be jumping 5 steps.)
- Do the Activity related to repeated addition pages 122 and 127 of the textbook.
- Consolidate the discussion and share the concept of multiplication.
- Repeated addition will be demonstrated to give the idea of the concept of multiplication.

Activity 2 Multiplication table

3.M.L01.4 Constructs and uses the multiplication tables in daily life situations



Duration: 20 Minutes



Type of Activity: Individual

- Make a table of 11 rows and 11 columns on the board as shown.
- Demonstrate the multiplication of numbers written in horizontal and vertical alignments.
- Ask students to complete the whole table:

Multiplication	1	2	3	4	5	6	7	8	9	10
1										
2	2	4	6	8	10	12				
3										
4										
5										
6										
7										
8										
9										
10										

Activity 3 Division by grouping

3.M.L01.6 Explaining the meaning of division facts by equal grouping/ sharing and finds it by repeated subtraction



Duration: 20 Minutes



Type of Activity: Group



Resources: Matchsticks/ Buttons/ Coins

1. Take small items like matchsticks, buttons, or coins that are easily countable (approx. 100 items in each pack)
2. Divide students into groups of 4.
3. Give each group a set of items and ask them to count and make groups/bundles of 10.
4. Once all the groups have done the activity, ask them to share their experience with the class. (You can also think of activities to do with these bundles of ten, such as adding and subtracting them, or using them to learn multiplication.)

Assessment Activity 1 Calculate money

4.M.L01.3 Creates and solves simple real life situations/ problems including money by using the four operations



Duration: 15 Minutes



Type of Activity: Individual

Ask the students to solve the following problem:

Your sister had thirty rupees and she gave you half of the money. And your brother gave you one-fourth of the money he had.

If you have forty-five rupees now. How much money is left with your brother?

Assessment Activity 2

Spend your money

4.M.L01.3

Creates and solves simple real life situations/ problems including money by using the four operations

**Duration:** 15 Minutes**Type of Activity:** Pair/Individual

Ask students to solve this problem:

1. Your aunt comes to your home and offers you five hundred rupees.
2. But the condition is that you must buy exactly 12 items and you spend all five hundred rupees. (You can neither spend more or less than five hundred)
3. List all 12 items you'll buy along with their price and mention the total cost. This should not be above or below five hundred rupees.

S. No.	Item	Price
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
	TOTAL	500

Chapter 7

Jugs and mugs

Activity 1 Measure distance

4.M.L07.a Solves problem involving daily life situations related to length, distance, weight, and volume involving four basic arithmetic operations



Duration: 15 Minutes



Type of Activity: Individual

Ask students to solve the problem:

You and your three friends are participating in a relay race which is of 1800 m. If all the members of the team must cover an equal distance.

Then what distance would be carried by each participant? What if the distance was 2000m?

Activity 3 List the objects

4.M.L06.b Estimates the weight of various objects, volume of liquid, etc. and verifies them by actual measurement



Duration: 30 Minutes



Type of Activity: Pair/Individual

- Carry some sample objects in the classroom.
- Then instruct the students to observe the objects one by one, and identify those items that come in packets or bottles.
- Have them record the names of these items in the table provided below, along with an estimated measurement of their volume or weight.
- An example has been provided for you in the first row:

Name of the object	Packet/Bottle	Estimated Volume/Weight
Frooti	Bottle	1 L

Activity 4 Checking for leaks

4.M.L07.a Solves problem involving daily life situations related to length, distance, weight, and volume involving four basic arithmetic operations



Duration: 30 Minutes



Type of Activity: Individual

- Direct the students to carry out a brief survey at home.
- They are to inspect their taps for any potential leaks.
- If a leak is found, they should gather the dripping water in a bottle to quantify the amount wasted per hour, and subsequently calculate the daily, weekly, and monthly waste.

Assessment Activity 1 Measure volume

4.M.L07.a Solves problems involving daily life situations related to length, distance, weight and volume involving the four basic arithmetic operations



Duration: 15 Minutes



Type of Activity: Individual

Ask students to solve the following problems:

1. How many 100 ml glasses can be filled from a 1 L jug?
2. In your water bottle, there is 2 L 400 mL of water. If the capacity of the bottle is 2.5 L, then how much water is needed to fill up the bottle?

After solving, students can discuss their answers and methods with the class.

Assessment Activity 2 Measure weight

3.M.L06 Weighs objects using standard units- grams and kilograms using simple balance



Duration: 10 Minutes



Type of Activity: Individual



Resources: Weighing machine, a bag of pebbles, football, a bundle of books, etc.

- Bring a weighing machine and some objects to weigh in the classroom. Example: a bag of pebbles, football, bundle of books, water bottle, etc. (You may also use some readily available materials in the classroom)
- Then ask the students to measure their weight and note it down.
- Next, ask the students to arrange the weights in descending order.

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. Utilise previously covered activities as supplementary exercises to aid students in reviewing and comprehending the material.

Chapter 8

Carts and wheels

Activity 1 Check symmetry

4.M.L03.4 Shows through paper folding/ paper cutting, ink blots, etc. the concept of symmetry by reflection



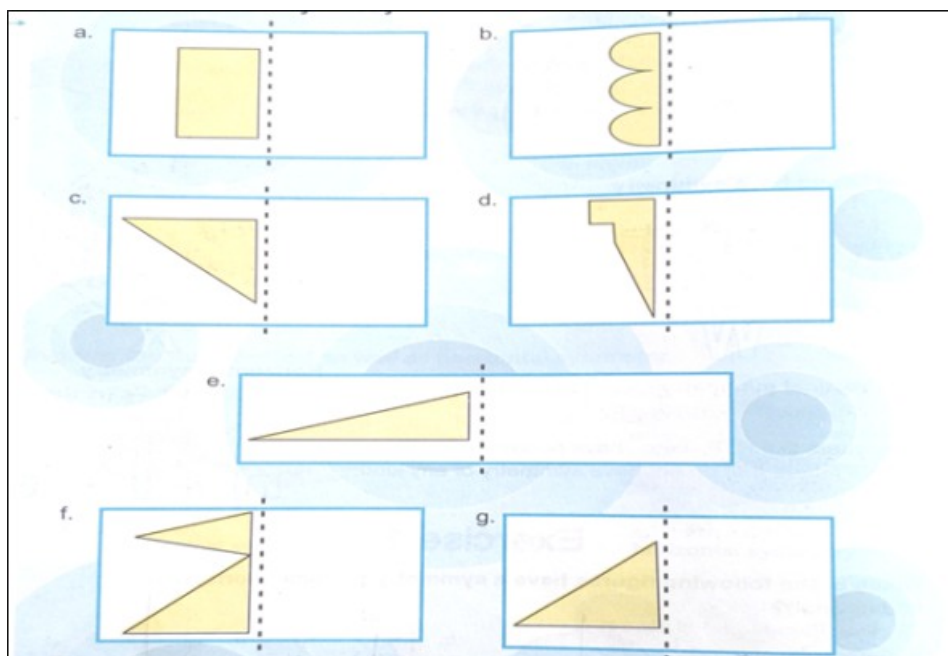
Duration: 20 Minutes



Type of Activity: Individual

Draw the following figures on the board.

Ask students to complete the following figures so that the dotted line acts as the center line, and each resulting figure has symmetry.



Activity 2 Shapes from paper

3.M.L04.1 Identifies and makes 2D shapes by paper folding, paper cutting on the dot grid using straight lines, etc.



Duration: 30 Minutes



Type of Activity: Group



Resources: Colour papers and scissors

- Ask students to cut different shapes (square, rectangle, triangle, circle) from a piece of paper.
- Next, discuss how these shapes are different from each other.
- Consolidating the discussion demonstrate the number of sides, vertices, diagonals of each shape.
- Ask students to note down the number of vertices, sides, diagonals etc. in tabular form.

Activity 4 Draw circle

4.M.L03.1 Identifies the centre, radius and diameter of the circle



Duration: 30 Minutes



Type of Activity: Individual



Resources: String, ruler, nails

1. Use a circle drawn on the board to introduce the concepts of center, radius, and diameter.
2. Show how to draw a circle using a string, pencil, and nail, explaining that the length of the string determines the circle's radius, e.g., a 30 cm string creates a radius of 30 cm.
3. Provide students with strings of various lengths, pencils, rulers, and nails to draw their circles.
4. Pose questions such as 'Where is the center of your circle?', 'What is your circle's diameter?', and 'Are all the circles of the same size?'
5. Wrap up by explaining how the center, diameter, and radius are interrelated within a circle.

Assessment Activity 1 Draw the shapes

3.M.L04.2 Describes 2D shapes by the number of sides, corners and diagonals



Duration: 30 Minutes



Type of Activity: Individual

- Explain to the students that they will be practicing drawing shapes with specific dimensions. Show them how to draw each shape, and help them as they work on the task below.
- Provide the following dimensions to the students and ask them to draw the corresponding shapes:
 - Draw a square with sides of 7 cm
 - Draw a rectangle with a length of 9 cm and breadth of 5 cm
 - Draw an equilateral triangle with sides of 5 cm and one side of 7 cm
 - Draw an isosceles triangle with two sides of 5 cm and one side of 7 cm
- After the students have finished drawing their shapes, ask them to share their work with the class and check that the dimensions are correct.

Chapter 9

Halves and quarters

Activity 1 Fraction by paper folding

4.M.L02.1 Identifies half, one-fourth, three-fourths of a whole in a given picture by paper folding and also in a collection of objects



Duration: 20 Minutes



Type of Activity: Individual

1. Begin by providing each student with a piece of paper.
2. Instruct them to fold the paper into two equal parts.
3. Then, give them another piece of paper and guide them to fold it into three equal parts.
4. Finally, distribute one more piece of paper and direct them to fold it into four equal parts.
5. Once they have folded the papers, ask them to shade or color some parts on each paper.
6. Instruct them to represent the whole and shaded parts in fractions on the space provided below each paper.

Activity 2 Fractions in picture

4.M.L02.2 Represents the fractions as half, one fourth and three-fourths by using numbers/ numerals




Duration: 15 Minutes



Type of Activity: Individual

Draw the table on the board and randomly call students one by one to complete the given table.

S.No.	Fraction in words	Fraction	Pictorial representation
1		$\frac{1}{3}$	
2	Half		
3		$\frac{1}{4}$	
4		$\frac{1}{2}$	
5	Quarter		
6	One-third		

You may add more rows to involve all students.

Activity 3 Identify fractions

4.M.L02.1 Identifies half, one-fourth, three-fourths of a whole in a given picture by paper folding and also in a collection of objects

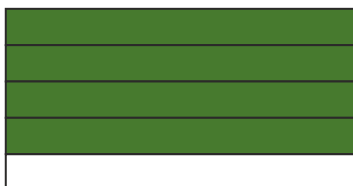


Duration: 15 Minutes



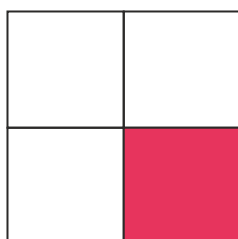
Type of Activity: Individual

Draw the following on the board and ask students to-
Identify the right fraction:



=

$\frac{5}{4}$ $\frac{1}{5}$ $\frac{4}{5}$ $\frac{5}{1}$ $\frac{1}{4}$



=

$\frac{1}{3}$ $\frac{3}{4}$ $\frac{2}{3}$ $\frac{3}{1}$ $\frac{1}{4}$



=

$\frac{1}{3}$ $\frac{3}{4}$ $\frac{2}{3}$ $\frac{3}{8}$ $\frac{1}{4}$

Assessment Activity 1 Fractions of the day

4.M.L02.2 Represents the fractions as half, one fourth and three-fourths by using numbers/ numerals



Duration: 15 Minutes



Type of Activity: Individual

Write the following on the board and ask students to fill in the blanks.

Give the fraction from 24 hours. One is done as an example.

- I sleep for 8 hours. In fraction 3 of the day.
- I stay at school for _____ hours. In fraction _____ of the day.
- I play for _____ hours. In fraction _____ of the day.
- I study at home for _____ hours. In fraction _____ of the day.
- I watch T.V. for _____ hours. In fraction _____ of the day.

Chapter 10

Play with patterns

Activity 1 Patten in art

3.M.L011 Extends patterns in simple shapes and numbers



Duration: 30 Minutes



Type of Activity: Group

- Take a printout or draw a Warli painting on the board as shown below.
- Inform students that it is a traditional art form that comes from Maharashtra and that it uses simple shapes and patterns.
- Ask the students to notice all shapes and find out the patterns.
- Next pair up students and instruct them to make their own drawing.



After the activity display the drawings in the classroom.

Activity 2 Find the pattern

4.M.L012 Observes, identifies and extends geometrical patterns based on symmetry

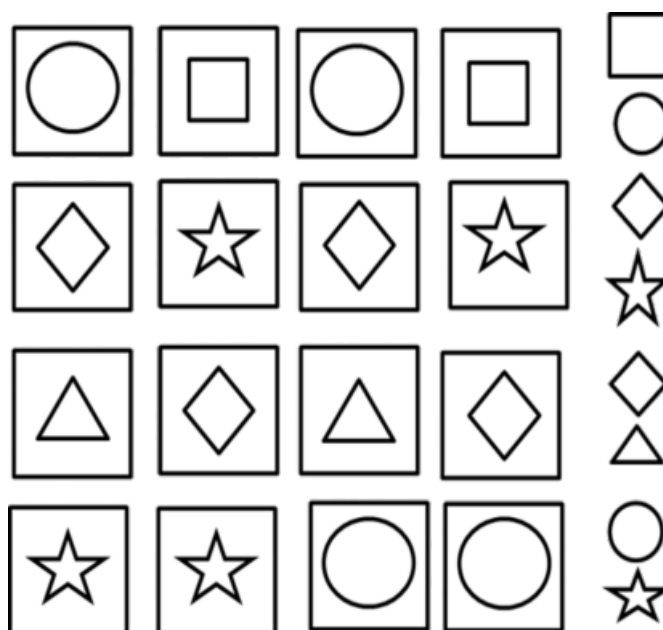


Duration: 15 Minutes



Type of Activity: Individual

Draw the following on the board and ask students to select the next object in the pattern:



Activity 3 Patterns in surroundings

4.M.L012 Observes, identifies and extends geometrical patterns based on symmetry



Duration: 20 Minutes



Type of Activity: Whole class

- Introduce the concept of patterns and explain how they can be found in our surroundings, such as in clothing designs, seating arrangements, etc.
- Provide examples of different types of patterns, such as geometric, repeating, and symmetrical patterns.
- Take students on a tour of their school or community and ask them to identify patterns that they see. Instruct them to take notes or draw sketches of the patterns in their notebooks.
- Bring the students together to share the patterns they found and discuss their characteristics, such as shape, color, size, and repetition.

Assessment Activity 1 Find the right pattern

3.M.L011 Extends patterns in simple shapes and numbers



Duration: 20 Minutes



Type of Activity: Individual

Give the worksheet to each group and ask them to fill in the boxes with the right pattern. Alternatively draw the patterns on the board and call students one by one to fill the boxes.

Level 3 (L3): Solves problems independently

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

[illegible]



Government of Meghalaya
Education Department

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DIRECTORATE OF EDUCATIONAL
RESEARCH & TRAINING



Reach to Teach