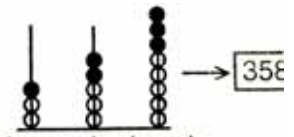


	Numbers	<p>UBC</p> <p>Ability to compute</p>	<ul style="list-style-type: none"> — Reads and writes numbers upto 1000 in figures and words. — Represents 3 digit number in expanded form. — Counts and writes numbers based on skip counting, backward counting, forward counting. — Writes smallest and greatest 3 digit numbers. — Identifies the place & place value of a given digit in a 3 digit number and encircles them as instructed. — Identifies the packets of hundreds, tens and ones. — Compares the numbers and ordering of numbers and arrange them. — Finds the colours the given 3 digit numbers 	<ul style="list-style-type: none"> 2. To form as many as different 3 digit numbers based on the 3 number flash cards shown 4 2 1 and to write their number name. Later, they can be asked to arrange them in ascending / descending order. 3. To make chart on numbers & number name. 1. Spike abacus can be used to explain the concepts of place & place value or packets of 100's, 10's & loose items. 2. Game : 1. Skip & count. 2. Hidden treasure. (Hiding chits of 3 digit numbers & asking students to hop steps in 10's, 100's, 50's and to find it. Name it.) 1. Flash cards can be used to help the child to identify and form 3 digit numbers. 2. Various number games can be played with the help of 3 digit number flash cards in the class. 	
--	---------	--------------------------------------	--	--	--

		Problem solving	<p>in a given chart.</p> <ul style="list-style-type: none"> — Forms and matches the number based on the hints given eg. one & half century. — Draws of places the flash 100's, 10's and ones according to the 3-digit number given. — Forms the greatest 3-digit number and the smallest 3 digit number based on the 3 number flash cards shown. — Forms the 3-digit number based on the pictures of collection of objects. eg. 3 hundred rupees, 2 ten rupees, 5 one rupee note. 325 	<ul style="list-style-type: none"> — Flash cards can be used for the same purpose. 	
L – 3 Give and take	UBC	<ul style="list-style-type: none"> — Forms a 10 × 10 number grid and identifies the correct placement of numbers. — Understands the method of moving one step up/down or one 	<ul style="list-style-type: none"> — A chart or transparency (OHP) of 10 × 10 number grid can be used to identify the numbers based on direction of steps. — Later, this can be used to compute addition/subtraction of 2 digit numbers. 	<p>Skill in quick mental maths. Observation, Speed, Accuracy.</p>	

		Ability to compute	<p>step left, right and to identify the given number.</p> <ul style="list-style-type: none"> — Adds and subtracts 2 digit numbers using number grid. Without grouping. With grouping. — Adds 2 digit number by using expanded notation. (split & add) — Computes the simple addition & subtraction operations simultaneously. eg. $23 + 10 = \quad - 10$ $\quad = + 1$ $\quad = - 0 = 9 ?$ — Calculates simple addition in mind (mental maths). — Adds 3 digit numbers by placing them in columns. 	<ul style="list-style-type: none"> — Narrate a story or show a picture to form word problem. Ask the students to add or subtract in the given situation. Puzzles, mind train game, card game. 	
		Problem solving	<ul style="list-style-type: none"> — Reads, understands and solves problems in different situations presented through pictures and stories. — Solves word problem. 	<ul style="list-style-type: none"> — Questions based on day to day life are framed and are asked to solve. 	

			<ul style="list-style-type: none"> — Solves puzzles based on addition and subtraction. — Frames verbal problems. — Adds 3 digit numbers without regrouping using a spike abacus. — Estimates the sum / difference. 	<ul style="list-style-type: none"> — Spike abacus can be used. — 2 different coloured beads. Eg. add 235 & 123.  <p>Count the beads</p> <p>Count the beads</p>	
August	L – 4 Long and Short	UBC	<ul style="list-style-type: none"> — Lists the standard units and non-standard units of measurements. — Distinguishes between standard & non-standard units. — Understands the need of standard units. — Knows about the scale and its features. — Measures object using scale. — Knows the length of a metre rope. — Reads and measures the height of a person in a height scale. 	<ul style="list-style-type: none"> — Collect or draw pictures of standard / non-standard units. — Draw a scale. — Measure length and breadth of a note. — Using a scale find length of desk, book, table, blackboard etc. — Make a metre rope using measuring tape. — Find out height of each child and ask them how much more than 1 metre, their height is ? Eg. 143 cm = 1 metre 43 cm. 	<p>Accuracy.</p> <p>Conversion of units.</p>

		Ability to compute	<ul style="list-style-type: none"> — Uses a scale to measure objects and answers questions based on measurement. — Draws or measures a line given. 	<ul style="list-style-type: none"> — Two points or destinations marked (1 with long route / 1 with short route). Ask students to measure & tell the short route. 	
		Problem solving	<ul style="list-style-type: none"> — Finds distance between two points in metres. — Estimates the length given of objects in cms. and verifies it by using scale. — Relates cms & metres accordingly to the given length. 	<ul style="list-style-type: none"> — Activity sheet can be made depicting road map of a city and students are asked to calculate. 	Estimation.
Sept-ember	L – 5 Shapes and Designs	Understanding basic concepts	<ul style="list-style-type: none"> — Recognizes and draws the plane figures. — Understands the meaning of edges and corners and counts. — Distinguishes between straight & curved edges and cites their examples. 	<ul style="list-style-type: none"> — Draw and colour different geometrical shapes. Use paper squares to fold and create shapes. These can later be used to teach the concepts of edges and corners. 	Enhances creativity.
		Ability to compute	<ul style="list-style-type: none"> — Understands the meaning of tangram. — Uses 5 pieces & 7 	<ul style="list-style-type: none"> — Use paper squares to make tangram and various shapes and designs can be created by pasting 	Drawing skill. Develops accuracy in placement

		Problem solving	<p>pieces tangram to create different shapes.</p> <ul style="list-style-type: none"> — Recognize and identifies the shapes in weaving. — Creates weaving pattern using different geometrical shapes. — Arranges the given tiles to complete a floor pattern. — Creates tile patterns using paper cutting technique. — Identifies positions (up, down, front, behind), distance (near, far), size (tall, small), corners and shapes. 	<p>them.</p> <ul style="list-style-type: none"> — Paper folding / paper cutting to make weaving patterns. O * O * O * (Cut and paste deisgn.) — Cut different coloured shapes and paste to give a tiling pattern. — Games like treasure hunt/recognize in a number grid can be played. 	of objects in a pattern.
Sept-ember	L – 6 Fun with Give and Take	Ability to compute	<ul style="list-style-type: none"> — Estimates the sum of two 3-digit numbers. — Arranges the addends in the column and adds. — Adds by pictorial representation. — Adds and checks the addition simultaneously. 	<ul style="list-style-type: none"> — Teacher would frame questions based on day to day life and would ask the child to estimate the answer. — Solves mental ability questions. — Abacus can be used to teach addition/subtraction of 3-digit (without regrouping). — Use of number line to add/subtract. — Completing the patterns of numbers 	Develops speed in mental maths. Develops accuracy in addition / subtraction. Logical thinking.

		Problem solving	<ul style="list-style-type: none"> — Understands and subtracts 2 digit number using number line — Reads, understands and decides the appropriate operation to solve the word problem. — Solves problems presented by pictorial representation and verbal description. — Describes situations corresponding to addition and subtraction (framing of questions). — Estimates the sum of difference and compares the result after solving the problem. 	<p>involving addition/subtraction.</p> <ul style="list-style-type: none"> — Solves word problem on life situations. — Conduct quiz between two groups. 	Reasoning. Estimation.
October	L – 7 Time goes on	UBC	<ul style="list-style-type: none"> — Relates the time taken to complete an activity or any action with seconds, hours, minutes, days or years appropriately. — Understands the use of 	<ul style="list-style-type: none"> — Flash cards with different activities like morning routine of a child, growth of a child, daily activities in a school are drawn and are rearranged to get proper duration of day. (Eg. seconds, morning, day,.night). (Topsy Turvy Time) List 	Understands and appreciates value of time.

			<p>time.</p> <ul style="list-style-type: none"> — Develops understanding of second, minutes, hour, day, morning, evening, breakfast, dinner, year, month, week. — Understands the use of clock & calendar. — Draws a clock. — Reads the calendar to find a particular day and date. 	<p>and draw activities that time can be done in 1 sec, 1 hour, 1 day).</p> <ul style="list-style-type: none"> — Make a clock. — Make a class time table. — Make birthday chart of your class. — Make a calendar of your own. 	Punctuation.
		Ability to compute	<ul style="list-style-type: none"> — Draws the clock and reads the correct time. — Sequences the events chronologically. 	<ul style="list-style-type: none"> — Draw a clock and show the given time (picture puzzle). Sequencing of events in a story. — Represent a story on time line. 	Time management.
		Problem solving	<ul style="list-style-type: none"> — Makes own time line. — Learns to read a birth certificate. — Solves problems based on time and calendar. — Discovers patterns through a calendar. 	<ul style="list-style-type: none"> — Calculate the age of a person seeing a birth certificate. — Find the day, date, no. of days in a calendar in a given month. — Listing days/dates/months of various festivals of India (in order of months). 	
			Cumulative test.		
November	L – 8 Who is	UBC	<ul style="list-style-type: none"> — Compares the item which is heavier. 	<ul style="list-style-type: none"> — Using a toy balance/weight machine; weigh (a) two items of 	Logical thinking.

	heavier	Problem solving	<ul style="list-style-type: none"> — Estimates the weights of familiar things they see. — Understandings that a balance is used to weigh things in day to day life. — Knows the units of measuring weight (kg, gm). — Understands the meaning of half a kg, pinch of salt. — Lists the things bought at home from grocery shop according to weight. — Weighs the things available in day to day life (eg. bag, books, stones, sticks). — Compares heavy & light. 	<ul style="list-style-type: none"> same quantity, but weight varies. (7 ground nuts/7 chana dal) (b) Objects with same quantity (1 apple – 1 mango) (c) objects with a bigger size and smaller size. — Knows your weight by weighing machine. — Count how many apples are there in 1 kg. — Compare 1 kg flowers and 1 kg stone. — Using a balance weight and compare different objects. — Make a list of things brought at your home and quantity brought. — Guess the weight of objects less than 1 kg and more than 100 kg and match. — Paste pictures of various things or balances used to weigh objects. 	<p>Reasoning.</p> <p>Accuracy in measuring weight.</p> <p>Guessing & Estimation.</p>
December	L – 9 How many times	Formation of numbers	<ul style="list-style-type: none"> — Counts the objects in each collection (in rows/in columns). — Draws the objects in rows/columns as directed. 	<ul style="list-style-type: none"> — Game : Fire in the mountain : — Group in 2's and 3's — Draw things which are in pairs. 	Develops mathematical attitude.

		<p>UBC</p> <ul style="list-style-type: none"> — Identifies the sign used in multiplication. — Relates multiplication as repeated addition. — Understands the Concept of multiplication. — Learns tables up to 10. 	<ul style="list-style-type: none"> — Observe the illustration and write 5 times 3 means $3 + 3 + 3 + 3 + 3$. — Drilling of tables upto 10 done daily for 5 minutes. 	<p>Guessing.</p> <p>Logical thinking.</p>
	<p>Ability to compute</p>	<ul style="list-style-type: none"> — Solves questions based on multiplication as repeated addition. — Solves questions based on skip counting involving operation of multiplication. — Completes the pattern based on multiplication. — Lists multiples of numbers eg. 2, 5, 10. — Lists factors of given numbers. — Solves questions based on 2 digit numbers multiplication by split and multiply method. — Completes the multiplication grid. 	<ul style="list-style-type: none"> — Stories can be narrated to teach tables of 2's, 4's, 5's by skip counting. — Children solve questions to find out cost of a number of items. — Complete the factor tree. — Completing the grid of multiplication. — Children attempts word problem and discuss the operation involved in it. 	<p>Enhances mental maths.</p>
	<p>Problem</p>	<ul style="list-style-type: none"> — Solves word problem 		

		solving	<p>based on day to day life.</p> <ul style="list-style-type: none"> — Frames questions (verbal problems). — Arranges the sticks to form tables of a number. 		
	L – 10 Play with pattern	Formation of numbers UBC	<ul style="list-style-type: none"> — Observes and understands the number pattern. — Identifies the even and odd numbers. — Understands a pattern. — Recognizes the basic unit which generates the patterns. — Realizes the role of creating a pattern. — Decodes the secret messages based on patterns. — (Cut & paste) Forms different geometrical figures to form patterns. — Identifies the patterns and completes the design. 	<ul style="list-style-type: none"> — Observes a set of numbers given and identify the basic unit of pattern. eg. 2, 4, 6, 8, ____, ____, ____. — Using 10 × 10 grid colour all the even numbers and odd numbers in different colours. — Observes the pattern around. eg. Grills of window, border of saree, tiles; continue the pattern by observing it. — Recognize and create a pattern of their own. — Cut & paste different coloured geometrical shapes to complete a pattern. — Colour and complete the pattern. — Arrange the names of their classmates having same alphabets or alphabets in order. eg. Anita, Babita, Carol, Deepa. 	<p>Develops algebraic thinking.</p> <p>Reasoning Observation Creativity</p> <p>Paper cutting (Art & Craft)</p>

		<p>Ability to compute</p> <p>Problem solving</p>	<ul style="list-style-type: none"> — Writes the corresponding division facts of a given multiplication fact. — Skip counting by jumps of 2 steps, 3 steps etc. — Solves questions based on division using multiplication table. — Solves word problem. — Frames verbal problems. — Solves puzzles. 	<ul style="list-style-type: none"> — Questions based on pictorial representation are framed and solved. — Reads, understands and solves problems in different situations in day to day life. 	<p>Sharing.</p> <p>Speed. Accuracy.</p> <p>Logical. Thinking. Reasoning.</p>
February	L – 13 Smart charts	<p>Formation of number</p> <p>UBC</p>	<ul style="list-style-type: none"> — Counts the number of similar objects. — Relates the no. of objects and their quantity and forms the table. — Records the data in terms of pictograph by choosing appropriate scale and unit for display through pictograph. 	<ul style="list-style-type: none"> — Collection of objects and grouping them. Eg. favourite fruit/colour/no. of boys & girls etc. — Counting no. of vehicles on the road. Collect & record data in the form of bar, charts & tables. 	<p>Recognition. Observation.</p> <p>Collection of data.</p>

		Ability to compute	<ul style="list-style-type: none"> — Presents it in the forms of bar charts and tables. — Draws inferences & conclusions from the data. 	<ul style="list-style-type: none"> — Recognize the pattern & draw inferences. — Classifying and presenting the data. 	Classification.
		Problem solving	<ul style="list-style-type: none"> — Solves the problem based on data given. — Answers the questions based on pictorial representation of data. 		
February	L – 14 Rupees & Paise	Formation of numbers	<ul style="list-style-type: none"> — Converts rupees to paise. 	<ul style="list-style-type: none"> — Collect different coins/rupees. 	
		Understanding basic concepts	<ul style="list-style-type: none"> — Understands the need and value of money. — Write money in short and long form. — Recognizes the cost of an item. — Recognizes different notes/coins. 	<ul style="list-style-type: none"> — Learns the various names of currencies used in neighbouring and foreign countries. — Collect pictures of currency of India. — Mock shopping in the class. — Experiences told to the class while any kind of transaction done by students. 	Value of money. Confidence to do shopping. To be thrifty.
		Ability to compute	<ul style="list-style-type: none"> — Adds and subtracts amount using + & - . — Understands the word transaction and its meaning and 	<ul style="list-style-type: none"> — Collecting bills and pasting them. — Forming bills of items bought and finding total amount to be paid. — Collect information of bus/train fare and tickets of bus or train to 	

		Problem solving	<p>computes simple operation by buying & selling.</p> <ul style="list-style-type: none"> — Prepares bill. — Solves problems based on cost of various items involving operations of addition and subtraction related to day to day situations. — Finds distance and fare to different places. 	<p>different places.</p> <ul style="list-style-type: none"> — Tracing the coins. — Information about piggy bank and other banks. 	
March		Revision	Revision.		