

DERT

DIRECTORATE OF EDUCATIONAL
RESEARCH & TRAINING



CM IMPACT Meghalaya Class Readiness Programme

CLASS

3



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

4
WEEKS

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MESSAGE

With the adoption of the National Education Policy (NEP) 2020 and its recommendations to transform school education, the Government of Meghalaya is committed to significantly improving the education landscape of the State. Our primary objective is to ensure that every child in Meghalaya receives quality education in an inclusive and equitable environment.

In our effort to reimagine education, we are keen on adopting innovative measures that address the unique challenges faced by our State. Our collaboration with Reach to Teach Foundation for Meghalaya Comprehensive School Transformation Programme has further strengthened this vision. One of the interventions towards realising our vision is the Meghalaya Class Readiness Programme (MCRP).

Designed to address the learning gaps among students and rebuild foundational skills, the MCRP integrates innovative methods such as activity-based and experiential activities rooted in Meghalaya's context to make education engaging and relatable for students.

I am confident that the concerted efforts of the Education Department, the Directorate of School Education and Literacy, the Directorate of Educational Research and Training (DERT), and our Knowledge Partner, Reach to Teach Foundation, partners will drive this reform successfully. Together, we can lay the groundwork for an education system that equips every student with the skills and knowledge to succeed.

Through collaborative efforts the will to transform the status of education in Meghalaya, these sustained initiatives will not only improve learning outcomes but also ensure that every child can thrive, creating a brighter future for education in our State.

Shri. Vijay Kumar Mantri, IAS

**Commissioner and Secretary, Education Department,
Government of Meghalaya**

MESSAGE

The Government of Meghalaya is committed to transforming education in line with the National Education Policy (NEP) 2020. Our goal is to ensure every child receives quality, inclusive, and equitable education.

To bridge learning gaps and strengthen foundational skills, we have launched the **Meghalaya Class Readiness Programme (MCRP)** in partnership with Reach to Teach Foundation. MCRP integrates activity-based and experiential learning methods rooted in Meghalaya's context, helping students achieve grade-level learning outcomes aligned with NCERT, NIPUN Bharat, and NCF standards.

This initiative is made possible through the dedication of our stakeholders, including the Hon'ble Minister of Education, Shri Rakkam A Sangma and the guidance of Shri Vijay Kumar Mantri, IAS, Commissioner & Secretary, Education Department. We also acknowledge the efforts of the Directorate of Educational Research and Training (DERT) in developing these resources.

We invite teachers, students, parents, administrators and the broader community to collaborate in making the most of this programme. Together, we can build an education system that empowers every child to succeed, shaping a brighter future for Meghalaya.

Shri. R.Rapthap, IAS

**Commissioner and Secretary, Education Department (R.R),
Government of Meghalaya**

Education is the cornerstone of progress, and the Government of Meghalaya is committed to providing quality education to every child across the State. We acknowledge existing challenges, particularly the learning gaps that have further widened in the years following the Covid-19 pandemic. To tackle these challenges, we aim to create a holistic, flexible, and multidisciplinary framework that addresses the diverse needs of learners, while nurturing essential skills like creativity, collaboration, and adaptability.

The Meghalaya Class Readiness Programme (MCRP) has been launched as a key initiative to help students achieve grade-level Learning Outcomes (LOs) by focusing on pre-requisite LOs and competencies from their previous classes needed to build upon concepts in their current class. These LOs are aligned with national standards set by NCERT, NIPUN Bharat, and the NCF 2023, ensuring integration of national benchmarks with Meghalaya's unique educational context.

The MCRP includes experiential and activity-based learning, core principles of NEP 2020 and NCF 2023. This approach helps students connect academic concepts to real-world situations, fostering deeper learning. The programme provides teachers with detailed, day-wise activities, strategies, tools, and methods to assess student performance. Teachers will be equipped to continuously evaluate current learning levels of their students and implement remedial measures, empowering them as agents of change. This will encourage innovative teaching practices, making learning more engaging and enjoyable.

We express our gratitude to the Directorate of Educational Research and Training (DERT), Shillong, and Reach to Teach Foundation for their invaluable collaboration in developing these resources. Their dedication is pivotal to the success of this initiative. We call on teachers, students, parents, community members, DIET faculty, administrators, and decision-makers to join hands in maximising the impact of this programme. Together, we can ensure every child receives quality education and is well-prepared for challenges and opportunities that lie ahead.

Shri. Swapnil Tembe, IAS
Secretary, Education Department,
Director, School Education & Literacy,
State Project Director, Samagra Siksha Abhiyaan
Government of Meghalaya

The state of Meghalaya is home to a rich diversity of cultures and traditions, which is reflected in its education system. However, like many regions, our schools have faced unprecedented challenges in recent years. The disruptions caused by the COVID-19 pandemic, coupled with pre-existing geographical and infrastructural barriers, have significantly impacted the learning outcomes of our students. The closure of schools for extended periods not only interrupted academic progress but also led to a loss of connection with structured learning environments.

Recognising the urgency to address this issue, **the Meghalaya Class Readiness Programme (MCRP)** is being introduced in collaboration with Reach to Teach Foundation to help students recover from the learning losses and to help them achieve grade-level learning outcomes. This four week programme is designed to provide targeted support to teachers to help their students strengthen concepts of previous grades, rebuild core concepts, and to foster engagement in learning.

The MCRP includes activity-based methods and contextually relevant material to ensure students achieve grade-level learning outcomes by doing activities centralised around pre-requisite outcomes. Teachers will play a pivotal role in identifying their students' learning gaps and addressing them through focused interventions in the upcoming academic year.

This initiative is aligned with the objectives of the **National Education Policy 2020** and the **National Curriculum Framework**, both of which emphasise the importance of foundational learning as a critical stage in a child's educational journey. It also reflects the Government's commitment to equitable and inclusive education.

Through our collaborative actions and collective resolve, we are confident that school education in Meghalaya will witness a significant transformation, ensuring that no child is left behind. Through our collective efforts, we can bridge learning gaps and build a brighter, more promising future for the students of Meghalaya.

Smt. R. S. Manners, MCS

**Director, Directorate of Educational
Research & Training, Shillong**

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Meghalaya Class Readiness Programme (MCRP)

Dear Teacher,

It is widely acknowledged that of challenges you grapple with in your classroom, the gaps in your students' learning is a critical one. The prolonged school closures as a result of the COVID-19 pandemic has further exacerbated this gap, leading to students struggling to participate at their grade-appropriate learning levels. The Meghalaya Class Readiness Programme (MCRP) has been designed to address this challenge, as seasonal breaks (vacation) and in some cases the lack of access to learning resources also often contribute to loss in learning. When students return to classrooms after a long break, they may struggle to recall previously learned concepts, leading to a decline in their academic performance and their confidence.

The MCRP offers class-wise, experiential and activity-based interventions to reinforce pre-requisite skills, and aims to help teachers as well as students settle into the new academic year. The programme ensures that learning remains inclusive and engaging, allowing students to better engage with their class's curriculum.

Given below is some information to help you use this Activity Pack in the most effective way:

1. What is MCRP and what does it cover?

The MCRP is a **bridge course** programme that will run in **primary, upper primary and secondary classes** at the beginning of the academic year. It focuses on enhancing the learning outcomes and competencies of the previous classes, which will help achieve the current grade-level outcomes. The subjects covered in this programme are English, Maths and Science.

The MCRP consists of Activity Packs containing subject-wise and class-wise activities **mapped to learning outcomes and their associated competencies**. These activities cater to pre-requisite LOs, an understanding of which is needed to grasp concepts in the current class. For example, the Activity Pack for Class 5 will contain activities mapped to the LOs of Classes 2, 3 and 4 which will help students better learn Class 5 concepts.

The first four weeks for Classes 1 to 5, and three weeks for Classes 6 to 10 will be earmarked for the MCRP. The objective is to ensure that students, particularly those struggling, acquire the necessary competencies to progress through their classes without difficulty. Activities have been made engaging and include local knowledge that students can relate to, making it easier for them to participate.

For each class, critical learning outcomes have been identified from the Learning Outcomes document developed by NCERT. The criticality of the learning outcomes has been judged based on the **SLAS** and **NAS 2021** results and **prioritising concepts** which are essential for foundational understanding.

2. How will it work – i.e. how it will facilitate learning and recovery?

The MCRP is designed to support teachers to help students bridge learning gaps and regain their confidence. Key ways in which the MCRP facilitates learning and recovery:

- a. Activities are tailored to help master essential skills missed during breaks
- b. Each week's activities cater to 1 or 2 LOs, and progress from simple to complex
- c. Activities integrate local references such as folktales, flora and fauna, making them relatable and meaningful for students
- d. Experiential and activity-based modules ensure the course uses storytelling, games, group discussions, and real-life examples to make learning enjoyable
- e. The activities will enable students to work together from time to time, which will free you up to help students falling behind
- f. The programme incorporates activities rooted in socio-emotional learning to help develop students' confidence, resilience, and adaptability
- g. Weekly assessment activities are included in each week to help track progress and identify areas for improvement

After the 4-week programme, you can continue regular classes using school textbooks. Try incorporating the pedagogy followed during MCRP in your regular classes.

3. What do the Activity Packs cover?

The Activity Packs consist of activities designed to keep students engaged for a 35-minute period. Using the Activity Packs, you will:

- Create engaging learning experiences, have discussions and offer explanations where relevant, thereby initiating learning
- Embed Socio-Emotional Learning in your processes. This will involve scope for students to collaborate, share, support each other and so on
- Assess learning every Friday by using the suggested assessment activities, which cater to the learning outcomes addressed in that week

4. How do the Activity Packs enable socio-emotional learning in your classroom?

Social-Emotional Learning (SEL) is the process through which students acquire the knowledge, skills, and attitudes necessary to understand and manage emotions, set and achieve positive goals, build healthy relationships, and make responsible decisions. SEL helps students recognise and regulate their emotions and reducing stress, enabling them to cope better with challenges, such as academic pressures or conflicts with peers.

Specific SEL activities have been included in the Activity Packs for each Class. Creating an environment where students are not afraid to speak is the best way to ensure students's healthy socio-emotional development.

5. How can you implement the Activity Packs effectively?

- **Plan and prepare:** Go through activities the previous day/week. This will help you visualise it, familiarise yourself with steps and ensure required preparations (such as the need for material for the activity) are in place.
- **Smile!** This is important – because it will help your students relax and feel at ease. This will help you develop a stronger bond with your students and make you feel happier.
- **Give clear instructions:** Do give this part some thought. Recall the times students have been confused and what part of the instructions led to that.
- **Offer support as needed:** Encourage students to work on their own. In case some students are unable to respond, or to do what is expected of them, don't get upset. Instead, help them out and give thought to what was holding them back.
- **Help students work on their own and feel successful:** It is important that students try to do as much as they can on their own. Make them experience success by offering just enough help and support to make a difference.
- **Give explanations once students have tried working themselves – don't do this right away:** Sometimes you may feel the need to 'teach' something immediately to students. However, let students try things out on their own first. This is especially needed as they are 'recovering' learning. If you feel the need to provide explanation, you can do that after students attempt the activity.
- Over the day, it will be good to **connect one activity with another** where possible.
- Remember, it is the **students' role** to do, think, and reflect on what they have done, and use this to develop their understanding. Your role is to make it interesting and engaging and to develop their understanding.

6. How to use assessments to ensure every student succeeds in the MCRP?

It is important to keep track of how much your students learning. The activities for the last day of the week are Assessment Activities. At the end of each week, you can record student progress in the learning tracker based on the LOs covered. You may recreate the given format in your register or take printouts.

The MCRP is one of the many initiatives taken by the Government of Meghalaya to enhance student learning across the State. This programme will help you enable students to overcome their learning gaps over a period of one month and also help you identify what further support your students require over the academic year. We wish you all the best and look forward to supporting you on this journey of implementing MCRP, making students Class Ready.

Reach to Teach Foundation

4-weeks suggestive time allocation

Time: 35 Minutes / 1 Period

Monday	Tuesday	Wednesday	Thursday	Friday
English	Mathematics	English	Mathematics	Assessment- English and Mathematics
English	Mathematics	English	Mathematics	
Mathematics	English	Mathematics	English	
Mathematics	English	Mathematics	English	

Note:

- Follow this Timetable for first 4 weeks after school reopen (10th February - 7th March 2025).
- Each week try to allocate at least 315 minutes per subject.

Instructions for teachers while conducting any activity in classroom

Before the activity

- Check the Learning Outcomes and Competencies mentioned in the Activity pack for a particular week and day.
- Prepare/ arrange materials, resources, or tools mentioned in activities. Improvise the materials, resources, or tools that are available locally and ensure that the learning outcomes indicated are achieved for each session/ class.
- Plan solutions for potential challenges (e.g. time management, resource allocation, grouping, etc.)
- Communicate the purpose of the activity, rules, roles, and guidelines.

During the activity

- Observe students for active participation and guide if it is needed.
- Encourage collaboration, teamwork, and positive interactions among students.
- Identify students who may need extra support or encouragement.
- Offer constructive feedback, celebrate achievements, and correct misconceptions.

After the activity

- Facilitate a brief discussion on the lesson taught and reflect with the students.
- Summarise key takeaways from the lesson.
- Plan for the next lesson based on the observation and experience.
- Record the learning levels of the students on the Tracker provided in the activity pack.

A brief note on integrating oracy in classroom transactions

Meghalaya has a rich oral tradition, deeply rooted in its culture, which provides a natural foundation for integrating oracy into classroom learning. Teachers should encourage students to express their thoughts, explain or discuss their answers aloud, or participate in small groups to exchange ideas. This helps to build their confidence and communication abilities. These simple practices not only enhance foundational literacy but also create a vibrant and engaging learning environment. Even in the absence of dedicated activities for speaking and listening, teachers should seamlessly weave oracy into everyday lessons along with listening, reading and writing.

CM IMPACT Meghalaya Class Readiness Programme



ENGLISH

WEEK 1: DAY 1

Activity 1 Talking about Self



Learning Objective

At the end of this activity, the students will be able to speak about themselves.

- Have the students sit in a circle.
- Ask them how they introduce themselves to someone they meet.
- Next, tell them they have to speak about themselves using the following three sentences:
 - My name is...
 - I study in class...
 - I like to...
- Write the above sentence-starters on the board for students to refer to and introduce yourself as an example.
- Keep a paper ball ready to pass around. The student who gets the ball, speaks.
- Note: Make sure all students have the chance to introduce themselves and that the paper ball isn't passed onto the same student twice.

Activity 2

Writing words



Learning Objective

At the end of this activity, the students will be able to write with a set of given letters.

Write letters - d, f, h, p, t on the board and ask the students to give 5 words for each letter. Write the words on the board and then ask the students to write 3 words with some other letters in their notebooks.

a.....	k.....
.....
.....
C.....	l.....
.....
.....
e.....	m.....
.....
.....
g.....	q.....
.....
.....
i.....	u.....
.....
.....
j.....	z.....
.....
.....

WEEK 1: DAY 2

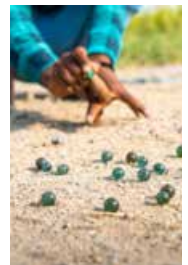
Activity 1 Indoor and Outdoor Games



Learning Objective

At the end of this activity, the students will be able to write the names of different types of indoor and outdoor games.

- Ask students to guess the names of the games shown in the pictures and write them down in their notebooks.
- Once everyone has written down the names of the games, ask them to share their answers with the class.
- Next, ask them which of the games shown here can be played indoors and which ones are outdoor games.
- In their notebooks, ask the students to write down the following:
 - The names of five more indoor games
 - The names of five more outdoor games



WEEK 1: DAY 2

Activity 2 Parts of a Tree



Learning Objective

At the end of this activity, the students will be able to write the names of different types of indoor and outdoor games.

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

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

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

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

WEEK 1: DAY 3

Activity 1 My School



Learning Objective

At the end of this activity, the students will be able to write about his/her school.

- Ask students to look around the school.
- Ask them to list out the things that they see around them.
- Ask them to write sentences with those words on 'My School'.
- Ask them to write the name of the school.
- You may explain the activity in the local language if required.

WEEK 1: DAY 3

Activity 2 Animals in the Neighbourhood



Learning Objective

At the end of this activity, the students will be able to write the names of the animals around them.

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

WEEK 1 : DAY 4

Activity 1 Objects around us in our classroom



Learning Objective

At the end of this activity, the students will be able to write the names of the objects in the classroom and a sentence on them.

- Ask the students to name the objects around them in the classroom.
- Ask them to write the names of ten objects they see around them in the classroom and draw them.
- Once they write the names of the objects ask them to write a sentence for each of the words.

WEEK 1: DAY 4

Activity 2 Jumble words



Learning Objective

At the end of this activity, the students will be able to write the names of the objects in the classroom and a sentence on them.

- Write the jumble words on the blackboard. Give hints for each word
 - lpeap- a fruit
 - btael- classroom object
 - eack- bakery item
 - drabe- bakery item
 - klhac- classroom object
 - lpneic-classroom object
- Ask the students unscramble the words and write the correct words in their notebooks.
- Once they write the words ask them to make one sentence for each word.

WEEK 1: DAY 5

Assessment 1

Picture Reading


35 mins

Competency

C-11.2 Recognises most frequently occurring letters of the alphabet(forms of akshara) of the script and uses this knowledge to read and write simple words and sentences.

LO

1.E.LO15: Writes simple words like fan, hen, rat etc.

2.E.LO12: Composes and writes simple, short sentences with space between words.

1. Draw a picture of a garden on the board. A reference picture is given below.
2. Ask the students to look at the picture and write down the name of the objects they see in the picture.
3. Ask them to make sentences with the words.



(Teachers are suggested to maintain this tracker at the end of each week)

About the Traker: Keep a record of weekly assessment results in the traker. As you conduct assessment based on the activities suggested.

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

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

Level 3 (Excellent): Solves problems independently with minimum external support

Name of the School	UDISE
Name of the Teacher	District

Assessment Date

[illegible]

WEEK 2 : DAY 1

Activity 1 Story Time



Learning Objective

At the end of this activity, the students will be able to comprehend the story and answer questions based on it.

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

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

Should I do this? Should I do that?

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

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

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

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

One day, she was on her way home, talking to herself, when she saw a puppy left alone in the cold. She thought

– “Should I take it home or leave it here?” (What do you think she should do?)

She decided to take it home.

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

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

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

After reading the story, ask students –

- Who was fond of animals?
- What did she do while she was on her way back home?
- Why the mother must have decided to keep the puppy and not get angry?

WEEK 2: DAY 1

Activity 2 A Trip to the Forest



Learning Objective

At the end of this activity, the students will be able to comprehend the story and answer questions based on it.

Write the story on board.

- Ask some students randomly to read aloud the story.
- You may explain the story in the local language if required.
- Ask the students to write the answers in their notebooks

A Trip to the Forest

Darisha and Damut decided to go to a forest. They wanted to see a tiger. They took a tent, toffees, fruits, sandwiches, and a bag with tinned food and a thermos filled with hot tomato soup. They reached the jungle and took out sandwiches and fruit to eat. "Run away, the tiger will eat you. He is very hungry", said a talking bird. Darisha and Damut looked in surprise at the talking bird. Just then, they heard a tiger roar. They picked up everything except fruits and sandwiches. They ran as fast as they could and stopped only after reaching home.

The talking bird called the tortoise. They both ate the fruits and sandwiches.

- Ask students to answer the following questions in their notebook:
- Draw what Darisha and Damut took to the forest.
- Write 'yes' or 'no'. 'Did Tashi and Tenzin see:
 - Talking bird? (Yes/ No)
 - Tortoise? (Yes/ No)
 - Tiger? (Yes/ No)
- Write names of your classmates which begin with the letter D

WEEK 2 : DAY 2

Activity 1 Jose and Rose



Learning Objective

At the end of this activity, the students will be able to comprehend the story and answer questions based on it.

- Write the story on the board.
- Divide the class into 4-5 groups.
- Ask the students to read aloud the story in groups of four and narrate it to the rest of the class sequentially. As they read in groups, move around and support them where required.

Jose and Rose

On a windy hill, lived Jose and Rose. Rose loved to spin yarn and make beautiful cloth on the loom. Jose looked after the hens, the cow and the farm. Jose loved to cook. Both loved eating rice and vegetables and chicken.

One day, Jose decided to cook eggs. He went and collected a basket full of eggs. Daniel was passing by on a black horse. He saw a big basket of eggs which Jose had kept. Yama got off the horse, picked up the basket of eggs. As he did that, the horse started to walk away. "Stop," said Daniel and he ran after his horse. The horse looked back and started to run. "Stop, Stop," yelled Daniel running.

Jose saw Daniel running with his basket of eggs. "Stop, Stop, those eggs are mine," yelled Jose and ran after Daniel. "Stop, Stop" yelled Rose, "Where are you running off to." Rose ran after Jose, who ran after Daniel, who ran after the black horse. Suddenly, the horse stopped. Daniel ran, caught his horse and stopped. Rose and Jose ran and caught Daniel. "Why did you steal our eggs?" asked Rose. Daniel said, "I am sorry. I felt hungry. I want to eat eggs. I made a mistake. Please forgive me."

“Don’t steal again. Come home, we will give you food,” said Rose and Jose. Rose and Jose went back home with Yama and his Horse. They ate Rice and vegetables and cheese, and the eggs, while the horse ate hay.

Ask students to answer the following questions orally :

- Where did Rose and Jose live?
- What did they love eating?
- Ask the students the following questions by writing them in their notebooks.
- Who was passing on the black horse?
- Why did Yama steal the basket of eggs?

WEEK 2 : DAY 2

Activity 2 Trees Around Us



Learning Objective

At the end of this activity, the students will be able to comprehend the poem and answer questions based on it.

- Write the poem on the blackboard.
- Ask the students to recite the poem after you.

Trees Around Us

There is a tree in front of my house.

It has a tall trunk.

Its bark is rough.

Its leaves are shiny green.

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

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

Sometimes I can see a monkey swinging from its branches.

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

- Explain the poem to the students in the local language.
- Ask students to answer the following questions in their notebooks.
 - What kind of tree is there in front of your house?
 - How is the bark of the tree?
 - What is the colour of the leaves?
 - Where has the bird made its nest in the tree?
 - Do you have such a tree near your house?
 - What do you see happening around the tree?

WEEK 2 : DAY 3

Activity 1 Story of two Friends



Learning Objective

At the end of this activity, the students will be able to comprehend the poem and answer questions based on it.

- Write the poem on the board.
- Ask the students to recite it after you.
- Explain the poem in the local language if required.

Story - Two Friends

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

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

WEEK 2 : DAY 3

Activity 2 At My House



Learning Objective

At the end of this activity, the students will be able to comprehend the poem and answer questions based on it.

- Ask students to recite the poem after you. Once they have recited it, write it on the board.

At my House
by Anonymous

*At my house we love.
At my house we hug.
At my house we play.
And slide on the rug.
At my house we eat.
At my house we sleep.*

At my house we walk with no shoes on our feet!

- Explain the poem in the local language if required.
- Ask students the following questions and have a class discussion:
 - Find the action words in the poem (keep circling them on the board as students answer).
 - What is a rug? (Give students the name in their home language)
 - How do they walk in their house? (You can underline the line)
 - What actions in this poem are common to what you do at home?
 - What don't you do at home?
 - Draw your favourite things in your house.

WEEK 2 : DAY 4

Activity 1 Let's go to my house



Learning Objective

At the end of this activity, the students will be able to comprehend the poem and answer questions based on it.

- Write the poem on the board.

Lets go to My House

by Anonymous

Let's go to my house.

Let's go today.

I'll show you all the rooms.

Where we work and play.

Here is the kitchen, Where we cook.

Here is the beedroom, Where I read my book.

- Divide the students into groups of 4 and 5.
- Ask them to go read the poem. Let them try reading all words they can. Walk around the class and encourage and support each group as they try reading.
- After this recite the poem with voice modulation and ask the students to recite it after you. Then ask:
 - What is the poem about?
 - Which rooms has the poet talked about?
- Write the following incomplete stanza on the board and ask the students to complete it in their notebooks.

Here is the _____

Where we _____

Here is the _____

Where I _____

WEEK 2 : DAY 4

Activity 2 My Gingerbread House



Learning Objective

At the end of this activity, the students will be able to comprehend the poem and answer questions based on it.

- Have a class discussion on how students would feel if they had a house made only of their favourite snacks and sweets. You may have the discussion in the local language if required.
- Write the poem on the board and ask them to recite it after you.

My Gingerbread House

*I made a house of gingerbread.
It was so sugary sweet.
It took me all day long to make,
But lasted just a week.
On Monday I ate the ceiling.
On Wednesday I ate the windows.
On Tuesday I ate the door.
On Saturday I ate the lawn.
On Friday I ate all four walls.
On Sunday I licked up all the crumbs.
On Thursday I ate the floor.
My gingerbread house is gone!*

- Explain the poem to the students in the local language if required.
- Ask the students to write down the answers of the following questions in their notebooks.

WEEK 2 : DAY 5

Assessment 1

Toto Imitates GrandPa



35 mins

Competency

C-11.2 Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write simple words and sentences.

LO

1.E.LO15: Writes simple words like fan, hen, rat etc.

2.E.LO12: Composes and writes simple, short sentences with space between words.

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

Toto Imitates Grandpa

by All Children Reading Cambodia

Grandpa plants seeds,

Toto learns to plant them too.

Grandpa plants tomatoes,

Toto learns to plant tomatoes too.

Grandpa plants gourds,

Toto learns to plant gourds too.

Grandpa plants potatoes,

Toto learns to plant potatoes too.

Grandpa plants corns,

Toto learns to plant corns too.

Toto knows how to plant like her Grandpa!

Toto is happy, Grandpa is happy too.

Toto is happy, Grandpa is happy too.

Ask the students to answer the following questions orally.

1. Name the vegetables mentioned in the poem

2. What are some other vegetables that you know?
3. Once they answer the questions ask them to write the answers to the following questions in their notebooks.
4. Write down the name of three leafy vegetables.
5. Write down the colours of these vegetables:
 - a. Tomatoes
 - b. Potatoes
 - c. Gourd
6. What does Grandpa do?
7. Why is Toto happy?

(Teachers are suggested to maintain this tracker at the end of each week)

About the Traker: Keep a record of weekly assessment results in the traker. As you conduct assessment based on the activities suggested.

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

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

Level 3 (Excellent): Solves problems independently with minimum external support

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WEEK 3 : DAY 1

Activity 1 Me and my Family



Learning Objective

At the end of this activity, the students will be able to speak about themselves and their families.

- Ask students to think about the following questions about their family –
 - How many members are there in your family?
 - Do you have siblings? If yes, how many brothers and sisters do you have?
 - How many siblings are older to you?
- Make them sit in a circle and keep a paper ball ready to pass around. The student who gets the ball speaks about their family using three sentences:
 - There are _____ members in my family.
 - I have _____ brothers and sisters.
 - _____ siblings are older to me.

You may introduce your family first so that students understand how to continue.

- Once all students have taken turns, ask them:
 - Who has the same number of members in their family as you?
 - Who among you is youngest in the family? Who is the eldest child? Who does not have any brothers or sisters?
 - Is it better to be the youngest or oldest? Why?

You may have to support the students initially to encourage them to speak in the given frame.

WEEK 3 : DAY 1

Activity 2 Fuzzy, Wuzzy, Creepy, Crawly



Learning Objective

At the end of this activity, the students will be able to comprehend the poem and answer questions based on it.

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

Fuzzy, Wuzzy, Creepy, Crawly

By Lilian Schulz

*Fuzzy, Wuzzy, creepy, crawly
 Caterpillar funny,
 You will be a butterfly
 When the days are sunny.
 Winging, flinging, dancing, springing,
 Butterfly so yellow,
 You were once a caterpillar
 Wiggly, wiggly fellow*

- After reciting the poem with your students, ask them to write down the following in their notebooks:
 - The words that describe the caterpillar.
 - The words that describe the butterfly.

- Ask students to write three more rhyming words for the following
Funny, sunny, _____, _____

Yellow, mellow, _____, _____

- Ask students to draw a caterpillar and a butterfly in their notebooks and colour them.

WEEK 3 : DAY 2

Activity 1 Describe the scene


35 mins

Learning Objective

At the end of this activity, the students will be able to write sentences based on the picture.

You can show the picture to the student in groups / you can take out a printout and hang it for the class/You can draw the picture of a rainy day on board.
Look at the a picture given below.



Ask students to write six sentences on what they see in the picture based on the questions below.

- Write the names of five objects you see in the picture.
- How is the weather?
- Are there a lot of people or very few around the school?

- What sounds would you hear if you were there?
- What would you smell if you were there?
- Fill in the blanks with the correct word from the brackets.

Karalin wrote a description of the picture given above. Help her complete it.

It was a _____ day (rainy/sunny). One _____ (buffalo/dog) was bathing in the _____ (river/pond). One

_____ (girl/boy) was flying a kite. A hawker was _____ peanuts (selling/buying).

Two boys were

_____ (selling/buying) peanuts from him. _____ were coming to school (Children/Child). _____ of them had an umbrella (some/none). All of them were _____ school. (coming to/leaving from)

You may take the students outside the classroom and ask them to observe what is happening around them,

Then, ask them to write a description of what they see (like the one above). If you cannot take your students outside, they can look outside their classroom door and window and do the activity.

WEEK 3 : DAY 2

Activity 2 Describe a picture


35 mins

Learning Objective

At the end of this activity, the students will be able to write sentences based on the picture.

You can show the picture to the student in groups / You can take out a printout and hang it for the class/You can draw the picture on the board.

Ask the students to look at the picture.

Ask some questions related to the picture.

- Where is the cat?
- Where are the plants?
- What do you see in the picture?

After familiarising the students with the picture ask them to fill in the blanks with Nouns and Prepositions in the notebooks.



Fill in the blanks with nouns and prepositions.

- The _____ is sitting _____ the basket.
- The _____ is _____ the basket.
- The green _____ is _____ the table.
- The lamp is _____ the _____.
- The spectacle is _____ the _____.
- The red book is _____ the table.

WEEK 3 : DAY 3

Activity 1 Winter Season



Learning Objective

At the end of this activity, the students will be able to write a paragraph based on their experiences.

- Have a discussion with students on Winter Season.
- Ask them -
 - Name the months?
 - Name the vegetables and fruits available during this season?
 - How did enjoy their holidays?
 - Which festivals are being celebrated?
 - What did they do during the festivals?
 - Did they visit any other place?
 - What else did they do?
- You can add some more questions also.
- Write the key words on the board.
- Ask the students to write a paragraph with 8 sentences on the topic.

WEEK 3 : DAY 3

Activity 2 Proper and Common nouns



Learning Objective

At the end of this activity, the students will be able to use Proper and Common Nouns correctly.

- Discuss with the students on Proper and Common Nouns.
- Give some examples
- Proper Nouns – A proper noun is the specific name of a particular person, place, organisation, or thing. Proper nouns always begin with a capital letter. Examples – Mahatma Gandhi, Raphel, Shillong, Don Bosco School etc.
- Common Nouns common noun is a general name for a person, place, thing, or idea. It does not refer to something specific and is not capitalized unless it starts a sentence.
- Examples: boy, girl, chair, door, flowers, fruits etc
- Ask the students to write 5 nouns for each in the columns and make sentences with them.

Proper Nouns	Common Nouns

WEEK 3 : DAY 4

Activity 1 In the park



Learning Objective

At the end of this activity, the students will be able to use pronouns correctly.

- Divide the students into groups and you can show the picture in groups/you can take out the printout and hang it for the whole class/ you can draw the picture on board.
- Ask the students to look at the picture and give them the following activities. Write the activities on the blackboard. Explain the activities and ask them to do the activities in the

List out eight nouns you see in the picture.

- Replace the underlined nouns with pronouns and fill in the blanks with adjectives.
The boy is sitting on a bench. **The boy** is wearing a _____ T-shirt.
The dog is sitting on the grass. **The dog** is _____ in colour.
The girl is standing in front of the slide. **The girl** has _____ hair.
- Fill in the blanks with prepositions (near, between, on)
The boy is sitting _____ the two benches.
The ball is lying _____ the grass.
The dog is playing _____ the bushes.



WEEK 3 : DAY 4

Activity 2 Market



35 mins

Learning Objective

At the end of this activity, the students will be able to describe a marketplace based on their experience.



- Show students this picture of Police Bazaar in Shillong. You can take a printout for the class or you can divide the class into groups of 4/5 and show the picture in the groups.
- Ask them to write a few sentences about the marketplace. Give them the following clues:
 - What are people doing?
 - What are some of the things the shopkeepers are selling?
 - What vehicles are seen?
 - If you were travelling to the market, how would you go?
 - What would you do there?

WEEK 3 : DAY 5

Assessment 1

Toto Imitates GrandPa



35 mins

Competency

LO

C-10.8 Writes a paragraph to express their understanding and experiences.

1.E.LO13: Uses nouns such as 'boy', 'sun', and prepositions like 'in', 'on', 'under', etc.

2.E.LO7,2. E.: Uses simple adjectives related to size, shape, colour, weight, texture such as 'big', 'small', 'round', 'pink' 'red' 'heavy' 'light' 'soft' Etc.

LO10: Uses pronouns related to gender like 'his/her/', 'he/she', 'it' and other pronouns like 'this/that', 'here/there' 'these/those' etc.

2.E. LO11: Uses prepositions like 'before', 'between'' etc.

You can draw a picture of a garden on the board/ you can take out print outs and hang the picture in the classroom/ Divide the students in groups and show the picture.

Look at the picture and fill in the blanks below.



Fill in the blanks with adjectives, nouns, pronouns and prepositions as given in the brackets.

1. The _____ (adjective) ball is lying _____ (preposition) the grass.
2. The _____ (noun) is standing _____ (preposition) the slide.
3. _____ (pronoun) is playing near the bushes.
4. The _____ (adjective) dog is _____ (preposition) the bench.
5. The _____ (noun) is running after the _____ (noun). _____ (pronoun) is wearing a _____ (adjective) T-shirt.

(Teachers are suggested to maintain this tracker at the end of each week)

About the Traker: Keep a record of weekly assessment results in the traker. As you conduct assessment based on the activities suggested.

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

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

Level 3 (Excellent): Solves problems independently with minimum external support

Name of the School	UDISE
Name of the Teacher	District

Assessment Date

[illegible]

WEEK 4 : DAY 1

Activity 1 Our park



35 mins

Learning Objective

At the end of this activity, the students will be able to write a paragraph using nouns, pronouns, verbs, adjectives and prepositions.

You can draw a picture of a park/You can take a printout and hang it on the wall / You may show the picture in groups of 4/5.

Ask the students to look at the picture and write 8 sentences using nouns, pronouns, adjectives and prepositions.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Fill in the blanks with adjectives, nouns, pronouns and prepositions as given in the brackets.

- The _____ (adjective) ball is lying _____ (preposition) the grass.
- The _____ (noun) is standing _____ (preposition) the slide.
- _____ (pronoun) is playing near the bushes.
- The _____ (adjective) dog is _____ (preposition) the bench.
- The _____ (noun) is running after the _____ (noun). _____ is wearing a _____ T-shirt.

WEEK 4 : DAY 1

Activity 2 Visit to a Park



Learning Objective

At the end of this activity, the students will be able to write a paragraph using nouns, pronouns, verbs, adjectives and prepositions.

Ask the students to read the passage and write the answers to the questions below. You can write the passage on the blackboard or give print out of the passage

One bright and sunny day, a boy went to the park to fly his red kite. He stood near a big tree and looked up as the kite soared high in the blue sky. A girl sat on a bench under the tree, reading a book. A small yellow dog was playing with a ball on the green grass. Colourful flowers bloomed near the bushes, and a basket of fruits was placed on the ground beside the bench. The park was peaceful and full of happy sounds.

- Where was the boy standing?
- What was the girl doing?
- What objects do you see in the park?
- How was the park?

WEEK 4 : DAY 2

Activity 1 Picture Reading



35 mins

Learning Objective

At the end of this activity, the students will be able to write a description of a picture.

You can draw a picture of a park/You can take a printout and hang it on the wall / You may show the picture in groups of 4/5.

Ask the students to look at the picture below.



Ask students to complete this paragraph by looking at the picture above. Write the paragraph on the blackboard and ask the students to copy it. You may also distribute printouts to the students.

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

WEEK 4: DAY 2

Activity 2 Why the dog barks at the cat



35 mins

Learning Objective

At the end of this activity, the students will be able to comprehend the story and write the answers to the given questions based on it.

Ask the students to read the story. You may also explain the story in local language if required. Write the questions on the blackboard and ask the students to write the answers in their notebooks. You may share the printout of the story with the students, or you may write the story on the black board and ask the students to read out the story.

Why The Dog Barks At the Cat

A long time ago, a cat and a dog were best friends. They lived in their master's house. One day, a thief stole the master's lucky ring. 'Oh, what a loss!' said the master. He told the cat and the dog to go find the thief and get the ring back. The dog followed the thief's smell. They came to a river. The cat could not swim, so the dog carried her across. There was a house on the other side. The dog looked in and saw the thief place the ring in a box. At night, the cat climbed in. She could see in the dark, opened the box and picked the ring up. Now, the dog carried her across the river again. It was still dark, and the dog moved slowly. But the cat could climb and go over the rooftops quickly. She reached home before the dog. The master was happy to see her bring the ring back! 'What great work the cat has done!' he said. He gave the cat food and a warm bed. When the dog reached, the master was unhappy. 'The cat has already got the ring and you are just roaming around!' he said. The master kicked the dog out in the cold and left it to find food for itself. Since then, the dog always barks when it sees the cat – it remembers the reward it never got.

- Who is this story about?
- What happened in the story?
- What started the fight between dogs and cats?
- What could have saved this fight?

WEEK 4 : DAY 3

Activity 1 Picture Reading



35 mins

Learning Objective

At the end of this activity, the students will be able to describe a picture using nouns, pronouns, adjectives and prepositions.

- You can draw a picture of a park/You can take a print out and hang it on the wall / You may show the picture in groups of 4/5.
- Ask the students to look at the picture and write 5 sentences on the picture using noun, pronoun, adjective and preposition.



WEEK 4 : DAY 3

Activity 2 Tom and his friends



Learning Objective

At the end of this activity, the students will be able to comprehend the story and write the answers to the given questions based on it.

Ask the students to read the paragraph and write the answers in their notebooks. Write the paragraph on the blackboard and randomly ask some students to read aloud the story. You may explain the story if required.

Tom and his friends

Tom and his friends went to the park on a sunny afternoon. Tom was flying his red kite in the sky while his friend Jack played with a ball. Lisa and Sara were sitting on the grass, making flower chains. There were tall trees all around, and colourful flowers bloomed everywhere. A little dog was running happily near the pond. It was a bright and cheerful day, and everyone was having fun. The birds were singing, and the sun was shining brightly.

- Who went to the park?
- How many friends were there with Tom in the park?
- What was Jack doing in the park?
- Who was there near the pond?
- Who were making flower chains?

WEEK 4 : DAY 4

Activity 1 My Routine



Learning Objective

After this activity, the students will be able to write a paragraph on their daily routine.

- Ask the students the following questions about their routine:
 - What do you do before coming to school?
 - What do you do once you are at school?
 - What do you do when you go back home?
- Once the discussion is done orally ask them to write a paragraph of 8 sentences in their notebooks.
- You may provide some pointers.

Before the school-

I wake up at _____. I brush my teeth and _____.

In the school-

I reach school at _____. Our day starts with _____.

After the school-

I reach home at _____. I change my uniform and _____.

WEEK 4 : DAY 4

Activity 2 Rachel's Birthday



Learning Objective

At the end of this activity, the students will be able to comprehend the story and write the answers to the given questions based on it.

- Write the paragraph on the blackboard.
- Ask the students to read the paragraph. You may explain the paragraph if required.
- Ask the students to write the answers in their notebooks.

Rachel woke up early in the morning. It was her birthday, and she was very excited. Her mother baked a big chocolate cake for her. Rachel wore her favourite pink dress and invited her friends to her house. The students played games, danced, and had a lot of fun. They also enjoyed eating cake and snacks. Rachel's best friend Dela gave her a beautiful storybook as a gift. Rachel got a kitten from her Grandma as a gift. It was in a basket with a red ribbon tied on the basket. Rachel was very happy and thanked everyone for making her birthday special.

- Whose birthday was there?
- What was the colour of the dress she was wearing?
- What was the gift she got from her best friend?
- How was the birthday cake?

WEEK 4 : DAY 5

Assessment 1

Toto Imitates GrandPa



35 mins

Competency

C-10.8 Writes a paragraph to express their understanding and experiences.

LO

2.E.LO7: Uses simple adjectives related to size, shape, colour, weight, texture such as 'big', 'small', 'round', 'pink' 'red' 'heavy' 'light' 'soft' Etc.

2.E.LO10.: Uses pronouns related to gender like 'his/her/', 'he/she', 'it' and other pronouns like 'this/that', 'here/there' 'these/those' etc.

2.E.LO11,2.E.LO12: Uses prepositions like 'before', 'between' etc.

1. Read the sentences below. Arrange and write the sentences in the correct sequence.
 - a. Michael woke up.
 - b. He wanted to go fishing with Paul.
 - c. He met Paul on way to the pond.
 - d. Both went fishing.
 - e. Michael and Paul held their rods tight.
 - f. They started fighting – “My fish! No, my fish!”
 - g. No one got the fish.
2. Write a paragraph on How did I spend my Sunday .The paragraph should be of 8 sentences.

Sample Learning Level Tracker

(Teachers are suggested to maintain this tracker at the end of each week)

LEARNING LEVEL TRACKER

About the Traker: Keep a record of weekly assessment results in the traker. As you conduct assessment based on the activities suggested.

Put a tick mark as per the following:

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

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

Level 3 (Excellent): Solves problems independently with minimum external support

[illegible]

CM IMPACT Meghalaya Class Readiness Programme

ENGLISH

APPENDIX



Main Menu

Pre-requisite Competency and Learning Outcomes essential for Grade-level learning

The table below shows the mapped pre-requisite (from previous grades) learning outcomes that are essential for students to grasp concepts at the current grade-level. These learning outcomes have been taken from the Learning Outcomes developed by NCERT in 2017. Corresponding to some pre-requisite LOs you may see some concepts written in the Grade-level LO column. While the NCERT document does not have certain LOs progressing from the pre-requisite to the grade-level, these concepts are foundational for learning of the student and hence have been included in the activity pack.

Foundational Stage(FS)	Pre-requisite LO	Grade-level
C-11.2 Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write simple words and sentences	1.E. LO15 Writes simple words like fan, hen, rat etc.	3.E. LO13 Writes 5-6 sentences in English on personal experiences/events using verbal or visual clues
	2.E. LO12 Composes and writes simple, short sentences with space between words	
C-9.5 Comprehends narrated/ read-out stories and identifies characters, storyline and what the author wants to say	1.E.LO7 Responds Orally (in any language including sign language) to comprehension questions including stories/poems	3.E. LO13 Reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English
	2.E.LO2 Responds to comprehension questions related to stories and poems, in home language or English or sign language, orally and in writing (phrases/ short sentences)	

C-10.8 Writes a paragraph to express their understanding and experiences	1.E. LO13 Uses nouns such as 'boy', 'sun', and prepositions like 'in', 'on', 'under', etc.	3.E.LO8 Uses meaningful short sentences in English, orally and in writing, uses a variety of nouns, pronouns, adjectives and prepositions in context as compared to previous class
	2.E.LO7 Uses simple adjectives related to size, shape, colour, weight, texture such as 'big', 'small', 'round', 'pink' 'red' 'heavy' 'light' 'soft' etc.	
	2.E. LO10 Uses pronouns related to gender like 'his/her', 'he/she', 'it' and other pronouns like 'this/that', 'here/there' 'these/those' etc.	
	2.E. LO11 Uses prepositions like 'before', 'between' etc.	

CM IMPACT Meghalaya Class Readiness Programme



MATHEMATICS

WEEK 1: DAY 1

Activity 1 Who is heavier?



35 mins

Learning Objective

At the end of this activity, students will be able to classify objects into groups based on a few physical attributes.

Ask the students to listen to the instructions provided and act accordingly.

- Observe your classroom and list the things/objects that are lighter in weight than you.
- Now, observe your classroom and list the things/objects that are heavier than yours.
- What are the things/objects that you think are lighter/heavier than a brick?
- Prepare some more questions on similar lines taking objects present in the context.

WEEK 1: DAY 1

Activity 2 Find out the heavier and lighter



Learning Objective

At the end of this activity, students will be able to classify objects into groups based on a few physical attributes.

Tell students to collect various objects that are unusable from the playground in 5 minutes. Let them find out and list the sizes of the material, and group them according to which is heavier and which is lighter.

In the next phase, try doing the following activity with students –

- Take any object from the collected material and show it to students. Students to tell 3 objects lighter in weight than the object you have shown.
- Next, tell them to tell three items that are heavier than the item you have shown.

In the next steps, you may tell students to hold or touch 3 objects within the classroom lighter than the one you showed.

WEEK 1: DAY 2

Activity 1 Missing Number



Learning Objective

At the end of this activity, students will be able to read and write numerals for numbers up to 99.

Pair students. Distribute the following worksheet (or write it on the blackboard; you can even take the help of student to do this. Ask each pair to discuss and find the missing numbers in the table.

1	2	3	4	5	....	7	8	9	10
11	12	13	....	15	16	17	18	19	20
21	....	23	24	25	26	....	28	29	30
31	32	....	34	35	36	37	38	39	40
....	....	....	44	45	46	47	....	49	50
51	52	53	....	55	56	57	58	59	....
61	62	63	64	....	66	....	68	69	70
71	72	73	74	75	76	77	78	....	....
....	82	83	84	85	....	87	88	89	90
91	....	93	94	....	96	97	98	99	100

Once the group completes their task, ask to share with the whole class. If there is time, rub out some of the other numbers and let students now find the missing ones.

WEEK 1: DAY 2

Activity 2 Number Writing Relay



Learning Objective

At the end of this activity, students will be able to read and write numerals for numbers up to 99.

First, distribute the classroom into two/three teams.

Give each team some chalk.

The teacher will draw two/three columns on the board based on the number of teams and instruct the students to maintain their columns to write down the numbers.

Call out a number (e.g., “sixty-eight”).

After calling out the numbers, One student from each team runs to the board and writes the number.

Award points for correct answers. Continue until all students participate from each team.

WEEK 1: DAY 3

Activity 1 The 'One-more' game



Learning Objective

At the end of this activity, students will be able to use place value in writing and comparing two-digit numbers.

Tell students that you will name an object with a random number associated with it and they have to respond with a greater number of the same object. E.g., you will say '3 birds' to which students may say '5 birds' or '9 birds' or any larger number. Do this a few times, changing the numbers and names of the objects. Keep talking to students about the numbers – hearing you will provide them the basics to talk about numbers. Next, have them tell the number that is only one more than the number you have given. E.g., you will say '3 chairs', to which they have to say '4 chairs'. This time, there is only one right answer.

Similarly, ask them to give a number that is one less than the number you mentioned.

WEEK 1: DAY 3

Activity 2 Grouping using place value



Learning Objective

At the end of this activity, students will be able to use place value in writing and comparing two-digit numbers.

The teacher has to take match boxes, toothpick boxes, small plastic spoons, a paper napkin packet, and other things that have nearly 100 items in each pack. If this is not available, get students to collect as many small sticks as they can.

Divide students into groups of 4. Give the materials to each group and tell them to count the items. In case they have brought the material from outside, let them pool it together and then count it.

After counting, tell them to divide the material provided into groups of 10.

Once all the groups are done, tell them to share with the whole class.

- Total of things
- How many groups of 10 were they able to form?
- Number of remaining materials that could not be formed into a group.

Explain the concept of tens and how it relates to place value, using the bundles and loose materials before you.

WEEK 1: DAY 4

Activity 1 Make Number Pair



Learning Objective

At the end of this activity, students will be able to solve simple daily life problems/ situations based on addition of two-digit numbers.

- Create a line of square boxes on the floor using chalk, ensuring each square is large enough to accommodate a student. This activity can be set up in the classroom, corridor, or playground.
- Design the layout to include 9 additional boxes beyond the total count of students in the class. If the Class size is big do the activity in small groups. Involve the students in the box-making process for added engagement.
- Number each box in sequential order. For example, if the class consists of 32 students, prepare 41 boxes (32 students + 9 extra) numbered from 1 to 41.
- Instruct each student to occupy a box, leaving the last 9 boxes empty to facilitate movement towards the end of the sequence.
- Announce a number between 1 and 9, prompting students to move forward by the corresponding number of boxes, then have them announce their new position.
- After each round, students should return to their initial position. Repeat the process with varying numbers for 5 to 6 rounds, facilitating understanding and enjoyment of number sequences and movement.
- Similarly, instruct each student to occupy a box, leaving the first 9 boxes empty to facilitate movement towards the start of the sequence.
- Announce a number between 1 and 9, prompting students to move backward by the corresponding number of boxes, then have them announce their new position.
- Encourage keeping the numbered boxes available for future games, allowing students to initiate the activity independently, fostering both physical activity and numerical learning.

WEEK 1: DAY 4

Activity 2 Pebble distribution



Learning Objective

At the end of this activity, students will be able to solve simple daily life problems/ situations based on addition of two-digit numbers.

Phase – 1

Ask students to bring some pebbles to the class.

Tell each student to take two handfuls of pebbles and count how many they can pick in one go.

Find out who has the highest number of pebbles and who has the lowest.

Phase – 2

Find out how many pebbles your friend has gotten and who has more. Let students do this in writing, and also write the total and the difference.

WEEK 1: DAY 5

Assessment 1 Picture Reading



35 mins

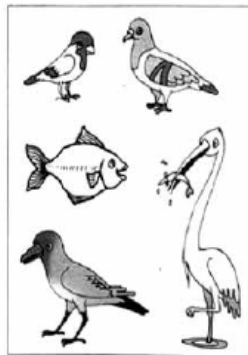
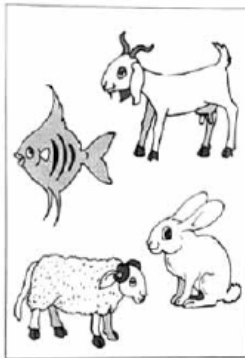
Competency

C-8.1 Sorts objects into groups and sub-groups based on more than one property.

LO

1.M.LO1.a: Classifies objects into groups based on a few physical attributes.

Find out the odd one from each box and write down the reasons:



Assessment 2 Picture Reading



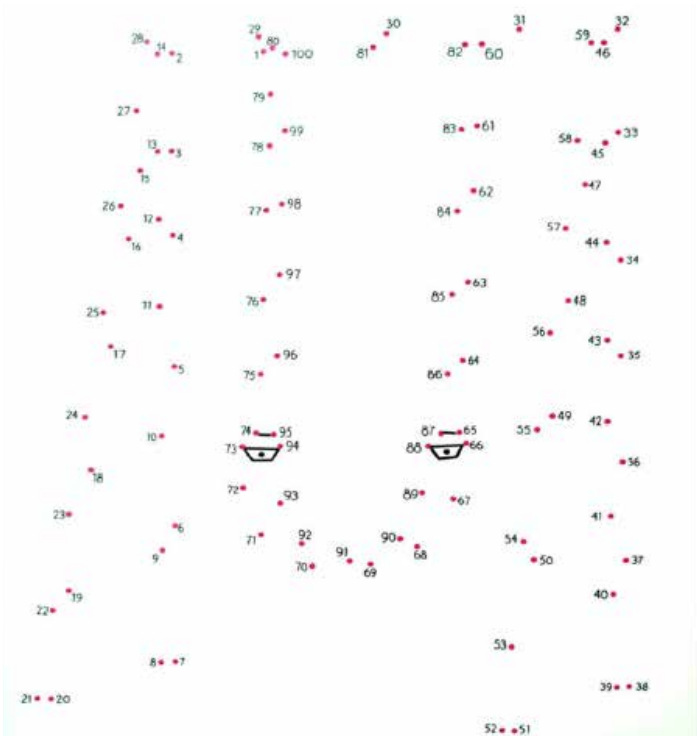
Competency

C-8.4 Arranges numbers up to 99 in ascending and descending order.

L0

2.M.LO1.1: Reads and writes numerals for numbers up to 99.

Connect the numbers serially. Please refer to the example given in the worksheet.



WEEK 1: DAY 5

Assessment 3

Picture Reading



Competency

C-8.6 Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition.

LO

2.M.LO1.4: Solves simple daily life problems/ situations based on addition of two-digit numbers.

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

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

(Teachers are suggested to maintain this tracker at the end of each week)

WEEK 2 : DAY 1

Activity 1

Busy in the break



Learning Objective

At the end of this activity, students will be able to interact comfortably with other students and adults.

In a large group, discuss:

- All these days when the school was closed, what all did you do?
 - What did your family members ask you to do?
 - Which places did you visit?
 - Which games did you play? Who did you miss the most?
- How did you speak with her/him?
- What did you do for your studies?

Encourage every student to speak. Give students the chance to respond to each other (in a supportive manner, not to tease or make fun of). Keep an overall sympathetic atmosphere where everyone is concerned for the other person. After all (or most) of the students have spoken, you can pick up one of the emerging themes and have a discussion on that.

WEEK 2 : DAY 1

Activity 2 Who will make the first number



35 mins

Learning Objective

At the end of this activity, students will be able to interact comfortably with other students and adults.

Divide students into groups of 3 members.

Next, the teacher will define the Roles of the members of the group as below mentioned:

Member 1 – will say a digit that is at tens place – E.g., 5 tens

Member 2 - will say a digit that is at the unit place – E.g., 3 unit

Member 3 – has to say the number – E.g., the number is 53.

The group will construct knowledge through the above process by repeatedly doing this activity with random numbers.

The teacher will keep points for each group after each round and at the end of 4-5 rounds he/she will declare the winner.

WEEK 2 : DAY 2

Activity 1 Dice Addition challenge



Learning Objective

At the end of this activity, students will be able to use place value in writing and comparing two-digit numbers.

Divide the students into 4-5 groups.

Give each group a pair of Dice (2 pieces) and instruct the below points:

First, create a pair of students from each group and ask them to roll two dice twice to create two-digit numbers. (For example: First roll: 3 and 4 will make a number → 34, Second roll: 5 and 6 will make a number → 56)

The other members from each group will add the two numbers and share the result.

This step will be repeated for 4-5 times.

For each step, the teacher will announce a winner based on the creation of a bigger number.

WEEK 2 : DAY 2

Activity 2 Calendar Addition



Learning Objective

At the end of this activity, students will be able to use place value in writing and comparing two-digit numbers.

Divide the students into 4-5 groups.

Distribute each group a printed calendar or draw a calendar on the board.

Now ask different questions to each group and motivate them to do this activity in groups.

A sample question is like: "What is the total of the dates for the first Monday and the last Friday of this month?"

The teacher can create such questions for doing in several rounds.

WEEK 2 : DAY 3

Activity 1 Count and pick pebble



Learning Objective

At the end of this activity, students will be able to solve simple daily life problems/ situations based on subtraction of two-digit numbers.

- Place exactly 20 pebbles in a container on your table.
- Invite students individually to take a few pebbles from the container.
- After each student's turn, request them to declare the number of pebbles they have taken.
- Engage the entire class by asking, "Can you figure out how many pebbles should be left in the container?"
- Encourage students to record their responses in their notebooks.
- Confirm the answer by having another student verify the count, and ask the class to raise their hands if they got it right.
- Repeat the activity, ensuring enthusiastic participation from all students.

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

WEEK 2 : DAY 3

Activity 2 Explore numbers



35 mins

Learning Objective

At the end of this activity, students will be able to solve simple daily life problems/ situations based on subtraction of two-digit numbers.

- Organise the students into groups of four.
- Present the following table to each group or display it on the blackboard. Encourage the groups to analyse the table and observe the patterns, such as:
 - 24 is 4 more than 20.
 - 27 is 7 more than 20.
 - 36 is 9 more than 27.
 - Adding 9 to 36 results in 45.
- Guide the groups to formulate similar questions based on the patterns observed.
- Encourage them to discover their patterns and then share them with the class.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

WEEK 2 : DAY 4

Activity 1 Shopping Game



Learning Objective

At the end of this activity, students will be able to solve simple daily life problems/ situations based on subtraction of two-digit numbers.

Divide students into 4-5 groups.

Distribute some fake currency and printed tag prices to the groups.

Set up the classroom as a mock shop, such that within the groups make someone a shopkeeper and others will be buyers.

Give each group a fixed amount of Rs. 100 (fake currency) and define some items like rice, bananas, biscuits, and chocolate to buy for their group members.

Ask each group to calculate the remaining money after each purchase and write it down on their copies.

WEEK 2 : DAY 4

Activity 2 Calendar Subtraction



35 mins

Learning Objective

At the end of this activity, students will be able to solve simple daily life problems/ situations based on subtraction of two-digit numbers.

Divide the students into 4-5 groups.

Distribute each group a printed calendar or draw a calendar on the board.

Now ask different questions to each group and motivate them to do this activity in groups.

A sample question is like: "Today is the 25th. How many days are left until the end of the month?"

The teacher can create such questions for doing in several rounds.

WEEK 2 : DAY 5

Assessment 1



Competency

C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system.

LO

2.M.LO1.2: Uses place value in writing and comparing two-digit numbers.

The teacher will write some random single-digit numbers like 3, 5, 7, 9, and 2 on the blackboard and divide students into groups of 3 or 4.

Step – 1:

Tell the group to construct as many two-digit numbers as possible with the help of the given single digits.

See which group constructs how many numbers.

Step – 2:

Now take numbers from 1 to 9 (1, 2, 3, 4, 5, 6, 7, 8, 9) and tell the group to construct as many two-digit numbers as possible from these numbers, but 3, 5, 6, 9 can only be at tens place.

See the total two-digit numbers constructed by each group.

WEEK 2 : DAY 5

Assessment 2



15 mins

Competency

C-8.6 Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition.

LO

2.M.LO1.4: Solves simple daily life problems/ situations based on addition of two-digit numbers.

Write the below questions on the board and ask students to write down the answers. Teacher will check each paper within the time while roaming around the class.

1. There are 27 students in Class III and 35 in Class II. How many students are there in both classes together?
2. Sandra read 48 pages of a book yesterday and 36 pages today. How many pages did she read in total?
3. You travelled 34 km on Day 1 and 48 km on Day 2. How many kilometres did you travel in total?

WEEK 2 : DAY 5

Assessment 3



Competency

C-8.6 Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition.

LO

2.M.LO1.5: Solves simple daily life problems/ situations based on subtraction of two-digit numbers.

Write the below questions on the board and ask students to write down the answers. Teacher will check each paper within the time while roaming around the class.

1. You have 45 candies. After giving it to your friend, you have 23 lefts. How many did you give away?
2. There were 74 plants in the garden of Shillong. 48 plants were damaged during a storm. How many plants are still fine?
3. A football match between Sohra FC and Tura FC had 92 tickets to sell. 47 tickets were sold. How many tickets are still available?

(Teachers are suggested to maintain this tracker at the end of each week)

About the Traker: Keep a record of weekly assessment results in the traker. As you conduct assessment based on the activities suggested.

Put a tick mark as per the following:

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

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

Level 3 (Excellent): Solves problems independently with minimum external support

Name of the School	UDISE
Name of the Teacher	District

Assessment Date[illegible]

WEEK 3 : DAY 1

Activity 1 Observe your surroundings



Learning Objective

At the end of this activity, students will be able to identify basic 3D-shapes such as cuboid, cylinder, cone and sphere by their names.

Tell students to observe their classroom for 5-7 minutes and write the names of the objects present.

Next, tell students to write the names of the shapes against each object.

The teacher will consolidate the activity, and discuss the different shapes and their characteristics.

Further, tell the students to do the same activity at home.

WEEK 3 : DAY 1

Activity 2 Find shapes



Learning Objective

At the end of this activity, students will be able to identify basic 3D-shapes such as cuboid, cylinder, cone and sphere by their names.

Divide the students into 4-5 groups.

Tell the students to roam around the school campus and playground with their groups.

Ask them to select and bring 5 objects that are cuboidal in shape, 5 objects that are cylindrical in shape, 5 objects that are conical in shape and 5 objects that are spherical in shape.

Lastly, each group will draw atleast 3 shapes on their copies.

WEEK 3 : DAY 2

Activity 1 Count the shapes



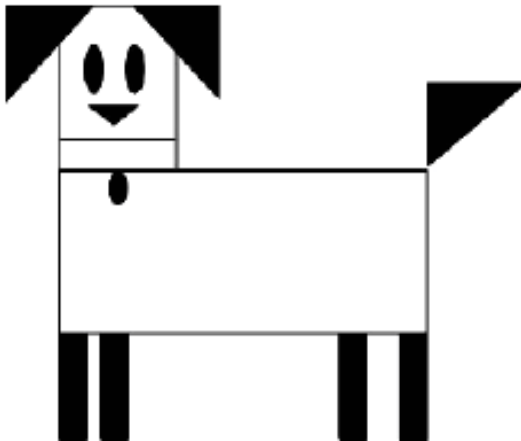
Learning Objective

At the end of this activity, students will be able to describe 3D and 2D shapes with their observable characteristics.

Divide the students into 4-5 groups.

- Give each group paper cut-outs of different shapes.
- Instruct them to use the following picture as a guide to assemble and glue these shapes into a dog figure.
- After attaching the shapes, ask them to count and note the number of each shape incorporated in the drawing.

Do the activity in several rounds for different pictures.



WEEK 3 : DAY 2

Activity 2 Guess the shape



Learning Objective

At the end of this activity, students will be able to describe 3D and 2D shapes with their observable characteristics.

The teacher will carry a bag of 3D and 2D-shaped models or cutouts.

Divide the students into 4-5 groups.

Blindfold a student from each group and ask the student from each group to come.

Let him/her pick a shape from the bag.

He/She must feel it and describe its features (e.g., “It has 6 square faces and 8 corners”) while the other members from the group will guess the shape.

WEEK 3 : DAY 3

Activity 1 Shapes with graph



Learning Objective

At the end of this activity, students will be able to describe 3D and 2D shapes with their observable characteristics.

Distribute graph papers to each student or in groups.

Ask them to draw some shape like- square, sphere, cylinder, triangle etc on the graph paper with the help of each small boxes of the graph.

Now discuss different characteristics of those shapes with the students.

WEEK 3 : DAY 3

Activity 2 Spin and Describe



Learning Objective

At the end of this activity, students will be able to identify basic 3D-shapes such as cuboid, cylinder, cone and sphere by their names.

Divide students into 4-5 groups.

The teacher will give some cut-outs or models to each group.

Next, the teacher will call one member from each group and he/she will pick a paper chit from a bag where a shape's name will be written.

Then, each group will discuss the properties of that particular shape they get (for example, "A cylinder has 2 flat circular faces and 1 curved surface") and present their discussion to the classroom.

The teacher will motivate other groups to be involved in the discussion and add any other property for that shape

WEEK 3 : DAY 4

Activity 1 Measure with your pencil-1



Learning Objective

At the end of this activity, students will be able to estimate and measure length/distances and capacities of containers using uniform non-standard units.

Tell students to measure the table length using their pencils.

Discuss the length of each table as measured by the students.

Ask the students “Which students measured the table as the shortest?” “Which students measured the table as the longest?”

Discuss what the difference is and why there is a difference. The teacher will be involved and lead the discussion.

Tell students to estimate the length, width, and height of their class desks, benches, and blackboards and then measure them with a pencil.

WEEK 3 : DAY 4

Activity 2 Measure with your pencil- 2



Learning Objective

At the end of this activity, students will be able to estimate and measure length/distances and capacities of containers using uniform non-standard units.

Take a pen holder or box or any container.

Tell the students or in groups how many pencils will be required to fill the box completely.

Students will think of a number and write it down in their notebooks.

Ask the students to fill the box with pencils and see whose estimation was the closest. Similarly, take a bowl and tell students how many glasses of water can fill this bowl. After asking the question, do the same process and confirm.

You can do this with different containers.

WEEK 3 : DAY 5

Assessment 1



35 mins

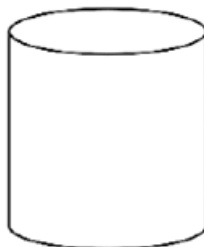
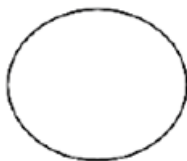
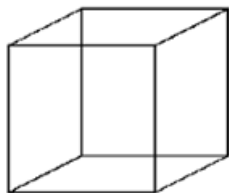
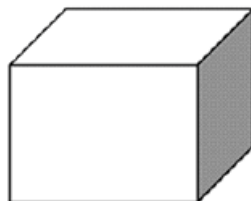
Competency

C-8.8 Recognises basic geometric shapes and their observable properties.

LO

2.M.LO2: Describe 3D and 2D shapes with their observable characteristics.

Draw the following shapes on the blackboard and ask students to draw, colour and write the names of the shapes in their notebooks.



WEEK 3 : DAY 5

Assessment 2



Competency

C-8.8 Recognises basic geometric shapes and their observable properties.

L0: 2.M.L02.1

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

Ask students to imagine being at home, close their eyes, and draw the items listed below. Identify the shapes of these objects in your mind. (Example - Rectangle, Square, Cuboid, Circle)

Object	Shape
Mathematics textbook	
Paper of your notebook	
Water bottle	
Clock	
Door	
Glasses of spectacles	
Chapatti	
Tiffin	

WEEK 3 : DAY 5

Assessment 3



35 mins

Competency

C-8.9 Performs simple measurements of length, weight and volume of objects in their immediate environment.

LO

2.M.L01.5: Estimates and measures length/distances and capacities of containers using uniform non-standard units.

Ask students the below questions and record their responses.

1. Use a hand span to measure the width of the door. How many hand spans is it?
2. Walk from the board to your desk using toe-to-heel steps. How many steps did you take?
3. Estimate the number of foot spans it would take to measure the length of the classroom.

(Teachers are suggested to maintain this tracker at the end of each week)

WEEK 4 : DAY 1

Activity 1 How was your break?



Learning Objective

At the end of this activity, students will be able to interact comfortably with other students and adults.

Discuss with the whole class:

- When the school was closed after the annual examination, what did you do?
- What did your parents ask you to do?
- Did you go anywhere? Where?
- What games did you play?
- Do you remember any of your friends or teachers? Who? Did you get in touch with them - how?
- Did you do anything related to your studies? What?

There are no 'right' answers to these questions. The intention is to get student to share their experiences. A supportive atmosphere will help them open up.

WEEK 4 : DAY 1

Activity 2 Know your classroom



Learning Objective

At the end of this activity, students will be able to collect, record (using pictures/numerals) and interpret simple information by looking at visuals.

Divide students into 4-5 groups.
Tell student to move around the classroom and collect data on mode of transport used by them to reach the school.

Based on this, let them complete the following table and draw inferences such as Which mode of transport is used by the maximum number of students? Why? Which mode of transport is used by the least number of student? Why?

Mode of Transport	No. of Student
Walking to school	
Bicycle	
Parents drop them off at school	
Bus	
Other (specify which)	

Activity 1

Arrange your daily routine



Learning Objective

At the end of this activity, students will be able to sequence the events occurring according to their duration in terms of hours/days.

The teacher will write down some daily activities listed below on the board.
Tell students to arrange the activities in the correct sequence (from morning to night)
Next, tell students to arrange all the activities in the sequence (ascending order) based on the time spent on each activity.
Discuss on time, and explain how to calculate duration if needed.
(If there are other activities your students are involved with – e.g. taking care of animals – please include them accordingly)

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

Activity 2 Calculate and sequence time



Learning Objective

At the end of this activity, students will be able to sequence the events occurring according to their duration in terms of hours/days.

The teacher will draw the table below on the board and then ask the students to copy the same table on their copies and fill the chart related to their daily activities.

Activity	Time	Time taken in mins
Wake up	6:00 am	5
Brush the teeth		
Have a bath		
Breakfast		
Morning study		
Going to school		
Reach school		
Leave the school		
Play with Friends		
Evening snacks		
Evening study		
Dinner		
Sleep time		
Total time at home		
Total time at school		

WEEK 4 : DAY 3

Activity 1 Analyse your marks



35 mins

Learning Objective

At the end of this activity, students will be able to collect, record (using pictures/numerals) and interpret simple information by looking at visuals.

The teacher will draw the table on the board. Then ask the below questions and discuss the reasons behind their answers.

No. of Student	Marks in Mathematics	Marks in English	Marks in EVS
Edward	78	45	56
Pynshai	56	54	78
Mary	45	98	89
Kyrsoi	89	87	90
Larisha	94	65	86

Who has got:

- the highest marks in Mathematics?
- the highest marks in English?
- the second-highest marks in EVS?
- the lowest marks in English?
- the lowest marks in Mathematics?
- the highest marks in EVS?

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

Activity 2 Find the popular thing



Learning Objective

At the end of this activity, students will be able to collect, record (using pictures/numerals) and interpret simple information by looking at visuals.

Divide the students into 4-5 groups.
Ask each group to roam around the class and ask each student to find out the following data from the whole class. (Teacher can also include other items if needed)

Material	Girl	Boy
Ice Cream	Total:	
Kulfi	Total:	
Noodles	Total:	
Momos	Total:	
Fries	Total:	
Games	Total:	
Folk dance	Total:	
Folk song	Total:	

WEEK 4 : DAY 4

Activity 1 Find family details



Learning Objective

At the end of this activity, students will be able to draw inference based on the data collected.

- Ask students to speak to five of their friends and find out how many members they have in their family.
- Looking at the data they have collected, ask them to infer the following:
 - Which of their friends has the biggest family?
 - Which of their friends has the smallest family?
 - Which of their friends has three family members?
 - Which of their friends has three siblings?
- Ask them what other inferences they can draw. As they name these, write them down on the board so that all students have access to it.

Activity 2 Analyse your class timetable



Learning Objective

At the end of this activity, students will be able to draw inference based on the data collected.

The teacher will draw the table below on the board. Ask students to look at the class timetable given below closely and answer the questions following:

Period	1	2	3	4	5	6
Monday	Hindi	Maths	EVS	Music	English	Games
Tuesday	Maths	Hindi	EVS	Library	English	Games
Wednesday	Hindi	Maths	EVS	Library	English	Games
Thursday	Maths	Hindi	EVS	English	Library	Music
Friday	Hindi	Maths	EVS	English	Library	Music
Saturday	Maths	Hindi	EVS	Library	English	Music

- Which periods do you have on Monday?
- On which days of the week do you have games period?
- On which days of the week do you have a drawing period?
- In which periods do you have E.V.S?
- In which periods do you have English?
- On which days of the week do you have library period?

Assessment 1



Competency

C-8.13 Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements.

LO

2.M.LO2.1: Collects, records (using pictures/numerals) and interprets simple information by looking at visuals.

Ask students to fill up the table below by getting information from their groups about what they did yesterday.

Number of Students	Girl	Boy
Woke up between 6-6:30 am		
Prepared their bag on their own		
Came to the school by walking		
Came to school by school van		
Someone dropped them to school		
Wore their school on their own		
Their mother helped them put on their school dress		
Had their braekfast on their own		
Were fes by their mother/father		

WEEK 4 : DAY 5

Assessment 2



Competency

C-8.10 Performs simple measurements of time in minutes, hours, day, weeks, and months.

LO

2.M.LO6: Sequences the events occurring according to their duration in terms of hours/days.

The teacher will ask the below questions and instruct them to write on their copies.

Write five daily activities that you can do within fifteen minutes.

Write three daily activities that take more than one hour.

Write three daily activities which are more than half an hour but less than one hour.



Competency

C-8.13 Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements.

LO

2.M.LO7: Draws inference based on the data collected.

Draw the table below and fill in the names of any six students at random. Tell students to imagine this is a list of monitors for the week. Based on the information, ask them to answer the questions that follow.

Day	Class Monitor
Monday	James
Tuesday	Linda
Wednesday	Mary
Thursday	David
Friday	Antony
Saturday	Mili

- 1. _____ will be the monitor of the class on Monday.
- 2. On _____ day, Linda will be the monitor.
- 3. If Thursday is a holiday, then _____ will miss their chance of becoming a monitor.
- 4. After David, _____ will become the monitor.
- 5. On Wednesday, _____ will be the monitor.

(Teachers are suggested to maintain this tracker at the end of each week)

CM IMPACT Meghalaya Class Readiness Programme

MATHEMATICS

APPENDIX



Main Menu

Pre-requisite Competency and Learning Outcomes essential for Grade-level learning

Foundational Stage(FS)	Pre-requisite LO	Grade-level
C-8.1 Sorts objects in groups and sub-groups based on more than one property	1.M.LO1.a Classifies objects into groups based on a few physical attributes	1.M.LO1.a is one of the fundamental concepts for the foundation of cognitive development of a child that affects other necessary concepts
C-8.4 Arranges numbers up to 99 in ascending and descending order	2.M.LO1.1 Reads and writes numerals for numbers up to 99	3.M.LO1.1 Reads and writes numbers up to 999 using place value
C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system	2.M.LO1.2 Uses place value in writing and comparing two-digit numbers	3.M.LO1.2 Compares numbers up to 999 for their value based on their place value
C-8.6 Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition	2.M.LO1.4 Solves simple daily life problems/ situations based on addition of two-digit numbers	3.M.LO1.3 Solves simple daily life problems using addition and subtraction of three-digit numbers with and without regrouping, sums not exceeding 999
	2.M.LO1.5 Solves daily-life situations based on subtraction of two-digit numbers	3.M.LO1.4 Constructs and uses the multiplication facts (tables) of 2, 3, 4, 5 and 10 in daily life situations

C-8.8 Recognises basic geometric shapes and their observable properties	2.M.LO2 Describes 3D and 2D shapes with their observable characteristics	3.M.LO4.1 Identifies and makes 2D-shapes by paper folding, paper cutting on the dot grid, using straight lines etc.
	2.M.LO2.1 Identifies basic 3D shapes such as cuboid, cylinder, cone and sphere by their names	3.M.LO4.2 Describes 2D shapes by the number of sides, corners and diagonals
C-8.9 Performs simple measurements of length, weight and volume of objects in their immediate environment	2.M.LO3 Estimates and measures length/ distances and capacities of containers using uniform non-standard units	3.M.LO5 Estimates and measures length and distance using standard units like centimetres or metres and identifies relationships
C-8.10 Performs simple measurements of time in minutes, hours, day, weeks and months	2.M.LO6 Sequences the events occurring according to their duration in terms of hours/days	3.M.LO10 Reads the time correctly to the hour using a clock/watch
C-8.13 Formulates and solves simple mathematical problems related to quantities, shapes, space and measurements	1.M.LO8 Collects, records (using pictures/ numerals) and interprets simple information by looking at visuals	
	2.M.LO7 Draws inference based on the data collected	3.M.LO12 Records data using tally marks, represents pictorially and draws conclusions

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