KIDS WORLD SCHOOL, NAGPUR
SESSION – 2026-27
CLASS – IV
SUBJECT – MATHEMATICS

UNIT		Topic	Sub-Topic	Month		Suggested Ice-Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
No.	Name			Starting	Closing						
1.	Ch. 1 Shapes Around Us	3D Shapes	Prisms, Pyramids	July Day : 1	July	"Finger Shape Fun" Students will make shapes (circle, square and rectangle) using their fingers.	"Use a Concrete–Visual–Abstract approach by engaging students with real-life objects and models of prisms and pyramids, followed by diagrams and nets, and will facilitate learning through questioning, comparison, and hands-on activities to develop conceptual understanding."	**CG-2** Analyses the characteristics and properties of three-dimensional geometric shapes, specifies locations and describes spatial relationships, and recognises and creates shapes	C-2.4 Discovers, recognises, describes, and extends patterns in 2D and 3D shapes	Students will # Identify the difference between a prism and a pyramid. # Describe properties such as faces, edges, and vertices.	
	Shapes Around Us	3D Shapes	Sorting 3D Shapes	Day : 2		"Shape Hunt" Ask students to look around the classroom and find objects shaped like: Circle (clock) Rectangle (board) Cube (chalk box) They can point, draw, or list them.	"Use a Concrete–Visual–Abstract approach by engaging students with real-life objects and models of prisms and pyramids, followed by diagrams and nets, and will facilitate learning through questioning, comparison, and hands-on activities to develop conceptual understanding."	**CG-2** Analyses the characteristics and properties of three-dimensional geometric shapes, specifies locations and describes spatial relationships, and recognises and creates shapes	C-2.4 Discovers, recognises, describes, and extends patterns in 2D and 3D shapes	Students will identify and name common 3D shapes (cube, cuboid, sphere, cylinder, cone).	

	Shapes Around Us	3D Shapes	Cube, Cuboid,	Day : 3		“2D or 3D?” Sorting Game Give picture cards or draw shapes on the board. Students sort into: 2D (flat) 3D (solid)	“Use a Concrete–Visual–Abstract approach by engaging students with real-life objects and models of prisms and pyramids, followed by diagrams and nets, and will facilitate learning through questioning, comparison, and hands-on activities to develop conceptual understanding.”	**CG-2** Analyses the characteristics and properties of three-dimensional geometric shapes, specifies locations and describes spatial relationships, and recognises and creates shapes	C-2.1 Identifies, compares, and analyses attributes of two- and three-dimensional shapes and develops vocabulary to describe their attributes or properties	Students will describe properties such as faces, edges, and vertices.	
	Shapes Around Us	Angles	Right angle, Acute angle , Obtuse angle,	Day : 4		“Angle with Your Arms” Ask all students to stand. Teacher calls out: Right angle → students make an “L” shape with arms Acute angle → small angle with arms Obtuse angle → wide angle with arms Repeat quickly with different calls.	“Use a Concrete–Visual–Abstract approach by engaging students with real-life objects and models of prisms and pyramids, followed by diagrams and nets, and will facilitate learning through questioning, comparison, and hands-on activities to develop conceptual understanding.”	**CG-2** Analyses the characteristics and properties of two - dimensional geometric shapes, specifies locations and describes spatial relationships, and recognises and creates shapes	C-2.1 Identifies, compares, and analyses attributes of two- and three-dimensional shapes and develops vocabulary to describe their attributes or properties	Students will # Understand that an angle is formed by two rays meeting at a point. # Identify and name types of angles: Right angle Acute angle Obtuse angle # Recognize angles in everyday life (clock, corners, etc.).	

	Shapes Around Us	2D Shapes	Circle and it's parts	Day : 5		"Finger Shape Fun" Students will make shapes (circle, square and rectangle) using their fingers.	"Use a Concrete–Visual–Abstract approach by engaging students with real-life objects and models of prisms and pyramids, followed by diagrams and nets, and will facilitate learning through questioning, comparison, and hands-on activities to develop conceptual understanding."	**CG-2** Analyses the characteristics and properties of two - dimensional geometric shapes, specifies locations and describes spatial relationships, and recognises and creates shapes	C-2.1 Identifies, compares, and analyses attributes of two- and three-dimensional shapes and develops vocabulary to describe their attributes or properties	Students will identify, label, draw, and explain the basic parts of a circle and relate them to real-life examples.	
	Shapes Around Us	2D Shapes		Day : 6		"Shape Drawing Challenge" Ask students to draw: # 2D shapes (circle, triangle)	"Use a Concrete–Visual–Abstract approach by engaging students with real-life objects and models of prisms and pyramids, followed by diagrams and nets, and will facilitate learning through questioning, comparison, and hands-on activities to develop conceptual understanding."	**CG-2** Analyses the characteristics and properties of two - dimensional geometric shapes, specifies locations and describes spatial relationships, and recognises and creates shapes	C-2.1 Identifies, compares, and analyses attributes of two- and three-dimensional shapes and develops vocabulary to describe their attributes or properties	students will # Identify angles in common 2D shapes such as triangle, square, and rectangle. # Recognize types of angles (right, acute, obtuse) within shapes. # Count the number of angles in different 2D shapes. # Understand that each corner of a shape forms an angle.	

	Computational Thinking	Shapes Around Us		Day : 7		"Find the Angle Around You" Teacher says: "Find a right/acute/obtuse angle around you!" Students quickly point to objects: Door corner → Right angle Open scissors → Acute angle Open book → Obtuse angle	"Use a Concrete–Visual–Abstract approach by engaging students with real-life objects and models of prisms and pyramids, followed by diagrams and nets, and will facilitate learning through questioning, comparison, and hands-on activities to develop conceptual understanding."	**CG-2** Analyses the characteristics and properties of two - and three-dimensional geometric shapes, specifies locations and describes spatial relationships, and recognises and creates shapes that have symmetry.	C-2.1 Identifies, compares, and analyses attributes of two- and three-dimensional shapes and develops vocabulary to describe their attributes or properties	Students will identify, describe, compare, and apply knowledge of shapes and angles in real-life situations.	
2	Ch. 2 Hide and Seek	Views of the different objects	Side view, front view and top view	July Day : 1	July	***"Guess the Object from My View"*** # Show only **one view** of an object (e.g., top of a bottle = circle). # Ask: "What could this be?" # Take 2–3 quick guesses, then reveal the object.	"Use a Concrete–Visual–Abstract approach by allowing students to observe and handle real-life objects, then represent them through drawings to understand side view, front view, and top view, and guide learning through questioning and hands-on activities to develop spatial understanding."	**CG-2** Different viewpoints of 3D Objects. Changes in shapes after flips, turns, cuts/folds, or rotations	C-2.2 Describes location and movement using both common language and mathematical vocabulary	Students will understand that the same object looks different from different positions.	

	Ch. 2 Hide and Seek	Views of the different objects	Side view, front view and top view	Day : 2		***"Clap for the View"*** # Show an object quickly. # Say: "Clap once if it looks like a rectangle from the front, twice if circle!" # Students respond instantly.	"Use a Concrete–Visual–Abstract approach by allowing students to observe and handle real-life objects, then represent them through drawings to understand side view, front view, and top view, and guide learning through questioning and hands-on activities to develop spatial understanding."	**CG-2** Different viewpoints of 3D Objects. Changes in shapes after flips, turns, cuts/folds, or rotations	C-2.2 Describes location and movement using both common language and mathematical vocabulary	Students will identify and name front view, side view, and top view of simple objects. Observe and describe objects from different directions.	
	Ch. 2 Hide and Seek	Views of the different objects	Side view, front view and top view	Day : 3		***"Wrong or Right?"*** # Show an object and say a statement: "From the top, this looks like a triangle." # Students respond: 👍 (right) or 👎 (wrong)	"Use a Concrete–Visual–Abstract approach by allowing students to observe and handle real-life objects, then represent them through drawings to understand side view, front view, and top view, and guide learning through questioning and hands-on activities to develop spatial understanding."	**CG-2** Different viewpoints of 3D Objects. Changes in shapes after flips, turns, cuts/folds, or rotations	C-2.2 Describes location and movement using both common language and mathematical vocabulary	Students will relate these views to real-life situations (e.g., looking at a building from different sides).	

	Computational Thinking	Ch. 2 Hide and Seek		Day : 4		***"Mystery Bag Peek"*** # Put an object in a bag. # Let one student peek **only from the top**. # They describe the shape (circle, square, etc.). # Class guesses the object.	"Use a Concrete–Visual–Abstract approach by allowing students to observe and handle real-life objects, then represent them through drawings to understand side view, front view, and top view, and guide learning through questioning and hands-on activities to develop spatial understanding."	CG-2 Develop basic capacities of analytical thinking, verbal and visual reasoning	C-2.2 Describes location and movement using both common language and mathematical vocabulary	Students will develop observation skills and understand how the viewpoint changes the appearance of objects.	
3	Ch. 3 Patterns Around Us	Odd and Even Numbers	---------- ------	July Day : 1	July	***"Clap the Number"*** # Teacher calls out a number. # Students: **# Clap once** for odd **# Clap twice** for even # Keep the pace fast to build excitement.	"Use a Concrete–Visual–Abstract approach by engaging students with objects and grouping activities to identify odd and even numbers, followed by number patterns and representations, and guide learning through questioning and interactive activities to build conceptual understanding."	**CG-1** Understands numbers , even and odd numbers **CG-4** Develops problem-solving skills with procedural fluency to solve mathematical puzzles as well as daily-life problems, and as a step towards developing computational thinking	C-1.4 Recognises, describes, and extends simple number patterns such as odd numbers, even numbers C-4.3 Selects appropriate methods and tools for computing with whole numbers, such as mental computation, estimation, or paper-pencil calculation, in accordance with the context	Students will understand the concept of even and odd numbers.	Assessment as Learning

	Ch. 3 Patterns Around Us	Odd and Even Numbers		Day : 2		***"Group Jump"*** # Call out a number (e.g., 5 or 8). # Jump on even numbers	"Use a Concrete–Visual–Abstract approach by engaging students with objects and grouping activities to identify odd and even numbers, followed by number patterns and representations, and guide learning through questioning and interactive activities to build conceptual understanding."	**CG-1** Understands numbers , even and odd numbers **CG-4** Develops problem-solving skills with procedural fluency to solve mathematical puzzles as well as daily-life problems, and as a step towards developing computational thinking	C-1.4 Recognises, describes, and extends simple number patterns such as odd numbers, even numbers C-4.3 Selects appropriate methods and tools for computing with whole numbers, such as mental computation, estimation, or paper-pencil calculation, in accordance with the context	Students will classify numbers as even or odd correctly.	
	Computational Thinking	Ch. 3 Patterns Around Us		Day : 3		***"Stand or Sit Game"*** # Call out numbers randomly. # Students: **Stand** if even and **Sit** if odd	"Use a Concrete–Visual–Abstract approach by engaging students with objects and grouping activities to identify odd and even numbers, followed by number patterns and representations, and guide learning through questioning and interactive activities to build conceptual understanding."	**CG-4** Develops problem-solving skills with procedural fluency to solve mathematical puzzles as well as daily-life problems, and as a step towards developing computational thinking	C-4.3 Selects appropriate methods and tools for computing with whole numbers, such as mental computation, estimation, or paper-pencil calculation, in accordance with the context	Students will identify, classify, and apply even and odd numbers in basic mathematical situations and real-life contexts.	

4	Ch.4 Thousands Around Us	One Thousand		August Day : 1	August	***"Build the Number Together"*** # Divide class into 4 groups: # Each group = one place value # Teacher calls a number (e.g., 3,421). # Each group performs: # Thousands → 3 big actions # Hundreds → 4 claps # Tens → 2 taps # Ones → 1 jump	"Use a Concrete–Visual–Abstract approach by engaging students with place value materials (ones, tens, hundreds, thousands) to understand one thousand, and demonstrate grouping and regrouping through hands-on activities, followed by numerical representation and guided questioning to build conceptual understanding."	**CG-1** Understands numbers (counting numbers), represents whole numbers using the Indian place value system	C-1.1 Represents numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers	Students will understand the place value of thousands and identify the digit in the thousands place in a number.	
	Ch.4 Thousands Around Us	One Thousand		Day : 2		***"Who Am I?"*** # Call 4 students and say: # "I have 3 tens, 2 ones, 1 hundred." # Students act it out (3 claps, 2 fingers, 1 jump). # Class guesses the number.	"Use a Concrete–Visual–Abstract approach by engaging students with place value materials (ones, tens, hundreds, thousands) to understand one thousand, and demonstrate grouping and regrouping through hands-on activities, followed by numerical representation and guided questioning to build conceptual understanding."	**CG-1** Understands numbers (counting numbers), represents whole numbers using the Indian place value system	C-1.1 Represents numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers	Students will learn how to make 1000 by adding hundreds, tens, and ones, and understand different ways to form 1000.	

	Ch.4 Thousands Around Us	Grouping and Regrouping		Day : 3		***"Say Your Name with an Action"*** # Each student says their name with a fun action (clap, jump, spin). # Whole class repeats the name + action.	"Use a Concrete–Visual–Abstract approach by engaging students with place value materials (ones, tens, hundreds, thousands) to understand one thousand, and demonstrate grouping and regrouping through hands-on activities, followed by numerical representation and guided questioning to build conceptual understanding."	**CG-1** Understands numbers (counting numbers), represents whole numbers using the Indian place value system	C-1.1 Represents numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers	Students will identify and write numbers based on given place value. They will understand how groups of ones form a complete number and express it correctly in numerals.	
	Ch.4 Thousands Around Us	Numbers Beyond 1000		Day : 4		***"Sound the Number"*** # Assign sounds: Thousands → stomp Hundreds → clap Tens → snap Ones → tap desk # Say a number (e.g., 2,134). # Students make sounds according to place value.	"Use a Concrete–Visual–Abstract approach by engaging students with place value materials (ones, tens, hundreds, thousands) to understand one thousand, and demonstrate grouping and regrouping through hands-on activities, followed by numerical representation and guided questioning to build conceptual understanding."	**CG-1** Understands numbers (counting numbers), represents whole numbers using the Indian place value system **Understands Expanded form, place value and writes number name**	C-1.1 Represents numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers	Students will understand how to represent numbers in expanded form, standard form, and word form. They will be able to convert numbers between these forms accurately.	

	Ch.4 Thousands Around Us	Increasing and decreasing order		Day : 5		***"Place Value Train"*** # Make a line like a train: # First = thousands, then hundreds, tens, ones # Give a number (like 3,241). # Each "coach" shows their value with actions (3 jumps, 2 claps, etc.).	"Use a Concrete–Visual–Abstract approach by engaging students in arranging objects and numbers to understand increasing and decreasing order, followed by number line representation and guided questioning to develop conceptual clarity."	**CG-1** Understands numbers (counting numbers), represents whole numbers using the Indian place value system and **Number line**	C-1.1 Represents numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers	Students will identify which numbers lie between two given numbers using a number line. They will be able to place and locate numbers correctly between given values on the number line.	
	Ch.4 Thousands Around Us	Let Us Play And Let Us Solve		Day : 6		***"Change My Place"*** # Call 4 students as ones, tens, hundreds, thousands. # Give a number (like 2,345). # Then say "Change!" # Students swap places and show the new number.	"Use a Concrete–Visual–Abstract approach by engaging students in arranging objects and numbers to understand increasing and decreasing order, followed by number line representation and guided questioning to develop conceptual clarity."	**CG-1** Understands numbers (counting numbers), represents whole numbers using the Indian place value system	C-1.1 Represents numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers	Students will solve simple puzzles and play games related to the topic learned in class to strengthen their understanding. They will develop logical thinking and apply concepts in fun, real-life situations.	

	Ch.4 Thousands Around Us	Comparing Numbers		Day : 7		***"Say Your Name with an Action"*** # Each student says their name with a fun action (clap, jump, spin). # Whole class repeats the name + action.	"Use a Concrete–Visual–Abstract approach by engaging students with place value materials and number comparisons, followed by symbols (>, <, =) and number line representation, and guide learning through questioning and activities to develop conceptual understanding."	**CG-1** Understands numbers (counting numbers), represents whole numbers using the Indian place value system	C-1.1 Represents numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers	Students will compare numbers using symbols like greater than, less than, and equal to. They will be able to arrange numbers in ascending and descending order correctly.	
	Computational Thinking	Ch.4 Thousands Around Us	Activity Time	Day : 8		***"Who Am I?"*** # Call 4 students and say: # "I have 3 tens, 2 ones, 1 hundred." # Students act it out (3 claps, 2 fingers, 1 jump). # Class guesses the number.	"Use a Concrete–Visual–Abstract approach by engaging students with place value materials and number comparisons, followed by symbols (>, <, =) and number line representation, and guide learning through questioning and activities to develop conceptual understanding."	**CG-1** Understands numbers (counting numbers), represents whole numbers using the Indian place value system CG-4 Develops problem-solving skills with procedural fluency to solve mathematical puzzles as well as daily-life problems, and as a step towards developing computational thinking	C-1.1 Represents numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers C-4.3 Selects appropriate methods and tools for computing with whole numbers, such as mental computation, estimation, or paper-pencil calculation, in accordance with the context	Students will use computational thinking to solve questions based on place value, number forms, and comparison of numbers. They will break problems into simple steps and apply logical reasoning to find correct answers	

	Computational Thinking	Ch.4 Thousands Around Us		Day : 9		***"Pass the Smile"*** # One student smiles at the next person. # That student passes it on. # Add funny expressions to make it more engaging.	"Use a Concrete–Visual–Abstract approach by engaging students with place value materials (ones, tens, hundreds, thousands) to understand one thousand, and demonstrate grouping and regrouping through hands-on activities, followed by numerical representation and guided questioning to build conceptual understanding."	**CG-1** Understands numbers (counting numbers), represents whole numbers using the Indian place value system CG-4 Develops problem-solving skills with procedural fluency to solve mathematical puzzles as well as daily-life problems, and as a step towards developing computational thinking	C-1.1 Represents numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers C-4.3 Selects appropriate methods and tools for computing with whole numbers, such as mental computation, estimation, or paper-pencil calculation, in accordance with the context	Students will use computational thinking to solve questions based on place value, number forms, and comparison of numbers. They will break problems into simple steps and apply logical reasoning to find correct answers	

5	Ch. 5 Sharing and Measuring	Parts and Wholes		August Day : 1	August	***"Make a Fraction Group"*** # Call out a fraction like **1/2 or 1/4**. # Students quickly form groups: 1/2 → pair up 1/4 → groups of 4 # Ask: "What part is one student in your group?"	"Use a Concrete–Visual–Abstract approach by engaging students with real-life objects and visual models to represent fractions, then compare unit fractions using diagrams and number lines, and guide learning through questioning and hands-on activities to build conceptual understanding."	CG-1 Understands Fractions , represents Fractions, discovers and recognises patterns in Fraction	C-1.2 Represents and compares commonly used fractions in daily life (such as ½, ¼) as parts of unit wholes, as locations on number lines and as divisions of whole numbers	Students will understand that a fraction represents a part of a whole or a group. They will be able to identify simple fractions and represent them using pictures or numbers.	Assessment for Learning
	Ch. 5 Sharing and Measuring	Ding Dong Bell!!		Day : 2		***"Show the Fraction with Your Body"*** **How it works:** # All students stand with **both hands up** (this = whole = 1). # Teacher calls out a fraction: **# 1/2** → students show *half* (one hand up, one down) **# 1/4** → show *one part* (e.g., one finger or small gesture) **# 3/4** → show *three parts* (three fingers or partial arms)	"Use a Concrete–Visual–Abstract approach by engaging students with real-life objects and visual models to represent fractions, then compare unit fractions using diagrams and number lines, and guide learning through questioning and hands-on activities to build conceptual understanding."	CG-1 Understands Fractions , represents Fractions, discovers and recognises patterns in Fraction	C-1.2 Represents and compares commonly used fractions in daily life (such as ½, ¼) as parts of unit wholes, as locations on number lines and as divisions of whole numbers	Students will understand fractions through simple stories of sharing equally, where a whole is divided into equal parts. They will also recognize unit fractions like 1/2, 1/3, and 1/4 as one equal part of a whole.	

	Ch. 5 Sharing and Measuring	Comparison of Unit Fractions		Day : 3		***"Rapid Fire Questions"*** # Ask quick, simple questions: # "Favorite color?" # "Cat or dog?" # Students answer instantly (no thinking time!).	"Use a Concrete–Visual–Abstract approach by engaging students with real-life objects and visual models to represent fractions, then compare unit fractions using diagrams and number lines, and guide learning through questioning and hands-on activities to build conceptual understanding."	CG-1 Understands Fractions , represents Fractions, discovers and recognises patterns in Fraction	C-1.2 Represents and compares commonly used fractions in daily life (such as ½, ¼) as parts of unit wholes, as locations on number lines and as divisions of whole numbers	Students will compare unit fractions and identify which fraction is larger or smaller based on equal parts of a whole. They will understand that a smaller denominator means larger parts, so the unit fraction is bigger when the whole is divided into fewer equal parts.	
	Ch. 5 Sharing and Measuring	Fractions		Day : 4		***"Follow the Leader"*** # Teacher (or a student) does simple actions (clap, stomp, snap). # Students must copy instantly. # Increase speed for fun.	"Use a Concrete–Visual–Abstract approach by engaging students with real-life objects and visual models to represent fractions, then compare unit fractions using diagrams and number lines, and guide learning through questioning and hands-on activities to build conceptual understanding."	CG-1 Understands Fractions , represents Fractions, discovers and recognises patterns in Fraction	C-1.2 Represents and compares commonly used fractions in daily life (such as ½, ¼) as parts of unit wholes, as locations on number lines and as divisions of whole numbers	Students will identify fractions from given situations, pictures, or shaded parts of a whole. They will be able to correctly write the fraction using numerator and denominator.	

	Ch. 5 Sharing and Measuring	Let Us Do		Day : 5		***"Rapid Fire Questions"*** # Ask quick, simple questions: # "Favorite color?" # "Cat or dog?" # Students answer instantly (no thinking time!).	"Use a Concrete–Visual–Abstract approach by engaging students with real-life objects and visual models to represent fractions, then compare unit fractions using diagrams and number lines, and guide learning through questioning and hands-on activities to build conceptual understanding."	CG-1 Understands Fractions , represents Fractions, discovers and recognises patterns in Fraction CG-4 Develops problem-solving skills with procedural fluency to solve mathematical puzzles as well as daily-life problems, and as a step towards developing computational thinking	C-1.2 Represents and compares commonly used fractions in daily life (such as ½, ¼) as parts of unit wholes, as locations on number lines and as divisions of whole numbers C-4.1 Solves puzzles and daily-life problems involving one or more operations on whole numbers	Students will understand fractions better through hands-on activities that involve sharing, grouping, and representing parts of a whole. They will be able to identify and express fractions correctly using objects, pictures, and real-life examples.	

	Ch. 5 Sharing and Measuring	Let Us Discuss		Day : 6		***"Quick Answer Jump"***
						# Teacher asks: "Is 1/2 bigger or smaller than 1/4?"
						# Students:
						Jump = bigger
						Sit = smaller
							"Use a Concrete–Visual–Abstract approach by engaging students with real-life objects and visual models to represent fractions, then compare unit fractions using diagrams and number lines, and guide learning through questioning and hands-on activities to build conceptual understanding."	CG-1 Understands Fractions , represents Fractions, discovers and recognises patterns in Fraction
								CG-4 Develops problem-solving skills with procedural fluency to solve mathematical puzzles as well as daily-life problems, and as a step towards developing computational thinking
									C-1.2 Represents and compares commonly used fractions in daily life (such as ½, ¼) as parts of unit wholes, as locations on number lines and as divisions of whole numbers
									C-4.1 Solves puzzles and daily-life problems involving one or more operations on whole numbers
										Students will apply their understanding of fractions to solve related questions accurately.
										They will use learned concepts to identify, compare, and write fractions in different situations.	

	Computational Thinking	Ch. 5 Sharing and Measuring		Day : 7		***"True or False Move"*** # Say statements: "1/2 is equal to 2/4" # Students: Step forward = True Step back = False	"Use a Concrete–Visual–Abstract approach by engaging students with real-life objects and visual models to represent fractions, then compare unit fractions using diagrams and number lines, and guide learning through questioning and hands-on activities to build conceptual understanding."	CG-1 Understands Fractions , represents Fractions, discovers and recognises patterns in Fraction CG-4 Develops problem-solving skills with procedural fluency to solve mathematical puzzles as well as daily-life problems, and as a step towards developing computational thinking	C-1.2 Represents and compares commonly used fractions in daily life (such as ½, ¼) as parts of unit wholes, as locations on number lines and as divisions of whole numbers C-4.1 Solves puzzles and daily-life problems involving one or more operations on whole numbers	Students will apply their understanding of fractions to solve related questions accurately. They will use learned concepts to identify, compare, and write fractions in different situations.	
6	Ch. 6 Measuring Length	Measuring is fun		September Day : 1	September	***"Hand Span Hunt"*** # Students measure nearby objects using **hand spans** (table, bench, book). # Call out: "Find something 5 hand spans long!"	"Use a Concrete–Visual–Abstract approach by engaging students in measuring real objects using non-standard and standard units, followed by recording measurements with appropriate units, and guide learning through hands-on activities and questioning to develop conceptual understanding."	CG-3 Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight and Perimeter	C-3.3 Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement C-3.2 Uses an appropriate unit and tool for the attribute (like length and perimeter) being measured	Students will understand the concept of measuring length and recognize that length tells how long or short an object is. They will be able to identify basic tools used for measuring length like a ruler and measuring tape.	

	Ch. 6 Measuring Length	Measuring length		Day : 2		***"Long or Short Line?"*** # Students form two lines: - One long line - One short line # Teacher asks: "Which is longer? How do you know?"	"Use a Concrete–Visual–Abstract approach by engaging students in measuring real objects using non-standard and standard units, followed by recording measurements with appropriate units, and guide learning through hands-on activities and questioning to develop conceptual understanding."	CG-3 Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight and Perimeter	C-3.3 Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement	Students will understand how to measure length using standard units like centimetres (cm) and metres (m). They will be able to choose the correct unit and measure objects accurately using cm and m.	
	Ch. 6 Measuring Length	Let Us Do		Day : 3		***"Find the Longest!"*** # Give a challenge: # "Find something longer than your pencil in the classroom!" # Students quickly point or bring examples.	"Use a Concrete–Visual–Abstract approach by engaging students in measuring real objects using non-standard and standard units, followed by recording measurements with appropriate units, and guide learning through hands-on activities and questioning to develop conceptual understanding."	CG-3 Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight and Perimeter	C-3.3 Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement	Students will understand the length of 1 centimetre and use it as a reference to compare other lengths. They will be able to identify and classify objects or measurements as equal to, more than, or less than 1 cm.	

	Ch. 6 Measuring Length	Let Us Do		Day : 4		***"Step Measure Game"*** # Ask students: "How long is the classroom?" # Students measure using **steps** (heel-to-toe walking). # Compare answers: "Who got more steps? Why?"	"Use a Concrete–Visual–Abstract approach by engaging students in measuring real objects using non-standard and standard units, followed by recording measurements with appropriate units, and guide learning through hands-on activities and questioning to develop conceptual understanding."	CG-3 Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight and Perimeter	C-3.1 Measures in non-standard and standard units and evaluates the need for standard units C-3.2 Uses an appropriate unit and tool for the attribute (like length, perimeter, time, weight, volume) being measured C-3.3 Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement	Students will understand the relationship between metre (m) and centimetre (cm). They will be able to convert measurements from metres to centimetres correctly using basic multiplication.	
	Ch. 6 Measuring Length	Activity (pg no. 90)		Day : 5		***"Ball Toss Talk"*** # Use an imaginary ball (or real soft ball if available). # Toss it to a student and ask a simple question: # "Your favorite fruit?" # "One happy thing today?" # That student answers and tosses it to another.	"Use a Concrete–Visual–Abstract approach by engaging students in measuring their height using a measuring tape in centimetres and metres, followed by recording and comparing measurements with correct units, and guiding learning through hands-on activity and questioning to develop understanding of measurement of length."	CG-3 Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight and Perimeter	C-3.1 Measures in non-standard and standard units and evaluates the need for standard units C-3.3 Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement	Students will use a measuring tape to measure their height accurately in centimetres and metres. They will record and compare their measurements using the correct units of length.	

	Ch. 6 Measuring Length	Perimeter		Day : 6		***"Copy My Funny Action"*** # Teacher does a silly action (jump, clap, spin, robot walk). # Students copy instantly. # Change actions quickly.	"Use a Concrete–Visual–Abstract approach by engaging students in measuring the boundaries of real objects using string or scale to understand perimeter, followed by calculating perimeter using addition of side lengths, and guiding learning through hands-on activities and questioning to develop conceptual understanding."	CG-3 Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight and Perimeter	C-3.1 Measures in non-standard and standard units and evaluates the need for standard units C-3.2 Uses an appropriate unit and tool for the attribute (like length, perimeter, time, weight, volume) being measured C-3.3 Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement	Students will understand that perimeter is the total distance around the boundary of a shape. They will be able to identify and measure the sides of simple shapes to find their perimeter.	

	Ch. 6 Measuring Length	Perimeter		Day : 7		***"Yes or No Corners"*** # Assign corners: YES / NO. # Ask fun questions: # "Do you like ice cream?" # "Do you like rain?" # Students run to answer corners.	"Use a Concrete–Visual–Abstract approach by engaging students in measuring the boundaries of real objects using string or scale to understand perimeter, followed by calculating perimeter using addition of side lengths, and guiding learning through hands-on activities and questioning to develop conceptual understanding."	CG-3 Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight and Perimeter	C-3.1 Measures in non-standard and standard units and evaluates the need for standard units C-3.2 Uses an appropriate unit and tool for the attribute (like length, perimeter, time, weight, volume) being measured C-3.3 Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement	Students will understand how to find the perimeter by adding the lengths of all sides of a shape. They will be able to calculate the perimeter of simple 2D shapes accurately.	

	Computational Thinking	Ch. 6 Measuring Length		Day : 8		***"Hand Span Hunt"*** # Students measure nearby objects using **hand spans** (table, bench, book). # Call out: "Find something 5 hand spans long!"	"Use a Concrete–Visual–Abstract approach by engaging students in measuring the boundaries of real objects using string or scale to understand perimeter, followed by calculating perimeter using addition of side lengths, and guiding learning through hands-on activities and questioning to develop conceptual understanding."	CG-3 Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight and Perimeter CG-4 Develops problem-solving skills with procedural fluency to solve mathematical puzzles as well as daily-life problems, and as a step towards developing computational thinking	C-3.2 Uses an appropriate unit and tool for the attribute (like length, perimeter, time, weight, volume) being measured C-3.3 Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement C-4.3 Selects appropriate methods and tools for computing with whole numbers, such as mental computation, estimation, or paper-pencil calculation, in accordance with the context	Students will apply computational thinking to break down perimeter problems into simple steps and solve them logically. They will use addition and reasoning skills to find the perimeter of different shapes accurately.	

7	Ch. 7 The Cleanest Village	Finding cost of 1 kg		September Day : 1	September	***"Shopping Madness"*** # Teacher acts like a shopkeeper. # Students come and "buy" imaginary items. # Example: "I bought 2 bananas + 3 apples… how many total?" # Students shout the answer together.	"Use a Concrete–Visual–Abstract approach by engaging students with real or play money to perform addition and subtraction of amounts, followed by written calculations in decimal form, and guiding learning through hands-on activities and questioning to develop conceptual understanding of money operations."	CG-1 understands and carries out the four basic operations with whole numbers	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will find the total cost by adding the prices of different items. They will apply addition skills to solve real-life money problems involving multiple purchases.	Assessment of Learning
	Ch. 7 The Cleanest Village	Addition and Subtraction of Money		Day : 2		***"Add My Actions"*** # Teacher does actions: 2 jumps + 3 claps # Students count and say total. # Make it funny with exaggerated actions (monster jumps, robot claps).	"Use a Concrete–Visual–Abstract approach by engaging students with real or play money to perform addition and subtraction of amounts, followed by written calculations in decimal form, and guiding learning through hands-on activities and questioning to develop conceptual understanding of money operations."	CG-1 understands and carries out the four basic operations with whole numbers	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will find the remaining balance by subtracting the total cost from the amount given. They will apply subtraction skills to solve real-life money transactions accurately.	

	Ch. 7 The Cleanest Village	Add Up		Day : 3		***"Monkey Addition Game"*** # Teacher says: "2 monkeys jumped + 1 monkey jumped = ?" # Students act like monkeys and add movements.	"Use a Concrete–Visual–Abstract approach by engaging students with real or play money to perform addition of amounts, followed by written calculations in decimal form, and guiding learning through hands-on activities and questioning to develop conceptual understanding of money operations."	CG-1 understands and carries out the four basic operations with whole numbers	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition	Students will add amounts of money accurately and estimate totals to check the reasonableness of their answers. They will use both exact calculation and estimation strategies to solve real-life money problems.	
	Ch. 7 The Cleanest Village	Let Us Do		Day : 4		***"Addition Relay"*** # Two students start: # First says a number (e.g., 3) # Second adds another (e.g., +2) # Class shouts final answer. # Make it funny by using silly numbers like "invisible cows + imaginary dogs."	"Use a Concrete–Visual–Abstract approach by engaging students with real or play money to perform addition and subtraction of amounts, followed by written calculations in decimal form, and guiding learning through hands-on activities and questioning to develop conceptual understanding of money operations."	CG-1 understands and carries out the four basic operations with whole numbers	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition	Students will add numbers accurately using appropriate strategies. They will apply addition skills to solve simple real-life problems.	

	Ch. 7 The Cleanest Village	Subtract it		Day : 5		***"Yes or No Corners"*** # Assign corners: YES / NO. # Ask fun questions: # "Do you like ice cream?" # "Do you like rain?" # Students run to answer corners	"Use a Concrete–Visual–Abstract approach by engaging students with real or play money to perform addition and subtraction of amounts, followed by written calculations in decimal form, and guiding learning through hands-on activities and questioning to develop conceptual understanding of money operations."	CG-1 understands and carries out the four basic operations with whole numbers	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and subtraction	Students will subtract numbers accurately using appropriate strategies. They will apply subtraction skills to solve simple real-life problems.	
	Ch. 7 The Cleanest Village	Let Us Solve		Day : 6		***"Copy My Funny Action"*** # Teacher does a silly action (jump, clap, spin, robot walk). # Students copy instantly. # Change actions quickly.	"Use a Concrete–Visual–Abstract approach by engaging students with real or play money to perform addition and subtraction of amounts, followed by written calculations in decimal form, and guiding learning through hands-on activities and questioning to develop conceptual understanding of money operations."	CG-1 understands and carries out the four basic operations with whole numbers	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and subtraction	Students will use addition and subtraction to solve problems from the textbook accurately. They will apply these operations to complete given exercises with understanding and correctness.	

	Ch. 7 The Cleanest Village	Number Pair Hunt		Day : 7		***"Shopping Madness"*** # Teacher acts like a shopkeeper. # Students come and "buy" imaginary items. # Example: "I bought 2 bananas + 3 apples… how many total?" # Students shout the answer together.	"Use a Concrete–Visual–Abstract approach by engaging students with real or play money to perform addition and subtraction of amounts, followed by written calculations in decimal form, and guiding learning through hands-on activities and questioning to develop conceptual understanding of money operations."	CG-1 understands and carries out the four basic operations with whole numbers	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and subtraction	Students will find missing digits in addition and subtraction problems by using their understanding of number relationships. They will apply logical reasoning to complete equations accurately.	
	Ch. 7 The Cleanest Village	Let Us Do		Day : 8		***"Add My Actions"*** # Teacher does actions: 2 jumps + 3 claps # Students count and say total. # Make it funny with exaggerated actions (monster jumps, robot claps).	"Use a Concrete–Visual–Abstract approach by engaging students with real or play money to perform addition and subtraction of amounts, followed by written calculations in decimal form, and guiding learning through hands-on activities and questioning to develop conceptual understanding of money operations."	CG-1 understands and carries out the four basic operations with whole numbers	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and subtraction	Students will solve addition and subtraction exercises accurately using appropriate strategies. They will apply these skills to complete practice problems with understanding and correctness.	

	Computational Thinking	Ch. 7 The Cleanest Village		Day : 9		***"Ball Toss Talk"*** # Use an imaginary ball (or real soft ball if available). # Toss it to a student and ask a simple question: # "Your favorite fruit?" # "One happy thing today?" # That student answers and tosses it to another.	"Use a Concrete–Visual–Abstract approach by engaging students with real or play money to perform addition and subtraction of amounts, followed by written calculations in decimal form, and guiding learning through hands-on activities and questioning to develop conceptual understanding of money operations."	CG-1 understands and carries out the four basic operations with whole numbers	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and subtraction	Students will use computational thinking to break down addition and subtraction problems into smaller steps. They will identify patterns, follow logical sequences, and solve exercises systematically and accurately.	
8	Ch. 8 Weigh It, Pour It	Kg and g		November Day : 1	November	***"Heavy or Light Dance"*** # Teacher calls out two imaginary objects: # "Elephant vs feather" # Students: # Do a **heavy stomp** for heavy # Do a **light tiptoe** for light	"Use a Concrete–Visual–Abstract approach by engaging students with real-life objects to understand weight using kilograms and grams, followed by comparison and measurement using balance scales, and guiding learning through hands-on activities and questioning to develop conceptual understanding of units of weight."	CG-3 Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight	C-3.1 Measures in non-standard and standard units and evaluates the need for standard unit C-3.2 Uses an appropriate unit and tool for the attribute (like length and weight) being measured	Students will understand the concept of weight and identify common objects that can be measured using standard units. They will recognize basic units of weight and develop awareness of comparing heavier and lighter objects.	

	Ch. 8 Weigh It, Pour It	Let Us Find		Day : 2		***“Lift It Like a Hero”*** # Students pretend to lift objects: # “Lift a school bag!” # “Lift a pencil!” # Exaggerate reactions: # Heavy → struggle face 😳 # Light → easy smile 😁	“Use a Concrete–Visual–Abstract approach by engaging students with real-life objects to understand weight using kilograms and grams, followed by comparison and measurement using balance scales, and guiding learning through hands-on activities and questioning to develop conceptual understanding of units of weight.”	CG-3 Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight	C-3.1 Measures in non-standard and standard units and evaluates the need for standard unit	Students will find the actual weight of objects using standard units and compare it with estimated weight. They will apply estimation skills to judge reasonableness and improve accuracy in measurement.	
	Ch. 8 Weigh It, Pour It	Estimation of weight		Day : 3		***“Balance Game (Imagination Scale)”*** # Students stretch both arms like a balance scale. # Teacher says: # “Apple vs watermelon” # Students tilt body: # Heavy side goes down	“Use a Concrete–Visual–Abstract approach by engaging students with real-life objects to understand weight using kilograms and grams, followed by comparison and measurement using balance scales, and guiding learning through hands-on activities and questioning to develop conceptual understanding of units of weight.”	CG-3 Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight	C-3.1 Measures in non-standard and standard units and evaluates the need for standard unit	Students will estimate the weight of given objects using prior knowledge and comparison with familiar items. They will develop reasoning skills to make reasonable approximations of weight in real-life situations.	

	Ch. 8 Weigh It, Pour It	Measuring Capacity		Day : 4		***"Heavy Run, Light Walk"*** # Teacher calls objects: # Heavy → students walk like "heavy robots" # Light → students run lightly like "butterflies"	"Use a Concrete–Visual–Abstract approach by engaging students in measuring liquid capacity using real containers of different sizes, followed by recording measurements in standard units like litres and millilitres, and guiding learning through hands-on activities and questioning to develop conceptual understanding of capacity."	CG-3 Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight	C-3.3 Carries out simple unit conversions, such as from Kilograms to grams and litre to millilitres, within a system of Measurement C-3.5 Devises strategies for estimating the distance, length, time, perimeter (for regular and irregular shapes), area (for regular and irregular shapes), weight, and volume and verifies the same using standard units	Students will measure capacity and convert millilitres into litres, such as 500 ml = 0.5 L and 250 ml = 0.25 L. They will apply this understanding to solve simple real-life measurement problems.	
	Ch. 8 Weigh It, Pour It	Let Us Explore		Day : 5		***"Animal Weight Show"*** # Teacher names animals: # "Bear vs rabbit" # Students act weight: # Bear = slow, heavy steps # Rabbit = light hops	"Use a Concrete–Visual–Abstract approach by engaging students in measuring liquid capacity using real containers of different sizes, followed by recording measurements in standard units like litres and millilitres, and guiding learning through hands-on activities and questioning to develop conceptual understanding of capacity."	CG-3 Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight	C-3.7 Evaluates the conservation of attributes like length and volume, and solves daily-life problems related to them	Students will estimate and calculate quantities of everyday items used in daily life, such as the amount of milk consumed in a day. They will apply measurement and reasoning skills to record and compare real-life quantities accurately.	

	Computational Thinking	Ch. 8 Weigh It, Pour It		Day : 6		***"Copy My Funny Action"*** # Teacher does a silly action (jump, clap, spin, robot walk). # Students copy instantly. # Change actions quickly.	"Use a Concrete–Visual–Abstract approach by engaging students in measuring liquid capacity using real containers of different sizes, followed by recording measurements in standard units like litres and millilitres, and guiding learning through hands-on activities and questioning to develop conceptual understanding of capacity."	CG-3 Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight	C-3.7 Evaluates the conservation of attributes like length and volume, and solves daily-life problems related to them	Students will apply computational thinking by breaking down real-life quantity problems into smaller steps, such as recording daily usage and calculating totals. They will identify patterns, organize data, and use logical reasoning to estimate and compare everyday quantities accurately.	
9	Ch. 9 Equal Groups	Multiples		November Day : 1	November	***"Jump the Multiple"*** # Choose a number (like 3). # Students count loudly: 1, 2, 3, 4… # Only when the number is a multiple of 3, they **jump instead of speaking** (3, 6, 9…).	"Use a Concrete–Visual–Abstract approach by engaging students in skip counting using objects and number charts to understand multiples, followed by identifying and listing multiples of given numbers, and guiding learning through hands-on activities and questioning to develop conceptual understanding."	CG-1 understands and carries out the four basic operations with whole numbers, and discovers and recognises patterns in number sequences. **Understands multiples, multiplication and Division**	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will understand the concept of multiples by identifying numbers obtained through repeated addition of a given number. They will recognize and generate simple multiples to build a foundation for multiplication.	

	Ch. 9 Equal Groups	Common Multiples		Day : 2		***"Monkey Skip Counting"*** # Students act like monkeys and skip count: # "1, 2, JUMP! 3, 4, JUMP!" (for multiples of 2 or 3) # Make silly monkey sounds.	"Use a Concrete–Visual–Abstract approach by engaging students in listing multiples of different numbers using objects and number charts, followed by identifying common multiples through comparison, and guiding learning through hands-on activities and questioning to develop conceptual understanding."	CG-1 understands and carries out the four basic operations with whole numbers, and discovers and recognises patterns in number sequences. **Understands multiples, multiplication and Division**	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will identify and list common multiples of given numbers by generating their multiples systematically. They will use this understanding to compare number patterns and find shared multiples accurately.	
	Ch. 9 Equal Groups	The Doubling Magic		Day : 3		***"Rapid Fire Questions"*** # Ask quick, simple questions: # "Favorite color?" # "Cat or dog?" # Students answer instantly (no thinking time!).	"Use a Concrete–Visual–Abstract approach by engaging students in doubling numbers using objects and repeated addition, followed by visual patterns and number sentences, and guiding learning through interactive activities and questioning to develop understanding of the concept of doubling."	CG-1 understands and carries out the four basic operations with whole numbers, and discovers and recognises patterns in number sequences. **Understands multiples, multiplication and Division**	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will double numbers using addition or multiplication by 2 and recognize patterns in doubling. They will apply this skill to solve simple mathematical problems quickly and accurately.	

	Ch. 9 Equal Groups	Multiples of Tens		Day : 4		***"Multiple Train"*** # Students form a train line. # Teacher says a number (e.g., 4). # Every 4th student does a funny action (clap, spin, dance move).	"Use a Concrete–Visual–Abstract approach by engaging students in skip counting by tens using objects and number charts, followed by identifying and listing multiples of tens, and guiding learning through questioning to develop conceptual understanding."	CG-1 understands and carries out the four basic operations with whole numbers, and discovers and recognises patterns in number sequences. **Understands multiples, multiplication and Division**	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will identify and generate multiples of 10 by repeated addition or multiplication. They will recognize patterns in multiples of tens and apply them to solve basic numerical problems.	
	Ch. 9 Equal Groups	Multiplication		Day : 5		***"Oops or Wow!"*** # Teacher says numbers randomly. # Students: -Shout **"WOW!"** if it is a multiple of the given number -Shout **"OOPS!"** if it is not	"Use a Concrete–Visual–Abstract approach by engaging students in grouping equal sets of objects to understand multiplication as repeated addition, followed by representing it using number sentences and arrays, and guiding learning through questioning to develop conceptual understanding."	CG-1 understands and carries out the four basic operations with whole numbers, and discovers and recognises patterns in number sequences. **Understands multiples, multiplication and Division**	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will understand multiplication as repeated addition of equal groups. They will represent and solve simple multiplication problems using concrete objects, drawings, and numbers.	

	Ch. 9 Equal Groups	Division		Day : 6		***"Multiple Robot Game"*** # Students walk like robots counting: "1, 2, 3… BEEP (multiple of 3)!" # On multiples, they do a robot dance freeze.	"Use a Concrete–Visual–Abstract approach by engaging students in equal sharing and grouping of objects to understand division, followed by representing it through repeated subtraction and number sentences, and guiding learning through questioning to develop conceptual understanding of division."	CG-1 understands and carries out the four basic operations with whole numbers, and discovers and recognises patterns in number sequences. **Understands multiples, multiplication and Division**	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will understand division as sharing or grouping equally. They will use concrete objects and simple problems to represent and solve basic division situations.	
	Ch. 9 Equal Groups	Multiples of 100		Day : 7		***"Monkey Skip Counting"*** # Students act like monkeys and skip count: # "1, 2, JUMP! 3, 4, JUMP!" (for multiples of 2 or 3) # Make silly monkey sounds.	"Use a Concrete–Visual–Abstract approach by engaging students in skip counting by hundreds using place value blocks and number charts, followed by identifying and listing multiples of 100, and guiding learning through questioning to develop conceptual understanding."	CG-1 understands and carries out the four basic operations with whole numbers, and discovers and recognises patterns in number sequences. **Understands multiples, multiplication and Division**	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will identify and generate multiples of 100 using repeated addition or multiplication. They will recognize patterns in hundreds and apply them to solve simple numerical problems.	

	Ch. 9 Equal Groups	More Multiplication		Day : 8		***"Jump the Multiple"*** # Choose a number (like 3). # Students count loudly: 1, 2, 3, 4… # Only when the number is a multiple of 3, they **jump instead of speaking** (3, 6, 9…).	"Use a Concrete–Visual–Abstract approach by engaging students in skip counting by hundreds using place value blocks and number charts, followed by identifying and listing multiples of 100, and guiding learning through questioning to develop conceptual understanding."	CG-1 understands and carries out the four basic operations with whole numbers, and discovers and recognises patterns in number sequences. **Understands multiples, multiplication and Division**	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will multiply a 3-digit number by a 1-digit number using appropriate methods such as regrouping. They will apply multiplication skills to solve real-life and textbook problems accurately.	
	Ch. 9 Equal Groups	More Division		Day : 9		***"Division Drama"*** # Students act out: "8 bananas divided among 4 monkeys" # Monkeys must take equal bananas. # Funny acting and expressions encouraged.	"Use a Concrete–Visual–Abstract approach by engaging students in equal sharing and grouping of objects to understand division, followed by representing it through repeated subtraction and number sentences, and guiding learning through questioning to develop conceptual understanding of division."	CG-1 understands and carries out the four basic operations with whole numbers, and discovers and recognises patterns in number sequences. **Understands multiples, multiplication and Division**	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will divide larger numbers (dividends) by a 1-digit divisor using appropriate division methods. They will apply division skills to solve problems accurately, including checking answers using multiplication.	

	Ch. 9 Equal Groups	Let Us Solve		Day : 10		***"Equal Group Race"*** # Call a number: "Make 4 equal groups!" # Students quickly form groups. # Funny moment when groups are uneven → class shouts "Not fair!"	"Use a Concrete–Visual–Abstract approach by engaging students in skip counting by hundreds using place value blocks and number charts, followed by identifying and listing multiples of 100, and guiding learning through questioning to develop conceptual understanding."	CG-1 understands and carries out the four basic operations with whole numbers, and discovers and recognises patterns in number sequences. **Understands multiples, multiplication and Division**	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will read and understand word problems and identify the correct operation needed to solve them. They will apply appropriate mathematical skills to find accurate solutions to real-life situations.	

	Computational Thinking	Ch. 9 Equal Groups		Day : 11		***"Sharing Madness"*** # Teacher says: "10 imaginary chocolates for 5 students!" # Students act it out by sharing equally. # Funny twist: one student may pretend to "steal extra" → class corrects it.	"Use a Concrete–Visual–Abstract approach by engaging students in skip counting by hundreds using place value blocks and number charts, followed by identifying and listing multiples of 100, and guiding learning through questioning to develop conceptual understanding."	CG-1 understands and carries out the four basic operations with whole numbers, and discovers and recognises patterns in number sequences. **Understands multiples, multiplication and Division** CG-4 Develops problem-solving skills with procedural fluency to solve mathematical puzzles as well as daily-life problems, and as a step towards developing computational thinking	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems C-4.3 Selects appropriate methods and tools for computing with whole numbers, such as mental computation, estimation, or paper-pencil calculation, in accordance with the context	Students will apply computational thinking by breaking word problems into smaller steps, identifying important information, and choosing the correct operations to solve them. They will use logical reasoning and step-by-step problem-solving to arrive at accurate solutions.	

10	Ch. 10 Elephants, Tigers, and Leopards	Game (Addition)		December Day : 1	December	***"Hungry Monster Game"*** # Teacher acts like a hungry monster: "I ate 3 pizzas and 2 burgers… how many total?" # Students answer loudly.	"Use a Concrete–Visual–Abstract approach by engaging students in combining objects to understand addition as joining, followed by representing it using number sentences and standard algorithms, and guiding learning through hands-on activities and questioning to develop conceptual understanding."	CG-1 understands and carries out the addition with whole numbers, and discovers and recognises patterns in number sequences	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition C-1.4 Recognises, describes, and extends simple number patterns	Students will understand addition as combining quantities through interactive games. They will develop basic addition skills while actively engaging in playful learning activities.	
	Ch. 10 Elephants, Tigers, and Leopards	Reverse and Add		Day : 2		***"Catch My Mistake"*** # Teacher says: "4 + 3 = 10!" # Students react dramatically: "Nooooo!" and give correct answer.	"Use a Concrete–Visual–Abstract approach by engaging students in combining objects to understand addition as joining, followed by representing it using number sentences and standard algorithms, and guiding learning through hands-on activities and questioning to develop conceptual understanding."	CG-1 understands and carries out the addition with whole numbers, and discovers and recognises patterns in number sequences	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition C-1.4 Recognises, describes, and extends simple number patterns	Students will identify and describe patterns in number sequences by observing changes between terms. They will use logical reasoning to extend and create number patterns accurately.	

	Ch. 10 Elephants, Tigers, and Leopards	More or Less		Day : 3		***"Oops! Lost It Game"*** # Teacher says: "10 bananas – 3 eaten by monkey = ?" # Students act like monkeys stealing items dramatically. # Class shouts remaining number.	"Use a Concrete–Visual–Abstract approach by engaging students in combining and separating objects to understand addition and subtraction, followed by representing operations using number sentences and standard methods, and guiding learning through questioning to develop conceptual understanding."	CG-1 understands and carries out the addition and subtraction with whole numbers, and discovers and recognises patterns in number sequences	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and subtraction C-1.4 Recognises, describes, and extends simple number patterns	Students will compare quantities and identify which is more or less in a given situation. They will apply comparison skills to solve simple real-life mathematical problems accurately.	
	Ch. 10 Elephants, Tigers, and Leopards	Addition and Subtraction		Day : 4		***"Run Away Numbers"*** # Students start as a group (e.g., 10 students). # Teacher says: "5 ran away!" # 5 students dramatically "run away" from the group.	"Use a Concrete–Visual–Abstract approach by engaging students in combining and separating objects to understand addition and subtraction, followed by representing operations using number sentences and standard methods, and guiding learning through questioning to develop conceptual understanding."	CG-1 understands and carries out the addition and subtraction with whole numbers, and discovers and recognises patterns in number sequences	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and subtraction C-1.4 Recognises, describes, and extends simple number patterns	Students will add and subtract 4-digit numbers accurately using appropriate strategies such as regrouping. They will apply these skills to solve real-life and textbook problems with understanding.	

	Ch. 10 Elephants, Tigers, and Leopards	Deposit Slip		Day : 5		***"Apple Bite Drama"*** # Teacher pretends to eat apples: "I had 6 apples… I ate 2!" # Students act surprised and calculate remaining apples.	"Use a Concrete–Visual–Abstract approach by engaging students with a sample bank deposit slip to understand its parts and purpose, followed by filling model slips with given data, and guiding learning through demonstration, questioning, and practice to develop practical understanding."	CG-4 Develops problem-solving skills with procedural fluency to solve mathematical puzzles as well as daily-life problems, and as a step towards developing computational thinking	C-4.3 Selects appropriate methods and tools for computing with whole numbers, such as mental computation, estimation, or paper-pencil calculation, in accordance with the context	Students will understand and fill a bank deposit slip correctly by entering required details such as date, account number, and amount. They will develop basic financial literacy skills for real-life banking transactions.	
	Ch. 10 Elephants, Tigers, and Leopards	Let Us Solve		Day : 6		***"Freeze and Lose"*** # Students move around. # Teacher says: "Take away 2 students!" # 2 students freeze and step out.	"Use a Concrete–Visual–Abstract approach by engaging students in combining and separating objects to understand addition and subtraction, followed by representing operations using number sentences and standard methods, and guiding learning through questioning to develop conceptual understanding."	CG-1 understands and carries out the addition and subtraction with whole numbers, and discovers and recognises patterns in number sequences	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and subtraction	Students will add and subtract 4-digit numbers accurately using appropriate strategies such as regrouping. They will apply these skills to solve real-life and textbook problems with understanding.	

	Computational Thinking	Ch. 10 Elephants, Tigers, and Leopards		Day : 7		***"Catch My Mistake"*** # Teacher says: "4 + 3 = 10!" # Students react dramatically: "Nooooo!" and give correct answer.	"Use a Concrete–Visual–Abstract approach by engaging students in combining and separating objects to understand addition and subtraction, followed by representing operations using number sentences and standard methods, and guiding learning through questioning to develop conceptual understanding."	CG-1 understands and carries out the addition and subtraction with whole numbers, and discovers and recognises patterns in number sequences CG-4 Develops problem-solving skills with procedural fluency to solve mathematical puzzles as well as daily-life problems, and as a step towards developing computational thinking	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and subtraction C-4.3 Selects appropriate methods and tools for computing with whole numbers, such as mental computation, estimation, or paper-pencil calculation, in accordance with the context	Students will apply computational thinking by breaking word problems into smaller steps, identifying important information, and choosing the correct operations to solve them. They will use logical reasoning and step-by-step problem-solving to arrive at accurate solutions.	

11	Ch.11 Fun with Symmetry	Activity (1. Making Ink Design 2. Making a paper airplane)		January Day : 1	January	***"Emotion Copy Game"*** # Teacher shows an emotion (happy, sad, angry, surprised). # Students must **copy instantly**. # Then one student becomes the leader.	"Use a Concrete–Visual–Abstract approach by engaging students in creating symmetrical patterns through hands-on activities like ink designs and paper folding, followed by identifying lines of symmetry in drawings and real-life objects, and guiding learning through observation, exploration, and questioning to develop conceptual understanding of symmetry."	CG-2 Describes spatial relationships, and recognises and creates shapes that have symmetry	C-2.3 Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes	Students will understand the concept of symmetry by creating and observing symmetrical patterns through activities like ink designs and paper airplanes. They will identify lines of symmetry and apply this understanding to real-life objects and shapes.	Assessment as Learning
	Ch.11 Fun with Symmetry	Holes and Cuts (Activity)		Day : 2		***"Quick Action Answer"*** # Ask simple questions: "Show me something you do when you are happy!" # Students respond with actions (jump, clap, smile, dance).	"Use a Concrete–Visual–Abstract approach by engaging students in hands-on activities involving cutting paper and creating holes to observe changes in shapes, followed by identifying and discussing the resulting parts, and guiding learning through exploration and questioning to develop conceptual understanding of shapes and transformations."	CG-2 Describes spatial relationships, and recognises and creates shapes that have symmetry	C-2.3 Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes	Students will understand symmetry by creating and observing shapes made through folding, cutting, and making holes in paper. They will identify lines of symmetry and recognize symmetrical patterns in their creations.	

	Ch.11 Fun with Symmetry	Mirror image		Day : 3		***"Elephant–Rabbit Game"*** # Teacher says: "Elephant!" → students act heavy and slow "Rabbit!" → students hop fast # Change quickly.	"Use a Concrete–Visual–Abstract approach by engaging students in hands-on activities using mirrors to observe mirror images of objects and letters, followed by drawing and identifying symmetrical reflections, and guiding learning through observation and questioning to develop conceptual understanding of mirror images."	CG-2 Describes spatial relationships, and recognises and creates shapes that have symmetry	C-2.3 Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes	Students will understand the concept of mirror images by observing reflections and identifying symmetrical figures. They will recognize how objects appear in a mirror and relate this to lines of symmetry.	
	Ch.11 Fun with Symmetry	Tilling the Tiles		Day : 4		***"Pass the Action"*** # One student starts an action (clap, spin, salute). # Next student copies and adds a new action. # Continue around the class.	"Use a Concrete–Visual–Abstract approach by engaging students in hands-on tiling activities using shapes to cover a surface without gaps or overlaps, followed by observing and discussing patterns formed, and guiding learning through exploration and questioning to develop conceptual understanding of tessellation (tiling)."	CG-2 Describes spatial relationships, and recognises and creates shapes that have symmetry	C-2.3 Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes	Students will understand tessellation by arranging tiles without gaps or overlaps to cover a surface. They will identify and create simple tiling patterns using shapes and recognize their use in real-life designs.	

	Ch.11 Fun with Symmetry	Activity (Making a Catty wall!)		Day : 5		***"Emotion Copy Game"*** # Teacher shows an emotion (happy, sad, angry, surprised). # Students must **copy instantly**. # Then one student becomes the leader.	"Use a Concrete–Visual–Abstract approach by engaging students in hands-on tiling activities using shapes to cover a surface without gaps or overlaps, followed by observing and discussing patterns formed, and guiding learning through exploration and questioning to develop conceptual understanding of tessellation (tiling)."	CG-2 Describes spatial relationships, and recognises and creates shapes that have symmetry	C-2.3 Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes	Students will explore symmetry, shape recognition, and spatial understanding by tracing and completing a cat face design. They will apply these concepts creatively to develop a patterned wall display using repeated and organized designs.	
	Computational Thinking	Ch.11 Fun with Symmetry		Day : 6		***"Catch My Mistake"*** # Teacher says: "4 + 3 = 10!" # Students react dramatically: "Nooooo!" and give correct answer.	"Use a Concrete–Visual–Abstract approach by engaging students in folding paper and creating patterns to explore symmetry, followed by identifying lines of symmetry in shapes and real-life objects, and guiding learning through hands-on activities and questioning to develop conceptual understanding of symmetry."	CG-2 Describes spatial relationships, and recognises and creates shapes that have symmetry	C-2.3 Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes	Students will apply computational thinking by breaking symmetry and pattern tasks into clear steps such as identifying shapes, finding lines of symmetry, and repeating patterns. They will use logical reasoning to analyze, create, and complete designs like tiling and wall patterns accurately.	

12	Ch. 12 Ticking Clocks and Turning Calendar	Let Us Do		January Day : 1	January	***"Pass the Action"*** # One student starts an action (clap, spin, salute). # Next student copies and adds a new action. # Continue around the class.	"Use a Concrete–Visual–Abstract approach by engaging students in using calendars to locate and identify dates, followed by interpreting and recording dates in different formats, and guiding learning through observation, practice, and questioning to develop conceptual understanding of calendar skills."	CG-3 Understands time using non-standard and standard units	C-3.2 Uses an appropriate unit and tool for the attribute (like length, perimeter, time, weight, volume) being measured	Students will identify and write the correct month and date from given questions using a calendar. They will apply their understanding of calendar concepts to solve simple time-related problems accurately.	
	Ch. 12 Ticking Clocks and Turning Calendar	Let Us Explore		Day : 2		***"Animal Weight Show"*** # Teacher names animals: # "Bear vs rabbit" # Students act weight: # Bear = slow, heavy steps # Rabbit = light hops	"Use a Concrete–Visual–Abstract approach by engaging students in hands-on activities using clocks and daily routine examples to understand the relationship between hours, minutes, and seconds, including that 1 day has 24 hours, followed by practice in converting and comparing time units, and guiding learning through demonstration and questioning to develop conceptual understanding of time measurement."	CG-3 Understands time using non-standard and standard units	C-3.2 Uses an appropriate unit and tool for the attribute (like length, perimeter, time, weight, volume) being measured	Students will understand and recall the relationships between hours, minutes, and seconds, including that 1 day has 24 hours. They will apply this knowledge to solve simple time conversion problems accurately.	

	Ch. 12 Ticking Clocks and Turning Calendar	24-hour clock		Day : 3		***“Say Your Name with an Action”*** # Each student says their name with a fun action (clap, jump, spin). # Whole class repeats the name + action.	“Use a Concrete–Visual–Abstract approach by engaging students in observing real-life time situations using clocks and daily routines, followed by converting and reading time in 24-hour format, and guiding learning through demonstration, practice, and questioning to develop conceptual understanding of time.”	CG-3 Understands time using non-standard and standard units	C-3.2 Uses an appropriate unit and tool for the attribute (like length, perimeter, time, weight, volume) being measured	Students will understand and read time using the 24-hour clock format. They will convert between 12-hour and 24-hour time and apply this knowledge to interpret daily schedules accurately.	

	Ch. 12 Ticking Clocks and Turning Calendar	Hours and Minutes		Day : 4		***"Clap the Number"*** # Teacher calls out a number. # Students: **# Clap once** for odd **# Clap twice** for even # Keep the pace fast to build excitement.	"Use a Concrete–Visual–Abstract approach by engaging students in hands-on activities using clocks and daily routine examples to understand the relationship between hours, minutes, and seconds, including that 1 day has 24 hours, followed by practice in converting and comparing time units, and guiding learning through demonstration and questioning to develop conceptual understanding of time measurement."	CG-3 Understands time using non-standard and standard units	C-3.2 Uses an appropriate unit and tool for the attribute (like length, perimeter, time, weight, volume) being measured	Students will calculate duration, starting time, and finishing time for given activities. They will apply time concepts to solve real-life problems involving time intervals accurately.	

	Computational Thinking	Ch. 12 Ticking Clocks and Turning Calendar		Day : 5		***"Multiple Train"*** # Students form a train line. # Teacher says a number (e.g., 4). # Every 4th student does a funny action (clap, spin, dance move).	"Use a Concrete–Visual–Abstract approach by engaging students in hands-on activities using clocks and daily routine examples to understand the relationship between hours, minutes, and seconds, including that 1 day has 24 hours, followed by practice in converting and comparing time units, and guiding learning through demonstration and questioning to develop conceptual understanding of time measurement."	CG-3 Understands time using non-standard and standard units	C-3.2 Uses an appropriate unit and tool for the attribute (like length, perimeter, time, weight, volume) being measured	Students will apply computational thinking to time-related problems by breaking tasks into steps such as identifying starting time, finishing time, and duration. They will use logical reasoning and sequencing to solve time-based exercises accurately.	

13	Ch. 13 The Transport Museum	Constructing Tables		February Day : 1	February	***"Pass the Action"*** # One student starts an action (clap, spin, salute). # Next student copies and adds a new action. # Continue around the class.	"Use a Concrete–Visual–Abstract approach by engaging students in collecting and organizing data using real-life examples, followed by representing the data in simple tables, and guiding learning through demonstration, practice, and questioning to develop conceptual understanding of data representation."	CG-1 understands and carries out the multiplication with whole numbers, and discovers and recognises patterns in number sequences	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will collect and organize data by constructing simple tables in a systematic way. They will present information clearly and use tables to compare and interpret data effectively.	Assessment for Learning
	Ch. 13 The Transport Museum	Making tables by splitting into equal groups		Day : 2		***"Animal Weight Show"*** # Teacher names animals: # "Bear vs rabbit" # Students act weight: # Bear = slow, heavy steps # Rabbit = light hops	"Use a Concrete–Visual–Abstract approach by engaging students in collecting and organizing data using real-life examples, followed by representing the data in simple tables, and guiding learning through demonstration, practice, and questioning to develop conceptual understanding of data representation."	CG-1 understands and carries out the multiplication with whole numbers, and discovers and recognises patterns in number sequences	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will organize data by splitting it into equal groups and representing it in table form. They will use tables to record, compare, and interpret information in a clear and structured way.	

	Ch. 13 The Transport Museum	Multiplication by 2Digit numbers		Day : 3		***"Jump the Multiple"*** # Choose a number (like 3). # Students count loudly: 1, 2, 3, 4… # Only when the number is a multiple of 3, they **jump instead of speaking** (3, 6, 9…).	"Use a Concrete–Visual–Abstract approach by engaging students in grouping and array activities to understand multiplication by 2-digit numbers, followed by solving problems using place value and standard algorithms, and guiding learning through demonstration, practice, and questioning to develop conceptual understanding."	CG-1 understands and carries out the multiplication with whole numbers, and discovers and recognises patterns in number sequences	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will multiply numbers by 2-digit numbers using appropriate methods such as partial products and regrouping. They will apply multiplication skills to solve real-life and textbook problems accurately.	
	Ch. 13 The Transport Museum	Let Us Solve		Day : 4		***"Say Your Name with an Action"*** # Each student says their name with a fun action (clap, jump, spin). # Whole class repeats the name + action.	"Use a Concrete–Visual–Abstract approach by engaging students in grouping and array activities to understand multiplication by 2-digit numbers, followed by solving problems using place value and standard algorithms, and guiding learning through demonstration, practice, and questioning to develop conceptual understanding."	CG-1 understands and carries out the multiplication with whole numbers, and discovers and recognises patterns in number sequences	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will solve multiplication problems accurately using appropriate strategies and methods. They will apply multiplication skills to answer both direct and word problems in real-life contexts.	

	Ch. 13 The Transport Museum	Multiplication by Tens		Day : 5		***"Jump the Multiple"*** # Choose a number (like 3). # Students count loudly: 1, 2, 3, 4… # Only when the number is a multiple of 3, they **jump instead of speaking** (3, 6, 9…).	"Use a Concrete–Visual–Abstract approach by engaging students in grouping and array activities to understand multiplication by 2-digit numbers, followed by solving problems using place value and standard algorithms, and guiding learning through demonstration, practice, and questioning to develop conceptual understanding."	CG-1 understands and carries out the multiplication with whole numbers, and discovers and recognises patterns in number sequences	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will multiply numbers by multiples of ten using place value understanding and patterns. They will apply this skill to solve problems quickly and accurately in both mathematical and real-life situations.	
	Ch. 13 The Transport Museum	Multiplication by 3Digit numbers		Day : 6		***"Multiple Train"*** # Students form a train line. # Teacher says a number (e.g., 4). # Every 4th student does a funny action (clap, spin, dance move).	"Use a Concrete–Visual–Abstract approach by engaging students in grouping and array activities to understand multiplication by 3-digit numbers, followed by solving problems using place value and standard algorithms, and guiding learning through demonstration, practice, and questioning to develop conceptual understanding."	CG-1 understands and carries out the multiplication with whole numbers, and discovers and recognises patterns in number sequences	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will multiply numbers by 3-digit numbers using appropriate methods such as place value strategies, partial products, or standard algorithms. They will apply these skills to solve complex numerical and real-life problems accurately.	

	Ch. 13 The Transport Museum	Dividing by 10 and 100		Day : 7		***"Animal Weight Show"*** # Teacher names animals: # "Bear vs rabbit" # Students act weight: # Bear = slow, heavy steps # Rabbit = light hops	"Use a Concrete–Visual–Abstract approach by engaging students in place value activities to understand division by 10 and 100, followed by observing patterns of shifting digits in numbers, and guiding learning through demonstration, practice, and questioning to develop conceptual understanding of division."	CG-1 understands and carries out the multiplication and division with whole numbers, and discovers and recognises patterns in number sequences	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will divide numbers by 10 and 100 using place value understanding and patterns. They will apply this skill to solve simple numerical and real-life problems accurately.	
	Ch. 13 The Transport Museum	Let Us Solve		Day : 8		***"Pass the Action"*** # One student starts an action (clap, spin, salute). # Next student copies and adds a new action. # Continue around the class.	"Use a Concrete–Visual–Abstract approach by engaging students in grouping and sharing objects to understand multiplication and division, followed by representing problems using number sentences and standard methods, and guiding learning through practice, and questioning to develop conceptual understanding."	CG-1 understands and carries out the multiplication and division with whole numbers, and discovers and recognises patterns in number sequences	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will solve word problems involving multiplication and division by identifying the correct operation and applying appropriate strategies. They will develop reasoning skills to interpret problems and find accurate solutions.	

	Ch. 13 The Transport Museum	Chinnu's Coins		Day : 9		***"Emotion Copy Game"*** # Teacher shows an emotion (happy, sad, angry, surprised). # Students must **copy instantly**. # Then one student becomes the leader.	"Use a Concrete–Visual–Abstract approach by engaging students in grouping and sharing objects to understand multiplication and division, followed by representing problems using number sentences and standard methods, and guiding learning through practice, and questioning to develop conceptual understanding."	CG-1 understands and carries out the multiplication and division with whole numbers, and discovers and recognises patterns in number sequences	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will multiply and divide money amounts accurately to solve real-life problems. They will apply these operations to calculate total costs, shared amounts, and unit prices effectively.	
	Computational Thinking	Ch. 13 The Transport Museum		Day : 10		***"Say Your Name with an Action"*** # Each student says their name with a fun action (clap, jump, spin). # Whole class repeats the name + action.	"Use a Concrete–Visual–Abstract approach by engaging students in grouping and sharing objects to understand multiplication and division, followed by representing problems using number sentences and standard methods, and guiding learning through practice, and questioning to develop conceptual understanding."	CG-1 understands and carries out the multiplication and division with whole numbers, and discovers and recognises patterns in number sequences	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will apply computational thinking to multiplication and division problems by breaking them into smaller steps, identifying patterns, and selecting appropriate operations. They will use logical reasoning to solve problems systematically and verify their answers.	

14	Ch. 14 Data Handling	Favorite Subjects Survey		March Day : 1	March	***"Clap the Number"*** # Teacher calls out a number. # Students: **# Clap once** for odd **# Clap twice** for even # Keep the pace fast to build excitement.	"Use a Concrete–Visual–Abstract approach by engaging students in collecting and organizing real-life data using objects or pictures, followed by representing the data using tables and simple graphs, and guiding learning through observation, interpretation, and questioning to develop conceptual understanding of data handling."	CG-4 Develops problem-solving skills with procedural fluency to solve mathematical puzzles as well as daily-life problems, and as a step towards developing computational thinking	C-4.2 Learns to systematically count and list all possible permutations or combination given a constraint, in simple situations	Students will understand the concept of a simple survey and data handling in everyday situations.	Assessment of Learning
	Ch. 14 Data Handling	Activity – Chess or Cricket		Day : 2		***"Animal Weight Show"*** # Teacher names animals: # "Bear vs rabbit" # Students act weight: # Bear = slow, heavy steps # Rabbit = light hops	"Use a Concrete–Visual–Abstract approach by engaging students in collecting and organizing real-life data using objects or pictures, followed by representing the data using tables and simple graphs, and guiding learning through observation, interpretation, and questioning to develop conceptual understanding of data handling."	CG-4 Develops problem-solving skills with procedural fluency to solve mathematical puzzles as well as daily-life problems, and as a step towards developing computational thinking	C-4.2 Learns to systematically count and list all possible permutations or combination given a constraint, in simple situations	Students will collect, organize, and represent data from activities like chess or cricket in simple tables or charts. They will interpret the data to answer questions and draw meaningful conclusions.	

	Computational Thinking	Ch. 14 Data Handling		Day : 3		***"Pass the Action"*** # One student starts an action (clap, spin, salute). # Next student copies and adds a new action. # Continue around the class.	"Use a Concrete–Visual–Abstract approach by engaging students in collecting and organizing real-life data using objects or pictures, followed by representing the data using tables and simple graphs, and guiding learning through observation, interpretation, and questioning to develop conceptual understanding of data handling."	CG-4 Develops problem-solving skills with procedural fluency to solve mathematical puzzles as well as daily-life problems, and as a step towards developing computational thinking	C-4.2 Learns to systematically count and list all possible permutations or combination given a constraint, in simple situations	Students will apply computational thinking to data handling by collecting, organizing, and representing information systematically. They will analyze patterns in data, interpret results, and use logical reasoning to draw accurate conclusions.	