

Activities

A Add and colour.

Colour the spaces according to the colour code.

Application of Knowledge,
Multidisciplinary Approach

$\begin{array}{r} 60 \\ + 21 \\ \hline \end{array}$	$\begin{array}{r} 55 \\ + 10 \\ \hline \end{array}$
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> $\begin{array}{r} 25 \\ + 25 \\ \hline \end{array}$ </div> </div>	
$\begin{array}{r} 18 \\ + 21 \\ \hline \end{array}$	$\begin{array}{r} 55 \\ + 30 \\ \hline \end{array}$
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> $\begin{array}{r} 28 \\ + 33 \\ \hline \end{array}$ </div> </div>	
$\begin{array}{r} 27 \\ + 55 \\ \hline \end{array}$	$\begin{array}{r} 24 \\ + 50 \\ \hline \end{array}$

Colour code:

50 and 74 in orange

39 and 65 in red

61 and 81 in blue

85 and 82 in green

B Add the numbers.

◀ Collaboration

The students play in groups of two.

YOU WILL NEED: three dice and a record sheet

Player 1

Roll 1 Roll 2 Roll 3 Sum

Player 2

Roll 1 Roll 2 Roll 3 Sum

Each student rolls the three dice together, three times. Every time she/he notes down the highest number rolled in the record sheet. Finally she/he adds up the numbers. The student with the greater score is the winner every time.

For example:

Roll 1 –

3

2

5

Roll 2 –

6

6

6

Roll 3 –

4

1

1

Record sheet:

Roll 1	Roll 2	Roll 3	Sum
5	6	4	15

C Double down

◀ Conceptual Understanding, Application of Knowledge

Seat the students in a semi-circle.

The teacher writes these numbers on the blackboard.



Each student gets a turn to roll the dice.

- She/He doubles the number rolled and then subtracts 1 and calls out the answer.
- She/He then goes to the blackboard and crosses out her/his answer.

- She/He loses the chance if the number matching her/his answer is crossed out.
- The game continues till all numbers are crossed out.

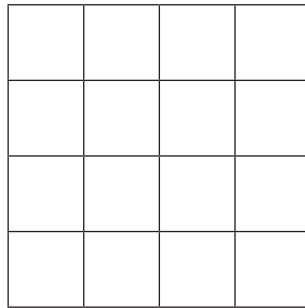
D Shape up.



Problem-solving, Creativity,
Collaboration, Critical Thinking

The students form groups of four.

Each group is given or draws a 4×4 grid.



In the 4×4 grid, each student draws one of the 4 shapes – square, circle, triangle and rectangle.



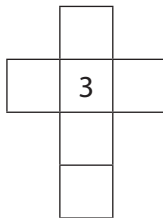
They draw the shapes in the grid, keeping in mind that each row and each column have all the 4 shapes. They then display the correctly completed grids in the class.

E Solve the puzzle.



Problem-solving

Each student draws the grid in her/his notebook as shown.



The students write the numbers 1, 2, 4, 5 and 6 in the correct place of the grid as per these rules:

Rules:

1. No number can be repeated or left out.
2. The sum of each line adds up to 12.

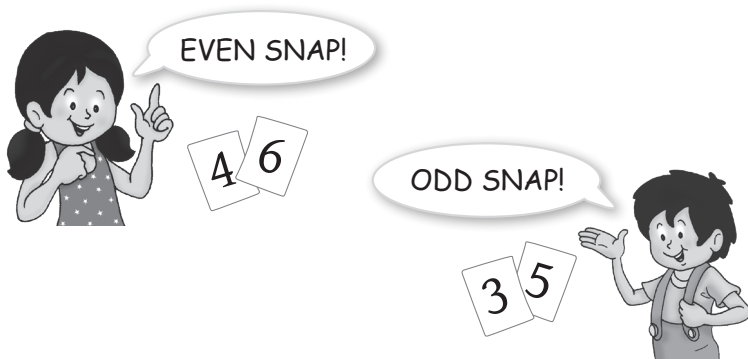


F Odd or even card game ◀

Critical Thinking, Conceptual Understanding, Communication

YOU WILL NEED: playing cards, discarding those without numbers

1. Each student plays with a partner. One of them shuffles the cards and shares them equally with the partner.
2. Student A turns over a card from her pile and places it in the middle.
3. Student B does the same. If the upturned card in the middle is odd and Student B also turns up a card that is odd, she/he says ODD SNAP (or says EVEN SNAP if both cards are even). The student who says ODD SNAP or EVEN SNAP wins the pile of the upturned cards.



4. The game continues till there are no cards left. The one with more cards is the winner.

G Read the clues. Fill in the missing letters.

Then, circle the words
in the wordsearch.

Conceptual Understanding,
Problem-solving, Multidisciplinary
Approach

O	J	R	A	P	S	O	M	A	Y	F	D
E	A	E	A	S	O	N	S	O	N	E	E
I	N	V	E	H	T	J	U	P	I	B	C
L	U	O	A	E	N	H	N	U	I	R	E
N	A	L	O	H	N	A	I	O	U	U	M
O	R	U	T	U	L	P	E	A	L	A	B
S	Y	T	I	A	U	G	U	S	T	R	E
E	A	I	E	A	S	U	N	U	T	Y	R
O	C	T	O	B	E	R	O	N	T	S	E
M	A	R	C	H	E	L	L	A	T	I	O

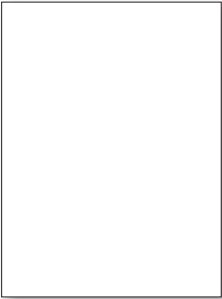

1. The first month of the year is J ____ ____ U A R ____
2. The third month of the year is M ____ ____ C H.
3. November comes after O C ____ ____ B E R.
4. Christmas is celebrated in the month
of D E ____ ____ M ____ ____ R.
5. April comes before M ____ ____
6. The month July comes between June
and A U ____ ____ ____ T.
7. The month that start with F is
____ E B R ____ ____ ____ Y.

Projects

A Make a 3-D shape book.

◀ Creativity, Application of Knowledge

Cut some A4 sheets into halves. Draw one of these 3-D shapes in the corner of each sheet: cube, cuboid, sphere, cone and cylinder. Give each student one of these sheets and four blank sheets. They have to write information on the sheets as shown in this sample.

	 <p>This shape is a _____</p>	<p>Can it roll? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Can it slide? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Can it stack? Yes <input type="checkbox"/> No <input type="checkbox"/></p>
Cover	Page 1	Page 2
<p>Number of faces _____</p> <p>Number of corners _____</p>		<p>Draw three objects that look like this shape.</p>
Page 3		Page 4

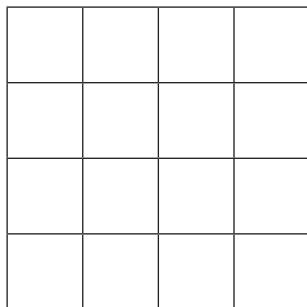
SAMPLE BOOK WITH COVER AND 4 PAGES

Each student will put the pages together to make a 3-D shape book. They will design a cover for the book. Display all the books in the class. Encourage them to handle and view each other's work.

B Equal money**◀ Collaboration, Conceptual Understanding,
Critical Thinking**

The students work in groups of 3 to 4. Give each group coins of these denominations: four coins of ₹ 1, four of ₹ 2, four of ₹ 5 and four of ₹ 10.


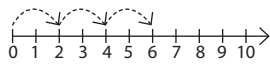

1. Each group makes a 4×4 grid of appropriate size for the coins to be placed.



2. The students discuss and try to place one coin in each box so that the total of each row, column and diagonal equals ₹ 18.
3. Once they do this, they fill up the boxes by writing the value of the coins placed there.
4. The groups share the grid with others in the class.

C Multiplication facts**◀ Collaboration, Application of Knowledge**

Give each student an A4 sheet divided into 4 equal parts with a multiplication fact written in the centre.

Repeated addition $2 + 2 + 2$	Equal groups 
3×2	
On the number line 	Array 

Each student writes the fact as repeated addition, shows it on the number line, draws equal groups and draws an array. The students exchange their sheets with a partner, who checks that it is error-free.

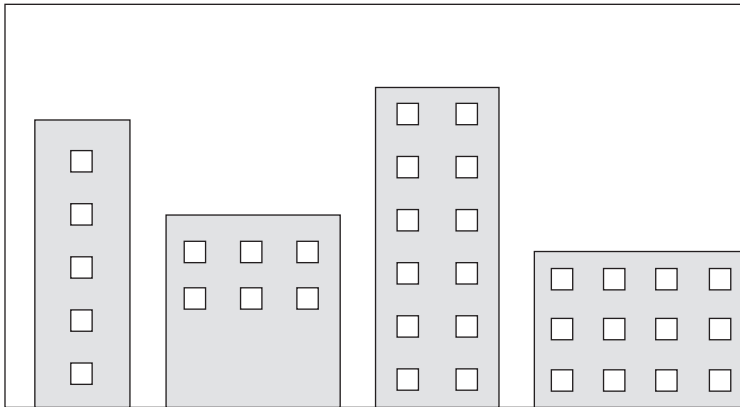
Display all the multiplication facts in the class.

D My city

Creativity, Application of Knowledge,
Collaboration

Give each student one-fourth of a sheet of chart paper, yellow craft paper and 4 more in different colours, scissors and glue. The student does the following:

1. Cuts 4 rectangles of different sizes and colours to make the buildings.
2. Glues these on the chart paper to create a skyline of the city.
3. Cuts out small yellow rectangles for the windows of their buildings.
4. Glues the windows.



THIS IS A PICTURE OF RITA'S CITY.

5. The students swap the city and solve the multiplication array in each picture, for example, 1×5 or 5×1 .