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RESEARCH & TRAINING



CM IMPACT Meghalaya Learning Enhancement Programme



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

Module 1 (March-August)

CLASS

05

Achieving grade-appropriate learning levels

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Class 5: 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: ICE CREAM MAN

Activity 1 Introductions

- 3.E.L08** Uses meaningful short sentences in English orally and in writing, using a variety of nouns, pronouns, adjectives, and prepositions in context as compared to previous class
- 4.E.L04** Responds verbally and in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read
- 4.E.L05** Describes briefly, orally and in writing about events, places and/or personal experiences in English
- 4.E.L016** Uses nouns, verbs, adjectives, and prepositions in speech and writing

**Duration:** 20 Minutes**Type of Activity:** Whole Class

- Students in your class would know how to introduce themselves to others in the most basic way (their name, which class they study in, what their hobbies are, etc.)
- Today, get them to think about themselves further. Ask them what other information they would like to share with their classmates to help others get to know them better. You can give them some sentence starters like:

I like to...

I am trying to...

I am happiest when...

I have decided to...

I like people who...

I want to be...

(You may add some more)
- Give students a choice of selecting any 2-3 sentence starters. It will be interesting to see what children choose to share about themselves. Give them five minutes to decide.
- Once everyone has decided what they would like to share, you can either ask for children to volunteer to introduce themselves or you can cold call.
- As students introduce themselves, support them as required (in framing sentences, pronunciations, etc.). Students who are hesitant or unsure of how to share will get a fair idea of how to do it after listening to some of their classmates.

Activity 2 Someone like you

- 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.L03** Responds to simple instructions, announcements in English made in class/school
- 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
- 5.E.L01** Answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read.



Duration: 25 Minutes



Type of Activity: Whole Class

- Students may already know each other's names, how old they are and where they come from. But there is more to knowing each other and finding out what is common with others.
- Before beginning the activity, ask students to note down the following in their notebook:
 - » Number of family members
 - » Month of birth
 - » Favourite game
 - » Favourite fruit
 - » Favourite food
 - » Favourite story
 - » Favourite hobby
- Ask students to move around and ask these questions to as many classmates as they can within the given time.
- Once the time is up, ask students to share if they could find someone with the same number of family members, month of birth, favourite game, fruit, food, story or hobby.

Note:

- This activity will require movement. It will help if there is space for students to move about and talk to each other. Alternatively, to give children a break from the classroom, you can also conduct this activity outside if space and weather permits.
- The duration for this activity stated above is indicative. You may set the time limit depending on what you feel is appropriate for your class size (10 minutes, 15 minutes etc.).

UNIT 1

Chapter: WONDERFUL WASTE

Activity 1 When did it happen?

- 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.L09** Distinguishes between simple past and simple present tenses
- 3.E.L013** Writes 5-6 sentences in English on personal experiences/events using verbal or visual clues
- 4.E.L016** Uses nouns, verbs, adjectives, and prepositions in speech and writing
- 5.E.L012** Identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs

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

- This activity is to help students differentiate between sentences in the simple present tense and future tense. Ask students to recount the story 'My Best Friend' (in the previous activity) in a sequence (alternatively, you can read it out to them once more).
- Write a few sentences on the board and ask students to identify which sentences show 'something is happening now' and 'something will happen later'. The sentences can be:
 - » I have a friend.
 - » She lives with me.
 - » I talk to her.
 - » I am happy.
 - » I will play with her.
 - » She will go back
- Classify the above sentences into the present and future tenses.
- Ask students to make the table given below (draw it on the board for them). Divide the class into pairs and ask each pair to make as many present and future tense sentences as possible in response to the questions asked. Support students when they are working in groups.

What do you do with your friend on a school day?	What will you do with your friend on the weekend?
I sit with her.	I will play with her.
I talk to him.	I will run with him.

- After the children are done making sentences, ask each pair to share one sentence of each type. Write these on the board for others to copy down.
- Discuss once again how one identifies a sentence that is in the present tense and one that is framed in the future tense.

Note: After this activity, as you proceed through the NCERT English book with your students, you can keep pausing to ask them which tense a sentence is written in to further cement their understanding of tenses.

Activity 2 Word game

- 4.E.L03** Responds to simple instructions, announcements in English made in class/school
- 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
- 4.E.L07** Shares riddles and tongue-twisters in English
- 5.E.L02** Recites and shares English songs, poems, games, riddles, stories, tongue twisters etc, recites and shares with peers and family members.



Duration: 20 Minutes



Type of Activity: Whole class

- This is a word game for you to play with your class. Tell the students you will describe something in the classroom (without naming it) and they have to guess what it is.
- As an example, say, **“something which has four legs, which we can sit on”**. Students have to guess – **‘chair’**. Similarly, give descriptions for: **table, fan, blackboard/whiteboard, switch, light, door, window (you can add more)**
- If students are unsure of the English word, they can respond in their home language. When they do so, please reverse translate the word and tell them the English word for it. Make students repeat the word.
- Play this game on different days (it can be a quick energizer at the beginning of class or you can end the class with it to keep students excited). You can increase the complexity of your descriptions or of the words as you go along. This will help build children’s vocabulary steadily.

Assessment Activity 1

- 3.E.L06** Responds appropriately to oral messages/telephonic communication
- 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 and Whole class

Ask students to sit in groups of 3-4.

Each group has to select any 4 objects in the classroom and say two things about it. For example, you say, ‘I am made of plastic. You drink water from me.’ Students guess, ‘bottle/glass’. You can do so for a few objects so all students understand the pattern.

They have to first write this in their notebooks, then share it in class and other groups have to guess the object.

While they are working in groups, you can observe and note:

- How many students are making the sentences independently?
- How many students require support to make sentences?
- How many students are not making the sentences?

Assessment Activity 2

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

Ask students to speak about themselves using the hints given on the board (write the following out on the board):

- There are _____ members in my family.
- We are _____ brothers and sisters.
- I am younger than _____.
- I am older than _____.
- I like _____.

When students are doing the activity, keep observing and noting down how many students can:

- Introduce themselves with confidence
- Are not confident to introduce themselves
- Do not participate

Additional Suggestive Activities

Prose and Poetry -

- Short Questions
- MCQ
- True or False
- Complete the sentences
- Word Meanings

Language -

Writing Skill - Paragraph writing, Short Report Writing

Grammar - Verbs, Describing Words, Opposites

UNIT 2

Chapter: TEAM WORK

Activity 1 Learning about each other's families

- 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
- 4.E.L015** Uses linkers to indicate connections between words and sentences such as 'First', 'Next', etc



Duration: 30 Minutes



Type of Activity: Whole class and Pairs

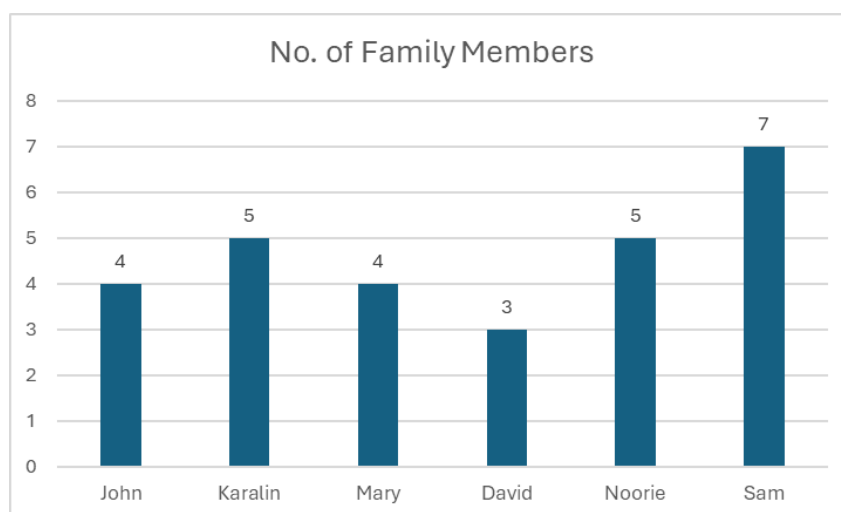
Ask students how many members there are in their family.

Let each student answer using a complete sentence: There are _____ members in my family.

Make a graph on the board (like the one shown). On x axis plot for Students, on y axis plot for number of family members.

Let students observe the graph and figure out:

- Who has the most and least number of family members?
- Who else in class has the same number of family members?



Next divide your class into pairs where each student sits facing their partner. Ask each partner to ask/answer the following questions:

- How many brothers and sisters do you have?
(Sample answer: I have _____ brothers and/but _____ sisters.)
- How many siblings are older than you/ younger than you?
(_____ are older to me. I am younger than _____. I am older than _____)
- Who is the youngest in your family but is taller than an older family member?
(I am youngest but am taller than my _____)
- Who looks like their mother or father or some other relative?
(I look like my _____)

If all students are not able to get a chance to share their answers with their partner in the same class, repeat the activity the next day. You may have to support students initially to encourage them to speak in the given time frame.

As homework, ask students to write the names of their family members from the youngest member to the oldest (you can also encourage them to stick a photo of their family- together or individual photos- if they can, or draw their family members).

Activity 2 Family

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

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

5.E.L017 Attempts to write creatively (stories, poems, posters, etc)



Duration: 40 Minutes



Type of Activity: Whole Class and Pair/ Individual

- Ask students who are the people who come to mind when they think of family members. In a very general way, people consider parents and children, or grandparents, children and grandchildren staying together as family. Talk about nuclear, joint and extended families with your class.
- Write the question 'What is common in a family?' on the board. Read aloud the description given below or write it out and ask students for their opinion on this. Is this true in all the cases?

*A set of people who care and share.
Some connected by blood, some by
heart. Together they live and
celebrate life.*

- Either individually or in pairs, students can compose a four-line poem on family. For those who are still struggling with English, they can write it in a mix of English and their own language, and you can help them translate it into English.
- Once they complete the task, they can read their poems aloud.

UNIT 2

Chapter: FLYING TOGETHER

Activity 1 Sentence comprehension

4.E.L03 Responds to simple instructions, announcements in English made in class/school

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: 20 Minutes



Type of Activity: Whole Class

- Tell students you will read out some sentences. When a sentence applies to them, they will raise their hands. For example, if you say "Hands up if you like chocolate", only those who like chocolate will raise their hand.
- Ask students to stay silent during this activity and look around and notice their classmates after each sentence
- Try out the activity with one or two sentences to see if the children have understood your instructions. If not, explain it to them once again.

- You may refer to the prompts given below to play this game. Please feel free to add your own.
 - Hands up if you drank milk today
 - Hands up if you like playing games
 - Hands up if you walked to school
 - Hands up if you are feeling happy
 - Hands up if you can read your name
 - Hands up if you can write your name
- After each prompt, ask students to take a look around and see who else likes those things. Then ask them to put their hands down.
- After a series of prompts (you can decide how many), ask students if they found anything in common with any of their classmates. What was it?
- This activity can be modified for different prompts like:
 - » thumbs up if you can tie your shoelaces/brush your teeth twice a day/eat your meals on time (daily habits)
 - » raise your right hand if you like going on a train/riding a bicycle/sitting in a bus (modes of transportation)
 (for each action, you can have a series of prompts related to one another. This will help children understand categorizing of actions/emotions/people, etc.)

Activity 2 Imaginary conversations

- 3.E.L03** Reads aloud with appropriate pronunciation and pause
- 3.E.L06** Responds appropriately to oral messages/telephonic communication
- 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.L02** Enacts different roles in short skits



Duration: 25 Minutes



Type of Activity: Group

- Ask students what their school bag would say about them if it could speak. To give them an idea, tell them what the bag that you carry to school may say about you.
- Divide students in small groups. Give different situations (as listed below) to each group to discuss. After discussions, they write their responses in their notebooks and share it with other groups:
 - » If the pillow spoke to the sheet, what would it say?
 - » What would a lock say to the key?
 - » If a mouse was stuck in a kitchen, what would it do: bite, eat, make a spoon fall?
 - » If a cow peeps in through the window of a house, what would it tell its calf about things inside the house?
 - » If a vegetable and knife had a conversation, what would it be?
 - » If the gas stove spoke to the pan, what would they talk about?
 - » What could a conversation between a potato, an onion and peas be?

You can add other scenarios as you see fit.

Assessment Activity 1

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

4.E.L018 Speaks briefly on a familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to a mela



Duration: 20 Minutes



Type of Activity: Individual

Ask students to write 5-6 sentences about their school day. Once they have submitted their work, you can check for use of simple present tense, sense of time and sequence of events in their writing.

Assessment Activity 2

3.E.L09 Distinguishes between simple past and simple present tenses



Duration: 20 Minutes



Type of Activity: Individual

Ask students to complete the sentences below using the hints given in brackets.

- I am bored at home.
- Should I _____ for a cycle ride? [go/went]
- Should I _____ to a friend's place? [walking/walk]
- Let me _____ the cycle to my friend's place. [ride/riding]
- She can _____ her cycle too. [bringing/bring]
- We can _____ for a long ride. [go/goes]

When students submit their work, check how many students can use simple present tense correctly and how many need support.

Additional Suggestive Activities

Prose and Poetry -

- Short Questions
- MCQ
- True or False
- Complete the sentences
- Word Meanings

Language -

Writing Skill - Paragraph Writing, Picture Composition

Grammar - Preposition, 'Wh' Questions

UNIT 3

Chapter: MY SHADOW

Activity 1 **My best friend**

- 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.
- 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
- 5.E.L01** Answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read.

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

- Have a class discussion on best friends. Let children share something about who their best friend is and why they like them.
- Tell your class that today's story is about a best friend everyone has without realising they have such a friend. Ask them if they can guess who this friend could be. Read the following story out to them.

My Best Friend

*I have a friend. She lives in my house.
 When I am happy, so is she.
 When I cry, she cries too.
 But I cannot hear her voice. My friend lives inside the mirror.
 "Come out", I tell her, "We will play." She does not come out.
 I am not happy. I go to sleep.
 She comes out of the mirror in my sleep! And we have fun.
 We play, we run, we shout, and scream together.
 When I talk to her, she also talks to me.*

*In the morning, my friend will go back into the mirror.
 But I don't mind at all. We will play again in my dreams!*

[link: <https://storyweaver.org.in/stories/1042-my-best-friend>]

- After reading the story out to the children, ask them the following questions (you can add some more questions if you like):
 - » Is the story written by a girl or a boy? How can you tell?
 - » Who is this friend? Which sentence gives you this answer?
 - » What do they do together?
 - » Why does the poet say, "In the morning, my friend will go back to the mirror?"

Activity 2 Commonalities

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



Duration: 20 Minutes



Type of Activity: Pair

- Have a class discussion on how we have some things in common with our friends, such as things we like and dislike. We also have some things which are not common. This helps us respect differences.
- Ask students to create a table in their notebooks (as shown below). In pairs, they can discuss things they have in common with their partner and things they do not have in common. They can write the words as they discuss. (You can also try this out with a friend or colleague before getting children to do this.)

My Likes	Common Likes	Friend's Likes
My Dislikes	Common Dislikes	Friend's Dislikes

UNIT 3

Chapter: ROBINSON CRUSOE

Activity 1 Autobiography

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

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

5.E.L014 Writes a 'mini biography' and 'mini autobiography'



Duration: 35 Minutes



Type of Activity: Whole Class and Individual

- Each student has a different story to tell. They come with diverse experiences that their peers may enjoy listening to.
- Read the autobiography given below to your class and discuss. At this point, they don't need to know you are reading an autobiography. This can be discussed later so that they can identify the features of an autobiography on their own.

I am Waldi. I am ten years old. I study in Class 5. I am from Tura. I belong to the Garo Hills. My sister's name is Norila. She is six years old and goes to school with me. I wake up early and go to school. I like going to school. My father is a shopkeeper. My mother weaves bamboo baskets. My grandmother weaves cotton and wool fibres. She sometimes uses fibres from barks of trees and hair of goats to weave. My favourite festival is Wangala. I like playing the drums. I enjoy playing them at our festival.

- Ask students:
 - » What do you know about Waldi?
 - » What does he say about different members of his family?
 - » What does he say about his favourite festival?
 - » If you were to write about yourself like Waldi, what all would you write?
- As students answer the last question, note down suggestions on the board for them to see. Tell them to write a paragraph about themselves.
- After everyone has finished writing, discuss how when a person writes an account of his/her own life, it is known as an 'autobiography'. The word autobiography comes from the Ancient Greek words:
auto ("self") + *bios* ("life") + *graphein* ("to write") = "a self-written life."

Activity 2 Jumbled words

4.E.L08 Solves simple crossword puzzles, builds word chains, etc.



Duration: 25 Minutes



Type of Activity: Individual

Write the following on the board. Let the children rearrange the letters to make a meaningful word:

LAWL	OORD	OWINWD	GIHTL
AFN	ROFO	TISLT	KSYE

Assessment Activity 1

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

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



Duration: 30 Minutes



Type of Activity: Individual

Ask students to write a paragraph about themselves using the hints given on the board (write the following down for them to see).

- Your name, age, place, family and tribe.
- What does each member of your family do?
- What do you like to do?
- Is there any special event your tribe celebrates?
- What is a special quality of your tribe?

When students have submitted their work, check whether they have managed to cover the points given above, and also how they have expressed themselves. The fluency and accuracy can be focused upon at a later stage

Additional Suggestive Activities

Prose and Poetry -

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

Language -

Grammar - Past Tense, Pronouns, Jumbled Sentences, Fill in the blanks with connecting words

UNIT 4

Chapter: CRYING

Activity 1 Experiencing emotions

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

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



Duration: 30 Minutes



Type of Activity: Whole class and Group

Note: Since this is a topic that covers emotions (along with building language skills), you can split this activity and conduct it over two days so that both you and your students have time to process the class discussions

At around the age of 10, children become more aware of their emotions and begin developing complex relationships with those around them. During this time, there are days when they feel inexplicably blue.

Have a discussion with your class on how some days are not as good as the others for everyone. We do not feel as good, as happy or as cheerful. What do we do then? Tell them this poem is about such days. Read it aloud to the class.

Sometimes

by Jack Prelutsky

*Sometimes I simply have to cry I don't know why, I don't know why
There's really nothing very wrong
I probably should sing a song
Or run around and make some noise
Or sit and tinker with my toys
Or pop a couple of balloons
Or play a game or watch cartoons
But I'm feeling sad
And I don't know why
And all I want to do is cry.*

After the students have heard you read this poem out to them (please reverse translate words into the students' home language where required), have a discussion on how they cope when they are sad. Do they do any of the things that the poet talks about?

You can carry out the next section of this activity on the next day:

Now that you have discussed sadness with your class, ask students what people do when they are happy or angry. Get them to think of ways to address these emotions through this activity. Ask the following questions–

- » How do you know when someone is happy?
- » How do know when someone is angry?
- » What should one do when one is angry?
- » What if someone is angry at you for the wrong reason? What should you do?

Divide students into small groups. As they discuss their answers, support them by listening intently and giving your inputs where required.

You can conclude this activity by having a whole-class discussion on how students can help one another when they see someone is upset.

Activity 2 Poem composition

- 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
- 4.E.L016** Uses nouns, verbs, adjectives, and prepositions in speech and writing



Duration: 40 Minutes



Type of Activity: Whole Class and Group

- This activity is in continuation of the previous one. Please write the poem “Now We’re at Six” by A. A. Milne on the board for students to refer to.
- Ask them to find and list the rhyming words from the poem. For example, one-begun; two-new... Note: these sets of rhyming words down on the board and ask students to copy them into their notebooks.
- Next, divide the class in groups and ask them to think of more rhyming words for
 - » One:
 - » Two:
 - » Three:

Your support will be critical here. Support each group to think of such words. Once they have a long list of rhyming words for each, ask each group to work together and make a six-line poem like this:

*When I was in class one,
 I had fun/I walked in sun/I ate a bun
 When I was in class two,
 I could talk too/I could run too/my friends were few/my dress was new.
 When I was in class three three,
 I was free/I climbed the tree.*

- Ask them to share their ideas in class and write this collaborative poem on the board.

Note: If you would like to challenge your students further and go beyond three, or try making another similar poem that involves rhyming words, that is also an option you can explore.

UNIT 4

Chapter: MY ELDER BROTHER

Activity 18 Siblings and ambitions

- 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.
- 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
- 4.E.L09** Infers the meaning of unfamiliar words by reading them in context
- 4.E.L019** Presents orally and in writing the highlights of a given written text/a short speech/ narration/ video/film/pictures/photograph etc.

**Duration:** 40 minutes**Type of Activity:** Individual**Resources:** Printout of the story (if possible)

Ask students to read the little autobiography below.

Note: You can either give them printouts of this in groups or you can write this down on the board. Additionally, you can also read it out very slowly, line by line, so students understand what this is about. You can also write down key information from the story on the board as you read it out for students to refer to during the discussion.

My Sisters And I

I am Ampy. I am ten years old. I am as tall as my elder sister who is 13. Ava is my elder sister. She helps me with my studies. Ava wants to become a mountaineer. Everyone says, "You are a girl - open a shop, weave cloth, stitch and sell clothes, or start a beauty parlour. Mountaineering is for boys. It is rough and tough."

Ava tells me that she will achieve her dream. She will follow what her heart wants. She tells me to follow my heart too. But I am confused, "What can I become when I grow up? A dancer, a singer, a doctor - I can't decide."

Ani is my younger sister. I help her do her homework. All she cares about is playing with her friends, climbing trees and completing her homework. I asked her what she wants to do when she grows up. She answered, "I don't want to grow up. I am happy being me."

Once the reading/listening is done, ask your class the following questions:

- How many sisters are there in the family?
- How many sisters does Ani have? Are they older or younger.
- Can you relate to Ampy?
- Why do people discourage Ava from being what she wants?
- In your opinion, if Ava is determined and works towards her dream, can she achieve it?
- How will you describe Ani?
- What do you want to be when you grow up? Are you certain like Ava or still thinking about it like Ampy?

Ask students to write the answer to the last question in their notebook.

Activity 33 Picture reading

- 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.L05** Describes briefly, orally/in writing about events, places and/or personal experiences in English
- 5.E.L06** Uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions
- 5.E.L07** Uses synonyms such as 'big/large', 'shut/close', and antonyms like inside/outside, light/dark from clues in context.



Duration: 20 Minutes



Type of Activity: Whole class

- Show students the picture below. Ask them to describe what is happening in it. Let them compare their own school with the one given.
- Students can speak in their own language, then you could translate it in English. Please write down key descriptions they give on the board for them to copy down. They can talk about the points given in the box.



- School building
- School compound
- The path to school, the lake
- Children – age group, their emotions
- Uniforms they wear

Assessment Activity 6

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



Duration: 40 Minutes



Type of Activity: Group

Make groups of three. Each student in the group has to talk to the group and say the following:

- My name is_____.
- There are_____members in my family.
- We are_____brothers and sisters._____are older than me.
- I am younger than_____I am older than_____
- In my class,_____has maximum number of family members staying in a house.
- My grandparents live_____
- When I grow up, I want to_____

Once students have practiced in the group, each group comes to the front of the class, on by one. Each child in the group introduces himself/herself again using the sentences given above.

If all students are not able to get a chance to share, repeat the activity the next day. You may have to support students to encourage them to speak in the given frame.

Assessment Activity 7

- 4.E.L019** Presents orally and in writing the highlights of a given written text / a short speech / narration / video, film, pictures, photograph etc.



Duration: 30 Minutes



Type of Activity: Individual

Let students observe the picture below (you can also choose any picture to show them) and write 5 sentences about it. Once they have done this, they read the sentences aloud in the class.



Additional Suggestive Activities

Prose and Poetry

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

Language-

- Writing Skill- Informal Letter Writing, Comprehension paragraphs
- Grammar - Present and Past Tense, connecting words ('for', 'since')

UNIT 5

Chapter: RIP VAN WINKLE

Activity 34 Describing my school

3.E.L010 Identifies opposites like 'day/night', 'close-open', and such others

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

5.E.L07 Uses synonyms such as 'big/large', 'shut/close', and antonyms like inside/outside, light/dark from clues in context.



Duration: 30 Minutes



Type of Activity: Whole class and Pairs

Encourage students to come up with words that describe their school. Keep writing them on the board. For example:

Visual vocabulary: big, small, huge, green, bright, colourful, etc.

Adjectives: old, new, attractive, beautiful, lively, calm, peaceful, nice, pleasant

(Feel free to add your own or modify these.)

Ask students to think of opposites of the words listed. Help them where required. And write all the opposite down. Make a few sentences using a pair of the word and its opposite. For example: My school is very old, but the books in my class library are new.

Students will first write all the words and their opposites in their notebooks. Next, ask them to work in pairs to write a paragraph about their school.

Activity 37 Rajan sir is different

- 3.E.L05** Expresses orally her/his opinion/understanding about the story and characters in the story, in English/ home language.
- 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
- 5.E.L01** Answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read.



Duration: 40 Minutes



Type of Activity: Whole class



Resources: If possible, a printout of the Anticipation Guide for each student (alternatively, you can ask students to draw this table in their notebooks)

- Write the title of the story on the blackboard and ask students to guess what the story might be about.
- Go over the Anticipation Guide and read each statement. Give the class an opportunity to discuss and ask students if they agree or disagree with each statement. Let them know that the focus is to make predictions about the story and not whether they are right or wrong.

Let students fill in the rest.

Anticipation Guide			
Before listening, mark whether you agree or disagree with each statement. After reading the story, tell whether or not you were right. Reflect on your learning.			
Statement	Agree/ disagree	Were you right?	Reflect on your learning
The story is about a teacher.			
The teacher must be good.			
Rajan sir must be giving toffees or chocolates to students.			
Rajan Sir must be very strict.			

- Read the text- 'Rajan Sir is Different' and let students listen to it. Read slowly so that students can understand. After reading and discussing the story, let students return to their Anticipation Guide and revisit the statements and their answers.

Rajan Sir is Different!

Rajan sir is very different. He is always very polite. He never raises his voice, and never tells us we are bad. He always says 'aap' even to his students. Though he is nice and soft, no one makes noise in his class. That is because he is always telling us something very interesting. 'Did you know there were 1600 languages in India just 20 years ago? But now there are only 1100 left!'

'What happened to 500 of them, sir?' asked many students. And as we discussed what happened, it became so interesting that we did not even know when the time passed and the period got over.

After a few weeks I got to know him well. He helped me many times when I faced a difficulty in his subject. One day, I asked him, 'Sir, why are you so polite to students? You are older than them. You can say anything you want. Why don't you?'

Rajan Sir looked at me. Then he said, 'You know if there were no students, there would be no teachers. I would not have a job! Should I not be polite to you?'

Assessment Activity 8

- 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
- 4.E.L05** Describes briefly, orally/in writing about events, places and/or personal experiences in English
- 4.E.L016** Uses nouns, verbs, adjectives, and prepositions in speech and writing



Duration: 40 Minutes



Type of Activity: Group

- Form groups of 3-4. Ask students to discuss the following–
 - » Who is a good friend of yours?
 - » What does she/he do that makes you call them a good friend?
 - » Do you think you are a good friend? Why?
- After discussing this, students they should write and share a paragraph as a group
The paragraph can begin with:
A good friend is one who...
- When students are working in groups, you can observe and note how many students can:
 - Give their views and form meaningful sentences.
 - Give their view but need support to form sentences.
 - Do not participate.

Assessment Activity 9

- 3.E.L013** Writes 5-6 sentences in English on personal experiences/events using verbal or visual clues
- 4.E.L016** Uses nouns, verbs, adjectives, and prepositions in speech and writing
- 5.E.L013** Writes paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers
- 5.E.L014** Writes a 'mini biography' and 'mini autobiography'



Duration: 40 Minutes



Type of Activity: Group

- By now, students would have learnt to write a self-description. This activity aims to assess if students can write a description of their friend. This will include their physical features as well as their qualities.
- Give students the following sentence starters. Ask them to choose any six sentence starters to write this description. This is a suggestive list. You can add more:
 1. My friend's face is...
 2. Her/His smile is...
 3. Her/His eyes are...
 4. She/He is... [qualities]
 5. She/He is good at...
 6. She/He knows how to...
 7. She/He likes to...
 8. She/He does not when others...
 9. When I do not come to school she/he...
 10. When we are together we...

You can observe the children as they write and support appropriately. Once they submit their work, make a note of:

- Number of students who can frame sentences correctly.
- Number of students who can frame partially correct sentences.
- Number of students who need support in framing sentences.

Additional Suggestive Activities

Prose and Poetry

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

Language-

- Writing Skill- Paragraph Writing
- Grammar- Verbs

UNIT 6

Chapter: CLASS DISCUSSION

Activity 25 Peer-Introduction

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



Duration: 15 Minutes



Type of Activity: Pair

Ask students to sit in pairs. Discuss with students: You know each other's name. What else do you know about each other?

Let each student take turns to ask and listen to each other. Tell them to listen carefully to their partner as they will have to introduce their partner in front of the class. They may ask their partner the following questions:

- What is your favorite food?
- What is your favorite game?
- Who do you love most? Why?
- What is the food you don't like?
- What is the game you don't like to play?
- Is there someone you are scared of? Why?

Once the pair-sharing is done, let them have time to talk about what they have in common. Finally, each student in the pair will share what his/her partner said. If there is no time to cover all students, call out random pairs (try to make sure they represent children at different levels of learning).

Conclude the session by stating that knowing more about another person helps to become friends.

Activity 35 Things used in class

- 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.L013** Writes 5-6 sentences in English on personal experiences/events using verbal or visual clues
- 4.E.L03** Responds to simple instructions, announcements in English made in class/school
- 4.E.L05** Describes briefly, orally/in writing about events, places and/or personal experiences in English



Duration: 40 Minutes



Type of Activity: Whole class and Individual

Round 1: Point at different things in the classroom and let students name each in their local language and English. If they do not know the English words, tell them and make them repeat the word and write it in their notebooks.

Round 2: Show children list of words given below. Ask them to classify these into things that are used in class and those that are not

Mobile phone	Pen	Book	Scissor	Shoes	Flower
Colours	Scale	Umbrella	Hammer	Compass	Scale
Pot	Duster	Map	Pencil	Leaf	Bag

Round 3: Let students make sentences on the things they use in class. For example:

I use a pencil to write.

I use a scale to draw a line.

For students struggling to form sentences in English, let them use their home language. You can help them translate the sentence into English

UNIT 6

Chapter: THE TALKATIVE BARBER

Activity 41 Thinking of food

- 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 and Whole class

- Ask students to close their eyes and recall what they enjoyed eating in the past week. Next, ask them to remember:
 - » What did it look like?
 - » How did it taste?
 - » What was the texture like?

- » What was the aroma (smell) like?
- » Who else was with them when they were eating?
- » Where did they eat it - at their own home, at someone else's house, in a restaurant?
- » Was it a pleasant experience?

(You can put these questions down on the board)

- Once they are able to visualize this, let them open their eyes and work individually by drawing or writing about their experience in their notebooks.
- Once they have written or drawn, they can sit in groups of 3 and share what they have written/ drawn with each other. Alternatively, you can also carry this out as a whole class activity.

Activity 44 Connecting words

3.E.L02 Performs in events such as role play/ skit in English with appropriate expressions

4.E.L02 Enacts different roles in short skits

4.E.L015 Uses linkers to indicate connections between words and sentences such as 'First', 'Next', etc.



Duration: 35 Minutes



Type of Activity: Pairs



Resources: Photocopies of the set of dialogues given below

Ask students to work in pairs and read the role play given below. One student can read the part of mother and the other can read the part of Annie.

Mother: Annie, would you go to the market and get vegetables and fruits?

Annie: Yes mother, I will go.

Mother: Could you please get some onions, but no potatoes?

Annie: How many kilograms should I get?

Mother: Please get 2 kilograms of onions. Also buy turmeric, garlic and ginger.

Annie: Okay. How much shall I buy?

Mother: Please buy 100 grams of turmeric, 150 grams of ginger and 250 grams of garlic. Also, please get chicken but no fish.

Annie: Ok mother, how much chicken shall I buy?

Mother: Buy 2 leg pieces and 1 breast piece.

Annie: Are you going to make Jadoh?

Mother: Yes, I am thinking of making it. I have everything else at home. Oh yes, I just remembered, please get bananas and apples for your grandmother as well.

Annie: Should I also get a watermelon? I love watermelon.

Mother: Yes, please do. Now, make a list of all I have asked you to buy so you don't forget. Then, go to the market, buy and come back soon.

Ask students to make a list of all the things that need to be bought in their notebooks. Bring their attention to the words "and/but". Ask them if they know their meaning and how they are used in sentences. After doing role play, ask students to write a similar dialogue using the words "and/but" in their notebooks.

Assessment Activity 10

4.E.L014 Writes informal letters or messages with a sense of audience



Duration: 40 Minutes



Type of Activity: Individual

Remind students of the message they wrote to one person in their life who helped them. Tell them how there are many people who you meet at school or outside – some who help and few who don't, many who encourage and a few who make fun. Many times, we keep quiet and don't say anything. Write a message to one such person who does something which affects you in a bad way – makes you sad, angry or hurt.

Students follow this format to write:

- Greeting the person
- State what you like about that person - or what he/she is good at
- State what makes you sad, angry or hurt because of them
- What is the change you wish to see?

Students can write this in their notebooks. Collect the notebooks and check if students have expressed their thoughts and feelings coherently, used appropriate vocabulary, written correct sentence structures.

Assessment Activity 11

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

4.E.L08 Solves simple crossword puzzles, builds word chains, etc.

5.E.L06 Uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions



Duration: 30 Minutes



Type of Activity: Individual

Ask students to look at the jumbled words and form grammatically correct sentences

1. or sugar salty sweet Is ?
2. peel banana We have before eating to .
3. can be round and long Brinjals.
4. long, juicy Sugarcanes are and hard.
5. eating apples eating pomegranate is easier than.
6. need Plants water, sunlight, to grow soil and nutrients.

Answers:

1. Is sugar sweet or salty?
2. We have to peel banana before eating.
3. Brinjals can be round and long.
4. Sugarcanes are long, juicy and hard.
5. Eating apples is easier than eating pomegranate.
6. Plants need water, sunlight, soil and nutrients to grow.

Additional Suggestive Activities

Prose and Poetry

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

Language-

- Writing Skill - Notice Writing, Story Writing
- Grammar - Describing Words and opposites using prefixes

UNIT 7

Chapter: TOPSY TURVY

Activity 46 Collective nouns

4.E.L015 Uses linkers to indicate connections between words and sentences such as 'First', 'Next', etc.



Duration: 20 Minutes



Type of Activity: Whole class and Individual

- Discuss how different things grow- do they grow as a cluster, connected to the same branch like grapes or single like a watermelon? There are words to describe a collection of things like fruits, vegetables, animals, food items, etc. These are called collective nouns.
- Let students first name things which grow individually or in bunches/many in number.

Collective Noun for Food		
A bushel of potatoes/ green beans/ turnip/ apples A bar of chocolate A bag of flour A bunch of bananas	A pod of peas A troop of mushrooms A box of cereal A cluster of grapes	A loaf of bread A sheaf of wheat A bowl of soup A jar of honey

- Show students the table above and let them note down the collective nouns for food. Ask them to form sentences using any four of these.

Activity 51 Descriptions

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

5.E.L02 Recites and shares English songs, poems, games, riddles, stories, tongue twisters etc, recites and shares with peers and family members.

5.E.L03 Acts according to instructions given in English, in games/sports, such as 'Hit the ball!' 'Throw the ring.' 'Run to the finish line!' etc.

**Duration:** 45 Minutes**Type of Activity:** Group

- In order to describe objects, students need practice on identifying the features of the object, how the object is used, the experience and feeling of using it and any memory associated with it.
- Discuss with students how they would describe any transport. Ask them to name a transport and try describing it with them. For example, cycle. A cycle is a two- wheeler. It is a manual transport. It has a seat. You have to pedal it to make it move. It is fun riding a cycle, etc.
- Form groups of 3-4 students. Ask them to choose a mode of transport and discuss it. Give them 5 minutes to do this. Then each group will be asked to describe their chosen mode of transport. The rule is that the first member of the group starts talking when you clap. The minute you clap again, the second will begin speaking and the first will stop. Then after another clap, the third speaker has to talk and so on. The challenge is that the speaker cannot stop unless you have clapped, and each member of the group should be able to present. Do this for 1-2 groups and discuss:
 - » How did it go?
 - » What made it work?
 - » What was difficult?
 - » What if you have to do it again?

Give all groups another 5 minutes to plan again and present.

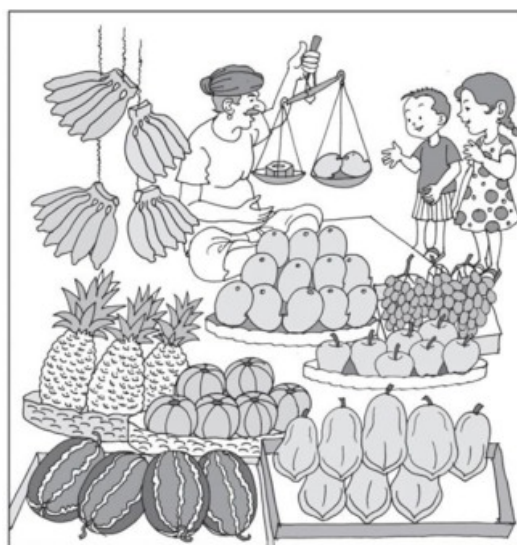
UNIT 7**Chapter: GULLIVER'S TRAVELS****Activity 45 Prepositions**

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.L016 4.E.L016: Uses nouns, verbs, adjectives, and prepositions in speech and writing

**Duration:** 60 Minutes**Type of Activity:** Whole class and pairs

- Ask students to look at the drawing of the fruit shop below:
- Ask them:
How are the fruits kept in a shop? What words in English will they use to describe the position of fruits in the picture? Where is the apple kept and where are the bananas hanging?
- Re-introduce students to prepositions-
under, above, beside, inside, outside, behind.
- Let students work in pairs to indicate the position of fruits in their drawing using the words 'under, above, beside, inside, outside, behind' to their partner.
- Ask students to write these sentences in their notebooks. For example, the bananas are hanging above the pineapples; apples are inside the box; watermelons are kept beside the oranges, etc.



Activity 49 Idioms and proverbs

- 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.
- 5.E.L01** Answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read.
- 5.E.L06** Uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions



Duration: 50 Minutes



Type of Activity: Whole class

- Ask students if they have heard any saying in their language related to birds. Tell them that there are idioms and proverbs related to birds which they will learn. First, explain the difference between an idiom and a proverb.

Idioms	Proverbs
A group of words where literal meaning is different from symbolic one	Short, well known saying that represents some advice
No moral	Has a moral
Phrases, not complete sentences	Complete sentences

- Next, explain the meaning of each idiom/proverb given below. Give examples:

Idioms

- » As light as feather - extremely light
- » Feather in my cap - an achievement to be proud of
- » Bird's eye view - To see things from a higher point to get a larger view of things
- » Eagle eyed - quick to notice things
- » As the crow flies - a distance measured in a straight line between two points or places

Proverbs

- » Don't count your chicken before they hatch - don't depend on something that is yet to happen
- » Don't put all your eggs in one basket - do not invest all your resources into a single thing or don't depend on one single person for everything
- » Birds of a feather, flock together - two people who have very similar likes, interests, beliefs, characteristics so they usually like to be together

Once you have explained all the meanings, encourage students to make sentences. They may also try to find if there is anything similar in their own culture.

Assessment Activity 12

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

5.E.L06 Uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions



Duration: 30 Minutes



Type of Activity: Individual

- Ask students to match the idioms/proverbs with their meanings (draw the table below on the board). Once done, they form sentences for any 4 in their notebooks.
- Students check each other's work in pairs. They give feedback to their partner on the work. The partner corrects the work if need be. Answers given below:

As light as feather	extremely light
Feather in one's cap	an achievement to be proud of
Bird's eye view	To see things from a higher point to get a larger view of things
Eagle eyed	quick to notice things
As the crow flies	a distance measured in a straight line between two points or places
Birds of a feather, flock together	two people who have very similar likes, interests, beliefs, characteristics so they usually like to be together
Don't count your chickens before they hatch	don't depend on something that is yet to happen
Don't put all your eggs in one basket	do not invest all your resources into a single thing or don't depend on one single person for everything

Additional Suggestive Activities

Prose and Poetry

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

Language-

- Writing Skill- Paragraph Writing based on describing incidents from the daily Life.
- Grammar-Degree of Comparison(Fill in the Blanks / Choose the Correct word)

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

The Fish tale

Activity 1 Make a number

3.M.L01.1 Reads and writes number up to 999 using place value



Duration: 30 Minutes



Type of Activity: Whole class and Pair



Resources: 100s, 10s and 1s strip or Beans

- Sit with students in a circle, keeping ready the strips or beans representing 100s, 10s, and 1s.
- Explain the number 234 with the help of 100s, 10s and 1s strip or beans and read aloud with students.
- Then, show additional examples with the students.
- Next, distribute 100s, 10s and 1s strips or beans to the students and instruct them, 'I will say a number, and you need to listen carefully and create it using the strips or beans'.
- After providing 2-3 examples, draw the table on the board.
- Make pairs of students.
- Ask them to fill the table.

S. No.	Picture	100s	10s	1s	Number
1		2	4	5	245
2					
3					

Activity 2 Largest and smallest number

3.M.L01.2 Compares numbers up to 999 for their value based on their place value



Duration: 20 Minutes



Type of Activity: Group

- Divide students into groups of 5.
- Write the numbers 1, 3, and 7 on the board.
- Ask students to use these numbers to make the largest and smallest 3-digit numbers.
- For example, the largest number could be 731 (7 hundreds, 3 tens and 1 ones), and the smallest could be 137 (1 hundreds, 3 tens and 7 ones).
- Change the numbers and ask them to create 3-digit numbers using the numbers written on the board and find out which one is the largest and which one is the smallest among them.
- Also, ask them to find out if the numbers they created are even or odd.

Activity 3 Find by multiplication

4.M.L01.1 Multiplies 2 and 3 digit numbers



Duration: 40 Minutes



Type of Activity: Whole class

- Ask children to write their age.
- If one year has 365 days, ask students to find out their age in the number of days.
- To help them understand the multiplication process, show the following method.

Suppose my age is 12.

Days in a year are 365.

So, the total no of days I lived
is

$$365 \times 12$$

2 at the 1s place: 2×5

6 at the 10s place: 2×60

3 at the 100s place: 2×300

Similarly, 1 is at 10s place.

So, 10×5

10×60

10×300

Therefore, $365 \times 12 = 10 + 120 + 600 + 50 + 600 + 3000 = 4380$

- Ask students to use the same method to multiply the following:
 - a. A village has 36 families and each family has 13 members. How many people are there in the village?
 - b. How many families would there be in 20 such villages?
 - c. If there are 56 villages in a block in Arunachal Pradesh and there are 100 blocks. How many villages are there in all the blocks?

Assessment Activity 1 Play with numbers

3.M.L01.2 Compares numbers up to 999 for their value based on their place value



Duration: 40 Minutes



Type of Activity: Individual

- Ask students to use any 3 digits and create any ten 3-digit numbers. Then they should find out the highest and lowest one and the difference between the two.
- You can give an example by writing the following on board.
- Using 3, 4, 5 few numbers that we can make are –
 - 345
 - 435
 - 534
 - 453
 - 354 etc.
- Next, ask the students to identify which numbers are divisible by 3, divisible by 5 and divisible by both 3 and 5.
- Finally, ask the students to compare the two lists of numbers and discuss if there are any patterns or similarities between the numbers that are divisible by 3 and 5.

Assessment Activity 2 Who as much as me

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



Duration: 40 Minutes



Type of Activity: Pair

- Make pairs of students.
- Write a real-life problem on the board and tell students to solve it in pairs.

Vinay cycles 3.2 km towards the east to reach home from school. Birendra cycles 2.8 km towards the west to reach his home from school. How far is Vinay's home from Birendra's?

- Ask the following questions after the activity:
 - » How have you solved the problem?
 - » What kind of difficulty did you face?
 - » How have you overcome the difficulty?

Chapter 2

Shapes and angles

Activity 1 Rectangle and square

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



Duration: 20 Minutes



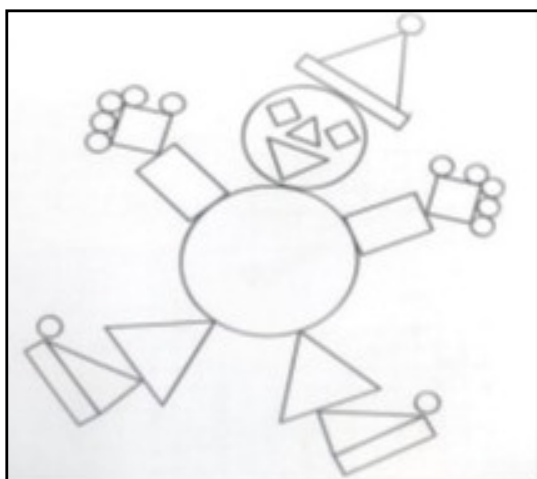
Type of Activity: Pair



Resources: Picture Sheet

- Make groups of 4. Provide one picture sheet to each group in which the following picture is made.
- Write the given question on the board and ask students to count and write the answer in their notebook based on the picture.

Note: If you are unable to arrange the printout of the sheet, you can draw the same picture on a chart paper. Display it on class for students to answer the questions. Make groups of 4. Provide one picture sheet to each



Question:

Count and write.

- Total number of circles in the picture: _____
- Total number of squares in the picture: _____
- Total number of rectangles in the picture: _____
- Total number of triangles in the picture: _____
- Total number of shapes in the picture: _____

Activity 2 2D and 3D shapes

4.M.L03 Acquires understanding about shapes around her/him



Duration: 25 Minutes



Type of Activity: Whole class



Resources: 3D shapes objects like- Cubes, Sphere, Cones, Cylinder etc

- Help students to identify 2D and 3D shapes. Begin by discussing basic 2D shapes such as circles, squares, triangles, and rectangles. Then move on to more complex shapes such as trapezoids and parallelograms.
- Explain that the 2D shapes are flat and can be seen from one angle whereas 3D shapes have depth and can be seen from multiple angles. Show examples of 3D shapes such as cubes, spheres, cones, and cylinders. Bring experience in the classroom of 2D and 3D shapes by showing and touching the available materials.
 - » How did you know if the table is a 2D or 3D shape?
 - » Can you name anything used in your home that is 3D shaped?
 - » Can you name any real-life objects that are 2D shaped?

Discuss more such questions.

Homework - Ask students to make a list of the things available in their homes that are examples of 2D shapes and 3D shapes.

Activity 3 Find out

4.M.L03 Describes 2D shapes by the number of sides, corners and diagonals.



Duration: 30 Minutes



Type of Activity: Individual



Resources: Picture Sheet

1. Share the picture sheet of shapes with each student.

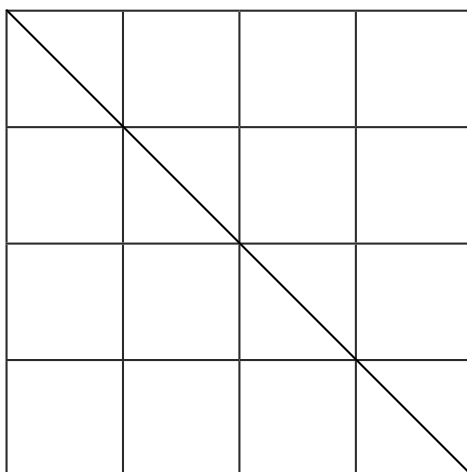
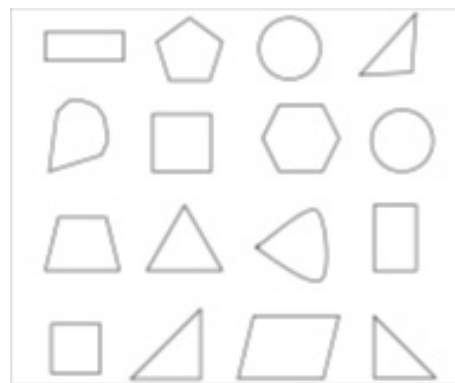
Ask students to fill colour as mentioned below.

- square – green,
- triangle – red,
- circle - yellow and
- rectangle – blue

Note: If you are unable to provide a printout of the sheet for each student, draw this on the board. Ask them to copy the sheet from the board and colour the shapes as per the colour scheme.

- Students can also make similar drawings for each other and ask their friends to colour as per the scheme they think of.

2. Draw the given figure on the board. Count the number of squares, rectangles and triangles in the figure.



As always, work separately with children who are not able to do these activities.

Assessment Activity 1

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



Duration: 30 Minutes



Type of Activity: Individual

- Ask students to list various objects from your house.
- Once students prepared a list, tell students to write their shapes.

Object	Name of the shape	Object	Name of the shape

Chapter 3

How many squares?

Activity 1 Area of triangle

4.M.L04 Explores the area and perimeter of simple geometrical shapes (triangle, rectangle, square) in terms of given shape as a unit.



Duration: 25 Minutes



Type of Activity: Whole class



Resources: Scale

- Introduce the concept of triangles and their properties, such as the number of sides and angles they have.
- Ask each child to construct a triangle in their notebook.
- Next, have them measure the length of each side using a scale.
- Discuss how to calculate the area of a triangle, which is $\frac{1}{2} \times \text{base} \times \text{height}$.
- Ask the children to calculate the area of their triangles using the measurements they took.
- Finally, have them share their findings and discuss any challenges they faced during the activity.

Note: Do this a few times, asking children to make more triangles, till they get a complete understanding of the concept.

Activity 2 Perimeter & area of square

4.M.L04 Explores the area and perimeter of simple geometrical shapes (triangle, rectangle, square) in terms of given shape as a unit.



Duration: 30 Minutes

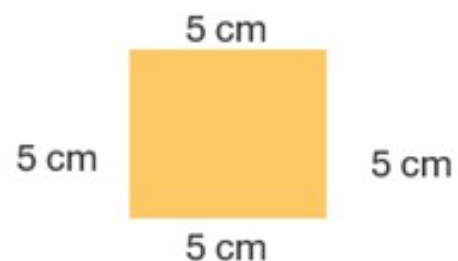


Type of Activity: Whole class



Resources: Scale

- Ask each student to construct a square in her/his notebook.
- Next, ask them to find out the length of each side of their square. (Must be equal for all the sides.)
- Then discuss how we calculate the area of the square that is $\text{side} \times \text{side} = \text{side}^2$.
- Next, discuss how to calculate the perimeter of the square that is $4 \times \text{side}$.
- Ask students to find out the area & perimeter of their square(s).



Note: Do this with more examples till students get a complete understanding of the concept.

Activity 3 Find out the area

4.M.L04 Explores the area and perimeter of simple geometrical shapes (triangle, rectangle, square) in terms of given shape as a unit.



Duration: 25 Minutes

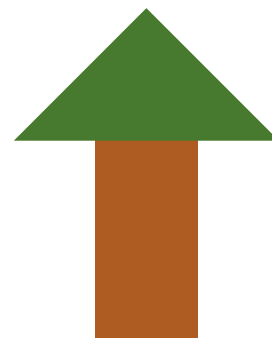


Type of Activity: Individual



Resources: Scale

- Draw any object using the shapes square, triangle and rectangle. You may draw the picture shown which has a triangle and a rectangle.
- Next, find out the total area of the overall object or picture.
- First, calculate the area of the rectangle and then the area of the square. Add these areas together to get the total area of the picture.
- Total area = Area of rectangle + Area of square
- Ask students to draw a similar picture using a square, triangle and rectangle in their notebook.
- Next, ask them to find out the total area of the picture.



Assessment Activity 1 Find out area

4.M.L04 Explores the area and perimeter of simple geometrical shapes (triangle, rectangle, square) in terms of given shape as a unit.



Duration: 30 Minutes

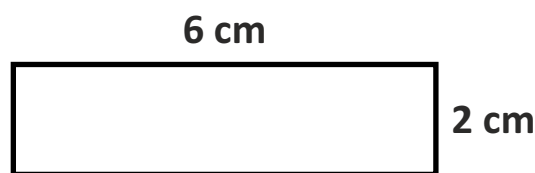
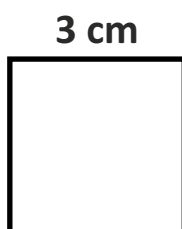
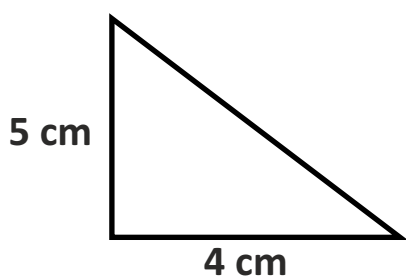


Type of Activity: Individual



Resources: Scale

- Draw these shapes on the board and write the given measurements.



- Ask students to find out the following:
 - » Area of triangle
 - » Perimeter of square
 - » Area and perimeter of rectangle

Assessment Activity 2 Find out formula of perimeter & area

4.M.L04 Explores the area and perimeter of simple geometrical shapes (triangle, rectangle, square) in terms of given shape as a unit.



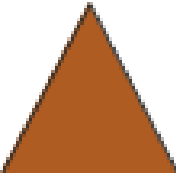



Duration: 30 Minutes



Type of Activity: Individual

- Draw the table on the board. Ask students to identify the figures given in the table. Ask them to write the formula to find the perimeter and area of each figure.

S. No.	Figure	Name of the figure	Formula to find Perimeter	Formula to find Area
1				
2				
3				
4				

Chapter 4

Parts and wholes

Activity 1 Identify fraction

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.

5.M.L02.1 Finds the number corresponding to part of a collection.



Duration: 30 Minutes



Type of Activity: Group



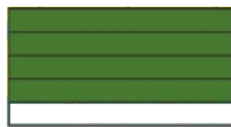
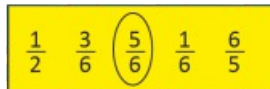
Resources: Work Sheet

- Make groups of 4 students.
- Distribute the worksheet given below. (You can also draw these figures on the board)
- Ask the group to identify the right fraction for each coloured part.

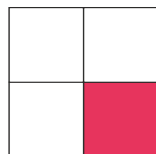
Example:



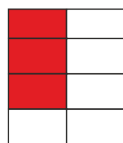
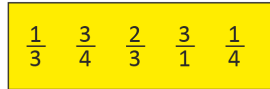
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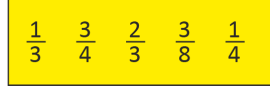
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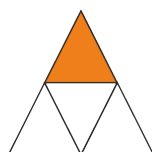
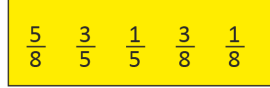
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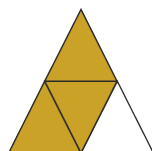
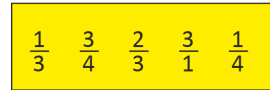
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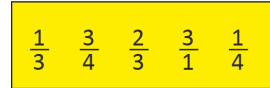
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Activity 2 Draw fraction

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.

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



Duration: 40 Minutes

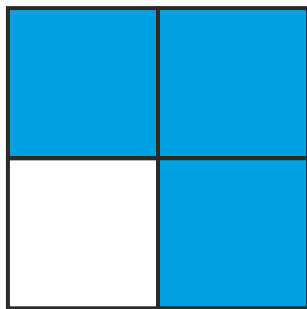


Type of Activity: Whole class

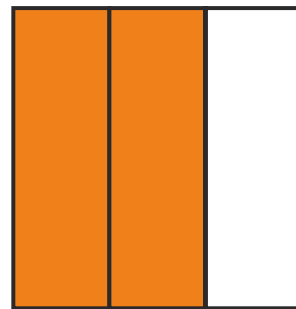


Resources: Colours

- Ask children to write any ten fractions (in the form of p/q).
- Next, children will represent all ten fractions pictorially.
- They should colour or shade the relevant parts to show the fraction.
- Some examples of the fractions are given below. You can draw them on the board for the reference of students.



$3/4$



$2/3$

Activity 3 Equivalent fraction

4.M.L02.3 Shows the equivalence of a fraction with other fraction



Duration: 30 Minutes



Type of Activity: Whole class



Resources: Paper Strip and colour

- Take two equal strips of paper and show them to the students.
- Ask them whether they are equal in size. Then divide the paper strip into two equal parts by folding.
- Again, discuss with children that each part is equal. Then paint (fill colour) in one of the two parts.
- Then take another strip. Divide it into four parts by folding the strip twice.
- Discuss with children that the same size of strip is now divided into four parts. Then paint/colour in two of four parts.
- Show both the strips to children and ask. Which is the strip with more coloured parts?
- After discussion, illustrate the whole process by drawing the figure on the blackboard and explain that the strip is divided into two parts with one painted part. The other strip is divided into four parts with two parts painted. Therefore, they are equivalent. The first one is $\frac{1}{2}$ and another is $\frac{2}{4}$.
- So, $\frac{1}{2}$ and $\frac{2}{4}$ are equivalent fractions.

Assessment Activity 1 Daily schedule

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

5.M.L02.1 Finds the number corresponding to part of a collection.



Duration: 30 Minutes



Type of Activity: Individual

- Share the following example with students.
- *Takam was taught that a day has 24 hours and we spend this time on various activities. Takam decided to write down his day's schedule along with time and then represent each activity in fraction.*
- *Takam's schedule is given below. Can you also make your own schedule in a similar way?*

Activity	Time	In fraction
Sleeping	Eight hours	$\frac{1}{3}$
Attending school	Six hours	$\frac{1}{4}$
Meals (Breakfast, lunch, dinner)	Two hours	$\frac{1}{12}$
Play	Two hours	$\frac{1}{12}$
Watch television	One hour	$\frac{1}{24}$
Take a shower, brush teeth etc.	One hour	$\frac{1}{24}$
Study at home	Two hours	$\frac{1}{12}$
Miscellaneous	Two hours	$\frac{1}{12}$

Chapter 5

Does it look the same?

Activity 1 Symmetry

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



Duration: 20 Minutes

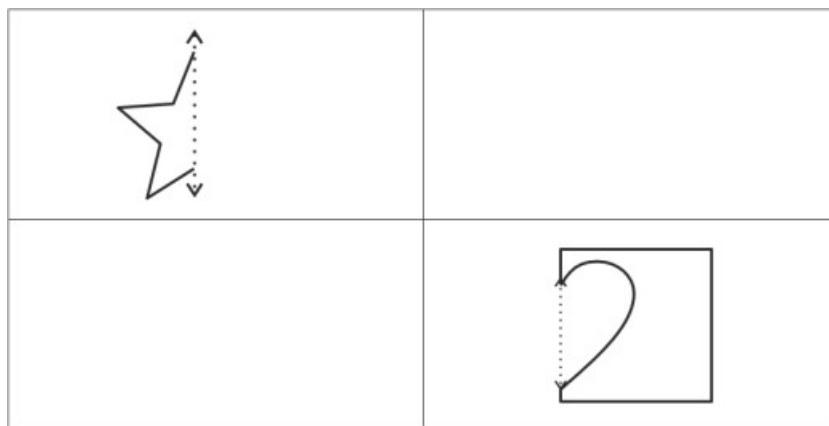


Type of Activity: Whole class



Resources: Papers

- Explain the concept of symmetry with the help of paper folding/ paper cutting.
- Make a heart shape. Fold it in half. Then open the shape to show how the two are symmetrical. You can make more symmetrical designs and shapes and follow the same process to explain the concept.
- Then, draw the pictures given below on the board. Ask students to draw symmetrical pictures.



Activity 2 Find out my symmetry

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



Duration: 30 Minutes

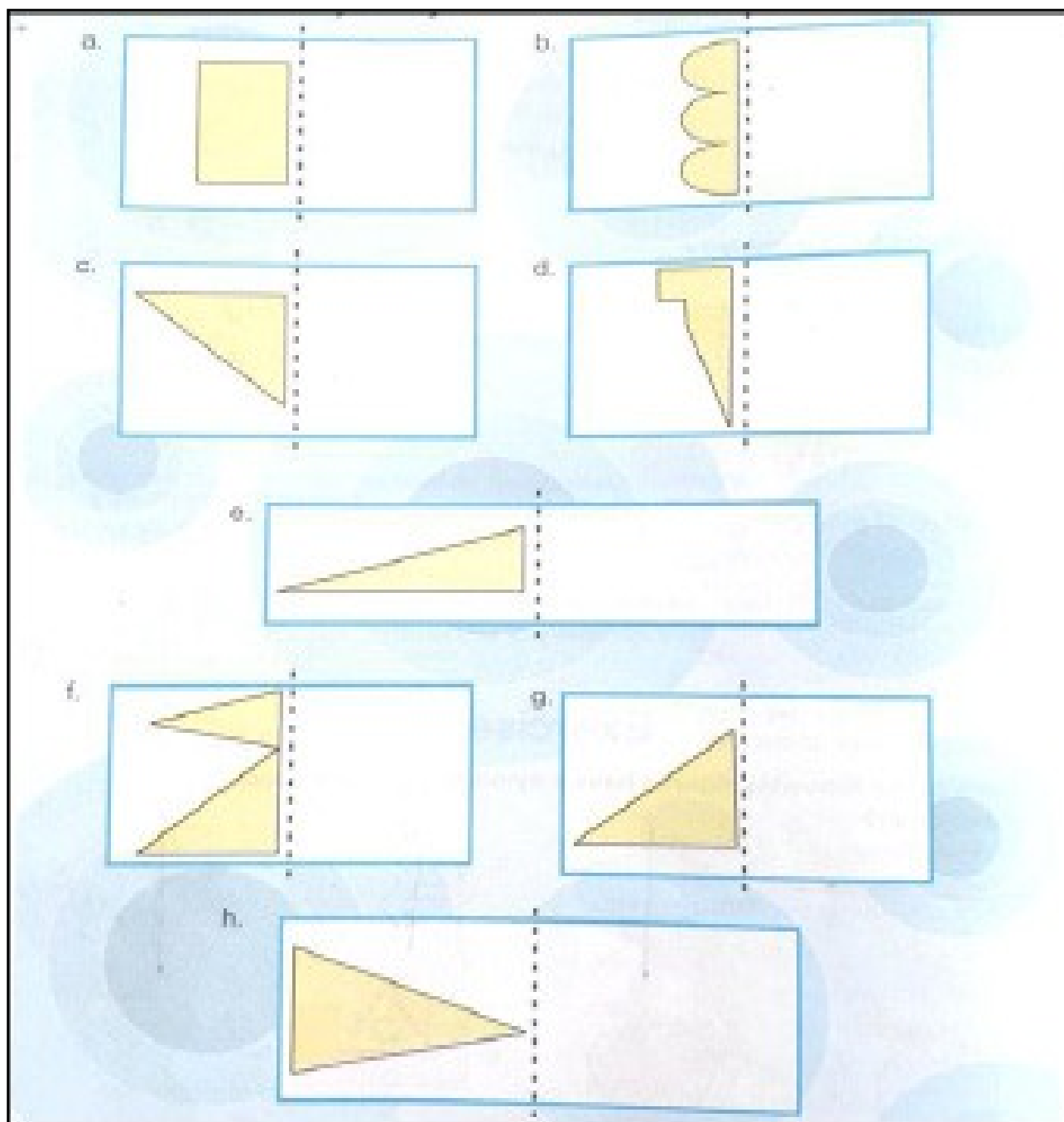


Type of Activity: Pair



Resources: Worksheet

- Make pairs of students.
- Provide one worksheet to each pair. (If you cannot arrange the worksheet for everyone, you can draw these figures on the board.)
- Ask students to complete the figures so that the dotted line acts as the centre line, and each resulting figure has symmetry.



Activity 6 Symmetrical shapes

5.M.L03.2 Identifies 2D shapes from the immediate environment that have rotation and reflection symmetry like alphabet and shapes.



Duration: 20 Minutes



Type of Activity: Individual

- Write letters A, B and C on board. Draw a line of symmetry in each letter.
- Explain to them how the line of symmetry divides the letter into two symmetrical halves. Explain to them that some letters are asymmetric like P. The line of symmetry does not divide letter P into equal halves. You can also draw letter P on the board to explain the concept.
- Then, make the table given below on the board.
- Ask students to draw each letter in their notebook and find out the symmetrical and asymmetrical letters.



Letter	Symmetric	Asymmetric
D		
F		
H		
J		
E		
I		
N		
K		

Assessment Activity 1

Symmetry around us

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

5.M.L02.1 Finds the number corresponding to part of a collection.



Duration: 30 Minutes



Type of Activity: Individual

- Ask students to draw four symmetric and four asymmetric objects which they see in their surroundings.
- Draw the line of symmetry for symmetric objects as well.

Symmetric Objects

Asymmetric Objects

Chapter 6

Be my multiple, I'll be your factor

Activity 2 Array method

3.M.L01.4 Constructs and uses the multiplication facts (tables) of 2, 3, 4, 5 and 10 in daily life situations



Duration: 20 Minutes



Type of Activity: Whole class



Resources: Twigs

- Use the twigs and demonstrate the array method to students.
- For depicting 4×5 , place 4 twigs horizontally and 5 sticks vertically.
- Call a student and ask to count all the junctions or the meeting points.
- Give some more examples of using array method for multiplication.
- Give students sums to solve using the same array method:

a) 2×2

b) 2×4

c) 3×5

d) 4×6

Activity 4 Completing the grid

4.M.L011 Identifies the pattern in multiplication and division (up to multiple of 9)



Duration: 25 Minutes



Type of Activity: Individual

- Make a table of 11 rows and 11 columns on the board.
- Write numbers from 1 to 10 in the second column and second row, respectively (as given below).
- Demonstrate the multiplication of numbers written in horizontal and vertical alignments.
- Ask students to complete the 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 5 Pattern in multiplication facts of 9

4.M.L011 Identifies the pattern in multiplication and division (up to multiple of 9)



Duration: 40 Minutes



Type of Activity: Whole class

- Tell students that they will be learning how to remember the table of 9 by identifying different patterns in its table.
- Demonstrate each pattern to the students.

The 'tens' digit in the answers increase.
The 'ones' digit in the answers decrease.

$$\begin{array}{l} 9 \times 1 = 09 \\ 9 \times 2 = 18 \\ 9 \times 3 = 27 \\ 9 \times 4 = 36 \\ 9 \times 5 = 45 \\ 9 \times 6 = 54 \\ 9 \times 7 = 63 \\ 9 \times 8 = 72 \\ 9 \times 9 = 81 \\ 9 \times 10 = 90 \end{array}$$

The sum of the digits in the answer add up to 9

$$\begin{array}{l} 9 \times 1 = 09 \quad (0 + 9 = 9) \\ 9 \times 2 = 18 \quad (1 + 8 = 9) \\ 9 \times 3 = 27 \quad (2 + 7 = 9) \\ 9 \times 4 = 36 \quad (3 + 6 = 9) \\ 9 \times 5 = 45 \quad (4 + 5 = 9) \\ 9 \times 6 = 54 \quad (5 + 4 = 9) \\ 9 \times 7 = 63 \quad (6 + 3 = 9) \\ 9 \times 8 = 72 \quad (7 + 2 = 9) \\ 9 \times 9 = 81 \quad (8 + 1 = 9) \\ 9 \times 10 = 90 \quad (9 + 0 = 9) \end{array}$$

Patterns in the table of 9.

The digits in the answers are reversed.

$$\begin{array}{l} 9 \times 1 = 09 \dots 90 = 9 \times 10 \\ 9 \times 2 = 18 \dots 81 = 9 \times 9 \\ 9 \times 3 = 27 \dots 72 = 9 \times 8 \\ 9 \times 4 = 36 \dots 63 = 9 \times 7 \\ 9 \times 5 = 45 \dots 54 = 9 \times 6 \\ 9 \times 6 = 54 \dots 45 = 9 \times 5 \\ 9 \times 7 = 63 \dots 36 = 9 \times 4 \\ 9 \times 8 = 72 \dots 27 = 9 \times 3 \\ 9 \times 9 = 81 \dots 18 = 9 \times 2 \\ 9 \times 10 = 90 \dots 09 = 9 \times 1 \end{array}$$

The number in the 'tens' place of the answer is always 1 less than the number being multiplied by 9,
e.g. $9 \times 7 = 63$ (the '6' in '63' is one less than the '7').
e.g. $9 \times 2 = 18$ (the '1' in the '18' is one less than the '2')

Assessment Activity 1 Repeated subtraction

4.M.L011 Identifies the pattern in multiplication and division (up to multiple of 9)

4.M.LP1.2 Divides a number by another number using different methods like pictorially (by drawing dots), equal grouping or repeated subtraction and by using inter-relationship between division and multiplication



Duration: 25 Minutes



Type of Activity: Group



Resources: Pebbles, paper boxes or plates

- Make groups of 5 students.
- Send all groups to the playground and ask them to pick up 35 to 39 pebbles.
- Provide 5 paper boxes or paper plates to each group.
- Ask them to distribute pebbles equally in 5 boxes/ plates.
- Check if the distribution done by students is correct.
- If students cannot distribute the pebbles equally as they do not have enough pebbles, ask them to tell the number of pebbles required for equal distribution.
- You can change the number of boxes or plates and the number of pebbles required.
- Use this experience to take students' understanding further about division.

Chapter 7

Can you see the Pattern?

Activity 1 Extent pattern

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

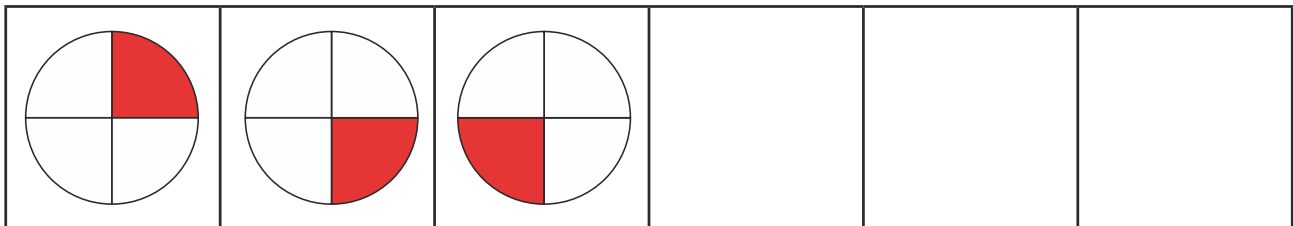


Duration: 15 Minutes

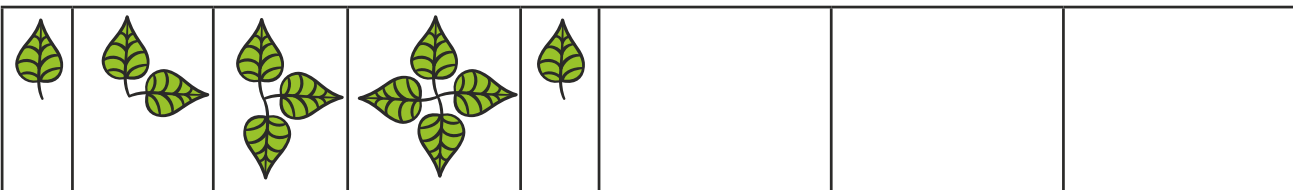


Type of Activity: Whole class

- Draw the give pattern on the board.
- Explain the following pattern and how it can be further extended.



- Draw these on the board and ask students to complete the pattern.



- Ask students how they identified the next figure in each pattern.

Activity 2 Pattern in numbers

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



Duration: 15 Minutes



Type of Activity: Whole class and Individual

- Work on patterns with numbers- for example,
25, 30, 35,,,,
» Ask students: How many 5's have to be added to reach from 35 to 75?
» What will be the 10th number after 25?
» How did you find it?
- Similarly, work on other patterns with numbers.

Activity 4 Complete the pattern

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

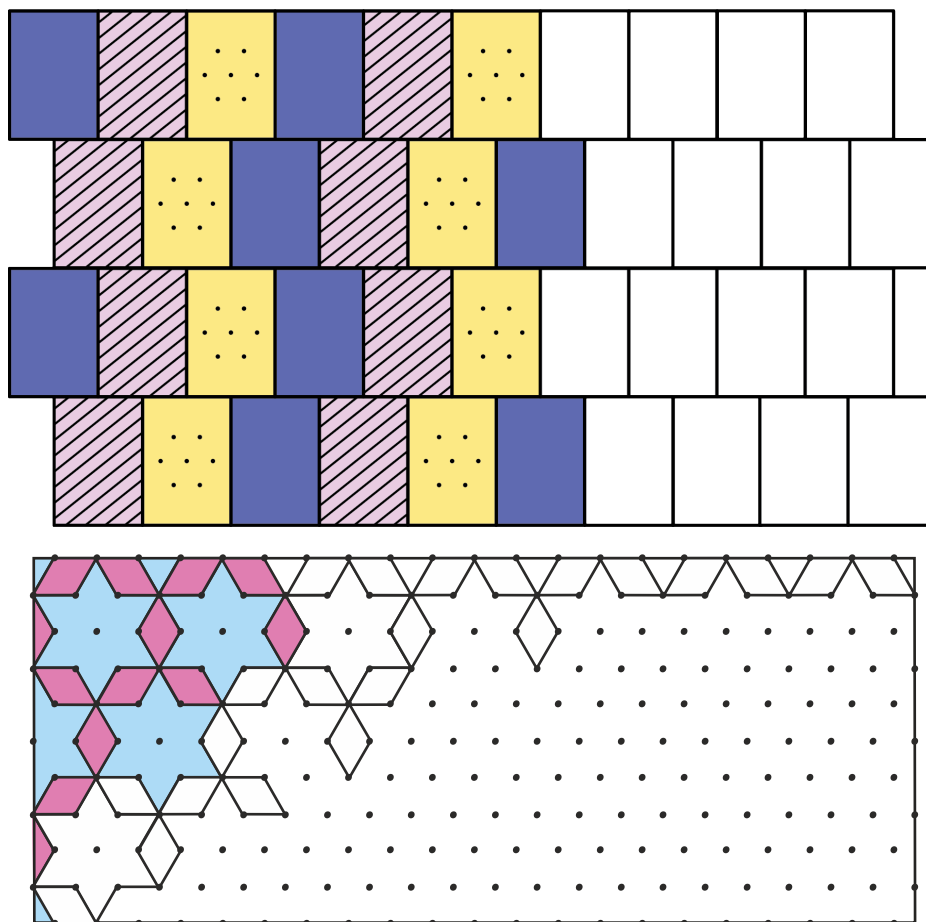


Duration: 30 Minutes



Type of Activity: Pair

- Make pairs of students.
- Give a worksheet to each pair. (If you are unable to arrange the worksheet for each pair, draw the figures on the board.)
- Tell students to fill the worksheet with their partner.



Assessment Activity 1 Complete the number pattern

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



Duration: 15 Minutes



Type of Activity: Individual

- Write the given number patterns on the board.
- Ask students to copy the pattern in their notebook from the board.
- Ask them to write the next 5 numbers in each pattern.
 - » 7, 14, 21, 28,
 - » 55, 65, 75, 85,
 - » 94, 90, 86, 82,
 - » 47, 57, 67, 87, ...

Chapter 8

Mapping your way

Activity 2 Let's measure objects

3.M.L05 Estimates and measures length and distance using standard units like centimetres or metres and identifies relationships



Duration: 20 Minutes



Type of Activity: Pair



Resources: Scale

- Make pairs of students.
- Ask them to use their scale and measure different objects present in their classroom.
- Then, let them note down the measurements of these objects in their notebook.
- Each pair should measure at least 10 objects.
- Share with students that while measuring they should keep their scale or ruler at 0 mark. If the 0 mark is broken, they should keep the scale at 1 mark and add 1 to the total measurement.

Activity 3 Measuring tape

3.M.L05 Estimates and measures length and distance using standard units like centimetres or metres and identifies relationships



Duration: 15 Minutes




Type of Activity: Pair



Resources: Measuring Tape

- Draw the table on the board.
- Make students sit in pairs.
- Give a measuring tape to each pair.
- Ask students to measure the body parts that are written in the table using a measuring tape.
- You can ask students to bring measuring tape from home for the activity.

	<i>My measurement</i>	<i>My friend's measurement</i>
Nose	_____ centimetres	_____ centimetres
Around the wrist	_____ centimetres	_____ centimetres
Around the head	_____ centimetres	_____ centimetres
Ear	_____ centimetres	_____ centimetres
Hand (tip of middle finger to wrist)	_____ centimetres	_____ centimetres

Activity 5 Fill up

4.M.L06 Estimates the length of an object/distance between two locations, weight of various objects, volume of liquid, etc., and verifies them by actual measurement

5.M.L05 Estimates the volume of a solid body in a known units like volume of a bucket is about 20 times that of a mug



Duration: 30 Minutes



Type of Activity: Whole class



Resources: Glass, Bowl, Jug, Bucket, Water

- Bring utensils like - a glass, bowl, jug, bucket, etc.
- Ask students to guess the number of jugs of water it will take to fill the bucket with the water.
- Ask students to write the number in their notebook.
- Follow the above process for other utensils as well.
- Next, discuss with the students which utensils will take the longest and the shortest times to fill the bucket.
- Discuss: Why do different utensils take different numbers to fill the bucket?
- Call some students to fill the bucket using different utensils.
- Ask students to cross-check their estimate with the actual measurement.

Assessment Activity 1

4.M.L06 Estimates the length of an object/distance between two locations, weight of various objects, volume of liquid, etc., and verifies them by actual measurement



Duration: 25 Minutes



Type of Activity: Group



Resources: Bowls of capacity around 200-300 ml, Bucket, Water, Teaspoons-5 ml or Tablespoons-15 ml

- Bring 5 bowls with a capacity of around 200 ml to 300 ml. (Do not share this with students.)
- In addition, keep a bucket filled with water. Also, bring 5 teaspoons / 5 tablespoons. Teaspoon = 5ml; Tablespoon – 15ml
- Divide the class into 5 groups.
- Give a bowl and a spoon to each group. Ask them to discuss and estimate how many spoons of water will be used to fill the bowl.
- After that, one volunteer can come from each group. Ask the volunteer to transfer the water and find out the actual measurement.
- Others can group around and watch.
- You can also use pictures of bowls and spoons as well if arranging material is difficult for you.

Chapter 9

Tenths and hundredths

Activity 2 Measuring height

3.M.L05 Estimates and measures length and distance using standard ones like centimetres or metres and identifies relationships



Duration: 20 Minutes



Type of Activity: Group



Resources: Measuring Tape

- Make groups with 6 students.
- Provide a measuring tape to each group.
- Draw the table on the board.
- Ask students to use the measuring tape to find the height of each group member in feet and meters.
- Ask them to make a similar table in their notebook to write the height of each group member.

Name of Group Members	Height
Member 1-----	
Member 2-----	
Member 3-----	
Member 4-----	
Member 5-----	
Member 6-----	
Total	<div>-----</div> <div>In Feet In Metre</div>

Activity 3 Meter and centimeter

5.M.L04 Relates different commonly used larger and smaller units of length, weight and volume and converts larger units to smaller units and vice versa



Duration: 20 Minutes



Type of Activity: Individual



Resources: 1 m paper strip, 10 paper strips of length 10 cm each

- Show a paper strip of 1 meter and small paper strips of 10 centimeter. Share that 1 small strip is 10 cm long.
- Show both strips to the students and ask them: How many small strips will make a meter strip?
- Call a few student volunteers and ask them to place the small strips parallel to the meter strip to check its total length.

- Establish that 1 m strip = 10 small strips of 10 cm

$$1 \text{ m} = 100 \text{ cm}$$

$$\text{Or } 1 \text{ cm} = 1 / 100 \text{ m}$$

$$\text{Or } 1 \text{ cm} = 0.01 \text{ m}$$

- Write the given lengths on the board. Ask students to convert the units.

$$5 \text{ meter } 35 \text{ centimeter} = \underline{\hspace{2cm}} \text{ meter}$$

$$57 \text{ centimeter} = \underline{\hspace{2cm}} \text{ meter}$$

$$7 \text{ meter } 82 \text{ centimeter} = \underline{\hspace{2cm}} \text{ meter}$$

$$9.32 \text{ m} = \underline{\hspace{2cm}} \text{ centimeter}$$

$$0.76 \text{ m} = \underline{\hspace{2cm}} \text{ centimeter}$$

$$4.89 \text{ m} = \underline{\hspace{2cm}} \text{ centimeter}$$

Activity 5 Writing fractions

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

5.M.L06.a Applies the four fundamental arithmetic operations in solving problems involving money.



Duration: 25 Minutes



Type of Activity: Individual

- Draw the table on board and ask students to fill it.

Name of the object	Original price	$\frac{1}{2}$ of the Price	$\frac{1}{4}$ of the price	$\frac{3}{4}$ of the price
Car	₹8,00,000			
Scooter	₹1,00,000			
Table	₹20,000			
Chair	₹7,000			
Cupboard	₹12,000			
Science Kit	₹4,000			
Math's Kit	₹3,000			
Total	-----	-----	-----	-----

Assessment Activity 1

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

5.M.L06.a Applies the four fundamental arithmetic operations in solving problems involving money.



Duration: 15 Minutes



Type of Activity: Individual

- Write the word problem on the board and ask students to solve it.
 - » Your mother gave you 800 rupees and told you to buy vegetables with half the money and spend the rest equally on sweets, cheese, fruits and milk. Find the amount spent on each item.
- You can write more such problems on board.
- After the students solve it, ask them how they solved it.

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]



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