



Central Board of Secondary Education



CBSE-i

**Class-I**

**Unit-8**



# Air and Water









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## Acknowledgements

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## Preface

The Curriculum initiated by Central Board of Secondary Education –International (CBSE-i) is a progressive step in making the educational content and methodology more sensitive and responsive to the global needs. It signifies the emergence of a fresh thought process in imparting a curriculum which would restore the independence of the learner to pursue the learning process in harmony with the existing personal, social and cultural ethos.

The Central Board of Secondary Education has been providing support to the academic needs of the learners worldwide. It has about 11500 schools affiliated to it and over 158 schools situated in more than 23 countries. The Board has always been conscious of the varying needs of the learners in countries abroad and has been working towards contextualizing certain elements of the learning process to the physical, geographical, social and cultural environment in which they are engaged. The International Curriculum being designed by CBSE-i, has been visualized and developed with these requirements in view.

The nucleus of the entire process of constructing the curricular structure is the learner. The objective of the curriculum is to nurture the independence of the learner, given the fact that every learner is unique. The learner has to understand, appreciate, protect and build on values, beliefs and traditional wisdom, make the necessary modifications, improvisations and additions wherever and whenever necessary.

The recent scientific and technological advances have thrown open the gateways of knowledge at an astonishing pace. The speed and methods of assimilating knowledge have put forth many challenges to the educators, forcing them to rethink their approaches for knowledge processing by their learners. In this context, it has become imperative for them to incorporate those skills which will enable the young learners to become 'life long learners'. The ability to stay current, to upgrade skills with emerging technologies, to understand the nuances involved in change management and the relevant life skills have to be a part of the learning domains of the global learners. The CBSE-i curriculum has taken cognizance of these requirements.

The CBSE-i aims to carry forward the basic strength of the Indian system of education while promoting critical and creative thinking skills, effective communication skills, interpersonal and collaborative skills along with information and media skills. There is an inbuilt flexibility in the curriculum, as it provides a foundation and an extension curriculum, in all subject areas to cater to the different pace of learners.

The CBSE has introduced the CBSE-i curriculum in schools affiliated to CBSE at the international level in 2010 and is now introducing it to other affiliated schools who meet the requirements for introducing this curriculum. The focus of CBSE-i is to ensure that the learner is stress-free and committed to active learning. The learner would be evaluated on a continuous and comprehensive basis consequent to the mutual interactions between the teacher and the learner. There are some non-evaluative components in the curriculum which would be commented upon by the teachers and the school. The objective of this part or the core of the curriculum is to scaffold the learning experiences and to relate tacit knowledge with formal knowledge. This would involve trans-disciplinary linkages that would form the core of the learning process. Perspectives, SEWA (Social Empowerment through Work and Action), Life Skills and Research would be the constituents of this 'Core'. The Core skills are the most significant aspects of a learner's holistic growth and learning curve.

The International Curriculum has been designed keeping in view the foundations of the National Curriculum Framework (NCF 2005) and the experience gathered by the Board over the last seven decades in imparting effective learning to millions of learners, many of whom are now global citizens.

The Board does not interpret this development as an alternative to other curricula existing at the international level, but as an exercise in providing the much needed Indian leadership for global education at the school level. The International Curriculum would evolve on its own, building on learning experiences inside the classroom over a period of time. The Board while addressing the issues of empowerment with the help of the schools' administering this system strongly recommends that practicing teachers become skillful learners on their own and also transfer their learning experiences to their peers through the interactive platforms provided by the Board.

I profusely thank Shri G. Balasubramanian, former Director (Academics), CBSE, Ms. Abha Adams and her team and Dr. Sadhana Parashar, Head (Innovations and Research) CBSE along with other Education Officers involved in the development and implementation of this material.

The CBSE-i website has already started enabling all stakeholders to participate in this initiative through the discussion forums provided on the portal. Any further suggestions are welcome.

**Vineet Joshi**  
Chairman



# Air and Water

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# AIR AND WATER

## Syllabus Matrix

### English



Position Words



Has and Have Words



The Concept of One and  
Many

### Environmental Education



Uses and Sources  
of Water



Properties of  
Water



Save Water



Properties and Uses  
of Air

### Mathematics



Numbers untill 200  
Numbers and Patterns

### Visual Arts



Drawing a Scenery

### Performing Arts



Simple Musical Instruments

### Physical Education



Group Activities and  
Games



# English



## General Objectives

- To develop skills to enhance reading and writing.
- To differentiate between letters, words and sentences in the text.



## Specific Objectives

- To understand the concept and the correct use of position words.
- To recognise, analyse and understand the presence and the use of position words in a sentence structure.



### (a) Position Words



Duration: 3 hours



### Skills



#### Listening

Listen to the story and identify the different position words.

Differentiate and comprehend the use of different position words.



#### Speaking

Encourage verbal interaction in class through individual and group activities.

Use position words appropriately while conversing.

Describe things/objects with the help of position words.



#### Reading

Recognise the presence and use of position words in sentences.



Read a passage or a story. Comprehend the location of things, places and people with position words.



#### Writing








Write simple sentences with the given position words.



 <b>Multiple Intelligences</b>	Logical / Intrapersonal / Interpersonal
 <b>Learning Outcomes</b>	<p>The students will develop the ability to :</p> <ul style="list-style-type: none"> <li>- Recognise and use position words appropriately.</li> <li>- Learn new words by listening to them.</li> <li>- Apply the knowledge of position words to a given theme/topic.</li> </ul>





<div>  <b>Skills</b> </div> <div>  <b>Listening</b> </div> <div>  <b>Speaking</b> </div> <div>  <b>Reading</b> </div> <div>  <b>Writing</b> </div>	<p>Pick out the has/have words in the given sentences.</p> <p>Identify what relationship the has/have words have with different pronouns.</p> <p>Encourage the appropriate use of the has/have words in a conversation.</p> <p>To comprehend and convey effectively the use of different shapes and objects.</p> <p>Recognise the presence and use of has/have words in the given sentences.</p> <p>Correlate the use of the has/have words with the corresponding pronouns while reading.</p> <p>Use the has/have words in sentences of one's own.</p>
<div>  <b>Multiple Intelligences</b> </div>	<p>Logical / Visual / Naturalistic / Intrapersonal</p>
<div>  <b>Learning Outcomes</b> </div>	<p>Students will develop the ability to :</p> <ul style="list-style-type: none"> <li>- Recognise and use the has/have words appropriately.</li> <li>- Correlate the use of the has/have words with corresponding nouns/pronouns.</li> <li>- Understand the importance of the subject-verb agreement in a sentence structure.</li> <li>- Recognise and describe various shapes around them.</li> </ul>





## (c) The Concept of One and Many



Duration: 3 hours

<div data-bbox="305 275 375 344"></div> <b>Skills</b> <div data-bbox="415 348 488 417"></div> <b>Listening</b> <div data-bbox="423 485 496 533"></div> <b>Speaking</b> <div data-bbox="431 642 488 711"></div> <b>Reading</b> <div data-bbox="440 779 488 827"></div> <b>Writing</b>	<p>Listen to the words carefully and understand how names (persons/things) change their number.</p> <p>Look around and share your observation regarding a few special names – air, water and some others which remain the same, both in their singular and plural forms.</p> <p>Read the names appearing on the slide and frame their plural forms.</p> <p>Write the singular form of the given plural nouns.</p>
<div data-bbox="302 936 391 1037"></div> <b>Multiple Intelligences</b>	<p>Naturalistic / Intrapersonal / Logical</p>
<div data-bbox="305 1073 399 1157"></div> <b>Learning Outcomes</b>	<p>The students will develop the ability to :</p> <ul style="list-style-type: none"> <li>- Acquire knowledge regarding singular and plural forms.</li> <li>- Use the correct form of nouns while writing and speaking.</li> </ul>



## Transdisciplinary Activities

<b>Environmental Education</b>	Identify and address the problem of scarcity of water and air pollution in our lives.
<b>Visual Arts</b>	Draw images to represent the words - in-out, up-on, down-above, etc.
<b>Performing Arts</b>	Learn a song on 'Air and Water'. Sing individually or in groups.



## Life Skills/SEWA

As socially aware and environmentally conscious citizens of the future the students can explore the chief resource of water supply to their town. The students can survey and investigate the presence of any pollutant affecting the reservoir. Subsequently, with the assistance of their teacher, the students can draft a report on the status of their findings about the water body. The report can be submitted as a part of the class project to the Department of Water Resources.



# Environmental Education



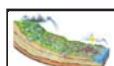
## General Objectives

- To develop an awareness for the need of fresh air and water for all living things.
- To arouse curiosity and develop the skill of asking questions.
- To develop critical and logical thinking.



## Specific Objectives

- To observe the simple properties of air and water and record their observations.
- To familiarise with the need of conserving water and preventing its wastage.



### (a) Uses and Sources of Water



Duration: 3 hours



#### Skills



#### Conceptual Learning



#### Observation



#### Learning by Doing

Introduce uses and sources of water through a discussion.

**Poem:** 'Water, Water Everywhere'.

Use online resources and a Powerpoint Presentation to show the various water sources and their uses of water.

Identify all things which are essential for all living beings.

Observe different water bodies and describe them.

Identify and name the various containers in which water is stored at your home.

#### Germination




Observe the various stages of the growth of a plant.

Enact the poem "Water, Water Everywhere".

#### Show and Tell








Make flashcards to show the different sources of water. Describe each picture in a sentence.










 <b>Application</b>	<p><b>Source of Water</b></p> <p>Use a tin/cylindrical box and a spool to make a well.</p> <p>Solve the riddles using clues related to various sources of water.</p> <p>Unscramble the given words to find out the names of the various sources of water.</p> <p>Write your daily routine. Highlight in blue colour the activities for which you require water.</p> <p>Collect the pictures of famous water bodies and paste in a scrap book e.g. a water fall, well etc.</p>
 <b>Multiple Intelligences</b>	<p>Logical / Linguistic / Musical / Interpersonal</p>
 <b>Learning Outcomes</b>	<p>Students will develop the ability to identify different sources of water and their multiple uses.</p>





<p> <b>Skills</b></p> <p> <b>Conceptual Learning</b></p> <p> <b>Observation</b></p> <p> <b>Learning by Doing</b></p> <p> <b>Application</b></p>	<p>Explain the concept of a water cycle with the help of experiments.</p> <p>Explain the different properties of water with the help of experiments.</p> <p>Record your observation of the experiments that have been conducted.</p> <p>Observe how water turns into steam on heating.</p> <p><b>Hands-on Activity</b></p> <p>Take various objects and put them in a container of water. Record your observations... the things that float on water and those that sink to the bottom.</p> <p>Demonstrate the different forms of water: solid (ice), liquid (water) and gaseous (steam).</p> <p>Dissolve different things in water to explain the properties of water.</p> <p><b>Water has no Shape</b></p> <p>Pour water in a tumbler, a bowl or a plate. Find out / observe the shape of water.</p> <p>Identify and write the names of the things which dissolve in water.</p>
<p> <b>Multiple Intelligences</b></p>	<p>Kinesthetic / Logical / Interpersonal / Linguistic</p>
<p> <b>Learning Outcomes</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Understand the different phenomena related to water.</li> <li>- Describe the properties of water by relating to real life.</li> </ul>



<p> <b>Skills</b></p> <p> <b>Conceptual Learning</b></p> <p> <b>Observation</b></p> <p> <b>Learning by Doing</b></p> <p> <b>Application</b></p>	<p>Discuss the concept of conserving water. Elicit responses from the students.</p> <p>Water is important in life for survival.</p> <p>a) Collect advertisements and pictures on 'Save Water'.</p> <p>b) Slogan writing on 'Conservation of Water'. Street play on 'Save Water'.</p> <p>c) Poster Making on 'Conservation of Water' and use them as props for a Street Play.</p> <p>Learn and recite the poem 'Water, Water Everywhere'.</p> <p><b>Reuse of Water</b></p> <p>Write two to three ways in which water can be saved.</p>
<p> <b>Multiple Intelligences</b></p>	<p>Musical / Kinesthetic / Linguistic / Interpersonal</p>
<p> <b>Learning Outcomes</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Realise that since water is essential for living beings a conscious effort to conserve it must be made.</li> <li>- Acquaint themselves with the various problems related to scarcity of water.</li> </ul>







## (d) Properties and Uses of Air



Duration: 3 hours



### Skills



### Conceptual Learning



### Observation



### Learning by Doing



### Application

Feel the presence of air with the help of different activities.

Explain the difference between air and wind.

Discuss the importance of air, its properties and uses. Give examples from real life situations.

Record observations related to the combustion activity.

Observe the change in the size and shape of the balloon during the experiment.

Talk about the importance of air in our daily life. Air is all around us. We cannot see air but we can feel it, when we stand in front of or under a fan, inflate a ball, blow a candle, fly a kite and blow bubbles.

Observe and feel the effect of air by switching on the fan.

Show that air is essential for living beings. Ask everyone to close their nostrils and mouth for two - three seconds. Perform this activity under the guidance of the teacher/adult.

Perform the experiment to show that air is necessary for combustion.

### Air Occupies Space



Blow air into a colourful balloon and burst it.

Recite the poem "This is the way we blow the balloon".

Write down five things that need air.

Compare the after effects of blowing and puncturing a balloon. Write your responses.



 <b>Multiple Intelligences</b>	Kinesthetic/ Logical/Interpersonal/Linguistic
 <b>Learning Outcomes</b>	<p>Students will develop the ability to :</p> <ul style="list-style-type: none"> <li>- Recognise the importance of air for living things.</li> <li>- Explore and learn about the properties of air through observation, comparison and experimentation.</li> </ul>



## Material Required

A4 size sheets, construction paper, a Powerpoint Presentation to show various sources of water, a tin/cylindrical box, 2 plants, things that float and sink in water, things that are soluble and insoluble in water, containers of different shapes, a burner, ice cubes, a lid to cover the container, a handkerchief, strings, a cork, candle, tumbler, origami paper, a stick, board pins, colourful balloons, placards and poster colours.



## Transdisciplinary Activities

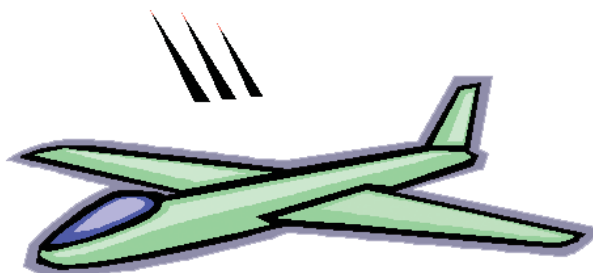
<b>Visual Arts</b>	<p>Make a parachute with a handkerchief, strings and a cork.</p> <p><b>“Pin Wheel”</b></p> <p>Using construction paper, a stick and board pins make a Pin Wheel.</p>
<b>Performing Arts</b>	<p>Enact the poem learnt to give the message ‘Save Water’.</p> <p>Street Play: “Conservation of water”.</p>



## Life Skills/SEWA

Visit a factory to see how waste is disposed.

Inculcate the habit of saving water, recycle and reuse it wherever necessary, e.g. after drinking water, use the water left in the glass to water plants.





# Mathematics



## General Objectives

- To identify and comprehend the concept of counting upto 200.
- To develop the ability to group the objects in ones, tens and hundreds.
- To understand the significance of sequencing numbers.
- To realise that numerals have names as well as values.
- To inculcate the ability to develop combinations and observe the patterns followed in nature.
- To analyse the significance of patterns and sequences in day-to-day activities.



## Specific Objectives

- To write in sequence numerals upto 200.
- To develop the competency to put numerals in an order (ascending or descending).
- To correlate numerals with the number names.
- To identify the place of a digit in a numeral and its corresponding place value.
- To count, recognise and represent number names upto 100 and extend the concept further.
- To acquire the ability to assimilate the concept of ones and tens.
- To count and tell how many tens and how many ones are present.
- To enhance the ability to comprehend the patterns or sequences with numbers, shapes and different objects.
- To connect and correlate with the patterns found in Nature.



(a) Numbers until 200



Duration: 3 hours



### Skills



### Observation and Identification

Observe the position of a digit along with their value in the given numbers.

Using place value blocks explain the formation of three-digit numbers.

Observe and identify the change in the place value by changing the place of a particular digit in a numeral.





### **Logical and Mental**



### **Application**

Identify numbers in newspapers, magazines, books and other places. Observe what each number represents.

Develop the vocabulary for writing numeral names upto 200.

Understand the mathematical terms 'Maximum and Least' and Position words – before, after and between.

To reason out value in terms of bigger or smaller.

Develop the analytical reasoning of the digit placed at different places with the place value.

Counting with the help of beads.

Counting with the help of place value blocks.

Counting of bubbles using a soap solution.

To apply the knowledge of number sequence in everyday situations.

Match numeral cards with the number name cards.

Perform the Balloon Activity related with place value.

Explore places and situations where numbers are used. Identify what they represent.



### **Multiple Intelligences**

Spatial / Linguistic / Kinesthetic / Naturalistic









### **Learning Outcomes**

Students will develop the ability to:

- Read and write numbers till 200.
- Correlate numerals and number names.
- Place numerals in the desired order.



<p> <b>Skills</b></p> <p> <b>Observation and Identification</b></p> <p> <b>Logical/Mental</b></p> <p> <b>Application</b></p>	<p>Form patterns using beads. Observe the sequence of the patterns.</p> <p>Comprehend and correlate the pattern that one sees.</p> <p>Look around your class and identify the objects that have patterns. These objects may be curtains, floor tiles, books, clothes, etc.</p> <p>Interpret various patterns and form a link.</p> <p>Make comparisons of the given numbers and deduce inferences.</p> <p>Identify the sequence formed in different patterns.</p> <p>Develop further the skill of forming various patterns (Use Worksheets).</p>
<p> <b>Multiple Intelligences</b></p>	<p>Spatial / Linguistic / Kinesthetic / Naturalistic</p>
<p> <b>Learning Outcomes</b></p>	<p>Student will be able to identify, comprehend, visualise, analyse and form various pattern formations (both with numbers and shapes).</p>



### Transdisciplinary Activities

<p><b>Performing Arts</b></p>	<p>Sing number rhymes. Observe rhythmic patterns in a song or a rhyme.</p>
<p><b>Visual Arts</b></p>	<p>Make a number tape upto 200. Make patterns using thumb and finger printing.</p>



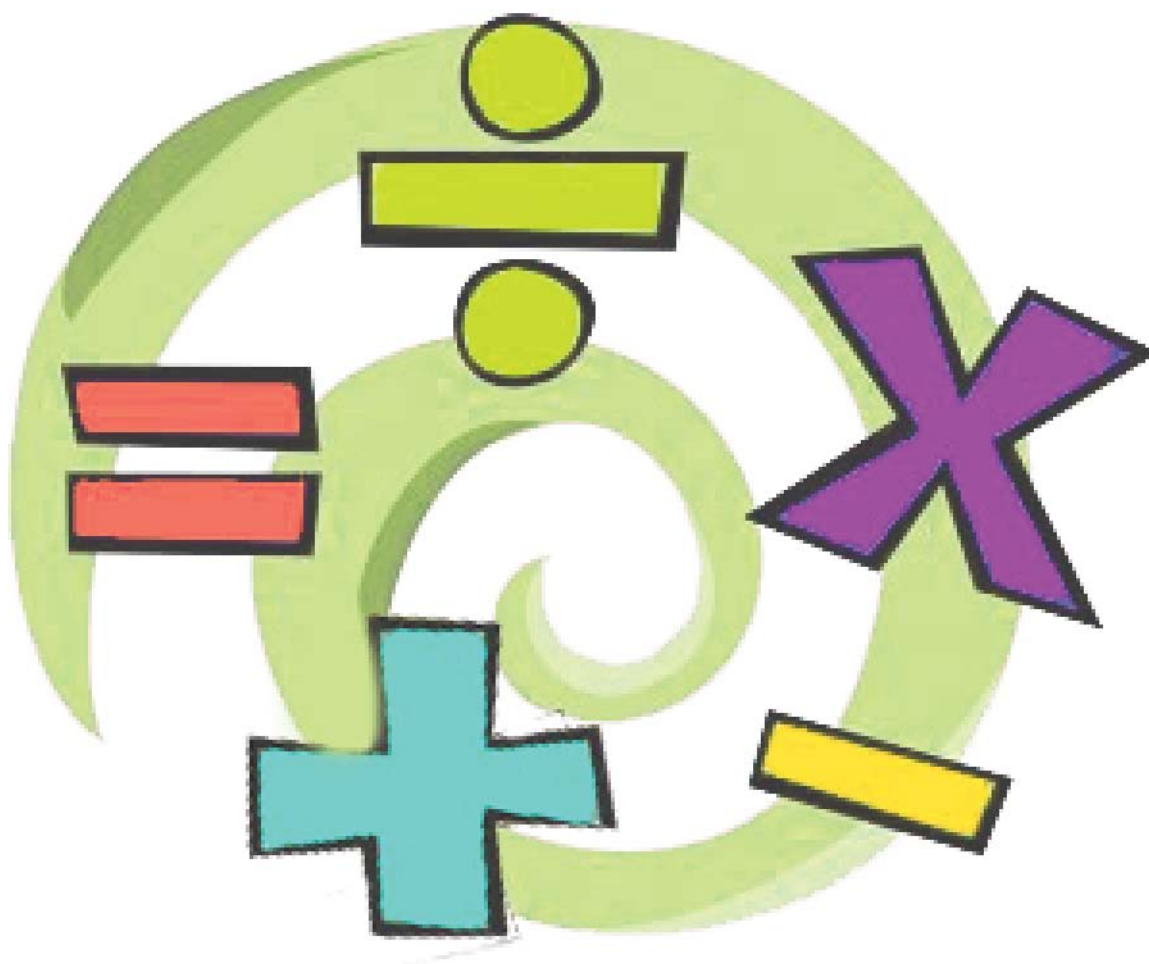


## Life Skills/SEWA

To develop an aptitude to use an analytical mind in real life situations such as problem solving, finding options and deducing solutions from certain situations.

Refer to the story – “STEP BY STEP” in the Lesson Plan.

Explain that just as air and water are essential for living beings, in the same manner numbers help us to find the quantity of a thing. Imagine your life without water, air and numbers.





# Performing Arts

## General Objectives



To appreciate the elements of the vocabulary related to music including pitch, beat, pause, rhythm, tempo.

- To use music as a means of personal expression.



## Specific Objectives

- To identify and distinguish different instruments from each other.
- To differentiate the sounds of various musical instruments.



**Simple Musical Instruments**



**Duration: 1 hour 30 minutes**

<div data-bbox="228 898 293 961"></div> <div data-bbox="316 905 401 942"><b>Skills</b></div> <div data-bbox="280 978 391 1058"></div> <div data-bbox="412 976 574 1054"><b>Learning by Doing</b></div> <div data-bbox="352 1446 412 1507"></div> <div data-bbox="418 1457 579 1495"><b>Application</b></div>	<p>Learn names of different musical instruments. Sing rhymes with actions, the National Song and say Prayers.</p> <p>Take some bowls of different sizes and two sticks. The bowls can be of the same material or of different materials, i.e. metal, ceramic or glass. Fill each bowl with either water or sand. With the help of the sticks, tap the edge of the bowls in a rhythmic manner and listen to the sound produced. Your musical instrument is ready.</p> <p>Identify the musical instruments by the sound they produce and name them.</p>
<div data-bbox="233 1593 310 1667"></div> <div data-bbox="316 1585 514 1669"><b>Multiple Intelligences</b></div>	<p>Kinesthetic / Intrapersonal</p>
<div data-bbox="211 1717 310 1797"></div> <div data-bbox="316 1715 477 1797"><b>Learning Outcomes</b></div>	<p>Students will develop the ability to:</p> <ul style="list-style-type: none"> <li>- Understand the basics of music.</li> <li>- Identify various musical instruments.</li> </ul>



## Material Required

Musical instruments, bowls of different sizes, sticks of various sizes, rice grains, sand and water.

## Transdisciplinary Activities

<b>Visual Arts</b>	Collect pictures of various musical instruments. Make a scrapbook using the pictures you have collected.
<b>Physical Education</b>	Learn names of musical instruments and the basic vocabulary related to music, i.e. rhythm, tempo, pause, beat.

## Life Skills/SEWA

Share Information based on the fact that “Music has a healing power”.

Thank the Almighty in the form of a prayer everyday.





# Visual Arts



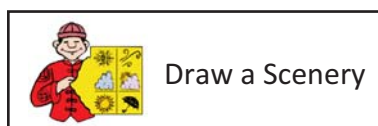
## General Objectives

- To promote intellectual and aesthetic growth.
- To develop creativity and imagination.



## Specific Objectives

- To express a given topic through an illustration.
- To develop the ability to apply the elements of art.



Draw a Scenery



Duration: 1 hour 30 minutes

<div data-bbox="250 831 315 894"></div> <div data-bbox="318 835 401 873"><b>Skills</b></div> <div data-bbox="324 894 396 957"></div> <div data-bbox="412 907 583 940"><b>Observation</b></div> <div data-bbox="292 1113 396 1194"></div> <div data-bbox="412 1110 574 1188"><b>Learning by Doing</b></div> <div data-bbox="347 1247 406 1306"></div> <div data-bbox="412 1257 571 1293"><b>Application</b></div>	<p>Observe and feel how air and wind blow. Show pictures of a rainy day, a snowy day, the scene on a beach and other pictures related to air and water.</p> <p>With simple strokes draw the picture of a normal day. (when the sun shines or at the seashore.)</p> <p>Make different kinds of fish for an aquarium.</p> <p>Fly a kite or a paper airplane and share your experience with your friends and teacher.</p>
<div data-bbox="201 1381 298 1470"></div> <div data-bbox="315 1383 514 1470"><b>Multiple Intelligences</b></div>	<p>Linguistic / Naturalistic / Intrapersonal</p>
<div data-bbox="201 1520 298 1600"></div> <div data-bbox="315 1516 477 1596"><b>Learning Outcomes</b></div>	<p>Students will be able to acquire knowledge and describe the use of air and water through illustrations.</p>





## Transdisciplinary Activities

<b>Environmental Education</b>	Write on “How water is used by human beings ?
<b>Physical Education and Performing Arts</b>	Enact the story ‘Caps for Sale’.



## Life Skills/SEWA

Appreciate and describe the importance of air and water for all living beings.





# Physical Education



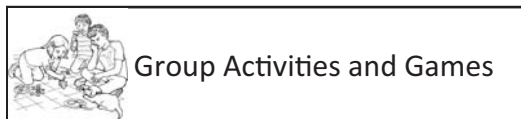
## General Objectives

- To develop knowledge of locomotor movements.
- To develop muscular strength and endurance required for various physical activities.

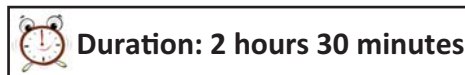


## Specific Objectives






- To understand the importance of being physically fit.
- To respect your self and others and understand the significance of having the Sportsmans' Spirit.



Group Activities and Games



Duration: 2 hours 30 minutes

 <b>Skills</b>  <b>Learning by Doing</b>  <b>Application</b>	<p>Explain various team games like football, relay race and obstacle race.</p> <p>Responding to commands and signals (PEC 15 and PEC 16).</p> <p>Play the game 'Fire in the Mountain'.</p>
 <b>Multiple Intelligences</b>	<p>Interpersonal / Logical / Naturalistic</p>
 <b>Learning Outcomes</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Develop knowledge, skills and the values essential for team games.</li> <li>- Understand and recognise different opportunities of having fun by participating in physical activities.</li> </ul>



## Material Required

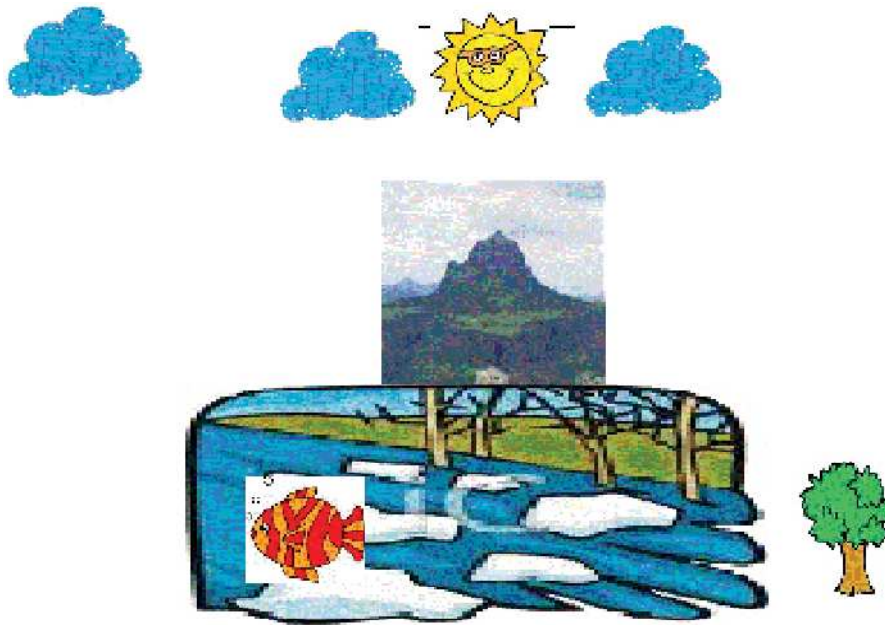
Physical Education Cards, PEC kit.

## Transdisciplinary Activities

<b>Environmental Education</b>	Understand the importance of drinking clean and filtered water.
<b>Performing Arts</b>	Dramatise the poem 'Water, Water Everywhere'.

## Life Skills/SEWA

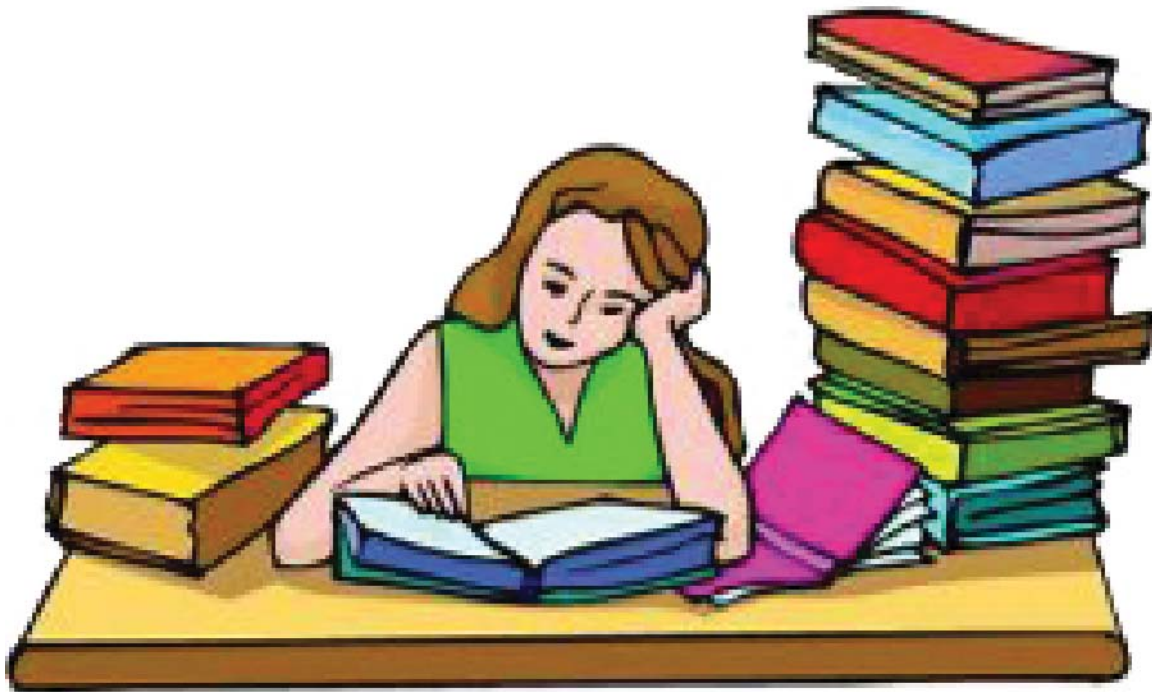
Appreciate and describe the benefits of exercise in fresh air and how this makes us healthy.





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# Lesson Plans





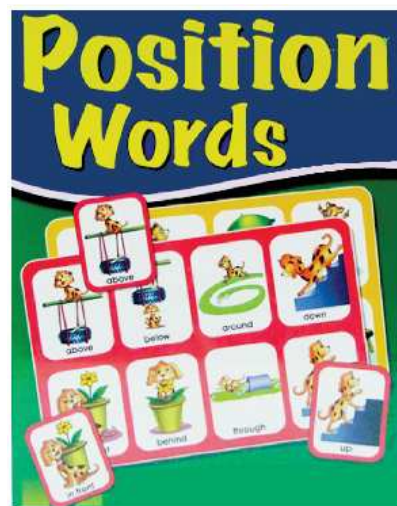
# English

## Lesson Plan-a

### Topic: Position Words

Duration: 3 hours

**Brief Description:** This lesson involves the application, skill and knowledge to enhance the use of Position Words in the English language. The students become familiar with position words (up/down, in/out, above/below, etc.) and are able to identify and actively use them to describe the world around them. This lesson will incorporate a read-aloud book session, visual word cards, classroom exploration and the creation of scenery through instruction and guidance to help students master the subject area of position words. They will be able to identify the position of objects in their environment in relation to the objects surrounding them and use position words in everyday speech and in a variety of contexts.



### Learning Objectives

As an outcome of this lesson, the students will be able to :

- Recognise position words – up/down, in/out, above/below, etc.
- Verbally provide examples of objects placed in the classroom using position words.
- Position the objects in relation to another object based on the position words provided.
- Describe the position of places in the immediate environment in relation to other places.
- Develop a spatial awareness of the environment around them.
- Acquire knowledge to express meaningfully and effectively the positions of objects while conversing.



### Material Required

The Book: “Goldilocks and the Three Bears”, a teddy bear for each student, cutouts of various shapes, an A4 size sheet, glue etc.







## Teacher Activity

Read the story 'Goldilocks and the Three Bears' and explain appropriately the use of the position words - on, in, under, behind, near, far, between, beside in the story.

Discuss the illustrations on the cover, and what its appearance conveys - the three bears are leaving the woods and the girl is about to go into the woods and what she would do there.

While reading, ask the following questions:

- Did Goldilocks eat the porridge that was in the bowl?
- Did she eat porridge from the bowl that was besides the big bowl?
- Where was the porridge that she ate?

Ask similar questions when Goldilocks sits in the chair and lies down on the bed.

After reading, pick up a black trash bag and ask the students to guess what is inside the bag.

Show the teddy bears in the bag. Give a teddy bear to each of the students and ask them to hug it. Now tell them that they will be playing a game 'Where to Put the Teddy Bear'.

Demonstrate and then tell the students to place the teddy bear on their head, on their shoulder, under their arm, besides their face, behind their back and hold it in their hands.

Recapitulate the position words by placing a bear in different places in the classroom and ask the students to say where the bear is.

Explore the classroom. Identify objects that are up/down, in/out, above/below and left/right of other objects. Use flashcards to help the students connect the word with the position.



## Student Activity

Design an activity sheet for each student. Draw or paste a cutout of any object for example a hut, a tree, any animal or flower in the centre. Now give each student a sheet and a few cutouts. Ask them to place the cutouts on the sheets and write about them using position words.

The book, "Inside Outside Upside Down" from the Berenstain Bears Series authored by Stan and Jan Berenstain can be used as introductory or extra reading for the kids.



## Interdisciplinary fusion with Environmental Education and Life Skills - Air and Water Pollution

### *When Greenville turned Brown*

A small town called Greenville was a nice place to live, With forests and ponds, it had lots to give.

The people were happy in this little town,  
Until something happened and Greenville turned brown.

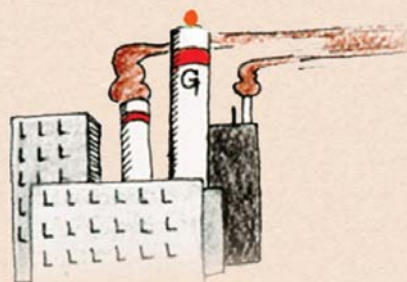


The crystal blue sky one day turned gray,  
The flowers all wilted and the birds flew away.  
“My crops will not grow!” cried Farmer John Deer,  
“My well water is purple, and it used to be clear!”  
“We can’t even breathe from the stench in the air!”  
The townspeople were angry, so they called in the Mayor. “Our town is not healthy, we’re all getting sick. You must do something about it and do it right quick!”



But the Mayor did not know what was wrong with her town. She did not know why Greenville had turned brown. What could it be that could cause such destruction? The Town wanted an answer, and needed a solution. The source of the problem was right under their nose. It was the old Drumleaky factory right down the road.

On the edge of the town was the factory site,  
It operated all day and even at night.  
“What do they make there?” the people would wonder. “There are terrible smells and noises like thunder!” The sign on the factory said “Globby Glue, Inc.” It was Globby Glue, Inc. that created this stink.







From factory smoke stacks came clouds grey and black. And drums filled with old globby glue were piled high out back. Not far away was a creek lined with trees. The fish that had lived there were now forced to flee.



The townspeople gathered to figure out a solution to this problem. And they soon came up with a plan. To clean up the water, the air, and the land. "We'll bring in our scrubbers, our dusters, our mops, We'll clean from the ground up to the tree tops. We'll make sure your water is again safe to drink. And we'll make sure that our town is rid of the stink."

Mr. Drumleaky, the owner of the factory was not aware that he had broken the law and caused quite a scare. "I did not know throwing waste on the ground, would bring so much harm to this tiny town.

He was very remorseful and wanted to help the townspeople as best as he could. So he stopped the production of globby glue. But people still needed Globby Glue to fix, fasten and fuse things.

And the kids required the glue to make beautiful art work and projects.



So the people of Greenville said to Mr. Drumleaky,

You can still make the glue and you don't have to make less. You'll just have to make it without making a mess."

Then one morning after working all night, the town woke up to a beautiful sight. The air was now fresh, and the sky, it was blue!

The birds had come back and the fishes had too  
Everyone saw that the town was now clean  
The small Town of Greenville,  
Was once again green!



# English

## Lesson Plan-b

**Topic:** Has/Have Words

**Duration:** 3 hours

**Brief Description** – The lesson involves developing skills, knowledge and application of has/have words in English language. The lesson is fused with the mathematical concept of shapes and patterns.



### Learning Objectives

As a result of this lesson, the students will be able to:

- Recapitulate the nouns and pronouns used in everyday speech.
- Apply the concept of one and many effectively.
- Develop the skills for the appropriate use of has/have words in daily speech.
- Collate the use of has/have with the pronouns and singular-plural words.
- Use of subject–verb agreement correctly in a sentence.



### Material Required

A basket, cutout of various shapes circle, triangle, square, rectangle, oval and star.



### Teacher Activity

#### Shape It

After the recapitulation of pronouns and singular/plural words, start the lesson by displaying a basket containing cutouts of different shapes and patterns learnt. Pick up a shape card and ask the students to also pick a shape, card from the basket. After each student has picked up a shape, play the game.

Initiate the activity by saying:

I have a circle.



You have a triangle.



She has a square.





Now, every student has to follow the lead in a similar manner.

- Identify the shape card he/she has, e.g. **I have a circle.**
- Identify the shape card the teacher has, e.g. **She has a triangle.**
- Identify the shape card the student sitting next to her/him has, e.g. **He/she has a square.**

Through this activity, practice the use of pronouns with the has/have words and geometric shapes.



## Student Activity

The students form groups according to the shapes that they have.

Each group identifies the shape they have and also the shape card the other groups have with them. Each group describes the shape they have.

For example:

We have circles.

It is round in shape.

The face of a coin is a circle.

They have triangles.



## Review

Review the concept of has/have, pronouns and shapes by giving worksheets to the students.



# English

## Lesson Plan-c

**Topic: The Concept of One and Many**

**Duration: 3 hours**

**Brief Description:** The lesson involves understanding the concept of one and many through explanation and how names change their form by adding 's' or 'es'.



### Learning Objectives

As a result of this lesson, the students will be able to:

- Explain the difference between one and many.
- Change singular nouns into plural by adding 's' or 'es'.
- Visually and audibly recognise one and many words.
- Give examples of one and many words.



### Material Required

A plate full of chocolate chip cookies, flashcards of one and many words, the book "Caps for Sale" by Esphyr Slobodkina.



### Teacher Activity

Show a plate full of cookies to the students and say 'I brought something with me today. What is in it?' The students answer 'cookies'. Hold up one cookie and ask, 'What is this?' The students answer, 'a cookie'. Ask the students to identify the difference in the two answers. The first answer include all the cookies and the second answer was just about one of them.

Now, elaborate that the first answer had 's' letter at the end that made it more than one. A word that tells about more than one item is a plural word. When we said 'cookie' without the 's', it was singular i.e. just one'.

Read the Story 'Caps for Sale'. Review the meaning of the words 'singular' and 'plural' in the story.

Write all the words in the story which are plural. Explain that 's'/'es' is added to a word to make it more than one.





## Student Activity

Read the story slowly to the students.

After the reading, the students recall the words that are plural. Write the words on the board. Tell the students to go through the book and see if they can find more words that have been missed. Show them the pictures that relate to the plural words - caps, monkeys, fingers, hands, etc. Talk about the other plural words that are not in the story text but are illustrated in the pictures. Ask them to copy and add these words to the collection of plural words written on the board.

Make a column of the singular words related to the plural words. Explain that each word is made plural by adding 's' or 'es'.



## Review

Give the students worksheets on the concept of one and many.



## Assessment

Assess the understanding of the lesson by monitoring the participation of the students in the class activity and their ability to correctly identify the concept of one and many.



# Environmental Education

## Lesson Plan-a

**Topic: Uses and Sources of Water**

**Duration: 3 hours**

**Brief Description:** This lesson creates awareness about the various uses and sources of water.



### Learning Objectives

As a result of this lesson, the students will be able to:

- Develop an awareness of the sources and uses of water.
- Acquire an understanding about the importance of water for all living things.
- Nurture their curiosity and creativity.



### Material Required

Flashcards, tin/cylindrical box, a spool, two potted plants, A4 size sheets, sprinklers.



### Teacher Activity

Introduce the topic 'Uses of Water' through a structured discussion and explain why water is important. Base the discussion on everyday life experiences.

Show the various sources of water through a Powerpoint Presentation. Elicit responses from the students based on real life experiences.

Encourage the students to find the sources of water from the given word grid.



### Student Activity

Recall the names and shapes of the various containers in which water is stored at home. Share it with others.

Take two potted plants. Water only one plant and not the other. Record the observations. Understand that water is essential for all living beings.

Write about your daily routine. Highlight the activities for which we need water in blue colour.

### Show and Tell

Make big flashcards of different sources of water and describe them. Then colour the picture and list out various ways in which we use water.



## Model of a Well

Make a well using a tin/cylindrical box, a spool and strings. Explain how water is drawn from a well.



## Review

**Poem:** "Water, Water Everywhere. (Refer to Teacher Resource Material)

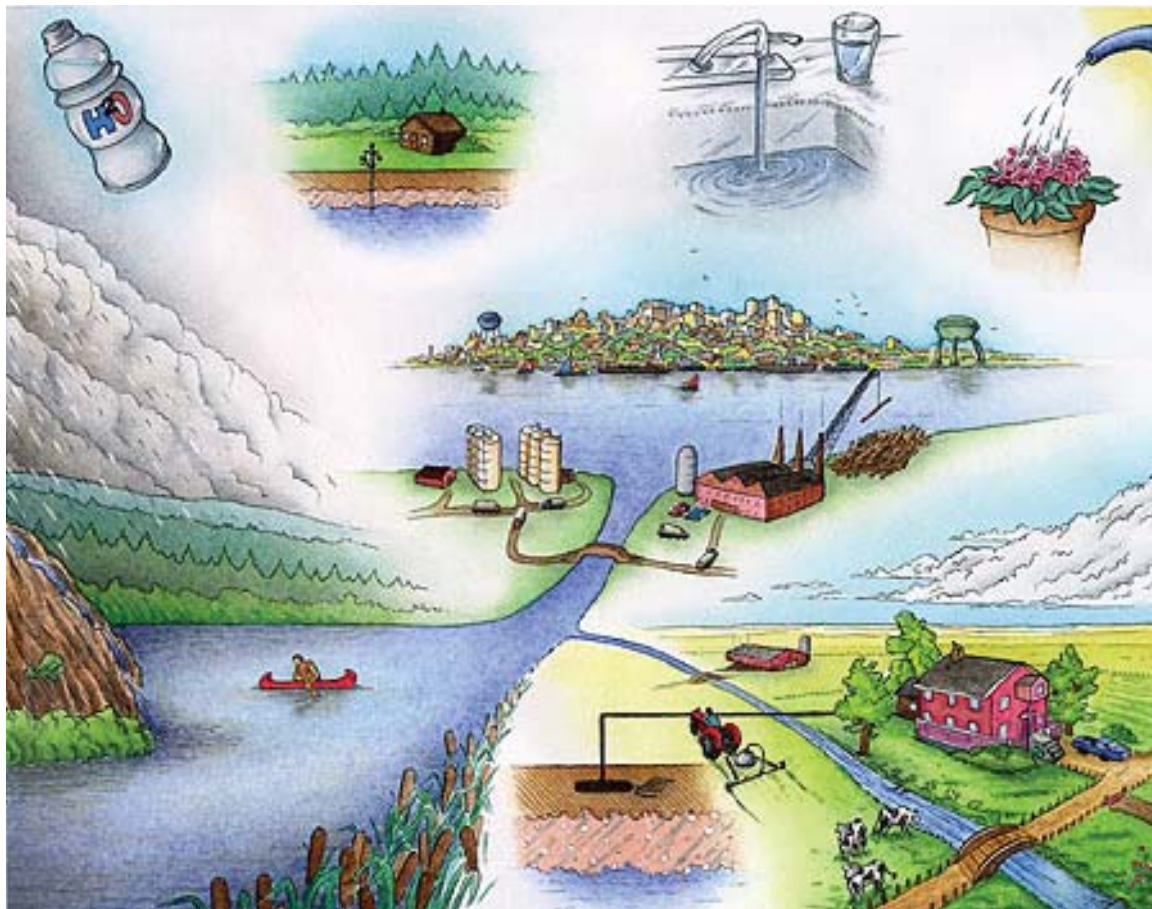
**Solve the Riddles:** Ask riddles related to various sources of water.



## Assessment

Ask the class the following questions:

- What are the various uses of water.
- Name any three sources of water.
- Why do we need water?





# Environmental Education

## *Lesson Plan-b*

### **Topic: Properties of Water**

### **Duration: 3 hours**

**Brief Description:** The lesson creates an awareness about the various properties of water.



### **Learning Objectives**

As a result of this lesson, students will be able to:

- Observe different phenomena associated with water.
- Explore, observe and record different properties of water.
- Stimulate their thinking skills and aesthetic sense.



### **Material Required**

Glasses, tumblers of different colours, shapes and sizes, things that sink/float in water, ice cubes, sugar, salt and lime juice.



### **Teacher Activity**

### **Time to Experiment**

Take a glass of water and pour the water in different coloured transparent tumblers. Observe how the water looks different when poured in different coloured tumblers. Discuss and reach the conclusion that water has no colour.

Take a glass of water and pour it in tumblers of different shapes and sizes. Elicit responses from students. Through this activity the students will understand that water has no shape and that it takes the shape of the container into which it is poured.

Take a transparent container half-filled with water and put things like a plastic rubber ball, a pencil, an eraser, etc. into it. Observe and record the things that sink in water and the ones which float on the water. On the basis of the observations, discuss as to why certain objects sink and others float. Explain that objects which are light float on water and objects which are heavy sink in.



Take some ice cubes, put them in a glass bowl and show it to the students. Now put the bowl aside and after sometime again show it to them. The students will observe how water has changed form - from solid to liquid and liquid to water vapour. Explain and discuss the three forms of water.



### Student Activity

Ask the students to drink water and describe the taste. Further extend the activity by adding different ingredients like salt, sugar and lemon to the water and then taste it. Reach the conclusion that water by itself is tasteless.

Take a glass of water and mix different ingredients. Record observations, like the colour of water when ingredients are mixed in it and so on.



### Review

Identify and name different states of water.



### Assessment

Ask the students the following questions.

- Does water have any shape?
- What happens to an ice cube when it is left at room temperature?
- Name a few things that are soluble and insoluble in water.



# Environmental Education

## *Lesson Plan-c*

**Topic: Save Water**

**Duration: 3 hours**

**Brief Description:** This lesson creates awareness about the need and ways to save water.



### Learning Objectives

As a result of this lesson, the students are able to:

- Develop an awareness about the importance and conservation of water.
- Explore and learn the ways and measures to save water.
- Discuss potential problems that may arise due to lack of water.



### Material Required

A4 size sheets, a Powerpoint Presentation on “Save Water and Online Resources”.



### Teacher Activity

Introduce the concept of water conservation and its importance through a structured discussion and with the help of a Powerpoint Presentation and online resources related to the topic ‘Water’.



### Student Activity

#### **Slogan writing**

Discuss various ways to save water through a brainstorming session. Following the discussion, organise a slogan writing event on the topic ‘Save Water’. Display posters at various places in school to create awareness among others about the need for conservation of water.

#### **Street Play**

Elicit responses from the students on how to conserve water and reuse it. With the ideas and statements of the students, write a short play. Allocate roles to the students. Enact it in the Assembly or during the break and after the presentation take a pledge together to save water. “We promise that we shall use water wisely and not waste it.”





## Review

### Worksheets

Colour the pictures where water is not being wasted.

Enlist ways in which you can help save water.



## Assessment

Ask the class the following questions.

- Give any two uses of water in our daily lives.
- What are the ways through which we can save water?





# Environmental Education

## Lesson Plan-d

### Topic: Properties and Uses of Air

**Duration: 3 hours**

**Brief Description:** The lesson involves an awareness and understanding of the various uses and properties of air.



### Learning Objectives

As a result of this lesson, the students will be able to:

- Develop awareness; realise the importance of air for all living beings.
- Observe various phenomena indicating simple properties of air and share their observations.
- Explore, think and ask questions.



### Material Required

A candle, match sticks, a jar, balloons, handkerchiefs, strings, corks.



### Teacher Activity

Introduce the topic through a discussion wherein examples from real life are taken up to make the students aware of the existence and importance of air. During the discussion, ask the students to observe and feel the effect of air by switching on the fan. Ask various questions regarding the existence of air around us.

### Air for Breathing

Ask the students to close their nose and mouth for two-three seconds to make them understand the importance of air for all living beings.

### Air for Burning

Observe how a candle stops burning, if we stop its contact with air by putting a jar over the candle. Conclude that air is important for burning.



## Air Occupies Space

Give each student a balloon. Let them play with it by inflating and deflating it.

Now, give a string to each student. Ask them to blow air into the balloon and tie it with a string so that the air does not escape out of the balloon. Let them play with them and try to burst the balloons of the other students. Explain that air occupies space.



## Student Activity

Make Pinwheels using the paper folding method. Blow air and see its affect on the pinwheel. Explain how wind mills function with the force of the wind.

## Deep Breathing Exercises

Demonstrate various deep breathing exercises (in the class) to explain the importance of air.

## Parachute Making

Use handkerchiefs, strings and corks to make a parachute.



## Review

Learn and recite the poem “This is the way we blow the balloon”.

## Worksheets

Circle the things that pollute air and tick the things which help in keeping it fresh.

Draw and colour things that fly and name them.

Join the dots, colour the picture and collect more information about the windmill.



## Assessment

Students can be assessed on the basis of their participation in various activities and responses during classroom discussions.



# Mathematics

## Lesson Plan-a

**Topic: Numbers upto 200**

**Duration: 3 hours**



### Learning Objectives

As a result of this lesson, the students will be able to:

- Write in sequence the numerals till 200.
- Develop competency to place numerals in a particular order (ascending, descending).
- Correlate numerals with the number names.
- Write number name for a given numeral.
- Identify the place of a digit in a numeral and its corresponding place value.



### Material Required

Flashcards of numerals and number names, place-value blocks of base ones, tens and hundred, an abacus, soap solution, bubble maker, buttons/seeds/straws/beads, chairs.



### Teacher Activity

Since the students have knowledge of two-digit numbers, ask questions to reach the 'Topic'. Take the help of place value blocks or straws (tied in groups of hundreds, tens and single straws for ones).

Teacher: If number 6 is at the tens place and 3 is at the, ones place, what is the number?

Students: The number is 63.

Teacher: If number 9 is at the ones place and number 3 is at the, tens place, what is the number?

Students: 39

Teacher: Which number is 10 less than 40?

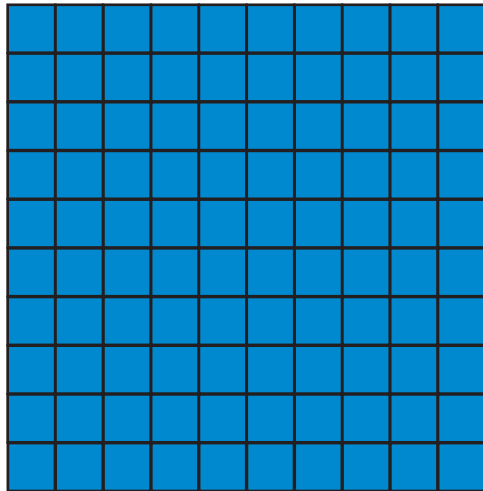
Students: 30

Divide the class in groups of 4 to 5 students. Give a bowl of buttons/seeds (99 in number) to each group and ask them to count it. The students in each group will reach the total of



99. Now distribute one bead to each group and ask them to count again. Explain that now the total is 100. Keep on adding one more bead at a time and the counting will continue to 101, 102, 103.... and so forth.

**Counting Numbers with the help of place-value blocks. Refer to the lesson plan on numbers in Unit 2 and Unit 5.**



Teacher: How many objects are there in groups of ten?

Students: None

Teacher: How many objects are alone by themselves?

Students: 1.

Teacher: How many objects are in a group of hundred?

Students: 1.

Teacher: Which is the number?

Students: 101

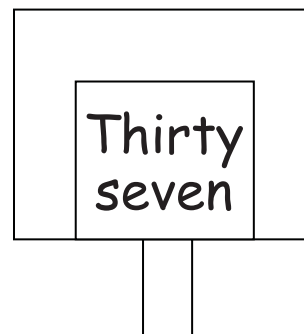
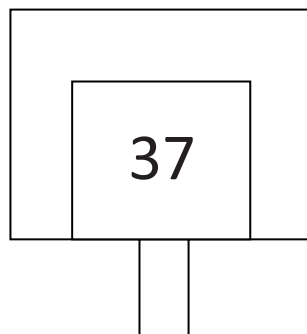
Form more numbers using place-value blocks.

Count from 100 onwards and ensure that the students learn counting from 100 to 150.

### Match the Two

Ask the students (a day before) to bring flashcards of any numeral and its number name (upto 50).

Divide the class into two groups. Shuffle all the flashcards and give all the numeral cards to one group and number name cards to the other. Now randomly call out a number and ask the groups to match the numeral and the number name flashcard.





Similarly, call out numbers until number 99. Emphasise that every number has a number name as well as a numeral. The numeral is represented in figures and the number name in words. For example: 100 is written and spelt as-

## ONE HUNDRED

Reinforce the concept of place-value of numbers through a discussion on places and their importance.

Where do you live?

Why do we need a home?

Where do the animals live?

Why do they need a home to live?

Similarly, explain that each digit in a number has a specific place. These **places** have special names.

For example: Number 174 is a 3 digit number.

The places move from the right side of the number towards the left side.

<b>LEFT</b>	1	7	4	<b>RIGHT</b>
-------------	---	---	---	--------------

The first place from the right is the **ONES** place.

The second place from the right is the **TENS** place.

The third place from the right is the **HUNDREDS** place.

**So in the number 174**

**4** is at the **ones** place.

**7** is at the **tens** place.

**1** is at the **hundreds** place.

The value of any digit depends on its **place** in the number.

**So, the number 174**

**The place-value of 4 is      4 ones = 4**

**The place-value of 7 is      7 tens = 70**

**The place-value of 1 is      1 hundreds = 100**

Continue the discussion with examples of air and water. Explain that everything has its importance and a place, even numbers..., e.g. in the number 65, 5 is at the ones place and 6 is at the tens place.



In the number 125, 5 is at the ones place and 2 is at the tens place where as 1 is at the hundreds place. Explain that the place next to the tens place on the left handside is the **hundreds place**. Use an **abacus** to explain the places of numbers.

Give more examples to explain the topic. Like, in number 189

**1 is at hundreds place**

**8 is at tens place**

**9 is at ones place**

<b>1</b>	<b>8</b>	<b>9</b>
H	T	O



## Student Activity

### Fun Activity with Numbers

Divide the students in groups and provide a soap solution to them to make bubbles. Ask them to make bubbles, count and add them up. Collect the data and ask questions related to it.

What is the maximum number of bubbles formed?

What is the least number of bubbles formed?

Which group formed the maximum bubbles?

What is the total number of bubbles formed by all the groups?

The students in each group will maintain their data and then collectively fill up the given data sheet.

Groups	Total number of bubbles formed	Number name
Group 1		
Group 2		
Group 3		
Group 4		

Ask the students to memorise the number names.

Further, explain how to write the number names upto 199.





## Balloon Activity

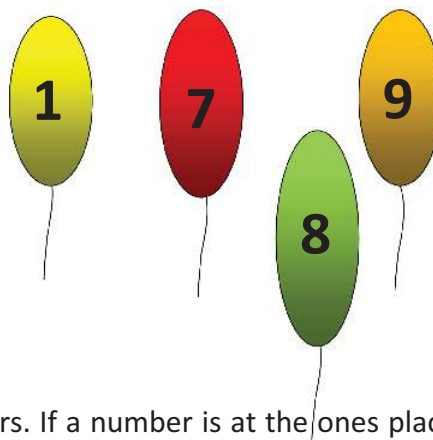
Divide the students into groups of three and provide each group with balloons. Ask them to inflate the balloons and write any single digit number on each balloon. The group leader is at hundreds place. He/she chooses any two numbers to form a 3-digit number.

For example:

**Leader**

Possible numbers formed are:

H	T	O	H	T	O
1	7	9	1	9	8
1	9	7	1	8	9
1	8	7	1	7	8



Explain and emphasise on the place-value of numbers. If a number is at the ones place, the place-value of that number will be one time, the number at the tens place will have the place-value as ten times and the number at the hundreds place will have a place-value as hundred times.

For example: In the number 198

H	T	O
1	9	8

The place-value of 8 is only 8 (which means 8 ones).

The place-value of 9 is 90 (which means 9 tens).

The place-value of 1 is 100 (which means 1 hundred).

Give more examples to make the concept clearer.



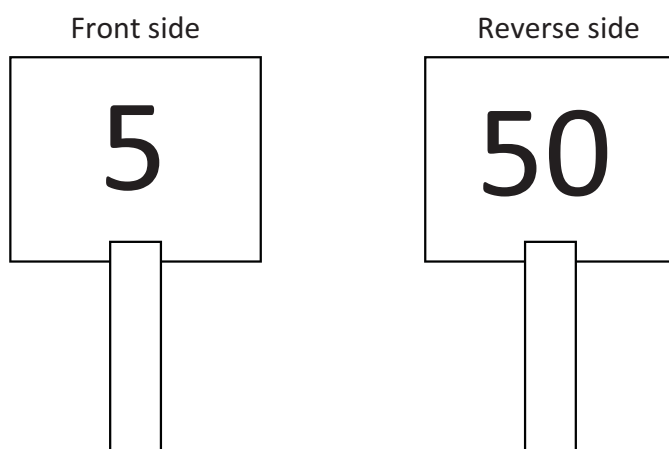
## Three Chair Activity

Label three chairs as hundreds, tens and ones. Ask the students in groups of 4 to 5 (continue with the groups already formed for class activities or make new groups) to choose a number and place-value of their choice and prepare a flashcard with the number written on one side and its value written on the other side, e.g. if a student selects number 5 and its place as tens, then he/she will prepare a flashcard with 5 written on one side and its value 50 written on the other.





Example of flashcards



Similarly, all the students in the group prepare their flashcards. Next, they sit on their respective chairs and present the number collectively.

Integrate the concept of position words: before, after and between with the topic, e.g. what comes before 34, what comes after 123 and so on... .



## Review

### Worksheets

Write the numerals for the given number names.

Identify the place-value of the underlined number.



## Assessment

Students will be assessed on their ability to count, read and write numbers upto 200 and how efficiently they use place-value blocks to form a 2-digit number.



# Mathematics

## Lesson Plan-b



**Topic: Numbers and Patterns**

**Time: 3 hours**



### Learning Objectives

As a result of this lesson, students will be able to:

- Comprehend patterns or sequences with numbers, shapes and different objects.
- Connect and correlate with patterns in nature.
- Analyse different problems and their solutions.



### Material Required

Beads, coloured pasta, 4 cutouts of each shape (square, triangle and circle) for each group and a chart showing different patterns.



### Teacher Activity

Elaborate on what a pattern is : a sequence or order in which picture, objects or things are placed. Remind them that patterns can be found in different places, i.e. trees, plants, houses, flowers and numbers as well.

#### Identify the Sequence

Ask 3 boys and 3 girls each to stand alternately in a line and then ask the students who should be the seventh child (a boy or a girl).



Based on their previous experience and observation the students will be able to answer that the seventh student will be a boy. Rearrange and make the students stand in pairs - 2 boys and 2 girls each. Now, ask who would be the next in the sequence (2 boys or 2 girls).



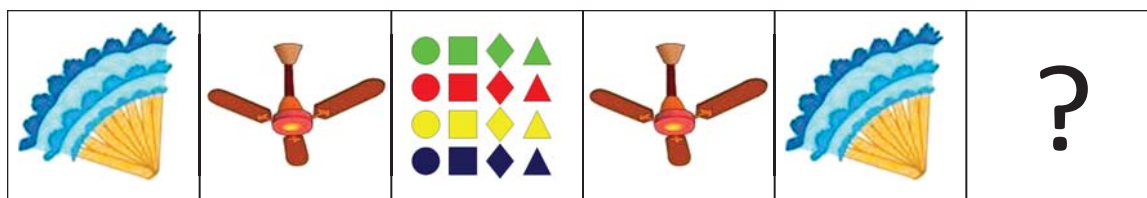
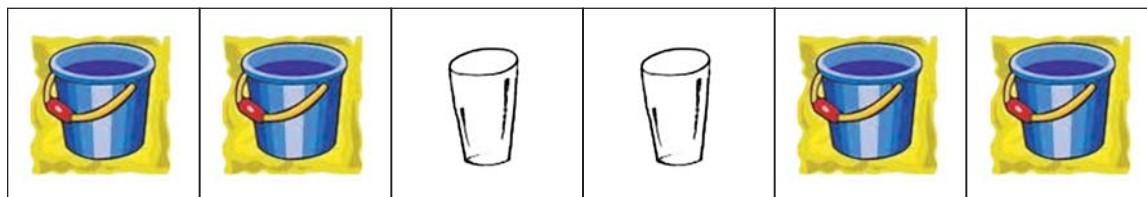
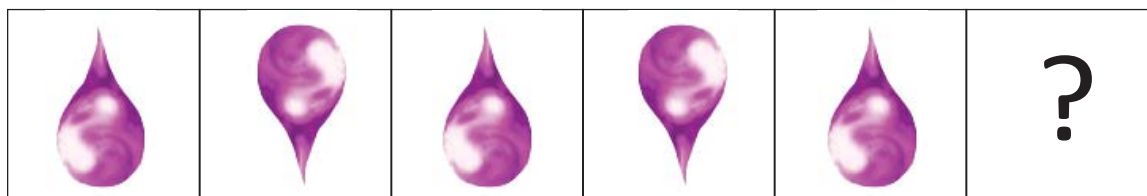
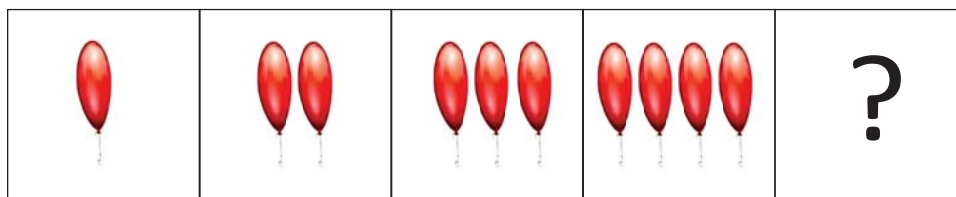
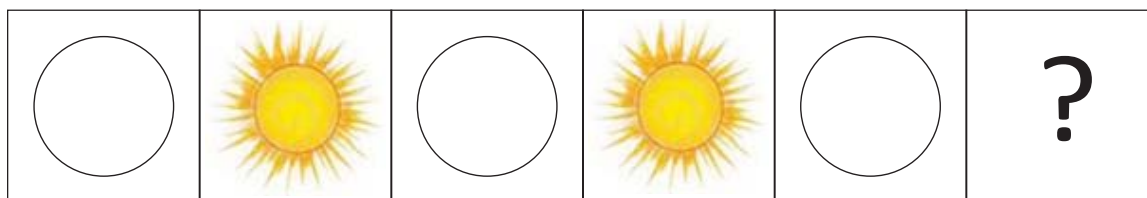
The students observe the order and tell the correct answer. Take different things and shapes to explain the concept.

Recapitulate, counting by twos, fives or tens by using number patterns.

Once the students have understood the concept of pattern, explain on the board how to observe a pattern, make deductions and then predict what comes next. Start with simple patterns and move on to the more difficult ones.

**Display the chart on the board with the following patterns and let the students guess the next pattern.**

### CHART





Write a few sequences of numbers and ask the students to find the next number.

4	5	6	7	8	?
22	24	26	28	30	?
10	20	30	40	50	?
115	114	113	112	111	?



### Student Activity

Give 20 plastic/wooden beads or coloured pastas of 2 different colours and a string to each student. Ask them to make a necklace for themselves using some specific order (Help the students to decide the order). After the assigned time, ask the students to display their creations on the table.

Take a few of the necklaces and explain the order. Further, elaborate that this kind of continual repetition of order is called pattern.



Give a packet of coloured cutouts (blue square, red triangle and yellow circle) to each group. Ask the groups to arrange the shape cards using some kind of a pattern. Guide them so that different patterns are obtained. Discuss the patterns once the groups have finished mapping them.

Students can also work on computers where they use a suitable MS Word tool to make a pattern using two shapes. Print the pattern they have made and display it in the class.

Emphasise the importance of sequence by giving examples of situations where knowledge and concept has been used. Narrate the following story to relate the concept of sequencing with real life situations.

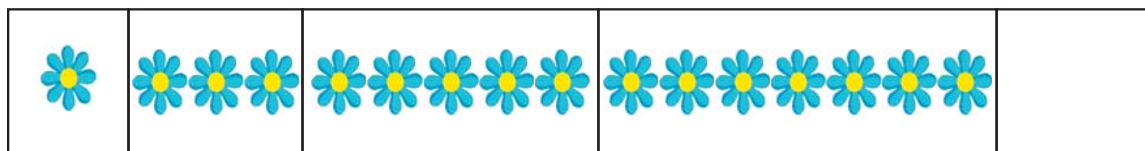


## “ STEP BY STEP “



*John has planted a sapling. He ensures that the plant gets proper air, water and sunlight everyday. After a few days, he observes a flower growing in the plant. John is very happy. Next day he observes that there are 2 more flowers. A day after that he finds another two flowers. Hence this way he observed that 2 flower bloomed each day.*

**Complete the pattern for 5 consecutive days.**



The students will answer 7 flowers and 9 flowers.

### Continue the story

*John was very happy when he had 15 flowers. He went to his Aunt Anne's place. His mother saw that out of 15 flowers he was left with only 13 flowers. Next day only 11 were left and so on.*

Ask the students how many flowers will be left the next day. The answer will be 9 flowers.

Explain the importance of water and air for living beings.



### Review

Worksheets are given to the students to check their understanding of the concept of sequence.



### Assessment

Students are assessed on their ability to describe, extend and explain different ways to form patterns.



# Performing Arts

## Lesson Plan

**Topic: Simple Musical Instruments**

**Duration: 1 hour 30 minutes**

**Brief Description:** This lesson involves knowledge about the four categories of musical instruments. They are:

- Chordophones, e.g. violin, guitar, lyre, harp.
- Aerophones, e.g. flute, oboe, saxophone, clarinet,
- Membranophones, e.g. congo, drum, tabla, tom-toms
- Idiophones, e.g. bells, rattles, tambourine, triangle



### Learning Objectives

As a result of this lesson, the students will be able to acquire knowledge about instruments used in vocal music.



### Material Required

Musical instruments, pictures of various musical instruments.



### Teacher Activity

Tell the names of the instruments belonging to each category. Also show the instruments (real or images). Demonstrate how to handle these instruments and the right posture required for playing these instruments.



### Student Activity

Learn the names of the different musical instruments.



### Review

Identify and name the musical instruments that the students have learnt to recognise.



# Visual Arts

## Lesson Plan

**Topic: Draw a Scenery**

**Duration: 1 hour 30 minutes**

**Brief Description:** The lesson involves an awareness about how to portray the topic using the knowledge of the elements of art - line, shape, texture and colour simple steps.



### Learning Objectives

As a result of this lesson, the students will be able to:

- Illustrate the topic air and water, using the elements of art.
- Develop creativity and imagination.
- Apply the principles of design.



### Material Required

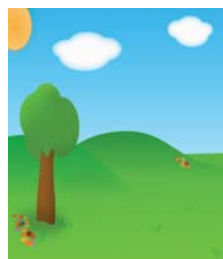
Activity sheets, colours, balloons, pictures of sources of water and of water animals.



### Teacher Activity

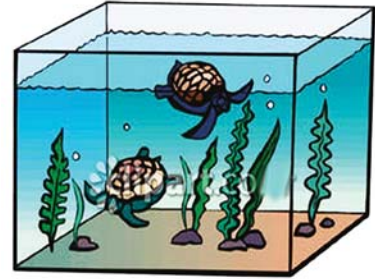
Interact with the students about the topic by showing them an air-filled balloon and ask what is inside the balloon. The students come up with various answers. Appreciate their efforts. Explain what is air and wind. Show them pictures of a normal day, a rainy day, the seaside, etc. Demonstrate how to draw a scene using lines and shapes.

For example:



Display pictures of sources of water and also of water animals. Further ask questions related to the pictures - Where do these animals live? Where do you think water in the rivers come from and so on. Students come up with varied responses.





## Student Activity

With the help of lines and shapes draw a scenery to show a rainy day or a scene at the seaside.



## Review

Students are provided with sheets and asked to draw all that needs air and water to survive.





# Physical Education

## Card 15

### *Responding to Commands and Signals*

Use these activities to:

- Respond correctly to auditory and visual commands in a timely manner.
- Learn how to play very simple games.
- Use different actions.
- Learn how to maintain balance.



### Activities

#### Class Activities

- The students are asked to run, jump or hop in the space available. Use a different sound or signal to get the students to stop.
- Ask the students to run, jump or hop on the spot and in the space they have around to the count of 1, 2, 3, 4. Use a tambourine or drum to provide the beat.



## Play these games

### Traffic lights

- Students respond to the commands as follows:  
'green' ('go') means the students can run or move anywhere; yellow (get ready) means the students wait in a 'get ready' position; red (stop) means the students must stand still. When students understand the game, use red, yellow and green coloured objects to which students must respond as taught.

### Sanjay says.....

- Sanjay says, 'run', 'stop', 'sit', 'jump'. Perform the actions on command.

### Variations

- Move by jumping, hopping, using hands and feet, backwards, sideways.

### Equipment

- Lime powder or markers to define the playing area.
- Different visual and auditory stimuli: e.g. colours for 'traffic lights'.

### Safety measures

- Sufficient space for actions to be undertaken safely.
- Watch out for others when responding to the commands.

### Links to other subjects

#### English: Recite and Sing Poems, Songs and Rhymes

- Students follow the actions when playing games like 'Sanjay says'. Ask the students to do the opposite of what Sanjay says. Use other action songs and rhymes, commands and requests.

#### Mathematics: geometry

- When playing, 'Sanjay says' ask a specified number of students to form circles, squares, triangles or other shapes.

### Curriculum links

- Linked to the learning objective nos.1, 7 and 13 in the CBSE School Health Manual and the Theme on Movement Awareness in the NCERT Syllabus: What physical activity am I involved in? What do I like to play to have fun?

### Self assessment

- Did I stop when I heard the name of the colour or saw the colour?

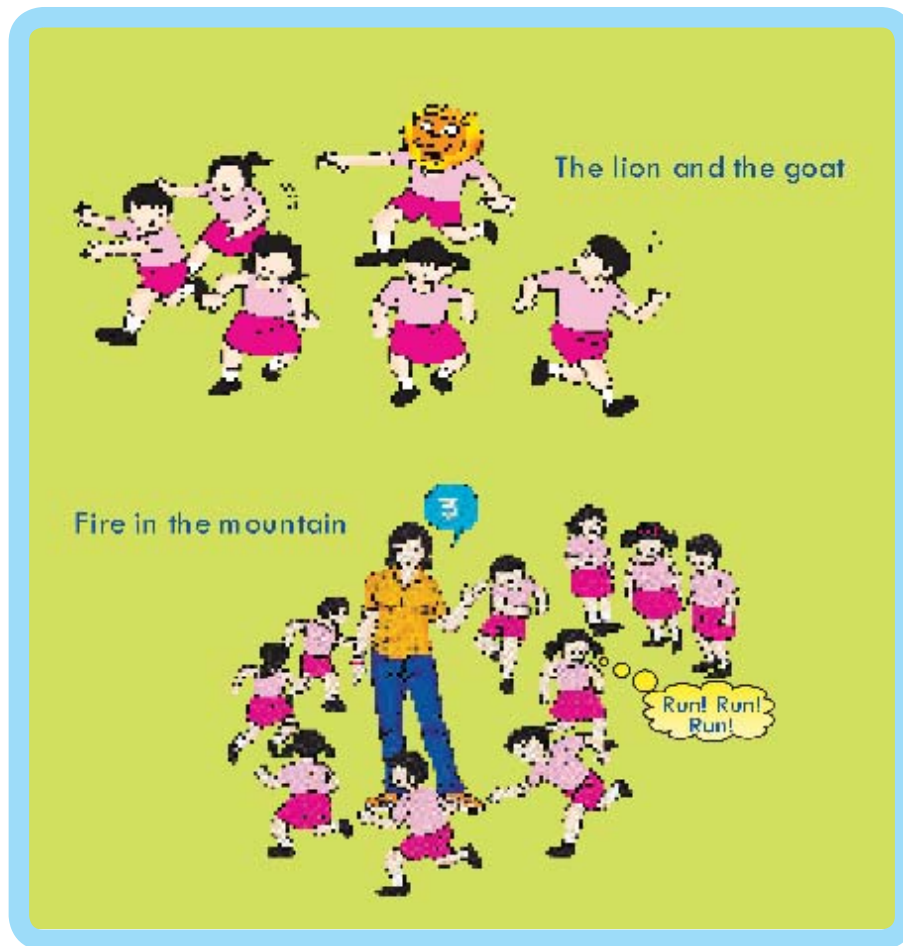


## Card 16

### *Responding to Commands and Signals*

Use these activities to:

- Respond correctly to auditory and visual commands in a timely manner.
- Learn how to play very simple games.
- Use different movement actions.
- Learn how to maintain balance when about to stop.



### Activities

#### Class Activities

- Ask the students to run, jump or hop in the available space. Ask them to run, jump and hop while moving backwards and sideways in the same space. Ask students to stop within the (space), available. Different sounds or signals are used to make students stop.



## Play these games

### The lion and the goat

- The lion tries to catch the goats. If a goat is caught, it becomes the lion and the lion becomes the goat. Play this game initially, in a small defined space.

### Fire in the mountain

- The Students make a circle. The teacher shouts out 'Fire in the Mountain'. The students chant 'run', run, run' as they run in a clockwise or anticlockwise direction around the circle. When the teacher calls or shows a number the students must get into groups of this number.

### Variations

- When playing 'Fire in the Mountain', move by jumping, hopping, using hands and feet, backwards and sideways. Use square rather than circle formations.

### Equipment

- Lime powder or markers to define the playing area.
- Different visual and auditory stimuli: numbers and shapes for 'Fire in the Mountain'.

### Safety measures

- Sufficient space for actions to be undertaken safely.
- Watch out for others while working.

### Links to other subjects

#### English: follow simple instructions

- Follow the instructions and commands of the games.

#### Mathematics: Mental Arithmetic

- When playing 'Fire in the Mountain' students get into groups according to the answer to simple sums. For example the teacher says, ' $1 + 2 =$ '. Students use mental arithmetic to work out the answer and form groups of 3.

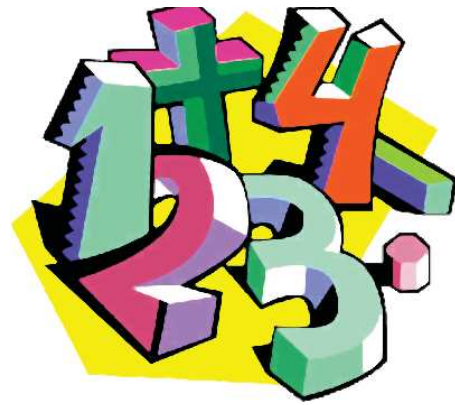
### Curriculum links

- Linked to the learning objective nos. 1, 7 and 13 in the CBSE School Health Manual and the Theme on Movement Awareness in the NCERT Syllabus: What physical activity am I involved in? What do I like to play to have fun?

### Self assessment

- Which game did I enjoy playing and why? What other games do I play?





# Assessment





# Assessment

## English



### Rubrics for the Unit

Expected Learning Outcomes	Indicators of the student's performance		
	Beginning	Developing	Achieved
Position words	The student is able to : Identify position words.	The student is able to : Show limited ability to frame sentences using position words.	The student is able to : Independently frame sentences using the position words.
Has/Have Words	Identify the correct use of has/have words though with difficulty.	Frame sentences with the has/have words with guidance.	Understand the proper positioning and use of the have/has words.  Successfully collate pronouns with the has/have words.
One and Many	Understand the concept of one and many with guidance.	Show a limited understanding of the concept of one and many.	Correctly identify the concept of one and many words.



# Environmental Education



## Rubrics for the Unit

Expected Learning Outcomes	Indicators of the student's performance		
	Beginning	Developing	Achieved
Uses and Sources of Water	The student is able to :  Name a few of the sources of water and has good knowledge about the uses of water.	The student is able to :  Demonstrate a complete understanding of the uses of water and its sources.	The student is able to :  Elaborate the uses of water, sources of water and its characteristics.
Properties of Water	Shares observations but finds it difficult to express in appropriate words.	Explore and show awareness about the phenomena and properties of water after performing various experiments.	Give logical reasons and successfully record observations.
Save Water	Appreciates the importance of water conservation but needs encouragement and guidance to build up a positive attitude for the same.	Understand the issues related to the conservation of water.	Understand the importance of water and sensitise family members about the issues of conservation of water and its reuse to a certain extent.
Uses and Properties of Air	Shares general information but can not differentiate between air and wind.	Understand the uses and properties of air.	Observe keenly; perform experiments systematically with interest; record and draw conclusions.



# Mathematics



## Rubrics for the Unit

Expected Learning Outcomes	Indicators of the student's performance		
	Beginning	Developing	Achieved
Knowledge of numbers upto 200	<p>The student is able to :</p> <p>Count only when the table is in front.</p> <p>Read and write in order the specified numbers with support.</p>	<p>The student is able to :</p> <p>Count when the numerals are at their place only.</p> <p>Read, write and compare whole numbers in the numerical order but needs time and support.</p>	<p>The student is able to :</p> <p>Count correctly upto 200 and beyond.</p> <p>Write and compare whole numbers both in order and randomly.</p>
Numerals at the ones, tens and hundreds place	<p>Identify the place of numerals to a limited extent only.</p>	<p>Identify though may get confused when the zero is at the ones or tens place.</p>	<p>Identify correctly even when the position of numbers has changed.</p>
Knowledge of place-value	<p>Identify the place-value of numerals appropriately.</p>	<p>Partially understand the concept and write or draw place value but not both.</p>	<p>Identify numbers using the place-value concept as well as expanded notation (<math>400+20+3=423</math>).</p>
Relate the number name with the numeral and vice versa	<p>Relate number names with the numerals randomly only.</p>	<p>Read the number though may find difficulty in relating it with the number name.</p>	<p>Relate the number name and the numeral correctly.</p>





# Teacher Resource Material



# Teacher Resource Material

## English

### Material Required

A Teddy Bear for each student, a basket, cutout of various shapes like a circle, triangle, etc., a plate full of chocolate chip cookies, flashcards of one and many.

### Books

“Goldilocks and the Three Bears”

“Caps for Sale” by Esphyr Slobodkina.

### Websites for Reference

[www.starfall.com](http://www.starfall.com)

[www.bbc.co.uk](http://www.bbc.co.uk)

[www.theteacherscorner.com](http://www.theteacherscorner.com)

[www.abcteach.co](http://www.abcteach.co)

## Environmental Education

### Material Required

Flashcards, a tin/cylindrical box, a spool, 2 plates (paper), A4 size sheets, sprinklers, glasses, tumblers of different colours, shapes and sizes, things that sink/float in water, ice cubes, sugar, salt, lime juice, candles, match sticks, a jar, balloons, handkerchiefs, strings, corks.

### Websites for Reference

[www.education-world.com](http://www.education-world.com)

[www.enchantedlearning.com](http://www.enchantedlearning.com)

### Poem

*This is the way we blow our balloons*

*This is the way we blow our balloons*

*And it goes higher and higher.*

*Puncture makes the balloon lower,*

*And it goes swish, swish, swish.*



## **Water, Water Everywhere**

Water, water everywhere!  
Water, water everywhere, water all around,  
Water in the ocean, water in the ground.

Water in a river, water in a creek,  
Water in a faucet with a drip-drop leak!  
Water in a fountain, water in a lake,  
Water on a flower, as day begins to break.

Water from a waterfall, rushing down from high,  
Water from a dark cloud, raining from the sky.

Water boiling hot, water frozen ice,  
Water in a blue lagoon, clean, clear and nice.

Water at a fire, gushing through a hose,  
Water in a garden, so every flower grows.

Water for the animals swimming in the sea,  
Water, water everywhere for you and for me!

## **Waste no water anywhere**

*Water, water everywhere!*  
*Water, water everywhere,*  
*Waste no water anywhere.*

*Sow a seed and water it,*  
*See a lovely plant from it.*

*Water, water everywhere,*  
*Waste no water anywhere.*

*Take a bath and you can sit,*  
*Looking cheerful, bright and fit.*

*Water, water everywhere,*  
*Waste no water anywhere.*



## Mathematics

### Material Required

Flashcards, place-value blocks of base ones, tens and hundreds, abacus, soap solution, bubble maker, buttons/seeds/straws/beads, chairs, A4 size sheet, water colours, almonds, paper plate, stars.

### Books

Fun with Franklin : Math Activity Book/Scholastic Inc., New York

Developing Numeracy – Numbers and the Number System / A and C Black, London

Math and Language Arts, Grade 1and2/ Learning Horizons, USA

Childs First Math's more Shapes Activity book/ Early Bird books, Singapore

### Websites for Reference

[www.ixl.com/math/grade/first/](http://www.ixl.com/math/grade/first/)

[www.aaastudy.com/grade1.htm](http://www.aaastudy.com/grade1.htm)

[www.teachingideas.co.uk/maths/contents05no patterns.htm](http://www.teachingideas.co.uk/maths/contents05no patterns.htm)

[www.kidzonews/prek\\_wrkshtmath-readiness/math-patterns4.htm](http://www.kidzonews/prek_wrkshtmath-readiness/math-patterns4.htm)

## Performing Arts

### Material Required

Musical instruments.

### Website for Reference

[www.songs4teachers.com](http://www.songs4teachers.com)

## Visual Arts

### Material Required

Activity sheets, colours, balloons and some pictures of sources of water and or water animals.

### Website for Reference

[www.terrageria.com](http://www.terrageria.com)

## Physical Education

### Material Required

Physical Education Cards (PEC) and PEC Kit.





## Worksheets





## English

### (a) Position words

Name: \_\_\_\_\_

Class : \_\_\_\_\_

Date : \_\_\_\_\_

Subject : \_\_\_\_\_

I. Look at the pictures carefully. Write the answers in the space provided below:.

a)



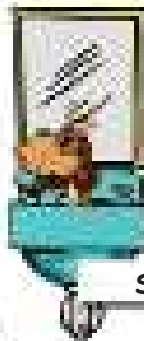
in

The monkey is in the box.

in



toilet



sink



bathtub

Where is the monkey?

\_\_\_\_\_

.....

\_\_\_\_\_

\_\_\_\_\_

.....

\_\_\_\_\_

\_\_\_\_\_

.....

\_\_\_\_\_



b)



on

The monkey is on the box.

on



cabinet



floor



table

Where is the monkey?

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are four sets of these lines for writing practice.



c)



under

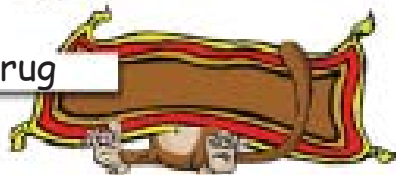
The monkey is under the box.

under



plant

rug



stairs

Where is the monkey?

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines for writing practice.



d)



behind

The monkey is behind the box.

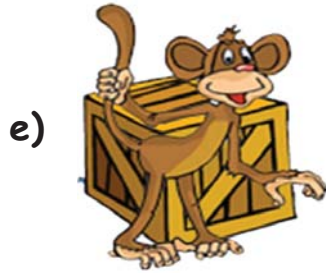
behind



Where is the monkey?

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines for writing practice.





in front of

The monkey is in front of the box.

in front of



Where is the monkey?

Handwriting practice lines consisting of solid top and bottom lines with a dotted middle line. There are five sets of these lines for writing practice.



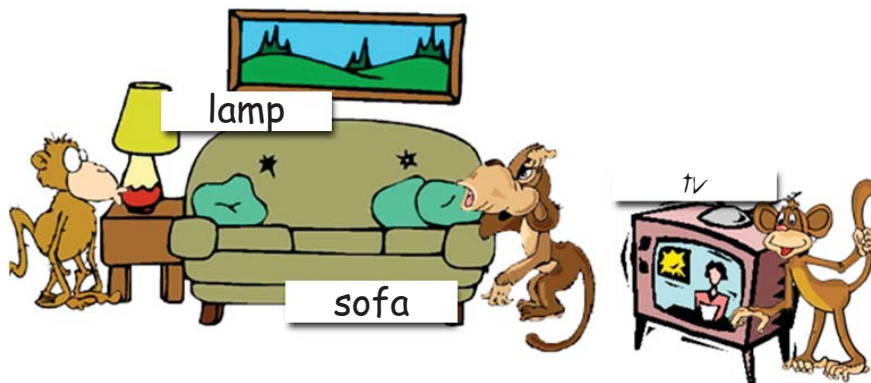
f)



beside

The monkey is beside the box.

beside



Where is the monkey?

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line.





## (b) Has/Have Words

Name: _____	Class : _____
Date : _____	Subject : _____

I. Look at the table given below and read it to understand the concept.

He		I
She	has	You
It		We have
		They

Now, fill in the following blanks with has or have.

1. I ..... a pen.
2. He ..... black hair.
3. We .....many toys.
4. She ..... a pink chair.
5. They ..... a baby.
6. It .....four legs.
7. You.....my book.
8. I ..... a pet dog.
9. You.....come late.



**II. Fill in the following blanks using 'has' and 'have'.**

<p>1. I am Radha.</p> <p>I ..... long hair.</p> <p>I ..... a black T- shirt.</p>	
	<p>2. We are Sona and Mona.</p> <p>We .....a dog named Goldy.</p> <p>Goldy.....a red collar.</p>
<p>3. They are the Sharmas.</p> <p>They ..... a white car.</p> <p>It ..... four wheels.</p>	
	<p>4. He is Rohan.</p> <p>He ..... a blue bag</p> <p>It ..... lot of space.</p>
<p>5. She is Seema.</p> <p>She .....a big book.</p> <p>It .....ten pages.</p>	





### (c) The Concept of One and Many

Name: \_\_\_\_\_

Class : \_\_\_\_\_

Date : \_\_\_\_\_

Subject : \_\_\_\_\_

#### I. Add 's' at the end of the words to make many.

ONE

MANY

1. girl



\_\_\_\_\_



2. house



\_\_\_\_\_



3. cow



\_\_\_\_\_



4. table



\_\_\_\_\_



5. book



\_\_\_\_\_



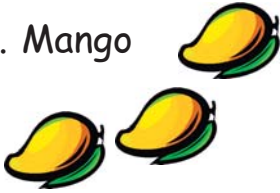


II. Add 'es' at the end of the words to make many.

ONE

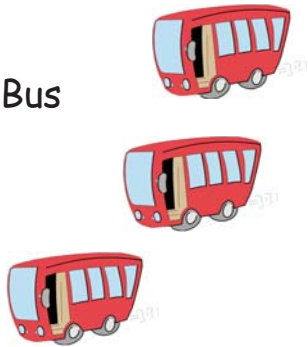
MANY

1. Mango



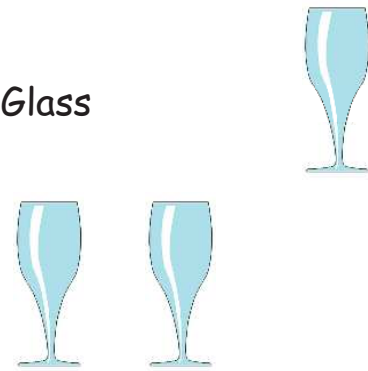
\_\_\_\_\_

2. Bus



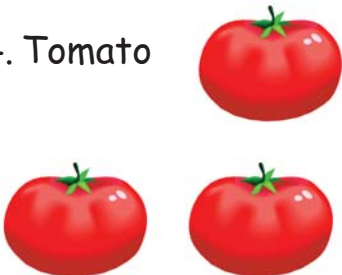
\_\_\_\_\_

3. Glass



\_\_\_\_\_

4. Tomato



\_\_\_\_\_

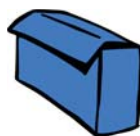
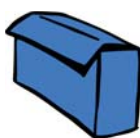


5. Brush



---

6. Box



---

7. Watch



---

8. Potato



---





## The Concept of One and Many

Name: \_\_\_\_\_

Class : \_\_\_\_\_

Date : \_\_\_\_\_

Subject : \_\_\_\_\_



Some words become many or plurals by changing their inner vowel. For e.g. - F O O T  
F E E T

### I. Change the middle vowel in the given words to make many.

ONE

MANY

1. Tooth



\_\_\_\_\_



2. Man



\_\_\_\_\_



3. Woman



\_\_\_\_\_



4. Foot

\_\_\_\_\_



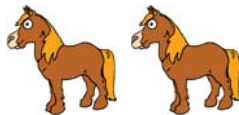


II. Change to a singular form by dropping the last letter 's'.

MORE THAN ONE

ONE

1. Horses



\_\_\_\_\_

2. Plates



\_\_\_\_\_

3. Books



\_\_\_\_\_

4. Eggs



\_\_\_\_\_

5. Pencils



\_\_\_\_\_

6. Boys



\_\_\_\_\_

7. Girls



\_\_\_\_\_

8. Colours



\_\_\_\_\_





## Environmental Education

### (a) Uses and Sources of Water

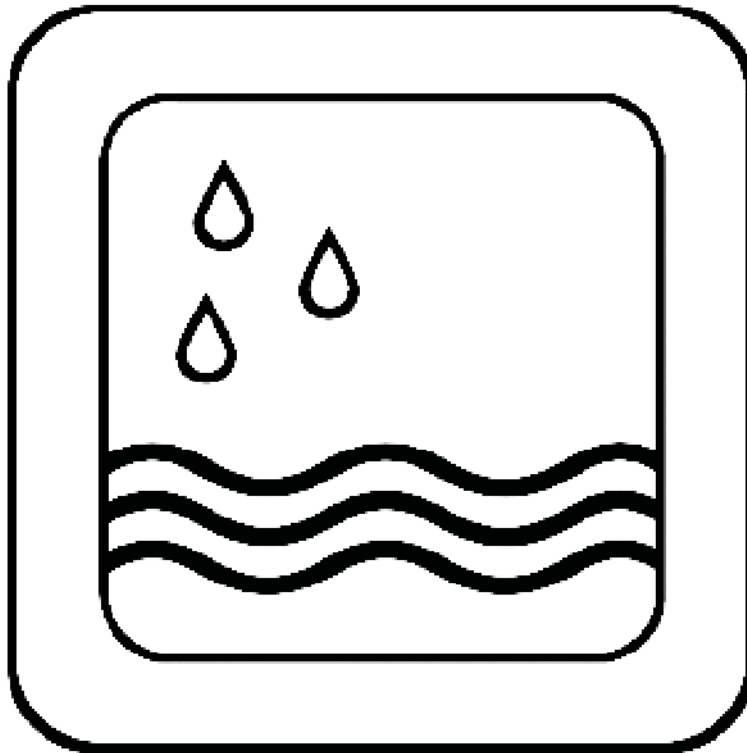
Name: \_\_\_\_\_

Class : \_\_\_\_\_

Date : \_\_\_\_\_

Subject : \_\_\_\_\_

I. Colour the picture and list out various ways in which you can use water.



Washing

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## Uses and Sources of Water

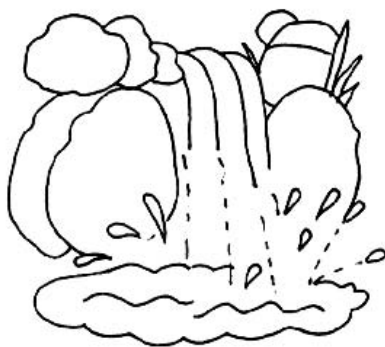
Name: \_\_\_\_\_

Class : \_\_\_\_\_

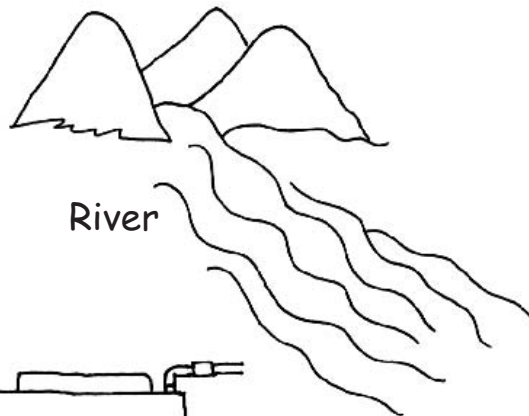
Date : \_\_\_\_\_

Subject : \_\_\_\_\_

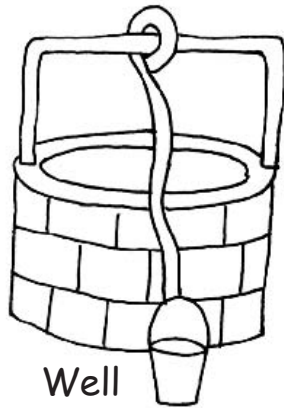
I. Colour the sources of water including from where we get it for our daily use.



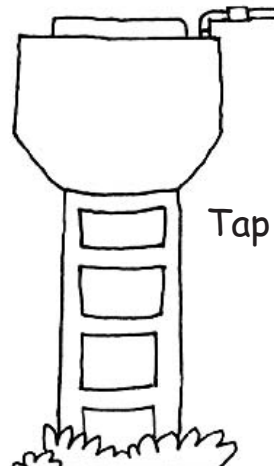
Water Fall



River



Well



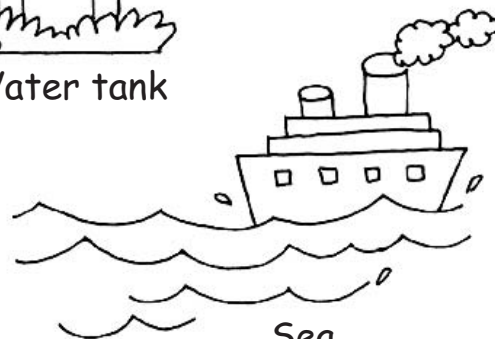
Water tank



Tap



Pond



Sea

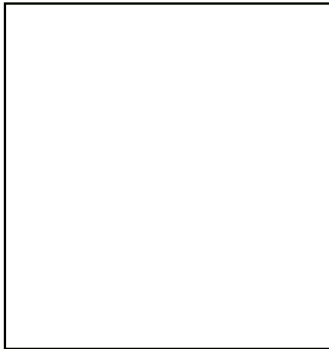


II. Unscramble the letters and draw the picture corresponding to the words formed:

**Natural Sources of Water**

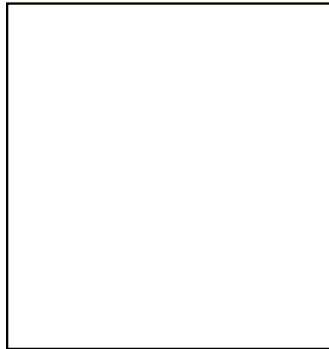
VIRRE

\_\_\_\_\_



ARIN

\_\_\_\_\_



NSWO

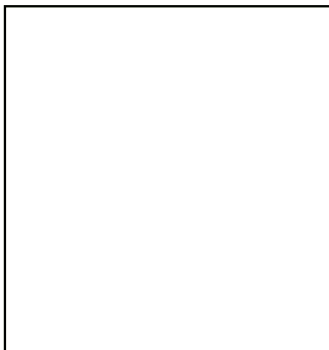
\_\_\_\_\_



**Man-made Sources of Water**

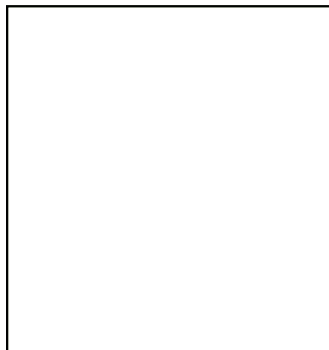
LWEL

\_\_\_\_\_



APT

\_\_\_\_\_



TKAN

\_\_\_\_\_







## Uses and Sources of Water

Name: \_\_\_\_\_

Class : \_\_\_\_\_

Date : \_\_\_\_\_

Subject : \_\_\_\_\_

I. Look at the word grid given below. Find and write in the correct column various sources of water.

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

**Natural source of water**

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

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

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

**Man-made source of water**

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

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

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





## (b) Properties of Water

Name: \_\_\_\_\_

Class : \_\_\_\_\_

Date : \_\_\_\_\_

Subject : \_\_\_\_\_

I. Mix the ingredients mentioned under the glasses to the water inside them. Now clour the water accordingly to the colour that has formed:



Milk



Rose Syrup



Orange Squash



Lemon tea



Blue ink



Pineapple Squash

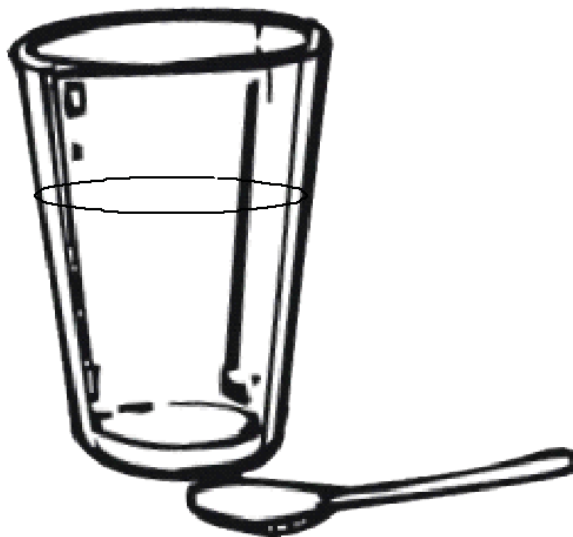


**II. Tick the things that are soluble in water and cross the ones that are insoluble.**

salt	oil	milk	lime juice	sand
pencil	sugar	eraser	leaves	plastic ball

**III. Tick the things that sink in water and cross those that float.**

rubber ball	plastic ball	wooden log	pencil	paper
eraser	boat	plastic box	ship	cloth







## Properties of Water

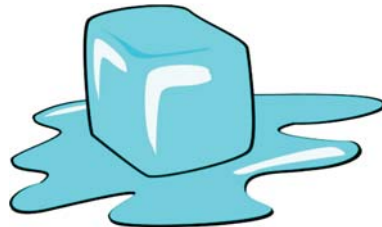
Name: \_\_\_\_\_

Class : \_\_\_\_\_

Date : \_\_\_\_\_

Subject : \_\_\_\_\_

I. Observe, identify and name the different states of water given under:







### (c) Save Water

Name: \_\_\_\_\_

Class : \_\_\_\_\_

Date : \_\_\_\_\_

Subject : \_\_\_\_\_

- I. Look at the pictures below. Put a Cross in the box provided in the picture in which water is being wasted and tick the picture where it is not.

In the bathroom



In the kitchen

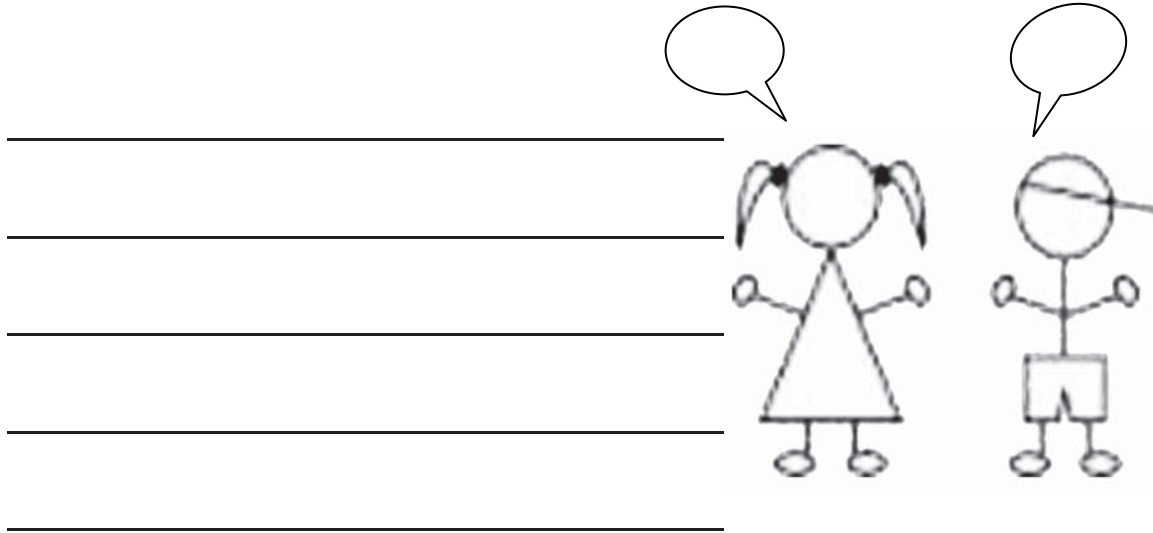


In the garden

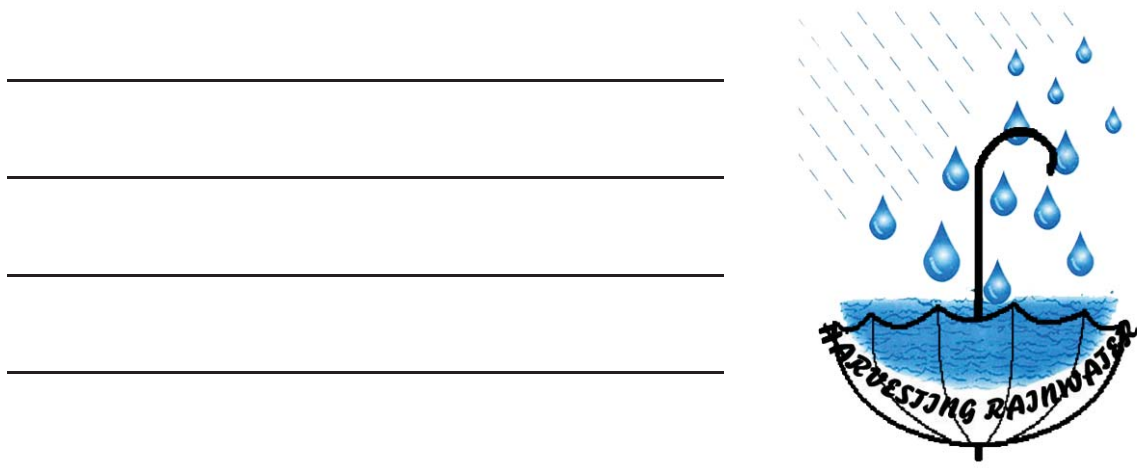




II. Discuss with your friend and write the ways in which he/she tries to save water.



III. Write one way of saving water.







### (d) Properties and Uses of Air

Name: \_\_\_\_\_

Class : \_\_\_\_\_

Date : \_\_\_\_\_

Subject : \_\_\_\_\_

#### I. Answer the following questions.

1. Can we see air?

\_\_\_\_\_

2. What is air used for?

\_\_\_\_\_

3. What do we fill in the balloons?

\_\_\_\_\_

#### II. Tick and colour the picture which helps in keeping air fresh and clean.





III. Circle the things that breathe.

CUP

BOY

GIRAFFE

SHOES

TREE

CHAIR

WOMAN

CLOCK

IV. We cannot see air but we can feel it. Join the dots and colour the picture. Collect more information on the object you discover.







## Properties and Uses of Air

Name: \_\_\_\_\_

Class : \_\_\_\_\_

Date : \_\_\_\_\_

Subject : \_\_\_\_\_

### A quick brush up...

1. What is moving air called?

Moving air is called \_\_\_\_\_.

2. Why do we need air?

We need air to \_\_\_\_\_.

3. Name the different sources of water.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

4. Why do we need water?

We need water for \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

5. What is frozen water called?

Frozen water is called \_\_\_\_\_.

6. What is water in the air called?

Water in the air is called \_\_\_\_\_.

7. What is the colour of water?

Water is \_\_\_\_\_.

8. Name the three states of water.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

9. How many glasses of water should you drink in a day?

\_\_\_\_\_.

10. What is snow?

\_\_\_\_\_.





# Mathematics

## (a) Number till 200

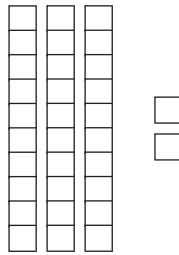
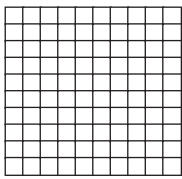
Name: \_\_\_\_\_

Class : \_\_\_\_\_

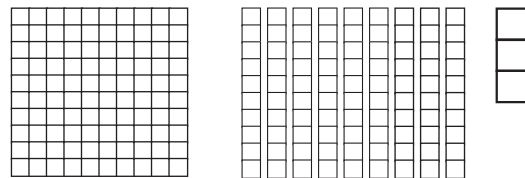
Date : \_\_\_\_\_

Subject : \_\_\_\_\_

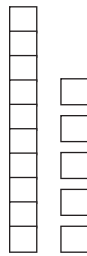
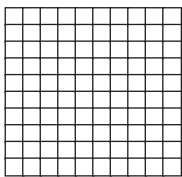
**I. Write the answer for the following.**



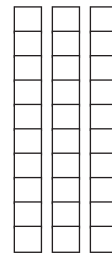
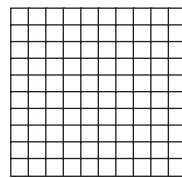
1 hundreds 3 tens 2 ones  
is equal to \_\_\_\_\_



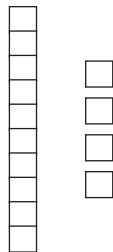
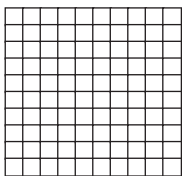
1 hundreds 9 tens 3 ones  
is equal to \_\_\_\_\_.



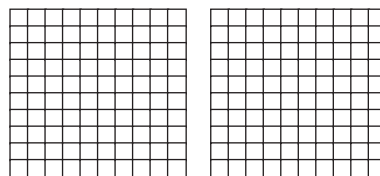
1 hundreds 1 tens \_\_\_\_\_ ones  
is equal to \_\_\_\_\_



1 hundreds \_\_\_\_\_ tens 1 ones  
is equal to \_\_\_\_\_



1 hundreds 1 tens 4 ones  
is equal to \_\_\_\_\_.



\_\_\_ hundreds \_\_\_ tens \_\_\_ ones  
is equal to \_\_\_\_\_.



II. Write numbers from 101 to 200.

101									110
121									
	132								
191									200





## Numbers till 200

Name: \_\_\_\_\_

Class : \_\_\_\_\_

Date : \_\_\_\_\_

Subject : \_\_\_\_\_

**I. Complete the series of numbers given below.**

99		101			104
105			108		
130		132			
140					145
					150

**II. Fill the missing number in the hot air balloons below:**







## Numbers till 200

Name: \_\_\_\_\_

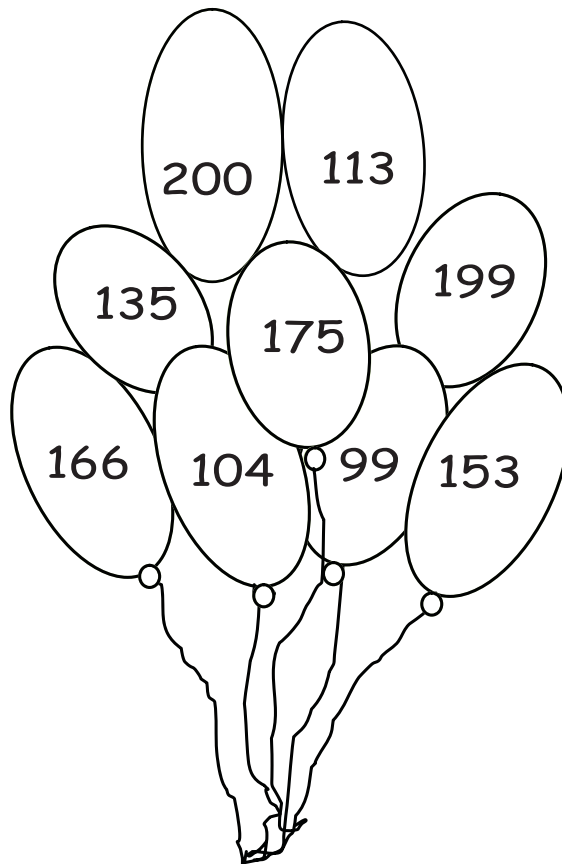
Class : \_\_\_\_\_

Date : \_\_\_\_\_

Subject : \_\_\_\_\_

I. Match the numbers with their corresponding colour number; accordingly Colour all the balloons.

Red	Yellow	Blue
175	113	199
153	200	135
99	166	104







## Numbers till 200

Name: \_\_\_\_\_

Class : \_\_\_\_\_

Date : \_\_\_\_\_

Subject : \_\_\_\_\_

I. Read the number names given below and locate the numbers in the grid. Colour them using different coloured pencils.

2	4	1	0	9
3	1	1	5	4
1	9	6	2	1
8	0	7	0	1
8	1	3	0	1
0	2	6	9	7

One hundred sixty seven

One hundred thirty

Two hundred

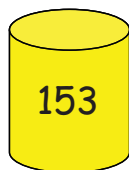
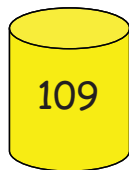
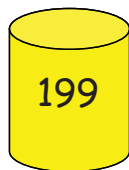
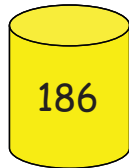
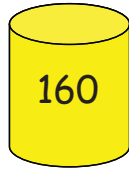
One hundred eleven

One hundred nine

One hundred fifty four



II. Match the numerals with the number names.



One hundred ninety nine

One hundred nine

One hundred sixty

One hundred eighty six

One hundred fifty three





## Numbers till 200

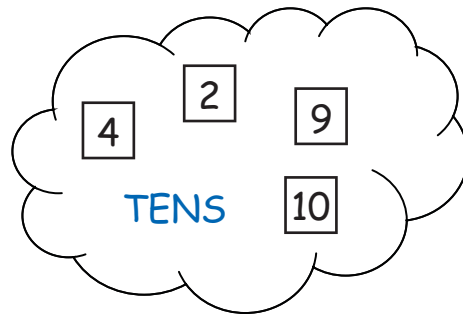
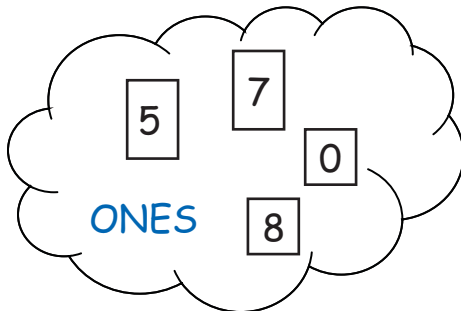
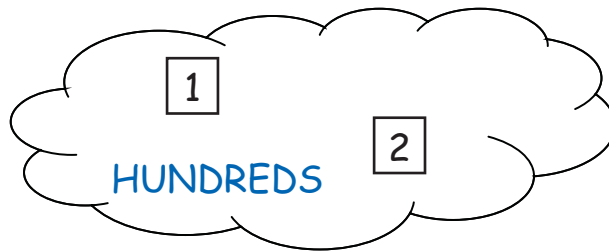
Name: \_\_\_\_\_

Class : \_\_\_\_\_

Date : \_\_\_\_\_

Subject : \_\_\_\_\_

I. Form at least six 3-digit numbers from the numbers given in the bubbles.



HUNDREDS	TENS	ONES	NUMBER FORMED



**II. Write the number names for the following numerals in the space provided:**

a) 111

b) 128

c) 135

d) 148

e) 139

f) 158

g) 160

h) 172

i) 186





## Numbers till 200

Name: \_\_\_\_\_

Class : \_\_\_\_\_

Date : \_\_\_\_\_

Subject : \_\_\_\_\_

I. Write the place and place-value of the highlighted number in the given table.

Number	Place	Place-value
12 <u>5</u>		
<u>2</u> 00		
1 <u>6</u> 6		
10 <u>7</u>		
1 <u>1</u> 9		



**II. Write the numerals and number names as given below:**

<u>Place-value</u>	<u>H T O</u>	<u>Number Name</u>
a) 1 hundred 0 ten 9 ones	1 0 9	One hundred and nine
b) 1 hundred 1 ten 1 ones	_____	
c) 1 hundred 2 tens 0 ones	_____	
d) 1 tens 9 ones	_____	
e) 1 hundred 5 tens 5 ones	_____	
f) 9 tens 9 ones	_____	
g) 1 hundred 7 tens 6 ones	_____	





## Numbers till 200

Name: \_\_\_\_\_

Class : \_\_\_\_\_

Date : \_\_\_\_\_

Subject : \_\_\_\_\_

**I. Observe the grid. Locate and colour the numbers in the grid that form your answer. Answer the questions that follow:**

112	200	111	145	190
108	123	180	116	167
154	139	105	199	100
155	170	110	176	146

- Colour the number 139 and 154 red; 180 and 105 green;
- Colour the number yellow which has 2 in its hundreds place and 3 in its ones place.
- Colour one hundred seventy six and one hundred sixteen in blue.
- Write the next three numbers which come after 139.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

- Write the next three numbers which come before 199.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_





## Numbers till 200

Name: \_\_\_\_\_

Class : \_\_\_\_\_

Date : \_\_\_\_\_

Subject : \_\_\_\_\_

### I. Fill in the blanks.



With the help of arrows show the position of words 'Before' 'After' and 'Between'.

- a) \_\_\_\_\_ comes just before 89.
- b) \_\_\_\_\_ comes just after 100.
- c) \_\_\_\_\_ comes between 139 and 141.
- d) \_\_\_\_\_ comes just before 200.
- e) \_\_\_\_\_ comes just before 77.
- f) \_\_\_\_\_ comes between 165 and 167.
- g) \_\_\_\_\_ comes just before 87.
- h) \_\_\_\_\_ comes just before 99.
- i) \_\_\_\_\_ comes just after 110.





## (b) Numbers and Patterns



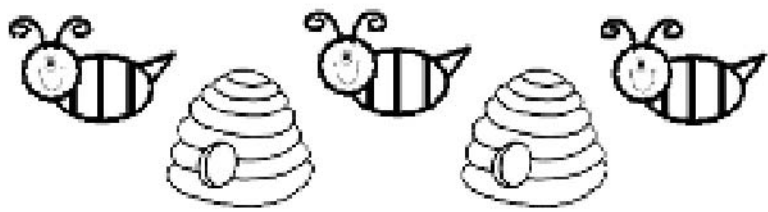
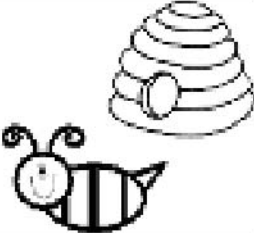




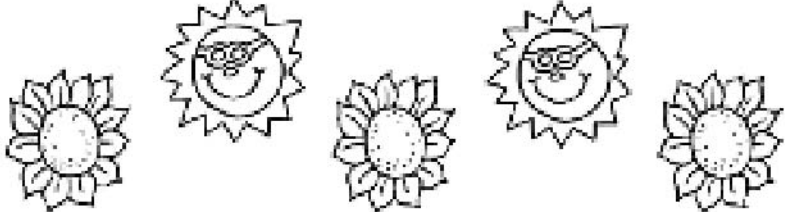
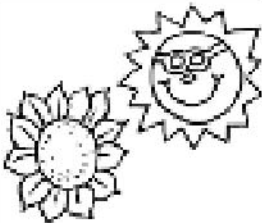
Name: \_\_\_\_\_

Class : \_\_\_\_\_

Date : \_\_\_\_\_

Subject : \_\_\_\_\_

I. What comes next? Colour the picture that completes the pattern.





## Numbers and Shape Patterns

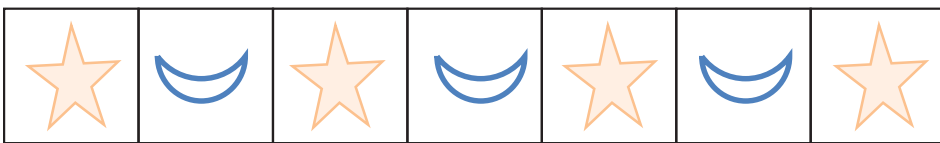
Name: \_\_\_\_\_

Class : \_\_\_\_\_

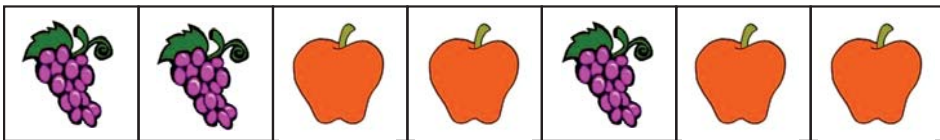
Date : \_\_\_\_\_

Subject : \_\_\_\_\_

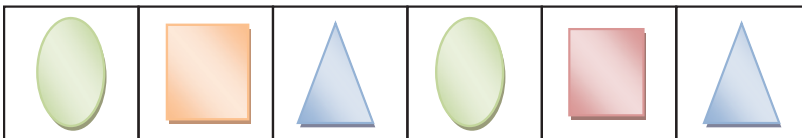
I. Check which of the following are in a correct pattern. Tick the correct one:



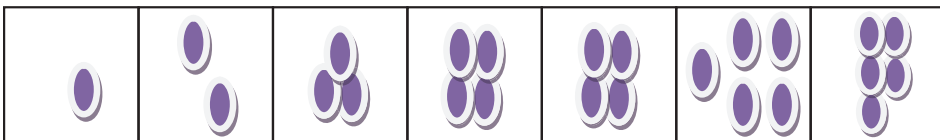
YES / NO



YES / NO



YES / NO









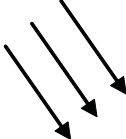
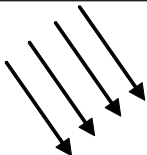
YES / NO



YES / NO



II. Complete the given sequence by filling the correct answer in place of the question mark (?).

100	200	100	200	?	
85	80	75	70	?	
100	90	80	70	?	
				?	
				?	





## Numbers and Patterns

Name: \_\_\_\_\_

Class : \_\_\_\_\_

Date : \_\_\_\_\_

Subject : \_\_\_\_\_

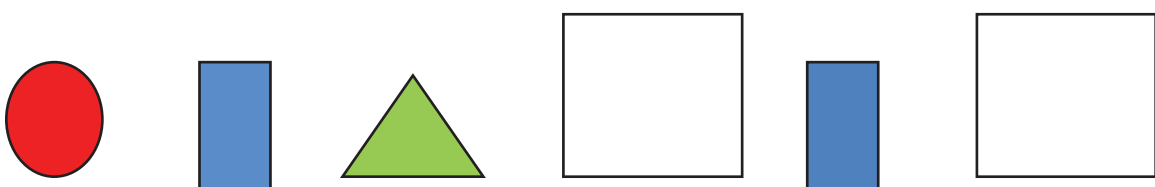
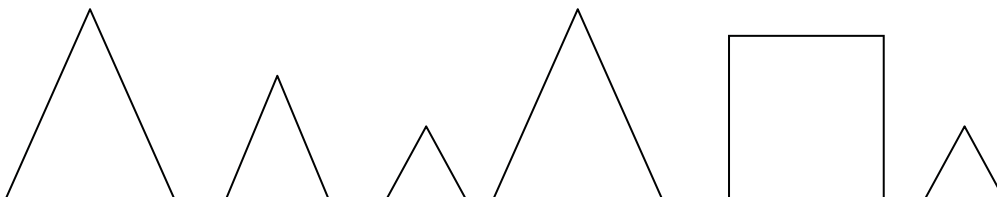
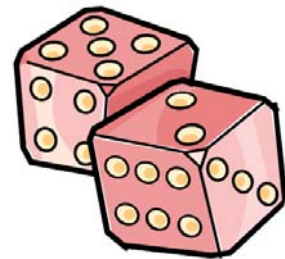
### I. Complete the pattern grid.

2	4	6		
---	---	---	--	--

5	10			25
---	----	--	--	----

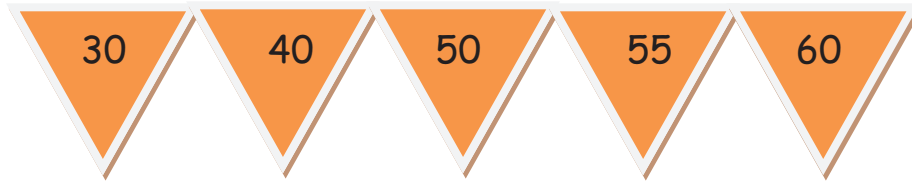
3	6		12	
---	---	--	----	--

4	8	12		
---	---	----	--	--

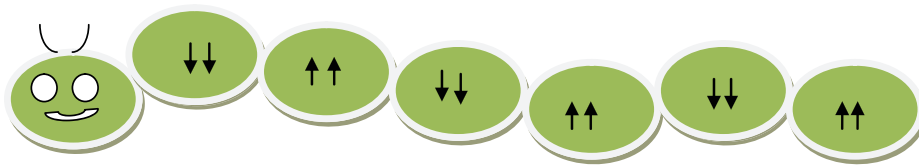




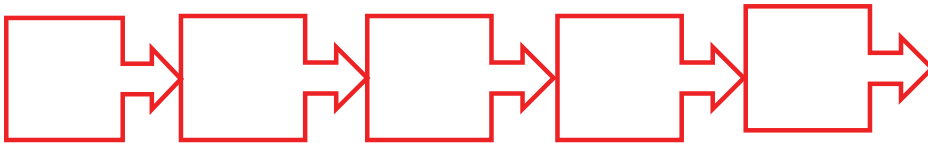
II. Find out whether the following series form a pattern or not. Tick the correct answer.



YES/ NO



YES/ NO



YES/ NO



YES/ NO





## Numbers and Patterns

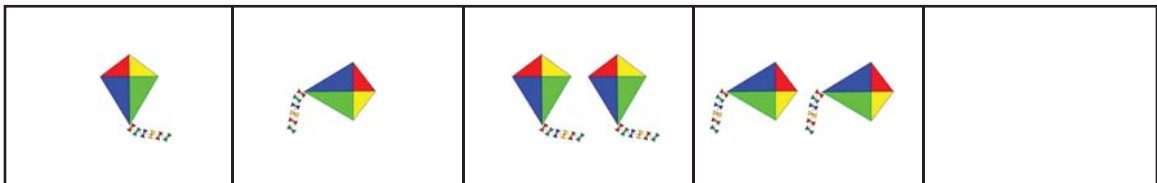
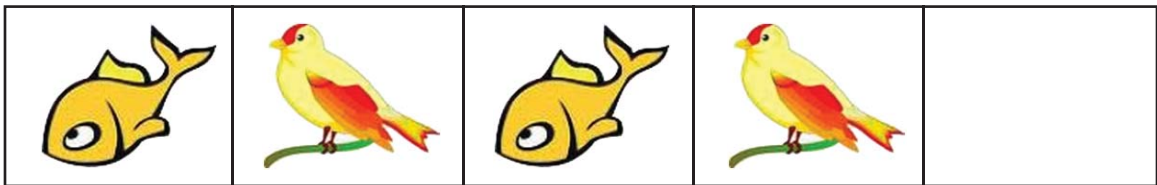
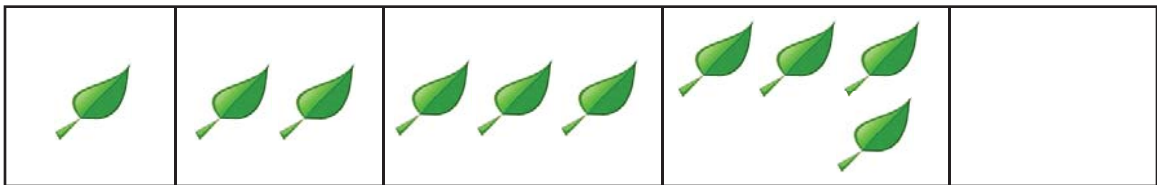
Name: \_\_\_\_\_

Class : \_\_\_\_\_

Date : \_\_\_\_\_

Subject : \_\_\_\_\_

### I. Complete the following pattern.





II. Observe the following and fill in the blanks that follow:

111, 112, 113, \_\_\_\_\_, \_\_\_\_\_

82, 81, 80, \_\_\_\_\_, \_\_\_\_\_

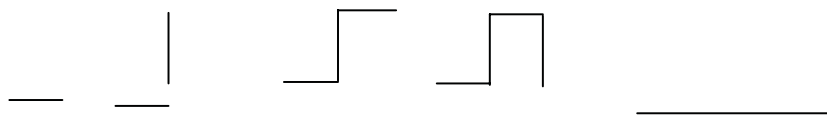
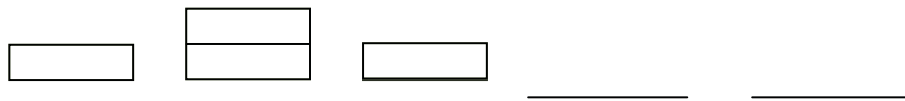
127, 126, 125, \_\_\_\_\_, \_\_\_\_\_

187, 188, 189, \_\_\_\_\_, \_\_\_\_\_

23, 27, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2, 4, 6, 8, 10, \_\_\_\_\_.

30, 40, 50, 60, 70, \_\_\_\_\_.











## **Central Board of Secondary Education**

Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi -110092, India  
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