

**NAVY CHILDREN SCHOOL, KARWAR AY-2022-23**

**Split up Syllabus**

**Class: III Subject: Mathematics**

**Term 1**

Month	Chapter & no. of periods.	Competency	Learning Outcome	Suggested Activities	TLM	Assignments
April	1. Where to look from (10 periods)	<ul style="list-style-type: none"> <li>• <u>Concepts.</u></li> <li>• Visualizing the figure or shape, top view, side view and front view.</li> <li>• Rangoli patterns, kolam patterns.</li> <li>• Draw the line of symmetry in regular and irregular figures.</li> <li>• Draw the line of symmetry in Alphabet.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes that patterns can be seen in nature, shapes and numbers.</li> <li>• Understand a pattern is a regular arrangement or a design.</li> <li>• Develops mathematical thinking, creativity, art and drawing by making rangoli pattern.</li> <li>• Justify the different views like top view, side view and front view of the things around them. They learn to understand the world around us better.</li> <li>• Identify the concept of mirror halves and predicts the two identical halves of the figure or shapes are mirror halves.</li> <li>• Children will recall a shape is symmetrical when one half of the shapes exactly like other half and explains which figures show the line of symmetry.</li> </ul>	<ul style="list-style-type: none"> <li>• Make different patterns of rangoli using dot grid.</li> <li>• Outdoor activity in school garden</li> <li>• Showing different objects and taking children to first floor to show the top view of the garden.</li> <li>• Making cut outs of different shapes and folding it to recognize symmetry.</li> <li>• Flashcards of alphabets.</li> <li>• To prepare mask of animals using the concept of symmetry.</li> <li>• Draw pictures of objects from the top, side and front views.</li> <li>• Understand repeated arrangement forms a pattern.</li> <li>• Make some shapes or things like apple, butterfly, square, rectangle using colour paper and show the line of symmetry, then stick it in your note book.</li> <li>• Showing objects or things which shows the line of symmetry, by keeping them on the table and ask them to put 'S' for symmetrical and 'NS' for</li> </ul>	<ul style="list-style-type: none"> <li>• Papers, scissors, colours and rubber band.</li> <li>• Mirror.</li> <li>• Colour paper.</li> <li>• Chart paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet based on different types of views.</li> <li>• Worksheet based on symmetry (identifying the line of symmetry and make the mirror halves)</li> </ul>

April /May

**2.Fun with numbers (16 periods)**

- Recognition and formation of numbers (1-100)
- Forward and backward counting. Write the number names upto 100
- Define digits, numeral and number.
- Natural and whole numbers.
- Place value chart. Ones period.
- Read and write numbers upto 1000.
- Number names of 3 digit numeral.
- Showing face value and place value of the given numeral.
- Write 3- digit numeral in expanded and short form.

- To be able to form two digit numbers using two number cards or two dice.
- To be able to form 3 digit numbers using three numbers cards/ 3 dice.
- To be able to arrange the numbers in ascending order and descending order.
- To be able to represent the numbers in cards of 100's.

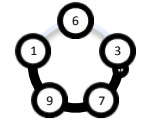
- non-symmetrical shapes.
- To draw at least 2 objects of their own with their top view and side view.
- Children will make bundles of 10 with the help of beads, match sticks and count.
- Arrange the students according to their height in ascending and descending order.
- Divide the class in groups of ten each. How many students remain?
- Using 10\*10 grid skip counting by 2's, 3's, 4's etc and colour the number.
- To recall 2-digit numbers ask them to play bingo game. Place digit cards (0 to 9) and place value cards (ones and tens). Each child has a bingo card filled with 20 different 2-digit numbers. The caller says 9(digit card) and tens (value card), ask them to put a circle where is 9 at the tens place. It continues till they complete last those who wins says 'bingo'.
- Ask them to make 3-digit numbers.
- Arrange the strips of 100, 10, 1 according to the given numerals.
- Make pairs of different objects(pebbles, leaves,

- Beads
- Matchstick
- 10 x 10 Grid sheet

- Blocks or strips of hundreds, tens and ones.
- Cards with three different shapes.



- Worksheet based on three digit numbers. Eg:- Scrambled numbers.



Pick any three numbers from the circle to make 3 different 3-digit numbers and write in the left side and arrange from smallest to greatest on the right side.

				<ul style="list-style-type: none"> <li>buttons, chinks, bindies</li> <li>• understanding of in pairs number is even/if any one is left then odd number.</li> </ul>		
Month	Chapter	Competency	Learning Outcome	Suggested Activities	TLM	Assignments
June	<b>3. Give and take ( 10 periods)</b>	<ul style="list-style-type: none"> <li>• Define addition</li> <li>• Forward counting.</li> <li>• Define subtraction.</li> <li>• Backward counting.</li> <li>• More than less than of the given numeral of 2.</li> <li>• Add and subtract by using grid.</li> <li>• Calculate mentally by splitting the numbers into ones and tens and hundreds.</li> </ul>	<ul style="list-style-type: none"> <li>• Add and subtract 2/3 digit numbers without grouping with grouping.</li> <li>• Add 3 digits number without regrouping using a spike abacus.</li> <li>• Addition and subtraction of three digit numbers by placing them in columns depicted different place value.</li> </ul>	<ul style="list-style-type: none"> <li>• Add or subtract 2-digit numbers using 10 x 10 number grids.</li> <li>• Use a pair of dice, keep a different coloured button for each player. If they reach mango (+), if they reach chilly (-) who reaches home first (pg 34 and 35)</li> </ul>	<ul style="list-style-type: none"> <li>• 10x10 number grid sheet.</li> <li>• Charts</li> <li>• Dice and crayons.</li> <li>• Base ten set cards</li> </ul>	<p>Give the number grid from 1-100 Add the numbers using the grid.</p> <p>a) <math>45 + 5 =</math> b) <math>60 + 7 =</math></p> <p>*Subtract the number using the grid</p> <p>a) <math>45 - 5 =</math> b) <math>32 - 8 =</math></p> <p><b>Solve</b> a) <math>237 + 153 =</math> b) <math>138 + 44 =</math></p> <p><b>Break the number and find the sum</b></p> <p><math>46 + 21</math></p>
Month	Chapter	Competency	Learning Outcome	Suggested Activities	TLM	Assignments
July	<b>4.Long and short (16 periods)</b>	<u>Activity Based Chapter</u> <ul style="list-style-type: none"> <li>• Define non standard units.</li> <li>• Measure &amp; draw different things using non standard units.</li> </ul>	<ul style="list-style-type: none"> <li>• Measures lengths using hand span, foot span, cubit, stride, arm length, etc.</li> <li>• Understand people use different methods to measure length using non-standard units.</li> <li>• Compares length using an</li> </ul>	<ul style="list-style-type: none"> <li>• Ask them to look around and see how lengths of different things are measured.</li> <li>• Groups will be made of three students with different heights and students will tell who is</li> </ul>	<ul style="list-style-type: none"> <li>• Rope, garlands, rope, saree, shawl etc.</li> <li>• Tape or scale.</li> <li>• Map of city.</li> <li>• Hand span</li> <li>• Following link may be used by</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets based on long and short.</li> <li>• Measure the length of your arm and your</li> </ul>

		<ul style="list-style-type: none"> <li>Define standard units.</li> <li>Draw table to measure length.</li> <li>Conversion from larger to smaller unit and vice versa.</li> <li>Add to make it to 1 cm, 1 m and 1 km.</li> </ul>	<p>improvised or standard unit.</p> <ul style="list-style-type: none"> <li>Compares and arranges the length using descriptive language.</li> </ul> <p>Eg:- Short = long High = low, etc.</p> <ul style="list-style-type: none"> <li>Identify long lengths are measured in (m) and short lengths are measured in (cm) and distance through (km). We use scale or tape to measure length.</li> <li>Look at the arrangement of the table from smaller unit to larger unit.</li> </ul>	<p>longest and shortest.</p> <ul style="list-style-type: none"> <li>Ask them to measure different objects in the surroundings using things around them like cups, books etc.</li> <li>Ask them to take 1 metre tape or scale to measure table, door, etc. whether it is less than 1 metre or more than 1 metre.</li> <li>To find the shortest and longest route between two points.</li> <li>Measurement of pencil, cloth and distance between two points which are far.</li> <li>Measure the length of body parts (nose, around the wrist, around the head, ear) of your and your friend's also make a table of it.</li> <li>Measurement of cloth.</li> </ul>	<p>teacher for value addition</p> <ul style="list-style-type: none"> <li><a href="https://youtu.be/ESrXZTBFITQ">https://youtu.be/ESrXZTBFITQ</a></li> <li><a href="https://youtu.be/D0IRthyR2eY">https://youtu.be/D0IRthyR2eY</a></li> </ul>	<p>friends arm with your hand span.</p> <ul style="list-style-type: none"> <li>Whose arm is longest?</li> <li>Who is shortest among all?</li> <li>Why everyone's measurement comes different when they measure the same thing with different hand span?</li> <li>Name and draw the standard Tools.</li> </ul>
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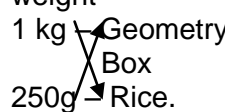
### Unit Test -1

<b>August</b>	<b>5.Shapes and designs (8 periods)</b>	<ul style="list-style-type: none"> <li><u>Concepts.</u></li> <li>Define geometry.</li> <li>Recognition of Point. (0 Dimension).</li> <li>Line, line segment (1 Dimension)</li> <li>Plane figures (2 Dimension) sides and corners.</li> <li>Solid figures(3 dimension) faces, corners, edges.</li> <li>Straight edges and curved edges.</li> <li>7 piece Tangram.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize simple 2-dimensional and 3-dimensional shapes.</li> <li>Count the number of sides / corners / faces in 2 and 3 dimensional objects.</li> <li>Distinguish between a straight edges and curved edges.</li> <li>Identify and draw simple patterns.</li> <li>Develop mathematical thinking, creativity, art and drawing.</li> <li>Understand the concept of patterns using floor patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Make a clapper.</li> <li>Ask them fold in the sides finding how many corners.</li> <li>Using 7 piece tangram ask them to put together in different ways to make some shapes.</li> <li>Treasure hunt (game).ask them to draw different geometrical shapes and colour them.</li> <li>Identify plane figures and solid figures using kit.</li> <li>Paper cutting/paper folding to make weaving pattern.</li> <li>By using puzzle charts,</li> </ul>	<ul style="list-style-type: none"> <li>Paper</li> <li>Sheet of paper (square or rectangular sheet)</li> <li>Tangram sheet (book back)</li> <li>Card board, gum.</li> <li>Geometrical shapes.(math lab)</li> <li>Following link may be used by teacher for value addition</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets based on shapes and designs.</li> <li>Identify the following figures and tell the shape of these objects e.g Postcard, Joker Cap, Dice, Sun etc.</li> <li>Showing a</li> </ul>
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		<ul style="list-style-type: none"> <li>Weaving patterns. floor patterns and tiling patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate curved and a straight line.</li> </ul>	<ul style="list-style-type: none"> <li>identify the shapes.</li> <li>Many objects can be used to check their knowledge about shapes and design.</li> <li>By making pictures of animals and birds by tangram.</li> <li>Through a game – students will stand in a circle, Rectangle, Triangle and Square.</li> <li>With the help of match sticks students will make different shapes and designs.</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://youtu.be/D0IRthyR2eY">https://youtu.be/D0IRthyR2eY</a></li> </ul>	<p>picture, questions will be asked on shapes and designs.</p> <ul style="list-style-type: none"> <li>Count the shape and write how many Circles, Rectangle, Triangle, Square this picture has.</li> </ul>						
Month	Chapter	Competency	Learning Outcome	Suggested Activities	TLM	Assignments						
August	6.Fun with give and take (16 periods)	<p><u>Concepts.</u></p> <ul style="list-style-type: none"> <li>Understand concept of addition and subtraction.</li> <li>Able to check subtraction using addition.</li> <li>Able to solve problems of mental maths.</li> <li>Apply these operations in daily life.</li> <li>Able to apply number line to subtract two digit numbers.</li> <li>Student should understand the meaning of take away,</li> </ul>	<ul style="list-style-type: none"> <li>Read and write 3-digit numbers and state their sequence.</li> <li>Express 3-digit numbers in terms of hundreds, tens and ones.</li> <li>Read and write number names up to 1000.</li> <li>Compare two 3-digit numbers and say which is greater.</li> <li>Solving daily life problems involving addition and subtraction.</li> <li>Learns the properties of carrying and borrowing.(Rerouping)</li> </ul>	<ul style="list-style-type: none"> <li>Score board of cricket match will be shown and related questions may be asked.</li> <li>A few problem solving questions based on real life situation.</li> <li>Play Way Method - A dummy market situation will be given to the students and they will buy different things, pay to shopkeeper and find how much money they get back.</li> <li>Solve puzzles based on these 2 operations</li> </ul>	<ul style="list-style-type: none"> <li>Cards / strips and blocks.</li> <li>Score board of cricket</li> <li>Story books regarding selling and buying</li> <li>Following link may be used by teacher for value addition</li> <li><a href="https://youtu.be/zE6UVqvngu8thi">https://youtu.be/zE6UVqvngu8thi</a></li> <li><a href="https://youtu.be/qe-icWNqJWQ">https://youtu.be/qe-icWNqJWQ</a></li> </ul>	<ul style="list-style-type: none"> <li>Check Rohan's subtraction using addition.</li> </ul> <table border="1" data-bbox="1989 890 2168 1007"> <tbody> <tr> <td>5</td> <td>6</td> </tr> <tr> <td>2</td> <td>3</td> </tr> <tr> <td>3</td> <td>3</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>A school bag costs Rs.388 and a pencil box costs Rs.48. Which costs more and by how much?</li> </ul>	5	6	2	3	3	3
5	6											
2	3											
3	3											

Month	Chapter	Competency	Learning Outcome	Suggested Activities	TLM	Assignments
September	7. Time goes on (15 periods)	<ul style="list-style-type: none"> <li>Make a table which takes minutes, hours, days and months to complete that work.</li> <li>Read the clock Quarter past, half past, quarter to an hour, o' clock etc.</li> <li>Birth certificate.</li> <li>Read the calendar, days of the week, months years, leap year etc. .</li> <li>Festivals celebrated in the months.</li> <li>Calendar magic.</li> <li>Time line.</li> </ul>	<ul style="list-style-type: none"> <li>Students will come to know that seconds, minutes, hours are inter related and leads to formation of days, months and years</li> <li>Understanding of days, weeks, months and years. They will also come to know about seasons and festivals related to these.</li> <li>Knowledge about use of clock, calendar</li> </ul>	<ul style="list-style-type: none"> <li>Ask them to make Dummy clocks.</li> <li>Make a calendar.</li> <li>Ask them to make a schedule of the activities.</li> </ul> <p>Eg:- Time: Activity  9:00 - Arrive at the park  9:15 – Walk in corridor  10:00 – visit the traffic park  Which activity lasted the longest? _____  Which activity lasted the shortest? _____</p> <ul style="list-style-type: none"> <li>Ask them to locate and circle the days and dates of festivals.</li> </ul>	<ul style="list-style-type: none"> <li>Charts, colours, ice-cream sticks or pins.</li> <li>Things needed for the trip.</li> <li>Calendar, September month.</li> <li>Dummy clock.</li> <li>PPT.</li> </ul>	<ol style="list-style-type: none"> <li>Worksheets based on the chapter time goes on.</li> <li>What time will it be  a) 15 minutes after 2:10 = _____  b) 1 hour after 5:20 _____  c) Half an hour after 9:40 = _____</li> <li>How old is your father than you?</li> <li>How many seconds make an hour? How many days are there in a year?</li> <li>How many months does a year have?</li> <li>When do you have your breakfast?</li> <li>List the months which have 31 days.</li> <li>What is a leap year?</li> <li>Write the last leap year?</li> <li>Can there be 6 Sundays in a month? Why?</li> <li>Prepare a Chart showing your own daily routine.</li> </ol>
<b>Half Yearly Exam</b>						

## Term - 2

Month	Chapter	Competency	Learning Outcome	Suggested Activities	TLM	Assignments
October	8. Who is heavier? (12 periods)	<u>Concepts.</u> <ul style="list-style-type: none"> <li>Differentiate heavier and lighter objects by holding them in their hands.</li> <li>Draw table to measure weight.</li> <li>Convert from g to kg and vice versa.</li> <li>How many grams needed to make it to 1 kg.</li> <li>Guess the weight of different things and by seeing the label or measuring with balance finding the actual weight.</li> <li>Make a table of less than 1 kg and more than 1 kg.</li> <li>Visualize different weighing machines.</li> </ul>	<ul style="list-style-type: none"> <li>Guess the weight by holding the things with their hands.</li> <li>Define weight is the measure of the heaviness of an object.</li> <li>Explain the metric measure that are used to weigh objects are kilogram (kg) and gram(g).</li> <li>Identifies and feels lighter objects are measured in grams and heavier objects are measured in kilograms.</li> <li>Express weight is measured using a weighing balance.</li> <li>Compare weights of different things as per their weight.</li> <li>Justify the correct weighing machine to measure things.</li> </ul>	<ul style="list-style-type: none"> <li>Compare the weights of different things by holding them in their hands.</li> <li>Name five things that we buy in grams and kilograms.</li> <li>Find out your own weight using weighing machine.</li> <li>Paste the pictures of different types of balance.</li> <li>Guess the weight of pkt. of popcorn and pkt. of sugar.</li> <li>Use Balance to know the weight of your water bottle and pencil box.</li> </ul>	<ul style="list-style-type: none"> <li>Chart of heavy or light things. How weighing machines important in our daily life.</li> <li>Students list of their height and weight will be displayed in the class using chart.</li> <li>Pebbles, rajma, tamarind seeds, rice, tomatoes, etc.</li> <li>PPT.</li> <li>Balance</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets based on who is heavier? Eg:- Match the things with their correct weight</li> </ul> 

Month	Chapter	Competency	Learning Outcome	Suggested Activities	TLM	Assignments												
November	9. How many times?(cont..) (10 periods)	<u>Concepts.</u> <ul style="list-style-type: none"> <li>Recognizing repeated addition is multiplication.</li> <li>Find group, set size and product.</li> <li>How many times we added the</li> </ul>	<ul style="list-style-type: none"> <li>Recite multiplication tables from 1 – 10.</li> <li>Explain group, set size and product.</li> <li>Multiply on the number line.</li> <li>Solve simple word problems.</li> <li>Multiply 2-digit number by 1 digit number or 2- digit</li> </ul>	<ul style="list-style-type: none"> <li>Making groups and set size using marbles.</li> <li>Ask the children to stand in groups of 4 etc.</li> <li>Making groups and set size then finding the product using bindis.</li> <li>Make a grid and find the</li> </ul>	<ul style="list-style-type: none"> <li>Marbles</li> <li>Bindis</li> <li>Chart paper</li> </ul> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="3" style="text-align: center;"><math>23 \times 12 = 276</math></td> </tr> <tr> <td></td> <td style="text-align: center;">20</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">10</td> <td style="text-align: center;"><math>20 \times 10 = 200</math></td> <td style="text-align: center;"><math>10 \times 3 = 30</math></td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;"><math>20 \times 2 =</math></td> <td style="text-align: center;"><math>3 \times 2 =</math></td> </tr> </table>	$23 \times 12 = 276$				20	3	10	$20 \times 10 = 200$	$10 \times 3 = 30$	2	$20 \times 2 =$	$3 \times 2 =$	<ul style="list-style-type: none"> <li>Worksheet based on multiplication. Eg:- How many times?, rewrite using + signs, complete the multiplication tree, Multiply each number in the inner circle by</li> </ul>
$23 \times 12 = 276$																		
	20	3																
10	$20 \times 10 = 200$	$10 \times 3 = 30$																
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		same number? <ul style="list-style-type: none"> <li>• Rewrite using + signs.</li> <li>• Complete the multiplication tree.</li> <li>• Patterns in multiplication.</li> <li>• Multiply by splitting method.</li> <li>• Word problems.</li> <li>• Multiply by column method of 2-digit number by 1- digit number with or without regrouping.</li> </ul>	number by splitting method. <ul style="list-style-type: none"> <li>• Observe patterns in multiplication tables and deepens the understanding of the number system.</li> <li>• Understand the concept of multiplying with zero.</li> <li>• Multiplying 2-digit numbers by 1- digit number with or without regrouping using column method.</li> </ul>	product.	<table border="1"> <tr> <td>40</td> <td>6</td> </tr> </table> $\begin{array}{r} 200 \\ +30 \\ +40 \\ + 6 \\ \hline 276 \end{array}$	40	6	the number in the centre and write in the outer circle, word problem. <ul style="list-style-type: none"> <li>• <math>8 + 8 + 8 = \_ \times 8 = \_</math></li> <li>• <math>2 \times 5</math> is 2 times <math>\_</math></li> <li>• <math>5 \times 8 = \_</math></li> </ul> One toy car cost Rs. 4 . Find the cost of 3 toy cars.
40	6							

Month	Chapter	Competency	Learning Outcome	Suggested Activities	TLM	Assignments
November	10. Play with patterns ( 8 periods) Activity Based Chapter	<ul style="list-style-type: none"> <li>• Recognition of patterns seen in nature, shapes and numbers.</li> <li>• Pictures in a pattern.</li> <li>• Repeating pattern.</li> <li>• Growing pattern.</li> <li>• Number pattern.</li> <li>• Secret messages.</li> <li>• Even and odd number pattern.</li> <li>• Ability to compute mentally.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to make patterns and designs from straight lines and other geometrical shape.</li> <li>• To identify simple symmetrical patterns</li> <li>• To identify patterns in the numerals for odd and even numbers.</li> <li>• To identify patterns in his or her surroundings</li> <li>• To realize the role of creating a pattern.</li> <li>• To Decode the secret messages based on patterns.</li> <li>• To recognize the basic unit for generating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a pattern of your choice.</li> <li>• Complete different shapes to create a pattern.</li> <li>• To observe and complete patterns consisting of shapes, alphabets, numbers and pictures</li> <li>• Make a grid of numbers 1 to 100 and colour odd numbers with blue colour and even numbers with yellow colour.</li> <li>• Arrange the names of 5 of your friends in alphabetical order.</li> <li>• Collect numbers from old calendar and paste first ten even numbers and first ten odd numbers.</li> <li>• Vegetable printing</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• Paper</li> <li>• Pictures of different geometrical shapes.</li> <li>• Vegetables</li> <li>• Paint</li> </ul>	1. Morning, afternoon, evening, Night, morning ---- 2. AA B AA B ----- 3. Complete it 21, 41, 61, ---- 20, 40, 60, ---- 7----21,28,35---- 4. Make a grid of numbers 1 to 100. Colour even and odd numbers in two different colours 5. Write all even numbers between 155 to 165 6. Write all odd numbers between 180 to 200. .Draw five straight lines of equal length





						8. Draw a design of your own choice. <b>HOTS</b> 1. What do you get If you add an even number to an odd number 2. Draw a design in square shape. 3.find out missing numbers 12A 13B 14C----- ---- - --- 4. Make a secret message. 5.Find out the next number 1, 3, 6 ,10,---- ---- ---- ---- 0,2 , 6, 10 ,---- ---- ---- ---- 6. What is the pattern for alphabet T,V .
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Month	Chapter	Competency	Learning Outcome	Suggested Activities	TLM	Assignments						
December	11.Jugs and mugs (15 periods)	<u>Concepts.</u> <ul style="list-style-type: none"> <li>Recognition of non standard units to measure capacity using cups, jugs, mugs, juice bottles etc.</li> <li>Application through activity given in the textbook.</li> <li>Draw table to measure the standard units of capacity.</li> <li>Conversion from</li> </ul>	<ul style="list-style-type: none"> <li>Recognizing capacity is the measure of the amount of liquid a container can hold.</li> <li>Measures and expresses the capacity of a container using improvised units such as jugs and mugs.</li> <li>Convert from larger unit to smaller unit and vice versa.</li> <li>Analyze how many ml needed to make it to 1 l.</li> <li>Understand the standard unit to measure capacity is litre (l).</li> <li>Smaller quantities are measured in millilitres (ml) and larger quantities are</li> </ul>	<ul style="list-style-type: none"> <li>Ask them to observe in day to day life how milk, water, petrol, oil, etc. are measured. Let them bring milk packet / oil packet to class and ask them to find out how petrol is filled in their parent vehicle.</li> <li>Taking different utensils and ask them to find which can hold more than 1 litre, less than 1 litre.</li> <li>Take 3 buckets of different size and ask them to find how many 1 litre jug it can hold.</li> <li>Talk about different</li> </ul>	<ul style="list-style-type: none"> <li>Milk packet, oil packet, etc.</li> <li>Utensils.</li> <li>1 litre jug.</li> <li>Jugs and mugs (math lab)</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets based on the chapter jugs and mugs. Decide which unit to use.</li> </ul>						
						<table border="1"> <thead> <tr> <th>Object</th> <th>l/ml</th> </tr> </thead> <tbody> <tr> <td>Bucket of water</td> <td>l</td> </tr> <tr> <td>Bottle of</td> <td>ml</td> </tr> </tbody> </table>	Object	l/ml	Bucket of water	l	Bottle of	ml
						Object	l/ml					
						Bucket of water	l					
Bottle of	ml											

		litre to millilitres  and vice versa. <ul style="list-style-type: none"> <li>• Make it to 1 l.</li> <li>• Using measuring jugs and mugs measure the level of liquid.</li> </ul>	measured in litres (l).	animals, showing the pictures to  <ul style="list-style-type: none"> <li>• students their size(big/small).</li> <li>• Showing them a glass of water and ask the students which animal can drink completely. make a chart in a tabular form like no. of glasses</li> <li>• Find out how many glasses of water you drink in a day. Find the capacity of that.</li> <li>• Draw drawings of some containers eg. Jug</li> <li>• Compare the two jugs and identify which one holds more water.</li> <li>• Collect some old cups, mugs, jugs, bowl etc and check which of these hold more and which hold less than 1 litre.me of animal.</li> </ul>		eye drop	
						Spoon of water	ml
						Jug of juice	l

**Unit Test - 2**

Month	Chapter	Competency	Learning Outcome	Suggested Activities	TLM	Assignments																								
January	12.Can we share (20 periods)	<p><u>Concepts.</u></p> <ul style="list-style-type: none"> <li>Recognizing that division is repeated subtraction and equal distribution.</li> <li>Finding groups and set size from the total things or pictures.</li> <li>Finding the dividend, divisor and quotient from the textbook exercise.</li> <li>Making the division and multiplication facts.</li> <li>Divide by long division of 2-digit number with 1-digit number.</li> </ul>	<ul style="list-style-type: none"> <li>Understand to divide a group into equal parts.</li> <li>Divide using multiplication facts.</li> <li>Express multiplication and division facts.</li> <li>Solve word problems.</li> <li>Use correct methods to solve the problems.</li> <li>Define dividend, divisor, quotient and remainder.</li> <li>Identifies division is the inverse of multiplication.</li> <li>Solves problems in day to day life situations using multiplication and division.</li> <li>Divide 2- digit number by long division.</li> </ul>	<ul style="list-style-type: none"> <li>Making group and set size by playing a game with children.</li> <li>Divide the marbles, buttons, pencils, chalk pieces equally.</li> <li>Ask them to divide the money using the notes and coins.</li> <li>Dividing the block equally in all the place value.</li> <li>Collect 20 pencils from the students &amp; divide equally among 5 students.</li> <li>Collect 40 pebbles and ask students to make group of 5 pebbles.</li> <li>Take 10 fake currency of 10-10 rupees note and ask students to distribute equally among 5 students.</li> <li>Divide the sums using Long Division Method.</li> <li>Dodging tables will be asked.</li> </ul>	<ul style="list-style-type: none"> <li>Marbles, buttons, pencils, etc.</li> <li>Duplicate notes and coins.</li> <li>Using strips or blocks and place value chart.</li> <li>Base ten set.(math lab)</li> <li>Strips of  </li> </ul>	<ul style="list-style-type: none"> <li>Worksheets based on division. Eg:- no. of marbles = 56 Distributed to 8 <math>56 \div 8 =</math>.</li> <li>1) Dodging tables: <math>6 \times 8 =</math> <math>5 \times 4 =</math> <math>6 \times 1 =</math></li> <li>2. Write divisional facts: 1. <math>9/3 =</math> 2. <math>14/2 =</math> 3. <math>16/8 =</math></li> <li>3. There are 18 pencils and they have to be divided among 6 students. How many pencils will each student get?</li> </ul> <p>7 each</p>																								
Month	Chapter	Competency	Learning Outcome	Suggested Activities	TLM	Assignments																								
February.	13.Smart Charts (6 periods)	<ul style="list-style-type: none"> <li>Recognition of pictograph has a title, a label, a symbol and a key.</li> <li>Data collection through bar graph.</li> <li>Application through activity.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize pictograph is a type of data representation in which a picture or a symbol is used to represent data.</li> <li>Understand ancient people used pictures or symbols for counting and denoting objects.</li> <li>Express data collection through bar graph.</li> </ul>	<ul style="list-style-type: none"> <li>Ask them to collect information from their friends about the number of people living in their homes.</li> <li>Visit a park and finding out the numbers of different colours of flowers.</li> <li>Fill in the table.</li> <li>Make your own smart chart about things around you. Eg. Favourite game.</li> <li>Make your own smart</li> </ul>	<ul style="list-style-type: none"> <li>Flash cards for each child.</li> </ul> <table border="1"> <tr> <td>No. of people living</td> <td>How many families</td> </tr> <tr> <td>1 alone</td> <td>_____</td> </tr> <tr> <td>2 people</td> <td>_____</td> </tr> <tr> <td>3 people</td> <td>_____</td> </tr> </table>	No. of people living	How many families	1 alone	_____	2 people	_____	3 people	_____	<ul style="list-style-type: none"> <li>Collecting total strength of primary by making datasheet.</li> </ul> <table border="1"> <thead> <tr> <th colspan="4">Attendance board</th> </tr> <tr> <th>Class</th> <th>Students</th> <th>Present</th> <th>Absent</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>27</td> <td>25</td> <td>2</td> </tr> <tr> <td>2</td> <td>23</td> <td>22</td> <td>1</td> </tr> </tbody> </table>	Attendance board				Class	Students	Present	Absent	1	27	25	2	2	23	22	1
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<p><b>February</b></p>	<p><b>14.Rupees and paisa (12 periods)</b></p>	<p><u>Concepts</u> Recognition of notes and coins.</p> <ul style="list-style-type: none"> <li>• Indian currencies.</li> <li>• Ability to compute mentally using different denominations of notes and coins.</li> <li>• Identifies a point separates rupees and paisa.</li> <li>• Addition and subtraction of money.</li> <li>• Word problems.</li> <li>• Shopping (finding total cost).</li> <li>• Finding the ticket fare.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of numbers in identifying and making currency notes of different denomination</li> <li>• Converts Rupees to paisa and vice – versa.</li> <li>• Attempts to make small amounts of money by using 3-4 notes of different denominations in different ways...</li> <li>• Use of money in day-to-day buying and selling situations.</li> <li>• Estimate the money required and money obtained in balance in simple buying situations.</li> <li>• Prepares a bill..</li> <li>• Understanding different denominations of our Indian currencies.</li> <li>• Apply correct method to solve day to day life problems based on addition and subtraction of money.</li> <li>• Learns the different currencies used in our neighbouring countries.</li> <li>• Finding the cost and fare by playing game.</li> </ul>	<p>charts.</p> <p>a) Number of students absent/present in school on a particular day.</p> <p>b) Favorite games of the girls.</p> <ul style="list-style-type: none"> <li>• Make a purse.</li> <li>• Collection of different old coins, showing them to children, using a combinations of different coins with various shapes and sizes using the patterns and tracing the coins in a paper.</li> <li>• Collects pictures of our Indian currencies .</li> <li>• Visit the market and buy 5 to 6 things and make a bill.</li> <li>• Writing the total amount of money by using the dummy notes and coins.</li> <li>• Playing shopping game.</li> <li>• Find the ticket fare by calculating the distance from the table.</li> <li>• Make money box and colour them and learns to save money.</li> </ul>	<ul style="list-style-type: none"> <li>• Paper.</li> <li>• Dummy notes and coins.</li> <li>• Card board box, shoe box ,gum to make money box.</li> <li>• Tickets of different places.</li> </ul>	<p>Worksheet on word problems related to money.</p> <p>Addition and subtraction of money.</p> <p>1)Express the following amount of money in long form (Rupees and paisa separately): Rs. 50.75</p> <p>2. Express the money in short form 15 rupees 25 paise</p>
<p><b>March</b> <span style="float: right;"><b>Annual Examination</b></span></p>						

