

**DERT**

DIRECTORATE OF EDUCATIONAL  
RESEARCH & TRAINING



# CM IMPACT Meghalaya Class Readiness Programme

**CLASS**



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**

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



Main Menu

## WEEK 1: DAY 1

## Activity 1 My Home, My Family!



## Learning Objective

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

- Ask students to sit in a circle. Now ask them the questions listed below. Instead of going one-by-one, use a paper ball-throw the ball to a student, and he/she will speak. If you smile and talk with students as if they are from your family, you will find them opening up in no time at all!
  - Who else at your home has their name with a letter that is in your name too?
  - Who does what at your home?
  - What do you do at home? Do you have to do any work?
  - What is the oldest thing at your home? How would it have come there?
- Once the student answers, he/she can throw the ball to someone else (but not their neighbour).
- Feel free to add any other question on this theme if you want. Also, you can change the questions for some students if you feel they will find it easier to talk about something else.

*Though the questions given are simple, some students may find it difficult to answer and you may have to help them overcome their shyness. You could do this by giving them time to respond, observe others and speak when they are ready.*

## WEEK 1 : DAY 1

## Activity 2 Mary and Her Pets



## Learning Objective

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

**Write the story on the board. Ask some students randomly to read the story in parts. You may also explain the story. Once you explain the story ask them to write the answers in their notebooks.**

*Mary lived in Mairang, Meghalaya. She had two animals as her pets - a monkey and a mongoose. Mary loved her pets. Mary also liked to play during the day. At night, she loved looking at the stars and moon. Mary loved eating mangoes. One morning, she plucked 10 mangoes from the mango tree. By evening, four were missing. Mary looked for the missing mangoes everywhere: under the mat, over the table, behind the door, on the bed. But she couldn't find the four mangoes anywhere.*

*Suddenly she felt her dress being pulled. There were three mice pulling her dress. They pointed to the veranda. She saw the monkey and the mongoose eating the mangoes together. She scolded them and gave one mango to each mouse. Since that day, she had five pets – one monkey, one mongoose and three mice.*

- Where did Mary live?
- What pets did Mary have?
- Which fruit did Mary love to take?
- Who helped Mary in searching the mangoes?
- What did Mary see in the veranda?
- How many pets did Mary have at the end?

## WEEK 1: DAY 2

## Activity 1 My Granny



## 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 story on the board. Ask the students to read the story from the board.**

*This is my granny. She has grey hair. My granny is a great gardener.  
She has a big garden.  
Granny grows grapes in her garden.  
The grapes are long and green.  
Every time I visit my granny, she greets me with a big grin on her face.  
I love my granny*



Have a conversation with the students on their Granny-

- What do you call your grandmother?
- How does she look?
- Why she is so special for you?

Ask them to write 8 sentences on their Grand Mother and draw a picture.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



## WEEK 1: DAY 2

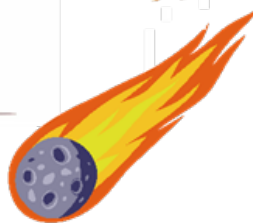
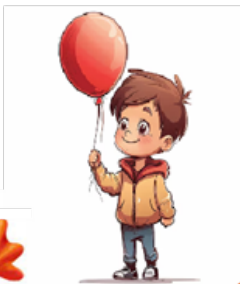
## Activity 2 Sentence Writing



## Learning Objective

At the end of this activity, the students will be able to describe the given pictures and write about them.

Draw the pictures on board. Ask the students to choose any three pictures and write 2 sentences for each in their notebooks.



## WEEK 1: DAY 3

## Activity 1 The Caterpillar



## Learning Objective

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

- Write the poem on the board. Explain the poem.
- Ask the students to recite it after you.
- Write the questions on the poem on the board.
- Ask the students to write the answers in their notebooks.

**The Caterpillar**

*by Christina Rossetti*

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

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

## WEEK 1: DAY 3

## Activity 2 Christmas



## Learning Objective

At the end of this activity, the students will be able to write a paragraph on the given topic.

- Have a conversation with students on Christmas. You may ask the questions below and add or change some other questions.
  - What did they do at Christmas?
  - Who came to their place?
  - What did they have at Christmas?
  - Why do they like Christmas?
- As the students respond write some keywords on the board like-
- Cake, church, Christmas Carol, new dress, friends, relatives, gifts, chocolates.
- Ask the students to write 8 sentences on Christmas based on the conversation and the keywords.

## WEEK 1: DAY 4

## Activity 1 My Favourite Toy



## Learning Objective

At the end of this activity, the students will be able to write a paragraph on the given topic.

- Ask the students to bring their favourite toy.
- Once they bring the toys ask them to write 5 sentences on them in their notebooks.
- You may write some key words on the board.
- Key words- favourite, colour, play, friends, mother, brother, sister
- You can also add more key words.

## WEEK 1: DAY 4

## Activity 2 Describe the object



## Learning Objective

At the end of this activity, the students will be able to write sentences on some common objects.

- Collect some objects which are easily available and display them on a tray. Objects can be -pencils, pen erasers, balls, chalk, duster handkerchiefs, gloves, spoons, plate sharpener etc.
- Ask the students to take any object they like.
- Have a conversation with them on the object.
  - Name of the object
  - Why did you choose the object?
  - What is the function of the object ?

After the conversation ask them to write 5 sentences on the object.

## WEEK 1: DAY 5

## Assessment 1



## Competency

**PS/C-3.1** Uses writing strategies, such as sequencing, identifying headings/sub-headings, the beginning, and ending, and forming paragraphs.

## LO

**1.E.LO 13:** Composes and writes simple, short sentences with space between words.

**2.E.LO12:** Writes 5-6 sentences in English on personal experiences/events using verbal or visual clues.

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

Write the sentences on the board and ask them to write them in sequence in form of a paragraph.

Arrange the sentences in correct order and write them in a form of paragraph.

1. The lion was sleeping in its den, and the monkeys were swinging on the trees.
2. We took lunch in the restaurant and enjoyed the whole day in the zoo.
3. I and my sister played a lot.
4. Last Sunday I visited zoo with my family.
5. The tiger was roaring in the cage, and the elephants were playing with water in the pond.
6. We saw colourful birds and other animals in the cage.

As the students complete this ask them to underline the nouns from the paragraph and circle the prepositions.

(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

<b>Name of the School</b>	<b>UDISE</b>
<b>Name of the Teacher</b>	<b>District</b>

Assessment Date
-----------------

[illegible]

## WEEK 2 : DAY 1

## Activity 1 A Windy Night



## Learning Objective

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

Write the story on board and read it out to the students:

- The wind was blowing hard. The clouds were thundering. The sky was dark. And we were all sitting inside our classroom. We were waiting for the rain to start. We knew the electricity would go out any minute now. And then our teacher will have to ask us to close our books. And suddenly we heard a loud sound, and it was coming towards our room. And then the lights went out...
- After reading out the story to the students in English and explaining the meaning of difficult words in their local language, ask them the following questions and ask them to either draw/write their answers in English.
  - How is the weather in the story?
  - In which month does it usually rain in your city/village?
  - Can you guess who would have made the loud sound in the story?
  - If you were in the story, how would you feel?



## WEEK 2: DAY 1

## Activity 2 Bake a Cake



## Learning Objective

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

- Have a discussion with students on 'baking a cake'. Ask them what steps go into baking a cake, according to them. Talk about the ingredients used and the process.
- After the discussion ask them to write the process using words like - Flour, Bake, Knead, Heat, Boil, Roll, Grind, Cream, Eggs, Milk, Mix

## WEEK 2 : DAY 2

## Activity 1 Prepositions



## Learning Objective

At the end of this activity, the students will be able to use prepositions appropriately.

Explain 'Prepositions' to your students. Give them some examples regarding the usage of 'in', 'on', 'under', 'above'. Write the following sentences on the board and ask students to read and complete the sentences with the correct prepositions. You can support them in this task.

- Birds live \_\_\_\_\_ trees.
- Snakes live \_\_\_\_\_ the ground.
- Monkeys sleep \_\_\_\_\_ trees.
- Lions stay \_\_\_\_\_ a cave.
- My cat sleeps \_\_\_\_\_ my bed.
- The roots are \_\_\_\_\_ the ground.
- The branches are \_\_\_\_\_ the ground.
- The dog sleeps \_\_\_\_\_ a box.

## WEEK 2 : DAY 2

## Activity 2 Story Writing



## Learning Objective

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

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

## WEEK 2 : DAY 3

## Activity 1 Pronouns



## Learning Objective

At the end of this activity, the students will be able to use nouns and pronouns appropriately.

Explain the concept of pronouns about nouns with examples. Write the sentences on the blackboard and ask them to replace the underlined nouns with pronouns.

**Replace the Underlined Nouns with Pronouns. Choose the pronouns from the given list, we, they, her, it, his.**

- John loves to play cricket. John practices every day.
- The cat is sleeping on the mat. The cat looks very comfortable.
- Sara and I went to the park. Sara and I enjoyed playing there.
- The children are playing in the park. The children are enjoying a lot.
- Father is cooking dinner. Father is an excellent cook.
- Joe loves to take chocolate cake. Joe's mother baked a chocolate cake.

## WEEK 2 : DAY 3

## Activity 2 Prepositions



## Learning Objective

At the end of this activity, the students will be able to use prepositions appropriately.

- Write the following sentences on board and ask the students to copy them in their notebooks and fill in the blanks with prepositions. in
- Write the list of prepositions on the board.

Fill in the blanks with prepositions. Choose the prepositions from the list below.  
*in, on, under, by, at, over, in front of*

- The cat is sitting \_\_\_\_ the table.
- The children are playing \_\_\_\_ the park.
- There is a bridge \_\_\_\_ the river.
- I go to school \_\_\_\_ bus.
- The books are \_\_\_\_ the shelf.
- The teacher is standing \_\_\_\_ the blackboard.
- My birthday is \_\_\_\_ January.
- We should not run \_\_\_\_ the corridor.
- The bird flew \_\_\_\_ the tree.
- Please wait \_\_\_\_ the door.

## WEEK 2 : DAY 4

## Activity 1 Adjectives



## Learning Objective

At the end of this activity, the students will be able to use adjectives appropriately.

- Write the sentences on the board and ask the students to copy them in their notebooks.
- Ask them to fill in the blanks with the correct adjective from the brackets.

**Fill in the blanks with the correct adjectives from the brackets given after each sentence.**

- The rabbit has \_\_\_ fur and long ears. (soft/hard)
- The \_\_\_ elephant was walking slowly. (huge /thick)
- This is a very \_\_\_ story; I enjoyed reading it. (interesting/boring)
- She wore a \_\_\_ dress to the party. (beautiful / formal)
- The teacher asked a \_\_\_ question to the class. (tricky/ big)
- My mother baked a \_\_\_ cake for my birthday. (delicious /bitter )
- The \_\_\_ flowers in the garden attracted many bees. (colourful /big)

## WEEK 2 : DAY 4

## Activity 2 My Best Friend



## Learning Objective

At the end of this activity, the students will be able to write a paragraph on a given topic.

Ask the students to write a paragraph of 8 sentences on 'My Best Friend'. Write the following clues on the board and ask them to take the clues from the list below.

- **Name:** (name of the best friend)
- **Qualities:** kind, helpful, funny, honest, caring, friendly, smart, hardworking
- **Physical Description:** tall, short, fair, dark, brown eyes, black hair, curly hair
- **Hobbies:** reading, playing football, drawing, dancing, singing, cycling
- **School Activities:** studies, plays together, group projects, helps with homework
- **Fun Together:** laugh, play, share secrets, go to the park, celebrate birthdays
- **Reason:** always supportive, understanding, loyal
- **Ending:** always there for me, grateful to have them, best friend forever

## WEEK 2 : DAY 5

## Assessment 1



## Competency

**PS/C-3.4** Uses appropriate grammar and structure in their writing.

## LO

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

**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.

- Write the sentences on the blackboard and ask the students to copy it in their notebooks
- Ask them to find out the nouns, pronouns, adjectives and prepositions, place them in the right column.
- Make the columns on the board and ask the students to make the same thing on the board.

**Read the sentences and find out nouns, pronouns, adjectives and prepositions. Write them in the correct column:**

1. Yesterday, I went to a beautiful park with my best friend.
2. The park was full of colourful flowers and tall trees.
3. We sat under a big tree and watched the children playing on the swings.
4. My friend brought a delicious sandwich, and she shared it with me.
5. It tasted so fresh and yummy!
6. Later, we walked through the park and saw a small pond with ducks swimming in the water.
7. The ducks were cute and friendly.
8. We had a wonderful time and promised to visit the park again soon.



Sentence number	Noun	Pronoun	Adjective	Preposition
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

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

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

## WEEK 3 : DAY 1

## Activity 1 Trees Around Me



## Learning Objective

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

## Trees Around My House

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

## WEEK 3 : DAY 1

## Activity 2 Picnic by the river



## Learning Objective

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

- Write the passage on the board.
- Explain the passage to the students.
- Ask the students to copy the passage in their notebooks.
- Ask them to read on their own and write the answers in their notebooks.

**Passage:**

*Last Saturday, Linda and her family went for a picnic by the river. They carried a big basket filled with sandwiches, fruits, and juice. The river was calm and sparkling under the sunlight. Linda and her brother Jacob played on the soft grass, while their parents relaxed under a shady tree. After lunch, they went for a short boat ride on the river. Linda was excited to see fish swimming in the clear water. As the sun began to set, they packed their things and went home with happy memories of the day.*

- Name the two children in the passage.
- Where did they go for a picnic?
- After lunch what did they do?
- Why was Linda excited?

## WEEK 3 : DAY 2

## Activity 1 Letter to 'Mother Earth'



## Learning Objective

At the end of this activity, the students will be able to write informal letters.

- Ask the students do they think that 'Mother Earth' is in danger? If they think so then ask them why. What should they do to protect 'Mother Earth'?
- Ask them to write a letter to Mother Earth on why and how they will protect 'Mother Earth'. Tell them that they can also decorate their letters with their drawings.

## WEEK 3 : DAY 2

## Activity 2 My Winter Days



## Learning Objective

At the end of this activity, the students will be able to write sentences on a given topic.

- Write the following sentences on the board. Ask the students to copy the sentences in their notebooks and complete the same.
- Ask them to add 3 more sentences describing their activities during Winter.

During winters, I \_\_\_\_\_ **play with** \_\_\_\_\_ snow.

In my house I like to \_\_\_\_\_

In winters, my friends and I \_\_\_\_\_

## WEEK 3 : DAY 3

## Activity 1

## My Favourite fruits and Vegetables



## Learning Objective

At the end of this activity, the students will be able to write sentences on a given topic.

- Ask students if there are certain fruits and vegetables that are only available certain times of the year. Because of this, are there certain dishes that they only get to eat during specific times in the year?
- Have a discussion on different types of seasonal food. Ask students what foods do they like to eat in the winter season?
- Ask them to draw 3 types of fruits and vegetables which they consume in the winter and write three sentences about each of them.

Activity 2

Dialogue Writing



Learning Objective

At the end of this activity, the students will be able to write dialogues between two living things.

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

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

Hearing them butterfly said,  
“ .....  
.....  
.....”  
Bees said,  
“ .....  
.....  
...  
.....  
”



## WEEK 3 : DAY 4

## Activity 1 Mary's Rainy Day



## Learning Objective

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

**Passage:**

*One evening, Mary was sitting by the window, watching the rain. The sky was dark, and the trees were swaying in the wind. Drops of rain were falling on the roof, making a soft sound. Mary loved rainy days because they made everything look fresh and green. She saw some children playing happily in the puddles. They were splashing water and laughing loudly. Mary wanted to join them, but her mother asked her to wait until the rain stopped. So, she sat with a warm cup of milk and freshly baked cake by her mom. She read her favourite storybook. She enjoyed the rain and the moments.*

- What was Mary doing while it was raining?
- How was the sky looking?
- Why did Mary love rainy days?
- What were the children doing?
- Why could Mary not join the children outside?

## WEEK 3 : DAY 4

## Activity 2 Make a story



35 mins

## Learning Objective

At the end of this activity, the students will be able to write a story based on different objects.

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



## WEEK 3 : DAY 5

## Assessment 1

## The Queen who Always Felt Cold



35 mins

## Competency

**PS/C2.2** Understands main ideas and draws essential conclusions from the material read.

LO

**2.E.LO3:** Identifies characters, and sequence of events in a story.

**3.E.LO4:** Reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English.

- Write the story on the board and ask the students to read the story.
- Ask the students to write the questions and answers in their notebooks.

Read the story and answer the questions below:

### ***The Queen Who Always Felt Cold***

*Once there was a Queen, who felt very cold. She felt cold during summers, and cold during winters. She felt cold when it rained and cold when it snowed.*

*One day, The King asked the Queen a question, “Why don’t you come with me for a walk in our beautiful park?”*

*“I feel very cold”, replied to the Queen. The King called the royal tailor. He asked him to make a special dress for the Queen. The tailor took a few weeks and made a quilted dress and a quilted cap. He even filled it with feathers of ducks and quail.*

*The Queen wore the new garments. She never felt so cold again. Her clothes kept her warm.*



- How did the Queen feel during the summer?
- Why did the Queen did not want to go for a walk in the beautiful park?
- Who made special dress for the queen?
- How was the dress?

## 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]

## WEEK 4 : DAY 1

## Activity 1 The Story of Daniel



## Learning Objective

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

- Write the passage on the board.
- Ask the students to read the passage.
- Explain the passage if required.
- Ask them to write the answers in their notebooks.

*Daniel woke up early and got ready for school. He packed his bag with books, his lunchbox, and a water bottle. At school, Daniel's teacher gave the class a surprise quiz. Daniel answered all the questions confidently because he had studied the night before. During lunch break, he shared his sandwiches with his best friend, Samuel. In the afternoon, the class went to the library, where Daniel borrowed a storybook about animals. When he returned home, he told his parents about the exciting day at school and started reading his new book.*

- Name the boy in the story.
- What was the name of his best friend?
- What made the boy happy in his school?

## WEEK 4 : DAY 1

## Activity 2 Rainy Day



## Learning Objective

At the end of this activity, the students will be able to write a paragraph on a given topic.

- Discuss with the students on Rainy Day
- Ask them how they like a rainy day.
- What do they do on Rainy Day?
- After the discussion ask them to write a paragraph on 'A Rainy Day'. Mention that the paragraph should be 8 sentences.
- Write some keywords on the board and ask them to write the paragraph using the keywords.
- **Keywords-**
  - Weather:** rain, thunder, lightning, cloudy, wet, cool, breezy
  - Nature:** fresh, green, muddy, puddles, rainbow, dripping leaves
  - Sounds:** pitter-patter, splash, rumbling, loud, soft
  - Activities:** staying indoors, reading, playing, paper boats, watching rain
  - Clothing:** umbrella, raincoat, boots
  - Food:** hot tea, pakoras, soup, snacks
  - Feelings:** happy, peaceful, excited, cozy, refreshing

## WEEK 4 : DAY 2

## Activity 1 Do As Directed



## Learning Objective

At the end of the activity, the students will be able to use nouns, pronouns, prepositions, and adjectives appropriately.

- Write the sentences with blanks on the board.
- Ask the students to copy the sentences in their notebooks.
- Ask them to fill up the blanks as directed.
  - The \_\_\_\_ (adjective) dog is barking loudly in the \_\_\_\_ (noun).
  - \_\_\_\_ (pronoun) is my best friend because \_\_\_\_ (pronoun) always helps me.
  - The children are playing \_\_\_\_ (preposition) the big \_\_\_\_ (adjective) garden.
  - She bought a \_\_\_\_ (adjective) dress from the \_\_\_\_ (noun) yesterday.
  - They went \_\_\_\_ (preposition) to the park to see the \_\_\_\_ (adjective) flowers.
  - My brother loves to read \_\_\_\_ (noun) when \_\_\_\_ (pronoun) is free.
  - There is a \_\_\_\_ (adjective) painting hanging \_\_\_\_ (preposition) the wall.
  - We met \_\_\_\_ (pronoun) at the \_\_\_\_ (adjective) restaurant last night.
  - The teacher asked \_\_\_\_ (pronoun) to put the books \_\_\_\_ (preposition) on the shelf.
  - He owns a \_\_\_\_ (adjective) car, and \_\_\_\_ (pronoun) drives it carefully.

## WEEK 4 : DAY 2

## Activity 2 The Busy Bee



## Learning Objective

At the end of the activity, the students will be able to comprehend the poem and write the answers based on the poem.

- Write the poem on the board.
- Ask the students to recite it after you.
- Explain the poem.
- Ask the students to write the answers of the questions in their notebooks.

**The Busy Bee**

*In the garden, beneath the sky,  
A busy bee is buzzing by.  
It flits to flowers, red and blue,  
Sipping nectar, making dew.*

*The sun is bright, the breeze is light,  
The bee works hard till it's almost night.  
Back to its hive, it hums with glee,  
A tiny worker, full of spree.*

- Where is the bee buzzing?
- What colours are the flowers mentioned in the poem?
- What does the bee sip from the flowers?
- When does the bee stop working?
- Write two adjectives from the poem.



## WEEK 4 : DAY 3

## Activity 1 Pronouns



## Learning Objective

At the end of the activity, the students will be able to use nouns and pronouns appropriately in the sentences.

Write the sentences on the board.

Ask the students to copy the sentences.

Mention that they have to replace the nouns with the pronouns

- Emma had a pet dog named Max. Emma took her dog to a park.
- Jacob and Michael are best friends. Jacob and Michael are very good singers.
- The cat was sitting on the wall. The cat was looking for looking for food.
- Maria went to Maria's school early today.
- The book was on the table, and the book had colourful pictures.
- John and I went to John's house to play video games.

## WEEK 4 : DAY 3

## Activity 2 Preposition



## Learning Objective

At the end of the activity, the students will be able to use prepositions appropriately in the sentences.

- Write the sentences on the board.
- Ask the students to copy the sentences.
- Mention that they have to fill up the blanks with prepositions.

Fill in the blanks with suitable prepositions.

- The cat jumped \_\_\_\_ the table.
- The book is lying \_\_\_\_ the desk.
- I placed the keys \_\_\_\_ the drawer.
- We walked \_\_\_\_ the park in the evening.
- The bird flew \_\_\_\_ the tree.
- My birthday is \_\_\_\_ June.
- The car is parked \_\_\_\_ the garage.
- The ball rolled \_\_\_\_ the chair.

## WEEK 4 : DAY 4

## Activity 1 Nouns



## Learning Objective

At the end of the activity, the students will be able to identify the nouns appropriately in the sentences.

- Write the sentences on the board.
- Ask the students to copy the sentences.
- Mention that they have to underline the nouns.

Underline the nouns in the following sentences.

- The cat is sleeping on the sofa.
- My brother is playing with a ball in the yard.
- The teacher gave us a new book to read.
- I saw a bird flying over the lake.
- The students are sitting at their desks in the classroom.
- The car stopped at the traffic light.
- She loves to visit the zoo every summer.
- The dog barked loudly at the stranger near the gate.

## WEEK 4 : DAY 4

## Activity 2 Adjectives



## Learning Objective

At the end of the activity, the students will be able to use the adjectives appropriately in the sentences.

- Write the sentences on the board.
- Ask the students to copy the sentences.
- Mention that they have to fill up the blanks with the options given in the brackets.

Fill in the blanks with the correct adjective from the options provided.

- |   |  |
|---|--|
| ▶ The ____ cat sat on the mat.<br>(Options: small, tall, slow)        | ▶ The ____ tree is in the park.<br>(Options: tall, short, noisy)         |
| ▶ The weather today is very ____.<br>(Options: sunny, hard, quiet)    | ▶ I love the smell of ____ flowers.<br>(Options: beautiful, cold, clean) |
| ▶ She wore a ____ dress to the party.<br>(Options: red, fast, smooth) | ▶ The ____ dog chased the ball.<br>(Options: playful, angry, loud)       |
| ▶ The ____ book is on the table.<br>(Options: big, happy, dry)        | ▶ He has a ____ voice.<br>(Options: soft, hard, large)                   |

Assessment 1

My First Day at School after the Vacation



Competency

**PS/C-3.1** Uses writing strategies, such as sequencing, identifying headings/sub-headings, the beginning, and ending, and forming paragraphs.

LO

**3.E.LO13:** Writes 5-6 sentences in English on personal experiences/events using verbal or visual clues.

Write 6 sentences on ‘The First Day of your school after the Vacation’.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_  
\_\_\_\_\_

(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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# 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)/ Preparatory Stage(PS)	Pre-requisite LO	Grade-level
<b>FS/C-9.5</b> Comprehends narrated/ read-out stories and identifies characters, storyline and what the author wants to say	<b>2.E.LO2</b> Responds to comprehension questions related to stories and poems, in home language or English or sign language, orally and in writing (phrases/ short sentences)	<b>4.E.LO4</b> Responds verbally/ in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read
<b>PS/C2.2</b> Understands main ideas and draws essential conclusions from the material read	<b>2.E.LO3</b> Identifies characters, and sequence of events in a story	<b>4.E.LO4</b> Responds verbally/ in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read
	<b>2.E.LO2</b> Responds to comprehension questions related to stories and poems, in home language or English or sign language, orally and in writing (phrases/ short sentences)	



<p><b>PS/C-3.1</b> Uses writing strategies, such as sequencing, identifying headings/ sub-headings, the beginning, and ending, and forming paragraphs</p>	<p><b>2.E.LO12</b> Composes and writes simple, short sentences with space between words.</p> <p><b>3.E.LO13</b> Writes 5-6 sentences in English on personal experiences/events using verbal or visual clues</p>	<p><b>4.E.LO14</b> Writes informal letters or messages with a sense of audience</p>
<p><b>PS/C-3.4</b> Uses appropriate grammar and structure in their writing</p>	<p><b>PS/C-3.4</b> Uses appropriate grammar and structure in their writing</p> <p><b>1.E.LO13</b> Uses nouns such as 'boy', 'sun', and prepositions like 'in', 'on', 'under', etc.</p> <p><b>2.E.LO7</b> Uses simple adjectives related to size, shape, colour, weight, texture such as 'big', 'small', 'round', 'pink' 'red' 'heavy' 'light' 'soft' Etc.</p> <p><b>2.E.LO10</b> Uses pronouns related to gender like 'his/her', 'he/she', 'it' and other pronouns like 'this/that', 'here/there' 'these/those' etc.</p> <p><b>2.E.LO11</b> Uses prepositions like 'before', 'between' etc</p> <p><b>3.E.LO8</b> 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</p>	<p><b>4.E.LO16</b> Uses nouns, verbs, adjectives, and prepositions in speech and writing</p>

# CM IMPACT Meghalaya Class Readiness Programme



## MATHEMATICS

## WEEK 1: DAY 1

## Activity 1 Identify number- 1



## Learning Objective

At the end of this activity, students will be able to read and write numbers up to 999 using place value.

## Phase 1

- Divide students into pairs.
- One student will write a two-digit number with her/his finger on the back of the other student, and she/he has to tell which number is written.
- Let both of them do it for 10 minutes (around 10 numbers each)
- Find out who has guessed more numbers correctly.

## Phase 2

- Let the group do a similar activity on the floor/desktop.
- Member 1 writes a two-digit number on the floor/desktop with their fingers (it should not be marked). Member 2 needs to identify the number and vice-versa.

## WEEK 1: DAY 1

## Activity 2 Identify number- 2



## Learning Objective

At the end of this activity, students will be able to read and write numbers up to 999 using place value.

- Carry three different-coloured straws and assign each colour to represent the units, tens, and hundreds of places. (For example, red straws for units, blue straws for tens, and white straws for hundreds.)
- Divide the students into 4–5 groups.
- Arrange some straws in front of the classroom and ask each group to come forward and guess the number.
- After guessing correctly, each group will explain their reasoning.
- Conduct 3-4 rounds with different numbers

## WEEK 1: DAY 2

## Activity 1 Make numbers- 1



## Learning Objective

At the end of this activity, students will be able to read and write numbers up to 999 using place value.

- Choose four random numbers between 7 to 16, such as 7, 9, 12, and 14.
- Divide students into pairs or small groups.
- Ask them to create as many two-digit numbers as possible where the digits add up to the chosen number. For instance, if the sum is 7, the numbers could be 16, 25, 34, etc.
- See how many two-digit numbers each group can create.
- Encourage them to discuss their methods and reasoning with the class.

## WEEK 1: DAY 2

## Activity 2 Make numbers- 2



## Learning Objective

At the end of this activity, students will be able to read and write numbers up to 999 using place value.

- On the blackboard, write a list of single-digit numbers (such as 3, 5, 7, 9, 2).
- Divide the class into groups of 3 or 4 students.

**Phase 1:**

- Instruct each group to use the given single digits to construct as many two digit numbers as possible.
- Record the number of two-digit numbers each group constructs and compare their results.

**Phase 2:**

- Next, provide the numbers 1-9 (1, 2, 3, 4, 5, 6, 7, 8, 9), and challenge each group to construct as many two-digit numbers as possible using these numbers. However, the digits 3, 5, 6, and 9 can only be placed in the tens place.
- Record the results and compare them to see which group has constructed the most two-digit numbers.

**Phase 3:**

- Finally, ask each group to construct as many two-digit numbers as possible using the numbers 1-9, but with the restriction that 3, 5, 6, and 9 can only be placed in the unit's place (not in the tens place).
- Record the number of two-digit numbers each group creates and compare their results to see which group constructed the most.

## WEEK 1: DAY 3

## Activity 1 Add pebbles and leaves



## Learning Objective

At the end of this activity, students will be able to solve simple daily life problems using addition and subtraction of three-digit numbers with and without regrouping, sums not exceeding 999.

- Take students for a nature walk on the school premises.
- Ask them to observe the trees present, count the number, and list them. Ask each student the number of trees they counted.
- Encourage students to explore the playground and collect various natural objects such as pebbles, seeds, leaves, and so on.
- Next, assign a value to each item. For example, pebbles could be worth five points, leaves could be worth two points, and so on.
- After assigning values, instruct students to pick a few items, count them, and calculate their total value.

## WEEK 1: DAY 3

## Activity 2 Shopping with Numbers



## Learning Objective

At the end of this activity, students will be able to solve simple daily life problems using addition and subtraction of three-digit numbers with and without regrouping, sums not exceeding 999.

- Set up a classroom store with items and prices.
- Divide students into 4-5 groups. Give each group some shopping scenarios for both addition and subtraction. For example- "If you buy a toy for ₹245 and a book for ₹320, how much will you spend in total?"
- "If you have ₹600, how much money will you have left after buying the book?"
- Similarly conduct several rounds and discuss the solution and steps.



## WEEK 1: DAY 4

## Activity 1 Addition of Odd-Even numbers



## Learning Objective

At the end of this activity, students will be able to solve simple daily life problems using addition and subtraction of three-digit numbers with and without regrouping, sums not exceeding 999.

- Introduce the concept of even and odd numbers to students, explaining that even numbers can be divided into two equal groups, while odd numbers have one leftover.
- Next, give a few pebbles to two students and ask them to distribute them equally between themselves. Instruct the students to count the number of pebbles each receives, and then determine whether the number is even or odd based on the distribution.
- Afterward, divide students into pairs and give each group a set of pebbles to distribute. Encourage students to count the number of pebbles each receives and determine whether the number is even or odd based on the distribution.
- Finally, explain to students that adding two odd numbers always results in an even number.

## WEEK 1: DAY 4

## Activity 2 Addition with boxes



## Learning Objective

At the end of this activity, students will be able to solve simple daily life problems using addition and subtraction of three-digit numbers with and without regrouping, sums not exceeding 999.

- Create four boxes and write down the numbers 1, 3, 5, and 7.
- Put some pebbles in these boxes.
- Pebbles in box 1 contain the value - one, box 2 contains the value - three, and boxes 3 and 4 contain the values five, and seven, respectively.
- Next, ask students to pick a total of 10 pebbles from any boxes in such a way that the sum is 37.
- Students can form groups of three, make their own boxes, put some pebbles in each and do this activity.

## WEEK 1: DAY 5

## Assessment 1



10 mins

## Competency

**C-1.1** Represents numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers.

LO

**3.M.LO1.1:** Reads and writes numbers up to 999 using place value.

Write the questions on the board and ask the students to solve and write down the answers in their notebooks:

1. In the number **736**, which digit is in the **tens place**?
2. Write the place value of each digit in **809**.
3. What is the number **600 + 50 + 7**?
4. Write the expanded form of **364**.

## WEEK 1: DAY 5

## Assessment 2



10 mins

## Competency

**C-1.1** Represents numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers.

LO

**3.M.LO1.2:** Compares numbers up to 999 for their value based on their place value.

Write the following questions on the board and ask the students to solve and write down the answers in their notebooks:

1. Compare the numbers using  $>$ ,  $<$ , or  $=$ :  
348 \_\_\_\_ 384  
572 \_\_\_\_ 527
2. Write “True” or “False” for each statement:  
 $678 > 687$   
 $450 < 405$   
 $899 = 899$
3. Which number is smaller?  
A. 390  
B. 309  
C. 399  
D. 392

## WEEK 1: DAY 5

## Assessment 3



15 mins

## Competency

**C-1.1** Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to  $10 \times 10$  (pahade) and applies the four basic operations on whole numbers to solve daily life problems.

LO

**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.

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

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

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

“While Carolene was going into the forest, she saw a hen sitting on golden eggs. Carolene went near the hen and brought the hen and 26 golden eggs. She fed the hen for a week. After a week, the hen laid another 33 golden eggs. Carolene wants to know how many golden eggs she has now. Find the total number of golden eggs she has.”

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

(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

**Assessment Date**

## WEEK 2 : DAY 1

## Activity 1 Our Environment



## Learning Objective

At the end of this activity, students will be able to show kindness and helpfulness to others (including animals, plants) when they are in need.

Ask students to sit in a circle. Once again, use a paper ball so that no one knows whose turn will come next - this keeps everyone interested!

- Can you name trees around us that have round leaves? Those that have pointed leaves.
- What do we get from these trees? Which trees' fruit do you NOT eat?
- What animals are found around you, and in your area?
- Which animals to people keep at home (domestic) in your area? And why?

Again, do ensure every student has an opportunity to speak.

## WEEK 2: DAY 1

## Activity 2 Multiplication Table



35 mins

## Learning Objective

At the end of this activity, students will be able to construct and use the multiplication facts (tables) of 2, 3, 4, 5 and 10 in daily life situations.

- Ask the students to hold both of their hands up with palms. Number the fingers from left to right as 1 to 10.
- Now ask them to hold down the finger of the number you want to multiply by 9. For example, if you are going to multiply by 3, so the 3rd finger is held down.
- The fingers to the left of the specific finger as the tens and the fingers to the right are units. For example, if you are doing 3 multiplied by 9, then there are 2 fingers to the left of 3rd finger and 7 fingers to the right of 3rd finger, i.e. 27.
- Follow the same process for all the numbers and ask the students to do it in pairs initially and then independently.





## WEEK 2 : DAY 2

## Activity 1 Repeated Subtraction



## Learning Objective

At the end of this activity, students will be able to explain the meaning of division facts by equal grouping/sharing and finds it by repeated subtraction.

- Divide students into groups, send the groups out of the classroom, and pick up 35 to 39 pebbles.
- Ask the groups to make 5 paper boxes.
- Then ask students to distribute their pebbles equally in 5 boxes.
- Check the distribution of the pebbles done by the students.
- Some students may not be able to distribute the pebbles equally.
- Ask those students to tell the number of pebbles that are required for equal distribution.
- You can change the number of boxes and the number of pebbles required in each.

## WEEK 2 : DAY 2

## Activity 2 Repeated Subtraction

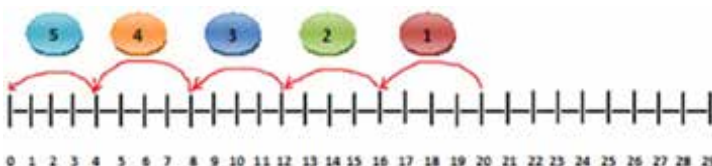


## Learning Objective

At the end of this activity, students will be able to explain the meaning of division facts by equal grouping/sharing and finds it by repeated subtraction.

- Divide the students into 5 groups.
- Put 20 paper balls on a table in front of the students and draw a number line on the board.
- First ask the students how many paper balls are there on the table and then ask the first group to come in front of the table and take 4 with them.
- Simultaneously, draw this step through the number line on the board.
- Then ask the second group to take another 4 paper balls and the teacher will do the same process with the number line.
- During this process there are no paper balls on the table.
- Assist students in comprehending that repeated subtraction is essentially division through this activity and the utilisation of a number line.

$$\begin{array}{l}
 20-4=16 \\
 16-4=12 \\
 12-4=8 \\
 8-4=4 \\
 4-4=0
 \end{array}
 \left. \vphantom{\begin{array}{l} 20-4=16 \\ 16-4=12 \\ 12-4=8 \\ 8-4=4 \\ 4-4=0 \end{array}} \right\} \begin{array}{l} \text{5 times} \\ \text{i.e. the} \\ \text{5 groups} \end{array}
 \quad \boxed{20 \div 4 = 5}$$



## WEEK 2 : DAY 3

## Activity 1

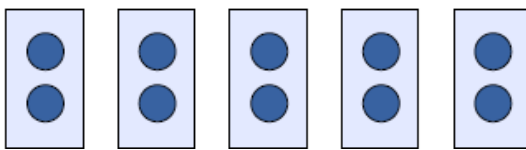
## Understanding Division by Grouping



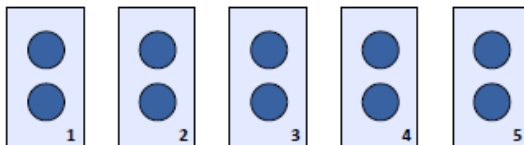
## Learning Objective

At the end of this activity, students will be able to explain the meaning of division facts by equal grouping/sharing and finds it by repeated subtraction.

- Ask the students to make groups of two pebbles.
- Ask them to keep adding such groups till they get a total of 10 pebbles.
- Show them by drawing boxes like shown below and ask them to do it in their notebook.



- Now count – how many boxes having 2 pebbles each?
- Students will count and say Five.



- Consolidate with saying – We write it like  $10 \div 2 = 5$

## WEEK 2 : DAY 3

## Activity 2 Divide with drawing



## Learning Objective

At the end of this activity, students will be able to explain the meaning of division facts by equal grouping/sharing and finds it by repeated subtraction.

- Divide the class into small groups.
- Provide paper and crayons to each group.
- Assign each group separate division problems (e.g.,  $18 \div 6$ ).
- Now instruct each group to draw and represent the problem visually (e.g., 18 apples divided into 6 baskets).
- Each group will present their solution to the class.

## WEEK 2 : DAY 4

## Activity 1 Money Order



35 mins

## Learning Objective

At the end of this activity, students will be able to add and subtract small amounts of money with or without regrouping.

- Encourage students to gather smaller denominations of currency notes that together add up to a larger amount.
- With the help of students create dummy currency notes and place them at your desk.
- Create 10 paper slips, each with a different question involving currency conversion, such as:

How many Rs.10 notes in Rs.500?	How many Rs.20 notes in Rs.1200?	How many Rs.100 notes in Rs.600?	How many Rs.50 notes in Rs.300?	How many Rs.10 notes in Rs.350?
How many Rs.20 notes in Rs.480?	How many Rs.50 notes in Rs.1500?	How many Rs.100 notes in Rs.2000?	How many Rs.200 notes in Rs.1400?	How many Rs.500 notes in Rs.3500?

- Ask any 10 students at a time to pick up any one chit one by one and explain it by using the Dummy currency box.

## WEEK 2 : DAY 4

## Activity 2 Purchase game



## Learning Objective

At the end of this activity, students will be able to add and subtract small amounts of money with or without regrouping.

- Tag prices to the objects present in the classroom like - sharpener, pencil box, notebook, pen, scale, tiffin box, water bottle, etc.
- Provide fake currency notes in the amount of Rs.100/- and will be asked to purchase the objects/materials of their choice.
- Ask students to do the calculations of their marketing in their notebooks.
- After the students have completed the task, let them share their lists and discuss their strategies for staying within budget.

## WEEK 2 : DAY 5

## Assessment 1



## Competency

**C-1.3** Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to  $10 \times 10$  (pahade) and applies the four basic operations on whole numbers to solve daily life problems.

## LO

**3.M.LO1.2:** Explains the meaning of division facts by equal grouping/sharing and finds it by repeated subtraction.

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

**Q:** Which problem can we solve with  $36 \div 4$ ?

Choose 1 answer:

1. A chef needed to put 36 plates away in the kitchen. She broke 4 of the plates. How many plates does she have left?
2. Fred has 36 rows of carrots. There are 4 carrots in each row. How many carrots does Fred have in all?
3. An art museum has 4 rooms. The museum has 36 paintings and puts the same number of paintings in each room. How many paintings are in each room?

## WEEK 2 : DAY 5

## Assessment 2



10 mins

## Competency

**C-1.3** Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to  $10 \times 10$  (pahade) and applies the four basic operations on whole numbers to solve daily life problems.

LO

**3.M.LO1.4:** Constructs and uses the multiplication facts (tables) of 2, 3, 4, 5 and 10 in daily life situations.

1. Make a table of 11 rows and 11 columns on the board as shown.
2. Demonstrate the multiplication of numbers written in horizontal and vertical alignments.
3. Divide the classroom into groups and ask groups to complete the whole table.

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



WEEK 2 : DAY 5

Assessment 3



Competency

**C-1.3** Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10x10 (pahade) and applies the four basic operations on whole numbers to solve daily life problems.

LO

**3.M.LO2:** Adds and subtracts small amounts of money with or without regrouping.

- 1. Next, give students a spending challenge. Tell them that they have Rs. 500 to spend and must use all of it. They cannot spend more or less than Rs. 500.
- 2. Ask students to create a table that lists the food items they would like to buy from the blackboard and the amount of money they plan to spend on each item. Each student should complete this activity independently and then share their expenditure details with the class in tabular form.

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

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

## WEEK 3 : DAY 1

## Activity 1 Make a shape chart



## Learning Objective

At the end of this activity, students will be able to identify and make 2D-shapes by paper folding, paper cutting on the dot grid, using straight lines etc.

- Pair up students and ask them to explore the school and classroom to find a variety of objects.
- Guide them to sort these objects into two categories: 2D and 3D shapes.
- Encourage them to sketch each object and label it with its name.
- Facilitate a conversation about the various shapes they've discovered and their unique features.
- Have students prepare a poster or chart showcasing the shapes they identified and present their work to the class.
- Stimulate discussion among students to explore any resemblances or distinctions they observed in their shape collections.

## WEEK 3 : DAY 1

## Activity 2 Shape Folding challenge



## Learning Objective

At the end of this activity, students will be able to identify and make 2D-shapes by paper folding, paper cutting on the dot grid, using straight lines etc.

**Phase-1**

- Ask students to take a piece of paper and further fold it to make a rectangle.
- Next, ask students to take a new piece of paper and fold it to make a square.
- Next, ask students to write how they know the first shape is a rectangle while the second is a square.

**Phase- 2**

- Give each student a square of paper.
- Provide instructions to fold the paper into specific shapes, such as:
  - Fold diagonally to create a triangle.
  - Fold in half vertically and horizontally to identify rectangles and squares.
  - Fold corners to the center to form a smaller square.

Now, discuss how the folds create different shapes and how sides and angles define them.

Consolidation: Ask students to use their scales and measure the shape's sides. Use this to differentiate between a square and a rectangle.

## WEEK 3 : DAY 2

## Activity 1 Draw the shapes



## Learning Objective

At the end of this activity, students will be able to describe 2D shapes by the number of sides, corners and diagonals.

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

## WEEK 3 : DAY 2

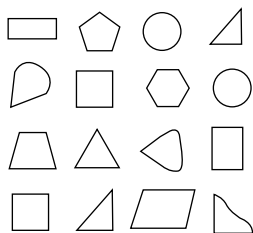
## Activity 2 Colour and Find out



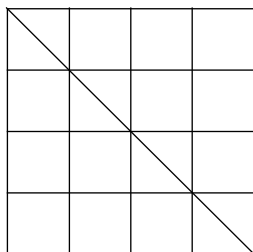
## Learning Objective

At the end of this activity, students will be able to describe 2D shapes by the number of sides, corners and diagonals.

- Draw the picture sheet of shapes on the board. Ask students to draw the same on their copies and fill colour as mentioned below.
  - square – green
  - triangle – red
  - circle - yellow
  - rectangle – blue



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



## WEEK 3 : DAY 3

## Activity 1 Measure your classroom



## Learning Objective

At the end of this activity, students will be able to estimate and measure length and distance using standard units like centimetres or metres and identifies relationships.

Divide the students into a simple task to be completed in classroom, and have them document their findings to share with the class.

- Using your footsteps, measure the length of all the rooms in your house.
- Write the measurement (length and breadth) of each room and arrange them in ascending order.
- Using measuring tape, measure the length and breadth of all the rooms and arrange them in ascending order.
- Compare the measurements of the biggest room obtained in steps 2 and 3. Is it the same room or not?

## WEEK 3 : DAY 3

## Activity 2 Measure the stick



## Learning Objective

At the end of this activity, students will be able to estimate and measure length and distance using standard units like centimetres or metres and identifies relationships.

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



## WEEK 3 : DAY 4

## Activity 1 Guess and weight



## Learning Objective

At the end of this activity, students will be able to weigh objects using standard units— grams and kilograms using simple balance.

- Bring some objects, E.g., different sizes of potatoes, different sizes of tomatoes, a duster, a pencil box, a filled water bottle, and a bunch of notebooks etc.
- Divide the students into groups and ask each group which is heavier or lighter.
- Pick an object (heavier one) and tell students to use other objects that equal its weight (Students can repeat the object)
- Ask students to measure the weight by machine and explain which is right or wrong.

Introduce and discuss the different SI units of weight and their significance. Repeat the activity with other objects.

## WEEK 3 : DAY 4

## Activity 2 Create a Weight Chart



## Learning Objective

At the end of this activity, students will be able to weigh objects using standard units– grams and kilograms using simple balance.

- In continuation of the previous activity, the teacher will ask students to weigh classroom objects like- textbook, water bottle, duster etc. and note their weights.
- In groups, they will create a chart using colourful chart papers categorising objects into Grams and Kilograms.
- Then discuss in groups why some objects are measured in grams and others in kilograms.

## WEEK 3 : DAY 5

## Assessment 1



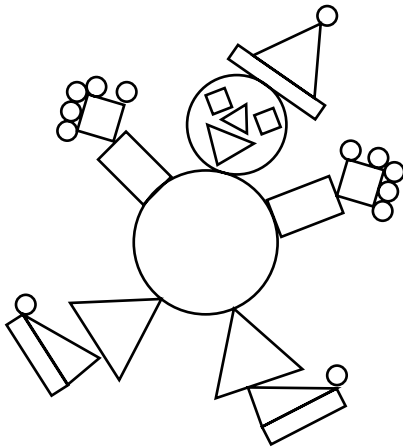
## Competency

**C-2.1** Identifies, compares, and analyses attributes of two- and three-dimensional shapes and develops vocabulary to describe their attributes/properties.

LO

**3.M.LO4.2:** Describes 2D shapes by the number of sides, corners and diagonals.

Look at the picture given below and answer the given questions.



Total number of Circles in the picture \_\_\_\_\_

Total number of Square in the picture \_\_\_\_\_

Total number of Rectangles in the picture \_\_\_\_\_

Total number of Triangles in the picture \_\_\_\_\_

## WEEK 3 : DAY 5

## Assessment 2



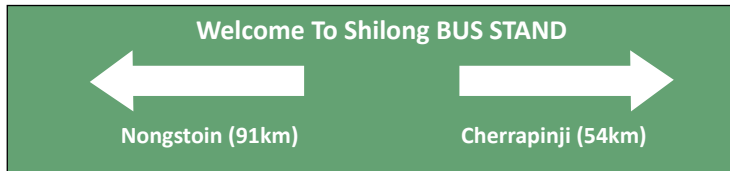
## Competency

**C-3.2** Uses an appropriate unit and tool for the attribute (like length, perimeter, time, weight, volume) being measured.

## LO

**3.M.LO5:** Estimates and measures length and distance using standard units like centimetres or metres and identifies relationships.

1. Draw the following on the board and ask students to tell how far Nongstoin is from Cherrapunji.



2. Ask students the following questions:  
Which unit will you use to measure the following? (centimetre, metre, kilometre)
  - a. The height of Clock Tower in Shillong is 50 .....
  - b. The length of the exercise book is about 21 .....
  - c. The distance from Shillong to Guwahati is about 250 .....
  - d. Your classroom is about 4 ..... high
  - e. Height of your friend is about 135 .....

WEEK 3 : DAY 5

Assessment 3



Competency

**C-3.2** Uses an appropriate unit and tool for the attribute (like length, perimeter, time, weight, volume) being measured.

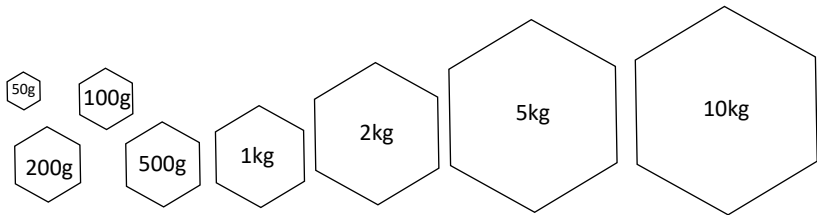
LO




**3.M.LO6:** Weighs objects using standard units– grams and kilograms using simple balance.

1.

Draw the weights on the board and the following table.
2.

Next, instruct students to draw the weights that they will use to measure the weights of the following objects.



	7kg 500g	
	3kg 700g	
	1kg 250g	

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

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

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

[illegible]

## WEEK 4 : DAY 1

## Activity 1 What did you see on way to school?



## Learning Objective

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

Tell students: On the way to school I saw these things - a dog, a tree, an electricity pole....

What did you see on the way to school? Provide the below prompts:

- First, name those things that have P in their name
- Then name those things that have R in their name (continue like this)

## WEEK 4 : DAY 1

## Activity 2 Birthday Finder



## Learning Objective

At the end of this activity, students will be able to identify a particular day and date on a calendar.

- Teacher will draw a month-wise calendar on the board.
- Instruct each student to find out their birthday from the calendar and next, they will draw that month's calendar on their copies.
- Next teacher will ask them to find out what day of the week the birthday falls on.
- Next the teacher will ask some questions like- "What is the date of second Monday", "The last Saturday of this month" etc.
- Students will note down their responses on their copies.



## WEEK 4 : DAY 2

## Activity 1 Capacity Relay



## Learning Objective

At the end of this activity, students will be able to compare the capacity of different containers in terms of non-standard units.

Divide the students into two teams.

- Distribute each team two large containers, several small containers of different sizes and water or sand whichever is available.
- Instruct each team to fill the large container using smaller containers.
- Students have to fill the large one and count the number of times it takes to fill it.
- The team with the closest estimate of capacity will win.

## WEEK 4 : DAY 2

## Activity 2 Create Capacity Chart



## Learning Objective

At the end of this activity, students will be able to compare the capacity of different containers in terms of non-standard units.

Divide students into smaller groups.

- Distribute various containers, measuring cups & spoons, water or sand whichever is available.
- Ask each group to measure the capacity of their container using the same non standard units
- Then each group will compile the results into a class chart and discuss which containers hold the most and least.

Activity 1 Trace the dots



Learning Objective

At the end of this activity, students will be able to extend patterns in simple shapes and numbers.

Draw the table below on the board and ask the students to draw the same on their copies. Next, ask them to trace the dots and let them observe the pattern in each row. Next, ask them what is repeating in each row.


## WEEK 4 : DAY 3

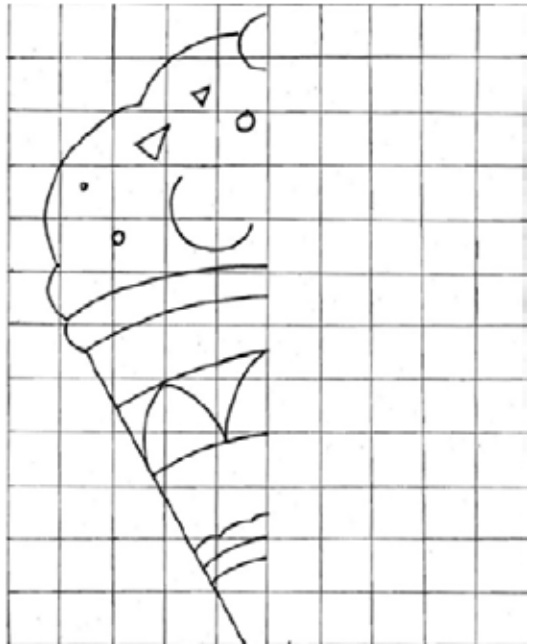
## Activity 2 Colour the same



## Learning Objective

At the end of this activity, students will be able to extend patterns in simple shapes and numbers.

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



Activity 1 Analyse your timetable



Learning Objective

At the end of this activity, students will be able to record data using tally marks, represents pictorially and draws conclusions.

Ask students to look at the class timetable given below closely and answer the questions that follow:

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?

Activity 2 Counting in groups



Learning Objective

At the end of this activity, students will be able to record data using tally marks, represents pictorially and draws conclusions.

Draw this picture on the board.  
Ask students to make a group of 10 objects.  
Then, write the number of groups made and the  
number of objects left in the table. Then, ask the  
students to write the number of the objects in  
Tally as well as in numbers.


## WEEK 4 : DAY 5

## Assessment 1



## Competency

**C-3.2** Uses an appropriate unit and tool for the attribute (like length, perimeter, time, weight, volume) being measured.

## LO

**3.M.LO7:** Compares the capacity of different containers in terms of non-standard units.

Write the questions on the board and ask students to solve on their copies:

1. Which container will fill a bucket faster?
  - a) A cup
  - b) A mug
  - c) A spoon
  - d) Cannot be determined
2. If a container can hold 10 cups of water, and another container can hold 15
3. cups of water, the larger container holds \_\_\_\_\_ more cups than the smaller one.
4. Why is it important to use the same unit (e.g., cups, spoons) when comparing the capacity of different containers?
5. Imagine you are filling a swimming pool with buckets and mugs. Explain why it's better to use buckets than mugs.

## WEEK 4 : DAY 5

## Assessment 2



10 mins






## Competency

**C-2.4** Discovers, recognises, describes, and extends patterns in 2D and 3D shapes.

LO

**3.M.LO11:** Extends patterns in simple shapes and numbers.

Write the questions on the board and ask students to solve on their copies:

- Write the missing number in the pattern 10, 20, \_\_\_\_, 40, 50.
- Identify the next shape in the sequence:  

  - 
  - 
  - 
  - 
- Write the next two numbers in the pattern: 100, 90, 80, 70, \_\_\_\_, \_\_\_\_.
- The pattern of a flower garden is as follows: 1 red flower, 2 yellow flowers, 3 red flowers, 4 yellow flowers. What is the colour and number of the next group of flowers?
- Write the next three terms in the pattern: 2, 5, 10, 17, 26, \_\_\_\_, \_\_\_\_, \_\_\_\_



## WEEK 4 : DAY 5

## Assessment 3



10 mins

## Competency

**C-4.3** Selects appropriate methods and tools for computing with whole numbers, such as mental computation, estimation, or paper pencil calculation, in accordance with the context.

LO

**3.M.LO12:** Records data using tally marks, represents pictorially and draws conclusions.

Ask students to use the table below to draw inferences:

Name of the 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:**

1. the highest marks in Mathematics?
2. the highest marks in English?
3. the second-highest marks in EVS?
4. the lowest marks in English?
5. the lowest marks in Mathematics?
6. the highest marks in EVS?
7. what other inferences can you get students to draw from this data?

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

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**Assessment Date**

[illegible]

# CM IMPACT Meghalaya Class Readiness Programme

**MATHEMATICS**

## **APPENDIX**



**Main Menu**

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

Preparatory Stage (PS)	Pre-requisite LO	Grade-level
<b>C-1.1</b> Represents numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers	<b>3.M.LO1.1</b> Reads and writes numbers up to 999 using place value.	<b>4.E.LO4</b> Responds verbally/ in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read
	<b>3.M.LO1.2</b> Compares numbers up to 999 for their value based on their place value.	
	<b>3.M.LO1.3</b> Solves simple daily life problems using addition and subtraction of three-digit numbers with and without regrouping, sums not exceeding 999	
<b>C-1.3</b> Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10x10 (pahade) and applies the four basic operations on whole numbers to solve daily life problems	<b>3.M.LO1.4</b> Constructs and uses the multiplication facts (tables) of 2, 3, 4, 5 and 10 in daily life situations.	<b>4.M.LO1.1</b> Multiplies 2 and 3 digit numbers
	<b>3.M.LO1.6</b> Explains the meaning of division facts by equal grouping/sharing and finds it by repeated subtraction.	<b>4.M.LO1.2</b> Divides a number by another number using different methods like Pictorially (by drawing dots), equal grouping or repeated subtraction and by using inter-relationship between division and multiplication
	<b>3.M.LO2</b> Adds and subtracts small amounts of money with or without regrouping.	<b>4.M.LO1.3</b> Creates and solves simple real life situations/problems including money by using the four operations

<b>C-2.1</b> Identifies, compares, and analyses attributes of two- and three-dimensional shapes and develops vocabulary to describe	<b>3.M.LO4.1</b> Identifies and makes 2D-shapes by paper folding, paper cutting on the dot grid, using straight lines etc.	<b>4.M.LO3.4</b> Shows through paper folding/ paper cutting, ink blots, etc. the concept of symmetry by reflection
	<b>3.M.LO4.2</b> Describes 2D shapes by the number of sides, corners and diagonals	<b>4.M.LO3.1</b> Identifies the centre, radius and diameter of the circle
<b>C-2.4</b> Discovers, recognises, describes, and extends patterns in 2D and 3D shapes	<b>3.M.LO11</b> Extends patterns in simple shapes and numbers.	<b>4.M.LO11</b> Identifies the pattern in multiplication and division (up to multiple of 9)
<b>C-3.2</b> Uses an appropriate unit and tool for the attribute (like length, perimeter, time, weight, volume) being measured	<b>3.M.LO5</b> Estimates and measures length and distance using standard units like centimetres or metres and identifies relationships.	<b>4.M.LO6.a</b> Estimates the length of an object/distance between two locations and verifies them by actual measurement
	<b>3.M.LO6</b> Weighs objects using standard units— grams and kilograms using simple balance.	<b>4.M.LO6.b</b> Estimates the weight of various objects, volume of liquid, etc. and verifies them by actual measurement
	<b>3.M.LO7</b> Compares the capacity of different containers in terms of non-standard units.	
	<b>3.M.LO9</b> Identifies a particular day and date on a calendar.	<b>4.M.LO8</b> Reads clock time in hour and minutes and expresses the time in a.m. and p.m.
<b>3.E.LO8</b> 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	<b>3.M.LO12</b> Records data using tally marks, represents pictorially and draws conclusions.	<b>4.M.LO13</b> Represents the collected information in tables and bar graphs and draws inferences from these

**DERT**

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